

U. S. Department of Education
Office of Vocational and Adult Education

The Carl D. Perkins
Career and Technical Education Improvement Act
of 2006

STATE PLAN COVER PAGE

State Name: Missouri

Eligible Agency Submitting Plan on Behalf of State:

Department of Elementary and Secondary Education

Person at, or representing, the eligible agency responsible for answering questions on this plan:

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Type of State Plan Submission (check one):

6-Year Full Plan – FY 2007 – FY 2013

1-Year Transition Plan – FY 2007-2008

Special Features of State Plan Submission (check all that apply):

Unified - Secondary and Postsecondary

Unified - Postsecondary Only

Title I only (*All Title II funds have been consolidated under Title I*)

Title I and Title II

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PART A: STATE PLAN NARRATIVE

I. PLANNING, COORDINATION, AND COLLABORATION PRIOR TO PLAN SUBMISSION

A. Statutory Requirements

- 1. The eligible agency shall conduct public hearings in the State, after appropriate and sufficient notice, for the purpose of affording all segments of the public and interested organizations and groups (including charter school authorizers and organizers consistent with State law, employers, labor organizations, parents, students, and community organizations), an opportunity to present their views and make recommendations regarding the State Plan. [Sec. 122(a)(3)]**

Public recommendations were solicited and collected at six public hearings held across the state, January 28 – February 5, 2008. The sites were Jefferson City, Cape Girardeau, Springfield, St. Charles, Kansas City, and Macon, Mo. Public notice was given beginning October 16, 2007, via announcements on the Department’s Web site, announcements in the Division’s December and January news bulletins, and a statewide news release issued by the Department of Elementary and Secondary Education on January 9, 2008, announcing the availability of the draft State Plan for advance review, either online or by mail. Notice also was provided to school superintendents and the public in the Department’s electronic “Mailbag” on December 12, 2007. Additional effort was made to notify all daily newspapers, doubly those serving locales of the public hearings; education-focused reporters; members of the Missouri Association of Career and Technical Education, Missouri Council of Career and Technical Administrators, Missouri Association of Secondary School Principals, Missouri School Counselor Association, Missouri Special Needs Association, Missouri Council of School Administrators, and Missouri Community College Association; as well as DESE news subscribers. Notice also was posted at the public hearing sites, as well as to the Kansas City Star’s Press Release Central.

In addition to six public hearings, a “virtual” public hearing also was made available on the Department’s Web site, January 30 through February 15, 2008, which included a recorded presentation, a copy of the draft plan, presentation handouts, and a mechanism for submitting comments and recommendations online.

- 2. A summary of the above recommendations and the eligible agency’s response to such recommendations in the State Plan. [Sec. 122(a)(3)]**

Written feedback and recommendations collected from the public hearings and the online submission form were reviewed and considered for modification to the draft State Plan prior to submitting it for consultation by the Governor and approval by the State Board of Education. A summary of the comments and responses to the comments can also be found in Appendix A.

- 3. The eligible agency shall develop the State Plan in consultation with academic and career and technical education teachers, faculty, and administrators; career guidance and academic counselors; eligible recipients; charter school authorizers and organizers consistent with State law; parents and students; institutions of higher education; the State Tech Prep coordinator and representatives of Tech Prep**

consortia (if applicable); entities participating in activities described in Section 111 of Public Law 105-220; interested community members (including parents and community organizations); representatives of special populations; representatives of business and industry (including representatives of small business); and representatives of labor organizations in the State. You also must consult the Governor of the State with respect to development of the State Plan. [Sec. 122(b)(1)(A)-(B)]

The Division consulted with a number of groups and individuals during the development of both the transition plan and the five-year State Plan. The areas targeted for this consultation is listed below, along with a summary of activities related to the targeted areas:

Tech Prep – In August 2007, a letter was sent to all community college presidents from the Assistant Commissioner. The letter requested input as to whether Tech Prep should be consolidated into the basic state grant or if it should be kept separate. Feedback was received until October 1, 2007. In addition to this input, a meeting was held with representatives of the community college presidents to further discuss the future of Tech Prep.

Accountability – Staff from the Accountability and Administration section held three statewide meetings to discuss the proposed accountability measures for Perkins IV. The first meeting was held on October 2, 2007 in conjunction with the Missouri Council of Career and Technical Administrator’s fall conference in Columbia. On October 26, 2007, two additional meetings were held in Jefferson City. The first meeting focused on postsecondary accountability measures and was attended by community college staff and other interested educational institutions. The second meeting focused on secondary accountability measures and was mostly attended by comprehensive high school and area career center staff.

In addition to the three meetings, the Division made available a portal on its Web site where interested parties could review the proposed accountability measures and provide written feedback. Feedback was collected through the online portal from October 29 through November 20, 2007.

Programs of Study – The Division hosted a program of study advisory committee on December 17, 2007. The advisory committee was asked to review the work that has been ongoing since April toward development and implementation of programs of study. The advisory committee was representative of community colleges, labor organizations, area career centers, and comprehensive high schools. Staff assigned as career cluster leaders from the Division were also in attendance. The work of the programs of study advisory committee will be ongoing. The advisory committee will continually be consulted as the programs of study process is implemented.

Postsecondary Participation in One-Stop System – The Division sent an e-mail to all postsecondary grant recipients on October 18, 2007. The purpose of the e-mail was to solicit information from postsecondary institutions regarding their participation in the one-stop career center delivery system established by Title I of the Workforce Investment Act (WIA). A number of comments were received and incorporated into the appropriate sections of Missouri’s State Plan including comments received by the Division of Workforce Development, the WIA grant recipient for the State of Missouri, which remarked that postsecondary institutions have representation on the local workforce boards.

Special Populations – The Special Population section of the State Plan was written at the state level with the assistance of an advisory committee consisting of vocational resource educators, basic skills instructors, career education evaluators, and work experience coordinators from Area Career Centers around the state. The plan was then sent to the same group with the addition of the Missouri Department of Elementary and Secondary Education, Division of Special Education, Missouri Parents ACT (MPACT), which is a statewide parent training and information center serving all disabilities, Area Career Center directors, postsecondary disability support services coordinators, Missouri Department of Correction, and the Division of Youth Services. All feedback was reviewed and changes were made based on that feedback. A final version was sent to all that participated with the results included in the State Plan submission.

Business and Industry – A broad range of trade associations and professionals representing Missouri business and industry were asked to validate the knowledge and skills for all 16 Career Clusters and 81 Career Pathways through an online survey. Over 700 individuals responded to the online validation process that was operational from November 20, 2006 through January 8, 2007.

In addition, a statewide meeting was held on January 25, 2007 with the Industry Advisory Council representatives of the 16 Career Clusters and most of the 81 Career Pathways. The Industry Advisory Councils reviewed and validated the foundation and pathway knowledge and skill statements; reviewed the results from the online validation process; considered needs and expectations at the middle school, high school, and postsecondary grade levels; identified gaps and overlaps; and explored industry credentials and other certifications.

Consultation with Governor – The State Plan was sent to the Governor’s office on March 3, 2008 for consultation.

- 4. The eligible agency shall develop effective activities and procedures, including access to information needed to use such procedures, to allow the individuals and entities listed in item 3 above to participate in State and local decisions that relate to development of the State Plan. [Sec. 122(b)(2)]**

In order to assure that those interested in giving input to the development of the State Plan had knowledge of the plan process, state staff presented information on the plan development process and time lines, a description of work team assignments, and a summary of the major provisions of the Act to local career and technical education administrators, teachers, and organization board members. A draft of the State Plan was placed on the Department’s Web site. A document titled, “Perkins Summary and Future Plans for Implementation, FY 2008-2013,” was produced, distributed, and presented at the summer conference of the Missouri Association for Career and Technical Education (MoACTE), as well as posted to the Division’s Web site. The document provided a brief review of Perkins III and moving forward to Perkins IV. It further described areas of emphasis, funding structure, five-year strategic plan, local annual application, accountability, and programs of study in Perkins IV.

In addition to the communication and consultation received from the activities above, the Division provided a standing feedback page for various issues on its Web site at http://dese.mo.gov/divcareered/perkins_iv_feedback.htm.

- 5. The eligible agency shall develop the portion of the State Plan relating to the amount and uses of any funds proposed to be reserved for adult career and technical education, postsecondary career and technical education, Tech Prep education, and secondary career and technical education after consultation with the State agency responsible for supervision of community colleges, technical institutes, or other 2-year postsecondary institutions primarily engaged in providing postsecondary career and technical education, and the State agency responsible for secondary education. If a State agency finds that a portion of the final State Plan is objectionable, the State agency must file its objections with you. You must respond to any objections you receive in the State Plan that you submit to the Secretary. [Sec. 122(e)(3)]**

Missouri has a single State Board of Education that is responsible for all public education, academic and vocational, K-12. The board serves as the state-level governing body for career and technical education programs provided by local school districts, community/technical colleges and four year institutions. The State Board of Education delegates authority to the Office of College and Career Readiness for all career and technical education in the state, including secondary, postsecondary, and adult. The Office administers state and federal funds for secondary, postsecondary, and adult career and technical education programs in the state.

On March 3, 2008 the State Plan was sent to the Department of Higher Education for its review and comment.

II. PROGRAM ADMINISTRATION

A. Statutory Requirements

1. **The eligible agency must prepare and submit to the Secretary a State Plan for a 6-year period; or**

The eligible agency may prepare and submit a transition plan for the first year of operation of programs under the Act. [Sec. 122(a)(1)]

Missouri is submitting its five-year plan for the Carl D. Perkins Career and Technical Education Improvement Act of 2006, Public Law 109-270. The five-year plan covers Fiscal Years 2009-2013; July 1, 2008 through June 30, 2013.

2. **Describe the career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance.**
 - (a) **Describe the career and technical education programs of study, which may be adopted by local educational agencies and postsecondary institutions to be offered as an option to students (and their parents as appropriate) when planning for and completing future coursework, for career and technical content areas that:**
 - (i) **incorporate secondary education and postsecondary education elements;**
 - (ii) **include coherent and rigorous content aligned with challenging academic standards and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education;**
 - (iii) **may include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits; and**
 - (iv) **lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree;**

During the transition year, Missouri developed a framework and process for secondary and postsecondary education to develop programs of study. The framework includes a full range of activities, documents, and processes that can be incorporated across the state at the local level. Each program of study will include a three-part curriculum framework built around a 4 + 2 (+2) articulation model.

Secondary:

- Career and technical education course competency alignment to the Missouri Show-Me Standards and Grade- and Course-Level Expectations.
- Courses meeting postsecondary (both 2-year and 4-year college) entrance requirements appropriate for the career field within the overall program of study.

- Academic and career and technical education foundation knowledge and skills validated by Missouri industry advisory councils.
- Opportunities for students to earn college credit through dual credit/articulated credit.
- Opportunities for students to earn or make documented progress toward an industry-recognized credential or certificate, if appropriate.
- Opportunities for students to engage in leadership development through the appropriate Career and Technical Student Organization (CTSO).
- Work-based learning experiences for students as early as 9th grade, and where appropriate.

Postsecondary:

- Alignment and/or articulation of competencies between appropriate secondary programs.
- Alignment and/or articulation of competencies between one-year certificate, two-year degree, and four-year degree programs.
- Alignment with industry-recognized knowledge and skills, which leads to a certificate, credential, two-year or four-year degree.
- Preparation for employment in high-skill, high-wage, and/or high-demand careers with multiple exit points.

Business and Industry:

- Work-based learning experiences for students as early as 9th grade, and where appropriate.
- Business and industry participation in an advisory capacity.
- Ongoing support for the programs of study, such as teacher mentoring for industry-specific knowledge, assistance with student projects, and relevant experiences that are based upon all aspects of the industry.

In addition to the above criteria, each eligible recipient will show evidence of the following in developing ~~at least one~~ programs of study that includes:

- Collaborative efforts with secondary, postsecondary, and business/industry in preparing a gap analysis between course/program outcomes or competencies and industry-recognized knowledge and skills.
- Steps taken to address any gaps found.
- Comprehensive student career guidance and counseling.
- Development of a culture focused on continuous improvement by:
 - Collecting qualitative and quantitative data on academic and career success, retention rates, dropouts, graduation, transition, and remediation;
 - Using data for planning and decision-making at all levels;
 - Providing high-quality professional development for faculty, administrators, and counselors to improve teaching/learning and integration of technical and academic instruction for improved student achievement; and
 - Maintaining ongoing dialogue among secondary, postsecondary, business, and parent partners at the state and local levels.

Pathways to Prosperity

Missouri is one of six states selected by the [Harvard Graduate School of Education](#) and [Jobs for the Future](#) to participate in the [Pathways to Prosperity Network](#), a national education initiative designed to build career pathways systems for high-school-aged students. Pathways to Prosperity directly relates to the Missouri Department of Elementary and Secondary Education's [Top 10 by 20 plan](#), which calls for all students in the state graduating from high school to be college and career ready. The Top 10 by 20 program aims for student achievement in Missouri to rank among the top 10 states by 2020.

For every 100 students in Missouri, only 21 will earn a four-year degree. *Pathways to Prosperity: Meeting the Challenge of Preparing Young Americans for the 21st Century*, released by the Harvard Graduate School of Education in February 2011, challenged the excessive focus on the four-year college pathway, arguing that additional pathways need to be created that combine rigorous academics with strong technical education to equip the majority of young people with the skills and credentials to succeed in the increasingly challenging labor market.

The enormous interest generated by the Pathways report led to the launch of the Pathways to Prosperity Network. Missouri is an active member of the Network, having participated in a regional "Asset Mapping" project in the summer of 2012. Three districts received a state Innovation High Schools grant to create pathways in high need areas. The grants are intended to fund Early College, dual credit, dual enrollment, internship, or apprenticeship opportunities for students working in those pathways.

(b) Describe how the eligible agency, in consultation with eligible recipients, how the state will develop and implement the career and technical programs of study described in (a) above;

The Division of Career Education began developing programs of study in September 2006. The programs of study will be designed around the 16 Career Clusters as defined by the States' Career Clusters Initiative. Division of Career Education staff members have been designated as state Career Cluster leaders.

Major steps for development:

- A broad range of trade associations and professionals representing Missouri business and industry were asked to validate the knowledge and skills for all 16 Career Clusters and 81 Career Pathways through an online survey. Over 700 individuals responded to the online validation process that was operational from November 20, 2006 through January 8, 2007.
- A statewide meeting was held on January 25, 2007 with the Industry Advisory Council representatives of the 16 Career Clusters and most of the 81 Career Pathways. The Industry Advisory Councils reviewed and validated the foundation and pathway knowledge and skill statements; reviewed the results from the online validation process; considered needs and expectations at the middle school, high school, and postsecondary grade levels; identified gaps and overlaps; and explored industry credentials and other certifications.
- Based on the feedback from the Industry Advisory Councils and Career Cluster leaders, the Missouri Center for Career Education and local educator advisory councils conducted a pilot process to align the Career Cluster foundation and pathway knowledge and skill statements

with local education agencies' competencies. This pilot was done with one pathway from Agriculture, Food and Natural Resources, and Health Science. Involved in the pilot was a comprehensive high school, area career center, community college, and a four-year university. The end result was the identification of a ten-step program of study development and implementation process. The process addressed alignment of existing courses/programs (content) within the context of Career Clusters and Pathways and documented steps involved in the development process. As part of the pilot study, the process also allowed for the testing of tools (software) that could be utilized by sites as they begin the implementation process.

The review of the pilot process and example programs of study were presented at the following conferences and professional development events:

- Missouri Association for Career and Technical Education (MoACTE) Summer Conference
- Missouri Council of Career and Technical Administrators (MCCTA)/Missouri Association of Secondary School Principals (MASSP) Fall Conference
- Building Bridges Conference that includes Tech Prep, *High Schools That Work*, and A+ Schools
- Missouri School Counselors Association (MSCA) Fall Conference
- Tech Prep consortium meetings
- Missouri Council of Career and Technical Administrators Spring Conference 2008
- Other appropriate program-specific statewide and regional fall conferences

Because programs of study development and implementation closely resemble the original intent of Tech Prep, the decision was made to utilize the 15 Tech Prep coordinators as facilitators of programs of study development and implementation. The Division commissioned MCCE to develop an extensive plan for the training of the Tech Prep coordinators in their new role as programs of study facilitators.

In the fall of 2007, MCCE began training the Tech Prep coordinators in the nuances of programs of study development and implementation. The training included information on Career Clusters, rigor and relevance, the Perkins Act, the program of study pilot project, and curriculum design and development. Development of modules related to Career Clusters and rigor and relevance was done as an approach for this work.

A program of study advisory committee was formed. The advisory committee, consisting of secondary and postsecondary representatives and Division Career Cluster leaders, met on December 17, 2007 to provide overall guidance to the process.

In January 2008, the Tech Prep coordinators began developing the additional five pilot programs of study. These pilots are taking place across the state in different clusters. Each pilot site is coordinated by a team of Tech Prep coordinators who will share and document that experience.

Once the pilots are completed in April 2008, the Tech Prep coordinators will compile their experiences and integrate them into a final version for the programs of study implementation process in Missouri. Presentations of this process will be conducted at the MoACTE's summer conference in July.

In September 2008, the 15 Tech Prep coordinators will begin individual programs of study development and implementation processes in their own consortiums under the guidance of the programs of study advisory council.

(c) Describe how the eligible agency will support eligible recipients in developing and implementing articulation agreements between secondary education and postsecondary education institutions.

Over the last several years, comprehensive high schools, area career centers, and community colleges established articulation agreements to assist students in continuing their education. All secondary career education programs are required to have at least one articulation agreement/dual credit arrangement with a postsecondary institution. This is emphasized as part of the Missouri School Improvement Program (MSIP), which is the accreditation process for all public school districts in Missouri. Articulation agreements provide a systematic, seamless student transition process from secondary to postsecondary (community colleges) education that maximizes the use of resources and minimizes content duplication.

Traditionally, the emphasis with articulation agreements has been to provide students with as many hours of college credit as possible. The articulation agreements for the same program have varied from one postsecondary institution to another. For instance, the number of hours of credit given, the criteria for awarding the credit, and when students receive the credit for a particular program may be 15 hours at one postsecondary institution and 30 hours at another. Therefore, it was suggested by both secondary and postsecondary career education administrators that criteria be established for statewide articulation agreements that demonstrates what students need to know and are able to do.

Advisory committees were established in 2005-2006 with secondary and postsecondary instructors, community college admissions representatives, community college presidents, and the Missouri Department of Higher Education to determine criteria for statewide articulation agreements. The groups determined that the best course of action is to start with the career education programs that have a national certification/credential which include program competencies and end-of-course/program assessments. The goal in establishing the statewide articulation agreements is to set a minimum number of credits that would be granted to a student rather than trying to establish a maximum amount of credit.

Statewide articulation agreements have been developed and approved by the State Board of Education. These articulation agreements are:

- Automotive Technology – programs accredited by the National Automotive Technology Education Foundation (NATEF)/Automotive Service Excellence (ASE)
- Cisco Networking Academy – programs that participate in the Cisco Networking Academy
- Construction/Carpentry/Building Trades – programs accredited by the Associated General Contractors (AGC) of America or National Center for Construction Education and Research (NCCER)
- Culinary Arts/Hospitality – programs accredited by the American Culinary Federation (ACF) or National Restaurant Association Education Foundation (NRAEF) ProStart®

- Heating, Ventilation, Air Conditioning, and Refrigeration (HVAC-R) – programs accredited by the Partnership for Air Conditioning, Heating, Refrigeration Accreditation (PAHRA) or HVAC Excellence
- Welding – programs accredited by the American Welding Society (AWS) Schools Excelling through National Skills Education (SENSE)

In addition to these statewide articulation agreements, additional program areas that have some type of national certification or accreditation are being pursued, such as Childcare and Graphic Arts/Communications.

(d) Describe how programs at the secondary level will make available information about career and technical programs of study offered by eligible recipients.

In conjunction with MCCE, the Division of Career Education ~~will~~ developed a process for local development of programs of study. This process ~~will then be~~ was transferred to the local level through a number of professional development opportunities wherein eligible recipients become familiar with programs of study and the strategies for implementation. These professional development opportunities include, but ~~are~~ were not limited to:

- The annual summer conference of the MoACTE, in which presentations on the programs of study will be conducted by Division staff at their individual professional organization meetings.
- The Division, in conjunction with MCCE and the Oklahoma Department of Career and Technology Education, has collaborated to develop components of a Career Clusters toolkit. The purpose of the toolkit is to familiarize teachers, counselors, and administrators with Career Clusters and provide them with strategies for implementation.
- Guidance and Placement Services staff from the Division will include programs of study as part of the regional guidance in-service meetings that are conducted in the fall of the school year.
- The Comprehensive Guidance Program includes individual planning as part of its delivery system. The individual planning process is focused around students making a “personal plan of study” that is focused on a Career Path and/or Career Cluster. The programs of study will be used as the guide for developing each student’s personal plan of study.
- Schools will be encouraged to include sample programs of study as a part of their course guides that are developed each year as part of the registration process.
- A special section featuring the sample personal plans of study will be made readily available to students, school counselors, and parents on Department-sponsored Web sites.
- Teacher and counselor educators will be a part of the development of the sample programs of study. However, in order to get the concept out on a broader scale, a special in-service will be held to inform them of the transition to programs of study. Time will be spent during the in-service to discuss strategies to incorporate programs of study in their work with students.
- Professional development and technical assistance provided by MCCE on programs of study implementation.

(e) Describe the secondary and postsecondary career and technical education programs to be carried out, including programs that will be carried out by the eligible agency, to develop, improve, and expand access to appropriate technology in career and technical education programs.

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, 1 state technical college, 7 four-year universities offering two-year associate degree programs, and 424 comprehensive high schools. In addition, the system includes two state agencies—the Department of Corrections and the Department of Social Services, Division of Youth Services.

Career education programs operated by local educational agencies (LEAs) that receive state and/or federal funds are approved by the Department of Elementary and Secondary Education. Local educational agencies are required to submit program applications based on the *Application for Approval of Career Education Programs – Secondary/Adult Only*, <http://dese.mo.gov/sites/default/files/MO5002457%2010-15-13.pdf>. Postsecondary program applications, http://dese.mo.gov/sites/default/files/MO_500_2686_6_12_PS_Program_Approval_Form.pdf, are first approved by the Department of Higher Education, then reviewed by the Department of Elementary and Secondary Education for final approval to be eligible for Perkins funding. These LEAs deliver career education instruction in the following six program areas:

Agricultural Education – Agricultural Education prepares secondary, postsecondary, and adult students for a variety of careers and advanced college or technical training in the Agriculture, Food and Natural Resources System. Career opportunities for students range from positions in agribusiness, food science, agricultural mechanics and technology, plant science and horticulture, animal science, and natural resources conservation. Programs are delivered by the following: four-year "cluster" programs at comprehensive high schools and area career centers; two-year community college "specific" programs; and "supplemental" and "specific" adult education in high schools, area career centers, and community colleges.

Business Education – Business Education is education *for* and *about* business. Education *about* business prepares all learners for various roles they will play as economically-literate citizens. Education *for* business builds on general understandings about business in a way that prepares learners to be employed in a variety of careers. These two driving forces continue as essential components in all business education environments. Additionally, they enable individuals to participate in a global economic system; function in domestic and international business environments that are characterized by diversity; develop information technology skills for creating and managing information and making decisions; and integrate business concepts and skills with other academic knowledge.

Cisco Networking Academies – The Cisco Networking Academy Program is a comprehensive e-learning program that provides students with the Internet technology skills essential in a global economy. The Networking Academy delivers Web-based content, online assessment, student performance tracking, hands-on labs, instructor training and support, and preparation for industry standard certifications. Missouri currently has 5 regional academies and 54 local academies.

Family Consumer Sciences Education – Family Consumer Sciences Education (FCS) prepares students for essential employment and the management of work and family responsibilities. Recognized for its importance to the economy, home economics, as it was then known, was included in the first piece of vocational legislation, the Smith Hughes Act of 1917. Family and Consumer Sciences is concerned with the work of the family—the recurring, practical problems of home and family and preparing students for work. The critical elements of study—family, human development, interpersonal relationships, parenting, nutrition and wellness, and personal finance—are appropriate for all students. Family and Consumer Sciences Education contributes significantly to the preparation of workers in nearly one-third of the occupations in Missouri. Students can prepare for virtually hundreds of current and emerging careers in fields such as dietetics, hospitality, food service, education, consumer services, and family and children services.

ProStart® – The ProStart program teaches both culinary essentials and basic foodservice management skills, preparing students to fill the need for skilled managers within the hospitality industry. Students gain a broad range of industry skills and experience to prepare them to enter the job market directly after high school or to continue to postsecondary education. Through this two-year program, students learn through classroom experiences, as well as through participation in internships with qualified foodservice operations and mentors.

Health Sciences – The comprehensive Health Sciences program seeks to meet present and predicted needs for health care workers within a health care delivery system characterized by diversity and changing technologies. It is a program that recruits qualified and motivated students and prepares them for their pursuit of appropriate health careers. Based on natural and social sciences, the humanities, and a researched body of knowledge, the curriculum is designed to offer a foundation of knowledge and skills necessary to health career preparation. Curriculum concepts are based on the National Healthcare Foundation Standards and Accountability. These standards and accountability criteria include an academic foundation, effective communication in a medical setting, the healthcare delivery system, employability skills, legal responsibilities, ethics, safety practices, teamwork, health maintenance practices, technical skills, and information technology applications.

Teaching/learning strategies integrate appropriate workplace basic skills that assist students to use resources and technologies, function as effective members within a complex system, and to access and use appropriate information/data. Guiding students to make relevant connections between abstract theories and concrete applications is emphasized throughout the curriculum. This is especially practiced through team teaching with health professionals and on-site practicum experiences (mentorship/internships).

PLTW Biomedical Sciences Program – The PLTW Biomedical Sciences Program consists of a sequence of four courses: Principles of the Biomedical Sciences, Human Body Systems, Medical Intervention, and Scientific Research. The goal of the program is to provide rigorous and relevant curriculum that is project- and problem-based in order to engage and prepare high school students for the postsecondary education and training necessary for success in the wide variety of careers associated with the Biomedical Sciences including physician, nurse, veterinarian, scientific and pharmaceutical researcher, therapist, and technician.

Marketing Education – Historically, marketing has been characterized as dynamic and changing. These changes impact the skills, attitudes, and abilities needed for success in today’s workplace. Marketing must be viewed as a multi-faceted, critical business function that is reinforced by such social sciences as economics, psychology, and sociology. Its successful performance depends on the application of mathematics and English principles, the use of scientific problem solving, and the application of technology to marketing situations and problems. In this century, economic survival in business will depend on the ability to understand and execute marketing skills. Effective Marketing Education provides the skills necessary for students to understand and apply marketing, management, and entrepreneurial principles; to make rational economic decisions; and to exhibit social responsibility in a global economy.

Cooperative Career Education - Cooperative Career Education programs are designed to equip students with the essential skills for career planning and advancement. The primary goal is authentic assessment of the application of academic and occupation skills. The program incorporates real world work experience and learning into the student’s academic experience. Participants in this program may have a cross-section of career interests; however, there are strategies common to all occupations regarding career planning and advancement. Full-group, small-group, and individualized instructional strategies are utilized to assist students in mastering both occupationally-specific and career development competencies.

Skilled Technical Sciences – Skilled Technical Sciences programs are designed to prepare secondary and postsecondary students for rewarding careers in high-demand, high-wage careers. Instruction is also offered through short-term adult education programs to meet the needs of local labor markets. Skilled Technical Sciences students participate in instructional units that educate them in standardized industry processes related to: concepts; layout; design; materials; production; assembly; quality control; maintenance; troubleshooting; construction; repair and service of industrial, commercial, and residential goods and products.

A balanced program of classroom study and practical work experiences produces competent workers who can manage resources, work cooperatively, organize and use information, understand complex systems, and apply appropriate technology. Cooperative education, internship, and apprenticeship experiences are available to students to support learning through the Skilled Technical Sciences program.

Project Lead the Way® – Project Lead the Way® (PLTW) is a sequence of courses, combined with traditional college-preparatory mathematics and science courses. It introduces students to the scope, rigor, and discipline of engineering prior to their postsecondary experiences. The program merges academic theory with skills application, critical thinking, and problem-solving resulting in high student performance.

Additional programs that support the development, improvement, and expansion of student skills in Missouri in career education are:

- Technology Education – Technology Education is the school subject that teaches about the processes used to design, create, and maintain the human-made world. Technological studies, design, innovation, and pre-engineering are other terms used to describe this subject area. The overarching mission of Technology Education as a school program is to develop the human potential of all students for responsible work, citizenship, and leisure roles in a technological society. To accomplish this, programs must address each of its three primary missions, namely to develop each person’s:
 - ability to comprehend and apply the concepts of technological systems;
 - values and attitudes related to the appropriate use of technology—its tools, machines, materials, processes, and products; and
 - ability to use materials, technological processes, and hardware to achieve constructive work skills and enhance occupational opportunity.

