

2017-2018

BMIT

Resource Book

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BUSINESS, MARKETING AND INFORMATION TECHNOLOGY RESOURCE BOOK TABLE OF CONTENTS

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Introduction

This resource book provides information that will help make this a successful year for business and/or marketing teachers. Missouri Department of Elementary and Secondary Education (DESE) and the Business, Marketing and Information Technology Education (BMIT) section appreciates all you do to make our public schools a great experience for all Missouri families.

BMIT Contact Information

<http://dese.mo.gov/college-career-readiness/career-ed-programs/business-marketing-it-ed>

Business, Marketing and Information Technology Education (BMIT) Staff
Office of College and Career Readiness
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FBLA-PBL Assistant

Office Manager

Listserv Manager

Section Financial Data Manager

General Staff Responsibilities

1. Monitor Career Education Programs
2. MSIP Reviews and Local District Quality Improvement
3. Professional Development
4. Perkins Reauthorization and Career Clusters

BMIT HOMEPAGE, NEWS & UPDATES & LISTSERVS

BMIT Homepage

<http://dese.mo.gov/college-career-readiness/career-ed-programs/business-marketing-it-ed>

BMIT News & Updates

Find the latest news and announcements at <http://dese.mo.gov/college-career-readiness/career-ed-programs/business-marketing-it-ed/news-and-updates>. All communications sent on the listserv are posted on this page. Don't forget to bookmark!

BMIT Listservs

DESE and BMIT Information

1. Join the mo-based or markcooped listserv to receive pertinent information regarding professional development opportunities, CTSO related information and much more. You do NOT have to be a member of MCEA or MBEA to join this listserv. You cannot post to this listserv. You can only receive information from the BMIT section.
2. Subscribe to or UNSUBSCRIBE from MOBUSED: <http://dese.mo.gov/business-education-list-serv>
3. Subscribe to or UNSUBSCRIBE from MARKCOOPED: <http://dese.mo.gov/college-career-readiness/career-ed-programs/business-marketing-it-ed/marketing-list-serv>. (DECA specific information is disseminated on this listserv)

MBEA listserv

1. The MBEA listserv is one of the best resources Missouri business teachers have to network with other professionals. It offers business teachers the opportunity to share ideas, information and questions relating to business education curriculum. It is a monitored electronic discussion list with owner subscription approval required.
2. SUBSCRIBE to or UNSUBSCRIBE from at <http://lists.more.net/mailman/listinfo/mbea>
 - a. *In order to subscribe to this listserv, **you must be a member of the Missouri Business Education Association***
3. ADDRESS TO POST TO LISTSERV: mbea@lists.more.net
4. Special exceptions of subscription will not be made.
5. Join MBEA by visiting <https://www.acteonline.org/join/#.WZXpRjOGNpg>.

MCEA listserv

1. Don't miss out on one of the best resources Missouri marketing teachers have to network with other professionals. The purpose of the Marketing and Cooperative Educators listserv is to provide a place to exchange ideas, ask questions, get help, stay up-to-date on DECA information, conferences and deadlines and to keep in touch.
2. SUBSCRIBE to or UNSUBSCRIBE from at <http://lists.more.net/mailman/listinfo/mcea>
 - a. In order to subscribe to this listserv, **you must be a member of the Marketing and Cooperative Education Association (MCEA)**. Special exceptions of subscription will not be made.
3. ADDRESS TO POST TO LISTSERV: mcea@lists.more.net
4. Special exceptions of subscription will not be made.
6. Become an MCEA member by visiting <https://www.acteonline.org/join/#.WZXpRjOGNpg>.

Both the business and marketing discussion lists have an **ARCHIVE** feature. This feature allows you to search previous postings by entering a keyword or phrase.
 Business Archive: <http://lists.more.net/archives/mbea/> and <http://lists.more.net/archives/mo-based/>
 Marketing Archive: <http://lists.more.net/mailman/private/mcea/> and <http://lists.more.net/mailman/private/markcooped/>

MISSOURI TEACHER CERTIFICATION CLASSIFICATION AND RENEWALS

Website: <http://dese.mo.gov/educator-quality/certification>

Compendium: <http://dese.mo.gov/governmental-affairs/dese-administrative-rules/incorporated-reference-materials/compendium>

In 2003, legislation created a two-tier plan of professional classification for Missouri teacher certification. The professional classifications are the Initial Professional Certificate (IPC) and the Career Continuous Professional Certificate (CCPC).

The certification needed to teach business courses is: Business EDUC-COOP or Business EDUC. A marketing certification is necessary to teach marketing courses.

Teacher Certification Contact Information:

Teacher Certification
Debbie Butcher
P. O. Box 480
Jefferson City, MO 65102
573-751-7863
Debbie.butcher@dese.mo.gov

Required Coursework

Missouri certificate of license to teach Business subject to completion of at least thirty-nine (39) semester hours in the following content knowledge areas and demonstration of competency to the satisfaction of the educator preparation institution:

Bachelor of Science Degree in Business Education:

Accounting.....	6
Business/Consumer Related Law.....	3
Business Communications.....	3
Computer/Emerging Technology.....	6
Coordination of Cooperative Education.....	3
Economics.....	6
Electives.....	3
Implementing Business Education Programs.....	3
Management.....	3
Marketing.....	3
Minimum semester hours.....	39

Bachelors of Science Degree in Marketing Education:

Economics.....	6
Electives from Business, Management, or Entrepreneurship.....	9
Management or Business Administration.....	3
Marketing.....	15
<i>Suggested areas: Distribution, Financing, Marketing-information Management, Promotion, Selling, Product/Service Management, International Marketing and E-commerce Marketing</i>	
Coordination of Cooperative Education.....	3
Minimum semester hours.....	36

Refer to <http://s1.sos.mo.gov/cmsimages/adrules/csr/current/5csr/5c20-400.pdf> for the most current requirements

Adding an Additional Area of Certification

A teacher who holds a valid Missouri professional teaching certificate may add areas of certification by completing the required coursework or by passing the appropriate designated assessment. Applicants must meet certification requirements in effect at the time of application. To request a transcript evaluation or apply for a new area of certification based on assessment, you will need to choose one of the following options:

1. To add by coursework, you will need to submit an online Additional application, and copies of your transcripts must be mailed if transcripts are not currently on file with the department. Please do not submit an application until you have verified receipt of all transcripts. To determine if your transcripts are currently on file, log into your certification account. Click on the education link located in the menu to the left of your profile screen. The screen

must indicate that transcripts have been received. Transcripts should be mailed to Educator Certification, PO Box 480, Jefferson City, MO 65102. We do not accept faxed, scanned or emailed transcripts.

2. To add by assessment, you will need to obtain Missouri's passing score on the designated assessment. Once you have passed the required assessment, you will need to complete and submit an online Additional application. Please do not submit an application until you have verified receipt of your passing assessment score on your online educator profile screen. DESE receives all official score reports directly from the testing company.

A teacher who holds a valid Missouri professional teaching certificate may add areas of certification by completing the required coursework or by passing the appropriate designated assessment. Applicants must meet certification requirements in effect at the time of application. To request a transcript evaluation or apply for a new area of certification based on assessment, you will need to choose to add by coursework or to add by assessment. You will need to obtain Missouri's passing score on the designated assessment. Once you have passed the required assessment.

More information can be found at <https://dese.mo.gov/educator-quality/certification/already-certified-teacher>.

Missouri Content Assessments (Formerly Praxis)

Marketing Certification Exam (Test #022)

Website: http://www.mo.nesinc.com/TestView.aspx?f=HTML_FRAG/MO022_TestPage.html

Format: Computer-based test; 100 multiple-choice questions

Time: 2 hours; 15 minutes additional time to complete CBT tutorial and nondisclosure agreement

Fees: \$77 (Additional fees may apply.)

