

**U. S. Department of Education
Office of Career, Technical, and Adult Education**

**Strengthening Career and Technical Education for the 21st Century
Act
(Perkins V) State Plan**

I. COVER PAGE

- A. State Name: Missouri
- B. Eligible Agency (State Board) Submitting Plan on Behalf of State:
Missouri State Board of Education
- C. Person at, or officially designated by, the eligible agency, identified in Item B above, who is responsible for answering questions regarding this plan. This is also the person designated as the “authorized representative” for the agency.
1. Name: Blaine Henningsen
 2. Official Position Title: Assistant Commissioner, Office of College and Career Readiness
 3. Agency: Missouri Department of Elementary and Secondary Education
 4. Telephone: (573) 751-2660
 5. Email: blaine.henningsen@dese.mo.gov
- D. Individual serving as the State Director for Career and Technical Education:
- Check here if this individual is the same person identified in Item C above and then proceed to Item E below.
1. Name: _____
 2. Official Position Title: _____
 3. Agency: _____
 4. Telephone: () _____
 5. Email: _____
- E. Type of Perkins V State Plan Submission - FY 2019 (*Check one*):
- 1-Year Transition Plan (FY2019 only) – *if an eligible agency selects this option, it will need only to further complete Items G and J.*
- State Plan (FY 2019-23) – *if an eligible agency selects this option, it will complete Items G, I, and J*
-

- F. Type of Perkins V State Plan Submission - *Subsequent Years (Check one)*:¹
 State Plan (FY 2020-23)
 State Plan Revisions (Please indicate year of *submission*: _____)
- G. Submitting Perkins V State Plan as Part of a Workforce Innovation and Opportunities Act (WIOA) Combined State Plan – FY 2019 (*Check one*):
 Yes
 No
- H. Submitting Perkins V State Plan as Part of a Workforce Innovation and Opportunities Act (WIOA) Combined State Plan – *Subsequent Years (Check one)*:²
 Yes (*If yes, please indicate year of submission: _____*)
 No
- I. Governor’s Signatory Authority of the Perkins V State Plan (*Fill in text box and then check one box below*):³

Date Governor was sent State Plan for signature:

 April 22, 2019 (*Transition Plan*)
 March 31, 2020 Missouri Governor Approval Letter (attached)

- The Governor has provided a letter that he or she is jointly signing the State plan for submission to the Department.
 The Governor has not provided a letter that he or she is jointly signing the State plan for submission to the Department.

¹ Item F will only appear to the user in the Perkins V State Plan Portal in subsequent years (FY 2020-23).
² Item H will only appear to the user in the Perkins V State Plan Portal in subsequent years (FY 2020-23).
³ Item I is required in FY 2019 only for States that choose to submit a full Perkins V State plan, covering FY 2019-23.

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Michael L. Parson

GOVERNOR
STATE OF MISSOURI

March 31, 2020

Mrs. Betsy Devos
Secretary of Education
United States Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary Devos,

On behalf of the State of Missouri, I am proud to present Missouri's Perkins V State Plan. I am in full support of the Plan as written and the Missouri Department of Elementary and Secondary Education's vision for career and technical education in Missouri. I write today to urge your acceptance of this plan as written.

As Governor, my top priority is the development of a twenty-first century workforce. I am committed to making sure students in Missouri are able to acquire the knowledge and skills they need to obtain family-sustaining jobs, fulfilling careers, and lifelong learning. No Missouri student should graduate underprepared for workforce success. The Missouri Department of Elementary and Secondary Education's plan for career and technical education is essential to this mission.

The State of Missouri looks forward to working with the Department of Education to guarantee that Missouri students have the knowledge and skills to succeed. The enclosed plan will provide our students with many quality pathways toward a future-ready workforce.

Sincerely,

A handwritten signature in blue ink that reads "Michael L. Parson".

Michael L. Parson
Governor

J. By signing this document, the eligible entity, through its authorized representative, agrees:

1. To the assurances, certifications, and other forms enclosed in its State plan submission;
and
2. That, to the best of my knowledge and belief, all information and data included in this State plan submission are true and correct.

Authorized Representative Identified in Item C Above (Printed Name) Blaine Henningsen	Telephone: 573-751-2660
Signature of Authorized Representative	Date: 5-12-2020

II: NARRATIVE DESCRIPTIONS

A. Plan Development and Consultation

- 1. Describe how the State plan was developed in consultation with the stakeholders and in accordance with the procedures in section 122(c)(2) of Perkins V. See Text Box 1 for the statutory requirements for State plan consultation under section 122(c)(1) of Perkins V.**

Various stakeholder meetings were held with the Office of College and Career Readiness (OCCR) Department. Stakeholder groups included: Perkins V Stakeholder Committee, Missouri Commissioner of Education, Career and Technical Education (CTE) Advisory Committee, CTE Special Populations Committee, Secondary and Postsecondary Stakeholders for Split of Funds, the Perkins V Ad Hoc Committee, and five regional stakeholder meetings for the Comprehensive Local Needs Assessment (CLNA). Input gathered from each group was instrumental in the development of a frequently asked questions document that was posted to the Missouri Department of Elementary and Secondary Education (DESE) website. Input from each group created modifications in the areas of: Programs of Study; Sufficient Size, Scope and Quality of programs; Equity and Access of CTE programs; Comprehensive Local Needs Assessment; Secondary and Postsecondary Split of Funds; and the Reserve Fund. This input helped drive the focus for the State Perkins V Plan.

Initial Planning

Perkins V planning began in the summer of 2018 almost immediately after Perkins V: *Strengthening Career and Technical Education for the 21st Century Act* was passed. Our first act was to make secondary and postsecondary Missouri CTE aware of the passage of the legislation. We then held regular internal staff meetings to digest the contents of the bill and its impact on Missouri CTE, rethink definitions, and consider the possible opportunities Perkins V provided. We felt it was vital that Missouri DESE CTE staff possessed a deep understanding of this legislation as we considered the academic knowledge, technical and employability (soft) skills of secondary and postsecondary students enrolled in CTE programs as well as economic drivers across the state.

Missouri CTE Advisory Council

The first stakeholder meeting to provide information and receive feedback was a presentation to the Missouri CTE Advisory Council on January 28, 2019. This Council was formed after legislation was passed in 2016 requiring the Commissioner of Education to appoint eleven members representing the following:

- A director or administrator of a career and technical education center
- An individual from the business community with a background in commerce
- A representative from State Technical College of Missouri
- Three current or retired career and technical education teachers who also serve or served as an advisor to any of the nationally recognized career and technical education student organizations
- A representative from a business organization, association of businesses, or a business coalition

- A representative from a Missouri community college
- A representative from Southeast Missouri State University or the University of Central Missouri
- An individual participating in an apprenticeship recognized by the Department of Labor and Industrial Relations or approved by the United States Department of Labor’s Office of Apprenticeship
- A school administrator or school superintendent of a school that offers CTE
- Two members of the Missouri House of Representatives and two members of the Missouri State Senate are appointed by the Legislature’s leadership.
- Three nonvoting ex officio members to include:
 - A director of school counseling services at the DESE
 - The director of the Missouri Division of Workforce Development
 - A member of the Coordinating Board for Higher \Education

The makeup of the council is to deliberately represent stakeholders from business and industry, secondary and postsecondary education, and the General Assembly. The role of this council is to develop a comprehensive statewide short-range and long-range strategic plan for Missouri CTE, identify service gaps, and provide advice on methods to close gaps as they relate to youth and adult employees, workforce development, and employers on training needs. The Council also confers with public and private entities for the purpose of promoting and improving CTE as well as identifies legislative recommendations to improve CTE. The CTE Advisory Council provides an annual report to the State Board of Education (SBE) and the Commissioner of Education regarding the development, implementation, and administration of the state budget for CTE as well recommendations regarding the oversight and procedures of the handling of funds for CTE organizations.

Missouri Council of Career and Technical Administrators

The Missouri Council of Career and Technical Administrators (MCCTA) provided two presentations during their spring conference, February 12-14, 2019. First, Kathryn Zekus, Senior Associate for Federal Policy, Advance-CTE, presented “CTE: Our National Outlook & Perkins V” to a group of over 100 CTE educators and administrators. This was primarily an informational session. A Perkins V update was also provided by state staff and several Advance-CTE resources were provided to conference attendees. The state presentation identified major tenets of Perkins V including a focus on program improvement, flexibility, and accountability; programs of study; and state governance and funding structures. This presentation allowed for, and encouraged, informal stakeholder feedback from the educational community. It also gave educators an opportunity to consider key decision points such as

- Secondary concentrator definition;
- Sufficient size, scope and quality;
- Secondary and postsecondary split of funds;
- Secondary quality indicators; and
- Programs of study process development.

CTE Advisory Council Perception Survey

During the spring of 2019, a survey requested and developed by the CTE Advisory Council on the perceptions of career and technical education was conducted. The survey received 9954 total

responses with 70 percent of survey responses coming from non-students. Educators accounted for over 40 percent of survey respondents. Students represented 30 percent of the submissions. Over 1600 parents completed the survey representing 10 percent of the total. Finally, 445 business leaders completed surveys, or 4.6 percent of the total.

Among the 6735 non-student responses, 52.5 percent and 37.4 percent were in metro and non-metro counties, respectively. Survey respondents in the Missouri counties of the St. Louis Metropolitan Statistical Area (MSA) accounted for 16.4 percent, and 13 percent of survey respondents were in the Missouri counties of the Kansas City MSA.

Perceptions matter and are often considered reality. The data analysis from this survey has provided us with increased awareness and urgency to improve CTE in Missouri. Among the findings:

Non-student respondents do not have a negative connotation of CTE, but they perceive that one exists

- More than 90 percent of non-student respondents agreed that CTE is just as important as subjects like Math, English, Science & Social Studies and that CTE can be a pathway into college for some students.
- Over 47 percent of non-student responders agreed that CTE students are not as respected as those who take more traditional classes.
- Perceptions of CTE are positive overall, but perceptions were highest among respondents from non-metro counties.
- Among the questions asked of all respondents, the findings were very consistent among non-student respondents (e.g., parents, educators, business leaders, other).

CTE perceptions differ significantly between Student and non-Student respondents

- Students appear less aware of the earning opportunities in CTE related careers.
- Many adults do not equate CTE with college; students appear somewhat less certain.
- This lack of awareness may explain why many students prioritize college prep efforts. In fact, 72 percent of students agreed that the most important thing schools should teach are courses that meet college entrance requirements.
- Assumptions about negative perceptions of CTE are more commonly held by adults.

CTE students have a much clearer understanding of CTE courses and opportunities

- The information gap between CTE students and non-CTE students is due more to a lack of awareness, than a negative perception.
- More than a third of non-CTE students lack knowledge of CTE careers, postsecondary education opportunities and certifications.

Many parents have positive perceptions of CTE, but lack knowledge about CTE-related credentials, programs and opportunities.

- More than 50 percent of parents were unaware of opportunities to transfer CTE credits to community and technical colleges; over 40 percent did not know about student opportunities to earn industry-recognized credentials.

- The relative lack of awareness about CTE certifications and opportunities was consistent between parents who did CTE when they were in school and parents who did not, as well as parents with a four year degree or more and those that had less than a four year degree.

Educators, particularly administrators and counselors, have a positive perception of CTE

- Three out of four administrators and counselors felt that students who take CTE classes are better prepared for employment than those who do not.
- Almost 90 percent of educators agree that CTE exposure should begin before high school, but many K-8 teachers lack CTE knowledge.
- Roughly one in four K-8 teachers did not know about individual career and academic plans, CTE certificates, and if their school offered work-based learning opportunities.

Business leaders represented less than 5 percent of respondents, but had a positive perception of CTE

- Over 85 percent of business leaders believed that CTE classes teach students transferable skills that will serve them well in this economy.
- Almost 80 percent believed that students who take CTE classes are better prepared for employment than those who do not take CTE.
- Over 90 percent of business leaders agree that local employers should partner with schools to provide students with real world education and training experiences.
- Only 40 percent of business leaders indicated that their company offers students in grades 7-12 internships and work-based learning opportunities.

Although the findings of this survey are fairly positive, there are perceptions that may influence whether or not a student is encouraged or feels supported enough to enter CTE coursework. Although most employers find CTE prepares students for employment, and 90 percent of business leaders believe that employers should partner with schools, only 40 percent indicated their company offers students in grades 7-12 internships and work-based learning opportunities.

April 1, 2019 Broad-based Stakeholders Meeting

Thirty-seven stakeholders including college deans and chancellors, secondary and postsecondary CTE faculty, school counselors, high school principals, public school superintendents, CTE shared-time center directors, State Technical College of Missouri, Missouri Division of Workforce Development, the Policy Council for the Office of the Governor, the Missouri SBE and a representative of the Joint Committee on Education convened in Jefferson City on April 1, 2019. Items for input and discussion included:

- Programs of study;
- Secondary/postsecondary split of funds;
- Reserve fund;
- Sufficient size, scope and quality;
- Secondary concentrator definition
- Secondary program quality indicators;
- Postsecondary concentrator definition; and
- Postsecondary core indicators of performance.

Feedback from the stakeholders from the first meeting provided a direction for the state plan. Stakeholders were informed of where the state is currently with Perkins IV. New changes to Perkins V were presented and as a result of the stakeholder discussions, the descriptors for size, scope and quality were developed. Feedback received concerning the Individual Career and Academic Plan (ICAP) helped generate the development of Program of Study templates for each program area offered.

An additional product of this stakeholders meeting was the determination that more information and input was needed to determine the split of funds for Perkins V. A meeting was scheduled with both secondary and postsecondary decision-makers to assist with this determination.

April 24, 2019, CTE, Special Education, Secondary and Postsecondary Stakeholders Meeting

Representative stakeholders came together from across Missouri including directors of special education, secondary and postsecondary CTE directors, the director of Missouri School Counseling, and DESE staff from the OCCR as well as the Office of Special Education. The focus group discussed and identified barriers to success in CTE for students with disabilities, access and equity, and how to promote the successful inclusion of students with disabilities. The focus group recommended the organization of the Career Education Special Needs Focus Group which will meet quarterly to discuss and monitor the performance of students with disabilities across the state in CTE. Technical assistance, staff training, and teacher mentoring will be provided to local educational agencies (LEAs) in need.

April 25, 2019, Career Education Special Needs Focus Group Representative stakeholders came together from across Missouri including directors of special education, secondary and postsecondary CTE directors, the director of Missouri School Counseling, and DESE staff from the OCCR as well as the Office of Special Education. The focus group discussed and identified barriers to success in CTE for students with disabilities, access and equity, and how to promote the successful inclusion of students with disabilities.

May 6, 2019 Split of Funds

Following the April 1, 2019 stakeholders meeting, it was determined that an additional meeting of secondary and postsecondary stakeholders should continue to review and provide feedback on the split of funds. Traditionally, Missouri based this split on enrollment. Seven secondary representatives, facilitated by DESE staff discussed their ideas separate from six postsecondary representatives, also facilitated by DESE staff.

The consensus of the postsecondary group was to consider basing the split of funds on concentrators rather than enrollment. The two groups were brought together to discuss their opinions on how the funds could be distributed. Although the postsecondary group was initially adamant that the split of funds should be based on concentrators, their decision was founded on current data. The secondary group had concerns that the new definition of a concentrator would inflate their numbers and create a situation where the postsecondary schools would receive less and not more of the funding. The final determination, based on the discussions from both groups individually and collectively is that DESE will split the funding based on enrollment. DESE may adjust this split once data is collected and analyzed using new definitions.

June 4, 2019 Special Education Advisory Panel

A group of stakeholders in special education, including parents, LEAs, community members, and representatives from the Office of Special Education met on June 4, 2019 with DESE Assistant Director of Career Education Special Needs, to discuss CTE, Perkins V, and the barriers to successful inclusion of students with disabilities.