Technology Education draws its content from the entire range of technological endeavors, not just industry. Content is also selected by identifying the competencies individuals need to effectively use the products of a technological society. The educational program known as Technology Education derives its content, i.e. the subject matter it teaches, from technology, and not just industry. It is considered to be a body of knowledge or a discipline.

As the Department looks to future workforce needs, the organization and program emphasis areas may be adjusted. An important document helping in the redesign of the CTE section is the Missouri Department of Economic Development *Strategic Initiative for Economic Growth*, published on April 11, 2011. Six Regional Planning Teams were requested to provide input and comments on key strategies and tactical plans for the state and their region. Composed of leaders in business, education, labor, economic development, research and other fields, there were more than 500 Missourians that participated in two rounds of forums held in the six regional areas. That document identified target clusters with a detailed analysis of each cluster.

Those clusters are:

- Advanced Manufacturing
- Energy Solutions
- Biosciences
- Health Sciences and Services
- Information Technology
- Financial and Professional Services
- Transportation and Logistics

The Office of College and Career Readiness is working to ensure a focus on these target areas. It should be noted that the pathways being emphasized in the Pathways to Prosperity project in the St. Louis area are advanced manufacturing, health sciences, and information technology. The Department section labeled Skilled Technical Sciences is being redesigned to include manufacturing, science technology and engineering, transportation and logistics, and architecture and construction.

There are two state funding sources to 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 increase emphasis on training in occupations that have been determined to be in critical shortage.
- 50/50 Equipment – A small amount of match money will be 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.

- (f) Describe the criteria that the eligible agency will use to approve eligible recipients for funds under the Act, including criteria to assess the extent to which the local plan will:**
- i. Promote continuous improvement in academic achievement;**
 - ii. Promote continuous improvement of technical skill attainment; and**
 - iii. Identify and address current or emerging occupational opportunities.**

The Office of College and Career Readiness developed an application that eligible recipients use when preparing their local plan for submission and approval by the State. The local plan must address all items listed in the Carl D. Perkins Career and Technical Education Improvement Act of 2006 under Section 134(b)(1)-(12). Special emphasis will be placed on the implementation of at least one program of study and the focus on integration of academic and career and technical education. The local plans are reviewed to ensure the eligible recipients are in compliance with the Perkins Act.

Each year, the eligible recipients will be required to submit an application. The application includes the local plan and a detailed budget summary.

The Department of Elementary and Secondary Education has developed a Department-wide grant application system known as the Missouri electronic Planning and electronic Grant System (ePeGS) which includes the Perkins grant. The purpose of this project was to create a seamless planning and e-grants process for school districts, other educational institutions, and the Department so there is a comprehensive plan and consistent application process to provide information for budgets and school improvement planning. The goals of the project included:

- a cross-divisional planning process that meets State and Federal requirements and
- a consolidated grant application process that integrates with the planning process to ensure the budget supports the plan and integrates with the allocation and payment of funds.

(g) Describe how programs at the secondary level will prepare career and technical education students, including special populations, to graduate from secondary school with a diploma.

As described in (e) on pages 14-19 of this document, Missouri offers a wide range of secondary career education programs in 443 comprehensive high schools and 58 area career centers. Career and technical education is an integral part of the educational program in all of these schools. This is determined by the standards set forth in the MSIP, the state's school accreditation program.

In addition to the standards and indicators in the MSIP, the *Common Standards for Career Education Programs* (http://dese.mo.gov/sites/default/files/Common_Program_Standards_0.pdf) were developed during Fiscal Year 2006 with input from teachers and administrators. The standards and indicators are designed to provide guidance and direction to local school districts in establishing, improving, and evaluating career education programs. The standards and indicators are currently under review to align with MSIP5.

As part of the MSIP process, the Office of College and Career Readiness requires all career education programs to complete the *Self-Monitoring Report for Career Education* (http://dese.mo.gov/divcareered/MSIP/MSIP_Revised_Short_Report_9-07.doc). 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*, 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.

Beginning with the graduating class of 2010, the minimum number of credits for graduation will be 24, up from 22 units. The new graduation requirements place more emphasis on core academic areas. The increased requirements were made by the State Board of Education in response to concerns expressed by both the business community and higher education about the lack of adequate preparation of Missouri's high school graduates for either the workplace or postsecondary education.

Some of the programs and practices currently in place to assist in preparing career and technical education students to graduate from a secondary school with a diploma include:

- Model Curriculum

All career and technical education programs are expected to have a curriculum guide for each course that is offered by the school district. Each written curriculum guide should include the following components:

- Rationale
- Course description
- Graduate goals
- Measurable learning objectives aligned to Missouri Learning Standards and appropriate industry standards

- Formative and summative assessments
- Instructional strategies
- Instructional activities
- Supportive resources
- Approval by the local board of education

Missouri has implemented an ongoing project to develop model curriculum units in all content areas, including career and technical education. This work is intended to offer a model, which districts can use as is, modify according to local needs, or simply have as an additional resource.

The CTE units were created by Missouri CTE teachers during the 2012 and 2013 school years. Each unit contains an alignment to the *Missouri Learning Standards* and to depth of knowledge (DOK) levels. Career and Technical Education units contain alignments to national standards where appropriate. The model curriculum units also include essential questions, instructional strategies, instructional activities, supportive resources, and both formative and summative assessments. Units are readily accessible to all teachers on the Department web site.

Missouri is using the title *Missouri Learning Standards* to refer to all state standards aligned to the Show-Me Standards. The *Missouri Learning Standards* include the Common Core State Standards in English language arts and mathematics, but also include state standards in all other content areas, including career and technical education.

- Competency Profiles

Competency profiles have been developed for virtually all career education programs and courses. Each profile was developed with input from practicing career educators and related business and industry representatives. The competency profiles have measurable learner objectives (MLOs) and task statements for career educators to use as a guide to develop their local curriculum. Most of the competencies have been aligned with the Missouri Show-Me Standards and Common Core Standards, as well as any applicable national standards. The State anticipates that many of the competency profiles will be revised to reflect the development of programs of study. Additional competency profiles may need to be developed for new courses.

Missouri competency profiles and their corresponding crosswalk document, where available, can be found at <http://dese.mo.gov/college-career-readiness/career-education/career-education-support-materials>.

- Embedded Credit

Embedded credit has recently become more widely recognized as a way for students to complete a rigorous core of both academic and technical coursework. In addition, embedded credit offers an efficient solution for schools and students to meet the increased graduation requirements.

There are two objectives for implementing embedded credit:

- ensure Missouri students have continued opportunities to take a rigorous academic core and career and technical education course(s), and
- prepare students for college and a career by improving their academic achievement and reducing the dropout rate.

These two objectives are specifically relevant to the accountability requirements of the MSIP and Perkins.

In order to assist Missouri schools with creating embedded credit opportunities for students, an Embedded Credit Toolkit is available. The toolkit, developed by MCCE, documents the practices and observations of those who have been involved in embedded credit to date. The toolkit is intended to save educators time during the steep learning curve from exploration to implementation. The toolkit is available at <http://dese.mo.gov/college-career-readiness/career-ed-model-curriculum/administration-school-reform/embedded-credit-0>.

Beginning in July 2007, MCCE initiated activities to further support embedded credit as an alternative to traditional methods of earning/awarding high school credit. Since developing the Embedded Credit Toolkit, a number of additional embedded credit models have evolved, refinements have been made in the Department's application and documentation processes, and other strategies and tips for successful implementation have been identified. The Missouri Center for Career Education will document and incorporate these developments into an updated version of the original toolkit.

Performance expectations are integral to effective embedded credit practice and assessment of student mastery is an essential measure of accountability, not only for the benefit of the embedded credit program but for participating schools and the students they serve. Because assessment is recognized as a significant component to the process but was not addressed originally, a section pertaining to the development of performance expectations and student assessment will also be included in the updated toolkit.

It has become evident in recent months that the first steps in implementing embedded credit courses are, in many instances, the most difficult. Development and effective implementation depend heavily on early and extensive communications among all parties involved. To facilitate initial collaboration, MCCE provided technical assistance to aid school districts that are pursuing embedded credit options. Assistance was designed to address how to begin conversations; maintain open, collaborative dialogue; address challenging questions and concerns; as well as other topics necessary to support embedded credit success.

- Programs of Study and Personal Plans of Study

A requirement of Perkins IV is that school districts will create programs of study which will include a non-duplicative sequence of academic and technical education instruction, comprehensive career guidance and counseling, linkages to postsecondary opportunities, and workplace learning opportunities, among others.

Students will have the opportunity to build their own personal plan of study, the foundation of which will be the program of study, if available, within their identified Career Cluster. This

will be accomplished through the Individual Planning Process of a school's comprehensive Guidance Program. The personal plan of study will reflect the coursework needed to complete the program of study including state and local graduation requirements, grade appropriate work-based opportunities, and relevant co-curricular activities in which the students will engage. Such activities may include, but are not limited to, job shadowing, service-learning, internships, volunteer activities, after school employment, and career and technical student organization activities. The personal plan of study will further reflect the postsecondary goals of the student which will be reviewed annually and revised, as necessary. The MSIP requires that all students have a personal plan of study built around a Career Path and/or Cluster beginning no later than the end of 7th grade.

The Guidance and Counseling Services section in the Office of College and Career Readiness will focus professional development activities on how schools can improve and strengthen the individual planning process so that meaningful yet rigorous personal plans of study are developed.

One of the Department's strategies in reaching its goal of "Top 10 by 20" is for every student to have a personal plan of study, the development of which would begin no later than the 7th grade. The process of "Individual Student Planning" has been a component of Missouri's Comprehensive Guidance and Counseling Program since its inception in the 1980's and the expectation that every student would have a personal plan of study no later than 7th grade has been a part of Missouri's accreditation standards. With the current focus on "college and career readiness" for all students, there has been a renewed interest in "graduation plans," individual learning plans," and what is referred to in Missouri as Personal Plans of Study."

Last year the Guidance and Counseling Services Section conducted a survey of school counselors on their perceptions/beliefs around the personal plan of study. This survey showed that school counselors across the state have a highly favorable view about personal plans of student and their importance in helping guide students.

This year, with support from the University of Missouri, a state-wide focus group study with students in grades 9-12 is being conducted. Students from urban, suburban, and rural parts of the state who had a variety of career and educational goals were asked their views about the personal plan of study and its value to them. Results are currently being compiled and a comprehensive report that will include the data from last year's survey of school counselors and this year's focus group study will be developed. Data will be used to guide further planning to help ensure that the process of developing rigorous and relevant personal plans of study is meaningful to students and leads them to a successful post-secondary transition.

- Career and Technical Student Organizations
Career and Technical Student Organizations (CTSOs) are an integral part of career and technical education. Twelve secondary, postsecondary, and adult career and technical student organizations exist and are supported within Missouri. Nearly 75,000 students participate annually in Missouri CTSOs. Students are provided with leadership development opportunities relating to their career interests. Such leadership and career development includes: co-curricular instruction and application of program curricula to individual and group

activities/projects; local/district/regional/state/national leadership conferences and workshops; competitive/skill events; community service opportunities; and individual or group recognition activities involving problem-solving and team work. Special populations and nontraditional students are encouraged to participate in these leadership organizations.

- Career Prep Certificate Program

Missouri schools strive to develop in students the knowledge, skills, and attitudes necessary for a successful and productive career. Part of a successful career is to have skills necessary to succeed in the workforce and to meet employer expectations. To assist in meeting those expectations, the Missouri General Assembly passed Senate Bill 894 during the 2006 session.

This legislation charged the Department of Elementary and Secondary Education to develop a voluntary program that enables high schools to endorse a certificate for students who meet certain standards demonstrating that the students are “ready to work.” The Career Preparation Certificate Program is designed for high school seniors who choose to participate. In developing the program, the Department established a statewide advisory committee. It was comprised of representatives from employers, chambers of commerce, local workforce service providers and postsecondary institutions, as well as school administrators, counselors, and students. The group was charged with developing the following program components:

- academic components;
- work readiness components;
- assessment tools and techniques for a third party, independent, and objective assessment and endorsement of individual student achievement through an existing workforce investment service delivery system; and
- an easily identifiable guarantee to potential employers that the entry-level employee is ready to work.

The group met monthly to develop the program components, utilizing Web conferencing technology for five of the meetings. Additional guests also participated in meetings by presenting and lending their expertise to planning efforts. From the direction of the advisory committee, a planning guide was developed to assist with local implementation of a Career Prep Certificate Program. The guide provides a framework for communities, large or small, to design a program that meets the needs of their employers. It provides guidance for successful coordination of programs and initiatives that can be packaged into a meaningful certificate.

<http://dese.mo.gov/college-career-readiness/career-education/career-prep-certificate>.

- (h) **Describe how programs at the secondary level will prepare career and technical education students, including special populations, academically and technically for opportunities in postsecondary education or entry in high-skill, high-wage, or high-demand occupations in current or emerging occupations, and how participating students will be made aware of such opportunities;**

In addition to the programs and services described in (g) on pages 21-27, the following programs and services will be made available or are in the process of development:

Comprehensive Guidance and Counseling Program

The Comprehensive Guidance and Counseling Program provides a framework that guides the work of school counselors and other personnel in advancing the academic, career, and personal/social development of all students, helping them develop the knowledge and skills for making a successful postsecondary transition to work, apprenticeship, the military, technical school/community college, or a baccalaureate program. It is developmental by design and includes sequential activities organized and implemented by certified school counselors with the active support of teachers, administrators, students, and parents. The Comprehensive Guidance and Counseling Program is designed to serve all students in grades K-14.

One of the purposes of the Comprehensive Guidance and Counseling Program is to assist students in making informed educational and career decisions through a process called “Individual Student Planning.” Guidance programs in Missouri provide the resources and materials needed to ensure this process unfolds in a systematic manner with particular emphasis given to the development of rigorous and relevant Personal Plans of Study based on locally-established programs of study. Career development is a life-long process and is provided to equip students with knowledge and skills about the world of work framed around the 16 Career Clusters. In addition, appropriate assessments and other activities to help them gain information about their own interests, abilities and values are provided so that an initial Personal Plan of Study can be developed in middle school and then reviewed at least annually and revised, as necessary.

The Guidance and Counseling Services section provides a uniform yet flexible model for comprehensive guidance and counseling programs that are an integral part of the educational process in comprehensive high schools and area career centers. The components of the programs focus on student attainment of knowledge and skills as described above that help ensure *all* students make a successful transition to a postsecondary experience. Additional elements of the programs provide for accountability and program improvement.

- Articulation Agreements/Dual Credit Arrangements
See page 12 for approved list.

- Industry Certifications
Industry certifications are a part of the curriculum at both the secondary and postsecondary levels. These industry certifications include, but are not limited to:
 - American Welding Society (AWS)
 - Associated General Contractors (AGC)
 - Automotive Service Excellence/National Automotive Technician Education Foundation (ASE/NATEF)
 - Child Development Associate (CDA)
 - Cisco Networking Academy
 - Heating, Venting, Air Conditioning (HVAC) Excellence
 - Microsoft Office Specialist (MOS)
 - National Restaurant Association Education Foundation’s (NRAEF) ProStart and ServSafe™
 - I-CAR – Automotive Collision Repair

These certifications at both the program level and student level provide some assurances that students are being taught to industry standards, and those who receive individual certifications are prepared to enter the workforce with a standard set of skills.

MSIP5, Missouri's school improvement program, now requires the achievement of an industry-related credential (IRC) as one component among others to satisfy a College and Career Readiness standard. Missouri is transitioning to a more streamlined list of IRCs to guide programs in their work.

- Missouri Connections

Missouri Connections.org is an educational and career planning information system with students and users in grades 6 through adult. It is sponsored and coordinated by the Department of Elementary and Secondary Education in collaboration with several partners interested in helping students and adults make meaningful connections with education, career preparation, and employment demand, thereby helping Missouri better prepare its workforce to meet the needs of business and industry. Partners include the Department of Economic Development, the Division of Workforce Development, MERIC, the Department of Higher Education, Vocational Rehabilitation, Adult Education and Learning and an advisory board. The program serves adults, by connecting with business and industry in the belief that career development is a life-long process, and that individuals who develop strong skills and positive attitudes toward life-career development are more likely to choose the education, training, and employment that meet their needs and the needs of the workplace.

- Missouri Economic and Research Information Center

The Missouri Economic and Research Information Center (MERIC) is the research division for the Department of Economic Development. The agency provides innovative analyses and assistance to policymakers and the public, including studies of the state's targeted industries and economic development initiatives. Other MERIC research includes Economic Condition Reports, Economic Impact Assessments, and Labor Market Information produced in cooperation with the U.S. Department of Labor.

Missouri educators and students have access to a wide range of data on economic development and workforce trends through MERIC's comprehensive Web site at

http://www.missourieconomy.org/customer/edu_stu.stm.

MERIC continues to assist the Office of College and Career Readiness in identifying high-wage, high-skill, and high-demand occupations for years two through six of Perkins IV.

- College and Career Consultants

The Office of College and Career Readiness supports nine regional College and Career Consultants. The consultants form a state-wide network of professionals focused on developing K-12 awareness of educational programs, comprehensive guidance and counseling programs, and nontraditional career awareness, as well as providing information and expertise in career awareness and participation, exploration, and planning for various audiences using the national Career Clusters Initiative as the basis for their work.

Missouri was one of five states selected to participate in the National Alliance for Partnerships in Equity (NAPE) Science, Technology, Engineering and Math (STEM) Equity Pipeline Project. The STEM Equity Pipeline's goal is to increase participation of females in secondary and postsecondary STEM cluster programs of study necessary for successful secondary/postsecondary transition and degree completion.

The nine College and Career Consultants were trained as facilitators to assist school districts in attracting females to STEM occupations.

- (i) **Describe how funds will be used to improve or develop new career and technical education courses:**
 - i. **At the secondary level that are aligned with rigorous and challenging academic content standards and student academic achievement standards adopted by the State under Section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended;**
 - ii. **At the postsecondary level that are relevant and challenging; and**
 - iii. **That lead to employment in high-skill, high-wage, or high-demand occupations**

Perkins funds will be utilized in a number of ways to assist in improving existing and developing new career and technical education courses/programs:

- National Initiatives

Missouri is part of several national curriculum initiatives and will continue to provide funds to support the following initiatives:

- Project Lead The Way[®] (PLTW) [see page 18 for description]
- PLTW Biomedical Sciences Program [see page 16 for description]
- Cisco Networking Academies [see page 15 for description]

- High School of Business[™] - The High School of Business experience prepares high school students to excel in a college business program. It is an academy-style program developed by the MBAResearch and Curriculum Center and consists of five or more near-college-level business courses and two pre- and/or co-requisites. This project-based learning environment opens students' minds to solving business problems using the academic skills gained in math, English, and social sciences courses. Education's "new 3 R's" can be used to convey how High School of Business will reach and teach students in the 21st Century.
- Curriculum for Agricultural Science Education (CASE) is an instructional system that provides intense teacher professional development and curriculum that is changing the culture of agriculture programs. Through its system of professional development, curriculum, assessment, and certification, CASE equips teachers to elevate student experiences in the agriculture classroom and prepares students for success in college and careers emphasizing science, technology, engineering and math.

- I-CAR – The Inter-Industry Conference on Auto Collision Repair (I-CAR) is an international, not-for-profit training organization which provides activities and resources that focus on helping the industry achieve a high level of technical training. I-CAR is the industry leader in curriculum and training, and its products and services will benefit students by offering them nationally-recognized certificates which will lead them to successful employment and/or prepare them for additional postsecondary education. The Department entered into an agreement with I-CAR to offer curriculum to automotive collision programs across the state.
- (j) **Describe how the eligible agency will facilitate and coordinate communications on best practices among successful recipients of Tech Prep program grants under Title II and other eligible recipients to improve program quality and student achievement.**
- (k) **Describe how funds will be used effectively to link academic and career and technical education at the secondary level and at the postsecondary level in a manner that increases student academic and career and technical achievement.**

Funds will be used for professional development activities that focus on student achievement of both academic and career and technical achievement. These professional development activities will include, but not be limited to:

- developing programs of study;
- assisting school districts in developing transition courses for students entering high school unprepared to take rigorous content, and for those students identified as likely candidates for remediation upon entering postsecondary education;
- integration of mathematics, literacy, and science and career and technical education (CTE) content; and
- developing embedded credit courses.

Further, the following professional development topics were identified as priorities for Perkins IV during a professional development planning meeting held November 11, 2006:

- using data to improve teaching and learning;
- instructional strategies that meet the needs of diverse students;
- connections with industry, including working with advisory committees;
- defining rigor in the different disciplines; and
- raising expectations in CTE courses.

- (l) **Describe how the eligible agency will report on the integration of coherent and rigorous content aligned with challenging academic standards in career and technical education programs in order to adequately evaluate the extent of such integration. [Sec. 122(c)(1)(A)-(L)]**

Missouri has two opportunities to measure student academic success: the Missouri Assessment Program (MAP) and the *High Schools That Work (HSTW)* assessment.

- Missouri Assessment Program and End-of-Course Assessments

In 1997, Missouri began implementing a performance-based assessment system for use by all public schools in the state, as required by the Outstanding Schools Act of 1993. The assessment system, known as the Missouri Assessment Program (MAP), is designed to measure student progress in meeting the Missouri Show-Me Standards. The Department worked with teachers, including career and technical education teachers, school administrators, parents, and business professionals throughout the state to develop the Missouri Show-Me Standards, a set of 73 state-adopted rigorous academic performance standards. The State Board of Education adopted the Missouri Show-Me Standards in 1996. The standards describe what graduates of the state's public schools must know and be able to do. To achieve proficiency in the Missouri Show-Me Standards, students must have a strong foundation of knowledge and skills in basic subject areas and must be able to apply what they know to new situations and real-world problems.

The MAP assessments addressed six content areas: mathematics, communication arts, science, social studies, health/physical education, and fine arts. However, due to budget cuts, the Department suspended the assessments of health/physical education, fine arts, ~~science~~, and social studies. School districts are required to administer ~~only~~ the communication arts, science and mathematics assessments, as required by No Child Left Behind.

The MAP assessments incorporate three types of test questions in order to evaluate student achievement: multiple choice questions, requiring students to select the correct answer; constructed-response items, requiring students to generate an appropriate short response; and performance events, requiring students to respond to, solve problems, or address issues of a complex nature with a longer response.

Missouri uses an alternate to the statewide assessment for students whose disabilities are so severe that they cannot participate in the regular MAP testing. The Department developed the MAP-Alternate (MAP-A) to allow the participation of severely-disabled students.

The MAP assessments yield data about individual and group academic achievement. The data includes a national percentile rank, achievement levels, and raw scores by content standard/strand. Each level of achievement – Below Basic, Basic, Proficient, and Advanced – has accompanying descriptors that articulate the skills associated with that particular level.

Beginning with the 2008-2009 school year, Missouri replaced the high school MAP tests in math, communication arts and science with end-of-course exams in algebra I, biology, and English II. During the 2009-2010 school year, additional course-specific tests were offered in algebra II, geometry, integrated math II, integrated math III, English I, government, and American history.

The end-of-course exams will be used to measure academic attainment of career education students in communication arts/reading and mathematics as required in Perkins IV.

Smarter-Balanced Assessment Consortium

Missouri is a governing member of the Smarter Balanced Assessment Consortium which is creating next-generation tests aligned to the Common Core State Standards (CCSS) in English language arts/literacy and mathematics that will be available by the 2014-15 school year. The assessment system includes a rigorous computer adaptive summative test for grades 3-8 and 11 that provides accurate student performance and growth information to meet state and federal accountability requirements. In addition, optional computer adaptive interim assessments and formative resources aligned to the CCSS give teachers and principals the tools to help students meet today's college- and career-ready standards.

Key Features of Smarter Balanced

- A college- and career-ready evaluation based on the CCSS with results that are comparable nationwide and internationally benchmarked.
- Innovative item types go beyond multiple choice questions to include constructed response and performance tasks that measure critical thinking and problem solving.
- Support for Common Core implementation, including membership for Governing States in the Council of Chief State School Officers' Implementing CCSS state collaborative and a digital library of curriculum resources and instructional best practices for educators.

State-led Governance

Smarter Balanced is a state-led consortium with governing authority flowing from state education chiefs. Each state appoints K-12 and higher education leads to coordinate with the consortium. State representatives direct the Executive Committee and participate in Smarter Balanced work groups. Policy decisions are made by Governing States while Advisory States benefit by sharing resources and access to national experts and technical advisors.

A unique focus for Missouri's integration of more rigorous standards has been the inclusion of career and technical education (CTE) teachers in the implementation of the college- and career-ready standards. These teachers have been involved from the beginning, working alongside core academic teachers in analyzing the knowledge and skill requirements of the new standards. Together, teachers in all areas are working collaboratively to incorporate appropriate content into their courses.

For example, Missouri's Math-in-CTE and Literacy-in-CTE initiatives, both of which are based on integrating content and aligning content with college and career-ready standards, have contributed to better alignment of standards and increased collaboration among CTE and core academic teachers. Because of the study of new standards and resultant changes in curriculum, CTE teachers (and state CTE staff) are learning how to incorporate technical writing into their courses and use common rubrics in scoring. Sessions on technical writing will now be included in the CTE summer professional development conference for all CTE teachers in the state.

- *High Schools That Work Assessment*

Thirty-one high schools and nine area career centers in Missouri are participating in the *High Schools That Work (HSTW)* network. Missouri is one of 30 states that participate in the *HSTW* network which also includes *Technology Centers That Work (TCTW)*, a version of *HSTW* which has been tailored for shared time area career centers. *HSTW* is an effort-based school improvement initiative founded 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.

A requirement to participate in *HSTW* or *TCTW* is to administer the *HSTW* assessment. The NAEP-based achievement tests in reading, mathematics, science, and a survey of student experiences is administered in even years to 12th grade students.

High Schools That Work links student performance to a set of key practices in a way that helps high school leaders, teachers, and communities improve the achievement of academic and career/technical students and identifies seniors who qualify for the *HSTW* Award of Educational Achievement.

Missouri continues to address integration of academic and career and technical education skills through several initiatives.

Math-In-CTE

In June 2011, the Office of College and Career Readiness partnered with the National Research Center for Career and Technical Education (NRCCTE) to implement a curriculum integration model called Math-in-CTE. This research-based model focuses on improving the career education students' mathematical understanding by identifying math that naturally occurs in the career education curriculum and enhancing it by addressing the essential math concept needed to perform the task. Through the collaborative effort of CTE and math instructor teams, a curriculum map is developed that identifies the CTE concepts and intersecting math concepts within the CTE curriculum. Utilizing a seven-element pedagogic framework and a community of practice, lessons are developed and integrated within the CTE curriculum.

Missouri is in the second year of implementing Math-in-CTE and anticipates expanding the reach of the model to more CTE programs and instructors. To date, three career education programs have participated: business, health sciences, and family consumer science. Research from NRCCTE has shown this model to have a significant positive impact on student learning in mathematics with no loss to career and technical area content.

Literacy-in-CTE

Demands on students' literacy skills are becoming increasingly intense and rigorous, especially in highly technical CTE courses and in today's labor market. Students must possess the requisite literacy skills for career and academic success, yet barely one-third of high school graduates are considered proficient in reading. CTE teachers can facilitate the learning processes by scaffolding instruction with literacy strategies.

Because Missouri has two well-established professional development projects in both literacy and writing, the Literacy-in-CTE work was created and implemented through those two

projects: the Missouri Reading Initiative and the Missouri Writing Project, a part of the National Writing Project. During the 2012-13 school year, the Reading Initiative worked with a total of 186 teachers. The Writing Project served 97 teachers in 36 districts.

During Literacy-in-CTE professional development sessions, CTE teachers learn to integrate effective models of reading interventions in the context of their CTE courses. This integration is meant to complement the CTE learning that is already embedded and authentic in the CTE curriculum. Teachers adapt their current lesson plans by integrating research-proven literacy strategies to help students learn and are challenged to help their students take responsibility for their own learning. By collaboratively sharing their adapted lessons, CTE teachers also develop a community of practice among teachers of similar content as well as across CTE fields. By the end of a Literacy-in-CTE summer professional development session, CTE teachers leave with approximately 10 fully-developed lessons and integrated literacy strategies and are confident in their use.

Because of the CTE work in Monett, Missouri, teachers and university researchers contributed to the writing of an i3 grant that was one of 27 out of 720 selected nationwide. The work will now continue with all content area teachers in grades 7-12.