Assessment Score: 220

Business Certification Exam (Test #017)

Website: http://www.mo.nesinc.com/TestView.aspx?f=HTML_FRAG/MO017_TestPage.html

Format: Computer-based test; 100 multiple-choice questions

Time: 2 hours; 15 minutes additional time to complete CBT tutorial and nondisclosure agreement

Fees: \$77 (Additional fees may apply.)

Assessment Score: 220

For the most current information, visit <http://www.mo.nesinc.com/>.

APPROVED PROFESSIONAL COURSES FOR BUSINESS AND MARKETING TEACHER CERTIFICATION

Website: <http://dese.mo.gov/college-career-readiness/career-ed-programs/business-marketing-it-ed/professional-development/certification-requirements>

Coordination of Cooperative Education

Institution	Semester in which the Course is Offered?
Avila University	Fall
Lindenwood University	Fall, Spring and Summer
Hannibal-LaGrange University	As needed basis
Missouri Baptist University	Fall
Northwest Missouri State University	Fall
University of Central Missouri	Spring and Summer

Curriculum

Institution	Semester in which the Course is Offered?
Lindenwood University	Fall, Spring and Summer
Missouri Baptist University	Fall, Spring
Northwest Missouri State University	Spring (even years)
Rockhurst University	Fall and Spring
University of Central Missouri	Fall, Spring and Summer

Implementing

Institution	Semester in which the Course is Offered?
Avila University	Fall
Central Methodist University	Summer
Evangel University	As needed basis
Hannibal-LaGrange University	As needed basis
Lincoln University	As needed basis
Lindenwood University	Fall and Spring
Missouri Baptist University	Summer
Missouri Southern State University	Spring
Northwest Missouri State University	Spring
University of Central Missouri	Fall, Spring and Summer

Methods

Institution	Semester in which the Course is Offered?
Avila University	Fall and Spring
Central Methodist University	Spring
Evangel University	Fall
Hannibal-LaGrange University	As needed basis
Lincoln University	As needed basis
Lindenwood University	Fall and Spring
Missouri Baptist University	Spring
Northwest Missouri State University	Spring
Rockhurst University	Fall (even years)
University of Central Missouri	Fall, Spring and Summer

Career Education License to Teach Post-Secondary/Adult

Verification of coursework in education not to exceed fifteen (15) credit hours to include competencies appropriate for the certificate area in: Curriculum; Methods; Assessment; and Foundations/Implementation.

Further information on postsecondary certification requirements can be found at <http://dese.mo.gov/sites/default/files/Postsecondary%20Requirements%2004.pdf>.

PROFESSIONAL ORGANIZATIONS – *STAY INSPIRED AND STAY MOTIVATED*

Membership in professional organizations is an essential part of a business and marketing educators' professional development. Professional organizations provide a sense of unity within the profession and offer members invaluable opportunities to network with colleagues and to develop leadership skills. Additional benefits members receive through state and national publications and conferences are updates on current legislation at all levels, hands-on training, workshops on the latest technologies and products, teaching strategies, curriculum issues and business trends. Your membership is highly encouraged.

State Professional Organizations

Website: <http://dese.mo.gov/college-career-readiness/career-ed-programs/business-marketing-it-ed/bmit-professional-organizations>

Missouri Business Education Association (MBEA)

MBEA is dedicated to the advancement of business education through annual state conferences, district meetings, legislative contacts, awards recognition and affiliation with related national and international business education organizations and state and national career education organizations. For further information about MBEA, call 573-751-8679 or visit the Website at www.mbea.weebly.com. Your attendance at the annual Missouri Career and Technical Education Association Summer Conference and the MBEA Fall Conference is highly encouraged. Become a member today by visiting www.mo-acte.org.

Marketing and Cooperative Education Association (MCEA)

MCEA members are individuals involved and interested in marketing and cooperative education at the secondary, postsecondary and adult levels. Teachers, administrators and students preparing for the teaching profession benefit from publications, professional development activities and opportunities for recognition and leadership. MCEA is a division of the Missouri Association for Career and Technical Education (MoACTE). For further information about MCEA, call 573-751-8665 or visit <http://dese.mo.gov/college-career-readiness/career-ed-programs/business-marketing-it-ed/mcea>. Your attendance at the annual Missouri Career and Technical Education Association Summer Conference is highly encouraged. Become a member today!

Missouri Association for Career and Technical Education (Missouri ACTE)

Missouri ACTE is the state association for persons interested in practical arts, career and technical education. The association promotes support, improvement and expansion of programs in all career areas through legislative involvement and an annual summer conference. The Missouri ACTE online newsletter, The Missouri ACTE Reporter, highlights outstanding vocational educators and innovative programs throughout the state and keeps members informed of current vocational educational news and issues. Business and Marketing Education are the largest of twelve divisions in the organization. Three MBEA and three MCEA executive officers and one business and one marketing education representative of DESE serve on the Missouri ACTE Board of Directors.

Missouri DECA Professional Division

The Professional Division of DECA is a support division established to provide teachers of Marketing and Cooperative Education, business persons and school administrators a means of membership in DECA. Instructions for joining DECA's Professional Division are available on the Missouri DECA website. Visit: <http://dese.mo.gov/college-career-readiness/career-tech-student-orgs/deca/membership/online-roster-instructions> to access the documents to complete the online membership process. Dues are a total of \$10 (national dues of \$8 and state dues of \$2) for professional members. Payment should be made to Missouri DECA, P.O. Box 480, Jefferson City, MO 65102. If you have questions pertaining to the online membership website, please contact the National DECA Data Department at (703) 860-5000. For more information, contact the Missouri DECA State Treasurer at (573) 751-4367.

Missouri FBLA-PBL Professional Division

The Professional Divisions of FBLA-PBL are for anyone who has an interest in and supports the goals of the organization—former FBLA-PBL members, employers, educators, parents, school administrators, community supporters, etc. Professional members can help FBLA-PBL members make the school-to-career transition by serving as mentors, providing internships or job shadowing opportunities, arranging tours of local businesses, networking with media contacts, fundraising, serving as competitive event judges and much more. Membership for the professional division of FBLA-PBL may be obtained by contacting the national FBLA-PBL headquarters at 800-325-2946 to get a membership application form and to find out how to get involved in local FBLA-PBL chapters in your area. Visit the FBLA-PBL Website at <http://www.fbla-pbl.org>.

National Professional Organizations

Association of Career and Technical Education (ACTE)

The Association for Career and Technical Education is the largest national education association dedicated to the advancement of education that prepares youth and adults for careers. Its mission is to provide educational leadership in developing a competitive workforce. ACTE offers legislative advocacy and leadership and professional development opportunities to its nearly 40,000 members. Missouri is in Region III of ACTE, which consists of primarily Midwestern states. The annual ACTE convention held in December, features dynamic speakers, in-service workshops, national awards program and a large trade show. The organization publishes TECHNIQUES, the member magazine and Career Tech update, an online newsletter free to members. Business and Marketing Education are two of the 11 divisions of ACTE. Within the Business Education Division, there are three affiliate organizations: National Association of Classroom Educators of Business Education (NACEBE), National Association of Supervisors of Business Education (NASBE) and National Association of Teacher Educators for Business Education (NATEBE). For more information about ACTE, call 800-826-9972. Website: <http://www.acteonline.org/>

Marketing Education Association (MEA)

The national Marketing Education Association is an organization of educators and business people committed to the career development of youth and adults in the areas of marketing, management and entrepreneurship. Website: www.nationalmea.com

National Business Education Association (NBEA)