September CLNA Meetings

During the month of September five regional meetings were held across the state to provide Perkins V grant recipient information on the required CLNA. Both secondary and postsecondary Perkins contact persons, school administrators, deans, budget and finance personnel and others attended these meetings.

Many questions and suggestions were provided to DESE staff during these regional meetings as this was an opportunity for regional groups of stakeholders to learn more about Perkins V and how changes will impact them. Many of the questions and ideas shared during these meetings have been included in a frequently asked questions document that has been posted on the DESE website. Many of the suggestions have been embedded in the final Perkins V state plan.

- 2. Consistent with section 122(e)(1) of Perkins V, each eligible agency must 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, and secondary career and technical education after consultation with the State agencies identified in section 122(e)(1)(A)-(C) of the Act. If a State agency, other than the eligible agency, finds a portion of the final State plan objectionable, the eligible agency must provide a copy of such objections and a description of its response in the final plan submitted to the Secretary. (Section 122(e)(2) of Perkins V)**

Missouri has a single SBE 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 SBE delegates authority to the OCCR for all CTE in the state, including secondary, postsecondary, and adult. The office administers state and federal funds for secondary, postsecondary, and adult CTE programs in the state.

OCCR did consult with a number of groups and individuals during the development of both the transition plan and the state plan. On May 6, 2019, a stakeholder meeting was conducted with representatives from secondary and postsecondary to discuss the amount of funds to be reserved for the secondary and postsecondary CTE programs.

The State Plan will be sent to the Missouri Department of Higher Education and Workforce Development for its review and comment on or about March 2, 2020.

Consultation with Governor – The State Plan will be sent to the Governor’s office on or about March 2, 2020, for review and consultation.

3. Describe opportunities for the public to comment in person and in writing on the State plan. (Section 122(d)(14) of Perkins V)

Public recommendations were solicited and collected at six public hearings held across the state, January 7 – 21, 2020. The sites were Jefferson City, Cape Girardeau, Springfield, St. Louis, Kansas City, and Macon, Missouri. Public notice was given on or about the week of November 25, 2019, via announcements on the DESE website and announcements in the Division’s December and January news bulletins announcing the availability of the draft State Plan for advance review, either online or by mail. Notice was provided to school superintendents and the public in the DESE electronic “DESE Bulletin” on or about December 9, 2019. Additional efforts were made to notify all daily newspapers, members of the Missouri Association of Career and Technical Education (MoACTE), Missouri Council of Career and Technical Administrators (MCCTA), Missouri Association of Secondary School Principals, Missouri School Counselor Association, Missouri Special Needs Association, Missouri Association of School Administrators, and Missouri Community College Association; as well as DESE news subscribers. Notice was posted at the public hearing sites.

Presentation material of the public hearings was posted on the DESE website on January 6, 2020 which includes a copy of the presentation and handouts, a copy of the draft plan, and a mechanism for submitting comments and recommendations online. The online comment session began January 6, 2020 and ended on February 7, 2020 via the DESE website portal.

B. Program Administration and Implementation

1. State’s Vision for Education and Workforce Development

- a. Provide a summary of State-supported workforce development activities (including education and training) in the State, including the degree to which the State’s career and technical education programs and programs of study are aligned with and address the education and skill needs of the employers in the State identified by the State workforce development board. (Section 122(d)(1) of Perkins V)**

The Department of Economic Development

Missouri House Bill 1606, [Section 167.902 RSMo](#), requires that the Department of Economic Development shall annually identify occupations in which a critical need or shortage of trained personnel exists in the labor markets in the state and provide such information to the SBE.

As a result of the well-rounded education (WRE) provision in the Every Student Succeeds Act (ESSA), educational materials and data derived from the SBEs collaboration with the Department of Economic Development shall be distributed by the board to each high school for the purpose of emphasizing areas of critical workforce needs and shortages in the labor markets to high school students to support such students' career pathway decisions.

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 website at <https://meric.mo.gov/>.

Missouri Connections

Missouri Connections is a comprehensive, online career development and planning program intended for students and users in grades five through adults that is state-funded and administered by the DESE. Missouri Connections is provided at no cost for students, parents/guardians, adults and educators to help promote lifelong learning and career development efforts. DESE in collaboration with MERIC, the Department of Higher Education, the Department of Economic Development and an advisory board, promote Missouri Connections to help 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. Missouri Connections is capable of translating to other languages to the extent practicable.

Missouri Workforce Development Board

The MoWDB 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 MoWDB requires a 51 percent business composition.

Missouri's local and state program development depends on strong involvement by all of our stakeholders through our robust local and state advisory councils. At the local level, every approved CTE program, must have an advisory council comprised of all stakeholders in the community including businesses and workforce investment boards. Local advisory councils meet at least annually to discuss CTE programs and curriculum.

At the state level a CTE Advisory Council was established with House Bill 253, Senate Bill 44, and Senate Bill 63, and is in Missouri Revised Statutes Chapter 178. For a complete listing of members and minutes go to <https://dese.mo.gov/college-career-readiness/career-education/career-technical-education-cte-advisory-council#mini-panel-cte-advisory-council2>. Representation on the state advisory council consists of individuals from Missouri Chamber of Commerce, colleges, high schools, union training halls, area career centers, and members of state legislature. The CTE Advisory Council meets quarterly and must report to the SBE annually on our CTE programs.

- b. Describe the State's strategic vision and set of goals for preparing an educated and skilled workforce (including special populations) and for meeting the skilled workforce needs of employers, including in existing and emerging in-demand industry sectors and occupations as identified by the State, and how the State's career and technical education programs will help to meet these goals. (Section 122(d)(2) of Perkins V)**

Missouri's vision is *Improving Lives through Education* and the mission is *Providing Access to Opportunity* with a priority area of developing *Success-Ready Students*. OCCR has the vision of *Successful Students, Better World* with a mission statement, *The mission of the Department of Elementary and Secondary Education (DESE) Office of College and Career Readiness is to guide and support Missouri schools in preparing success-ready students*. OCCR further defines success ready students as "A success-ready student has the knowledge, skills, behaviors and experiences to achieve personal goals and contribute in all facets of life".

Missouri's vision and mission include developing success-ready students, including special populations. An individual recently hired by the DESE has accepted the responsibility of organizing a summit for special populations and developing plans for supporting special populations to find their individual pathway to success in CTE programs and in the workplace.

When designing the programs of study, vertical alignment was performed by comparing courses that link programs between educational levels: secondary to two-year, secondary to four-year, and two-year to four-year to ensure congruency in student matriculation.

The Missouri Chamber of Commerce set up a steering committee that met four times from July 29, 2010 to March 10, 2011, to identify the top employment innovation clusters. According to the National Governors Association's report, a cluster of innovation was defined as "a group of competing and cooperating companies, suppliers, service providers and research institutions found within a particular state or region. To compete in the 21st Century economy, each state must exploit its unique advantages relative to other states and building on the strengths found in its unique clusters. The economic strength of a state depends on its ability to capitalize on those clusters and compete in the global marketplace" (A Governor's Guide to Cluster-Based Economic Development, p. 3 Executive Summary).

Missouri's clusters represent our strongest possibilities for job-creation and economic growth. The purpose of the final report of the Strategic Initiative for Economic Growth is to outline strategies and tactics that will lead to growth and expansion in Missouri's target clusters, as well as in other areas of our economy. Based on the research conducted throughout this planning process, Missouri's proposed target clusters (in no particular order) should be (page four, Executive Summary):

- Target Cluster: Advanced Manufacturing
 - Niche: Transportation Equipment
 - Niche: Aerospace and Defense

- Target Cluster: Energy Solutions

- Target Cluster: Biosciences
 - Niche: Plant and Agricultural Technology
 - Niche: Companion and Feed Animal Sciences
 - Niche: Bio medical

- Target Cluster: Health Sciences and Services
 - Niche: Health Care Innovation

- Niche: Health Sciences
- Niche: Health Services
- Target Cluster: Information Technology
 - Niche: Software, Hardware, and Systems Design
 - Niche: Data Centers
 - Niche: Technology Resource Centers
- Target Cluster: Financial and Professional Services
 - Niche: Financial Services
 - Niche: Professional Services
 - Niche: Customer Care Centers
- Target Cluster: Transportation and Logistics
 - Niche: Freight Haulers
 - Niche: Warehousing
 - Niche: Wholesalers

For Missouri, the following program areas exist in CTE: Agriculture, Food, and Natural Resources; Business Education which includes Marketing and Cooperative Education, and Information Technology; Family Consumer Sciences and Human Services; Health Sciences; Skilled Technical Sciences; and Technology and Engineering. These program areas provide training to Missouri’s high school and postsecondary students that align with the Department of Economic Development “Clusters of Innovation”.

Missouri also has local and state advisory committees that provide guidance to schools and state leadership on the courses needed for the state’s CTE students. Missouri’s high school and postsecondary programs have advisory committees made up of local businesses, graduates, parents of current students, and other stakeholders. They meet at least annually to guide the local program. Guidance for members and educators is located on the DESE website, www.dese.mo.gov, and revised as needed.

The State Advisory Committee was organized in 2013 by the passing of Senate Bill 17 (SB 17) the CTE Student Protection Act on July 11, 2013. An interim advisory committee was established and met in February 24, 2014. It was strengthened by the establishment of a “Career and Technical Education Advisory Council” within DESE, shown in Missouri revised statutes, Section 178.550., signed into law June 13, 2016 and became effective August 28, 2016. The CTE Advisory Council exists today and is comprised of 15 members, with 11 appointed by the Missouri Commissioner of Education. The CTE Advisory Council is comprised of a director of a career center, business sector representatives, a representative from State Technical College, three current CTE teachers who serve as local school advisors of a Career and Technical Student Organization (CTSO), a representative from a business organization, association of businesses, or a business coalition, a representative from a community college, a representative from Southeast Missouri State University or a representative from the University of Central Missouri, an individual representing registered apprenticeship programs, a public school administrator, two members from the House of Representatives, and two state senators. The CTE Advisory Council

has been active in developing the Strategic Plan for CTE, <https://dese.mo.gov/sites/default/files/cte-advisory-council-10.22.18-cte-strategic-plan.pdf>. The CTE Strategic Plan's vision of, "Creating Career Ready Missourians", is based on countless hours of collaboration, between the council, DESE, and guidance from other stakeholders.

Another key element in Missouri's CTE programs alignment to workforce needs of the state is the focus on work-based learning opportunities for all of our students. Missouri has always had strong internships, but in 2016 the Department of Labor allowed schools to become sponsors of Registered Youth Apprenticeships (RYA) and be the intermediaries between CTE programs and employers.

A Registered Youth Apprenticeship opportunity began with the Lebanon Area Career Center, Lebanon, Missouri, to provide high school apprentices in the area of welding and machine tool to local industry. In 2019, 93 RYAs representing ten high school programs, and 268 college apprentices representing ten colleges have been developed. Apprenticeships naturally represent the desires of the local industries and has been a great alignment between Missouri's CTE programs and industry.

Another component of DESE's commitment to developing a strong workforce in Missouri has been the involvement in committees from other divisions of state government. DESE has had a member on the state Workforce Innovation and Opportunity Act (WIOA) implementation team, the Missouri apprenticeship team, and the Apprenticeship and Work-Based Learning Governor's committee. This involvement in the state's Department of Workforce, the Department of Economic Development and our strong partnership with the Department of Labor Office of Apprenticeship has developed strong ties between DESE and other government agencies.

- c. **Describe the State's strategy for any joint planning, alignment, coordination, and leveraging of funds between the State's career and technical education programs and programs of study with the State's workforce development system, to achieve the strategic vision and goals described in section 122(d)(2) of Perkins V, including the core programs defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102) and the elements related to system alignment under section 102(b)(2)(B) of such Act (29 U.S.C. 3112(b)(2)(B)); and for programs carried out under this title with other Federal programs, which may include programs funded under the Elementary and Secondary Education Act of 1965 and the Higher Education Act of 1965. (Section 122(d)(3) of Perkins V)**

DESE Strategic Plan

In 2020, DESE adopted an updated strategic plan complete with the department's vision, mission, core values and priority areas. The newly adopted strategic plan vision, mission, core values and priority areas are:

- **Vision and Mission**
 - Vision: *Improving Lives through Education*
 - Mission: *Providing Access to Opportunity*

- **Core Values**
 - *We are committed to Excellence*
 - *We are Future-Focused*
 - *We are Dedicated to Serving Others*
- **Priority Areas**
 - *Early Learning and Early Literacy*
 - *Success-Ready Students and Workforce Development*
 - *Safe and Healthy Schools*
 - *Educator Recruitment and Retention*

Missouri's WIOA combined partners are Title I & III (Department of Higher Education and Workforce Development - Office of Workforce Development), Title II (DESE – Adult Education and Literacy), Title IV (DESE – Vocational Rehabilitation and Department of Social Services - Rehabilitation Services for the Blind), and the Department of Social Services Family Support Division. All partners contribute to the WIOA state plan and have committed to working towards the following strategies and policy direction. These were developed with all required partners, of which CTE is included:

- **Strategy 1 - Utilize Partnerships to Provide High-Quality Customer Service**
The combined partners developed a memorandum of understanding (MOU) committing to work together to provide high-quality workforce services. Each partner will continue to develop policies to support collaboration in improving services.
- **Strategy 2 - Create Sector Strategies**
The partners require local providers through policy and guidance to utilize MERIC data when placing clients in high-demand industry positions.
- **Strategy 3 - Develop Career Pathways**
When partners provide job placement services, they have policies in place that require providers to create career pathways with clients. Missouri is initiating a combined referral process to explore the feasibility of a unified intake system. A more robust service structure allows the creation of better career pathways for customers.
- **Strategy 4 - Leverage Leadership from Core Partners to Move Forward on Missouri Goals**
Partners continue to learn about each services offered and uses this information to align polices with Missouri's vision and goals. Creating policies that support consistent messaging is vital to improving services to customers. Co-enrollment continues to be a focus for partners and will be an ongoing effort regarding referrals and tracking services.
- **Strategy 5 - Create Environments that Foster Local Partnerships**
Partners not only align policies at the state level but also require it at the local level to coordinate services for the benefit of the customer. Co-enrollment is a valuable part of coordinating services and remains one of the leadership priorities.

- Strategy 6 - Devote and Reallocate Resources that Generate Partnerships
Development of policies based on the expectation that partners utilize shared resources that lead to non-duplication of efforts and additional capacity.

All of these strategies contribute to planning, alignment, coordination, and leveraging of funds regarding the services offered our customers. Missouri WIOA has instituted the Service Design and Delivery Committee (under the WIOA Steering Committee) whose task is to work on policies and activities that promote the implementation of the WIOA state plan. The committee is made up of all combined and required WIOA partners. CTE has had an integrated part in this committee and has been a very important contributor of Career Pathways best-practices to the discussions.

The programs identified in Section 221.3 of the WIOA are represented on the Missouri Workforce Development Board (MoWDB). Coordination and communication regarding the identified programs occurs at MoWDB 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 CTE programs.

Postsecondary CTE institutions are active partners in the state one-stop career center workforce system. Most institutions have a representative that serves on the local Workforce Development Board. Postsecondary institutions also participate in MOUs which describe the specific services provided by the postsecondary institution as a one-stop partner.

While DESE, OCCR and WIOA are not submitting a joint plan, both support each other's endeavors in establishing a work-ready, success-ready individuals and work to align common strategies. The area of establishment of apprenticeship opportunities is a good example of working together in a supportive manner. DESE, OCCR promote registered youth apprenticeships, and WIOA and Missouri Workforce Development promote out-of-school apprenticeships. Both help meet the Governor's workforce initiative goal.