- Embedded Credit
See page 23 for description.
- Curriculum Alignment Initiative
The Curriculum Alignment Initiative (CAI) is part of the Missouri Department of Higher Education's strategy to increase participation in higher education and to smooth pathways for students entering into and progressing into higher education. The goal of this work is to improve the college readiness of students throughout Missouri, by clearly articulating to high school students what it means to be college ready and to smooth transfer of entry-level collegiate courses. CAI is mandated by Senate Bill 389 and directs public colleges and universities to work the Coordinating Board for Higher Education to develop entry- and exit-level competencies for entry level collegiate coursework. CAI also is driven by the work of the state's METS Coalition and the P-20 Council.
- Missouri Student Information System
The Department began implementing the Missouri Student Information System (MOSIS) in the summer of 2005. The system creates a randomly-generated state identification number for every student receiving services in the public schools. The MOSIS number was used to pre-code students' spring 2007 MAP test booklets. Over 90 percent of Missouri school districts voluntarily participated in the process.

In the fall of 2006, the Department started moving the current Core Data collection system from an "aggregate" system to a student-level collection system. In June 2007, the Department piloted the reporting of Core Data at a student level.

The goals of 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, including Perkins accountability data.

- Missouri Comprehensive Data System (MCDS)

In May 2011, the Department introduced a new interactive website known as the Missouri Comprehensive Data System (MCDS) that makes education data easier to find and use <http://mcds.dese.mo.gov/Pages/default.aspx>. The site provides tools that allow users to search and explore the data, create customized reports, and view state and local profiles. Users can download their customized reports for further analysis.

Data is organized into eight broad categories: accountability, college and career, district and school information, early childhood education, student characteristics, education staff, state assessment and special education.

In addition, the Office of Data System Management is able to collect student graduate follow-up data by using the National Student Clearinghouse. Through the National Student Clearinghouse, the Department receives postsecondary enrollment information associated with the state's high school graduates. A report is available in the MCDS Portal to assist districts in verifying which graduates from their districts have enrolled in postsecondary institutions across the nation.

- 3. Describe how comprehensive professional development (including initial teacher preparation and activities that support recruitment) for career and technical teachers, faculty, administrators, and career guidance and academic counselors will be provided, especially professional development that-**
 - (a) Promotes the integration of coherent and rigorous academic content standards and career and technical education curricula, including through opportunities for academic and career and technical teachers to jointly develop and implement curricula and pedagogical strategies;**
 - (b) Increases the percentage of teachers that meet teacher certification or licensing requirements;**
 - (c) Is high quality, sustained, intensive, and focused on instruction, and increases the academic knowledge and understanding of industry standards, as appropriate, of career and technical education teachers;**
 - (d) Encourages applied learning that contributes to the academic and career and technical knowledge of the student;**
 - (e) Provides the knowledge and skills needed to work with and improve instruction for special populations; and**
 - (f) Promotes integration with professional development activities that the State carries out under Title II of the Elementary and Secondary Education Act of 1965, as amended, and Title II of the Higher Education Act of 1965, as amended. [Sec. 122(c)(2)(A)-(G)]**

Staff Professional Development

During the 2012-2013 school year, the Office of College and Career Readiness began expanding professional development opportunities for its staff by partnering with the Central Comprehensive Center at the University of Oklahoma. This ensures that agency staff have high quality professional development in their specific areas of concentration, as well as in overarching themes common to all of career and technical education. Topics for the 2012-2013 school year include:

- Model Curricula in CTE
- Common Core State Standards and CTE
- Indiana's Literacy Model

We are in the process of putting together a series to include an overview and review of John Hattie's *Visible Learning* and, to expand on that body of work, we will be developing communities of practice on specific themes such as Spaced vs. Mass Learning, Assessment-Capable Learners, Reciprocal Teaching, and Feedback.

State-Level Professional Development Activities

Within the Office of College and Career Readiness, individual program sections have the opportunity to apply for professional development funds. These funds can be used for professional development activities and events that are student-centered and follow the high-quality professional development standards that the Department has set forth for all teachers and administrators in the state and meet No Child Left Behind standards for high-quality professional development.

Each program section must develop a professional development plan which lists the overall goal(s) and objective(s). It must include a description of how the professional development is sustained, is of high quality, and how it is linked to the rigor and relevance framework described above.

All professional development events/activities are evaluated using a common evaluation instrument that was developed by the Office.

Some of the professional development activities and events sponsored by the program sections include, but are not limited to:

- Farm Business Management Analysis (FBMA) Education Program – Agriculture Education
- Centers of Excellence Workshop series – Business and Marketing Education
- Emerging Technologies Workshops – Business and Marketing Education
- Teacher Leader Cadre – Family and Consumer Sciences
- Meeting Child Development Associate (CDA) requirements, Embedded Credit, and Integrating Leadership through FCCLA – Family and Consumer Sciences
- Results-Based Evaluation – Guidance
- Internal Improvement Review – Guidance

Professional development relating to the integration of academic and career education

- Math-in-CTE
See page 38 for description
- Literacy-in-CTE
See page 38 for description

Professional development related to increasing the percentage of teachers that meet teacher certification or licensing requirements

- New Teacher Institute

New Teacher Institute (NTI) is a comprehensive professional development program for new career education teachers. The primary purpose of NTI is to equip beginning career education teachers in developing teaching and instructional management skills needed to perform effectively in the classroom and laboratory. NTI is intended for new secondary career education teachers who do not have a Bachelor of Science degree in education and new post secondary instructors. NTI has three broad goals:

1. Develop pedagogical skills of new career education teachers,
2. Identify resources to support new career education teachers, and
3. Establish a support network for new career education teachers.

- New Counselor Institute

New Counselor Institute (NCI) is a comprehensive professional development program for new public school counselors. The primary purpose of NCI is to equip beginning school counselors in the skills needed to perform effectively in a school setting. NCI is intended for new K-12 counselors, specifically those with a Temporary Authorization certificate who have never taught or worked in a public school setting, but can be applicable to newly certified school counselors who have just recently completed their Masters Program. The broad goals for NCI are:

1. Develop **essential** skills of new school counselors that will help them implement and deliver a comprehensive guidance and counseling program.
2. Identify resources to support K-12 guidance and counseling programs and services.
3. Establish a support network for new counselors.

- Set Expenditure Requirements for Eligible Recipients

Local grant recipients will be required to budget no less than 5 percent of their annual allocation to support institutional and individual professional development plans. These funds should be used in conjunction with other locally-available funds to support professional development for career education faculty and administrators. The funds made available through this Act may not supplant local professional development funds.

- 4. Describe efforts that the eligible agency and eligible recipients will make to improve—**

- (a) the recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession; and**
 - (b) the transition to teaching from business and industry, including small business.**
- [Sec. 122(c)(3)(A)-(B)]

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- Missouri Administrator Mentoring Program

The Missouri Administrator Mentoring Program (AMP) was designed by statewide stakeholders and implemented in 2005 in response to a State Board of Education regulation. Beginning with the 2005-2006 school year, new school leaders, including school principals, assistant principals, career education directors, special education coordinators and other central office personnel, contracted with the Department for mentoring services over a two-year period. New superintendents of schools contracted for a one-year mentoring program. Mentors complete training addressing cognitive coaching skills and Interstate School Leaders Licensure Consortium (ISLLC) standards. Other training is provided by professional organizations, regional professional development centers, colleges and universities, and the Department.

Since 2005, over 230 new school leaders have received mentoring services.

- 5. Describe efforts that the eligible agency and eligible recipients will make to improve the transition of sub-baccalaureate career and technical education students into baccalaureate degree programs at institutions of higher education. [Sec. 122(c)(4)]**

Programs of study in Missouri will be developed around a 4 + 2 + (2) articulation model. This includes:

- Courses meeting postsecondary (both 2-year and 4-year college) entrance requirements appropriate for the career pathway within the overall program of study;
- Alignment and/or articulation of competencies between one-year certificate, two-year degree, and four-year degree programs;
- Alignment with industry-recognized knowledge and skills, which leads to a certificate, credential, two-year or four-year degree;
- Collaborative efforts with secondary, postsecondary (two-year and four-year institutions), and business/industry in preparing a gap analysis between course/program outcomes or competencies and industry-recognized knowledge and skills; and
- Maintaining ongoing dialogue among secondary, postsecondary, business, and parent partners at the state and local levels.

As local grant recipients begin the development and implementation of programs of study, institution-level participants should include, but not be limited to:

- four-year baccalaureate degree institution administrator/program chair;
- community college president;
- community college vice president for instruction;
- community college technical dean, director of workforce development, or director of technical programs;
- school district superintendents;
- area career center director;
- high school principal;
- parents; and
- counselor(s).

Program level participants should include:

- four-year baccalaureate degree institution faculty;
- community college faculty;
- school district faculty; and
- area career center faculty.

6. Describe how the eligible agency will actively involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), and labor organizations in the planning, development, implementation, and evaluation of career and technical education programs in your State. [Sec. 122(c)(5)]

Section 178.560 of the Revised Statutes of Missouri requires each area career center, school district, or postsecondary institution receiving state or federal career education funds to appoint and maintain a career education advisory committee to give advice and assistance to the school boards or governing boards in the establishment and maintenance of career education programs. These advisory committees must include, but are not limited to, at least one individual representing each of the

following groups: parents, students, teachers and administrators, business/industry, and labor. Local committees must have appropriate representation of both genders and an appropriate representation of the racial and ethnic minorities found in the area which the committee serves. Local advisory committees must advise the districts and programs on current job needs and the relevance of programs being offered in meeting current job needs.

During the early stages of programs of study development, a broad range of trade associations and professionals representing Missouri business and industry were asked to validate the knowledge and skills for all 16 Career Clusters and 81 Career Pathways through an online survey. Over 700 individuals responded to the online validation process that was operational from November 20, 2006 through January 8, 2007.

A statewide meeting was held on January 25, 2007 with the Industry Advisory Council representatives of the 16 Career Clusters and most of the 81 Career Pathways. The Industry Advisory Councils reviewed and validated the foundation and pathway knowledge and skill statements; reviewed the results from the online validation process; considered needs and expectations at the middle school, high school, and postsecondary grade levels; identified gaps and overlaps; and explored industry credentials and other certifications.

It is anticipated that the Industry Advisory Councils will be called upon periodically to revalidate the knowledge and skills, as well as to provide needed input on various items related to programs of study and career education programs.

CTE Taskforce

In January 2013, a Career Technical Education (CTE) Taskforce was established for the purpose of providing feedback to the U.S. Office of Education on revisions of the 2008 Missouri approved Perkins IV Career Technical Education State Plan and to provide input to the Department of Elementary and Secondary Education (DESE) regarding the future direction of CTE in Missouri. Thirty individuals were invited to be part of the CTE Taskforce. Membership on the CTE Taskforce included representatives from the Missouri Legislature, local school district principals, superintendents and career education directors, community and technical college leaders, business and industry, and other partner state agencies.

The CTE Taskforce met three times between January 7 and February 25, 2013. The CTE Taskforce was first briefed by DESE staff regarding career education programs and services that is currently being delivered across the state. The CTE Taskforce was then led by a professional facilitator through a number of discussions utilizing a recent publication entitled *The Career Pathways Effect*. Several chapters in the book provided the backdrop for six key areas of focus that the CTE Taskforce used to develop recommendations for DESE leadership. The six areas of focus generated by the CTE Taskforce are:

- *Taskforce Commitment Statement* – It is imperative that college and career readiness integrates academic, technical, and employability skills. Business, industry, government, and education must collaborate to provide the best opportunities for students as they transition to postsecondary education/training and the workforce beyond high school and to stimulate economic development which will lead to more opportunities for student/workers.

- *High School Post-secondary Education/Training Connections with Business and Industry* – There must be a more substantive and ongoing collaboration among high schools and post-secondary education/training around the connection with business and industry to add relevance and rigor to college and career readiness. Connections with business and industry should include relevant workplace experiences for students.
- *Reform of College and Career Readiness* – The state’s policies and methods for delivering secondary education must be re-examined with the understanding that college and career readiness requires greater integration of academic and career education curriculum.
- *Structure of State, Regional and Local Consortia/Advisory Committees* – Recognizing that in order for career pathways to be fully developed and implemented statewide, a regional structure must be put into place. This regional structure would provide an opportunity for business and industry, government, and education to come together to discuss education and workforce needs in a more concentrated approach reflective of both the unique assets and needs of the various regions of the state.
- *Parent Involvement* – Strategies must be developed in a more focused approach around the reality that parents play a key role in supporting and guiding their child’s future. When provided the proper tools, parents must assist their children in making better informed decisions about their future career goals and opportunities aligned with the current and predicted future needs of the workforce in their local communities and regions of the state.
- *Personal Plans of Study* – Every student must set educational goals and create a college and career roadmap for success in high school and beyond. This roadmap, or personal plan of study, includes development of a flexible career focus and an education plan that is clearly-defined, rigorous, and relevant to assure a successful and efficient transition to postsecondary education and/or the world of work.

These six focus areas and their corresponding recommendations will be used as a guide for determining next steps and setting the direction for CTE in the future.

A CTE advisory group has been appointed and has reviewed the focus areas developed by the CTE Taskforce. The CTE advisory group will meet periodically to discuss CTE issues.

- 7. Describe efforts that the eligible agency and eligible recipients will make to—**
 - (a) Improve the academic and technical skills of students participating in career and technical education programs, including by strengthening the academic and career and technical components of career and technical education programs through the integration of academics with career and technical education to ensure learning in--**
 - i. The core academic subjects (as defined in Section 9101 of the Elementary and Secondary Education Act of 1965, as amended); and**
 - ii. Career and technical education subjects;**
 - (b) Provide students with strong experience in, and understanding of, all aspects of an industry; and**
 - (c) Ensure that students who participate in career and technical education programs are taught to the same challenging academic proficiencies as taught to all other students. [Sec. 122(c)(7)(A)-(C)]**

Students who participate in career and technical education programs are taught to the same challenging academic proficiencies as taught to all other students in Missouri’s public schools.

- MAP and End-of-Course Assessments

See page 34 for description.

- Embedded Credit

See page 23 for description.

- Work-Based Learning Opportunities

Missouri students have an opportunity to learn all aspects of the industry through several work-based learning opportunities. These include:

Cooperative Career Education – Cooperative Career Education is a method of instruction which coordinates academic instruction, related career education instruction, and supervised occupational experience. These experiences are based on a formal agreement between the cooperating parties, an individualized training plan, and are under the supervision of the teacher-coordinator who is responsible for overseeing the operation of the program.

Supervised Agricultural Experience Program – Supervised Agricultural Experience Program (SAEP), the experiential learning component of the secondary Agricultural Education program, is designed to provide opportunities for students to experience the diversity of the agriculture, food, fiber and natural resources sectors. Supervised Agricultural Experience Programs consist of all practical agriculture activities of educational value conducted by students outside of class and laboratory instructional time or on school-released time for which systematic instruction and supervision are provided by teacher, parents, employers, and others.

Supervised Business Experience – The Supervised Business Experience (SBE) program is a work-place learning experience, which is an extension of the business education classroom. SBE training is designed for students enrolled in approved career education business education programs such as Business Technology, Accounting II, and Network Administration. The SBE program provides on-the-job work experience that gives students the opportunity to master academic and workplace skills. Students can make the connection with real world expectations in terms of accuracy of work, production, staying on task, responsibility for work—all components which are stressed in the classroom setting. The work experience reinforces the importance of interpersonal skills, which gives students a forum to develop positive workplace experiences as they enter the workforce or prepare for continued education. The SBE program facilitates the transition from the classroom to the workplace.

Supervised Marketing Internship – The Supervised Marketing Internship component provides opportunities for students to experience work-place learning while receiving classroom instruction in the marketing content area. Those who elect to participate in this optional internship must be employed in a marketing job so they can apply the principles learned through the program. It provides excellent insight into the requirements of the marketing career path.

8. Describe how the eligible agency will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance. [Sec. 122(c)(15)]

The Office of College and Career Readiness has three opportunities to evaluate and provide technical assistance to local educational agencies, including career education programs:

- Missouri School Improvement Program

The Missouri School Improvement Program (MSIP) began in 1990 and is entering its 5th version. MSIP is the state's school accountability system used to review and accredit public school districts in Missouri. Annual Performance Reports (APRs) are generated for every public school, district, and charter local education agency each year. APRs are used to determine appropriate supports and interventions needed at the school and district level. Each district must maintain and implement a Comprehensive School Improvement Plan (CSIP).

MSIP5 has four policy goals:

- Articulate the state's expectations for student achievement with the ultimate goal of all students graduating ready for success in college and careers;
- Distinguish performance of schools and districts in valid, accurate, and meaningful ways so that districts in need of improvement can receive appropriate support and interventions and high-performing districts can be recognized as models of excellence;
- Empower all stakeholders through regular communication and transparent reporting of results; and
- Promote continuous improvement and innovation within each district.

The State Board of Education establishes high expectations for all Missouri public school students. There are three sets of standards: Performance, Resource, and Process.

Performance standards include:

- Missouri Assessment Program (MAP) tests
- ACT, SAT, Compass, ASVAB (military test), and TSA/IRC scores
- Successful completion of advanced courses
- Career Education placement
- College placement
- Graduation rates
- Attendance rates
- Subgroup achievement

Resource standards include:

- Academic content required for elementary, junior high/middle school and high school grade levels
- Class size ratios

- Staff ratios for administrators, guidance counselors, and librarians
- Staff qualifications
- Teacher planning time

Process standards include best practices around:

- Teacher/Leader
- Instruction
- Governance

- Perkins Technical Assistance Reviews

Each fiscal year, the Offices of College and Career Readiness and Data Systems Management and the Division of Financial and Administrative Services conduct Perkins Technical Assistance Visits (TAVs). The TAVs are completed for secondary and postsecondary programs. The primary purpose of the TAVs is to assess the eligible recipient's compliance with the provisions of the Perkins Act and to offer assistance in all areas of program administration. This is accomplished by reviewing the 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.

Prior to the TAV, a e-mail is sent to the eligible recipient informing them of the date of the visit and a general overview of the visit. The e-mail also references the *Perkins Required Documentation Sheet* and *Perkins Finance Worksheet*. These documents indicate the information that is required for the review and what will be reviewed during the TAV. The eligible recipient is to use these documents as a guide for preparing for the TAV.

Two areas of documentation are reviewed during the TAV:

- **Accountability Review**

The intent is to verify that the Perkins data being reported to the Office of Data Systems Management is consistent with the definitions for participants, concentrators, and completers.

Nontraditional participation/completion data is reviewed to determine if the students reported are consistent with the nontraditional programs identified by the Office of College and Career Readiness.

The eligible recipients are to describe the process used to gather placement data. Students that were not positively placed are to be reported as status unknown, not employed, or not available.

- **Financial Review**

The Perkins Finance Worksheet is utilized to document the review. This worksheet is divided into the following categories: records management, allowable costs, time and effort reporting, equipment, and miscellaneous.

The following documentation is reviewed for the prior ~~two~~ years and, if time permits, the current year:

- Accounting records (financial reports, ledgers, accounts);
- Requisitions, purchase orders, invoices, expense reports;
- Payment request documentation;
- Time and effort documentation (monthly time sheets, semi-annual time certifications, and/or time and effort reports);
- Job descriptions;
- Extra-duty/stipend agreements;
- Equipment inventory records;
- Physical inventory documentation;
- Consortium agreements;
- Pell Grant data documentation; and
- Any additional financial information supporting the Perkins grant.

At the conclusion of the TAV, an exit conference is conducted with the eligible recipient. During the exit conference, staff provides an overview of the visit which consists of the areas that were reviewed and any concerns and/or best practices that were noted.

After returning to the Department, staff compiles the information gathered from the TAV and prepares a final report of the review. The final report is comprised of two sections, accountability and financial. In each section of the report, any findings and necessary corrective actions are identified. The final report is then sent to the eligible recipient with a cover letter. The letter thanks the eligible recipient for their courtesy, restates the purpose of the visit, and references the final report.

To document the TAV for the Perkins grant, the Office of College and Career Readiness maintains a central file to keep documentation from the review.

Staff includes the following documentation in the file for each TAV:

- correspondence with the eligible recipient regarding the TAV;
- application, budget, and final expenditure report for the year(s) of the TAV;
- accountability data for the year(s) of the TAV;
- finance worksheet;
- notes from TAV;
- copies of eligible recipient records that support any findings, if applicable;
- final report; and
- corrective action plan, if applicable.

If any findings and corrective actions are noted in the Perkins final report, the eligible recipient is required to submit, in writing, a corrective action plan (CAP) that addresses these issues. Therefore, within 45 business days of receipt of the Perkins final report,

the eligible recipient must submit a detailed CAP, with timelines and persons involved, indicating the steps to be taken to address the findings and recommendations.

Staff then reviews the CAP to ensure that the plan is sufficient and that all the findings have been adequately addressed. If acceptable, staff will include the CAP in the central file along with the other documentation for the eligible recipient. If not acceptable, staff will contact the eligible recipient for additional information and/or documentation.

- High Schools That Work and Technology Centers That Work Technical Assistance Visits
Missouri is among 30 states that participate in the *High Schools That Work (HSTW)* network which also includes *Technology Centers That Work (TCTW)*, a version of *HSTW* which has been tailored for shared time area career centers. *HSTW* is an effort-based school improvement initiative founded 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. Currently, Missouri has 31 high schools and nine area career centers that are participating in *HSTW or TCTW*.

As part of the *HSTW/TCTW* process, districts that are part of the network must undergo a TAV sometime during their first two full years of operation. The TAV is conducted by a team of professional educators, including staff, who are knowledgeable of the *HSTW* primary goals, key practices, and key conditions. The *HSTW or TCTW* TAV determines the extent to which the school is currently implementing key, research-based practices, and has certain key conditions in place supporting improved student achievement.

Other less formal technical assistance activities include onsite visits by program staff at the request of an individual school district or teacher. Staff provide updates at professional teacher association meetings, conferences, and regional program area meetings. There are also discussion lists on Office-sponsored listservs.

9. Describe how career and technical education in Missouri relates to the State's and region's occupational opportunities. [Sec. 122(c)(16)]

Missouri Economic and Research Information Center

Missouri Economic and Research Information Center (MERIC) is the research division for the Missouri Department of Economic Development. The agency provides innovative analyses and assistance to policymakers and the public, including studies of the state's targeted industries and economic development initiatives. Other MERIC research includes Economic Condition Reports, Economic Impact Assessments, and Labor Market Information produced in cooperation with the U.S. Department of Labor.

Missouri educators and students have access to a wide range of data on economic development and workforce trends through MERIC's comprehensive Web site at http://www.missourieconomy.org/customer/edu_stu.stm.

Missouri Connections

Missouri Connections.org is an educational and career planning information system with students and users in grades 6 through adult. It is sponsored and coordinated by the Department of Elementary and Secondary Education in collaboration with several partners interested in helping students and adults make meaningful connections with education, career preparation, and employment demand, thereby helping Missouri better prepare its workforce to meet the needs of business and industry. Partners include the Department of Economic Development, the Division of Workforce Development, MERIC, the Department of Higher Education, Vocational Rehabilitation, Adult Education and Learning and an advisory board. The program serves adults, by connecting with business and industry in the belief that career development is a life-long process, and that individuals who develop strong skills and positive attitudes toward life-career development are more likely to choose the education, training, and employment that meet their needs and the needs of the workplace.

<http://www.missouriconnections.org/>

Missouri Workforce Investment Board

The Commissioner for the Department of Elementary and Secondary Education is a member of the Governor-designated Missouri Workforce Investment Board (MoWIB). The MoWIB establishes the vision for how the State's workforce system can provide the skills needed in a 21st Century economy that will improve the quality of life for Missourians. Other members of the board include representatives from higher education, community colleges, business and labor organizations. The MoWIB requires a 51 percent business composition.

10. Describe the methods the eligible agency proposes for the joint planning and coordination of programs carried out under this legislation with other Federal education programs. [Sec. 122(c)(17)]

electronic Planning and electronic Grants System (ePeGS)

The Department of Elementary and Secondary Education has developed a Department-wide grant application, ePeGS, which includes the Perkins grant. The purpose of this system was to create a seamless planning and e-grants process for school districts, other educational institutions, and the Department so there is a consistent application process to provide information for budgets and school improvement planning. The goals of the project included:

- a cross-divisional planning process that meets State and Federal requirements, and
- a consolidated grant application process that integrates with the planning process to ensure the budget supports the plan and integrates with the allocation and payment of funds.

Top 10 by 20

In March 2011, the Department of Elementary and Secondary Education launched the Missouri Education Reform Plan, Top 10 by 20, a major improvement effort that aims for student achievement in Missouri to rank among the top 10 states by 2020. Unlike traditional strategic plans, Top 10 by 20 is intended to be a dynamic, working document. Objectives are monitored and adjusted regularly. As improvement is made, the bar is continually raised. Strategies and actions that do not produce results will be abandoned. New strategies and actions are determined based on need and on careful analysis of data. The work, and the results, is reported regularly to all constituents. Everyone is accountable.

Top 10 by 20, includes the following components:

Goals:

Strategic goals provide direction. The Missouri Department of Elementary and Secondary Education has four Strategic Goals:

1. All Missouri students will graduate college and career ready.
2. All Missouri children will enter kindergarten prepared to be successful in school.
3. Missouri will prepare, develop, and support effective educators.
4. The Missouri Department of Elementary and Secondary Education will improve departmental efficiency and operational effectiveness.

Objectives:

The strategic goals are supported by specific and measurable objectives that are milestones toward the achievement of goals. We know we are on track to achieve goals based on our achievement of intermediate objectives. Progress toward objectives is public —accomplished objectives are celebrated; missed objectives result in mid-course corrections.

Strategies:

Strategies represent *collective and coordinated action* by different groups within the organization and help us achieve our objectives. While not included in this document, individual offices within the Department have developed strategies and actions and will be held accountable for their design and implementation.

11. Describe the procedures the eligible agency will develop to ensure coordination and non-duplication among programs listed in Sections 112(b)(8) and 121(c) of the Workforce Investment Act (Public Law 105-220) concerning the provision of services for postsecondary students and school dropouts. [Sec. 122(c)(20)]

The programs identified in Section 112(b)(8) of the WIA are represented on the MoWIB. Coordination and communication regarding the identified programs occurs at MoWIB meetings. Discussions focus on coordination and non-duplication of services, as well as services for postsecondary students and school dropouts. Intra-agency efforts with programs under the Adult Education and Family Literacy Act and the Missouri Option Program focus on high school diploma attainment or equivalency which aid students in enrolling in postsecondary career and technical education programs.

Postsecondary career and technical education institutions are active partners in the state one-stop career center delivery system. Most institutions have a representative that serves on the local workforce investment board. Postsecondary institutions also participate in Memorandums of Understanding (MOUs) which describe the specific services provided by the postsecondary institution as a one-stop partner.

B. Other Department Requirements

- 1. Provide a copy of the local applications or plans for secondary and postsecondary eligible recipients, which will meet the requirements in Section 134(b) of the Act.**

See Appendix B for a copy of the Secondary, Postsecondary, and Tech Prep Local Applications.

- 2. Describe the State’s governance structure for career and technical education, including the approximate number of eligible recipients at both secondary and postsecondary levels.**

The 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 Career and Technical Education Improvement Act of 2006, Public Law (P.L.) 109-270. The State Board of Education has statutory authority to cooperate with the U. S. Department of Education in the administration of the five-year state plan for Career 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 adopt accreditation rules for the operation of Missouri schools (Section 161.092, Revised Statutes of Missouri [RSMo]). The State Board’s duties and responsibilities range from preschool through grade twelve, 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 Career Education. The State Board is responsible for the coordination and development of policy with respect to the career education programs under P.L. 109-270 and for the development of the State Plan.

Within the Department of Elementary and Secondary Education, the Office of College and Career Readiness 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 (CTSOs). Program content specialists are available in the following areas: Agriculture, Food and Natural Resources; Business, Marketing and Information Technology ; Family Consumer Sciences and Human Services; Technology, Health and Skilled Technical Sciences. Other multi-discipline issues addressed include articulation agreements between schools, cooperative education, entrepreneurship education, gender equity, the Missouri Comprehensive Guidance Program (MCGP), labor market information, program evaluation, regional planning, civil rights compliance reviews, and special populations.

The Office of College and Career Readiness program content specialists serve as state advisors for the secondary CTSOs, including DECA, FFA, FCCLA, FBLA, HOSA, TSA, and SkillsUSA. The postsecondary CTSOs are Postsecondary Agriculture Students (PAS), Delta Epsilon Chi, Phi Beta Lambda, and SkillsUSA. The adult CTSO is Missouri Young Farmers/Young Farm Wives Association.

The Office of College and Career Readiness is organized into two units: Career Education ~~unit~~ and Curriculum and Assessment. The Career Education unit has responsibility for the program content areas, as well as Guidance and Placement Services.