The primary focus of NBEA is business education curriculum; and through publications and conventions, it provides numerous instructional strategies, in-service opportunities, resources and research findings. Website: <http://www.nbea.org/>

International Society for Business Education (ISBE)

Its purpose is to promote international business education among member nations through improved international educational exchange, cooperative efforts and unified goals and objectives. Website: <http://www.nbea.org/>

North Central Business Education Association (NCBEA)

Membership in NBEA automatically includes membership with NCBEA. Website: <http://www.ncbea.com/>

Pi Omega Pi (POP)

Pi Omega Pi is the National Business Education Teacher Honor Society with the purpose of promoting scholarship and service in the area of business education. Website: <http://catpages.nwmissouri.edu/m/oisbe/piomegapi/>

Delta Pi Epsilon (DPE)

Delta Pi Epsilon is a national honorary professional graduate society for men and women devoted to the advancement and professionalization of business education. Website: <http://www.dpe.org/>

REQUIREMENTS AND PROCEDURES FOR BUSINESS AND MARKETING PROGRAMS

Website:

<https://k12apps.dese.mo.gov/WebLogin/orgSelect.aspx?post=/webapps/coredata/CareerEdApprovedCourses.aspx?&AppName=DATACOLL>

Requirements

In order to remain in good standing as an approved program, the program must consistently maintain all components of an approved program, as outlined in Assurances section found on the Application for Approval of Career Education Programs. https://dese.mo.gov/sites/default/files/dac_forms/MO5002457.pdf

In addition to those listed outlined on the application, an approved program must also offer three sequential credits each year.

Program Overview

The Missouri State Plan for Career Education makes provisions for approved secondary, postsecondary and adult career education business and marketing classes. Districts that seek program approval for career education business and marketing programs must prepare and submit an Application for Approval of Career Education Program between September 1 and May 1 prior to the fiscal year in which the classes will start. This application should be submitted to the Business, Marketing and Information Technology Education Section of the Department of Elementary and Secondary Education.

Application for Career Education Program

Districts that would like to apply for an approved career education program must prepare and submit to the Director of Business, Marketing and Information Technology Education (DESE) the Application for Approval of Career Education Programs between **September 1 and May 1** (no exceptions) prior to the fiscal year in which the program will start. The application may be found at <http://dese.mo.gov/college-career-readiness/career-education/program-management-accountability-finance>. Please note that the Business Program/Course Code is 0204 and 0404 for Marketing.

1. If you are already an approved program, you do not need to complete the application if you wish to teach a different and/or additional course(s).
2. If you need to add an instructor to the approved program, you need only to complete the first page of the application. You do not need to give the additional information requested on the second page of the application.

Program Reactivation

The superintendent should contact the Business, Marketing and Information Technology section director before May 1 to request that a career education program be reactivated. If the program has been inactive more than two years, the Application for Approval of Career Education Programs must be submitted between September 1 and May 1 prior to the fiscal year in which the program will start.

School districts that have an approved Business and Marketing Education program are able to report all approved courses found on approved list page in the DESE data collection system.

Comprehensive High Schools and Area Career Centers

Approved programs at both comprehensive high schools and area career centers should consist of a program of study. A program of study includes a sequence of courses that leads to a career path.

The comprehensive high school, area career center and postsecondary institution should work together to plan a program of study that provides for transition from one level to the next. The articulated curriculum allows students to progress with continuity and without hindrance.

Comprehensive high schools and area career centers have flexibility to offer semester courses, yearlong courses and blocks of credit.

Postsecondary Institutions

Business and marketing courses that have been approved by the Coordinating Board of Higher Education and lead to a one or two-year certificate or associate degree may receive career education business and marketing funding.

Adult Program Offerings

A portion of an adult education instructor's salary may be reimbursed through career education business and marketing funds.

Application is made by submitting an online request for reimbursement for Adult and Postsecondary Salary Budget for Career Education Programs (<http://dese.mo.gov/college-career-readiness/career-education/forms>) for the courses offered each semester.

Each course listed for which a school is requesting reimbursement must submit appropriate information.

This application will be retained on file with the Business, Marketing and Information Technology section and will not need to be submitted each time an FV-1 is submitted unless substantial changes in the course are made.

Supervised Work Experiences

In addition, a Supervised Business Employment (SBE-034380, CIP Code 52.0101) or Supervised Marketing Employment (SME-040080, CIP Code 52.1402) programs may be offered to students.

The Supervised Business Employment (SBE) and the Supervised Marketing Employment (SME) courses examples of Cooperative Career Education (CCE), formerly COE. The CCE guidelines must be followed for each the SBE and SME program, with each program having its own guidelines as well.

The SBE and SME program are learning experiences which are an extension of the business or marketing education classroom. The programs provide on-the-job work experience that give students the opportunity to apply the knowledge and skills they have acquired through classroom instruction. Students have the opportunity to make the connection with "real world" expectations in terms of accuracy of work, production, staying on task, responsibility for work—all the components which are emphasized in the classroom setting. The work experience reinforces the importance of interpersonal skills that gives students a forum to develop positive workplace experiences. The SBE and SME program facilitate the transition from the classroom to the workplace.

SBE and SME are designed for students enrolled in approved advanced career education programs. Students participating in SBE and SME are expected to perform productive work during their off-campus experience and may be paid for the work experience. Considerations include transportation to and from work and insurance, including liability and workers' compensation.

The program must be well-planned and adequately supervised by school district personnel to ensure the school district's eligibility for state and federal funds and to justify the awarding of credit to participating students. SBE and SME programs may also become an important part of school and district school-to-work programs.

Students enrolled in the Supervised Business Employment program should be currently enrolled in business technology, network administration or an advanced business course. Students work in a training station where a variety of jobs related to business training is performed.

Students enrolled in Supervised Marketing Employment must be concurrently enrolled in marketing course and employment must relate to a marketing position.

Visit <http://dese.mo.gov/college-career-readiness/career-ed-programs/business-marketing-it-ed/supervised-business-marketing/cooperative> for more information such as program overviews, policies and sample forms.

In both SBE and SME, the teacher who supervises students on the job must be the same teacher for the associated classroom course.

COMMON CRITERIA AND QUALITY INDICATORS FOR CAREER EDUCATION PROGRAMS

Website: http://dese.mo.gov/sites/default/files/cte_common_criteria_and_quality_indicators_march2015.pdf

The Office of College and Career Readiness has developed the Common Criteria and Quality Indicators for Career Education Programs. These criteria, along with the supporting quality indicators, are designed to provide guidance and direction to local school districts in establishing, maintaining and evaluating quality career education programs. For an in-depth look at the quality indicators for each criterion, visit <https://dese.mo.gov/sites/default/files/cte-ccqi-for-secondary-ce-programs.pdf>.

Criteria 1 — Programs of Study

The district has implemented programs of study for each department-approved career education program offered which sequences academics and career education content, leading students to attain a postsecondary degree, industry-recognized certificate or credential, or entry into the workplace with a skill set conducive toward career advancement.

- Quality Indicator 1 – Vertically aligned and incorporated secondary and postsecondary education elements.
- Quality Indicator 2 – Horizontally aligned academic and career education content in a coordinated, non-duplicative progression of courses.
- Quality Indicator 3 – Students and parents are informed of the opportunities available to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits related to the career education program.
- Quality Indicator 4 – Leads to an industry-recognized certificate or credential at the secondary level, if applicable, and/or leads to an industry-recognized certificate (IRC) or credential and/or dual credit at the postsecondary level.

Criteria 2 — Curriculum

The career education program has a written curriculum for each course with a balance among classroom/laboratory instruction, leadership, and personal learning.