- d. Describe how the eligible agency will use State leadership funds made available under section 112(a)(2) of Perkins V for purposes under section 124 of the Act. See Text Box 2 for the required uses of State leadership funds under section 124(a) of Perkins V. (Section 122(d)(7) of Perkins V)**

The Department of Elementary and Secondary Education uses state leadership funds for the following purposes:

- Provide high quality comprehensive professional development for teachers and faculty providing CTE instruction and support services
- Support for programs and activities that increase access and engagement for students in nontraditional fields and students who are members of special populations
- Support for individuals in state institutions that provide training to improve employability skills and counseling to make informed career decisions
- Creation, evaluation, and support of competency-based CTE curricula

- Support for CTSOs
- Provide externship opportunities for teachers and faculty providing CTE instruction and support services to allow them to stay current with industry standards
- Provide grants to eligible recipients for the integration of academic and technical standards.

Leadership funds will also be utilized to support DESE staff of the OCCR who have responsibilities for postsecondary CTSOs, and pathways for teacher programs such as externship and the Breaking Traditions program which includes both secondary and postsecondary students. The Breaking Traditions program recognizes individuals who have selected and exhibited success in a nontraditional career path.

2. Implementing Career and Technical Education Programs and Programs of Study

- Describe the career and technical education programs or programs of study that will be supported, developed, or improved at the State level, including descriptions of the programs of study to be developed at the State level and made available for adoption by eligible recipients. (Section 122(d)(4)(A) of Perkins V)**

The development of programs of study is a collaborative effort among schools and colleges to seamlessly coordinate classroom instruction and support experiences and activities for a particular career cluster or pathway, which includes CTSOs career development and guidance and stakeholder participation. Programs of study are built upon a curriculum that addresses cluster/pathway knowledge and skills, state academic standards and other student experiences such as work-based learning and Industry-Recognized Credential (IRC) or certificate attainment.

Missouri supports CTE programs of study within the 16 career clusters. A program of study model template was developed through a collaborative effort of the OCCR staff including CTE, core curriculum and school counseling. Programs of study templates will be provided to Missouri CTE programs as a resource in further developing their local plans. Using the state program of study model and the checklist for implementation of program of study, school district staff will collaborate with postsecondary partners to create local programs of study for their students. A program of study is a critical resource to the ICAP, which serves to increase awareness of CTE opportunities and ensure students graduate success-ready. A programs of study checklist for implementation is found in Appendix: A.

An ICAP template was developed as a collaborative effort of the OCCR staff and pursuant to Missouri Senate Bill 638, Section. 167.903, RSMo to guide Missouri students through knowledge, skills and experiences needed for achieving their personal career and academic goals.

Programs of study, ICAP templates, and guidance documents will be provided to school counselors as a useful tool to show relevancy of coursework, explore postsecondary options and address experiences, knowledge and skills necessary for a student's chosen pathway.

In Missouri, local and state advisory committees provide guidance to schools and state leadership on courses needed for the state's career and technical students. Missouri's high school and postsecondary programs have advisory councils made up of local businesses, graduates, parents of current students, and other stakeholders. The advisory councils meet at least annually to guide the programs. Guidance for members and educators is located on the DESE website, www.dese.mo.gov, and revised as needed.

A new development in Missouri is the realignment of the Office of Apprenticeship and Work Based Learning under the Missouri Department of Higher Education. All of Missouri's CTE programs at the college level are approved by the Missouri Department Higher Education, thus the new alignment of Workforce and Higher Education should ensure alignment of college programs and workforce needs by the state of Missouri.

- b. Describe the process and criteria to be used for approving locally developed programs of study or career pathways, including how such programs address State workforce development and education needs and the criteria to assess the extent to which the local application under section 132 will—**
 - i. promote continuous improvement in academic achievement and technical skill attainment;**

In order for CTE programs to be approved by DESE and eligible for state and federal funding, an *Application for Approval of Career Education Programs* https://dese.mo.gov/sites/default/files/dac_forms/MO5002457.pdf must be completed and sent to the OCCR for approval. The applicant must address, among a number of items, how the CTE program supports and aligns with local and regional workforce data and is supported by business/industry. In addition, a number of assurances must be met that are as follows:

- The program will have and continue to operate an advisory committee consisting of appropriate business, industry, school administrator, parent/guardian and student members.
- The program will report state required performance measurement data, if applicable.
- The program will comply with Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975, and the Individuals with Disabilities Education Act Amendments of 1997.
- The program's teacher of record will have appropriate certification/licensure that corresponds to how data is reported to core data.
- Facilities and equipment will continue to be safe, adequate and appropriate to meet program goals and content standards.
- Each single CTE program area must have at least one secondary/postsecondary credit transfer agreement such as dual credit/concurrent enrollment or articulation agreement, apprenticeship agreement and/or IRC in place within one year of program startup.
- The appropriate CTSO will be affiliated at the national level.
- A fully aligned, competency-based curriculum will be developed prior to beginning instruction.
- Current state program standards will be met.
- The program will be transitioned to the appropriate program of study.

Recognizing that the current process for program approval is currently a one-time submission, the OCCR will institute a new process in the next three years that will require each approved CTE program to complete and sign an assurance document every two years stating that the program continues to meet all requirements for an approved CTE program. This assurance document will be submitted as documentation with submission of the program's Common Criteria and Quality Indicators (CCQI) review.

The CCQI is a new process that started in October of 2018. The CCQI consists of six common criteria and supporting quality indicators that are designed to provide guidance and direction to local school districts and community colleges in establishing, maintaining and evaluating quality CTE programs. The CCQI for Secondary Career Education Programs Evaluation and Program Improvement Tool can be located at <https://dese.mo.gov/sites/default/files/cte-ccqi-for-secondary-ce-programs.pdf>.

Through DESE's Tiered Monitoring System, all school districts and postsecondary colleges were placed in a three-year monitoring cohort model and assigned to one of three monitoring cohort groups. Each year, a cohort group was required to submit a CCQI evaluation rubric for each DESE-approved CTE program. The completed CCQI rubrics were then reviewed by appropriate CTE program staff in the OCCR. If determined that a CTE program was not meeting criteria and quality indicators at a specific level, then a three-year model of technical assistance was instituted. Perkins accountability measures, i.e. graduation rate, academic assessment proficiency, post-program placement, and attainment of postsecondary credentials are used to identify performance concerns. If accountability concerns become evident then CCQI reporting will be evaluated and appropriate corrective action steps will be implemented. Beginning with the new Perkins V plan, the three year Tiered Monitoring Systems CCQI will change to a two year model, with the CCQI conducted and collected on odd numbered years. With the Comprehensive Local Needs Assessment (CLNA) being conducted on even number years, school districts and postsecondary institutions will have relevant and current CCQI data to utilize with their CLNA.

For postsecondary programs, the program approval process is conducted by the Department of Higher Education which notifies DESE. DESE then requires an annual CCQI for quality assurance.

ii. expand access to career and technical education for special populations; and

Local eligible recipients sign an application that includes 11 assurances that the recipient must comply with to remain an approved program. One of the assurances states "this program complies with Title VI of the Civil Rights Act of 1964 (Title VI), 34 CFR Part 100; Title IX of the Education Amendments of 1972 (Title IX), 34 CFR Part 106; Section 504 of the Rehabilitation Act of 1973 (Section 504), 34 CFR Part 104; Vocational Education Programs Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, and National Origin, Sex and Handicap (Guidelines), 34 CFR Part 100 Appendix B; and Title II of the Americans with Disabilities Act of 1990 (Title II), 28 CFR Part 35".

State-level career education staff conduct secondary and postsecondary civil rights compliance on-site reviews through the Methods of Administration process 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, and other civil rights laws. Technical assistance is also provided to both secondary and postsecondary institutions as they develop strategies to assure nondiscrimination.

Students of special populations will be placed in the regular educational environment of any CTE, work-based learning, academic, physical education or other school program or activity to the maximum extent appropriate to their needs. The secondary student's Section 504 plan, placement record or IEP reflects the group's or team's determination that the CTE program is the appropriate setting for the individual student and communicates 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.

Students with disabilities who meet the academic and technical standards for admission to, or participation in, a postsecondary education program may receive academic modifications and auxiliary aids and services to ensure their equal opportunity to participate in the program. Postsecondary students must inform the school that they have a disability and need an academic adjustment. Unlike their secondary school district, the postsecondary school is not required to identify them as having a disability or to assess their needs.

Finally, the OCCR is collaborating with the Office of Special Education through the recent hiring of an assistant director who is specializing in special education and CTE. The assistant director will be providing support and resources to school districts to ensure equity and access for all students and especially those considered to be special education.

iii. support the inclusion of employability skills in programs of study and career pathways. (Section 122(d)(4)(B) of Perkins V)

Employability skills are addressed in a number of ways:

Career and Technical Student Organizations (CTSOs) - CTSOs provide essential opportunities for students to develop and refine the skills required in their chosen occupational area. Student conferences, competitions, workshops, community service and other activities make education more enjoyable and effective. CTSOs are fully integrated into the instructional program as a supplement to regular classroom instruction. When properly planned and conducted, CTSO activities strengthen learning in the classroom through leadership and employability skills.

CTE Certificate - The CTE certificate was created as a result of legislation that was passed by the Missouri General Assembly in 2016. The legislation required the SBE, in consultation with the CTE Advisory Council, to establish minimum requirements for a CTE certificate. The CTE certificate can be earned by students in addition to their high school graduation diploma.

Among the eight requirements set forth for earning the CTE Certificate, students must demonstrate attainment of employability skills in one of three ways:

- Active participation in a CTSO during the junior or senior year; or
- A proficient or advanced-level score on a district-developed or adopted soft-skill/ethics assessment during the junior and/or senior year; or
- Three or more letters of recommendation, from at least three different business or industry employers or other individuals who have knowledge of the student and can assure that the student has a high level of employability skill efficacy and is career ready. Letters may not be from a relative or student.

Work-based learning – Although work-based learning has long been a component of quality CTE programs, a renewed emphasis has been placed on it most recently through the CTE Certificate requirement of a minimum of 50 hours of appropriate work-based learning experiences aligned with the student’s CTE area of concentration.

- c. **Describe how the eligible agency will -**
 - i. **make information on approved programs of study and career pathways (including career exploration, work-based learning opportunities, early college high schools, and dual or concurrent enrollment program opportunities) and guidance and advisement resources, available to students (and parents, as appropriate), representatives of secondary and postsecondary education, and special populations, and to the extent practicable, provide that information and those resources in a language students, parents, and educators can understand;**

Information about approved programs of study and career pathways will be made available through a number of resources and initiatives:

- Missouri Connections - Missouri Connections is a program state-funded and administered by DESE, which provides an online, comprehensive career development and planning program. Missouri Connections is provided at no cost for students, parents/guardians, adults and educators to help promote lifelong learning and career development efforts. Missouri Connections is capable of translating to other languages to the extent practicable.
- DESE website – DESEs website <https://dese.mo.gov/> provides educational agencies and the public with a place to go for all things related to education including CTE and school counseling. There is already information available regarding programs of study and career pathways in a number of places throughout the website. Attention will be given to providing a more comprehensive approach to displaying this information on the website.
- Missouri Career Pathways - Missouri Career Pathways is a statewide, collaborative initiative launched in 2012 when Missouri was selected to participate in the Pathways to Prosperity Network. Missouri Career Pathways supports DESE’s Show-Me Success program goal that all Missouri students will graduate ready for success. Partners in the initiative include state agencies, key employers and employer organizations, secondary and postsecondary institutions and community organizations. The overall goal is to

increase the number of Missouri youth who attain a postsecondary credential with value in the market and are poised for success in high-demand occupations with a living wage.

Successful career pathways are built by regional taskforces comprised of key stakeholders including workforce investment board directors, regional career pathways directors, consultants, advisors, district superintendents, principals, CTE directors, regional employers, higher education leaders, chamber of commerce leaders, local government officials and community organization leaders. Career pathways combine early and sustained career information and advising systems, rigorous academics, and a strong technical education with early college experience. In a constantly evolving and increasingly challenging labor market, career pathways will develop an innovative workplace learning opportunity to equip all Missouri students with the skills and credentials to succeed.

Staff includes the Career Pathways program manager and part time regional Career Pathways directors assigned to the St. Louis, Kansas City and Mid-Missouri regions. DESE has also contracted with four of the state's regional professional development centers to hire consultants to do similar work as the directors in the four corners of the state. Organizations specializing in strengthening career-focused education provide technical assistance in the design, development and implementation of evidence-based solutions to increase college readiness and career success and to build a more highly skilled Missouri workforce. These organizations include Pathways to Prosperity, National Career Pathways Network, Council of Chief State School Officers, Advance CTE, National Center for College and Career Transitions, College and Career Readiness and Success Center of the American Institute for Research and Central Comprehensive Center.

The Missouri Career Pathways network of partners includes 176 school districts and career center teams, 59 postsecondary institutions, 202 employers and 38 other community agencies and organizations. Student internships, early college credit and dual credit programs have been established in regions across the State of Missouri. Over the life of the program, 1262 Missouri educators have participated in career pathways externships resulting in lasting partnerships between schools, postsecondary institutions and area employers. The design and implementation of improved plans of study, which reflect career pathways identified in collaboration with regional employers, has also resulted from these externships.

Career Advisors - Missouri's nine regional career advisors form a network of professionals who provide expertise and information for K-12 career awareness, exploration and planning, as well as non-traditional careers. They support the state vision that all Missouri students have the knowledge and skills to make successful transitions to postsecondary experiences based on their educational and career goals.

The career advisory mission is to empower school districts to develop and implement a K-12 career development process leading to a successful postsecondary experience through the development and implementation of a rigorous and relevant ICAP. To achieve this mission, the career advisors

- work collaboratively with districts and schools to help them complement their instructional process through the integration of life-long career development concepts that impact all students;

- facilitate the development of a comprehensive ICAP tailored for student success;
- promote awareness, recruitment and retention of non-traditional students in career education programs; and
- support the integration of Missouri Connections into the career development process.

Finally, staff will continue to research ways to put out information to employers and parents/guardians as well as outreach to organizations such as the Missouri School Boards Association, PTA/PTO, among others.

ii. facilitate collaboration among eligible recipients in the development and coordination of career and technical education programs and programs of study and career pathways that include multiple entry and exit points;

Programs of study are developed for each of the 79 pathways to ensure a seamless transition from secondary to postsecondary options.

The Individual Career and Academic Plan (ICAP) combined with the program of study provides a coherent, articulated sequence of courses from secondary to postsecondary leading to a variety of entry and exit points. These career pathways connect secondary, postsecondary and employers. Regarding career exploration in the middle grade levels, students are afforded CTE opportunities for online Science, Technology, Engineering, and Math (STEM) career awareness program, known as Learning Blade™.

In addition to guiding students through the coursework and activities for achieving personal career goals, postsecondary planning and providing individual pathway options; the ICAP and programs of study foster a dynamic collaboration between schools, community and businesses to leverage resources, make connections and provide career and postsecondary learning opportunities. This collaboration is promoted through statewide partnerships with a myriad of educational, business, associations, agencies, and non-profits all with the goal of preparing our workforce for the future. Much of this is being promoted through the Missouri Chamber's Workforce 2030 Strategic Plan. These relationships are assisting in alignment of career pathways elements and services through education and training systems. The career-focused curricula and services of K-12 schools, community colleges, four-year universities, and job centers in Missouri are being coordinated with each other and with industry needs for in-demand jobs. Employers are being encouraged to recognize the value of the newly developed Missouri CTE Certificate for high school students, which further encourages a significant expansion of internships, apprenticeships, and other work-based learning opportunities.