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 includes 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.

The Missouri career education delivery system provides statewide local delivery of services through 12 community college service regions (which in some cases may include multiple community college campuses), 58 area career centers, one state technical college, seven four-year universities offering two-year associate degree programs, and 424 comprehensive high schools. In addition, the system includes two state agencies, the Department of Corrections and the Department of Social Services, Division of Youth Services.

The Missouri career education delivery system provides programs, services, and activities to serve individuals who:

- are in secondary schools,
- are in postsecondary career education programs,
- are adults in need of training or retraining,
- have disadvantaged and/or disabling conditions, or
- 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 Office of College and Career Readiness cooperates in planning, maintaining, and appraising career education programs with other state agencies, such as the Departments of Higher Education, Economic Development, Social Services, Labor and Industrial Relations, and Corrections.

3. Describe the role of postsecondary career and technical education in the one-stop career center delivery system established by Title I of WIA.

The Commissioner of Education is a member of the Governor-designated MoWIB. The MoWIB establishes the vision for how the state's workforce system can provide the skills needed in a 21st

Century economy that will improve the quality of life for Missourians. Other members of the board include representatives from higher education, community colleges, business and labor organizations.

Postsecondary career and technical education institutions are active partners in the state one-stop career center delivery system. Most institutions have a representative that serves on the local workforce investment board. They also meet regularly with all one-stop partners. All postsecondary institutions provide WIA-approved training for individuals referred to them through the one-stop system.

III. PROVISION OF SERVICES FOR SPECIAL POPULATIONS

A. Statutory Requirements

- 1. Describe the eligible agency's strategies for special populations listed in Section 3(29) of the Act, including a description of how individuals who are members of the special populations.**

Special Populations are defined by the Act as:

- Individuals with disabilities;
- Individuals from economically-disadvantaged families, including foster children;
- Individuals preparing for nontraditional fields;
- Single parents, including single pregnant women;
- Displaced homemakers; or
- Individuals with limited English proficiency.

Recruitment/Enrollment

Secondary:

- Prior to the beginning of the school year, local recipients must advise students, parents (K-12), employees, and the general public that all career education opportunities are offered regardless of race, color, national origin, sex, or disability.
- Develop brochures, prepare media advertising, coordinate special materials and recruitment activities designed to appeal to members of special populations. Recruitment materials must be available to communities of non-English speakers in their languages, if applicable.
- Recipients will provide information no later than the beginning of the ninth-grade year to students who are members of special populations and their parents concerning: opportunities available in career education together with eligibility requirements for enrollment in career education programs; specific courses/programs that are available; employment opportunities; nontraditional programs; placement rates; and special services that are available, including Guidance and Placement Services.
- Recipients must designate at least one employee to coordinate the efforts in serving students with disabilities.
- Identify and recognize, through contests and other award programs, those entering nontraditional occupations.

Postsecondary:

- Prior to the beginning of the school year, recipients must advise students, parents, employees, and the general public that all career education opportunities will be offered regardless of race, color, national origin, sex, or disability.
- Develop brochures, prepare media advertising, and coordinate special materials designed to appeal to members of special populations. Recruitment materials must be available to communities of non-English speakers in their languages, if applicable.

- During the enrollment process, recipients must inform all first year (freshman) students, including members of special populations, about programs and support services offered at the institution to assist with program completion and graduation.

Skill attainment/program completion/graduation

Secondary:

- Assist in identifying the level of support services needed for members of special populations to be successful.
- Coordinate and facilitate support groups, resources, and support services, including child care, adaptive materials, tutors, clothing or special supplies, and transportation, this may include the need to collaborate with outside agencies.
- Provide in-service activities for faculty, staff, counselors, and administration that identify strategies for serving special populations, including differentiated instructional strategies for students with disabilities.
- Collect data regarding the progress of special population students enrolled in career education programs and courses.
- Collaborate with other (non-career education) individuals serving members of special populations. For example, non-career education individuals might be counselors, special education instructors, or vocational rehabilitation.
- Coordinate with outside agencies such as the Division of Vocational Rehabilitation, where appropriate.
- Facilitate access for special populations entering nontraditional programs and training.

Postsecondary:

- Assist in identifying the level of support services needed for members of special populations to be successful.
- Coordinate and facilitate access to tutoring and other academic resources for special populations.
- Provide in-service activities for faculty, staff, counselors, and administration that identify strategies for serving special populations, including differentiated instructional strategies for students with disabilities.
- Assist with data collection regarding the progress of special population students.
- Collaborate with other (non-career education) individuals serving members of special populations.
- Coordinate with outside agencies such as the Division of Vocational Rehabilitation, Rehabilitation Services for the Blind, Veteran's Administration/Vocational Rehabilitation Office and other agencies, where appropriate.
- Facilitate access for special populations entering nontraditional programs and training.

Transition services

Secondary:

- Conduct student workshops on job-readiness skills, resume writing, time management and personal finance.

- Coordinate mentoring and role-model programs.
- Facilitate the transition from secondary to postsecondary and from secondary to employment by assisting with applications and interviews, working with business and community agencies, coordinating with workforce development agencies and Vocational Rehabilitation, if necessary.
- At the beginning of each school year, provide information to all career education senior (12th grade) students about their rights and responsibilities as well as the responsibilities of postsecondary schools with regard to Section 504 of the Rehabilitation Act of 1973. Including general information about college programs and support services offered at institutions to assist students with program completion and graduation.

Postsecondary:

- Facilitate the transition from postsecondary to further education or employment by working with businesses, agencies and institutions to insure equal access for students of special populations, including participation in internships and practicum experiences.
- Conduct student workshops on job-readiness skills, resume writing, time management and personal finance.
- Coordinate mentoring and role-model programs.
- Provide information on college web-sites, in catalogs, student handbooks, and other college publications regarding the right and responsibilities of students, indicating compliance with Section 504 of the Rehabilitation Act of 1973.

(a) Describe how individuals who are members of special populations will be provided with equal access to activities under Perkins IV. [Section 122(c)(9)(A)]

Section 427 of the General Education Provisions Act (GEPA) requires each local recipient of funds to include in its application a description of the steps the applicant proposes to take to ensure equitable access to and participation in, its federally-assisted program for students, teachers, and other program beneficiaries. In their application, local recipients must outline steps to be taken to overcome any barriers of race, color, national origin, sex, or disability. Individuals who are members of special populations will be provided with equal access to all career education programs that are available to individuals who are not members of special populations, including occupationally specific courses of study, cooperative education, apprenticeship programs, comprehensive career guidance, and counseling services. To insure equal access, the following strategies will be implemented at the local recipient level:

Secondary:

- Timely notification to all students of available programs and services no later than the 9th grade.
- Identification and location of target population to ensure the success of recruitment strategies.
- Enrollment and participation by members of special populations in numbers that mirror numbers in the general population.
- Print recruitment materials in other languages and alternate formats, if applicable.
- Entry requirements that do not judge candidates for admission to career and technical education programs on the basis of race, color, national origin, sex, or disability.
- Opportunities in work study, cooperative education, and job placement programs are available to all students, regardless of race, color, national origin, sex, or disability

- Ensure that the development and implementation of articulation agreements do not discriminate on the basis of race, color, national origin, sex, or disability.
- Assistance and support for members of special populations, including individuals entering nontraditional courses of study.

Postsecondary:

- Entry requirements that do not judge candidates for admission to career and technical education programs on the basis of race, color, national origin, sex, or disability.
- Postsecondary recipients must utilize admission exams and criteria which do not discriminate against students with disabilities, or other special populations.
- Postsecondary recipients may not make pre-admission inquiries regarding disabling conditions.
- Postsecondary recipients should provide recruitment materials in alternative formats and other languages, as needed.
- Postsecondary recipients should insure that access to applying for financial aid or assistance is made available to all students regardless of race, color, national origin, sex, or disability.
- Ensure that the development and implementation of articulation agreements do not discriminate on the basis of race, color, national origin, sex, or disability.
- Postsecondary recipients should offer appropriate support and assistance for members of special populations, including individuals entering a nontraditional course of study.

(b) Describe how individuals who are members of Special Populations will not be discriminated against on the basis of their status as members of special populations. [Section 122(c)(9)(B)]

Career education programs will be provided in the least restrictive environment in compliance with P.L. 108-446, The Individuals with Disabilities Education Act of 2004 (secondary only), Title II of the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973. Local recipients will also assure that they are in compliance with Title IX of the Education Amendments of 1972, Title VI of the Civil Rights Act of 1964, and the Age Discrimination Act of 1975. In addition, all institutions offering career education programs, courses, and services will develop and disseminate nondiscrimination policies, publish names of contact persons within the institution, disseminate grievance policies and publish the location of accessible facilities.

State level career education staff will conduct secondary and postsecondary civil rights compliance on-site reviews to assure compliance with the 1979 Career Education Guideline for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex, and Handicap. Technical assistance is also provided to both secondary and postsecondary institutions as they develop strategies to assure nondiscrimination.

(c) Describe how individuals who are members of special populations will be provided with programs designed to enable the special populations to meet or exceed state-adjusted levels of performance, and how it will prepare special populations for further learning and for high-skill, high-wage or high-demand occupations. [Section 122(c)(9)(C)]

Eligible recipients will ensure that strategies and services for members of special populations will lead them to meet high levels of performance and to pursue further learning or entry into high-skill, high-wage, or high-demand occupations in current or emerging occupations. Using a team approach to coordinate activities, specific services provided in collaboration with the network of support personnel will include:

Secondary:

- Identifying special population individuals who require additional assistance in meeting performance levels.
- Communicating specific needs and modified instructional strategies to instructors and other appropriate personnel in order to support a successful learning experience for members of special populations.
- Providing services such as tutors, note takers, instructional aides, special materials, remedial instruction, language instruction, adaptive technology, and other support services that may require collaboration with other agencies in providing child care, financial assistance, and transportation.
- Providing career counseling and job readiness skills, coordinating placement in work-based settings, and assisting with entry into employment or further education.
- Providing mentors and role models, particularly for those entering nontraditional occupations.

Postsecondary:

- Providing services such as extended time for exams, note takers, instructional aides, special materials, remedial instruction, language instruction, adaptive technology, and other support services.
- Notifying postsecondary instructors of the need for reasonable academic accommodations to insure equal access for students of special populations.
- Providing access to career counseling, job readiness skills, and job placement activities for students of special populations.

2. Describe how the eligible agency will adequately address the needs of students in alternative education programs, if you have such programs. [Sec. 122(c)(14)]

The state's role in the implementation of Perkins IV is to ensure that students in alternative learning environments are not denied access to career education and that they successfully progress to further education or to employment in high-skill, high-wage or high-demand occupations. The following strategies will address this need:

Secondary:

- Eligible recipients will focus a portion of their recruiting efforts on students in alternative settings.
- Eligible recipients will provide Basic Skills instruction, individualized counseling, and flexible scheduling, when appropriate.
- Eligible recipients will continually monitor student progress in relation to meeting or exceeding statewide performance standards, state-adjusted levels of performance, and progress in completing a career education course of study.

- Eligible recipients may provide alternative learning settings separate from other school district programs to meet the needs of career education students. Examples of an alternative setting could be a credit recovery program or the Missouri Option Program.
- If recipients develop an alternative learning setting, they must designate at least one employee to coordinate the program and instruction.
- Eligible recipients will provide information about nontraditional careers and courses of study.

3. Describe how funds will be used to promote preparation for high-skill, high-wage, or high-demand occupations and non-traditional fields. [Sec. 122(c)(18)]

All students should be encouraged to explore all available career and training options, including those that are nontraditional for their gender. The act defines nontraditional training and employment as occupations or fields of work for which individuals from one gender comprise less than 25 percent of the individuals employed in each occupation or field of work. The state has established eight regional career education coordinators who 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.

Career education coordinators promote nontraditional career awareness and also work with the national career cluster initiative. The following activities are anticipated:

- developing posters and brochures highlighting nontraditional careers;
- offering training workshops and seminars;
- developing classroom activities;
- targeting middle school students to encourage young women to enter high-tech occupations;
- coordinating an on-loan library of video and print materials;
- coordinating with other workforce development agencies; and
- distributing “best practices” information.

In addition, the career education coordinators will:

- promote awareness of nontraditional career opportunities for both males and females;
- recruit both males and females into nontraditional training programs;
- coordinate efforts to retain nontraditional students in programs and help them successfully complete their training; and
- prepare nontraditional students for the workplace.

4. Describe how funds will be used to serve individuals in State correctional institutions. [Sec. 122(c)(19)]

Preparing criminal offenders to re-enter society with marketable job skills and assisting incarcerated youth to prepare for further education or high-skill, high-wage or high-demand occupations is part of the mission of career education. The state will develop model programs that address the need of incarcerated adults and youth. To this end, through a Request For Proposal process, project proposals will be solicited that focus on one or more of the following:

- providing career exploration and counseling;
- providing job readiness skills and interview skills, resume-writing, time management, group dynamics and personal hygiene;
- focusing on preparing incarcerated women for nontraditional jobs after release;
- providing remedial or basic instruction to prepare incarcerated individuals for further education; or
- occupational skills training for incarcerated individuals.

5. Describe how the eligible agency will require each applicant for funds to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs as contained in Section 427(b) of the General Education Provisions Act as amended. For further guidance and examples, see the Notice to All Applicants at <http://www.ed.gov/fund/grant/apply/appforms/gepa427.doc>.

Career education programs will be provided in the least restrictive environment in compliance with P.L. 108-446, The Individuals with Disabilities Education Act of 2004 (secondary only), Title II of the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973. Local recipients will also assure that they are in compliance with Title IX of the Education Amendments of 1972, Title VI of the Civil Rights Act of 1964, and the Age Discrimination Act of 1975.

Section 427 of the General Education Provisions Act (GEPA) requires each eligible recipient to include in its application a description of the steps the applicant proposes to take to ensure equitable access to and participation in, its federally assisted program for students, teachers, and other program beneficiaries. Local recipients must outline, in their application, steps to be taken to overcome any barriers of race, color, national origin, sex, or disability. Individuals who are members of special populations will be provided with equal access to all career education programs that are available to individuals who are not members of special populations including occupationally specific courses of study, cooperative education, apprenticeship programs, comprehensive career guidance, and counseling services.

In addition, all institutions offering career education programs, courses, and services will develop and disseminate nondiscrimination policies, publish names of contact persons within the institution, disseminate grievance policies and publish the location of accessible facilities.

State level career education staff will conduct secondary and postsecondary civil rights compliance on-site reviews to assure compliance with the 1979 Vocational Education Programs Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex, and Handicap. Technical assistance is also provided to both secondary and postsecondary institutions as they develop strategies to assure nondiscrimination in all career education programs.

IV. ADMINISTRATION AND EVALUATION

A. Statutory Requirements

- 1. Describe the procedures the eligible agency will use to obtain input from eligible recipients in establishing measurement definitions and approaches for the core indicators of performance for career and technical education students at the secondary and postsecondary levels, as well as for any other additional indicators of performance identified by the eligible agency. [Sec. 113(b)(1)(A)-(B), sec. 113(b)(2)(A)-(C)]**

The Division of Career Education posted the proposed measurement definitions and approaches for the core indicators of performance on the Department of Elementary and Secondary Education Web site for input. The Division used an Internet-based survey to gather input. The Division notified the following organizations/associations/groups when the proposed measurement definitions and approaches for the core indicators were available for review and solicited input through educational organizations such as Missouri Association of Career and Technical Education, Missouri Community College Association, and Missouri Association of Secondary School Principals. In addition, an announcement was included in the Commissioner of Education's letter to school administrators asking them for their input.

Division staff met with the community college career and technical education deans in December 2006 to review the Perkins IV legislation with specific discussion on the postsecondary measurement definitions and approaches for the core indicators of performance. There was also discussion around the definition of high-wage, high-demand, and high-skill occupations in Missouri.

Additional input was solicited from stakeholders through the normal communication channels and public hearings.

- 2. Describe the procedures the eligible agency will use to obtain input from eligible recipients in establishing a State adjusted level of performance for each of the core indicators of performance for career and technical education students at the secondary and postsecondary levels, as well as State levels of performance for any additional indicators of performance identified by the eligible agency. [Sec. 122(c)(10)(A), sec. 113(b)(3)(B)]**

The state-adjusted levels of performance for academic attainment (communication arts/reading and mathematics) and graduation rates for Perkins IV will align with No Child Left Behind. Regional meetings were conducted throughout the state soliciting input on establishing state-adjusted levels of performance for all other indicators. It was determined that a baseline will be established for each core indicator using three-year average performance, when available. When data are not available, the state will establish a baseline from estimates and projections using data from related databases.

Division staff met with the community college career and technical education deans in December 2006 to review the Perkins IV legislation with specific discussion on the postsecondary measures and the definition of high-wage, high-demand, and high-skill occupations in Missouri. Again, regional

meetings were conducted throughout the state soliciting input on establishing state-adjusted levels of performance for postsecondary measures.

Additional input was solicited from stakeholders through various communication means and public hearings.

- 3. Identify, on the forms in Part C, the valid and reliable measurement definitions and approaches that the eligible agency will use for each of the core indicators of performance for career and technical education students at the secondary and postsecondary/adult levels, as well as any additional indicators of performance identified by the eligible agency, that are valid and reliable. Describe how the proposed definitions and measures are valid and reliable. [Sec. 113(b)(2)(A)-(B)]**

See Part C, pages 96-97, for the measurement definitions and measurement approaches for all secondary and postsecondary performance indicators. The definitions and measures can be collected through the Missouri Student Information System (MOSIS) system for most indicators. Additional data is collected through the state Core Data system. These systems have proven to be valid and reliable.

Staff have met and continue to meet with the appropriate Department staff regarding how to collect the data for Perkins IV accountability through MOSIS, which is being developed by the Department of Elementary and Secondary Education. When fully implemented, MOSIS will help school districts maintain more accurate information and manage student data more efficiently, including the Perkins accountability measures.

Technical skill assessments are offered in most Career and Technical Education (CTE) programs. Currently, Missouri uses a variety of methods to assess technical skill attainment including State and/or Local competency profiles, grade point average, locally-developed assessments and third-party administrator examinations. Beginning in FY09, the State will start phasing in third-party, industry-recognized assessments for all CTE programs. Over the next four years, the State anticipates increasing the number of secondary completers taking the industry-recognized skill assessment by 25% each year; with a goal of 100% in four years. Similarly, industry-recognized skill assessments for postsecondary and adult CTE students will increase at a rate of 33% each year for the next three years with a goal of 100%. Missouri will incorporate assessment tools developed by national organizations, such as the American Association of Family and Consumer Sciences (AAFCS), Skills USA, and NOCTI. The State will continually monitor and select/incorporate new assessments as they become available and if appropriate.

- 4. Describe how, in the course of developing core indicators of performance and additional indicators of performance, the eligible agency will align the indicators, to the greatest extent possible, so that information substantially similar to that gathered for other State and Federal programs, or for any other purpose, is used to meet the Act's accountability requirements. [Sec. 113(b)(2)(F)]**

The staff in the Division of Career Education recommends and supports the development of measures, data collection, and reporting through the processes already being used. Additionally, it is the intent of

the Division staff to use existing processes to reduce duplication of effort and use consistent and reliable data. Additional input on alignment and duplication was solicited from stakeholders in the Department of Elementary and Secondary Education as well as through the normal communication methods and public hearings.

5. **On the forms provided in Part C provide, for the first two years covered by the State Plan (July 1, 2007 – June 30, 2008 and July 1, 2008 – June 30, 2009), performance levels for each of the core indicators of performance, except that States submitting one-year transition plans are only required to submit performance levels for part of the indicators as discussed above. For performance levels that are required, the States’ performance levels, at a minimum, must be expressed in a percentage or numerical form, so as to be objective, quantifiable, and measurable; and require the State to continually make progress toward improving the performance of career and technical education students. [Sec. 113(b)(3)(A)(i)-(II)]**

States’ performance levels are listed as percentages and require the State to continually make progress toward improving the performance of career and technical education students.

Section 113(b)(2) of the Perkins Act requires a State to develop valid and reliable core indicators of performance, to propose performance levels in its State Plan, and to reach agreement with the Department on “adjusted performance levels” for each of the core indicators. In so doing, the Perkins Act prescribes the measures that a State must use for some of the core indicators.

- a. **Section 113(b)(2)(A)(i) of the Perkins Act requires a State to measure career and technical education students’ attainment of “challenging academic content standards” and “student academic achievement standards” that a State adopted pursuant to Section 1111(b)(1) of the ESEA. The Perkins Act further requires a State use its State’s academic assessments (i.e. the State’s reading/language arts and mathematics tests) implemented under Section 1111(b)(3) of the ESEA to measure career and technical education students’ attainment of these State standards. Thus, a State’s core indicators must include career and technical education students’ proficiency in reading/language arts and mathematics as measured under 1111(b)(1) and (3) of the ESEA. Accordingly, under the Perkins Act, a State must report the number or percent of its career and technical education students who score at the proficient level or above on the State’s assessments in reading/language arts and mathematics administered under the ESEA to measure the academic proficiency of secondary career and technical education students against the ESEA standards.**

To measure attainment of these standards, a State must develop and reach agreement with the Department on “adjusted performance levels,” which constitute the State’s performance targets for a program year. Permissible targets (i.e. “adjusted performance levels”) would be a State’s “annual measurable objectives” (AMOs) from its State’s ESEA accountability

workbook. (To ensure that a State’s schools are making “adequate yearly progress” (AYP) as required under Section 1111(b)(2)(A) of the ESEA, Section 1111(b)(2)(G) of the ESEA requires a State to establish Statewide AMOs, which identify a single minimum percentage of students who are required to meet or exceed the proficient level on the State’s academic assessments each year.) Under the Perkins Act, a State may propose different performance levels (targets) instead of its AMOs as discussed below.

It is the State’s intent to use the exact information, processes, and reporting used for No Child Left Behind for Perkins accountability through use of Missouri Student Information System (MOSIS), as described on page 39.

The Division of Career Education agreed that lower standards for career and technical education students would not send the correct message to stakeholders. The consensus at this time is to adopt the Annual Yearly Progress (AYP) cut scores approved by the State Board of Education. For reporting of No Child Left Behind data, the Department of Elementary and Secondary Education has proposed a uniform minimum cell size of 50 to replace the following:

- Thirty is the minimum number of students in a subgroup for reporting purposes.
- The required number of students in a subgroup for accountability purposes is thirty.
- In order to provide more validity and reliability to decisions about AYP based on subgroups, Missouri will use a cell size of 50 for students who are English Language Learners (ELL) and students with disabilities.

- b. Section 113(b)(2)(A)(iv) of the Perkins Act requires a State to identify a core indicator to measure for its career and technical education students at the secondary level “student graduation rates (as described in Section 1111(b)(2)(C)(vi) of the [ESEA]).” Thus, a State must report the number or percent of its career and technical education students whom the State includes as graduated in its graduation rate described under the ESEA. To ensure that a State’s schools are making AYP as required under Section 1111(b)(2)(A) of the ESEA, some States have established Statewide targets for graduation rates under Section 1111(b)(2)(C)(vi), and others States have defined AYP only to require improvement in the graduation rate each year.**

It is the intent of the Office of College and Career Readiness to use the same information, processes, terminology, and reporting procedures currently used in Missouri for No Child Left Behind purposes. It is our intent to compare graduation rates and develop disaggregated reports comparing Missouri career and technical education and non-career and technical education populations. It is also our intent that the reports will have the same format as used for the Adequate Yearly Progress indicators in Missouri. The State Board of Education has approved proficiency standards for communication arts/reading and mathematics through the 2013-2014 school year.

Missouri uses the definition of graduation rate from the National Center for Education Statistics: The quotient of the number of graduates in the current year as of June 30 divided by the sum of the number of graduates in the current year as of June 30 plus the number of twelfth-graders who dropped out in

the current year plus the number of eleventh-graders who dropped out in the preceding year plus the number of tenth-graders who dropped out in the second preceding year plus the number of ninth-graders who dropped out in the third preceding year. Students who obtain a GED are counted as dropouts in this calculation.

The State Board of Education established the graduation rate of 85%. Schools will be considered as having met Annual Yearly Progress if they meet or exceed 85% or if they have made improvement from the previous year. The state graduation rates for the last three years are: 2003-2004, 85.5%; 2004-2005, 85.9%; and 2005-2006, 85.7%.

6. Describe the eligible agency’s process for reaching agreement on local adjusted levels of performance if an eligible recipient does not accept the State adjusted levels of performance under Section 113(b)(3) of the Act and ensuring that the established performance levels will require the eligible recipient to continually make progress toward improving the performance of career and technical education students. [Sec. 113(b)(4)(A)(i)(II); sec. 122(c)(10)(B)]

Perkins IV requires States to negotiate with the local eligible recipients on levels of performance for the eight secondary indicators and the six postsecondary indicators. For three of these indicators (1S1 – Academic Attainment-Reading/Language Arts; 1S2 – Academic Attainment-Mathematics; and 4S1 – Student Graduation Rates) the performance levels are already established under No Child Left Behind and no negotiations will be conducted.

The local eligible recipient’s previous performance will be used to establish their baseline. The baseline will be the rolling average performance of the three previous years when available. When the data are not available, the baseline will be the same as the state baseline (i.e., postsecondary retention and transfer.)

Local eligible recipients will not be allowed to negotiate an adjusted level of performance below its baseline. If the local eligible recipient is performing **above** the state baseline, the adjusted performance level will be to meet or exceed the three-year rolling average of performance. If the local eligible recipient is performing **below** the State baseline, the adjusted level of performance will be a minimum of a two-percentage point increase over the established baseline per year. The ultimate goal is to reach the State baseline.

7. Describe the objective criteria and methods the eligible agency will use to allow an eligible recipient to request revisions to its local adjusted levels of performance if unanticipated circumstances arise with respect to an eligible recipient. [Sec. 113(b)(4)(A)(vi)]

In the event of unanticipated circumstances, the eligible recipient can apply for a one-year waiver from the core indicators. The waiver or “hold-harmless” provision will be a placeholder and may be extended depending on the nature of the unanticipated circumstances. The waiver will be considered by the Division of Career Education’s Administration and Accountability Services section. The criteria for a waiver includes:

- Recipient falling below the agreed upon level of performance;
- An unanticipated circumstance that can be documented that would have an impact on performance levels, such as natural disaster, epidemic, serious illness or death of a faculty member; or
- Local recipient has formally requested a change in performance levels to the Division of Career Education. If more than a one-year waiver is necessary, the State will evaluate the need to renegotiate the agreed upon levels of performance.

8. Describe how the eligible agency will report data relating to students participating in career and technical education programs in order to adequately measure the progress of the students, including special populations and students participating in Tech Prep programs, if applicable, and how the eligible agency will ensure that the data reported from local educational agencies and eligible institutions, and the data that are reported to the Secretary, are complete, accurate, and reliable. [Sec. 122(c)(13); sec 205].

The timeline and format of the disaggregated career and technical education reports will be aligned to the extent possible with the Annual Yearly Progress (AYP) reports published by the Department of Elementary and Secondary Education.

The appropriate staff members in the Offices of College and Career Readiness and Quality Schools will continue to meet to review the data elements for reliability and validity as they relate to programs, schools, and the state level.

The Office of College and Career Readiness continues to move from data collection and reporting for compliance to focus on program improvement.

9. Describe how the eligible agency plans to enter into an agreement with each consortium receiving a grant under Perkins IV to meet a minimum level of performance for each of the performance indicators described in Section 113(b) and 203(e) of the Act. [Sec. 204(e)(1)]

Individual recipients and consortiums are treated the same regarding the levels of performance. Each school district in a consortium will be required to submit data on the core indicators of performance and may negotiate separately on their levels of performance with their fiscal agent.

10. Describe how the eligible agency will annually evaluate the effectiveness of career and technical education programs, and describe, to the extent practicable, how the eligible agency is coordinating those programs with other Federal programs to ensure non-duplication. [Sec. 122(c)(8)]

The Office of College and Career Readiness has three opportunities to evaluate and provide technical assistance to local educational agencies, including career education programs:

- Missouri School Improvement Program

The Missouri School Improvement Program (MSIP) began in 1990 and is entering its 5th version. MSIP is the state's school accountability system used to review and accredit public school districts in Missouri. Annual Performance Reports (APRs) are generated for every public school, district and charter local education agency each year. APRs are used to determine appropriate supports and interventions needed at the school and district level. Each district must maintain and implement a Comprehensive School Improvement Plan (CSIP).

MSIP5 has four policy goals:

- Articulate the state's expectations for student achievement with the ultimate goal of all students graduating ready for success in college and careers;
- Distinguish performance of schools and districts in valid, accurate, and meaningful ways so that districts in need of improvement can receive appropriate support and intervention, and high-performing districts can be recognized as models of excellence;
- Empower all stakeholders through regular communication and transparent reporting of results; and
- Promote continuous improvement and innovation within each district.