- Quality Indicator 1 – The written curriculum guide includes the required MSIP5 components (Instruction I-5 MSIP5 Process Standard), Career and Technical Student Organization (CTSO) leadership content, and is aligned with appropriate state and national academic and technical standards.
- Quality Indicator 2 – The curriculum is reviewed annually and revised as necessary to reflect changes occurring in industry, student needs, and instructional technology.
- Quality Indicator 3 – Written agreements (dual enrollment, articulation, internships, etc.) are developed, implemented, and updated regularly.

Criteria 3 — Instruction

Written curriculum drives classroom instruction.

- Quality Indicator 1 – Daily lesson plans and teaching calendars derived from the curriculum guide are used to direct the instructional process.
- Quality Indicator 2 – A variety of instructional methods and strategies are used to accommodate learning styles.
- Quality Indicator 3 – Effective research-based classroom management techniques facilitate instruction.
- Quality Indicator 4 – Program goals, measureable learner objectives, assessment methods, and performance expectations are defined and shared with students and parents/guardians prior to instruction.
- Quality Indicator 5 – School, community, and industry resources are effectively used to achieve curricular and program goals.
- Quality Indicator 6 – Appropriate technology, equipment and instructional materials are utilized to support the curriculum and instructional process.
- Quality Indicator 7 – Work-based learning supports program objectives, where appropriate.
- Quality Indicator 8 – Cooperative education is guided by DESE policies for credit and supervised employment for approved high school cooperative education programs.

Criteria 4 — Assessment

A system is in place to measure student progress through appropriate assessments.

- Quality Indicator 1 – Effective assessment practices are used to monitor student learning and adjust instruction (Instruction I-2 MSIPV Process Standards)
- Quality Indicator 2 – A learning management system exists for reporting student progress and classroom mastery of curriculum competencies.
- Quality Indicator 3 – Technical skill attainment demonstrates knowledge and skill of the student and conveys proof of mastery to potential employers.

Criteria 5 — Career and Technical Student Organizations (CTSOs)

The appropriate CTSO is affiliated with the state and national organization and is an intra-curricular element of the program.

- Quality Indicator 1 – The CTSO program of work is aligned with the CTSO's goals and objectives and is developed annually by students and instructors.
- Quality Indicator 2 – The CTSO program of work includes leadership skills, career competency, community service, and school service.
- Quality Indicator 3 – Curriculum goals and objectives are achieved through the integration of CTSO programs and activities.
- Quality Indicator 4 – All students enrolled have the opportunity to participate in CTSO activities.
- Quality Indicator 5 – The local CTSO chapter is recognized for meeting state and/or national organization standards.

Criteria 6 — Program Management and Planning

A system of data collection and evaluation provides the information necessary for program review and management so that students are prepared for postsecondary success leading to quality employment opportunities.

- Quality Indicator 1 – The program has a written statement of educational mission, goals, and objectives which is developed with input from the program advisory committee that will include parents, students, administration, community, and business/industry.
- Quality Indicator 2 – There is a written plan to annually evaluate the continuous improvement of the effectiveness of the program to include, but not limited to, technical skill attachment results; student graduate and employer (if applicable) feedback; and trended data, as applicable.
- Quality Indicator 3 – An annual program budget is collaboratively developed by the instructor(s) and administrator(s) to provide adequate funding for professional development, Career and Technical Student Organization activities, equipment, maintenance, supplies, and materials.
- Quality Indicator 4 – The qualified instructor participates in ongoing, high-quality, pro- gram specific professional development activities.

CAREER CLUSTERS

Website: <http://dese.mo.gov/college-career-readiness/career-education/career-clusters>

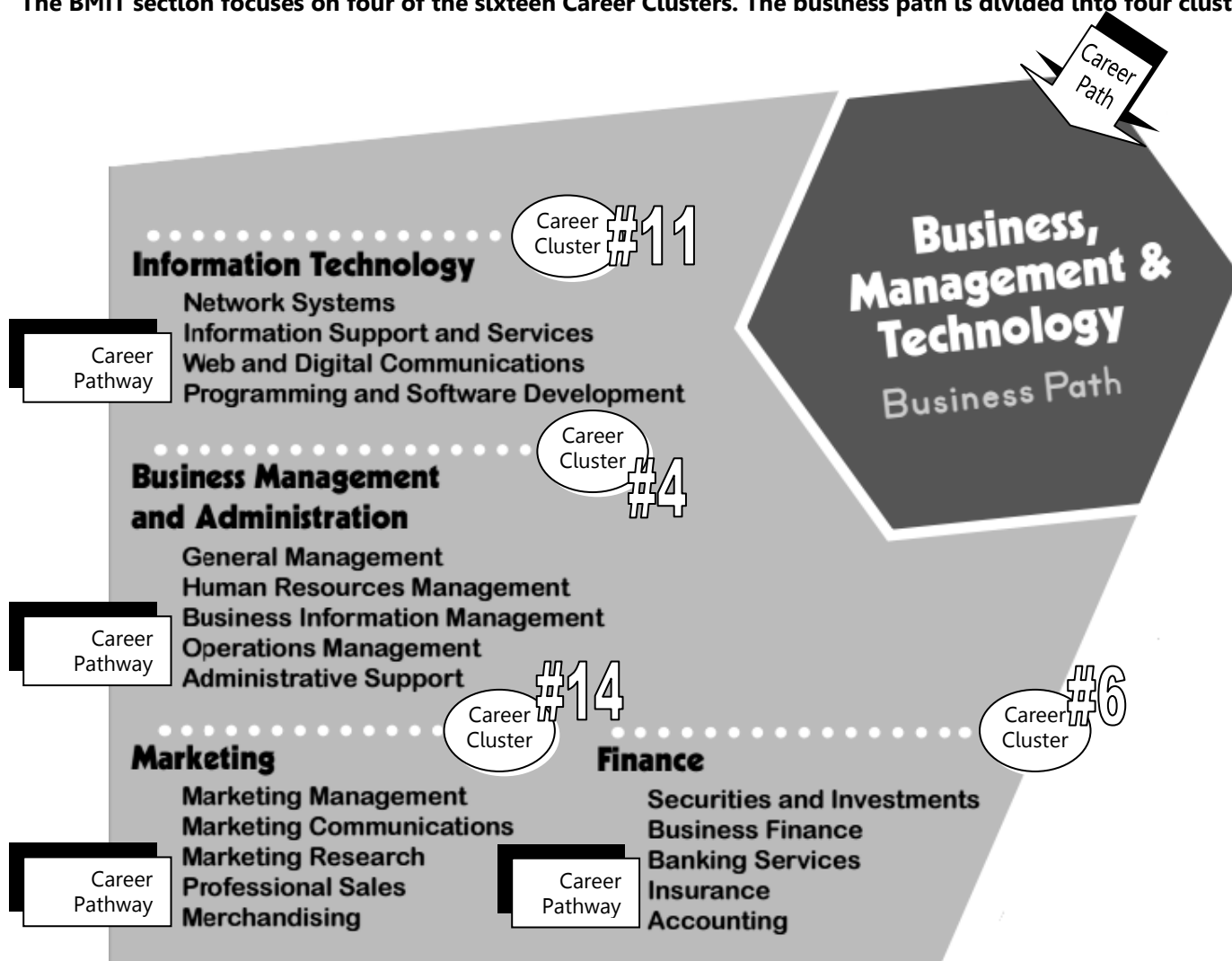
Booklet: <http://dese.mo.gov/sites/default/files/career-clusters-booklet.pdf>

Missouri uses 16 Career Clusters as a way of organizing occupations and careers to assist educators in tailoring rigorous coursework and related activities for all students. Instruction and other learning experiences organized by Career Clusters offer students core academics and other activities that match student skills and interests. All occupations are included in the Career Clusters framework, even those not usually found in career and technical education. Career Clusters may be used beginning in grades 7, 8 or 9 and can continue as a framework for educational planning through postsecondary education.