Missouri is piloting a Career Pathways Initiative which focuses on developing a pathways system in CTE that creates a more effective partnership between secondary school districts, community colleges and four-year universities. This initiative will connect CTE teachers to industry leaders and better connect them to each other through the development of professional learning communities. It will also involve school leaders, counselors and teachers from the participating school districts with a targeted engagement of core content teachers to industry through externships and the development of project based learning strategies. Emphasis is placed

on programs of study alignment to area industry growth sectors, active employer engagement, work based learning opportunities and multiple entry and exit points.

Collaboration is further promoted through Pathways for teachers grants helping educators connect classroom academic knowledge to real world business and industry applications. Throughout the program, educators use the experience to increase student’s awareness of career pathways that in high demand and offer career with a living wage.

Career Advisors and Pathways Consultants are strategically located throughout the state to work collaboratively with schools, employers, area career centers, military and postsecondary institutions to develop and enhance their career pathways program/process, fully implement individual career and academic plans, and assist with regional development and implementation of programs of study.

Regarding work-based learning, secondary student opportunities are measured for quality with the CCQI, criteria 3, quality indicator 7. For postsecondary students, under CCQI, criteria 3, quality indicator 6, work-based learning for students are measured.

- iii. use State, regional, or local labor market data to determine alignment of eligible recipients' programs of study to the needs of the State, regional, or local economy, including in-demand industry sectors and occupations identified by the State board, and to align career and technical education with such needs, as appropriate;**

During his 2019 State of the State address, Missouri Governor Mike Parson made clear that his legislative focus is on workforce development and infrastructure. “We must consider making necessary changes to our education programs and update the training pipelines to ensure economic growth in Missouri. Our true dedication should be to build and create wealth... NOT REDISTRIBUTE IT.” With his words in mind, along with the directives found in Perkins V, Missouri is committed to using state and regional data to determine program recipients’ alignment to in-demand industry sectors and occupations.

The Comprehensive Local Needs Assessment (CLNA) guidance for Perkins V the department is providing secondary and postsecondary institutions, requires that schools review state and local labor market information. Schools are provided links to the Missouri Economic Research and Information Center (MERIC) site. Here schools can find economic and demographic research to help identify in-demand industry sectors identified by Missouri as well as current and projected job openings in those sectors. Aligning this data to local CTE program offerings will assure that Perkins and Missouri Governor’s economic initiatives be achieved.

Additional CLNA guidance includes schools and LEAs review the following with stakeholders:

- State and local labor market information current and projected employment
- Long-and intermediate-term labor market needs
- Results of any available gap analyses on education outcomes and employment needs
- Input from local business and industry representatives with reference to opportunities for special populations

- Alumni employment and earning outcomes from a state workforce agency, or alumni follow up survey
- CTE program of study concentrator data for three years
- Program size, scope, and quality analysis.

Eligible recipients will provide an analysis of how CTE programs are meeting workforce and economic development needs. Stakeholders should also consider the following questions as they focus on aligning programs of study to high wage, high skill or in demand occupations.

1. What are the highest projected growth industries in my region? What occupations are part of the industry?
2. How are the CTE programs offered aligned to the demand?
3. How do CTE program enrollments match projected job openings? Where are the biggest gaps?
4. What are the emerging occupations and are programs available for students in those areas?
5. What skill needs have industry partners identified as lacking in programs?
6. Which programs graduate employees that thrive in the workplace? Why?
7. What opportunities exist in my local labor market for student with disabilities, English learners or other special populations?
8. Am I offering CTE programs that are not aligned to demand?

Public schools and LEAs will be required to use current state, regional and local labor market data, along with enrollment, placement and other school-related data, to determine if programs offered are aligned to workforce needs.

iv. ensure equal access to approved career and technical education programs of study and activities assisted under this Act for special populations;

The Perkins Act helps provide supplementary services which are essential for members of special populations to successfully participate in CTE programs. Funds may be used for:

- Supportive personnel
- Instructional aides and devices
- Curriculum modification
- Equipment modification
- Classroom modification.

School counseling and advisement, assessment, career development and placement services can help ensure students are placed in appropriate career education programs, help them complete the programs and move successfully from school to employment or further training. Specific services in these areas may include: counseling; career assessment; occupational orientation; acquisition of career awareness and exploration materials; dropout prevention; outreach; placement and follow-up.

Basic skills instructors provide individual or small-group instruction in mathematics, reading and writing skills essential for successful completion of a career training program. The instruction is

provided in cooperation with the CTE teacher and concurrently with enrollment in a CTE program.

Supplemental Professional Instructors help career education teachers provide the additional instruction that special population students require to succeed in their CTE programs.

Career education teacher aides assist CTE teachers by reinforcing instruction, monitoring students at work stations in a laboratory, and helping with competency testing

The department is committed to providing equal access to approved CTE programs of study and activities assisted under the Act for special populations. State legislation states that each student prior to his or her ninth grade year at a public school, including a charter school, may develop with the help of the school's counselors, a personal plan of study, known as an ICAP which shall be reviewed regularly by school personnel and the student's parent or guardian and updated based upon the needs of the student. Each plan shall present a sequence of courses and experiences that conclude with the student reaching his or her postsecondary goals, with implementation of the plan of study transferring to the program of postsecondary education training upon the student's high school graduation. The ICAP includes:

- Requirements for graduation
- Career or postsecondary goals
- Coursework or program of study related to career and postsecondary goals
- Grade-appropriate and career-related experiences
- Student assessments, interest inventories, or academic results needed to develop, review and revise the ICAP.

A training PowerPoint has been provided to educators and is available on the department's website. An ICAP template is also available on the website for schools to adapt or adopt.

The department continues to invest Perkins funding in Science, Technology, Engineering, Arts, and Math (STEAM) events for seventh and eighth grade students. These events provide nontraditional, hand-on career experiences for participants. Over 9400 students across the state have participated in these activities the last four years (FY16: 440 participants; FY17: 1000 participants; FY18: 2239 participants and FY19: 5581 participants). In addition to STEAM events, Breaking Traditions is an award program that annually recognizes the outstanding nontraditional CTE students and the educators and employers who support them. State and regional winners are announced; state winners are eligible for scholarships. This award honors both secondary and postsecondary students. Eligible students must attend a state-funded public high school, area career technical school, career center, public community college or two year college. Students must be enrolled in a state approved preparatory, CTE program that is nontraditional for his/her gender. Last spring Missouri celebrated our 26th Breaking Traditions Awards program.

Members of special populations are included and supported in Career and Technical Student Organizations (CTSOs). CTSOs are open to special populations and appropriate adaptations are provided based on individual need for each student to be successful in the CTSO. Students with disabilities will be provided appropriate and necessary accommodations and modifications as

indicated by their IEP in order to facilitate their participation in CTSOs. In addition, apprenticeships and work-based learning opportunities are available to all students, and no student will be discriminated against based on special population status. Guidance documents, best practices, staff training, technical assistance, and assistive technology grants are available to LEAs to support the equal access of special populations throughout CTE. A summit on special populations addressing equity and access, and solutions to barriers, is scheduled for the winter of 2019. Stakeholders participating will represent the Division of Family Services, Bright Futures, members of clergy, and DESE personnel representing: English learners, students with disabilities and homeless, vocational rehabilitation, civil right compliance and school counseling.

The department provides funding to the Missouri Department of Corrections and the Division of Youth Services to assist adults and youth with reentry programs so they can be successful after their release. During the fiscal year of 2020, the Missouri Department of Corrections is continuing to focus on the delivery of reentry services, specifically in the areas of improving employment readiness, job placement, and employment outcomes. This follows the gubernatorial initiative set forth by Governor Parson to strengthen workforce development in addressing labor shortages across the state of Missouri.

Equipping and empowering offenders to excel in the field of employment requires focus on career exploration, job readiness, employability skills, and the essentials necessary for maintaining employment. Offenders are provided technology, taught basic computer and keyboarding skills, the opportunity to identify existing skill sets, and challenged to address roadblocks to employment and reentry success. Offenders are able to develop a resume through the course design. The goal of the department is to continue offering this program to 16 offenders, every six to eight weeks at the 20 correctional institutions.

The primary funding goal of the employability skills program is provide access to technology which is essential to securing gainful employment. The ability to secure devices with grant funding offers incarcerated men and women the opportunity to become familiar with technology, as well as develop the computer skills needed to work successfully in the workforce system in Missouri. Not only will they develop a resume for their mo.jobs profile, but they will often be afforded the opportunity to secure a job pre-release which is the scope of the governor's H.O.P.E. Initiative with the Department of Corrections.

The secondary funding goals of the Employability Skills program are as follows:

- Further the development of the culinary arts vocational program at the Missouri Eastern Correctional Center. This program was started with Perkins funding in FY2019, and will be completed with this round of funding. The culinary arts program is offered to 15 students per class with four classes completing training each year. Graduates will secure the ServSafe employment credential upon completion.
- Exploration of expanding the employability skills program into six community supervisions is also being proposed in FY2020. This will potentially increase the number of exposed participants to almost 500 more medium to high risk individuals.
- Enhance the exposure to relevant technology which incarcerated men and women need to be knowledgeable and employable in today's labor force. The teaching of basic computer and keyboarding skills is critical to employers. Beyond development of resumes and

cover letters, the need to successfully navigate technology and understand its value in today's society is critical. This funding allows for teaching of computer concepts which provides this relevant training.

- Skill development, self-evaluation, and addressing roadblocks to employment and reentry are at the core of the employability skills curriculum. Funding for curriculum development and augmentation are necessary to equipping clients for today's workforce. Modules which address employability skills, job retention, employer-employee relationships, and how to address felony conviction(s) are critical to reintegration, not only to employment but to local communities.

Classroom supplies, hardware/equipment maintenance, and educational programming are funded expenses that allows for the program to continue in twenty institutions across the state of Missouri.

During his 2019 State of the State Address, Governor Parson said of prison reentry programs, "As a former sheriff and law enforcement officer for over 22 years... I understand, firsthand, the importance of re-entry programs and alternative sentencing... We need to be more efficient in these programs so we truly offer... a second chance... AND...As Governor, I am NOT interested in building more prisons." The continued use of Perkins funds helps to support viable employability skills to this unique population.

Additionally, to ensure equal access to approved career and technical education programs of study and activities as a participant in the Perkins V Grant, grant recipients will sign off on the following assurances:

PERKINS V ASSURANCES – THE ELIGIBLE RECIPIENT AGREES AND ASSURES THAT:

1. The eligible recipient shall submit a local application in accordance with the requirements established by the department and the application shall contain the required contents as stated in Section 134(b) of the Act.
2. The eligible recipient shall conduct a comprehensive needs assessment related to CTE and include the results in the local application as stated in Section 134(c) of the Act.
3. The eligible recipient shall update the local needs assessment once every two years and shall include the requirements stated in Section 134(c)(2) of the Act.
4. The eligible recipient shall involve a diverse body of stakeholders in conducting the comprehensive needs assessment and developing the local application as stated in Section 134(d).
5. The eligible recipient shall consult with stakeholders on an ongoing basis as stated in Section 134(e) of the Act.
6. The eligible recipient shall use funds to develop, coordinate, implement, or improve CTE programs to meet the needs identified in the comprehensive needs assessment as stated in Section 135(a) of the Act.
7. The eligible recipient shall use the funds made available under the Act to support CTE programs that are of sufficient size, scope, and quality to be effective as stated in Section 135(b).

8. The eligible recipient shall not use more than 5 percent of the funds for costs associated with the administration of activities under Section 135 of the Act.
9. Funds made available under this Act for CTE activities shall supplement, and shall not supplant, non-federal funds expended to carry out CTE. [Section 211(a)]
10. The eligible recipient shall not bar students attending private, religious, or home schools from participation in programs or services under this Act. [Section 213]
11. No funds made available under this Act shall be used:
 - I. To require any secondary school student to choose or pursue a special career pathway or program of study, or
 - II. To mandate that any individual participate in a CTE program, including a CTE program that requires the attainment of a federally funded skill level, standard, or certificate of mastery. [Section 214]
12. No funds received under this Act may be used to provide CTE programs or programs of study to students prior to the middle grades, except that equipment and facilities purchased with funds under this Act may be used by such students. [Section 215]
13. The eligible recipient shall adhere to applicable federal law prohibiting discrimination on the basis of race, color, sex, national origin, age, or disability in the provision of federal programs or services. [Section 216]
14. The eligible recipient that uses funds under this Act for in-service and preservice CTE professional development programs for CTE teachers, administrators, and other personnel shall, to the extent practicable, upon written request, permit the participation in such programs of CTE secondary school teachers, administrators, and other personnel in nonprofit private schools offering CTE secondary education programs located in the geographical area served by such eligible recipient. [Section 217(a)]
15. Except as prohibited by state or local law, the 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, including programs of study, receiving funds under this Act, of secondary school students attending nonprofit private schools in areas served by the eligible recipient. [Section 217(b)(1)]
16. The eligible recipient shall consult, upon written request, in a timely and meaningful manner with representatives of nonprofit private schools in areas served by the eligible recipient regarding the meaningful participation, in CTE programs and activities, including programs of study, receiving funding under this Act, of secondary school students attending nonprofit private schools. [Section 217(b)(2)]
17. The eligible recipient shall 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. [Section 222]
18. The eligible recipient may use funds made available under the Act to pay for the costs of CTE 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 CTE. [Section 224(c)]
19. The eligible recipient will adhere to the department's list of allowable and unallowable costs in relation to expenditures from funds made available under the Act.

In terms of providing assistance to Perkins grant funds recipients, technical assistance from DESE in the form of on-site visits and/or desk monitoring will be conducted for those institutions exhibiting performance gaps or failure to meet performance targets. Guidance from DESE will be made available for developing and implementing improvement plans. When improvement plans are deemed necessary, the grant recipients will be asked to submit an improvement plan stating the following:

1. A comprehensive review of the data that would include the performance based on race/ethnicity and special populations.
2. Current strategies underway to address completion of credentials, certificates or degrees.
3. Each improvement plan will be reviewed. A determination will be made as to any additional assistance that might need to be provided to districts as it relates to this specific Perkins core indicator of performance.

v. coordinate with the State board to support the local development of career pathways and articulate processes by which career pathways will be developed by local workforce development boards, as appropriate;

Show-Me Success is Missouri's campaign to help public schools prepare every student to succeed in school and in life. DESE has developed this strategic plan to outline our priorities: Early Learning and Early Literacy; Success-Ready Students and Workforce Development; Safe and Healthy Schools; and Educator Recruitment and Retention. This plan is endorsed by the State board and is monitored on an annual basis and aides in the promotion of career awareness, exploration, and preparation to every student through the continued development of ICAPs, Missouri Connections trainings, and nontraditional seventh and eighth grade STEAM events.

The strategic plan is continually shared and promoted through various workforce related conferences such as the Governor's Economic Development Conference, MO Chamber's Workforce 2030 Conference, the Missouri Association for Workforce Development Conference and a multitude of other workforce and educational association conferences and meetings.

vi. support effective and meaningful collaboration between secondary schools, postsecondary institutions, and employers to provide students with experience in, and understanding of, all aspects of an industry, which may include work-based learning such as internships, mentorships, simulated work environments, and other hands-on or inquiry-based learning activities; and

Programs of study are developed for each of the 79 pathways to ensure a seamless transition from secondary to postsecondary options. The program of study provides non-duplicative courses to ensure that Missouri students have a clear path to achieve their goal.

The ICAP includes a specific section regarding work-based learning to include internships, mentoring, simulated work environments, and other hands-on or inquiry-based learning. As the ICAP is completed, students can reference work-based learning they have completed showcasing their employability skills.