The State Board of Education establishes high expectations for all Missouri public school students. There are three sets of standards: Performance, Resource, and Process.

Performance standards include:

- Missouri Assessment Program (MAP) tests
- ACT, SAT, Compass, ASVAB (military test), and TSA/IRC scores
- Successful completion of advanced courses
- Career Education placement
- College placement
- Graduation rates
- Attendance rates
- Subgroup achievement

Resource standards include:

- Academic content required for elementary, junior high/middle school and high school grade levels
- Class size ratios
- Staff ratios for administrators, guidance counselors, and librarians
- Staff qualifications
- Teacher planning time

Process standards include best practices around:

- Teacher/Leader
- Instruction

- Governance
- Perkins Technical Assistance Reviews
Each fiscal year, the Offices of College and Career Readiness and Data Systems Management and the Division of Financial and Administrative Services conduct Perkins Technical Assistance Visits (TAVs). The TAVs are completed for secondary and postsecondary programs. The primary purpose of the TAVs is to assess the eligible recipient's compliance with the provisions of the Perkins Act and to offer assistance in all areas of program administration. This is accomplished by reviewing the 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.

Prior to the TAV, a e-mail is sent to the eligible recipient informing them of the date of the visit and a general overview of the visit. The e-mail also references the *Perkins Required Documentation Sheet* and *Perkins Finance Worksheet*. These documents indicate the information that is required for the review and what will be reviewed during the TAV. The eligible recipient is to use these documents as a guide for preparing for the TAV.

Two areas of documentation are reviewed during the TAV:

- **Accountability Review**
The intent is to verify that the Perkins data being reported to the Office of Data Systems Management is consistent with the definitions for participants, concentrators, and completers.

Nontraditional participation/completion data is reviewed to determine if the students reported are consistent with the nontraditional programs identified by the Office of College and Career Readiness.

The eligible recipients are to describe the process used to gather placement data. Students that were not positively placed are to be reported as status unknown, not employed, or not available.

- **Financial Review**
The Perkins Finance Worksheet is utilized to document the review. This worksheet is divided into the following categories: records management, allowable costs, time and effort reporting, equipment, and miscellaneous.

The following documentation is reviewed for the prior years and, if time permits, the current year:

- Accounting records (financial reports, ledgers, accounts, etc.);

- Requisitions, purchase orders, invoices, expense reports;
- Payment request documentation;
- Time and effort documentation (monthly time sheets, semi-annual time certifications, and/or time and effort reports);
- Job descriptions;
- Extra-duty/stipend agreements;
- Equipment inventory records;
- Physical inventory documentation;
- Consortium agreements;
- Pell Grant data documentation; and
- Any additional financial information supporting the Perkins grant.

At the conclusion of the TAV, an exit conference is conducted with the eligible recipient. During the exit conference, staff provides an overview of the visit which consists of the areas that were reviewed and any concerns and/or best practices that were noted.

After returning to the Department, staff compiles the information gathered from the TAV and prepares a final report of the review. The final report is comprised of two sections, accountability and financial. In each section of the report, any findings and necessary corrective actions are identified. The final report is then sent to the eligible recipient with a cover letter. The letter thanks the eligible recipient for their courtesy, restates the purpose of the visit, and references the final report.

To document the TAV for the Perkins grant, the Office of College and Career Readiness maintains a central file to keep documentation from the review.

Staff includes the following documentation in the file for each TAV:

- correspondence with the eligible recipient regarding the TAV;
- application, budget, and final expenditure report for the year(s) of the TAV;
- accountability data for the year(s) of the TAV;
- finance worksheet;
- notes from TAV;
- copies of eligible recipient records that support any findings, if applicable;
- final report; and
- corrective action plan, if applicable.

If any findings and corrective actions are noted in the Perkins final report, the eligible recipient is required to submit, in writing, a corrective action plan (CAP) that addresses these issues. Therefore, within 45 business days of receipt of the Perkins final report, the eligible recipient must submit a detailed CAP, with timelines and persons involved, indicating the steps to be taken to address the findings and recommendations.

Staff then reviews the CAP to ensure that the plan is sufficient and that all the findings have been adequately addressed. If acceptable, staff will include the CAP in the central

file along with the other documentation for the eligible recipient. If not acceptable, staff will contact the eligible recipient for additional information and/or documentation.

- High Schools That Work and Technology Centers That Work Technical Assistance Visits
Missouri is among 30 states that participate in the *High Schools That Work (HSTW)* network which also includes *Technology Centers That Work (TCTW)*, a version of *HSTW* which has been tailored for shared time area career centers. *HSTW* is an effort-based school improvement initiative founded 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. Currently, Missouri has 31 high schools and nine area career centers that are participating in *HSTW or TCTW*.

As part of the *HSTW/TCTW* process, districts that are part of the network must undergo a TAV sometime during their first two full years of operation. The TAV is conducted by a team of professional educators, including staff, who are knowledgeable of the *HSTW* primary goals, key practices, and key conditions. The *HSTW or TCTW* TAV determines the extent to which the school is currently implementing key, research-based practices, and has certain key conditions in place supporting improved student achievement.

Other less formal technical assistance activities include onsite visits by program staff at the request of an individual school district or teacher. Staff provides updates at professional teacher association meetings, conferences, and regional program area meetings. There are also discussion lists on Office-sponsored listservs.

VI. FINANCIAL REQUIREMENTS

A. Statutory Requirements

- 1. Describe how the eligible agency will allocate funds it receives through the allotment made under Section 111 of the Act, including any funds that you choose to consolidate under Section 202(a) of the Act, will be allocated among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including the rationale for such allocation. [Sec. 122(c)(6)(A); Sec. 202(c)]**

As required by the Act per Section 112 (a)(1), 85 percent of the basic grant will be available under the provisions of Title I. The Department will distribute 72 percent of the 85 percent to secondary eligible recipients and 28 percent of the 85 percent to postsecondary eligible recipients. The funding distribution percentage reflects the historical ratio of the career education student enrollment rates for secondary and postsecondary programs.

- 1. Provide the specific dollar allocations made available by the eligible agency for career and technical education programs under Section 131(a)-(e) of the Act and how these allocations are distributed to local educational agencies, area career and technical education schools, and educational service agencies within the State. [Sec. 131(g); Sec. 202(c)]**

According to Section 131(a) of the Act, the distribution of funds to secondary school programs will be based on the following:

- 30% based on the number of individuals ages 5 through 17 who reside in the school district served by the local educational agency (\$3,961,194 - estimated).
- 70% based on the number of individuals ages 5 through 17 who reside in the school district served by the local educational agency and are from families below the poverty level (\$9,242,785-estimated).

All secondary funds will be allocated to school districts, charter schools, and community colleges (which house area career centers).

- 3. Provide the specific dollar allocations made available by the eligible agency for career and technical education programs under Section 132(a) of the Act and how these allocations are distributed to postsecondary institutions within the State. [Section 122(c)(6)(A); Sec. 202(c)]**

According to Section 132(a) of the Act, the distribution of funds to postsecondary institutions will be based on the following:

- The number of individuals who are Pell Grant recipients and recipients of assistance from the Bureau of Indian Affairs enrolled in an approved career education program (\$5,134,881-estimated).

All postsecondary funds will be allocated to either postsecondary institutions or school districts that offer postsecondary programs.

4. Describe how the eligible agency will allocate any of those funds among any consortia that will be formed among secondary schools, and how funds will be allocated among the members of the consortia, including the rationale for such allocation. [Sec. 122(c)(6)(B); Sec. 202(c)]

According to Section 131(c) of the Act, in order for a local educational agency to receive an allocation, it must generate a minimum allocation of \$15,000 and have career education programs of sufficient size, scope, and quality to be effective. Per Sections 131(f)(1)(C) and 134(b)(6) of the Act, sufficient size, scope, and quality is defined as a full range of Department-approved career education programs, services, and activities provided by an eligible recipient that would provide training opportunities in four of the seven career education program areas:

- Agricultural Education
- Business Education
- Skilled Technical Sciences
- Health Sciences Education
- Marketing and Cooperative Education
- Family and Consumer Sciences Education—Occupational Education
- Family and Consumer Sciences Education—Family-focused Education

In addition, the eligible recipient would provide supportive services that include student assessment, guidance, placement, and remedial academic support for all students, including members of special populations who are enrolled in career education provided by the eligible recipient.

A local educational agency may form a consortium with another local educational agency in order to meet the required minimum \$15,000 allocation amount, collectively; however, the criterion of size, scope, and quality must also be met, collectively. If a local educational agency does not meet the above-mentioned criteria and decides not to enter into a consortium, the allocation will remain at the state level and be reallocated to those local educational agencies which meet these requirements. Per Section 131(f)(2) of the Act, funds allocated to a consortium shall be used only for purposes and programs that are mutually beneficial to all members of the consortium and can be used only for programs authorized under this title. Such funds may not be reallocated to individual members of the consortium for purposes or programs benefiting only one member of the consortium.

5. Describe how the eligible agency will allocate any of those funds among any consortia that will be formed among postsecondary institutions, and how funds will be allocated among the members of the consortia, including the rationale for such allocations. [Section 122(c)(6)(B); sec. 202(c)]

According to Sections 132(a)(3)(A) and 132(c)(1) of the Act, in order for a local educational agency to receive an allocation, it must generate a minimum allocation of \$50,000 and have career education programs of sufficient size, scope, and quality to be effective. Per Sections 132(a)(3)(A) and 134(b)(6)

of the Act, sufficient size, scope, and quality is defined as a full range of Department-approved career education programs, services, and activities provided by an eligible recipient that would provide training opportunities in four of the seven career education program areas:

- Agricultural Education
- Business Education
- Skilled Technical Sciences
- Health Sciences Education
- Marketing and Cooperative Education
- Family and Consumer Sciences Education—Occupational Education
- Family and Consumer Sciences Education—Family-focused Education

In addition, the eligible recipient would provide supportive services that include student assessment, guidance, placement, and remedial academic support for all students, including members of special populations who are enrolled in career education provided by the eligible recipient.

Per Section 132(a)(3)(A) of the Act, a local educational agency may form a consortium with other local educational agencies for the purposes of receiving funds under Title I of the Act. Such consortium shall operate joint projects that provide services to all postsecondary institutions participating in the consortium and are of sufficient size, scope, and quality to be effective. According to Section 132(a)(3)(B) of the Act, funds allocated to a consortium shall be used only for purposes and programs that are mutually beneficial to all members of the consortium and shall be used only for programs authorized under this title. Such funds may not be reallocated to individual members of the consortium for purposes or programs benefiting only one member of the consortium.

- 6. Describe how the eligible agency will adjust the data used to make the allocations to reflect any change in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local educational agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Affairs. [Sec. 131(a)(3)]**

Since the implementation of Perkins IV, there have been no significant changes in school district boundaries in Missouri. The Department will review this data each fiscal year.

- 7. Provide a description of any proposed alternative allocation formula(s) requiring approval by the Secretary as described in Section 131(b) or 132(b) of the Act. At a minimum, provide an allocation run for eligible recipients using the required elements outlined in Section 131(a) and/or Section 132(a)(2) of the Act, together with an allocation run using the proposed alternative formula(s). Also, include a demonstration that the alternative secondary formula more effectively targets funds on the basis of poverty, as described in Section 131(b)(1) of the Act; and/or, in the case of an alternative postsecondary formula, a demonstration that the formula described in Section 132(a)(2) of the Act does not result in a distribution of funds to eligible recipients that have the highest numbers of economically disadvantaged individuals and that an alternative formula would result in such a distribution.**

The Department will not seek approval for any alternative allocation formula(s).

B. Other Department Requirements

1. Submit a detailed project budget, using the forms provided in Part B of this guide.

See completed Perkins IV Budget Forms, Part B.

2. Provide a listing of allocations made to consortia (secondary and postsecondary) from funds available under Sections 112(a) and (c) of the Act.

See Appendix C for the consortia allocations.

3. Describe the secondary and postsecondary formulas used to allocate funds available under Section 112(a) of the Act, as required by Section 131(a) and 132(a) of the Act.

Secondary Formula

According to Section 131(a) of the Act, the distribution of funds to secondary school programs will be based on the following:

- 30% will be allocated to local educational agencies in proportion to the number of individuals ages 5 through 17, inclusive, who reside in the school district served by the local educational agency for the preceding fiscal year compared to the total number of individuals who reside in the school districts served by all local educational agencies in the State for the preceding fiscal year.
- 70% will be allocated to local educational agencies in proportion to the number of individuals ages 5 through 17, inclusive, who reside in the school district served by the local educational agency and are from families below the poverty level for the preceding fiscal year compared to the total number of individuals who reside in the school districts served by all the local educational agencies in the State for the preceding fiscal year.

The Department will use the data provided to the Secretary by the Bureau of the Census for the purpose of determining eligibility under Title I of the Elementary and Secondary Education Act of 1965.

Postsecondary Formula

According to Section 132(a) of the Act, the distribution of funds to postsecondary institutions will be based on the number of individuals who are Federal Pell Grant recipients and recipients of assistance from the Bureau of Indian Affairs who are enrolled in an approved career education program offered by the eligible institution in the preceding fiscal year compared to the total number of these individuals enrolled in these programs within the State for the preceding fiscal year.

4. Describe the competitive basis or formula to be used to award reserve funds under Section 112(c) of the Act.

Not Applicable

5. Describe the procedures used to rank and determine eligible recipients seeking funding under Section 112(c) of the Act.

Not Applicable

6. Include a description of the procedures used to determine eligible recipients in rural and sparsely populated areas under Section 131(c)(2) or 132(a)(4) of the Act.

According to Section 131(c)(2) of the Act, the eligible agency shall waive the minimum allocation requirement of \$15,000 in any case in which the local educational agency is located in a rural, sparsely populated area and demonstrates that the local educational agency is unable to enter into a consortium for purposes of providing activities under this part. This waiver request must be in writing, explaining the specific circumstances of the local educational agency and how the utilization of federal funds will be beneficial to the career education programs operated by the local educational agency, and be approved by the Department.

According to Section 132(a)(4) of the Act, the eligible agency may waive the requirement to provide services to all postsecondary institutions participating in the consortium in any case in which the eligible institution is located in a rural, sparsely populated area. This waiver request must be in writing, explaining the specific circumstances of the eligible institution and how the utilization of federal funds will be beneficial to the career education programs operated by the eligible institution, and be approved by the Department.

VII. EDGAR CERTIFICATIONS AND OTHER ASSURANCES

A. EDGAR Certifications

- 1. Provide a written and signed certification that—**
 - (a) The plan is submitted by the State agency that is eligible to submit the plan. [34 CFR 76.104(a)(1)]**
 - (b) The State agency has authority under State law to perform the functions of the State under the program. [34 CFR 76.104(a)(2)]**
 - (c) The State legally may carry out each provision of the plan. [34 CFR 76.104(a)(3)]**
 - (d) All provisions of the plan are consistent with State law. [34 CFR 76.104(a)(4)]**
 - (e) A State officer, specified by title in the certification, has authority under State law to receive, hold, and disburse Federal funds made available under the plan. [34 CFR 76.104(a)(5)]**
 - (f) The State officer who submits the plan, specified by title in the certification, has authority to submit the plan. [34 CFR 76.104(a)(6)]**
 - (g) The agency that submits the plan has adopted or otherwise formally approved the plan. [34 CFR 76.104(a)(7)]**
 - (h) The plan is the basis for State operation and administration of the program. [34 CFR 76.104(a)(8)]**

In carrying out the administrative responsibilities identified in the Act, the Department of Elementary and Secondary Education provides the certifications listed above. (See Appendix I for the signed EDGAR Certifications.)

B. Other Assurances

- 1. Submit a copy of the State Plan to the State office responsible for the Intergovernmental Review Process if your State implements that review process under Executive Order 12372. [See 34 CFR Part 79]**

Missouri submitted its State Plan to the Office of Administration for the Intergovernmental Review Process pursuant to Executive Order 12372. See Appendix D for a copy of the letter showing compliance of this requirement.

- 2. Provide a complete and signed ED Form 80-0013 for certifications regarding lobbying; [See 34 CFR Part 82. To download ED Form 80-0013, and the SF LLL Form (Disclosure of Lobbying Activities) referred therein, See: <http://www.ed.gov/fund/grant/apply/appforms/appforms.html>]**

The signed Certification Regarding Lobbying is included in Appendix E.

- 3. Provide a complete and signed Assurance for Non-Construction Programs Form. [See <http://www.ed.gov/fund/grant/apply/appforms/appforms.html>]**

The signed Assurances for Non-Construction Programs form is included in Appendix F.

- 4. Provide a signed assurance that the eligible agency will comply with the requirements of the Act and the provisions of the State Plan, including the provision of a financial audit of funds received under the Act which may be included as part of an audit of other Federal or State programs. [Sec. 122(c)(11)]**

The Department will comply with the requirements of the Act and the provisions of the State Plan, including the provision of a financial audit of funds received under the Act which may be included as part of an audit of other Federal or State programs.

- 5. Provide a signed assurance that none of the funds expended under the Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. [Sec. 122(c)(12)]**

The Department will not expend any funds made available under the Act to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity or any affiliate of such an organization.

- 6. Provide a signed assurance that the State will waive the minimum allocation as required in Section 131(c)(1) in any case in which the local educational agency is located in a rural, sparsely populated area or is a public charter school operating secondary school career and technical education programs and demonstrates that it is unable to enter into a consortium for purposes of providing services under the Act. [Section 131(c)(2)]**

The Department will waive the minimum allocation as required in Section 131(c)(1) of the Act in any case in which the local educational agency is located in a rural, sparsely populated area or is a public charter school operating secondary school career and technical education programs and demonstrates that it is unable to enter into a consortium for purposes of providing services under the Act.

- 7. Provide a signed assurance that the State will provide, from non-Federal sources for the costs the eligible agency incurs for the administration of programs under this Act, an amount that is not less than the amount provided by the eligible agency from non-Federal sources for such costs for the preceding fiscal year. [Sec. 323(a)]**

The Department will provide, from non-Federal sources for the costs the eligible agency incurs for the administration of programs under the Act, an amount that is not less than the amount provided by the eligible agency from non-Federal sources for such costs for the preceding fiscal year.

- 8. Provide a signed assurance that the State and eligible recipients that use funds under this Act for in-service and pre-service career and technical education professional development programs for career and technical education teachers, administrators, and other personnel shall, to the extent practicable, upon written request, permit the participation in such programs of career and technical education secondary school teachers, administrators, and other personnel in nonprofit private schools offering career and technical secondary education programs located in the geographical area served by such eligible agency or eligible recipient. [Sec. 317(a)]**

The Department and eligible recipients that use funds made available under the Act for in-service and pre-service career and technical education professional development programs for career and technical education teachers, administrators, and other personnel shall, to the extent practicable, upon written request, permit the participation in such programs of career and technical education secondary school teachers, administrators, and other personnel in nonprofit private schools offering career and technical secondary education programs located in the geographical area served by such eligible agency or eligible recipient.

- 9. Provide a signed assurance that, except as prohibited by State or local law, that an eligible recipient may, upon written request, use funds made available under this Act to provide for the meaningful participation, in career and technical education programs and activities receiving funds under this Act, of secondary school students attending nonprofit private schools who reside in the geographical area served by the eligible recipient. [Sec. 317(b)(1)]**

Except as prohibited by State or local law, the eligible recipient may, upon written request, use funds made available under the Act to provide for the meaningful participation, in career and technical education programs and activities receiving funds under this Act, of secondary school students attending nonprofit private schools who reside in the geographical area served by the eligible recipient.

- 10. Provide a signed assurance that eligible recipients that receive an allotment under this Act will consult, upon written request, in a timely and meaningful manner with representatives of nonprofit private schools in the geographical area served by the eligible recipient regarding the meaningful participation, in career and technical education programs and activities receiving funding under this Act, of secondary school students attending nonprofit private schools. [Sec. 317(b)(2)]**

The eligible recipients that receive an allotment under the Act will consult, upon written request, in a timely and meaningful manner with representatives of nonprofit private schools in the geographical area served by the eligible recipient regarding the meaningful participation, in career and technical education programs and activities receiving funding under this Act, of secondary school students attending nonprofit private schools.

B. Other Assurances:

1. The Department and eligible recipients will not use funds made available under the Act to provide career and technical education programs to students prior to the seventh grade, except that equipment and facilities purchased with funds under this Act may be used by such students.
2. The Department will meet the maintenance of fiscal effort requirements on either a per student or aggregate expenditure basis.
3. The Department and eligible recipients will not use funds made available under the Act to require any secondary school student to choose or pursue a specific career path or major.
4. The Department and eligible recipients will not use funds made available under the Act to mandate that any individual participate in a career and technical education program, including a career and technical education program that requires the attainment of a federally funded skill level, standard, or certificate of mastery.
5. The Department and eligible recipients will use funds made available under the Act in accordance with the Act.
6. The Department and eligible recipients will use funds made available under the Act to supplement, not supplant, non-Federal funds expended to carry out career and technical education activities and Tech Prep program activities.
7. The Department and eligible recipients will not use funds made available under the Act for the purpose of directly providing incentives or inducements to an employer to relocate a business enterprise from one State to another State if such relocation will result in a reduction in the number of jobs available in the State where the business enterprise is located before such incentives or inducements are offered.
8. The portion of any student financial assistance received under the Act that is made available for attendance costs shall not be considered as income or resources in determining eligibility for assistance under any other program funded in whole or in part with Federal funds.
9. Eligible recipients may use funds made available under the Act to pay for the costs of career and technical education services required in an individualized education program developed pursuant to Section 614(d) of the Individuals with Disabilities Education Act and services necessary to meet the requirements of Section 504 of the Rehabilitation Act of 1973 with respect to ensuring equal access to career and technical education.

PART B: BUDGET FORMS

Missouri Part B: Budget Forms

Title I: Career and Technical Education Assistance to States (Complete)

A. Total Title I Allocation to the State	\$20,939,820.00	
B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds	\$0.00	
C. Total Amount of Combined Title I & Title II Funds to be distributed under section 112 (Line A + Line B)	\$20,939,820.00	
D. Local Formula Distribution (not less than 85%)	\$17,798,847.00	85.00 %
1. Reserve (not more than 10% of Line D)	\$0.00	0.00 %
a. Secondary Programs	\$0.00	
b. Postsecondary Programs	\$0.00	%
2. Available for Formula allocations (Line D minus Line D.1)	\$17,798,847.00	100.00 %
a. Secondary Programs	\$12,815,170.00	72.00 %
b. Postsecondary Programs	\$4,983,677.00	28.00 %
E. State Leadership (not more than 10%)	\$2,093,982.00	10.00 %
1. Nontraditional Training and Employment	\$60,000.00	
2. Corrections or Institutions	\$209,398.00	
F. State Administration (not more than 5%)	\$1,046,991.00	5.00 %
G. State Match (from non-federal funds)	\$1,667,627.00	

Title II: Tech Prep Programs (Incomplete)

A. Total Title II Allocation to the State	\$0.00	
B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds	\$0.00	
C. Amount of Title II Funds to Be Made Available For Tech Prep (Line A less Line B)	\$0.00	
D. Tech Prep Funds Earmarked for Consortia	\$0.00	
1. Percent for Consortia	0.00 %	
2. Number of Consortia	0	
3. Method of Distribution	0	
E. Tech Prep Administration	\$0.00	0.00 %

PART C: ACCOUNTABILITY FORMS

I. Student Definitions

A. Secondary Level

Participant – A secondary student who has earned one or more credits in any Department-approved career education program area.

Concentrator – A secondary student who has earned three or more ~~units of~~ credits in a sequence in a Department-approved career education program area.

B. Postsecondary Level

Participant – A postsecondary student who has earned one or more credits in any Department-approved career education program area.

Concentrator – A postsecondary student who completes a minimum of 12 or more career and technical education credits in a Department-approved career and technical education program that terminates in a degree, certificate, or industry-recognized credential.

C. Adult Level

Participant – An adult student who has earned 100 or more clock hours in any Department-approved career and technical education program area.

Concentrator – An adult student who completes a minimum of 500 clock hours in a Department-approved career and technical education program that terminates in a certificate or industry-recognized credential.

II. FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)

A. SECONDARY LEVEL

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
1S1 Academic Attainment – Reading/Language Arts 113(b)(2)(A)(i)	<p>Numerator: Number of CTE concentrators who score either proficient or advanced on the Communication Arts assessment and whose scores were included in the State’s adequate yearly progress (AYP) computation and left secondary education during the reporting year.</p> <p>Denominator: Number of CTE concentrators who took the Communication Arts assessment and whose scores were included in the State’s AYP computation and left secondary education during the reporting year.</p>	State and Local Administrative Records	2005-06 50.95%	51.00%	59.20%
1S2 Academic Attainment - Mathematics 113(b)(2)(A)(i)	<p>Numerator: Number of CTE concentrators who score either proficient or advanced on the mathematics assessment and whose scores were included in the State’s adequate yearly progress (AYP) computation and left secondary education during the reporting year</p> <p>Denominator: Number of CTE concentrators who took the Mathematics assessment and whose scores were included in the State’s AYP computation and left secondary education during the reporting year.</p>	State and Local Administrative Records	2005-06 46.93%	45.00%	54.10%

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
2S1 Technical Skill Attainment 113(b)(2)(A)(ii)	Numerator: Number of CTE concentrators who passed the technical skill assessments aligned with industry-recognized standards. Denominator: Number of CTE concentrators who took the technical skill assessments aligned with industry-recognized standards.	Third party assessments when available	2005-06 57.60%	59.60%	61.60%
3S1 Secondary School Completion 113(b)(2)(A)(iii)(I-III)	Numerator: Number of CTE concentrators who earned a high school diploma or GED during the reporting year. Denominator: Number of CTE concentrators who left secondary education during the reporting year.	State and local administrative records	2006-07 94.66%	95.66%	96.00%
4S1 Student Graduation Rates 113(b)(2)(A)(iv)	Numerator: Number of CTE concentrators who graduate during the reporting year. Denominator: Number of CTE concentrators who graduate plus the number of CTE concentrators who dropped out of school during the four (4) year reporting cycle.	State and Local Administrative Records	2005-06 85%	<i>≥ 85% or if they have made improvement from the previous year.</i>	<i>≥ 85% or if they have made improvement from the previous year.</i>
5S1 Secondary Placement 113(b)(2)(A)(v)	Numerator: Number of CTE concentrators who graduated or received a GED and were placed in postsecondary or advanced training, in the military or employment in the second quarter following the program year. Denominator: Number of CTE concentrators who graduated or received a GED.	State developed, school administered surveys/placement records	2006-07 92.50%	93.00%	93.50%

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
6S1 Nontraditional Participation 113(b)(2)(A)(vi)	<p>Numerator: Number of CTE participants from underrepresented gender groups enrolled in nontraditional career education programs. The student must have earned on (1) or more credits in a nontraditional career education program.</p> <p>Denominator: Number of CTE students enrolled in nontraditional career education programs. The student must have earned one (1) or more credits in a nontraditional career education program.</p>	State/local administrative data	2006-07 29.90%	30.00%	32.00%
6S2 Nontraditional Completion 113(b)(2)(A)(vi)	<p>Numerator: Number of CTE concentrators from the underrepresented gender groups who completed and graduated from a nontraditional program.</p> <p>Denominator: Number of CTE concentrators who completed and graduated from a nontraditional program.</p>	State developed, school administered surveys/placement records	2006-07 28.18%	30.18%	31.00%

III. FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)

B. POSTSECONDARY/ADULT LEVEL

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
1P1 Technical Skill Attainment 113(b)(2)(B)(i)	<p>Numerator: Number of CTE concentrators who passed the technical skill assessments aligned with industry-recognized standards.</p> <p>Denominator: number of CTE concentrators who took the technical skill assessments aligned with industry-recognized standards.</p>	Third party assessments when available	2006-07 67.00%	69.00%	71.00%
2P1 Credential, Certificate, or Degree 113(b)(2)(B)(ii)	<p>Numerator: Number of CTE concentrators who received an industry-recognized credential/certificate, a one-year or two-year program certificate, or a degree during the reporting year.</p> <p>Denominator: Number of CTE concentrators who left postsecondary education during the reporting year.</p>	State/local administrative data	2006-07 84.14%	85.14%	86.14%

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
<p align="center">3P1 Student Retention or Transfer 113(b)(2)(B)(iii)</p>	<p>Numerator: Number of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the previous reporting year.</p> <p>Denominator: Number of CTE concentrators who were enrolled in postsecondary education in the previous reporting year who did not earn an industry-recognized credential/certificate, a one-year or two-year program certificate, or a degree in the previous reporting year.</p>	<p align="center">State/local administrative data</p>	<p>2006-07 70.00%</p>	<p>70.00%</p>	<p>70.00%</p>
<p align="center">4P1 Student Placement 113(b)(2)(B)(iv)</p>	<p>Numerator: Number of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they left postsecondary education.</p> <p>Denominator: Number of CTE concentrators who left postsecondary education during the reporting year.</p>	<p align="center">State developed school administered surveys/placement record</p>	<p>2006-07 61.00%</p>	<p>62.00%</p>	<p>65.00% <i>Agree</i></p>

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
<p align="center">5P1 Nontraditional Participation 113(b)(2)(B)(v)</p>	<p>Numerator: Number of CTE participants from underrepresented gender groups enrolled in nontraditional career education programs. The student must have earned one (1) or more credits in a nontraditional career education program.</p> <p>Denominator: Number of CTE students enrolled in nontraditional career education programs. The student must have earned one (1) or more credits in a nontraditional career education program.</p>	<p align="center">State/local administrative data</p>	<p>2006-07 29.90%</p>	<p align="center">30.00%</p>	<p align="center">32.00%</p>
<p align="center">5P2 Nontraditional Completion 113(b)(2)(B)(v)</p>	<p>Numerator: Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in the nontraditional field.</p> <p>Denominator: Number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.</p>	<p align="center">State developed, school administered surveys/placement records</p>	<p>2006-07 21.00%</p>	<p align="center">22.00%</p>	<p align="center">22.50%</p>

APPENDICES

Appendix A

PUBLIC COMMENTS AND RESPONSES

Planning, Coordination, and Collaboration

Comments with regard to a lack of an opportunity for input into the development of the State Plan primarily at the postsecondary level.