Missouri's Seven Core Concepts for Career Clusters are:

1. Learning should be student-centered.
2. Instruction should integrate academic education, career development and career and technical education.
3. Connections should be enhanced among secondary education, postsecondary education, business and economic development.
4. Rigorous and relevant academics are needed by all students, whatever their educational and career plans.
5. Secondary school instruction should prioritize foundational knowledge and skills for career preparation above job preparation.
6. Industry-verified standards should serve as a benchmark for career and technical education.
7. School reform is needed to prepare students for success in the 21st century workforce.

The BMIT section focuses on four of the sixteen Career Clusters. The business path is divided into four clusters:



BUSINESS, MANAGEMENT & TECHNOLOGY CAREER CLUSTER

Business, Management & Administration Cluster #4 CIP Code 52.0101		Finance Cluster #6 CIP Code 52.0803	
Core Courses		Core Courses	
Course #	Course Title	Course #	Course Title
034320	Business Communication	034310	Accounting I
034321	Business Law	034312	Accounting II
034301	Business Management	156895	AP Macroeconomics
034305	Entrepreneurship	156995	AP Microeconomics
034193	IB Business & Management	034303	Banking & Financial Services
034300	Introduction to Business	034332	Business Economics
034205	Legal Administrative Assistant	156393	IB Economics
034206	Medical Administrative Assistant	996400	Personal Finance
034380	Supervised Business Employment		
Information Technology Cluster #11 CIP Code 11.0103		Marketing Cluster #14 CIP Codes vary per course	
Core Courses		Core Courses	
Course #	Course Title	Course #	Course Title
034330	Business Technology	040002	Advanced Marketing
034352	Computer Applications	040009	Advertising
034355	Computer Programming	040011	Entrepreneurship
034400	Computer Science I	040013	Fashion Merchandising
034401	Computer Science II	040001	Fundamentals of Marketing
034353	Graphic Arts/Desktop Publishing	040018	Hospitality Management
034356	Multimedia	040019	Leadership in the Workplace
034354	Network Administration	040005	Management
034393	Web Design	040021	Marketing Research
		040006	Retailing
		040014	Sports and Entertainment Marketing
		040081	Supervised CCE Employment
		040080	Supervised Marketing Employment
		040017	Travel and Tourism

All courses/programs include classroom/laboratory instruction and leadership training through the appropriate Career and Technical Student Organization – FBLA for an approved business program and DECA for an approved marketing program.

See page 26-27 for assistance in determining a sequence of courses, TSA exams to administer, etc.

APPROVED COURSES

Note for Business and Marketing courses: The grade level in which to offer each course, course length (semester versus yearlong) and course prerequisites are a local decision.

Business Program Code: 0204

Complete Course Units: <http://dese.mo.gov/college-career-readiness/career-education/business-marketing-information-technology-education-14> (Individual course unit titles are listed under each course, where available.)

Business Management and Administration Standards: http://www.mbaresearch.org/images/PDFs/BMAcluster_all_12-2014.pdf

Finance Standards: http://www.mbaresearch.org/images/PDFs/FinanceCluster_all_2-2015.pdf

Business Course Descriptions

Accounting I

This course is designed to build a basic understanding of manual and automated accounting principles, concepts and procedures. Activities include using the accounting equation, completing the accounting cycle, entering transactions to journals, posting to ledgers, preparing end-of-period statements and reports, managing payroll systems, completing banking activities, calculating taxes and performing other related tasks.

Cluster: Finance #6

Course Objectives: <http://dese.mo.gov/sites/default/files/bmit-accountingI-objectives.pdf>

Course Units:

- Accounting Cycle
- Accounting Concepts
- Cash Control System
- Payroll Procedures
- Computerized Accounting Systems

Accounting II

This course is designed to help students acquire a more thorough, in-depth knowledge of accounting procedures and techniques utilized in solving business problems and making financial decisions. Students will develop skills in analyzing and interpreting information common to partnerships and corporations, preparing formal statements and supporting schedules and using inventory and budgetary control systems. Computer applications should be integrated in each appropriate instructional unit.

Cluster: Finance #6

Course Objectives: <http://dese.mo.gov/sites/default/files/bmit-accountingII-objectives.pdf>

Course Units:

- Adjustments
- Accounting Cycle Process for a Corporation
- Accounting for a Departmentalized Business
- Automated Accounting
- Inventory Control

AP Macroeconomics

AP Macroeconomics is an introductory college-level course that focuses on the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination; it also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth and international economics.

Cluster: Finance #6

Course Information: http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/2120.html

AP Microeconomics

AP Microeconomics is an introductory college-level course that focuses on the principles of economics that apply to the functions of individual economic decision-makers. The course also develops students' familiarity with the operation of product and factor markets, distributions of income, market failure and the role of government in promoting greater efficiency and equity in the economy.

Cluster: Finance #6

Course Information: <http://www.collegeboard.com/html/apcourseaudit/courses/microeconomics.html>

Banking and Financial Services (See Personal Finance Listed Below)

The finance course applies money and economic concepts to the development of personal financial goals and to the preparation of students for careers in which they plan, manage and analyze the financial and monetary aspects and success of business enterprises. Skills in money management deal with the study of basic concepts of economics, insurance, credit, savings, investments and budgeting—skills needed for productive citizenship. The course may also cover

such business financial matters as business cycles, opportunity costs, cost-benefit analysis, methods of financing businesses, stocks and bonds, profit and loss and others.

Cluster: Finance #6

Course Objectives: <http://dese.mo.gov/sites/default/files/bmit-banking-financial-objectives.pdf>

Business Communication

This course provides reinforcement of students' basic language arts skills (composition, grammar, spelling, punctuation, etc.) and development of essential competencies for oral and written communication in today's technological workplaces. Emphasis is placed on using the computer to compose and produce accurate and effective documents (including e-mail messages, letters, memos, reports, etc.) for personal and professional purposes. Using technology (presentation software and telecommunications) to develop oral communication skills such as making presentations, giving instructions, interviewing and making reports in an effective manner is reinforced in this course.

Cluster: Business, Management & Administration #4

Course Crosswalk: http://dese.mo.gov/sites/default/files/BMIT_business_communication_crosswalk.pdf

Business Economics

This course is designed to help students understand economic concepts necessary for their participation in a capitalist system as wage earners, business owners, producers and investors. Basic economic concepts like supply and demand, competition, growth and stability are emphasized. Topics include the government's role in the economy, the sharing of economic risks and the effect of inflation and monetary policies on national and international economics.

Cluster: Finance #6

Course Crosswalk: http://dese.mo.gov/sites/default/files/BMIT_business_economics_crosswalk.pdf

Business Law

This course is designed to acquaint students with the basic legal principles relevant to their roles as citizens, consumers and employees through a mixture of personal, business and consumer law. The content includes the basic characteristics of the American system of free enterprise, rights of private property, basic elements of contracts, employer-employee relations, landlords and tenants, individual rights, wills and estates, family and juvenile justice law and community property.

Cluster: Business, Management & Administration #4

Course Objectives: <http://dese.mo.gov/sites/default/files/bmit-blaw-objectives.pdf>

Course Units:

- Criminal Law
- Discuss Consumer Law
- Employment Law
- Entrepreneurship Law
- Contract Law
- Tort Law
- Family Law
- Foundations of Law
- The Court System

Business Management

This course is designed to help students develop an understanding of skills and resources needed to manage a business. Instruction includes a general overview of American business, forms of business ownership, personnel management, labor-management relations, public and human relations, taxation and government regulations. The use of computers and software as tools in making business decisions in areas such as accounting, sales analysis and inventory control is also introduced.