In addition to guiding students through the coursework and activities for achieving personal career goals, postsecondary planning and providing individual pathway options, the ICAP and programs of study foster a dynamic collaboration between schools, community and businesses to leverage resources, make connections and provide career and postsecondary learning opportunities. This collaboration is promoted through statewide partnerships with a myriad of educational, business, associations, agencies, and non-profits all with the goal of preparing our workforce for the future. Much of this is being promoted through the Missouri Chamber's Workforce 2030 Strategic Plan. These relationships are assisting in alignment of career pathways elements and services through education and training systems. The career-focused curricula and services of K-12 schools, community colleges, four-year universities, and job centers in Missouri are being coordinated with each other and with industry needs for in-demand jobs. Employers are being encouraged to recognize the value of the newly developed Missouri CTE Certificate for high school students. Which further encourages a significant expansion of internships, apprenticeships, and other work-based learning opportunities.

Missouri is piloting a Career Pathways Initiative which focuses on developing a pathways system in CTE that creates a more effective partnership between secondary school districts, community colleges and four-year universities. This initiative will connect CTE teachers to industry leaders and better connect them to each other through the development of professional learning communities. It will also involve school leaders, counselors and teachers from the participating school districts with a targeted engagement of core content teachers to industry through externships and the development of project based learning strategies.

vii. improve outcomes and reduce performance gaps for CTE concentrators, including those who are members of special populations. (Section 122(d)(4)(C) of Perkins V)

In Missouri, all high school, postsecondary, and adult students are analyzed on Perkins accountability data. How the state performs is available on DESE website under College and Career Education at <https://apps.dese.mo.gov/MCDS/home.aspx> . All Missouri high school and secondary CTE programs will complete the CCQI at least once every two years. In the programs of study at the high school level and in the degree plan on the postsecondary level, alignment between CTE and core curriculums are encouraged. More information on CCQI can be found at <https://dese.mo.gov/college-career-readiness/career-education/common-criteria-and-quality-indicators-ccqi>.

Another Missouri initiative encourages students of all abilities to have the necessary educational skills to be employed is Work Ready Communities. Utilizing the ACT Work Keys assessments, which in some counties are paid for by the Department of Economic Development, schools access all CTE students. Local industries share what level of competency they expect in their new hires, and that drives the expected score for the student. That information is tracked and available for parents and employers. More information can be found at the following website, <https://www.workreadycommunities.org/MO> .

The Career Education Special Needs Focus Group meets quarterly to discuss and monitor the performance of students with disabilities across the state in CTE. Technical assistance, staff training, and teacher mentoring will be provided to LEAs in need.

(From Part B of IDEA State Plan):

DESE shall, through monitoring and enforcement, assure that each public agency responsible for providing services to students with disabilities has in effect policies, practices and procedures that enable the agency to comply with the implementation of all provisions of Part B of IDEA.

The primary focus of the State's monitoring activities shall be on:

- (1) Improving educational results and functional outcomes for all students with disabilities, and*
- (2) Ensuring that public agencies meet the program requirements under Part B of IDEA, with a particular emphasis on those requirements that are most closely related to improving educational results for students with disabilities.*

As part of its general supervision responsibilities, DESE will use quantifiable indicators and such qualitative indicators as are needed to adequately measure performance in the following indicators and the indicators established by the U. S. Department of Education for the State Performance Plans:

- (1) Provision of FAPE in the least restrictive environment;*
- (2) State exercise of general supervision, including child find, effective monitoring, the use of resolution meetings, mediation, and a system of transition services; and*
- (3) Disproportionate representation of racial and ethnic groups in special education and related services, to the extent the representation is the result of inappropriate identification.*

The State of Missouri establishes goals for the performance of children with disabilities in Missouri. These goals promote the purposes of IDEA, including the objectives for progress by children with disabilities. These goals address graduation rates and dropout rates, as well as other factors. These goals are consistent, to the maximum extent appropriate, with goals and standards that have been established by the State for all children.

The State establishes performance indicators that the State will use to assess progress toward achieving the goals, including progress by children with disabilities.

Annually, the State will report to the Secretary and the public on the progress of the State and of children with disabilities in the State, toward meeting the State Performance Plan (SPP) goals (indicators) as established by the U. S. Department of Education, Office of Special Education Programs. The SPP goals (indicators) may be found on the Office of Special Education's website.

- d. Describe how the eligible agency, if it chooses to do so, will include the opportunity for secondary school students to participate in dual or concurrent enrollment programs, early college high school, or competency-based**

The Missouri School Improvement Program (MSIP 5) is the state's accountability system for reviewing and accrediting public school districts and outlines the expectations for student

achievement with the ultimate goal of each student graduating ready for success in college, career and life. MSIP 5 Resource and Process Standards are designed to promote continuous improvement and innovation within each district. The process standards are qualitative in nature. The MSIP 5 Performance Standards are designed to recognize the achievement and continuous growth of all students as they prepare for a global economy.

MSIP 5, Performance Standard 3: Indicator 4 (College and Career Readiness), requires districts to provide adequate postsecondary preparation for all students. This indicator measures the percent of graduates who earned a qualifying score on AP, IB or Technical Skills Assessment (TSA), IRC assessments and/or receive college credit through early college, dual enrollment or approved dual credit courses. The district must meet or exceed the state standard or demonstrate required improvement.

Proficiency (Competency)-Based Credit - School districts and charter schools may award high school credit to students upon demonstration of mastery of the competencies for a particular course. Credit may be awarded through a proficiency (competency)-based method that requires the establishment of the level of student learning through a demonstration of knowledge and/or skill without regard for the amount of time taken in the learning process or the structure of instructional delivery. DESE’s policy regarding Proficiency (Competency)-Based Credit located in the *Graduation Handbook* states the following:

Proficiency (Competency)-Based Credit

School districts/charters may award high school credit to students upon demonstration of mastery of the competencies for a particular course. Credit may be awarded through a proficiency (competency)-based method which requires the establishment of the level of student learning through a demonstration of knowledge and/or skill without regard for the amount of time taken in the learning process or the structure of instructional delivery.

Multiple avenues may be available for documenting the validity of awarded credit, student progression, and/or graduation from high school. School districts/charters are cautioned to carefully examine alternative approaches before beginning implementation of a system to award proficiency (competency)-based credit to identify issues which could become problems for either the school district/charter or students.

	Traditional/Carnegie Units	Proficiency (Competency)-Based Credit
Definition	Traditional measure of awarding academic credit	Demonstrated mastery of competencies in each course
Scope	Per course	Per course
Transcript	Carnegie Unit, per course	Carnegie Unit, per course
MSHSAA/NCAA	Eligibility determined by credit status	Eligibility determined by credit status
DESE Requirements	Course and Teacher Approval	Competency based Assessment
Seat Time Requirement	Carnegie Unit	Not applicable
Credit Basis	Time, course requirements, passing grade	Demonstration of competency mastery
Impact on State Aid	None	Potential

A proficiency (competency)-based learning environment may not resemble the traditional classroom. However, the learning process may result in the awarding of a credit and must align to the Missouri Learning Standards and be rigorous in expectations. Characteristics of a quality proficiency-based credit system includes the following:

- Students advance upon demonstrated mastery of content.
- Competencies include explicit, measurable, transferable learning objectives.
- Assessment is meaningful.
- Students receive timely, differentiated support based on their individual learning needs
- Learning outcomes emphasize competencies which include application and creation of knowledge.

A school district/charter that offers credits based on a demonstration of proficiency (competency) must have adequate policies and procedures in place to justify the award of credit to ensure that the integrity of awarding of credit is readily defensible. When utilizing proficiency (competency)-based credit, the school district/charter must maintain a description of what is determined to be an acceptable level of student mastery and the means used to determine that level of proficiency (competency). If proficiency (competency)-based credit is awarded for a course which has a state-required end-of-course assessment (EOC), that exam must be factored into the proficiency determination. If the awarding of a proficiency (competency)-based credit will be accompanied with the designation of an assigned grade, the school district/charter must maintain a description of how different grade levels are to be determined. If that determination will be based on student performance on a formal assessment, the notification is to include a description of the “cut score” or degree of demonstrated mastery required for a student to earn an “A” as opposed to a “B” or another grade.

School districts/charters with questions regarding proficiency (competency)-based credit should contact the Office of Quality Schools at 573-751-4426.

The Missouri *Graduation Handbook* can be found at <https://dese.mo.gov/sites/default/files/QS-Graduation-Requirements-Handbook-2018.pdf>.

- e. **Describe how the eligible agency will involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), labor organizations, and representatives of Indian Tribes and Tribal organizations, as appropriate, in the planning, development, implementation, and evaluation of its career and technical education programs. (Section 122(d)(12) of Perkins V)**

Fully implemented school counseling programs promote knowledge and assistance in career exploration and development. As students and their parents/guardians have the right to expect that the school district is sensitive and responsive to students’ unique career needs, including their needs for educational goal setting and career planning; students complete an ICAP no later than the eighth grade as they gather information about specific careers of interest and make decisions about the high school course selection.

The purpose of an ICAP is to provide students with a way to frame their career and educational planning using a language about careers that does not limit their options, but expands them by helping them envision a number of ways in which their skills and interests can be used. Students will have the opportunity to build their own ICAP, the foundation of which will be the program of study within their identified career cluster.

A program of study is a tool used to provide secondary students a successful transition between secondary and postsecondary education. The program of study leads to at least two major outcomes: 1) an aligned curriculum within a CTE program built around a career cluster pathway that leads to a successful postsecondary transition and 2) a program of study template that schools can use to guide students in the creation of their ICAP.

All Missouri approved CTE Programs are required to have a local advisory board. These boards provide oversight and guidance on curriculum, equipment purchases, and provide a much-needed connection to local employers. These advisory boards are very diverse and have members from all local stakeholders that include students, graduates, parents, educators, business and industry professionals.

The local advisory board meets at least once a semester to review curriculum and provide guidance to keep the program responsive to the local needs of the community. Many of the advisory boards have one, two, and three-year terms. The staggered terms allow for our advisory boards to be ever-changing and growing with the local changes in the community. Regionally, Missouri Career Center directors participate in monthly or quarterly administrative ad hoc groups. These groups meet to discuss common issues and share successes of their respective program areas. All Missouri administrators and many CTE instructors belong to CTE professional organizations. These organizations provide professional development opportunities which assist in developing quality programs and professionals.

Program evaluation is addressed on many levels. For Perkins V, a CNLA is required for application of the grant. The needs assessment will assist in determining quality measures in terms of student access and opportunity of success in CTE. In Missouri on a state organizational level, each program area is served by a state director and supervisors providing oversight and guidance of programs. The oversight and guidance or support system assist in relevant curriculum development that is workforce driven and current with economic development measures. Evaluation of programs also include program enrollment and CTSO membership and involvement. Many of the above mentioned quality measures are reflected on the CCQI assessment required of all programs in all buildings to be completed every two years.

- f. Include a copy of the local application template that the eligible agency will require eligible recipients to submit pursuant to section 134(b) of Perkins V.**

Institutions desiring to apply for Perkins V funding will submit their application by email to: Roger Barnes, CTE Coordinator, roger.barnes@dese.mo.gov prior to July 1, 2020. The application can be found on the DESE website at: <https://dese.mo.gov/sites/default/files/cte->

[perkins-v-local-application-0819.pdf](#). A copy of the local application can be found in Appendix B.

- g. Include a copy of the comprehensive local needs assessment template and/or guidelines that the eligible agency will require of eligible recipients to meet the requirements of section 134(c) of Perkins V. See Text Box 3 for the requirements of the comprehensive local needs assessment under section 134(c) of Perkins V.**

A copy of the CNLA guidance document and template can be found at <https://dese.mo.gov/sites/default/files/cte-perkins-v-clna-guidance-document.pdf> and is also located in Appendix C.

- h. Provide the eligible agency’s definition for “size, scope, and quality” that will be used to make funds available to eligible recipients pursuant to section 135(b) of Perkins V.**

Secondary and postsecondary funds will be allocated using the sufficient size, scope and quality definition approved in our Perkins V State Plan. Staff has drafted a new definition for sufficient size, scope and quality. This definition was shared with stakeholders during a meeting held on April 1, 2019, and with all other stakeholders at various meeting times. The proposed definition as stated below is part of the Missouri state plan submitted for approval by the US Department of Education. Once approved, this definition will be used as a basis for the allocation of funds beginning with the 2020-21 school year. The proposed definition is as follows:

Size

A full range of DESE-approved CTE program areas, services and activities provided by an eligible recipient that would provide educational opportunities in four of seven CTE program areas:

- Agriculture, Food, and Natural Resources
- Business Education which includes Information Technology
- Family Consumer Sciences and Human Services
- Health Sciences Education
- Marketing and Cooperative Education
- Skilled Technical Sciences
- Technology and Engineering

Scope

- A minimum of three sequential credits (secondary) or 12 sequential credits (postsecondary) must be offered in each single CTE program of study.
- The eligible recipient must 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 CTE program areas provided by the eligible recipient.

- Each single CTE program area must have at least one secondary/postsecondary credit transfer agreement such as dual credit/concurrent enrollment or articulation agreement, apprenticeship agreement and/or IRC in place.

Quality

Each CTE program must meet all CTE program quality requirements. These requirements are noted in both the Application for Approval of Career Education Programs found at https://dese.mo.gov/sites/default/files/dac_forms/MO5002457.pdf, and through the Common CTE Program Criteria and Quality Indicators found at <https://dese.mo.gov/college-career-readiness/career-education/common-criteria-and-quality-indicators-ccqi>.

3. Meeting the Needs of Special Populations

- a. Describe the eligible agency’s program strategies for special populations, including a description of how individuals who are members of special populations—**
 - i. will be provided with equal access to activities assisted under this Act;**

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 CTE programs that are available to individuals who are not members of special populations, including occupationally specific courses of study, cooperative education, apprenticeship programs, and 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 ninth 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 non-traditional courses of study.

Postsecondary:

- Entry requirements will not judge candidates for admission to CTE programs on the basis of race, color, national origin, sex or disability.
- Postsecondary recipients will 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 will provide recruitment materials in alternative formats and other languages, as needed.
- Postsecondary recipients will 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.
- Postsecondary recipients will 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 will offer appropriate support and assistance for members of special populations, including individuals entering a non-traditional course of study and will not be discriminated against based on status as a member of a special population.

Career and technical education 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 (Title II), 28 CFR Part 35, and Section 504 of the Rehabilitation Act of 1973 (Section 504), 34 CFR Part 104. Local recipients will also assure that they are in compliance with Title IX of the Education Amendments of 1972 (Title IX), 34 CFR Part 106, Title VI of the Civil Rights Act of 1964, Vocational Education Programs Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, and National Origin, Sex and Handicap (Guidelines), 34 CFR Part 100 Appendix B, and the Age Discrimination Act of 1975 (42 U.S.C. Sections 6101-6107). In addition, all institutions offering CTE 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 through the Methods of Administration process 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 (Guidelines), 34 CFR Part 100 Appendix B. Technical assistance is also provided to both secondary and postsecondary institutions as they develop strategies to assure nondiscrimination.

ii. will not be discriminated against on the basis of status as a member of a special population;

Local eligible recipients sign a listing of assurances when they apply for CTE program approval. One of the assurances states, “This program complies with Title VI of the Civil Rights Act of 1964 (Title VI), 34 CFR Part 100; Title IX of the Education Amendments of 1972 (Title IX), 34 CFR Part 106; Section 504 of the Rehabilitation Act of 1973 (Section 504), 34 CFR Part 104;

Vocational Education Programs Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, and National Origin, Sex and Handicap (Guidelines), 34 CFR Part 100 Appendix B; and Title II of the Americans with Disabilities Act of 1990 (Title II), 28 CFR Part 35.”