Response: The Division recognizes that there could have been a more concerted effort to gather input from interested stakeholders during the development of the State Plan. As stated in the State Plan, the Division consulted with a number of groups and individuals during the development of both the transition plan and the five-year State Plan. The Division targeted areas of the plan for consultation that it felt were most in need of direct input from interested parties. These targeted areas included:

- Tech Prep
- Accountability
- Programs of Study
- Postsecondary Participation in the One-Stop System
- Special Populations
- Business and Industry

As implementation of the State Plan begins, the Division will continue to work with the appropriate stakeholders to ensure that input is received to assist in specific implementation strategies such as programs of study, technical skill attainment, and CTE funding, to name a few.

Program Administration

Comments with regard to the development and implementation of programs of study.

Response: As stated in the State Plan, each program of study developed at the local level will include a three-part curriculum framework built around a 4+2(+2) articulation model. The State Plan lists the secondary, postsecondary, and additional criteria that each eligible recipient will use as a guideline for development and implementation of programs of study.

In order to assist the state in developing an implementation plan for programs of study, an advisory committee was formed which consists of secondary and postsecondary representatives. The committee was represented by each community college that hosts Tech Prep in their district. Each region of the Missouri Council of Career and Technical Administrators was represented by their respective chair. In addition, comprehensive high schools were represented. The first meeting of the advisory committee was held on December 17, 2007. The advisory committee members will be consulted as specific implementation plans are developed. The advisory committee will have adequate time to provide feedback into the process.

Comments with regard to Professional Development.

Response: The Division sponsors professional development activities and events based on feedback they receive from teachers and administrators. Professional development activities and events are also aligned with initiatives in the Perkins legislation as well as other state and local initiatives. The Division evaluates all activities and events to ensure that they are making maximum utilization of all funds that are available for professional development.

The Division recognizes that postsecondary teachers have unique professional development needs separate from secondary teachers. The Division will work closely with postsecondary leaders to assist the Division in identifying professional development activities and events that best meet their needs.

Comments with regard to the lack of postsecondary transition strategies.

Response: Information regarding the P-20 Council and the Curriculum Alignment Initiative (CAI) will be included in the Program Administration section of the State Plan.

Comments with regard to articulation agreements.

Response: The Division recognizes that the number of students taking advantage of articulation agreements and/or dual credit arrangements is relatively low. The Division supports any local efforts to increase student transition from secondary to postsecondary education. These efforts must be carried out in accordance with the *Graduation Requirements for Students in Missouri Public Schools* handbook which can be found on the DESE website at:

http://www.dese.mo.gov/divimprove/sia/Graduation_Handbook_2010.pdf.

Comments with regard to inconsistencies in the number of recognized program areas.

Response: The State Plan was reviewed for the inconsistencies received during the comment period. The appropriate modifications were made to the State Plan.

Comments with regard to the negotiations on performance indicators during the transition year.

Response: The Division was not required to negotiate with local Perkins grant recipients during the transition year. Secondary Perkins grant recipients are only required to report on 1S1, 1S2, 4S1 during the transition year. For these three indicators, the performance levels were already established under No Child Left Behind and no negotiations were necessary.

Postsecondary grant recipients were not required to report on any accountability indicators during the transition year. Therefore, no negotiations were necessary.

Comments with regard to suggested implementation strategies to meet various requirements of the State Plan.

Response: Several comments were received with suggested strategies for implementing various portions of the State Plan. Because these strategies would require additional input from all stakeholders, these comments will be taken into consideration as full implementation of the State Plan begins.

Comments with regard to the Missouri Career Prep Certificate.

Response: The authorizing statute for what is now known as the Career Preparation Certificate, Chapter 169 Section 160.575 RSMo, established a voluntary, ready-to-work endorsement program of individual student achievement. The authorizing statute did not include a corresponding fiscal appropriation. Without specific funding the statewide advisory committee developed a planning process which included an alignment of several assessments to the academic and work readiness components identified by the committee. Local schools interested in providing a career preparation certificate are encouraged to establish an advisory committee of community stakeholders. This committee would recommend appropriate assessments which could include the ACT WorkKeys, the Missouri Career Readiness Certificate and other assessments.

Comments with regard to data collection.

Response: The Department has developed the Missouri Student Identification System (MOSIS) to assist in student data collection. The Department has been working with schools and their data vendors to assist in the uploading of each school's student data. Although most of the data reported will eventually be collected through MOSIS, there may be a necessity to collect data using other methods, where appropriate.

Special Populations

Comments with regard to postsecondary input on the Special Populations section of the State Plan.

Response: A postsecondary representative provided input on the Special Populations section as it was being developed. In addition, the Special Populations section was shared with appropriate staff at the Vocational Rehabilitation state office for review and comment.

Administration and Evaluation

Comments with regard to technical skill attainment.

Response: The Division omitted information on technical skill attainment in the January 9th draft of the State Plan. Information regarding technical skill attainment has been added in the Administration and Evaluation section of the State Plan.

Tech Prep Programs

Comments with regard to Tech Prep Scope of Work.

Response: The State Tech Prep director and the 12 Tech Prep coordinators develop an annual scope of work. The decision to have the Tech Prep coordinators facilitate the development of programs of study was based on the specific language in Perkins IV which states that Tech Prep programs must include all components of a program of study.

Financial Requirements

Comments with regard to sufficient size, scope, and quality.

Response: The decision to require 4 of 7 approved programs to qualify as sufficient size and scope has been in place for many years. The decision to continue with this in Perkins IV was based on minimal objections from this rule in Perkins III and an overall acceptance for continuing with this rule in Perkins IV.

Comments with regard to split of funds between secondary and postsecondary.

Response: Included in the Perkins legislation is a requirement that each eligible agency describe in its State Plan the split of funds between secondary and postsecondary and also provide the rationale for this split of funds. In the previous State Plan (Perkins III), the Division utilized enrollment numbers to arrive at the 70/30 split between secondary and postsecondary. Thus, for the Perkins IV State Plan, the Division again will use enrollment numbers to determine the split of funds. For this determination, the Division chooses to use enrollment numbers over a six-year period (which was the life of Perkins III).

For the transition year, the result of the six-year average was a 72/28 split between secondary and postsecondary. This new funding split took effect in Fiscal Year 2008 and impacted the allocations for the Perkins grants beginning July 1, 2007.

For year one of the State Plan, the result of the six-year average will again be a 72/28 split between secondary and postsecondary. Thus, the current funding split will continue to be in effect for Fiscal Year 2009 and impact the allocations for the Perkins grants beginning July 1, 2008.

As indicated in the State Plan, the funding distribution percentage will be reviewed each fiscal year, and if necessary, the Division will change the percentages to reflect the current enrollment rates.

General Comments

Response: All relevant comments were taken into consideration when making final edits to the State Plan document.

Appendix B

FEDERAL COMPLIANCE PLAN REQUIREMENTS

Perkins Secondary Grant

The following items are required to be addressed as part of the Perkins local plan. Please describe how Perkins funds will be used to:

Meet or exceed the State and local adjusted level of performance under 1S1 Academic Attainment—Communication Arts. [Sec. 134(b)(2)]

Suggested Strategies:

- Classroom aides
- Tutors
- Academic teachers and CTE collaborating
- Curriculum alignment with Show-Me Standards
- Embedded Credit
- Vocational Resource Educator (VRE)
- Basic skills instructor(s)

Description of Strategies:

Meet or exceed the State and local adjusted level of performance under 1S2 Academic Attainment—Mathematics. [Sec. 134(b)(2)]

Suggested Strategies:

- Classroom aides
- Tutors
- Academic teachers and CTE collaborating
- Curriculum alignment with Show-Me Standards
- Embedded Credit
- Vocational Resource Educator (VRE)
- Basic skills instructor(s)

Description of Strategies:

Meet or exceed the State and local adjusted level of performance under 2S1 Technical Skill Attainment. [Sec. 134(b)(2)]

Suggested Strategies:

- Classroom aides
- Tutors
- Academic teachers and CTE collaborating
- Curriculum alignment with Show-Me Standards
- Embedded Credit
- Vocational Resource Educator (VRE)
- Basic skills instructor(s)

Description of Strategies:

Meet or exceed the State and local adjusted level of performance under 3S1 Secondary School Completion. [Sec. 134(b)(2)]

Suggested Strategies:

- Classroom aides
- Tutors
- Academic teachers and CTE collaborating
- Curriculum alignment with Show-Me Standards
- Embedded Credit
- Vocational Resource Educator (VRE)
- Basic skills instructor(s)
- Student career interest assessments (Missouri Connections)

Description of Strategies:

Meet or exceed the State and local adjusted level of performance under 4S1 Student Graduation Rates. [Sec. 134(b)(2)]

Suggested Strategies:

- Guidance and counseling
- Alternative education classes
- Success coordinator
- Work-based learning opportunities
- Career Prep Certificate Program
- Student career interest assessments (Missouri Connections)

Description of Strategies:

Meet or exceed the State and local adjusted level of performance under 5S1 Secondary Placement. [Sec. 134(b)(2)]

Suggested Strategies:

- Work-based learning opportunities
- Career fairs
- Guidance and counseling
- Career Prep Certificate Program
- Student career interest assessments (Missouri Connections)

Description of Strategies:

Meet or exceed the State and local adjusted level of performance under 6S1 Nontraditional Participation. [Sec. 134(b)(2)]

Suggested Strategies:

- Work with Career Education Coordinators

- Career awareness workshops
- Career fairs
- Faculty awareness and in-service
- Work-based learning opportunities
- Student career interest assessments (Missouri Connections)

Description of Strategies:

Meet or exceed the State and local adjusted level of performance under 6S2 Nontraditional Completion. [Sec. 134(b)(2)]

Suggested Strategies:

- Work with Career Education Coordinators
- Career awareness workshops
- Career fairs
- Faculty awareness and in-service
- Work-based learning opportunities
- Student career interest assessments (Missouri Connections)

Description of Strategies:

Strengthen the academic and career and technical skills of students through the integration of academics with career and technical education programs through a coherent sequence of courses, such as career and technical programs of study. [Sec. 134(b)(3) and Sec. 135(b)(1)]

Suggested Strategies:

- Infusing academic skills into career and technical courses
- Using occupationally-related applied learning strategies in academic courses
- Linking academic content with challenging academic standards
- Linking career and technical content with relevant occupational knowledge/skills based on industry-recognized standards
- Teaching career and technical students to the same rigorous academic standards as other students
- Using program advisory committees to validate learning outcomes
- Creating a rigorous, integrated and aligned curriculum
- Allowing academic and career and technical instructors to jointly develop curriculum
- Competency profiles that have academic competencies listed
- Career and technical education courses that count for academic credit

Description of Strategies:

Link career and technical education at the secondary level and postsecondary level, including by offering the relevant elements of not less than one career and technical program of study. [Sec. 134(b)(3) and Sec. 135(b)(2)]

Suggested Strategies:

- Updating and/or expanding articulation/dual credit arrangements
- Creating aligned and non-duplicative sequence of courses
- Permitting concurrent enrollment and/or dual credit
- Establishing policies/procedures for awarding advanced placement and credit
- Tracking and increasing utilization of existing articulation/dual credit arrangements

Description of Strategies:

Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences. [Sec. 134(b)(3) and Sec. 135(b)(3)]

Suggested Strategies:

- Infusing “all aspects” into curricula and services
- Regional labor market statistics, trends, and job requirements
- General employability skills needed for career mobility and success
- Infusing expertise into classroom (guest speakers, resources, etc.)
- Increasing work-based experiences (field trips, internships, job shadowing, etc.)
- Validating curricula outcomes by program advisory committees
- Providing students with information about occupations within an industry including skills, aptitudes, licensing requirements, work settings, hiring practices, wages in Missouri and the nation, number of people employed in Missouri and the nation, outlook for employment, and education and training necessary for entry

Description of Strategies:

Ensure students who participate in career and technical education programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students. [Sec. 134 (b)(3)]

Suggested Strategies:

- Collaboration with academic teachers
- Programs of study
- Course content aligned with recognized technical standards

Description of Strategies:

Encourage career and technical education students at the secondary level to enroll in rigorous and challenging courses in core academic subjects. [Sec. 134(b)(3)]

Suggested Strategies:

- Personal plans of study
- Programs of study
- Career guidance

Description of Strategies:

Provide professional development programs to secondary and postsecondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated career and technical education programs, including—

- (A) in-service and preservice training on—**
 - (i) effective integration and use of challenging academic and career and technical education provided jointly with academic teachers to the extent practicable;**
 - (ii) effective teaching skills based on research that includes promising practices;**
 - (iii) effective practices to improve parental and community involvement; and**
 - (iv) effective use of scientifically-based research and data to improve instruction;**
- (B) support of education programs for teachers of career and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to career and technical education students, to ensure that such teachers and personnel stay current with all aspects of industry;**
- (C) internship programs that provide relevant business experience; and**
- (D) programs designed to train teachers specifically in the effective use and application of technology to improve instruction. [Sec. 134(b)(4) and Sec. 135(b)(5)]**

Suggested Strategies:

- Establishing an intensive and sustained professional development plan
- Arranging relevant business/industry experiences and/or internships for educators
- Establishing a comprehensive professional development plan for each educator
- Involving participants in determination and evaluation of in-service activities
- Methods of effectively integrating academic and career and technical education
- Techniques for teaching “All Aspects of an Industry”
- Staying current with needs, expectations, and practices of business/industry
- Research-based effective teaching skills
- Effective use and application of technology to improve instruction
- Improving instruction for Special Populations including nontraditional students
- Use of student and program assessment data to improve instruction

Description of Strategies:

Involve parents, businesses, labor organizations, and other stakeholders in the development, implementation, and evaluation of career and technical education programs, including establishing effective programs and procedures to enable informed and effective participation in such programs. [Sec. 134(b)(5)]

Suggested Strategies:

- Advisory committees

Description of Strategies:

Provide services and activities that are of sufficient size, scope, and quality to be effective. [Sec. 134(b)(6) and Sec. 135(b)(8)]

Suggested Strategies:

- Ensuring classroom/laboratory settings simulate workplace environments

Increasing student enrollment, completion, and placement to justify program continuation
Using program advisory committees to evaluate the extent to which programs are meeting regional labor market needs
Using program advisory committees to annually validate the occupational relevancy of learning outcomes
Increasing business/industry involvement by expanding work-based experiences (job shadowing, internships, work experiences, etc.)
Increasing business/industry involvement by infusing expertise into the classroom (guest speakers, resources, etc.)
Ensuring programs prepare students for high-skill, high-wage, or high-demand occupations
Ensuring preparation for nontraditional careers is encouraged and respected
Improving accessibility to program information/statistics for prospective students and the public
Provide career guidance and counseling

Description of Strategies:

Develop and implement evaluations of the career and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met. [Sec. 134(b)(7) and Sec. 135(b)(6)]

Suggested Strategies:

Assessing/analyzing attainment of “Core Indicators of Performance”
Assessing/analyzing student numbers and trends (enrollment, completion, placement, etc.)
Assessing/analyzing levels of student satisfaction
Assessing/analyzing extent of academic and career and technical integration in courses/programs
Assessing/analyzing involvement of business/industry (school-based and work-based)
Assessing/analyzing relevance of program to regional labor market
Creating and implementing student achievement and program evaluations
Ensuring preparation for nontraditional fields is encouraged and respected

Description of Strategies:

Initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology. [Sec. 134(b)(7) and Sec. 135(b)(7)]

Suggested Strategies:

Expanding program offerings at times or in formats more accessible for students
Curriculum development activities
Acquire/renew external business- and industry-related program certification/accreditation
Implement program modifications to ensure program and student learning outcomes are aligned with business and industry standards
Involving program advisory committees in improving and modernizing programs

Description of Strategies:

Identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the programs for special populations. [Sec. 134(b)(8)]

Suggested Strategies:

- Vocational Resource Educator (VRE)
- Flexible scheduling
- Career counseling
- Supportive services
- Classroom aides
- Tutors
- Faculty in-service
- Special instructional materials
- Alternative test formats

Description of Strategies:

Provide programs that are designed to enable the special populations to meet the local adjusted levels of performance. [Sec. 134(b)(8)]

Suggested Strategies:

- Basic skills instruction
- Career education preparation (exploratory)
- Curriculum development
- Classroom aides
- Tutors
- Special instructional materials
- Alternative test formats
- Vocational Resource Educator (VRE)
- Curriculum development

Description of Strategies:

Provide activities to prepare special populations, including single parents and displaced homemakers, for high skill, high wage, or high demand occupations that will lead to self-sufficiency. [Sec. 134(b)(8) and Sec. 135(b)(9)]

Suggested Strategies:

- Establishing or refining non-discrimination policies/procedures
- Implementing strategies to overcome program enrollment and completion barriers
- Redesigning programs to enable attainment of "Core Indicators of Performance"
- Making modifications to curriculum or equipment
- Expanding/aligning student services (assessment and counseling)

Description of Strategies:

Ensure individuals who are members of special populations are not discriminated against on the basis of their status as members of the special populations. [Sec. 134(b)(9)]

Suggested Strategies:

- Policy dissemination
- Implementation of nondiscrimination policies
- Enrollment criteria is same for all students
- Tours of facilities and programs include all students
- Enrollment of special populations is consistent with overall district enrollment

Description of Strategies:

Support training and activities (such as mentoring and outreach) in nontraditional fields. [Sec. 134(b)(10)]

Suggested Strategies:

- Providing information to students about nontraditional fields that include descriptions, aptitudes, work settings, hiring practices, wages, employment outlook, and preparation
- Providing students with work-related experiences in nontraditional fields (internships, job shadowing, etc.)
- Providing students with nontraditional opportunities through career and technical student organizations
- Teaching curricula with gender neutral applications
- Providing information about educational programs of study and training that prepare students for employment in nontraditional high skill, high wage, or high demand fields, including description, program admissions, typical course work, and the schools in Missouri offering degrees or certificates
- Work with Career Education Coordinators

Description of Strategies:

Provide career guidance and academic counseling to career and technical education students, including linkages to future education and training opportunities. [Sec. 134(b)(11)]

Suggested Strategies:

- Providing information to students about occupational fields that include descriptions, aptitudes, work settings, hiring practices, wages, employment outlook, and preparation
- Providing information about educational programs of study and training that prepare students for employment in high skill, high wage, or high demand fields, including description, program admissions, typical course work, and the schools in Missouri offering degrees or certificates
- Personal Plans of Study

Description of Strategies:

Improve the recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession and the transition to teaching from business to industry. [Sec. 134(b)(12)]

Suggested Strategies:

- Participation in New Teacher Institute (NTI)
- Promote access to DESE website focusing on recruitment and retention of educators

Description of Strategies:

Develop, improve, or expand the use of technology in career and technical education, which may include—

- (A) training of career and technical education teachers, faculty, and administrators to use technology, which may include distance learning;**
- (B) providing career and technical education students with the academic and career and technical skills that lead to entry into the technology fields; or**
- (C) encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students. [Sec. 135(b)(4)]**

Suggested Strategies:

- Professional development focused on the use of technology
- Participation in Missouri Virtual Instruction Program (MoVIP)
- Work-based learning opportunities for both teachers and students
- Promote Project Lead the Way (PLTW) and other appropriate programs

Description of Strategies:

Section 131(f)(2) of the Carl D. Perkins Career and Technical Improvement Act of 2006 states “Funds allocated to a consortium formed to meet the requirements of this section shall be used only for purposes and programs that are mutually beneficial to all members of the consortium and can be used only for programs authorized under this title. Such funds may not be reallocated to individual members of the consortium for purposes or programs benefiting only one (1) member of the consortium.” Please describe, if applicable, the consortium agreement and how Perkins funds will be used to benefit all members.

Required Actions:

Meet with all of the consortium members and determine the common needs of the consortium prior to submitting the plan and budget. This “needs assessment” should be documented to provide verification that the consortium members met and discussed these issues.

Develop a written agreement with each consortium member which indicates the amount of their Perkins funds and how the funds may be expended or how the funds will be utilized by the consortium. The agreement must also indicate, if applicable, the documentation that needs to be provided to the fiscal agent for the reimbursement of any expenditures. In addition, the agreement needs to be signed by the fiscal agent and each consortium member to show the acceptance of the terms.

The following items are not required to be addressed as part of the Perkins local plan. However, if applicable, please describe how Perkins funds will be used to:

Assist career and technical student organizations.

Provide mentoring and support services.

Lease, purchase, upgrade or adapt equipment, including instructional aids and publications designed to strengthen and support academic and technical skill achievement.

Develop and expand postsecondary program offerings at times and in formats that are accessible for all students, including through the use of distance education.

Develop initiatives that facilitate the transition of subbaccalaureate career and technical education students into baccalaureate degree programs, including articulation agreements, dual and concurrent enrollment programs, academic and financial aid counseling, and other initiatives to overcome barriers and encourage enrollment and completion.

Provide activities to support entrepreneurship education and training.

Improve or develop new career and technical education courses, including the development of new proposed career and technical programs of study for consideration by the State and courses that prepare individuals academically and technically for high-skill, high-wage or high-demand occupations and dual or concurrent enrollment opportunities.

Develop and support small, personalized career-themed learning communities.

Provide support for family and consumer sciences programs.

Provide career and technical education programs for adults and school dropouts to complete secondary education or upgrade technical skills.

Provide assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job.

Provide support for training programs in automotive technologies.

Pool a portion of such funds with a portion of funds available to other eligible recipients for innovative initiatives.

Support other career and technical education activities consistent with the purpose of the Act.

FEDERAL COMPLIANCE PLAN REQUIREMENTS

Perkins Postsecondary Grant

The following items are required to be addressed as part of the Perkins local plan. Please describe how Perkins funds will be used to:

Meet or exceed the State and local adjusted level of performance under 1P1 Technical Skill Attainment. [Sec. 134(b)(2)]

Suggested Strategies:

- Department/campus review of assessment(s) results
- Item or competency analysis
- Program evaluation/review steps to address performance issues
- Student technical skill support services
- Technical/environmental scans to validate program viability and at what grade level technical skills should be attained
- Conduct DACUMs or other competency validations of local programs
- Identify required level of performance on nationally-normed exams, where applicable
- Identify required level of proficiency on program-level competencies at end of programs of study as determined by faculty in the discipline and as negotiated with DESE as appropriate
- local level core indicators
- Hold summer workshops for secondary faculty in the discipline

Description of Strategies:

Meet or exceed the State and local adjusted level of performance under 2P1 Credential, Certificate, or Degree. [Sec. 134(b)(2)]

Suggested Strategies:

- Establish academic skill prerequisites for programs of study by pathway
- Establish technical skill prerequisites for programs of study by pathway
- Program course sequencing
- Advisement/counseling services (course selection, transcript review)
- Programs of study for all CTE programs
- Career mentors/coaches
- Curriculum chunking into DESE-recognized short-term credentials
- Identify population of students with declared intention of credential, certificate, or degree.
- Identify percentage of those who complete their intended goal within 150% of time of credential, certificate, or degree program.