Cluster: Business, Management & Administration #4

Course Objectives: <http://dese.mo.gov/sites/default/files/bmit-business-mgmt-objectives.pdf>

Course Units:

- Economic Concepts
- Elements of Marketing
- Human Resources
- Legal, Ethical and Social Aspects of Management
- Financial Management
- Management Responsibilities
- Role of Communication
- Role of Workplace Expectations

Business Technology

This course is designed to help students develop the qualities, knowledge and skills necessary for working in a business. Students enhance computer application skills as they develop competencies needed by administrative support professionals. The content includes the use of technology to develop communication skills, the performance of office procedures tasks, the production of quality work using advanced features of business software applications and the production of high quality employment portfolios and job-seeking documents. In addition, this course provides training or skills many employers find deficient dealing with other people, using the telephone, organizing work and handling other crucial tasks.

Cluster: Information Technology #11

Course Objectives: <http://dese.mo.gov/sites/default/files/bmit-business-tech-objectives.pdf>

Course Units:

- Administrative Assistant Skills
- Effective Communication Skills
- Technology to Business Applications
- Career Management Strategies
- Employability Skills
- Preparing for Employment
- Entrepreneurial Awareness

Computer Applications

This course is designed to help students master beginning and advanced skills in the areas of word processing, database management, spreadsheet applications, desktop publishing, multimedia, Internet usage and integrated software applications.

Cluster: Information Technology #11

Course Objectives: <http://dese.mo.gov/sites/default/files/bmit-computer-apps-objectives.pdf>

Course Units:

- Input Methods
- Construct Business Documents using Presentation Applications
- Construct Business Documents using Spreadsheet Applications
- Construct Business Documents using Word Processing Applications
- Construct Business Documents using Database
- Develop Workplace Readiness Skills
- Execute Basic Computer Operations
- Explore the Internet and Online Classroom Portals

Computer Programming

This course focuses on converting problems into detailed plans, writing code into computer language, testing, monitoring, debugging, documenting and maintaining computer programs. Students will also design programs for specific uses.

Cluster: Information Technology #11

Course Objectives: <http://dese.mo.gov/sites/default/files/bmit-computer-programming-objectives.pdf>

Course Units:

- Data Structures Concepts
- Logical Problem Solving Skills
- Program Algorithms
- Additional Programming Concepts
- Computer Concepts
- Prepare for Employment

Computer Science I

Not available at this time.

Computer Science II

Not available at this time.

Entrepreneurship

This course is designed to provide students with the fundamental knowledge needed for organizing, developing and implementing a business concern within the private free enterprise system. Topics of study will include learning the advantages and disadvantages of owning a business, preparing a business plan, choosing a location, securing a loan, determining organizational structure and promoting a business. Standards/competencies for Entrepreneurship may be found at http://www.entreed.org/Standards Toolkit/standards_detail.htm).

Cluster: Business, Management & Administration #4

Course Objectives: <http://dese.mo.gov/sites/default/files/bmit-entre-objectives.pdf>

Course Units:

- Business Concepts
- Business Math
- Communication Skills
- Entrepreneurship Skills
- Ethics
- Financial Income Statement
- Legal Intellectual Property Risk Management
- Management
- Market Research
- Marketing Management Promotion
- Production Operational Management

Graphic Arts/Desktop Publishing

Students develop proficiency in using graphic arts/desktop publishing software to create a variety of business publications such as flyers, brochures, newsletters, etc.

Cluster: Information Technology #11

Course Objectives: <http://dese.mo.gov/sites/default/files/bmit-desktop-pub-graphic-arts-objectives.pdf>

Course Units:

- Design Concepts
- Typography Concepts

- Portfolio
- Basic Foundations of Communications
- Foundational Concepts
- Manage Images Appropriately
- Publication Layout
- Print Process

IB Business & Management

The course covers the key characteristics of business organization and environment and the business functions of human resource management, finance and accounts, marketing and operations management.

Cluster: Business, Management & Administration #4

Course Information: <http://www.ibo.org/>

IB Economics

The course emphasizes the economic theories of microeconomics, which deal with economic variables affecting individuals, firms and markets and the economic theories of macroeconomics, which deal with economic variables affecting countries, governments and societies.

Cluster: Finance #6

Course Information: <http://www.ibo.org/>

Introduction to Business

This course is designed to introduce students to how business works in today's society and to provide a foundation for other business courses. Content includes business functions such as accounting, management, marketing and other consumer issues regarding money and money management, banking system and services, government's role in business and technology in the business world.

Cluster: Business, Management & Administration #4

Course Objectives: <http://dese.mo.gov/sites/default/files/bmit-intro-to%20businss-objectives.pdf>

Course Units:

- Communication and Interpersonal Skills
- Economic Awareness
- Global Economic Awareness
- Employability Skills
- Entrepreneurship
- Business Operations
- Making Wise Consumer Choices
- Research Skills

Legal Administrative Assistant

A program that prepares individuals to serve as legal office managers, special assistants and legal secretaries. It includes instruction in office management, secretarial science, principles of US law, legal terminology and documentation, legal research, legal software application, law office procedures, record-keeping, billing, applicable policies and regulations and professional standards and ethics. It may include preparation for individuals to serve as court reporters, captioners and scopists. Instruction may include machine shorthand theory used in court reporting and broadcast captioning and computer-assisted translation (CAT) software.

Cluster: Business, Management & Administration #4

Course Objectives: <http://dese.mo.gov/sites/default/files/bmit-legal-admin-objectives.pdf>

Course Units:

- Administrative Assistant Skills
- Effective Communication Skills
- Technology and Business Applications
- Career Management Strategies
- Duties Specific to a Legal Office Setting
- Employability Skills
- Preparing for Employment
- Legal Terminology
- Entrepreneurial Awareness

Medical Administrative Assistant

A program that prepares individuals to perform the duties of special assistants and personal secretaries for practicing physicians and nurses, health care facilities and services administrators and other health care professionals. Includes instruction in business and medical communications, medical terminology, principles of health care operations, public relations and interpersonal communications, software application, record-keeping and filing systems, scheduling and meeting planning, applicable policy and regulations and professional standards and ethics. Program may include instruction in medical transcription.

Cluster: Business, Management & Administration #4

Course Objectives: <http://dese.mo.gov/sites/default/files/bmit-medical-admin-objectives.pdf>

Course Units:

- Administrative Assistant Skills
- Communication Skills
- Technology and Business Applications
- Career Management Strategies
- Duties Specific to a Medical Office Setting
- Employability Skills
- Prepare for Employment
- Medical Terminology

- Entrepreneurial Awareness

Multimedia

Students will work with multimedia software to develop electronic presentations. They will learn how to manipulate text, art and graphics, photography, animation, audio and video for presentations in various media formats.

Cluster: Information Technology #11

Course Objectives: <http://dese.mo.gov/sites/default/files/bmit-multimedia-objectives.pdf>

Course Units:

- Foundational Concepts
- Electronic Presentations
- Emerging Technologies
- Animations
- Audio Files
- Video Files
- Basic Foundations of Communication
- Workplace Readiness Skills
- Managing Images
- Managing Media Files

Network Administration

Students apply problem-solving skills to business situations exploring computer maintenance activities. Students will analyze software problems, install software applications programs and customize defaults, connect components of a local area network, use basic network protocol and troubleshoot network problems.