State level CTE staff conduct secondary and postsecondary civil rights compliance on-site reviews through the Methods of Administration process 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 (Guidelines), 34 CFR Part 100 Appendix B, as well as Title VI of the Civil Rights Act of 1964 (Title VI), 34 CFR Part 100; Title IX of the Education Amendments of 1972 (Title IX), 34 CFR Part 106; Section 504 of the Rehabilitation Act of 1973 (Section 504), 34 CFR Part 104; and Title II of the Americans with Disabilities Act of 1990 (Title II), 28 CFR Part 35. Technical assistance is also provided to both secondary and postsecondary institutions as they develop strategies to assure non-discrimination.

- iii. will be provided with programs designed to enable individuals who are members of special populations to meet or exceed State determined levels of performance described in section 113, and prepare special populations for further learning and for high-skill, high-wage, or in-demand industry sectors or occupations;**

Within the OCCR, the office will partner with the Office of Special Education to

- Work to increase the success of students of special populations in CTE programs by identifying barriers and promoting successful interventions. This work will be done in partnership with an interdisciplinary committee made up of staff from Vocational Rehabilitation, the Office for Civil Rights, Department of Mental Health, Department of Higher Education and Workforce Development, OCCR, and the Office of Special Education, as well as postsecondary and secondary education agencies, teacher educators, and other stakeholders as identified.
- Provide support to LEAs in the form of technical assistance, guidance documents for best practices in inclusion of students of special populations, target goals for equity in enrollment, a listing of area resources and community partnerships.
- Create training materials for career resource educators, area career centers, and employers to be made available online for successful classroom and workplace inclusion as well as success of students of special populations.
- Provide on-sight and web-based training using the created materials to LEAs and employers that support the school-work transition of students of special populations.

(From Missouri DESE Graduation Handbook, p.5):

Federal and state regulations pertaining to the implementation of the Individuals with Disabilities Act (IDEA) require that transition be addressed for all students with an Individualized Education Program (IEP) beginning at age 16, or younger if appropriate. Requirements for these transition services are located in the State Plan for Education Part B. It

is essential that school personnel, students and their parents continuously review and modify ICAPs as appropriate to make sure students are on-target for graduation, transition, and their specific postsecondary plans. The goal of this planning and monitoring process is that all students graduate ready for success.

In the spring of 2019 the Assistant Director of Career Education Special Needs convened a group of stakeholders representing career and technology centers. Representative stakeholders came together from across Missouri including directors of special education, secondary and postsecondary CTE directors, the director of Missouri School Counseling, and DESE staff from the OCCR as well as the Office of Special Education. The focus group discussed and identified barriers to success in CTE for students with disabilities, access and equity, and how to promote the successful inclusion of students with disabilities. Although most of the schools represented have a secondary education focus, many provide adult training programs.

In the summer of 2019 a group of stakeholders in special education, including parents, LEAs, community members, and representatives from the Office of Special Education met on June 4, 2019, with DESE's assistant director of career education special needs, to discuss career education, Perkins V, and the barriers to successful inclusion of students with disabilities.

The intent is for these groups to meet regularly throughout the year to review both local and statewide data to provide meaningful answers and possible solutions to the following questions:

- Are special populations being tracked into specific CTE programs?
- How do special populations, compared to the entire CTE student population, perform on specific measures including?
 - a. IRC attainment
 - b. Placement
 - c. Program completion
 - d. Academic performance
 - e. Performance assessments
 - f. What disparities exist? Why do they exist? How should they be addressed to assure student success?

Missouri's Vision for Education and Workforce Development for special populations is to:

- Increase the success of students with disabilities in CTE programs by identifying barriers and promoting successful interventions.
- Provide support to LEAs in the form of technical assistance, guidance documents for best practices in inclusion of students with disabilities and special populations, target goals for access and equity in enrollment, a listing of area resources and community partnerships.
- Create training materials for career resource educators, area career centers, and employers to be made available online for successful classroom and workplace inclusion of students with disabilities.
- Provide on-sight and web-based training using the created materials to LEAs and employers that support the school-work transition of students with disabilities.

CTE will identify and review materials already developed by various offices in the department, including the Office of Special Education, the OCCR-specifically English Language Learners

(ELL) and dyslexia; the Office of Quality Schools—specifically in relation to homeless, children in foster care, and other special populations identified in the Every Student Succeeds Act (ESSA). Materials will be adopted or adapted to enhance CTE engagement with all students.

iv. will be provided with appropriate accommodations; and

The secondary student’s Section 504 plan, placement record or IEP reflects the group’s or team’s determination that the CTE program is the appropriate setting for the individual student and communicates 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. Students of special populations will be placed in the regular educational environment of any CTE, work-based learning, academic, physical education or other school program or activity to the maximum extent appropriate to their needs.

Postsecondary students are generally served by an “access office” at their institution that supports students who self-identify the need for academic adjustments. The access office provides assistive technology when requested, and also works with instructors to determine and implement appropriate academic adjustments.

**v. will be provided instruction and work-based learning opportunities in integrated settings that support competitive, integrated employment.
(Section 122(d)(9) of Perkins V)**

Work-based learning opportunities are defined as sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, firsthand engagement with the tasks required in a given career field, that are aligned to curriculum and instruction. Work-based learning includes cooperative career education; pre-apprenticeship; registered apprenticeships; clinical settings; internships; school-based enterprises; CTE program-based work experience; entrepreneurial experiences; and simulated workplace. Expected outcomes of work-based learning experiences include a training plan; employability skills development; technical skills development; relation and career exploration to student’s program of study; paid or unpaid; actual workforce experience; and must lead to a credential, if available and applicable.

Through the CTE program approval process, local eligible recipients assure that “This program complies with Title VI of the Civil Rights Act of 1964 (Title VI), 34 CFR Part 100; Title IX of the Education Amendments of 1972 (Title IX), 34 CFR Part 106; Section 504 of the Rehabilitation Act of 1973 (Section 504), 34 CFR Part 104; Vocational Education Programs Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, and National Origin, Sex and Handicap (Guidelines), 34 CFR Part 100 Appendix B; and Title II of the Americans with Disabilities Act of 1990 (Title II), 28 CFR Part 35.”

Modified instructional strategies are offered to secondary students through the Section 504 plan, placement record or IEP to include members of special populations. Efforts are made to place students of special populations in the same work-based learning opportunities as those who are not members of special populations. The Section 504 plan, placement record or IEP assists in

identifying modifications needed for instruction and work-based learning opportunities. Every effort should be made by local eligible recipients to offer the same work-based learning opportunities to all students, while variations may exist if applicable or necessary. Alternative credentials must be researched by local eligible recipients if students of special populations are not eligible for applicable CTE program-specific certification/licensure. Work-based learning opportunities may differ depending on student needs, but with a multitude of options, the local eligible recipient should develop a modified plan for student success.

Individuals who are members of special populations in the postsecondary setting will be provided with equal access to all CTE programs that are available to individuals who are not members of special populations. Postsecondary students are generally served by an “access office” at their institution that supports students who self-identify the need for academic adjustments. The access office provides assistive technology when requested, and also works with instructors to determine and implement appropriate academic adjustments. Postsecondary recipients will utilize admission exams and criteria which do not discriminate against members of special populations. Postsecondary recipients will also offer appropriate support and assistance for members of special populations, including individuals entering a non-traditional course of study and will not be discriminated against based on status as a member of a special population.

4. Preparing Teachers and Faculty

- a. Describe how the eligible agency will support the recruitment and preparation of teachers, including special education teachers, faculty, school principals, administrators, specialized instructional support personnel, and paraprofessionals to provide career and technical education instruction, leadership, and support, including professional development that provides the knowledge and skills needed to work with and improve instruction for special populations. (Section 122(d)(6) of Perkins V).**

Statewide Professional Development

State-level CTE staff collaborate with contracted agencies and individuals to conduct professional development opportunities to teachers, faculty, administrators, and specialized instructional support personnel through a variety of offerings. New CTE secondary and postsecondary teachers who do not have an education degree, have never taught or have just finished their first year of teaching, and have been hired by a Missouri public school district may attend the annual New Teacher Institute (NTI). This four-day boot camp is designed to prepare novice teachers for their first day, week and month of school with an eye toward a successful first year. At NTI, a Special Needs presentation is included in the agenda, along with Safety and Legal Issues. During these presentations, entry-level knowledge of special populations is shared with new instructors from across the state and resources are provided.

A similar program called New Counselors Institute (NCI) is offered to those individuals entering school counseling positions with an alternative certification, recent graduation from a school counseling program, no public school experience or certified and experienced but changing grade level positions. At NCI, informational workshops include an overview of the Missouri comprehensive school counseling program, an introduction to the Trauma-Informed Schools

Initiative, Youth Suicide Awareness and Prevention, legislation, ethics, certification, mentoring, professional organizations, CTE and School Crisis Plans.

A New Director Bootcamp is also available for new CTE administrators. The New Director Bootcamp pairs new area career center directors with a veteran career center director (mentor). The mentoring period is one year in duration. The New Director Bootcamp covers the following topics: CTE Finance, the administrator's role in CTE in Missouri; the Missouri Enhancement Grant, TSA testing and IRCs, Tech Centers That Work (TCTW); maneuvering the DESE website; and DESE administration and accountability. The one day bootcamp is held at DESE headquarters. Individual mentoring sessions between the new director and the mentor quarterly and on an as needed basis. An end of the year culmination meeting and report are completed to finalize the bootcamp and mentoring experience.

The Office of College and Career Readiness, school counseling section, offers a mentoring program to all Missouri school counselors who are new to the profession. The school counseling mentoring program is a two-year commitment and as with CTE mentoring, offers an opportunity for Missouri's most experienced school counselors to draw from their experience and expertise in assisting new school counselors to ensure students graduate success ready.

The Office of College and Career Readiness, Career Education Unit, also offers the CTE Mentoring Program to all new CTE teachers and those teachers returning to the profession after extended absences. Through the mentoring program, state-level career education staff seek to support protégés and mentors in creating a professional learning team. The mentoring program offers an opportunity for some of Missouri's most talented and respected teachers to draw from their experiences and knowledge to enhance the professional skills of new and returning teachers. Protégés work closely with their assigned mentor identifying, selecting, and completing mentoring experiences. These mentoring experiences are designed to help protégés to meet challenges and needs arising in the classroom and when working with students and parents. Protégés also work with mentors to better understand and meet the needs of state required reporting and expectations. Topics vary in the program-specific face-to-face meetings, but instructional strategies in working with special populations is included. Integration of this professional development can be identified in presentation material on gifted learners, the special needs population, and coping skills.

State-level CTE and school counseling staff also provide listservs to CTE educators within specified content areas and to school counselors. These listservs deliver the opportunity for networking with other professionals and are the most prompt way to reach many Missouri teachers. They provide opportunities to share ideas, receive information, and get answers to questions relating to CTE and beyond. The school counseling listserv provides pertinent information to school counselors regarding CTE, mental health supports, new legislation and professional development opportunities.

Special education certified teachers are also offered a system of networking support and professional communication for career resource educators. Support for instructor preparation in the area of individuals with disabilities included providing a system of networking support and professional communication for career resource educators, a group of special education certified

teachers; promoting the hiring of special education certified individuals for the position of career resource educator in a state guidance document for best practices in Career Education Special Needs; creating training materials for career resource educators; providing regional professional development for educators regarding the successful recruitment and inclusion of individuals with disabilities in CTE; and hosting workshops for instructional coaches, facilitators, and other training and support staff to teach accommodations, modifications, teaching strategies, and best practices for working with students with disabilities.

CTE administrators and school districts will be provided with a state guidance document for best practices in the inclusion of students with disabilities in CTE. These best practices include the hiring of special education certified individuals for the position of Career Resource Educator (CRE). CREs will work with CTE instructors to monitor the progress of students with disabilities, provide accommodations in the classroom, tutoring outside of the classroom, student advocacy, and case management support. Training and technical assistance will be provided to both CREs and CTE instructors on the best practices and inclusion of students with disabilities in CTE.

Program specific professional development is also available within career and technical content areas, counseling, and special education. Regional professional development is provided for all interested educators regarding the successful recruitment and inclusion of individuals with disabilities in CTE. Workshops are also provided for instructional coaches, facilitators, and other training and support staff to teach accommodations, modifications, teaching strategies, and best practices for working with students with disabilities. Grant funding through the 50/50 Career Education Equipment/Educational Resource(s) application offers an additional outlet for individualized professional development opportunities for CTE instructors. Professional training/development are allowable expenditures subject to the availability of funds and at the discretion of each program section.

School counselors, administrators and CTE instructors will be provided professional development opportunities and trainings regarding the ICAP and Missouri Connections. The ICAP is a plan of study to guide students through the coursework and activities for achieving personal career goals, postsecondary planning and providing individual pathway options. An ICAP is a roadmap to help students develop the awareness, knowledge, attitudes, and skills to create their own meaningful pathways to be success ready graduates. Missouri Connections is a comprehensive, online, career development and planning program. The platform promotes lifelong learning and includes assessment, career and college planning and financial aid resources. Annually, DESE staff participates in the Missouri Association of Career and Technical Education (MoACTE) annual conference. The MoACTE conference provides CTE professional development to instructors and leaders with up-to-date teaching strategies, methods and resources. DESE staff from the OCCR, CTE unit, support the conference serving as presenters on many CTE content related themes, as well as delivering current information related to state CTE programs and federal updates such as Perkins V. The annual conference brings together both secondary and postsecondary instructors to learn and share with each other, side-by-side.

As per the Missouri DESE website, Missouri recently created a plan to recruit, prepare and retain effective teachers for all public school children in the state, especially in high-poverty, high-minority or rural districts. The Educator Equity Plan helps to address student access to top rate teachers and school leaders. The plan identifies inequities among Missouri schools, it provides significant data for consideration, analysis of the data reinforcing the fact of equity gaps, and “Missouri’s Theory of Action” which includes a recruited diverse group of individuals, well qualified and prepared to not just teach, but be successful in any classroom, are fearless of any type of educational setting and geographic location, and when these individuals are supported by effective leaders who value teaching and learning, then the outcome will be success for every student resulting from excellent teachers and leaders. Further information on Missouri’s Educator Equity Plan can be found at <https://dese.mo.gov/sites/default/files/Educator-Equity-Plan-June2018.pdf> and <https://dese.mo.gov/sites/default/files/Educator-Equity-Plan-Data-Chart-2018.pdf>. In the 2019-20 school year, Missouri Equity Labs, were conducted across Missouri for teachers and school leaders emphasizing Missouri’s Equity Plan.

Also, new to DESE is the Grow Your Own process; a process of encouraging and developing individuals to become teachers who will continue to serve the communities in which they were raised. A resource guide to creating a teacher pipeline is available on the DESE website at <https://dese.mo.gov/sites/default/files/GrowYourOwnResourceGuideFINAL.pdf>. Additionally, DESE implemented a visiting scholar certificate as approved by the state legislature. This teaching certificate allows business and industry professionals to teach in their content related field with a temporary teaching certificate.

C. Fiscal Responsibility

- 1. Describe the criteria and process for how the eligible agency will approve eligible recipients for funds under this Act, including how—**
 - a. each eligible recipient will promote academic achievement;**
 - b. each eligible recipient will promote skill attainment, including skill attainment that leads to a recognized postsecondary credential; and**
 - c. each eligible recipient will ensure the local needs assessment under section 134 takes into consideration local economic and education needs, including, where appropriate, in-demand industry sectors and occupations. (Section 122(d)(5) of Perkins V)**

The staff in the OCCR designed a new application for Perkins V. This application requires each local grant recipient to prepare a comprehensive narrative that addresses the specific requirements delineated in Perkins V as well as the requirements for the local needs assessment.