Description of Strategies:

Meet or exceed the State and local adjusted level of performance under 3P1 Student Retention or Transfer. [Sec. 134(b)(2)]

Suggested Strategies:

- Work-based learning opportunities
- Career fairs and baccalaureate or industry classroom speakers
- Guidance and counseling
- Student interest assessments
- Assistance finding program-related part-time jobs
- Program alignment between postsecondary programs
- Program enrollment analysis to identify optimum time/day of course offerings
- Establish regular schedule/rotation of course offerings to pool enrollment and guarantee course offerings
- Cluster-based articulation meetings between secondary and postsecondary
- Transitions teams that include secondary, postsecondary, and, where appropriate, university/four-year partners
- Dual credit
- Dual enrollment

Description of Strategies:

Meet or exceed the State and local adjusted level of performance under 4P1 Student Placement. [Sec. 134(b)(2)]

Suggested Strategies:

- Work-based learning opportunities
- Career fairs
- Guidance and counseling
- Student interest assessments
- Placement office services
- Programs of study to clarify education-related options
- Internships
- Pre-apprenticeships

Description of Strategies:

Meet or exceed the State and local adjusted level of performance under 5P1 Nontraditional Participation. [Sec. 134(b)(2)]

Suggested Strategies:

- Work with Career Education Coordinators
- Career awareness workshops
- Career fairs and classroom speakers
- Faculty awareness and in-service
- Work-based learning opportunities
- Student interest assessments
- Guidance and counseling
- Programs of study
- Career coaches and mentors
- K-14 partnerships and summer institutes

Student awareness campaigns

Description of Strategies:

Meet or exceed the State and local adjusted level of performance under 5P2 Nontraditional Completion. [Sec. 134(b)(2)]

Suggested Strategies:

- Work with Career Education Coordinators
- Career awareness workshops
- Career fairs and classroom speakers
- Faculty awareness and in-service
- Work-based learning opportunities
- Student interest assessments
- Assistance finding program-related part-time jobs

Description of Strategies:

Strengthen the academic and career and technical skills of students through the integration of academics with career and technical education programs through a coherent sequence of courses, such as career and technical programs of study. [Sec. 134(b)(3) and Sec. 135(b)(1)]

Suggested Strategies:

- Infusing academic skills into career and technical courses
- Using occupationally-related applied learning strategies in academic courses
- Linking academic content with challenging academic standards
- Linking career and technical content with relevant occupational knowledge/skills based on industry-recognized standards
- Teaching career and technical students to the same rigorous academic standards as other students
- Using program advisory committees to validate learning outcomes
- Creating a rigorous, integrated and aligned curriculum
- Allowing academic and career and technical instructors to jointly develop curriculum
- Competency profiles that have academic competencies listed
- Career and technical education courses that count for academic credit

Description of Strategies:

Link career and technical education at the secondary level and postsecondary level, including by offering the relevant elements of not less than one career and technical program of study. [Sec. 134(b)(3) and Sec. 135(b)(2)]

Suggested Strategies:

- Updating and/or expanding articulation/dual credit arrangements
- Creating aligned and non-duplicative sequence of courses

Permitting concurrent enrollment and/or dual credit
Establishing policies/procedures for awarding advanced placement and credit
Tracking and increasing utilization of existing articulation/dual credit arrangements

Description of Strategies:

Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences. [Sec. 134(b)(3) and Sec. 135(b)(3)]

Suggested Strategies:

- Infusing “all aspects” into curricula and services
- Regional labor market statistics, trends, and job requirements
- General employability skills needed for career mobility and success
- Infusing expertise into classroom (guest speakers, resources, etc.)
- Increasing work-based experiences (field trips, internships, job shadowing, etc.)
- Validating curricula outcomes by program advisory committees
- Providing students with information about occupations within an industry including skills, aptitudes, licensing requirements, work settings, hiring practices, wages in Missouri and the nation, number of people employed in Missouri and the nation, outlook for employment, and education and training necessary for entry

Description of Strategies:

Ensure students who participate in career and technical education programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students. [Sec. 134 (b)(3)]

Suggested Strategies:

- Collaboration with academic teachers
- Programs of study
- Course content aligned with recognized technical standards

Description of Strategies:

Encourage career and technical education students at the secondary level to enroll in rigorous and challenging courses in core academic subjects. [Sec. 134(b)(3)]

Suggested Strategies:

- Personal plans of study
- Programs of study
- Career guidance

Description of Strategies:

Provide professional development programs to secondary and postsecondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated career and technical education programs, including—

- (A) in-service and preservice training on—**
 - (i) effective integration and use of challenging academic and career and technical education provided jointly with academic teachers to the extent practicable;**
 - (ii) effective teaching skills based on research that includes promising practices;**
 - (iii) effective practices to improve parental and community involvement; and**
 - (iv) effective use of scientifically-based research and data to improve instruction;**
- (B) support of education programs for teachers of career and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to career and technical education students, to ensure that such teachers and personnel stay current with all aspects of industry;**
- (C) internship programs that provide relevant business experience; and**
- (D) programs designed to train teachers specifically in the effective use and application of technology to improve instruction. [Sec. 134(b)(4) and Sec. 135(b)(5)]**

Suggested Strategies:

- Establishing an intensive and sustained professional development plan
- Arranging relevant business/industry experiences and/or internships for educators
- Establishing a comprehensive professional development plan for each educator
- Involving participants in determination and evaluation of in-service activities
- Methods of effectively integrating academic and career and technical education
- Techniques for teaching “All Aspects of an Industry”
- Staying current with needs, expectations, and practices of business/industry
- Research-based effective teaching skills
- Effective use and application of technology to improve instruction
- Improving instruction for Special Populations including nontraditional students
- Use of student and program assessment data to improve instruction

Description of Strategies:

Involve parents, businesses, labor organizations, and other stakeholders in the development, implementation, and evaluation of career and technical education programs, including establishing effective programs and procedures to enable informed and effective participation in such programs. [Sec. 134(b)(5)]

Suggested Strategies:

- Advisory committees

Description of Strategies:

Provide services and activities that are of sufficient size, scope, and quality to be effective. [Sec. 134(b)(6) and Sec. 135(b)(8)]

Suggested Strategies:

- Ensuring classroom/laboratory settings simulate workplace environments
- Increasing student enrollment, completion, and placement to justify program continuation
- Using program advisory committees to evaluate the extent to which programs are meeting regional labor market needs
- Using program advisory committees to annually validate the occupational relevancy of learning outcomes
- Increasing business/industry involvement by expanding work-based experiences (job shadowing, internships, work experiences, etc.)
- Increasing business/industry involvement by infusing expertise into the classroom (guest speakers, resources, etc.)
- Ensuring programs prepare students for high-skill, high-wage, or high-demand occupations
- Ensuring preparation for nontraditional careers is encouraged and respected
- Improving accessibility to program information/statistics for prospective students and the public
- Provide career guidance and counseling

Description of Strategies:

Develop and implement evaluations of the career and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met. [Sec. 134(b)(7) and Sec. 135(b)(6)]

Suggested Strategies:

- Assessing/analyzing attainment of “Core Indicators of Performance”
- Assessing/analyzing student numbers and trends (enrollment, completion, placement, etc.)
- Assessing/analyzing levels of student satisfaction
- Assessing/analyzing extent of academic and career and technical integration in courses/programs
- Assessing/analyzing involvement of business/industry (school-based and work-based)
- Assessing/analyzing relevance of program to regional labor market
- Creating and implementing student achievement and program evaluations
- Ensuring preparation for nontraditional fields is encouraged and respected

Description of Strategies:

Initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology. [Sec. 134(b)(7) and Sec. 135(b)(7)]

Suggested Strategies:

- Expanding program offerings at times or in formats more accessible for students
- Curriculum development activities
- Acquire/renew external business- and industry-related program certification/accreditation
- Implement program modifications to ensure program and student learning outcomes are aligned with business and industry standards
- Involving program advisory committees in improving and modernizing programs

Description of Strategies:

Identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the programs for special populations. [Sec. 134(b)(8)]

Suggested Strategies:

- Vocational Resource Educator (VRE)
- Flexible scheduling
- Career counseling
- Supportive services
- Classroom aides
- Tutors
- Faculty in-service
- Special instructional materials
- Alternative test formats

Description of Strategies:

Provide programs that are designed to enable the special populations to meet the local adjusted levels of performance. [Sec. 134(b)(8)]

Suggested Strategies:

- Basic skills instruction
- Career education preparation (exploratory)
- Curriculum development
- Classroom aides
- Tutors
- Special instructional materials
- Alternative test formats
- Vocational Resource Educator (VRE)
- Curriculum development

Description of Strategies:

Provide activities to prepare special populations, including single parents and displaced homemakers, for high skill, high wage, or high demand occupations that will lead to self-sufficiency. [Sec. 134(b)(8) and Sec. 135(b)(9)]

Suggested Strategies:

- Establishing or refining non-discrimination policies/procedures
- Implementing strategies to overcome program enrollment and completion barriers
- Redesigning programs to enable attainment of "Core Indicators of Performance"
- Making modifications to curriculum or equipment
- Expanding/aligning student services (assessment and counseling)

Description of Strategies:

Ensure individuals who are members of special populations are not discriminated against on the basis of their status as members of the special populations. [Sec. 134(b)(9)]

Suggested Strategies:

- Policy dissemination
- Implementation of nondiscrimination policies
- Enrollment criteria is same for all students
- Tours of facilities and programs include all students
- Enrollment of special populations is consistent with overall district enrollment

Description of Strategies:

Support training and activities (such as mentoring and outreach) in nontraditional fields. [Sec. 134(b)(10)]

Suggested Strategies:

- Providing information to students about nontraditional fields that include descriptions, aptitudes, work settings, hiring practices, wages, employment outlook, and preparation
- Providing students with work-related experiences in nontraditional fields (internships, job shadowing, etc.)
- Providing students with nontraditional opportunities through career and technical student organizations
- Teaching curricula with gender neutral applications
- Providing information about educational programs of study and training that prepare students for employment in nontraditional high skill, high wage, or high demand fields, including description, program admissions, typical course work, and the schools in Missouri offering degrees or certificates
- Work with Career Education Coordinators

Description of Strategies:

Provide career guidance and academic counseling to career and technical education students, including linkages to future education and training opportunities. [Sec. 134(b)(11)]

Suggested Strategies:

- Providing information to students about occupational fields that include descriptions, aptitudes, work settings, hiring practices, wages, employment outlook, and preparation
- Providing information about educational programs of study and training that prepare students for employment in high skill, high wage, or high demand fields, including description, program admissions, typical course work, and the schools in Missouri offering degrees or certificates
- Personal Plans of Study

Description of Strategies:

Improve the recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession and the transition to teaching from business to industry. [Sec. 134(b)(12)]

Suggested Strategies:

- Participation in New Teacher Institute (NTI)
- Promote access to DESE website focusing on recruitment and retention of educators

Description of Strategies:

Develop, improve, or expand the use of technology in career and technical education, which may include—

- (A) training of career and technical education teachers, faculty, and administrators to use technology, which may include distance learning;**
- (B) providing career and technical education students with the academic and career and technical skills that lead to entry into the technology fields; or**
- (C) encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students. [Sec. 135(b)(4)]**

Suggested Strategies:

- Professional development focused on the use of technology
- Participation in Missouri Virtual Instruction Program (MoVIP)
- Work-based learning opportunities for both teachers and students
- Promote Project Lead the Way (PLTW) and other appropriate programs

Description of Strategies:

Section 132(a)(3)(B) of the Carl D. Perkins Career and Technical Improvement Act of 2006 states “Funds allocated to a consortium formed to meet the requirements of this section shall be used only for purposes and programs that are mutually beneficial to all members of the consortium and can be used only for programs authorized under this title. Such funds may not be reallocated to individual members of the consortium for purposes or programs benefiting only one (1) member of the consortium.” Please describe, if applicable, the consortium agreement and how Perkins funds will be used to benefit all members.

Required Actions:

Meet with all of the consortium members and determine the common needs of the consortium prior to submitting the plan and budget. This “needs assessment” should be documented to provide verification that the consortium members met and discussed these issues.

Develop a written agreement with each consortium member which indicates the amount of their Perkins funds and how the funds may be expended or how the funds will be utilized by the consortium. The agreement must also indicate, if applicable, the documentation that needs to be provided to the fiscal agent for the reimbursement of any expenditures.

In addition, the agreement needs to be signed by the fiscal agent and each consortium member to show the acceptance of the terms.

The following items are not required to be addressed as part of the Perkins local plan. However, if applicable, please describe how Perkins funds will be used to:

Assist career and technical student organizations.

Provide mentoring and support services.

Lease, purchase, upgrade or adapt equipment, including instructional aids and publications designed to strengthen and support academic and technical skill achievement.

Develop and expand postsecondary program offerings at times and in formats that are accessible for all students, including through the use of distance education.

Develop initiatives that facilitate the transition of subbaccalaureate career and technical education students into baccalaureate degree programs, including articulation agreements, dual and concurrent enrollment programs, academic and financial aid counseling, and other initiatives to overcome barriers and encourage enrollment and completion.

Provide activities to support entrepreneurship education and training.

Improve or develop new career and technical education courses, including the development of new proposed career and technical programs of study for consideration by the State and courses that prepare individuals academically and technically for high-skill, high-wage or high-demand occupations and dual or concurrent enrollment opportunities.

Develop and support small, personalized career-themed learning communities.

Provide support for family and consumer sciences programs.

Provide career and technical education programs for adults and school dropouts to complete secondary education or upgrade technical skills.

Provide assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job.

Provide support for training programs in automotive technologies.

Pool a portion of such funds with a portion of funds available to other eligible recipients for innovative initiatives.

Support other career and technical education activities consistent with the purpose of the Act.

Appendix C

**DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
OFFICE OF COLLEGE & CAREER READINESS
CARL D. PERKINS CAREER AND TECHNICAL EDUCATION IMPROVEMENT ACT OF 2006
FY2013 BASIC GRANT ALLOCATIONS (SECONDARY)**

CO-DIST CODE	FISCAL AGENT	CONSORTIUM CO-DIST CODE	CONSORTIUM MEMBERS	ALLOCATIONS	CONSORTIUM ALLOCATION
001-091	KIRKSVILLE R-III	001-090	ADAIR CO. R-I	\$ 5,438	
		001-091	KIRKSVILLE R-III	\$ 38,896	
		001-092	ADAIR CO. R-II	\$ 5,280	
		052-096	KNOX CO. R-I	\$ 14,404	
		098-080	SCHUYLER CO. R-I	\$ 16,096	
		105-123	GREEN CITY R-I	\$ 3,928	
		105-124	MILAN C-2	\$ 10,429	
	TOTAL CONSORTIUM ALLOCATION				\$ 94,471
004-110	MEXICO 59	004-106	COMMUNITY R-VI	\$ 4,205	
		004-109	VAN-FAR R-I	\$ 10,168	
		004-110	MEXICO 59	\$ 47,107	
		010-091	CENTRALIA R-VI	\$ 17,998	
		014-126	NORTH CALLAWAY CO. R-I	\$ 16,994	
		014-129	FULTON 58	\$ 34,056	
		069-109	PARIS R-II	\$ 6,584	
	TOTAL CONSORTIUM ALLOCATION				\$ 137,112
005-128	MONETT R-I	005-120	WHEATON R-III	\$ 9,058	
		005-121	SOUTHWEST R-V	\$ 19,063	
		005-122	EXETER R-VI	\$ 7,994	
		005-123	CASSVILLE R-IV	\$ 24,321	
		005-124	PURDY R-II	\$ 12,081	
		005-128	MONETT R-I	\$ 47,228	
		022-091	BILLINGS R-IV	\$ 6,438	
		055-104	MILLER R-II	\$ 9,343	
		055-105	PIERCE CITY R-VI	\$ 10,604	

		055-106	MARIONVILLE R-IX	\$	14,262	
		055-108	MT. VERNON R-V	\$	21,488	
		055-110	AURORA R-VIII	\$	32,628	
		055-111	VERONA R-VII	\$	10,239	
		104-043	CRANE R-III	\$	10,978	
	TOTAL CONSORTIUM ALLOCATION					\$ 235,725
006-104	LAMAR R-I	006-101	LIBERAL R-II	\$	8,892	
		006-103	GOLDEN CITY R-III	\$	6,516	
		006-104	LAMAR R-I	\$	20,282	
		020-001	STOCKTON R-I	\$	21,313	
		029-001	LOCKWOOD R-I	\$	9,666	
		029-002	DADEVILLE R-II	\$	2,747	
		029-004	GREENFIELD R-IV	\$	8,457	
		049-137	JASPER CO. R-V	\$	6,778	
		108-144	SHELDON R-VIII	\$	3,509	
	TOTAL CONSORTIUM ALLOCATION					\$ 88,160
010-093	COLUMBIA 93	010-087	SOUTHERN BOONE CO. R-I	\$	11,594	
		010-089	HALLSVILLE R-IV	\$	18,397	
		010-093	COLUMBIA 93	\$	228,632	
	TOTAL CONSORTIUM ALLOCATION					\$ 258,623
011-082	ST. JOSEPH	002-097	SAVANNAH R-III	\$	25,596	
		011-076	EAST BUCHANAN CO. C-1	\$	7,838	
		011-078	MID-BUCHANAN CO. R-V	\$	6,605	
		011-079	BUCHANAN COUNTY R-IV	\$	3,617	
		011-082	ST. JOSEPH	\$	190,472	
		025-003	CLINTON CO. R-III	\$	10,533	
		032-054	OSBORN R-O	\$	1,597	
		032-055	MAYSVILLE R-I	\$	9,501	
		032-056	UNION STAR R-II	\$	1,901	
		032-058	STEWARTSVILLE C-2	\$	1,696	
		038-044	KING CITY R-I	\$	4,742	
		044-084	SOUTH HOLT CO. R-I	\$	3,577	

	TOTAL CONSORTIUM ALLOCATION				\$ 267,675
012-109	POPLAR BLUFF R-I	009-079	ZALMA R-V	\$ 4,892	
		012-109	POPLAR BLUFF R-I	\$ 98,195	
		012-110	TWIN RIVERS R-X	\$ 18,692	
		018-047	EAST CARTER CO. R-II	\$ 18,561	
		018-050	VAN BUREN R-I	\$ 9,674	
		090-076	SOUTHERN REYNOLDS CO. R-II	\$ 9,022	
		103-127	RICHLAND R-I	\$ 4,229	
		103-130	PUXICO R-VIII	\$ 13,780	
		111-086	GREENVILLE R-II	\$ 19,616	
	TOTAL CONSORTIUM ALLOCATION				\$ 196,661
015-002	CAMDENTON R-III	015-002	CAMDENTON R-III	\$ 66,236	
		015-003	CLIMAX SPRINGS R-IV	\$ 6,987	
		015-004	MACKS CREEK R-V	\$ 8,583	
		066-105	SCHOOL OF THE OSAGE R-II	\$ 31,382	
	TOTAL CONSORTIUM ALLOCATION				\$ 113,188
016-096	CAPE GIRARDEAU 63	009-078	LEOPOLD R-III	\$ 2,122	
		009-080	WOODLAND R-IV	\$ 20,332	
		016-090	JACKSON R-II	\$ 53,513	
		016-092	DELTA R-V	\$ 3,470	
		016-094	OAK RIDGE R-VI	\$ 3,996	
		016-096	CAPE GIRARDEAU 63	\$ 79,087	
		100-059	SCOTT CITY R-I	\$ 14,346	
		100-060	CHAFFEE R-II	\$ 12,338	
		100-061	SCOTT CO. R-IV	\$ 14,540	
		103-129	ADVANCE R-IV	\$ 7,706	
	TOTAL CONSORTIUM ALLOCATION				\$ 211,450
017-125	CARROLLTON R-VII	017-125	CARROLLTON R-VII	\$ 14,192	
		021-149	BRUNSWICK R-II	\$ 4,865	
		021-150	KEYTESVILLE R-III	\$ 2,363	
		089-077	STET R-XV	\$ 862	

	TOTAL CONSORTIUM ALLOCATION				\$ 22,282
019-149	HARRISONVILLE R-IX	007-123	ADRIAN R-III	\$ 10,461	
		019-139	ARCHIE R-V	\$ 5,526	
		019-142	RAYMORE-PECULIAR R-II	\$ 51,853	
		019-148	PLEASANT HILL R-III	\$ 16,930	
		019-149	HARRISONVILLE R-IX	\$ 27,315	
		019-150	DREXEL R-IV	\$ 4,233	
		019-151	MIDWAY R-I	\$ 4,811	
		048-075	LONE JACK C-6	\$ 4,629	
	TOTAL CONSORTIUM ALLOCATION				\$ 125,758
019-152	BELTON 124	019-152	BELTON 124	\$ 53,701	\$ 53,701
022-093	OZARK R-VI	022-093	OZARK R-VI	\$ 64,403	\$ 64,403
023-101	CLARK CO. R-I	023-101	CLARK CO. R-I	\$ 16,713	\$ 16,713
024-089	EXCELSIOR SPRINGS 40	013-059	POLO R-VII	\$ 3,269	
		024-086	KEARNEY R-I	\$ 27,470	
		024-089	EXCELSIOR SPRINGS 40	\$ 34,342	
		025-002	LATHROP R-II	\$ 8,984	
		089-080	LAWSON R-XIV	\$ 11,293	
		089-087	ORRICK R-XI	\$ 4,668	
	TOTAL CONSORTIUM ALLOCATION				\$ 90,026
024-090	LIBERTY 53	024-090	LIBERTY 53	\$ 85,422	\$ 85,422
024-093	NORTH KANSAS CITY 74	024-093	NORTH KANSAS CITY 74	\$ 237,855	\$ 237,855
026-006	JEFFERSON CITY	014-127	NEW BLOOMFIELD R-III	\$ 7,605	
		014-130	SOUTH CALLAWAY CO. R-II	\$ 9,738	
		026-001	COLE CO. R-I	\$ 7,431	
		026-002	BLAIR OAKS R-II	\$ 9,365	
		026-006	JEFFERSON CITY	\$ 136,013	
		068-074	JAMESTOWN C-1	\$ 2,688	
		076-083	OSAGE CO. R-III	\$ 12,008	
	TOTAL CONSORTIUM ALLOCATION				\$ 184,848
027-061	BOONVILLE R-I	027-056	COOPER CO. R-IV	\$ 2,351	

		027-057	PRAIRIE HOME R-V	\$	4,240	
		027-059	PILOT GROVE C-4	\$	3,581	
		027-061	BOONVILLE R-I	\$	24,183	
		045-076	NEW FRANKLIN R-I	\$	5,849	
		045-078	GLASGOW	\$	4,501	
	TOTAL CONSORTIUM ALLOCATION					\$ 44,705
030-093	DALLAS CO. R-I	030-093	DALLAS CO. R-I	\$	41,225	
		043-001	HICKORY CO. R-I	\$	17,242	
		043-002	WHEATLAND R-II	\$	9,903	
		043-003	WEAUBLEAU R-III	\$	8,097	
		043-004	HERMITAGE R-IV	\$	5,537	
		084-002	FAIR PLAY R-II	\$	8,694	
		084-003	HALFWAY R-III	\$	8,611	
		084-004	HUMANSVILLE R-IV	\$	10,697	
	TOTAL CONSORTIUM ALLOCATION					\$ 110,006
035-102	KENNETT 39	035-093	CAMPBELL R-II	\$	13,345	
		035-094	HOLCOMB R-III	\$	10,002	
		035-097	CLARKTON C-4	\$	7,070	
		035-098	SENATH-HORNERSVILLE C-8	\$	22,101	
		035-099	SOUTHLAND C-9	\$	7,018	
		035-102	KENNETT 39	\$	42,335	
	TOTAL CONSORTIUM ALLOCATION					\$ 101,871
036-139	WASHINGTON	036-126	MERAMEC VALLEY R-III	\$	46,901	
		036-131	UNION R-XI	\$	42,609	
		036-136	ST. CLAIR R-XIII	\$	33,564	
		036-137	SULLIVAN	\$	36,598	
		036-138	NEW HAVEN	\$	5,770	
		036-139	WASHINGTON	\$	58,785	
		037-039	GASCONADE CO R-I	\$	17,365	
		109-002	WRIGHT CITY R-II	\$	24,128	
		109-003	WARREN CO. R-III	\$	44,596	
	TOTAL CONSORTIUM					\$ 310,316

	ALLOCATION				
041-002	SOUTH HARRISON R-II	031-116	PATTONSBURG R-II	\$	2,478
		031-117	WINSTON R-VI	\$	2,545
		031-118	NORTH DAVIESS R-III	\$	1,707
		038-045	STANBERRY R-II	\$	6,264
		038-046	ALBANY R-III	\$	5,912
		041-001	CAINSVILLE R-I	\$	1,490
		041-002	SOUTH HARRISON R-II	\$	15,488
		041-003	NORTH HARRISON R-III	\$	3,968
		041-004	GILMAN CITY R-IV	\$	1,913
		041-005	RIDGEWAY R-V	\$	3,011
		065-096	NORTH MERCER R-III	\$	2,395
		065-098	PRINCETON R-V	\$	6,683
		105-125	NEWTOWN-HARRIS R-III	\$	1,869
	TOTAL CONSORTIUM ALLOCATION				\$ 55,723
042-124	CLINTON	007-122	BALLARD R-II	\$	1,834
		019-144	SHERWOOD CASS R-VIII	\$	10,802
		042-111	HENRY COUNTY R-I	\$	15,720
		042-117	CALHOUN R-VIII	\$	3,284
		042-121	MONTROSE R-XIV	\$	1,419
		042-124	CLINTON	\$	26,372
		093-120	APPLETON CITY R-II	\$	5,718
		093-123	LAKELAND R-III	\$	9,488
		093-124	OSCEOLA	\$	10,306
	TOTAL CONSORTIUM ALLOCATION				\$ 84,943
046-134	WEST PLAINS R-VII	046-130	MOUNTAIN VIEW-BIRCH TREE R-III	\$	29,132
		046-131	WILLOW SPRINGS R-IV	\$	30,108
		046-134	WEST PLAINS R-VII	\$	48,721
		075-085	THAYER R-II	\$	14,100
		075-086	OREGON-HOWELL R-III	\$	4,841
		075-087	ALTON R-IV	\$	16,495
		077-101	BAKERSFIELD R-IV	\$	8,595

		077-103	DORA R-III	\$	6,374	
		077-104	LUTIE R-VI	\$	3,798	
		101-105	WINONA R-III	\$	10,883	
	TOTAL CONSORTIUM ALLOCATION					\$ 173,047
047-062	ARCADIA VALLEY R-II	047-060	SOUTH IRON CO. R-I	\$	8,133	
		047-062	ARCADIA VALLEY R-II	\$	18,301	
		047-065	IRON CO. C-4	\$	7,414	
		062-070	MARQUAND-ZION R-VI	\$	3,885	
		090-077	BUNKER R-III	\$	6,595	
		090-078	LESTERVILLE R-IV	\$	4,051	
		110-031	VALLEY R-VI	\$	7,193	
		111-087	CLEARWATER R-I	\$	22,161	
	TOTAL CONSORTIUM ALLOCATION					\$ 77,733
048-066	FORT OSAGE R-I	048-066	FORT OSAGE R-I	\$	67,921	
		048-068	BLUE SPRINGS R-IV	\$	136,858	
		048-069	GRAIN VALLEY R-V	\$	32,210	
		048-070	OAK GROVE R-VI	\$	26,382	
	TOTAL CONSORTIUM ALLOCATION					\$ 263,371
048-071	LEE'S SUMMIT R-VII	048-071	LEE'S SUMMIT R-VII	\$	153,531	\$ 153,531
048-072	HICKMAN MILLS C-1	048-072	HICKMAN MILLS C-1	\$	162,238	\$ 162,238
048-073	RAYTOWN C-2	048-073	RAYTOWN C-2	\$	135,114	
		048-080	CENTER 58	\$	46,369	
	TOTAL CONSORTIUM ALLOCATION					\$ 181,483
048-074	GRANDVIEW C-4	048-074	GRANDVIEW C-4	\$	80,190	\$ 80,190
048-077	INDEPENDENCE 30	048-077	INDEPENDENCE 30	\$	232,351	\$ 232,351
048-078	KANSAS CITY 33	048-078	KANSAS CITY 33	\$	630,978	\$ 630,978
049-142	CARTHAGE R-IX	049-142	CARTHAGE R-IX	\$	65,125	\$ 65,125
049-144	WEBB CITY R-VII	049-144	WEBB CITY R-VII	\$	50,956	\$ 50,956
049-148	JOPLIN R-VIII	049-132	CARL JUNCTION R-I	\$	44,260	
		049-140	SARCOXIE R-II	\$	12,093	
		049-148	JOPLIN R-VIII	\$	136,391	

	TOTAL CONSORTIUM ALLOCATION	073-102	DIAMOND R-IV	\$ 15,326	\$ 208,070
051-159	WARRENSBURG R-VI	051-150	KINGSVILLE R-I	\$ 3,972	
		051-152	HOLDEN R-III	\$ 22,637	
		051-153	CHILHOWEE R-IV	\$ 2,521	
		051-154	JOHNSON CO. R-VII	\$ 8,221	
		051-155	KNOB NOSTER R-VIII	\$ 18,816	
		051-156	LEETON R-X	\$ 4,122	
		051-159	WARRENSBURG R-VI	\$ 42,447	
	TOTAL CONSORTIUM ALLOCATION				\$ 102,736
053-113	LEBANON R-III	015-001	STOUTLAND R-II	\$ 10,820	
		053-111	LACLEDE CO. R-I	\$ 13,215	
		053-113	LEBANON R-III	\$ 72,217	
		112-099	NIANGUA R-V	\$ 5,576	
		114-113	HARTVILLE R-II	\$ 15,037	
	TOTAL CONSORTIUM ALLOCATION				\$ 116,865
054-045	LEXINGTON R-V	017-126	NORBORNE R-VIII	\$ 1,921	
		054-037	CONCORDIA R-II	\$ 7,095	
		054-039	LAFAYETTE CO. C-1	\$ 13,390	
		054-041	ODESSA R-VII	\$ 25,816	
		054-042	SANTA FE R-X	\$ 6,936	
		054-043	WELLINGTON-NAPOLEON R-IX	\$ 6,031	
		054-045	LEXINGTON R-V	\$ 12,303	
		089-088	HARDIN-CENTRAL C-2	\$ 2,557	
		089-089	RICHMOND R-XVI	\$ 22,152	
	TOTAL CONSORTIUM ALLOCATION				\$ 98,201
058-112	BROOKFIELD R-III	058-107	BUCKLIN R-II	\$ 2,450	
		058-109	MARCELINE R-V	\$ 7,940	
		058-112	BROOKFIELD R-III	\$ 18,353	
	TOTAL CONSORTIUM ALLOCATION				\$ 28,743

059-117	CHILLICOTHE R-II	013-054	BRECKENRIDGE R-I	\$	1,838		
		013-055	HAMILTON R-II	\$	10,394		
		013-061	BRAYMER C-4	\$	4,596		
		017-121	HALE R-I	\$	1,522		
		017-122	TINA-AVALON R-II	\$	2,300		
		017-124	BOSWORTH R-V	\$	1,620		
		021-148	NORTHWESTERN R-I	\$	1,605		
		025-001	CAMERON R-I	\$	23,341		
		031-121	GALLATIN R-V	\$	9,516		
		031-122	TRI-COUNTY R-VII	\$	12,424		
		040-100	GRUNDY CO. R-V	\$	3,039		
		040-107	TRENTON R-IX	\$	21,214		
		058-106	LINN CO. R-I	\$	4,363		
		058-108	MEADVILLE R-IV SOUTHWEST LIVINGSTON CO. R-I	\$	4,031		
		059-113	059-117	CHILLICOTHE R-II	\$	29,261	
	TOTAL CONSORTIUM ALLOCATION				\$	133,273	
061-156	MACON CO. R-I	061-150	ATLANTA C-3	\$	4,493		
		061-151	BEVIER C-4	\$	3,051		
		061-154	LAPLATA R-II	\$	10,725		
		061-156	MACON CO. R-I	\$	19,180		
		061-158	MACON CO. R-IV	\$	2,150		
		102-081	NORTH SHELBY	\$	4,427		
		102-085	SHELBY CO. R-IV	\$	12,915		
			TOTAL CONSORTIUM ALLOCATION				\$
062-072	FREDERICKTOWN R-I	062-072	FREDERICKTOWN R-I	\$	32,232	\$	32,232
064-075	HANNIBAL 60	056-015	CANTON R-V	\$	12,183		
		056-017	LEWIS CO. C-1	\$	15,318		
		064-072	MARION CO. R-II	\$	2,747		
		064-074	PALMYRA R-I	\$	13,446		
		064-075	HANNIBAL 60	\$	54,411		
		069-106	MONROE CITY R-I	\$	10,794		