Cluster: Information Technology #11

Course Objectives: <http://dese.mo.gov/sites/default/files/bmit-network-admin-objectives.pdf>

Course Units:

- Basic Computer Concepts
- Communications
- Hardware
- Networking
- Prepare for Employment
- Safety
- Troubleshooting

Personal Finance

Understanding and managing personal finances are key to one's future financial success. This one-semester course is based on the Missouri Personal Finance Competencies and presents essential knowledge and skills to make informed decisions about real world financial issues. Students will learn how choices influence occupational options and future earning potential. Students will also learn to apply decision-making skills to evaluate career choices and set personal goals. The course content is designed to help the learner make wise spending, saving and credit decisions and to make effective use of income to achieve personal financial success.

Cluster: Finance #6

Course Competencies: http://dese.mo.gov/sites/default/files/personal_finance_competencies.pdf

Course Curriculum: <http://dese.mo.gov/sites/default/files/bmit-personal-finance-curriculum.pdf>

Website: <https://dese.mo.gov/college-career-readiness/curriculum/missouri-learning-standards#mini-panel-mls-standards5>

Supervised Business Employment (SBE)

Students who have taken business courses in a particular career path are given the opportunity to work in a related occupation while still enrolled in school. The teacher-coordinator works with business and industry to place students in an occupation that will further develop the competencies acquired by the student through class work.

Cluster: Business, Management & Administration #4

Course Handbook: http://dese.mo.gov/sites/default/files/BE_SBE_Handbook_0.pdf

Web Design

This course deals with the use of Web programming languages (HTML, Javascript, etc.), graphics applications and other Web authoring tools to design, edit, launch and maintain Websites and pages. Such topics as Internet theory, Web page standards, Web design elements, user interfaces, special effects, navigation and emerging Web technologies will be included.

Cluster: Information Technology #11

Course Objectives: <http://dese.mo.gov/sites/default/files/bmit-webdesign-objectives.pdf>

Course Units:

- Introductory Principles
- Designing an Effective Website
- Image Creation and Manipulation Skills
- Page Creation Skills
- Web Page Management
- Web Creation

Marketing Program Code: 0404

Cluster: Marketing #14

Complete Course Units: <http://dese.mo.gov/college-career-readiness/career-education/business-marketing-information-technology-education-30> (Individual course unit titles are listed under each course, where available.)

Marketing Course Descriptions

Advanced Marketing

An instructional program for students who are preparing for a career in the field of marketing and management. Instruction will prepare students to perform one or more of the marketing functions, such as selling, buying, pricing, promoting, market research and management. The program may utilize the Marketing Education internship to support classroom instruction.

Course Objectives: <https://dese.mo.gov/sites/default/files/bmit-marketingII-objectives.pdf>

Instructional Framework: <http://dese.mo.gov/sites/default/files/MarketingII-Framework.pdf>

Course Standards: <http://dese.mo.gov/sites/default/files/MarketingII-Standards.pdf>

National Standards: http://www.mbaresearch.org/images/PDFs/MarketingCluster_2.pdf

Course Units:

- Career & Professional Development
- Channel Management
- Entrepreneurship
- Global Marketing
- Integrated Marketing Communications
- Marketing Information Management

Advertising

An instructional program that describes the creation, execution, transmission and evaluation of commercial messages concerned with the promotion and sales of products and services.

Course Objectives: <https://dese.mo.gov/sites/default/files/bmit-advertising-objectives.pdf>

Course Units:

- Promotional Plan
- Branding and Consumer Behavior
- Careers in Advertising and Promotion
- Forms of Media and Technology
- History and Evolution of Advertising and Promotion
- Market ID and Creativity
- Promotional Mix

Cooperative Career Education 1 (Program Code 0304)

An instructional program that provides essential skills for career planning and advancement. It helps students develop occupationally specific skills and career development competencies in a cross-section of career areas. An internship component that matches the student career goals is also provided.

Cooperative Career Education 2 (Program Code 0304)

An instructional program offering preparation for employment in a wide range of occupations. Students enrolled in the program will receive classroom training and supervised employment in a variety of occupational areas, including agribusiness, office, marketing, health and trades. Where enrollment in a particular occupational area is sufficient or where more than one teacher-coordinator is employed, instruction should be delivered through occupationally specific programs. CCE programs may operate as either:

- (a) Two consecutive years of enrollment, with the junior year for classroom preparation for employment and the senior year for specialized classroom occupational training with supervised employment. It is recommended that only students with senior standing be placed in supervised employment.
- (b) A senior year only offering, with or without prerequisites to qualify applicants, that has specialized classroom occupational training with supervised employment.

Entrepreneurship

An instructional program that provides a background for the development and operation of a business starting with the role of the entrepreneur in our economy to development of a business plan and the application of specific marketing skills and concepts within the business environment.

Course Objectives: https://dese.mo.gov/sites/default/files/bmit-entre-objectives_0.pdf

Course Units:

- Business Concepts
- Business Math
- Communication Skills
- Entrepreneurship Skills
- Ethics
- Financial Income Statement
- Legal Intellectual Property
- Management
- Market Research
- Marketing Management
- Production Operational Management

Fashion Merchandising

A program that prepares individuals to promote product lines/brands and organize promotional campaigns at the wholesale level to attract retailer interest, wholesale purchasing and supply contracts. This course includes instruction in wholesaling, wholesale advertising, selling and customer relations.

Fundamentals of Marketing

An instructional program for students who are interested in a career in the field of marketing and management. This course includes instructional areas designed to provide an understanding of the fundamental marketing processes and an orientation to the American free enterprise system. The program may utilize the Marketing Education internship to support classroom instruction.

Course Objectives: <https://dese.mo.gov/sites/default/files/bmit-marketing1-objectives.pdf>

Instructional Framework: <http://dese.mo.gov/sites/default/files/MarketingI-Framework.pdf>

Course Standards: <http://dese.mo.gov/sites/default/files/MarketingI-Standards.pdf>

National Standards: http://www.mbaresearch.org/images/PDFs/MarketingCluster_2.pdf

Course Units:

- Career Professional Development
- Communications
- Economics
- Marketing Concepts
- Pricing
- Product Service Management
- Promotion
- Selling

Hospitality Management

A program that prepares individuals to serve as general managers and directors of hospitality operations on a system-wide basis, including both travel arrangements and promotion and the provision of traveler facilities. Includes instruction in principles of operations in the travel and tourism, hotel and lodging facilities, food services and recreation facilities industries; hospitality marketing strategies; hospitality planning; management and coordination of franchise and unit operations; business management; accounting and financial management; hospitality transportation and logistics; and hospitality industry policies and regulations.

Leadership in the Workplace

This project-based leadership course develops student understanding and skills in such areas as emotional intelligence, professional development and communication. Students acquire an understanding and appreciation of the need for leadership at school, at home and in the community. The capstone activity of the course is the implementation of a service-learning project. Throughout the course, students are presented problem-solving situations for which they must apply academic and critical-thinking skills. Formal reflection is an on-going component of the course. Suggested for 9th and 10th grades.

Management

An instructional program that generally describes the planning, organizing and controlling of a business, including organizational and human aspects, with emphasis on various theories of management, the knowledge and understanding necessary for managing people and functions and decision making.

Marketing Research

An instructional program that prepares individuals to provide analytical descriptions of consumer behavior patterns and market environments to marketing managers and other business decision-makers. Includes instruction in survey research methods, research design, new products test marketing, exploratory marketing, consumer needs and preferences analysis, geographic analysis and applications to specific products and markets.

Retailing

An instructional program that prepares individuals to apply marketing skills in retail establishments. Principles, practices and procedures are taught as related to the field of retailing.