In addition, a section of the local application is designed so the grant recipient can address the uses of funds and the alignment of these funds with the results of the CLNA, that include addressing special populations, local market needs as evidenced by local and statewide MERIC data. Five regional trainings were conducted to explain the processes for the CLNA. A Perkins V Frequently Asked Questions (FAQs) document was developed from the trainings and posted on the DESE website. The local education agency Perkins' V budget in the application must be aligned to the CLNA which is driven by the local needs and labor market data. Annually the high-demand occupation list based on MERIC data is updated. Occupations must be on the high-demand list to be eligible for the enhancement grant funding.

- 2. Describe how funds received by the eligible agency through the allotment made under section 111 of the Act will be distributed—**
 - a. among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including how such distribution will most effectively provide students with the skills needed to succeed in the workplace; and**
 - b. among any consortia that may be formed among secondary schools and eligible institutions, and how funds will be distributed among the members of the consortia, including the rationale for such distribution and how it will most effectively provide students with the skills needed to succeed in the workplace. (Section 122(d)(8) of Perkins V)**

As drafted by the state CTE staff, the secondary and postsecondary funds will be allocated using the newly proposed sufficient size, scope and quality definition as stated in the Perkins V State Plan. This definition was shared with stakeholders during a meeting held on April 1, 2019. The new definition is now submitted as part of our four-year state plan for approval by the US Department of Education. This definition will be used as a basis for the allocation of funds beginning with the 2020-2021 school year. The new definition is as follows:

Size

A full range of DESE-approved CTE program areas, services and activities provided by an eligible recipient that would provide educational opportunities in four of seven CTE program areas:

- Agriculture, Food, and Natural Resources
- Business Education which includes Information Technology
- Family Consumer Sciences and Human Services
- Health Sciences Education
- Marketing and Cooperative Education
- Skilled Technical Sciences
- Technology and Engineering

Scope

- A minimum of three sequential credits (secondary) or 12 sequential credits (postsecondary) must be offered in each single CTE program of study.
- The eligible recipient must 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 CTE program areas provided by the eligible recipient.
- Each single CTE program area must have at least one secondary/postsecondary credit transfer agreement such as dual credit/concurrent enrollment, articulation agreement, or postsecondary and/or registered youth apprenticeship agreement.

Quality

Each CTE program must meet all CTE program quality requirements. These requirements are noted in both the Application for Approval of CTE Programs found at https://dese.mo.gov/sites/default/files/dac_forms/MO5002457.pdf, and through the Common CTE Program CCQI found at <https://dese.mo.gov/college-career-readiness/career-education/common-criteria-and-quality-indicators-ccqi>.

Additionally, leadership funds will be utilized to support innovation experiences, STEAM events, for middle school students; support of career pathway consultants; NTI as described earlier; and to provide set aside amounts to address special populations identifiers and solutions to barriers as outlined and developed by the Summit on Special Populations as described earlier. Leadership funds will also support activities and events for postsecondary CTE programming as described earlier with the annual MoACTE conference and NTI.

- 3. For the upcoming program year, provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 131(a)-(e) of the Act and describe how these allocations are distributed to local educational agencies, areas career and technical education schools and educational service agencies within the State. (Section 131(g) of Perkins V).**

According to the Act, the distribution of funds to secondary school programs will be based on the following:

- 30 percent based on the number of individuals ages five through 17 who reside in the school district served by such LEA (\$4,569,921 - estimated).
- 70 percent based on the number of individuals ages five through 17 who reside in the school district served by such LEA and are from families below the poverty level (\$10,663,149 - estimated).

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

- 4. For the upcoming program year, provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 132(a) of the Act and describe how these allocations are distributed to eligible institutions and consortia of eligible institutions within the State.**

According to the Act, the distribution of funds to postsecondary institutions will be based on the number of individuals who are Pell Grant recipients and recipients of assistance from the Bureau of Indian Affairs enrolled in an approved CTE program (\$5,923,972 - estimated).

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

- 5. Describe how the eligible agency will adjust the data used to make the allocations to reflect any changes in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local education agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Education. (Section 131(a)(3) of Perkins V)**

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

- 6. If the eligible agency will submit an application for a waiver to the secondary allocation formula described in section 131(a)—**
 - a. include a proposal for such an alternative formula; and**
 - b. describe how the waiver demonstrates that a proposed alternative formula more effectively targets funds on the basis of poverty (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2)) to local educational agencies with the State. (Section 131(b) of Perkins V).**

Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

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

7. **If the eligible agency will submit an application for a waiver to the postsecondary allocation formula described in section 132(a)—**
 - a. **include a proposal for such an alternative formula; and**
 - b. **describe how the formula does not result in a distribution of funds to the eligible institutions or consortia with the State that have the highest numbers of economically disadvantaged individuals and that an alternative formula will result in such a distribution. (Section 132(b) of Perkins V)**

Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

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

8. **If the eligible agency will award reserve funds to eligible recipients under section 112(c) of Perkins V, describe the process and criteria for awarding those funds.**

DESE will not award reserve funds during the 2019-2020 school year. Instead, Missouri utilizes state funds for driving quality, access, equity and innovation through various levers such as: 50/50 matching resources funds and the CTE Enhancement Grants.

9. **Provide the State’s fiscal effort per student, or aggregate expenditures for the State, that will establish the baseline for the Secretary’s annual determination on whether the State has maintained its fiscal effort, and indicate whether the baseline is a continuing level or new level. If the baseline is new, please provide the fiscal effort per student, or aggregate expenditures for the State, for the preceding fiscal year. (Section 211(b)(1)(D) of Perkins V)**

\$47,565,577	Maintenance of Effort
\$ 1,584,246	Match
\$49,149,822	Total (new level)

D. Accountability for Results

1. **Identify and include at least one (1) of the following indicators of career and technical education program quality—**
 - a. **the percentage of CTE concentrators (See Text Box for the statutory definition of a CTE concentrator under section 3(12) of Perkins V) graduating from high school having attained a recognized postsecondary credential;**

As a result of the state’s Perkins stakeholder, postsecondary group, meeting held on April 1, 2019, a decision by the stakeholder group determined the IRC for postsecondary credentials should replace the Technical Skills Attainment measure. The reasoning was based on participation and available data collection systems, and the state’s IRC aligned with the state’s high quality programs.

- b. **the percentage of CTE concentrators graduating high school having attained postsecondary credits in relevant career and technical education programs and programs of study earned through a dual or concurrent enrollment program or another credit transfer agreement; and/or**

No Response Necessary

- c. **the percentage of CTE concentrators graduating from high school having participated in work-based learning. (Section 113(b)(2)(A)(iv)(I) of Perkins V)**

No Response Necessary

Include any other measure(s) of student success in career and technical education that are statewide, valid, and reliable, and comparable across the State. (Section 113(b)(2)(A)(iv)(II) of Perkins V) Please note that inclusion of “other” program quality measure(s) are optional for States.

No Response Necessary

Provide the eligible agency’s measurement definition with a numerator and denominator for each of the quality indicator(s) the eligible agency selects to use.

See Appendix D.

2. **Provide on the form in Section V.B, for each year covered by the State plan beginning in FY 2020, State determined performance levels or each of the secondary and postsecondary core indicators, with the levels of performance being the same for all CTE concentrators in the State. (Section 113(b)(3)(A)(i)(I) of Perkins V).**

See B: State Determined Performance Level (SDPL) Form, page 63.

- 3. Describe the procedure the eligible agency adopted for determining State determined levels of performance described in section 113 of Perkins V, which at a minimum shall include—**
 - a. a description of the process for public comment under section 113(b)(3)(B) of Perkins V as part of the development of the State determined levels of performance. (See Text Box 5 for the statutory requirements for consultation on State determined performance levels under section 113(b)(3)(B) of Perkins V);**
 - b. an explanation for the State determined levels of performance; and**
 - c. a description of how the State determined levels of performance set by the eligible agency align with the levels, goals and objectives other Federal and State laws, (Section 122(d)(10) of Perkins V).**

As part of the procedures for determining State determined levels of performance, describe the process that will be used to establish a baseline for those levels.

The state adjusted levels of performance for academic attainment (communication arts/reading, mathematics and science) and graduation rates for Perkins V will be aligned with the ESSA. Regional meetings conducted throughout the state solicit input on establishing state adjusted levels of performance for all other indicators. A baseline established for each core indicator using three-year average performance, when available. When data is not available, the state established a baseline from estimates and projections using data from related databases.

The DESE OCCR staff met with the community college CTE deans in December 2019 to review Perkins V legislation with specific discussion on the postsecondary measures and the definition of high-wage, high-demand, and high-skill occupations in Missouri. Regional communications and/or meetings conducted throughout the state soliciting input on establishing state-adjusted levels of performance for postsecondary measures are planned.

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

- 4. Provide a written response to the comments regarding State determined performance levels received during the public comment period pursuant to section 113(b)(3)(B) of Perkins V. (Section 113(b)(3)(B)(iii) of Perkins V).**

As part of the written response, include a description of any the changes made to the State determined performance levels as a result of stakeholder feedback.

Public hearings were conducted in six locations across the state in January, 2020. A public comment period utilizing the DESE website portal was conducted January 6 to February 7, 2020. Written responses to the questions and comments are provided below.

Questions and responses from the Perkins V Public Hearings.

Comprehensive Local Needs Assessment (CLNA)

Questions:

1. Will the CLNA be a part of the Department of Elementary and Secondary Education (DESE) Tiered Monitoring System?
2. When will the CLNA be completed?
3. Will DESE be collecting the school district's/consortium's CLNA?
4. To what degree does the CLNA play into the application?
5. Can districts create their own CLNA or must they use the DESE provided document?

Comprehensive Local Needs Assessment summary and suggestion response:

The Comprehensive Local Needs Assessment (CLNA) will not be a part of the DESE Tiered Monitoring System. There is not a completion date for the CLNA. However, the responses noted on the application are based on the results of the CLNA. The Missouri DESE will not be collecting CLNAs completed by districts and consortiums. Districts and consortiums are to retain copies of the CLNA for completion of the Perkins V application, for future reference, and to have available for technical assistance visits. The CLNA is necessary to answer the application questions. The DESE-provided CLNA is aligned to the application questions. School districts and consortiums may create their own CLNA; however, the application is aligned with the DESE-provided CLNA and guidance document. Schools that create their own CLNA must have it aligned to the application located on DESE Web Apps for proper completion.

Perkins V Application

Questions:

1. How is the application structured?
2. Have there been any changes to the application from what was previously posted on the DESE website?
3. Where can one find the application?
4. When is the local Perkins V application due to DESE?
5. How soon can I submit my Perkins V application?

Perkins V Application summary and suggestion response:

The DESE-provided CLNA and guidance document is aligned with the application. If the DESE-provided CLNA is utilized, then the application will follow accordingly and districts and consortiums should be able to complete the application without difficulty. The application on the DESE website remains unchanged since posting. The Missouri Local Perkins V Application can be found on the DESE website or at the following link: <https://dese.mo.gov/sites/default/files/cte-perkins-v-local-application-0819.pdf>. The application will be available in DESE Web Apps in the Compliance Plan System on March 2, 2020. After completing and summarizing the CLNA, the application may be completed. The local application and budget is due to the DESE Office of College and Career Readiness (OCCR) via Web Apps on July 1, 2020.

Size, Scope and Quality

Questions:

1. Under the definition of scope, when discussing sequential credits, how does that align with the Perkins concentrator definition?
2. Under the definition of scope, regarding transfer agreements, would articulation agreements with a postsecondary institution or apprenticeship training institution qualify as a secondary to postsecondary transfer agreement?
3. How many transfer agreements must an applicant have?
4. Regarding quality, will there be specific Common Criteria and Quality Indicators (CCQI) scores that must be met to satisfy this requirement?

Size, Scope and Quality summary and suggestion response:

Scope and concentrator are two different areas. The definition of scope indicates sequential credits that must be offered in each single Career and Technical Education (CTE) program of study. For secondary students, three sequential credits are needed. For postsecondary students, twelve sequential credits are needed unless the program of study does not require twelve sequential credits. Perkins V definition of a concentrator is one who completes two courses in a CTE program of study. In relation to Perkins, we define a course as one unit of credit. Therefore, for Missouri students, a concentrator would be one who has completed two full credits in a single CTE program of study. Each applicant must have at least one transfer agreement per program area. A transfer agreement can be a dual credit agreement, concurrent enrollment, articulation agreement, postsecondary and/or registered apprenticeship training agreement, or a DESE-approved Industry Recognized Credential (IRC) that has a postsecondary training agreement component.

In reference to quality, the CCQI is an internal self-assessment that provides guidance and direction to local school districts in establishing, maintaining, and evaluating quality career education programs. The measurement for each quality indicator is measured utilizing a rubric that can be used as a guide for determining where a program stands with regard to each criteria and quality indicator. Level descriptions range from Level 1 to Level 4 with Level 1 indicating *Little or No Development and Implementation*, and Level 4 indicating *Exemplary* program quality. There is not a set score or level that programs must meet. The rubric merely assists schools in determining if any program improvement or progress is needed. After the CCQI submission window closes, a state average for each quality indicator may be provided. School districts will be required to submit the CCQI to DESE on odd numbered years to establish state averages of the quality indicators.

State Determined Performance Level (SDPL)

Questions:

1. Are the performance targets and core indicators related to the CCQI?
2. Where can one find the indicators, baseline level and performance levels of the State Perkins V plan?

3. When it comes to the academic standards in math, science and English Language Arts (ELA), will the school district performance level be based off the End of Course (EOC) exams?
4. Will a consortium be accountable for the sending schools performance levels?
5. Does the consortium fiscal agent need to collect the performance level scores from sending schools?
6. Regarding non-traditional program concentration, how is that measured? How about Agriculture or Health Occupations?
7. How will performance levels be treated in years where the academic test scores were thrown out due to statewide validity concerns?
8. In the past, DESE had the opportunity to negotiate the performance levels, will this still be the case?

State Determined Performance Level (SDPL) summary and suggestion response:

CCQI and the performance levels are not the same but could be interpreted to be related when considering improvement measures. The baseline level performance targets and the core indicator are determined using data from the state's ESSA plan, academic proficiency in ELA, mathematics, science, post-program placement, non-traditional concentration, and program quality for secondary students. The indicators for postsecondary are retention and post-program placement, earned recognized postsecondary credential, and non-traditional program concentration. CCQI is a measure for local consideration of program quality. The indicators and performance levels are a part of the state plan and can be located in the draft copy under Section B: State Determined Performance Levels (SDPL) Form. The secondary performance levels for the academic proficiency in ELA, mathematics, and science will be based on the school's documented EOC exam performance. The consortium will be accountable and responsible for collecting the academic proficiency performance level data from all schools participating in the consortium.

With past Perkins accountability measures, the non-traditional indicator was measured by participants and graduating concentrators. The measure for Perkins V is non-traditional program concentration. The baseline level aligns closer with the past indicator of participants. The new baseline is slightly lower than the past performance level for participants. The new baseline level was set by averaging the past four years of Missouri performance level data. With the new definition of concentrators, an attainable progress increment level was established for the years that follow the originating baseline level. For schools that do not have agriculture or health sciences programs, non-traditional performance levels will likely be lower than schools who do have those programs, but it is the belief of DESE that with proper student recruitment and retention measures, non-traditional progress is attainable. DESE will make accommodations for school districts when statewide performance levels are not available due to validity concerns or as other issues statewide arise. And, as with past processes, DESE assumes negotiation processes of performance levels will continue with Perkins V, if necessary.

Academic Proficiency and Technical Skill Attainment (TSA) and Industry Recognized Credential (IRC) Testing

Questions:

1. Who should be tested since completers and two-hour concentrators are no more?
2. Can Perkins V funds be used to pay for TSAs?
3. With regards to IRCs, will the IRC list be expanded to include stackable credentials?
4. How often will the IRC list be updated?
5. If a student only takes a 3-hour block class his/her senior year, will he/she be allowed to take an IRC exam?