	TOTAL CONSORTIUM ALLOCATION	087-083	RALLS CO. R-II	\$ 10,710	\$ 119,609
066-102	ELDON R-I	026-005	COLE CO. R-V	\$ 10,237	
		066-102	ELDON R-I	\$ 39,403	
		066-103	MILLER CO. R-III	\$ 4,446	
		066-104	ST. ELIZABETH R-IV	\$ 2,660	
		071-091	MORGAN CO. R-I	\$ 14,748	
		071-092	MORGAN CO. R-II	\$ 38,201	
	TOTAL CONSORTIUM ALLOCATION				\$ 109,695
068-070	MONITEAU CO. R-I	068-070	MONITEAU CO. R-I	\$ 17,113	\$ 17,113
072-074	NEW MADRID CO. R-I	035-092	MALDEN R-I	\$ 21,549	
		067-055	EAST PRAIRIE R-II	\$ 19,577	
		072-066	RISCO R-II	\$ 2,130	
		072-068	PORTAGEVILLE	\$ 17,612	
		072-073	GIDEON 37	\$ 5,892	
		072-074	NEW MADRID CO. R-I	\$ 31,926	
	TOTAL CONSORTIUM ALLOCATION				\$ 98,686
074-201	MARYVILLE R-II	002-089	NORTH ANDREW CO. R-VI	\$ 3,518	
		003-031	TARKIO R-I	\$ 3,929	
		003-032	ROCK PORT R-II	\$ 3,328	
		003-033	FAIRFAX R-III	\$ 1,889	
		044-078	CRAIG R-III	\$ 1,462	
		044-083	MOUND CITY R-II	\$ 3,735	
		074-187	NODAWAY-HOLT R-VII	\$ 2,854	
		074-190	WEST NODAWAY CO. R-I	\$ 3,885	
		074-194	NORTHEAST NODAWAY R-V	\$ 3,743	
		074-195	JEFFERSON C-123	\$ 1,395	
		074-197	NORTH NODAWAY R-VI	\$ 2,838	
		074-201	MARYVILLE R-II	\$ 17,679	
		074-202	SOUTH NODAWAY R-IV	\$ 1,482	
		113-001	WORTH COUNTY R-III	\$ 4,746	
	TOTAL CONSORTIUM				\$ 56,483

	ALLOCATION				
076-082	OSAGE CO. R-II	076-081	OSAGE CO. R-I	\$ 2,802	
		076-082	OSAGE CO. R-II	\$ 9,201	
	TOTAL CONSORTIUM ALLOCATION				\$ 12,003
077-102	GAINESVILLE R-V	077-102	GAINESVILLE R-V	\$ 14,068	\$ 14,068
078-013	PEMISCOT CO. SPEC. SCH. DIST.	078-001	NORTH PEMISCOT CO. R-I	\$ 5,947	
		078-002	HAYTI R-II	\$ 21,651	
		078-004	COOTER R-IV	\$ 3,995	
		078-005	SOUTH PEMISCOT CO. R-V	\$ 15,289	
		078-009	DELTA C-7	\$ 2,636	
		078-012	CARUTHERSVILLE 18 PEMISCOT CO. SPEC. SCH. DIST.	\$ 38,294	
		078-013		\$ -	
	TOTAL CONSORTIUM ALLOCATION				\$ 87,812
079-077	PERRY CO. 32	009-077	MEADOW HEIGHTS R-II	\$ 8,371	
		079-077	PERRY CO. 32	\$ 37,720	
		095-059	STE. GENEVIEVE CO. R-II	\$ 29,836	
	TOTAL CONSORTIUM ALLOCATION				\$ 75,927
081-096	ROLLA 31	028-101	CRAWFORD CO. R-I	\$ 18,214	
		028-102	CRAWFORD CO. R-II	\$ 26,813	
		028-103	STEELVILLE R-III	\$ 16,132	
		033-090	SALEM R-80	\$ 21,135	
		037-037	GASCONADE CO. R-II	\$ 25,803	
		063-066	MARIES CO. R-I	\$ 7,430	
		063-067	MARIES CO. R-II	\$ 15,440	
		081-094	ST. JAMES R-I	\$ 28,822	
		081-096	ROLLA 31	\$ 60,467	
		107-154	LICKING R-VIII	\$ 14,472	
	TOTAL CONSORTIUM ALLOCATION				\$ 234,728
082-101	PIKE CO. R-III	057-001	SILEX R-I	\$ 5,545	
		057-002	ELSBERY R-II	\$ 11,994	
		057-003	TROY R-III	\$ 70,642	

		057-004	WINFIELD R-IV	\$	23,855	
		082-100	BOWLING GREEN R-I	\$	25,538	
		082-101	PIKE CO. R-III	\$	6,545	
		082-108	LOUISIANA R-II	\$	12,045	
	TOTAL CONSORTIUM ALLOCATION					\$ 156,164
083-003	PLATTE CO. R-III	024-087	SMITHVILLE R-II	\$	19,733	
		083-001	NORTH PLATTE CO. R-I	\$	5,803	
		083-002	WEST PLATTE CO. R-II	\$	6,699	
		083-003	PLATTE CO. R-III	\$	29,042	
		083-005	PARK HILL	\$	92,914	
	TOTAL CONSORTIUM ALLOCATION					\$ 154,191
085-046	WAYNESVILLE R-VI	066-107	IBERIA R-V	\$	12,152	
		081-095	NEWBURG R-II	\$	7,758	
		085-044	RICHLAND R-IV	\$	9,137	
		085-045	LAQUEY R-V	\$	11,200	
		085-046	WAYNESVILLE R-VI	\$	65,632	
		085-048	DIXON R-I	\$	14,137	
		085-049	CROCKER R-II	\$	8,074	
		107-156	PLATO R-V	\$	8,781	
	TOTAL CONSORTIUM ALLOCATION					\$ 136,871
086-100	PUTNAM CO. R-I	086-100	PUTNAM CO. R-I	\$	13,338	\$ 13,338
088-081	MOBERLY	010-090	STURGEON R-V	\$	10,679	
		010-092	HARRISBURG R-VIII	\$	8,149	
		021-151	SALISBURY R-IV	\$	7,233	
		045-077	FAYETTE R-III	\$	9,434	
		069-108	MADISON C-3 NORTHEAST RANDOLPH CO.	\$	3,980	
		088-072	R-IV	\$	4,616	
		088-075	HIGBEE R-VIII	\$	3,509	
		088-080	WESTRAN R-I	\$	9,674	
		088-081	MOBERLY	\$	40,879	
	TOTAL CONSORTIUM ALLOCATION					\$ 98,153

091-092	DONIPHAN R-I	012-108	NEELYVILLE R-IV	\$	12,385	
		075-084	COUCH R-I	\$	3,952	
		091-091	NAYLOR R-II	\$	5,568	
		091-092	DONIPHAN R-I	\$	43,594	
	TOTAL CONSORTIUM ALLOCATION					\$ 65,499
092-087	FT. ZUMWALT R-II	092-087	FT. ZUMWALT R-II	\$	148,047	\$ 148,047
092-090	ST. CHARLES R-VI	092-088	FRANCIS HOWELL R-III	\$	139,615	
		092-089	WENTZVILLE R-IV	\$	104,400	
		092-090	ST. CHARLES R-VI	\$	70,634	
		092-091	ORCHARD FARM R-V	\$	17,253	
	TOTAL CONSORTIUM ALLOCATION					\$ 331,902
094-078	FARMINGTON R-VII	094-078	FARMINGTON R-VII	\$	52,046	\$ 52,046
094-083	NORTH ST. FRANCOIS CO. R-I	094-076	BISMARK R-V	\$	12,543	
		094-083	NORTH ST. FRANCOIS CO. R-I	\$	43,947	
		094-086	CENTRAL R-III	\$	36,764	
		094-087	WEST ST. FRANCOIS CO. R-IV	\$	26,294	
		110-029	POTOSI R-III	\$	42,348	
	TOTAL CONSORTIUM ALLOCATION					\$ 161,896
096-088	HAZELWOOD	096-088	HAZELWOOD	\$	248,184	\$ 248,184
096-089	FERGUSON-FLORISSANT R-II	096-089	FERGUSON-FLORISSANT R-II	\$	184,518	\$ 184,518
096-090	PATTONVILLE R-III	096-090	PATTONVILLE R-III	\$	64,281	\$ 64,281
096-091	ROCKWOOD R-VI	096-091	ROCKWOOD R-VI	\$	154,523	\$ 154,523
096-094	MEHLVILLE R-IX	096-094	MEHLVILLE R-IX	\$	110,065	\$ 110,065
096-095	PARKWAY C-2	096-095	PARKWAY C-2	\$	150,238	\$ 150,238
096-099	BAYLESS	096-099	BAYLESS	\$	19,153	
		096-114	WEBSTER GROVES	\$	41,162	
	TOTAL CONSORTIUM ALLOCATION					\$ 60,315
096-103	HANCOCK PLACE	096-103	HANCOCK PLACE	\$	18,587	\$ 18,587
096-109	NORMANDY	096-109	NORMANDY	\$	140,327	\$ 140,327
096-110	RITENOUR	096-110	RITENOUR	\$	108,861	\$ 108,861
096-112	UNIVERSITY CITY	096-112	UNIVERSITY CITY	\$	57,375	\$ 57,375

096-119	SPECL. SCH. DST. ST. LOUIS CO.	096-092	KIRKWOOD R-VII	\$	45,763		
		096-093	LINDBERGH R-VIII	\$	50,398		
		096-098	AFFTON 101	\$	27,408		
		096-101	BRENTWOOD	\$	7,337		
		096-102	CLAYTON	\$	14,983		
		096-104	JENNINGS	\$	70,223		
		096-106	LADUE MAPLEWOOD-RICHMOND HEIGHTS	\$	37,345		
		096-107	HEIGHTS	\$	14,999		
		096-111	RIVERVIEW GARDENS	\$	178,893		
		096-113	VALLEY PARK	\$	11,458		
		096-119	SPECL. SCH. DST. ST. LOUIS CO.	\$	30,225		
	TOTAL CONSORTIUM ALLOCATION				\$	489,032	
097-129	MARSHALL	097-119	MALTA BEND R-V	\$	1,569		
		097-129	MARSHALL	\$	39,267		
		097-130	SLATER	\$	6,299		
		097-131	SWEET SPRINGS R-VII	\$	7,817		
	TOTAL CONSORTIUM ALLOCATION				\$	54,952	
099-082	SCOTLAND CO. R-I	099-082	SCOTLAND CO. R-I	\$	13,342	\$	13,342
100-063	SIKESTON R-6	067-061	CHARLESTON R-I	\$	30,538		
		100-062	SCOTT CO. CENTRAL	\$	6,884		
		100-063	SIKESTON R-6	\$	64,893		
		100-065	ORAN R-III	\$	6,276		
		103-128	BELL CITY R-II	\$	4,790		
		103-131	BLOOMFIELD R-XIV	\$	13,116		
		103-132	DEXTER R-XI	\$	29,696		
		103-135	BERNIE R-XIII	\$	9,125		
	TOTAL CONSORTIUM ALLOCATION				\$	165,318	
104-044	REEDS SPRING R-IV	022-088	CHADWICK R-I	\$	3,865		
		022-094	SPOKANE R-VII	\$	11,722		
		104-041	HURLEY R-I	\$	4,288		
		104-042	GALENA R-II	\$	9,852		

		104-044	REEDS SPRING R-IV	\$	38,989	
		104-045	BLUE EYE R-V	\$	10,816	
		106-001	BRADLEYVILLE R-I	\$	3,462	
		106-003	FORSYTH R-III	\$	24,537	
		106-004	BRANSON R-IV	\$	74,687	
		106-005	HOLLISTER R-V	\$	21,755	
	TOTAL CONSORTIUM ALLOCATION					\$ 203,973
107-152	HOUSTON R-I	107-152	HOUSTON R-I	\$	15,468	\$ 15,468
107-153	SUMMERSVILLE R-II	101-107	EMINENCE R-I	\$	7,982	
	TOTAL CONSORTIUM ALLOCATION	107-153	SUMMERSVILLE R-II	\$	10,776	\$ 18,758
108-142	NEVADA R-V	007-121	MIAMI R-I	\$	3,462	
		007-124	RICH HILL R-IV	\$	7,659	
		007-125	HUME R-VIII	\$	2,375	
		007-129	BUTLER R-V	\$	16,385	
		020-002	EL DORADO SPRINGS R-II	\$	27,769	
		108-142	NEVADA R-V	\$	44,743	
		108-143	BRONAUGH R-VII	\$	3,861	
		108-147	NORTHEAST VERNON CO. R-I	\$	6,086	
	TOTAL CONSORTIUM ALLOCATION					\$ 112,340
114-114	MOUNTAIN GROVE R-III	034-124	AVA R-I	\$	31,764	
		107-155	CABOOL R-IV	\$	20,498	
		112-103	SEYMOUR R-II	\$	41,599	
		114-112	NORWOOD R-I	\$	8,647	
		114-114	MOUNTAIN GROVE R-III	\$	37,217	
		114-115	MANSFIELD R-IV	\$	16,526	
	TOTAL CONSORTIUM ALLOCATION					\$ 156,251
115-115	ST. LOUIS CITY	115-115	ST. LOUIS CITY	\$	987,616	\$ 987,616
115-906	CONFLUENCE ACADEMY	115-902	CONFLUENCE ACADEMY	\$	93,562	\$ 93,562
126-126	STATE FAIR COMMUNITY COLLEGE	008-106	LINCOLN R-II	\$	10,085	
		008-107	WARSAW R-IX	\$	24,884	

		008-111	COLE CAMP R-I	\$	18,048	
		027-058	OTTERVILLE R-VI	\$	4,323	
		068-073	TIPTON R-VI	\$	10,038	
		080-116	PETTIS CO. R-V	\$	7,955	
		080-118	LA MONTE R-IV	\$	5,292	
		080-119	SMITHTON R-VI	\$	8,770	
		080-121	GREEN RIDGE R-VIII	\$	5,446	
		080-125	SEDALIA 200	\$	82,825	
	TOTAL CONSORTIUM ALLOCATION					\$ 177,666
145-145	JEFFERSON COLLEGE	050-001	NORTHWEST R-I	\$	86,587	
		050-002	GRANDVIEW R-II	\$	9,004	
		050-003	HILLSBORO R-III	\$	38,782	
		050-005	DUNKLIN R-V	\$	29,054	
		050-006	FESTUS R-VI	\$	33,268	
		050-007	JEFFERSON COUNTY R-VII	\$	9,561	
		050-010	WINDSOR C-I	\$	31,538	
		050-012	FOX C-6	\$	122,378	
		050-013	CRYSTAL CITY 47	\$	7,261	
		050-014	DESOTO 73	\$	45,499	
		110-014	KINGSTON K-14	\$	18,830	
	TOTAL CONSORTIUM ALLOCATION					\$ 431,762
166-166	CROWDER COLLEGE	060-077	MCDONALD COUNTY R-I	\$	67,711	
		073-099	EAST NEWTON CO. R-VI	\$	31,105	
		073-106	SENECA R-VII	\$	21,464	
		073-108	NEOSHO R-V	\$	76,513	
	TOTAL CONSORTIUM ALLOCATION					\$ 196,793
640-121	OZARKS TECHNICAL COMM. COLL.	022-089	NIXA R-II	\$	67,809	
		022-090	SPARTA R-III	\$	10,880	
		022-092	CLEVER R-V	\$	13,367	
		029-003	EVERTON R-III	\$	2,802	
		039-133	WILLARD R-II	\$	61,198	

		039-134	REPUBLIC R-III	\$	48,097	
		039-135	ASH GROVE R-IV	\$	14,812	
		039-136	WALNUT GROVE R-V	\$	3,411	
		039-137	STRAFFORD R-VI	\$	14,785	
		039-139	LOGAN-ROGERSVILLE R-VIII	\$	31,269	
		039-141	SPRINGFIELD R-XII	\$	403,943	
		039-142	FAIR GROVE R-X	\$	11,908	
		084-001	BOLIVAR R-I	\$	46,423	
		084-005	MARION C. EARLY R-V	\$	12,772	
		084-006	PLEASANT HOPE R-VI	\$	16,353	
		112-101	FORDLAND R-III	\$	14,033	
		112-102	MARSHFIELD R-I	\$	48,080	
	TOTAL CONSORTIUM ALLOCATION					\$ 821,942
			TOTAL FY2013 SECONDARY ALLOCATIONS			\$ 13,419,981
		070-092	SCHOOLS THAT CHOSE TO NOT ACCESS FUNDS WELLSVILLE-MIDDLETOWN R-I	\$		\$ -
			TOTAL FY2013 SECONDARY ALLOCATIONS			\$ 13,419,981

DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
OFFICE OF COLLEGE & CAREER READINESS
CARL D. PERKINS CAREER AND TECHNICAL EDUCATION IMPROVEMENT ACT OF 2006
FY2013 BASIC GRANT ALLOCATIONS (POSTSECONDARY)

CO-DIST CODE	FISCAL AGENT	CONSORTIUM CO-DIST CODE	CONSORTIUM MEMBERS	ALLOCATIONS	CONSORTIUM ALLOCATION
010-093	COLUMBIA 93	001-091	KIRKSVILLE R-III	\$ 7,511	
		004-110	MEXICO 59	\$ -	
		010-093	COLUMBIA 93	\$ 10,613	
		026-006	JEFFERSON CITY	\$ 8,654	
		027-061	BOONVILLE R-I	\$ 6,368	

		051-159	WARRENSBURG R-VI	\$	3,429	
		064-075	HANNIBAL 60	\$	4,898	
		082-101	PIKE CO. R-III	\$	5,715	
		088-081	MOBERLY	\$	163	
		097-129	MARSHALL	\$	7,021	
	TOTAL CONSORTIUM ALLOCATION					\$ 54,372
011-082	ST. JOSEPH	011-082	ST. JOSEPH	\$	14,042	
		019-149	HARRISONVILLE R-IX	\$	3,102	
		024-089	EXCELSIOR SPRINGS 40	\$	-	
		041-002	SOUTH HARRISON R-II	\$	-	
		042-124	CLINTON	\$	3,102	
		048-066	FORT OSAGE R-I	\$	-	
		048-073	RAYTOWN C-2	\$	-	
		054-045	LEXINGTON R-V	\$	6,858	
		058-112	BROOKFIELD R-III	\$	-	
		059-117	CHILLICOTHE R-II	\$	7,348	
		074-201	MARYVILLE R-II	\$	2,449	
		083-003	PLATTE COUNTY R-III	\$	3,102	
		160-160	MISSOURI WESTERN STATE UNIVERSITY	\$	25,961	
	TOTAL CONSORTIUM ALLOCATION					\$ 65,964
081-096	ROLLA 31	015-002	CAMDENTON R-III	\$	1,143	
		030-093	DALLAS COUNTY R-I	\$	-	
		053-113	LEBANON R-III	\$	8,980	
		066-102	ELDON R-I	\$	7,674	
		081-096	ROLLA 31	\$	31,676	
		085-046	WAYNESVILLE R-VI	\$	13,389	
	TOTAL CONSORTIUM ALLOCATION					\$ 62,862
126-126	STATE FAIR COMMUNITY COLLEGE	126-126	STATE FAIR COMMUNITY COLLEGE	\$	375,868	\$ 375,868
130-130	EAST CENTRAL COLLEGE	036-139	WASHINGTON	\$	8,327	
		130-130	EAST CENTRAL COLLEGE	\$	183,199	
	TOTAL CONSORTIUM					\$ 191,526

	ALLOCATION				
143-143	MISSOURI SOUTHERN STATE UNIVERSITY	143-143	MISSOURI SOUTHERN STATE UNIVERSITY	\$ 82,293	\$ 82,293
145-145	JEFFERSON COLLEGE	145-145	JEFFERSON COLLEGE	\$ 283,125	\$ 283,125
146-146	ST. CHARLES COMMUNITY COLLEGE	146-146	ST. CHARLES COMMUNITY COLLEGE	\$ 166,708	\$ 166,708
149-149	ST. LOUIS COMMUNITY COLLEGE	096-119	ST. LOUIS CO. SPEC. SCH. DIST.	\$ 25,961	
		149-149	ST. LOUIS COMMUNITY COLLEGE	\$ 892,972	
	TOTAL CONSORTIUM ALLOCATION				\$ 918,933
161-161	METROPOLITAN COMMUNITY COLLEGE	161-161	METROPOLITAN COMMUNITY COLLEGE	\$ 975,918	\$ 975,918
162-162	MOBERLY AREA COMMUNITY COLLEGE	162-162	MOBERLY AREA COMMUNITY COLLEGE	\$ 267,124	\$ 267,124
163-163	MINERAL AREA COLLEGE	016-096	CAPE GIRARDEAU 63	\$ 22,043	
		079-077	PERRY COUNTY 32	\$ -	
		117-117	LINCOLN UNIVERSITY	\$ 13,715	
		120-120	SOUTHEAST MISSOURI STATE UNIVERSITY	\$ 3,429	
		163-163	MINERAL AREA COLLEGE	\$ 290,800	
	TOTAL CONSORTIUM ALLOCATION				\$ 329,987
166-166	CROWDER COLLEGE	049-148	JOPLIN R-VIII	\$ 26,451	
		108-142	NEVADA R-V	\$ 2,939	
		166-166	CROWDER COLLEGE	\$ 198,384	
	TOTAL CONSORTIUM ALLOCATION				\$ 227,774
198-198	NORTH CENTRAL MISSOURI COLLEGE	198-198	NORTH CENTRAL MISSOURI COLLEGE	\$ 110,703	\$ 110,703
200-200	THREE RIVERS COMMUNITY COLLEGE	012-109	POPLAR BLUFF R-I	\$ 10,123	
		035-102	KENNETT 39	\$ 3,102	
		046-134	WEST PLAINS R-VII	\$ 22,369	
		072-074	NEW MADRID CO. R-I	\$ -	
		078-013	PEMISCOT CO SPECIAL SCHOOL DISTRICT	\$ 4,898	
		100-063	SIKESTON R-6	\$ 7,348	

		104-044	REEDS SPRING R-IV	\$	-	
		114-114	MOUNTAIN GROVE R-III	\$	-	
		200-200	THREE RIVERS COMMUNITY COLLEGE	\$	248,347	\$ 296,187
508-313	LINN STATE TECHNICAL COLLEGE	508-313	LINN STATE TECHNICAL COLLEGE	\$	84,905	\$ 84,905
640-121	OZARKS TECHNICAL COMMUNITY COLLEGE	640-121	OZARKS TECHNICAL COMMUNITY COLLEGE	\$	724,631	\$ 724,631
TOTAL FY2013 POSTSECONDARY ALLOCATIONS						\$ 5,218,880

Appendix D



State of Missouri
OFFICE OF ADMINISTRATION

Post Office Box 809
Jefferson City, MO
65102
(573) 751-1851

Matt Blunt
Governor

Michael N. Keathley
Commissioner

March 18, 2008

Andy Martin
DESE
Jefferson City, MO 65101
andy.martin@dese.mo.gov

Dear Mr. Martin:

Subject: 0809005

The Missouri Federal Assistance Clearinghouse, in cooperation with state and local agencies interested or possibly affected, has completed the review on the above project application.

None of the agencies involved in the review had comments or recommendations to offer at this time. This concludes the Clearinghouse's review.

A copy of this letter is to be attached to the application as evidence of compliance with the State Clearinghouse requirements.

Please be advised that I am the contact for the Federal Funding Clearinghouse. You can send future requests to the following address: Sara VanderFeltz, Federal Funding Clearinghouse, 201 West Capitol, Room 125, and Jefferson City, Missouri 65101.

Sincerely,

A handwritten signature in cursive script that reads "Sara VanderFeltz".

Sara VanderFeltz
Administrative Assistant

cc:

Appendix E

CERTIFICATION REGARDING LOBBYING

Applicants must review the requirements for certification regarding lobbying included in the regulations cited below before completing this form. Applicants must sign this form to comply with the certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying." This certification is a material representation of fact upon which the Department of Education relies when it makes a grant or enters into a cooperative agreement.

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a Federal contract, grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants and contracts under grants and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certification.

NAME OF APPLICANT	PR/AWARD NUMBER AND / OR PROJECT NAME
Dept. of Elementary & Secondary Education	
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
D. Kent King, Commissioner of Education	
SIGNATURE	DATE
	March 27, 2008

ED 80-0013

06/04

Appendix F

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

Note: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant I certify that the applicant:

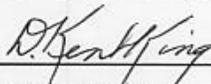
1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§ 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§ 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§ 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. § 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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Prescribed by OMB Circular A-102

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§ 327-333), regarding labor standards for federally assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, AAudits of States, Local Governments, and Non-Profit Organizations.≡
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL 	TITLE Commissioner of Education
APPLICANT ORGANIZATION Dept. of Elementary & Secondary Education	DATE SUBMITTED March 27, 2008

Standard Form 424B (Rev. 7-97) Back

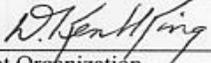
Appendix G

Certification Regarding Drug-Free Workplace Requirements

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 84, "Governmentwide Requirements for Drug-Free Workplace (Financial Assistance):

The applicant certifies that it will or will continue to provide a drug-free workplace by:

- (a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;
- (b) Establishing an ongoing drug-free awareness program to inform employees about --
 - (1) The dangers of drug abuse in the workplace;
 - (2) The grantee's policy of maintaining a drug-free workplace;
 - (3) Any available drug counseling, rehabilitation, and employee assistance programs; and
 - (4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;
- (c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);
- (d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will --
 - (1) Abide by the terms of the statement; and
 - (2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;
- (e) Notifying the agency in writing, within ten calendar days after receiving notice under paragraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to every grant officer or other designee on whose grant activity the convicted employee was working, unless the Federal agency has designated a central point for the receipt of such notices. Notice shall include the identification number(s) of each affected grant;
- (f) Taking one of the following actions, within 30 calendar days of receiving notice under paragraph (d)(2), with respect to any employee who is so convicted:
 - (1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
 - (2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;
- (g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e) and (f).

Signature of Authorized Certifying Official 	Title Commissioner of Education
Applicant Organization Dept. of Elementary & Secondary Education	Date Submitted March 27, 2008

Appendix H

Certification Regarding Debarment, Suspension, and Other Responsibility Matters

As required by Executive Order 12549, and implemented at 34 CFR Part 85,
"Governmentwide Debarment and Suspension (Nonprocurement):

The applicant certifies to the best of its knowledge and belief, that it and its principals:

- (a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded by any Federal department or agency;
- (b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
- (c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State or local) with commission of any of the offenses enumerated in paragraph (1)(b) of this certification; and
- (d) Have not within a three-year period preceding this application had one or more public transactions (Federal, State or local) terminated for cause or default.

Where the prospective primary participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this application.

Signature of Authorized Certifying Official <i>R. Kent King</i>	Title Commissioner of Education
Applicant Organization Dept. of Elementary & Secondary Education	Date Submitted March 27, 2008

Appendix I

EDGAR Certifications

Written and signed certification that provide-

- (a) The Missouri Department of Elementary and Secondary Education is the eligible agency to submit Missouri's State Plan. (*Missouri Constitution, Article IX; Section 161.092, RSMo-Powers and Duties of the State Board of Education.*) The administration, supervision, and operation of career and technical education are delegated to the Assistant Commissioner, Division of Career Education. [(34CFR 76.104(a)(1)]
- (b) The Division of Career Education has been delegated the authority under State law (*Section 161.092 (2) (3), RSMo; Section 178.440, RSMo*) to administer, supervise, and operate career and technical education in the performance functions of the State under the program. [34 CFR 76.104(a)(2)]
- (c) The Division of Career Education may legally carry out the provision of the plan. (*Section 178.440, RSMo*) [34 CFR 76.104(a)(3)]
- (d) All provisions of the plan are consistent with State law. [34 CFR 76. 104(a)(4)]
- (e) Tom Quinn, Interim Assistant Commissioner, Division of Career Education, has authority under State law to receive, hold, and disburse Federal funds made available under this plan. (*Section 161.092 (3), RSMo; Section 178.470, RSMo; and Section 178.540, RSMo.*) [34 CFR 76.104(a)(5)]
- (f) Russell V. Thompson, President of the Missouri State Board of Education, has authority to submit the plan. (*Section 161.920 (1), RSMo; Section 178.440, RSMo; Section 178.430, RSMo, Section 161.112, RSMo; Section 161,122, RSMo; and Section 178.540, RSMo.*) [34 CFR 76.104 (a)(6)]
- (g) The Missouri State Board of Education approved the plan on March 27, 2008. [34 CFR 76.104(a)(7)]
- (h) The plan is the basis for Missouri's operation and administration of the program. [34 CFR 76.104(a)(8)]

March 27, 2008
Date



Russell V. Thompson, President
Missouri State Board of Education

March 27, 2008
Date



Tom Quinn, Interim Assistant Commissioner
Division of Career Education