Academic Proficiency and TSA and IRC testing summary and suggestion response:

When considering TSA and IRC testing, there is not a requirement as to who should be tested. It is in the school's and student's best interest to provide a test and to determine when a testing period should commence. The decision on when a student should take an IRC exam lies with the school district.

Perkins V funds can be used for TSA and IRC assessments listed on the DESE-recognized TSA and IRC list. Annually, the DESE-approved TSA and IRC list is reviewed by the CTE advisory committee. The list is updated as needed and/or as industry needs indicate. The DESE-approved TSA and IRC list will be discussed and reviewed at the June 9, 2020 IRC consideration and expansion meeting. Outcomes of this meeting will be forwarded to Missouri schools offering Career and Technical Education programs.

General Perkins V

Questions:

1. What was the outcome of the AdvanceCTE review of the preliminary State Perkins V Plan?
2. Is there a draft of the State Perkins V Plan?
3. What is the formula for the distribution of Perkins V funds for Missouri?
4. When will schools know of their allocation amounts?
5. How will school districts determine the use of their Perkins V allocation?
6. How much should an institution budget for the upcoming year?
7. In terms of teacher recruitment, retention and professional development, can the Perkins V funds be used to fund teacher coursework that leads to teacher certification?
8. At what point should a district determine if an individual is considered homeless or part of a military family that is on active duty?

General Perkins V summary and suggestion response:

A preliminary copy of the Missouri State Perkins V Plan was sent to AdvanceCTE for a peer review in September, 2019. The results of the review were very favorable. All of the areas received positive comments and notations of strengths. A few areas also indicated further clarification was needed to strengthen the plan. A draft copy of the State Perkins V Plan can be found on the DESE website at <https://dese.mo.gov/sites/default/files/Perkins-V-Plan.pdf>. As part of the state Perkins V plan, the basic formula for the distribution of funds is referred to as the split of funds. Per

the Perkins legislation, the eligible agency (Missouri Department of Elementary and Secondary Education) shall make available not less than 85 percent of the State allotment for the distribution of funds to secondary and postsecondary CTE programs.

Also included in the Perkins legislation is a requirement that DESE describe in its State Plan the split of funds between secondary and postsecondary CTE programs. The split of funds determines how much of the 85 percent will be distributed to secondary CTE programs and how much will be distributed to postsecondary CTE programs. The Department used enrollment data in secondary and postsecondary CTE programs for the last five years (2014 to 2018) to determine the funding split percentage. The result of the five-year average was a 73/27 split between secondary and postsecondary CTE programs. Therefore, the Department will distribute 73 percent of the 85 percent to secondary CTE programs and 27 percent of the 85 percent to postsecondary CTE programs.

The formulas to distribute funds are mandated in the Perkins legislation. The Department shall distribute funds to local education agencies (defined as public school districts, charter schools, or institutions of higher education) within the State as follows:

Secondary Distribution of Funds

The Department uses the U.S. Census Bureau's estimate of the number of individuals age 5 through 17 who reside in each school district. This number becomes the numerator. The Department then determines the total number of such individuals from all school districts. This number becomes the denominator. The resulting percent is multiplied times thirty percent (30%) of the total secondary allocation for the fiscal year.

The Department then uses the U.S. Census Bureau's estimate of the number of individuals age 5 through 17 who reside in each school district and are from families below the poverty level. This number becomes the numerator. The Department then determines the total number of such individuals from all school districts. This number becomes the denominator. The resulting percent is multiplied times seventy percent (70%) of the total secondary allocation for the fiscal year.

Postsecondary Distribution of Funds

DESE utilizes data reported in the Missouri Student Information System (MOSIS) by each eligible Perkins grant recipient. The data includes the number of individuals enrolled in approved CTE programs who are Federal Pell Grant recipients and recipients of assistance from the Bureau of Indian Affairs. This number becomes the numerator. DESE then determines the total number of such individuals from all institutions. This number becomes the denominator. The resulting percent is multiplied times the total postsecondary allocation for the fiscal year.

Postsecondary institutions, secondary school districts and consortiums will be notified of their Perkins V allocations mid- to late May, 2020. Regarding preliminary budgets and general guidance, an institution may budget the same amount from the previous year, but must remember the budget must align with the application, and the application must align

with the Comprehensive Local Needs Assessment. All Perkins V grant recipients will know of their allocation amounts mid- to late May, 2020. In terms of teacher recruitment, retention, and professional development, as stated in the Perkins V – List of Allowable and Unallowable Costs, professional development to enhance CTE knowledge and/or skills (that may include training that provides continuing education units/credits) is an allowable cost.

Special populations for Perkins V include homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a) and youth with a parent who is a member of the armed forces (as such term is defined in section 101(a) (4) of title 10, United States Code), and is on active duty (as such term is defined in section 10(d) (1) of such title). A school should consider a student as homeless or part of a military family if he/she meets the definition as stated above. For complete determination, grant recipient applicants should reference the *Perkins V The Official Guide* for complete compliance.

**Comments received from the DESE Perkins V public comment portal,
January 6 – February 7, 2020:**

1-7-2020 Carri Risner, Boonslick Technical Education Center

1. Great informative presentation.
2. One suggestion – perhaps DESE could document CCQI scores and assist growth by providing resources/professional development for those with struggling scores at a state level.

1-7-2020 Anthony Kindwall, Project Lead The Way-Engineering Instructor, Columbia Area Career Center

1. How does DESE get their Perkins plan? Do they create a plan to submit to the U.S. Department of Education (USDE) or does USDE tell you and this is the response?

1-8-2020 Parent/Guardian (from DESE web public comment portal)

1. Where does Industrial Arts fit in? I believe that Industrial Arts should be included for funding and enhancement grant under Perkins. Industrial Arts is the gateway for career and technical education. It does not push the leadership piece as much as Agriculture education but overall skill development and preparation is on par with your agriculture education classes.

1-15-2020 Libby Guilliams, Director, Cape Career and Technology Center

1. For teacher recruitment/retention, we are suggesting that DESE find a way to use State DESE Perkins funds to pay for teacher certification courses.

Public Comments received from the DESE web portal summary and suggestion response:

As a state recipient of Perkins V grant funds, guidance from the U.S. Department of Education and the Association for Career and Technical Education (ACTE) is provided for developing the state plan. The State Perkins V Plan is developed utilizing input from various stakeholder groups. Once created, the plan is shared with the public through public hearings across the state and a public comment period via the DESE website.

After the public hearings and public comment period, a summary response and suggestions are included in the state plan. The final state plan must include a letter by the Governor stating he is jointly signing the State plan for submission to the U.S. Department of Education (USDE), and the state plan must be approved the Missouri State Board of Education before being sent to the USDE.

DESE is working to summarize all submitted CCQI scores and determine the state average for each quality indicator. The state average will be a guide for schools to measure their own CCQI scores against their peers and to locally determine if and where improvement is needed. On a statewide basis, each program area is served by a CTE director who can work with the program teacher(s) to create a plan to address the areas needing improvement.

Industrial Arts is not an approved CTE program. While Industrial Arts has many transferable skills to CTE program areas, it does not include a Career and Technical Student Organization (CTSO) component (an important and required component of approved CTE program areas). Industrial Arts-related courses can be considered a valuable pipeline course for several CTE program areas.

Perkins funding is an allowable cost for teacher recruitment and retention. Schools are also encouraged to consider other funds that may be more readily available such as Title IIA funds. These funds (Title IIA) or a combination thereof may help stretch the limited Perkins V funds a grant recipient receives.

No changes to the State Determined Performance Levels as stated in the state plan resulted from the feedback of the public hearings or public comment session.

- 5. Describe how the eligible agency will address disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II) of Perkins V in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions the eligible agency will take to eliminate these disparities or gaps. (Section 122(d)(11) of Perkins V)**

The Missouri Department of Elementary and Secondary Education (DESE) believes that our students will be successful in life if we address their learning rather than simply the competitive standing of the state as compared to other states. DESE's work is guided by a strategic plan that includes targets for academic achievement and graduation rates, as well as other metrics. DESE has set a 10-year target of reducing by half the rate at which students fail to graduate; DESE has set a 10-year target of reducing by half the rate at which students fail to achieve proficiency. The Missouri Department of Elementary and Secondary Education, Office of College and Career Readiness and the stakeholders of Missouri believe that all students are to be prepared to competitive in their futures. This is evident in the OCCR's vision statement, "*Successful students, better world*", and OCCR's mission statement, "*The mission of the DESE Office of College and Career Readiness is to guide and support Missouri schools in preparing success-ready students*". The Office of College and Career Readiness believes that a success-ready student has

the knowledge, skills, behaviors and experiences to achieve personal goals and contribute in all facets of life.

Academic and skill attainment are important measures of developing success-ready individuals. Review of the data regarding core indicators of performance and achievement of the performance targets for secondary and postsecondary will be reviewed annually with stakeholders for recommendations of performance target adjustments. Targets will be adjusted as necessary with the intent of promoting academic and skill attainment, completion, graduation rate, placement, and nontraditional participation and completion.

In terms of providing assistance to Perkins grant funds recipients, technical assistance from DESE in the form of on-site visits and/or desk monitoring will be conducted for those institutions exhibiting performance gaps or failure to meet performance targets. Guidance from the department will be made available for developing and implementing improvement plans.

Regarding on-site technical assistance, on-site programmatic technical assistance will be provided by DESE, OCCR when Perkins recipients do not meet performance targets and/or CCQI. Improvement plans will be designed for institutions that fail to meet performance targets addressing the disparities or gaps in performance. The grant recipients will be asked to submit an improvement plan stating the following:

1. A comprehensive review of the data that would include the performance based on race/ethnicity and special populations.
2. Current strategies underway to address completion of credentials, certificates or degrees.
3. Each improvement plan will be reviewed. A determination will be made as to any additional assistance that might need to be provided to districts as it relates to this specific Perkins core indicator of performance.

III. ASSURANCES, CERTIFICATIONS, AND OTHER FORMS

A. Statutory Assurances

X The eligible agency assures that:

1. It made the state plan publicly available for public comment⁴ for a period of not less than 30 days, by electronic means and in an easily accessible format, prior to submission to the Secretary for approval and such public comments were taken into account in the development of this state plan. (Section 122(a)(4) of Perkins V).
2. It will use the funds to promote preparation for high-skill, high-wage, or in-demand industry sectors or occupations and non-traditional fields, as identified by the State. (Section 122(d)(13)(C) of Perkins V).
3. It will provide LEAs, area CTE schools, and eligible institutions in the state with technical assistance, including technical assistance on how to close gaps in student participation and performance in CTE programs. (Section 122(d)(13)(E) of Perkins V).
4. It will comply with the requirements of this Act and the provisions of the state plan, including the provision of a financial audit of funds received under this Act, which may be included as part of an audit of other Federal or State programs. (Section 122(d)(13)(A) of Perkins V).
5. None of the funds expended under this 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. (Section 122(d)(13)(B) of Perkins V).
6. It will use the funds provided under this Act to implement CTE programs and programs of study for individuals in state correctional institutions, including juvenile justice facilities. (Section 122 (d)(13)(D) of Perkins V).

Assurances: Strengthening Career and Technical Education for the 21st Century Act (Perkins V)

Programs, services, and activities included under this application shall be operated in accordance with the Strengthening Career and Technical Education for the 21st Century Act.

⁴ An eligible agency that submits a 1-Year Transition Plan in FY 2019 is not required to hold a public comment period on the 1-Year Transition Plan. Such agency must assure that it meets this public comment requirement prior to submitting its Perkins V State Plan in FY 2020.

EDGAR Certifications

X By submitting a Perkins V State Plan, consistent with 34 CFR 76.104, the eligible agency certifies that:

1. It is eligible to submit the Perkins state plan.
2. It has authority under state law to perform the functions of the state under the Perkins program(s).
3. It legally may carry out each provision of the plan.
4. All provisions of the plan are consistent with state law.
5. A state officer, specified by title in Item C on the cover page, has authority under state law to receive, hold, and disburse federal funds made available under the plan.
6. The state officer who submits the plan, specified by title in Item C on the cover page, has authority to submit the plan.
7. The entity has adopted or otherwise formally approved the plan.
8. The plan is the basis for state operation and administration of the Perkins program.

B: Budget Form

State Name: Missouri

Fiscal Year (FY): 2020

Line Number	Budget Item	Percent of Funds	Amount of Funds
1	Total Perkins V Allocation	Not applicable	\$25,262,736
2	State Administration	5%	\$ 1,263,136
3	State Leadership	10%	\$ 2,526,273
4	• Individuals in State Institutions	1%	\$ 252,626
4a	– Correctional Institutions	Not required	\$ 126,313
4b	– Juvenile Justice Facilities	Not required	\$ 126,313
4c	– Institutions that Serve Individuals with Disabilities	Not required	\$0
5	• Non-traditional Training and Employment	Not applicable	\$ 75,000
6	• Special Populations Recruitment	.1%	\$ 2,526
7	Local Formula Distribution	%	\$21,473,327
8	• Reserve	%	\$
9	– Secondary Recipients	%	\$
10	– Postsecondary Recipients	%	\$
11	• Allocation to Eligible Recipients	100%	\$21,473,327
12	– Secondary Recipients	73%	\$15,675,529
13	– Postsecondary Recipients	27%	\$ 5,797,798
14	State Match (from non-federal funds)	Not applicable	\$ 1,584,246

B: State Determined Performance Levels (SDPL) Form

State Name: Missouri

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicators	Baseline Level	Performance Levels			
		FY 2020	FY 2021	FY 2022	FY 2023
Secondary Indicators					
1S1: Four-Year Graduation Rate	92.7%	93.3%	93.9%	94.5%	95.1%
2S1: Academic Proficiency in Reading Language Arts	68.5%	70.3%	72.2%	74.0%	75.9%
2S2: Academic Proficiency in Mathematics	56.3%	58.9%	61.5%	64.0%	66.6%
2S3: Academic Proficiency in Science	39.0%	39.5%	40.0%	40.5%	41.0%
3S1: Post-Program Placement	90.5%	90.75%	91.00%	91.23%	91.50%
4S1: Non-traditional Program Concentration	23.0%	23.10%	23.15%	23.20%	23.25%
5S1: Program Quality – Attained Recognized Postsecondary Credential	12.4%	12.90%	13.40%	13.90%	14.40%
Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicators	Baseline Level	Performance Levels			
		FY 2020	FY 2021	FY 2022	FY 2023
Postsecondary Indicators					
1P1: Postsecondary Retention and Post-Program Placement	70.43%	71.60%	72.77%	73.94%	74.21%
2P1: Earned Recognized Postsecondary Credential	43.43%	43.90%	44.37%	44.84%	45.41%
3P1: Non-traditional Program Concentration	21.92%	23.16%	24.40%	25.64%	26.88%

Provide any additional information regarding SDPLs, as necessary:

B. Other Forms

The eligible agency certifies and assures compliance with the following enclosed forms:

1. Assurances for Non-Construction Programs (SF 424B) Form (OMB Control No. 0348-0040): <https://www2.ed.gov/fund/grant/apply/appforms/sf424b.pdf>
2. Disclosure of Lobbying Activities (SF LLL) (OMB Control No. 4040-0013): https://apply07.grants.gov/forms/SFLLL_1_2-V1.2.pdf
3. Certification Regarding Lobbying (ED 80-0013 Form): <https://www2.ed.gov/fund/grant/apply/appforms/ed80-013.pdf>
4. General Education Provisions Act (GEPA) 427 Form (OMB Control No. 1894-0005): <https://www2.ed.gov/fund/grant/apply/appforms/gepa427.pdf>