Course Objectives: <https://dese.mo.gov/sites/default/files/bmit-retailing-objectives.pdf>

Course Units:

- The Retail Business
- Retail Business Strategy
- Retail Store
- Exploring Career

Sports and Entertainment Marketing

An instructional program that focuses on marketing and management functions and tasks that can be applied in amateur or professional sports or sporting events, entertainment or entertainment events, selling or renting of supplies and equipment (other than vehicles) used for recreational or sporting purposes, products and services related to hobbies or

cultural events, or businesses primarily engaged in satisfying the desire to make productive or enjoyable use of leisure time.

Course Objectives: <https://dese.mo.gov/sites/default/files/bmit-sportsandentertainment-objectives.pdf>

Course Units:

- Finance & Risk Management
- Human Relations & Career Readiness
- Market Research
- Product & Service Management
- Selling and Promotion
- Sponsorships & Endorsements
- Sports & Entertainment Marketing Foundations

Supervised Marketing Employment (SME)

Students are placed in employment that directly contributes to the development of the competencies necessary for successful employment in the field of marketing. The student must be concurrently enrolled in a marketing course. This is a cooperative vocational education program and must follow guidelines established for these programs.

Course Handbook: <http://dese.mo.gov/sites/default/files/MktgInternship.pdf>

Travel and Tourism

A program that prepares individuals to manage travel related enterprises and related convention and/or tour services. Includes instruction in travel agency management tour arranging and planning, convention and event planning, travel industry operations and procedures, tourism marketing and promotion strategies, travel counseling, travel industry law, international and domestic operations and travel and tourism policy.

PERKINS AND TECHNICAL SKILLS ATTAINMENT

Website: <http://dese.mo.gov/college-career-readiness/career-education/perkins-act>

Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV)

The major purpose of Perkins IV is to more fully develop the academic and career and technical education skills of secondary and postsecondary students who enroll in career and technical education programs by:

- Building on the efforts of states and school districts to develop challenging academic and career and technical education standards and to assist students in meeting the standards.
- Promoting the development of services and activities that integrate rigorous and challenging academic and career and technical education instruction as well as link secondary and postsecondary education for participating students.
- Providing technical assistance and professional development that improves the quality of career and technical education teachers, administrators and counselors.
- Supporting partnerships among secondary schools, postsecondary institutions, bachelor's degree-granting institutions, local workforce investment boards and business and industry.

There are also a number of new provisions in the Perkins IV legislation:

- Require the local eligible recipients to create at least one high school career and technical education program of study that prepares students for high-demand, high-wage occupations that leads to recognized employer credentials, postsecondary certificates and associate's and/or bachelor's degrees.
- Hold states accountable for modifying existing courses and creates new courses designed to advance both academic and career and technical education.
- Require schools to link career and technical education studies with a rigorous academic core curriculum to add meaning and relevance to students' academic studies.
- Encourage schools to use funds to link high-quality career and technical education studies to comprehensive high school reform programs.
- Expose students to career and technical education opportunities early in high school and provide postsecondary goals.
- Provide comprehensive professional development for career and technical education teachers that are not limited to one-day or short-term workshops and that have a lasting impact on classroom instruction by integrating challenging academic content and skills into career and technical education courses and improving teaching skills based on research that includes promising practices.

Every approved career education program has the opportunity to receive an allocation of Perkins funds disseminated by DESE. The district allocation is computed on percentage of vocational students, high number of vocational students, special populations and geographical location (urban vs. rural). To qualify for a minimum allocation of \$15,000, the district's programs must be of sufficient size, scope and quality. This is based on providing training opportunities in four career education program areas out of seven (Agriculture, Business, Industrial, Health Occupations, Marketing & Cooperative Education and Family and Consumer Sciences.) A district may join into a consortium arrangement with another district in order to meet the required \$15,000 distribution amount. An application is submitted to DESE outlining how the funds will be used for career education. For additional information on accessing Perkins funds, contact Sandy Withers, Finance Assistant Director 573- 522-1487.

Technical Skill Attainment

Website: <http://dese.mo.gov/college-career-readiness/career-education/technical-skills-attainment-industry-recognized-credential>

The Perkins Act of 2006 (Perkins IV) requires Technical Skill Attainment (TSA) to measure the percentage of Career and Technical Education (CTE) concentrators who pass a skill assessment aligned with industry-recognized standards, if available and appropriate.

Perkins IV outlines specific requirements and guidelines in the type of assessment used to measure CTE skill proficiency. To view the technical assessments currently approved by the Division go to <http://dese.mo.gov/college-career-readiness/career-education/technical-skills-attainment>.

TSA is intended to be taken after a student becomes a concentrator and completes a program (at least three (3) credits in a sequence of courses that lead to a career path). It is not intended to be taken after every course. All concentrators who complete a program will be expected to take a technical skill assessment.

BUSINESS AND MARKETING APPROVED IRCS AND TSA ASSESSMENTS

Visit <http://dese.mo.gov/college-career-readiness/career-education/perkins-act/technical-skills-attainment-industry#business> for the most current list of approved TSA exams and IRCS.

A symbol indicates that this item is an approved MSIP5 IRC.

Business, Management and Administration

- Certification for Legal Professionals - ALS
- Entrepreneurship - MBA Research
- Fundamental Business Concepts – ASK
- Missouri Business Management - MBA Research
- Missouri Business Management and Entrepreneurship - MBA Research

Finance

- Accounting Advanced – NOCTI – *Postsecondary only*
- Accounting Basic – NOCTI
- ASK
- Finance - End of Program – MBA Research

Information Technology

- Adobe Certified Specialist (ACE)
- C++ Certified Associate Programmer
- Certified Internet Web Professional – CIW
- Cisco CCNA Discovery Final Exam – Cisco Networking Academy
- Cisco CCNA Exploration Final Exam – Cisco Networking Academy
- Cisco CCNP Final Exam – Cisco Networking Academy
- Cisco Certified Entry level Network Technician (CCENT)
- Cisco Certified Network Association (CCNA) Final Exam – Cisco Networking Academy
- Cisco Certified Networking Associate Security (CCNA Security)
- Cisco I.T. Essentials Final Exam – Cisco Networking Academy
- CompTIA A+ Certification
- CompTIA Security
- CompTIA Network+
- CompTIA Strata
- Computer Maintenance and Networking – TestOut
- Computer Maintenance Technology – SkillsUSA
- Computer Networking – NOCTI
- Computer Programming – NOCTI
- Computer Repair Technology – NOCTI
- Final Cut Certified Pro
- Internetworking – SkillsUSA
- Microsoft MTA
- Microsoft Office Specialist
- Missouri IT Sequence 1 (50% Computer Applications; 50% Business Technology) – NOCTI
- Missouri IT Sequence 2 (50% Computer Applications; 25% Desktop Publishing; 25% Multimedia) – NOCTI
- Missouri IT Sequence 3 (50% Computer Applications; 25% Desktop Publishing; 25% Web Design) – NOCTI
- Missouri IT Sequence 4 (50% Computer Applications; 25% Web Design; 25% Multimedia) – NOCTI
- Missouri IT Sequence 5 (25% Computer Applications; 25% Desktop Publishing; 25% Multimedia; 25% Web Design) – NOCTI
- Network Pro (Teacher must have signed proctoring agreements on file.)
- Oracle Database SL Fundamentals I
- Security Pro (Teacher must have signed proctoring agreements on file.)
- TestOut PC Pro (Teacher must have signed proctoring agreements on file.)

Marketing

- ASK - (cut score 70%)
- Cooperative Education Employability Skills- NOCTI - Workplace Readiness (Approved for CCE programs)
- Entrepreneurship - MBA Research
- Marketing End of Program - MBA Research

PERKINS/TSA FAQ

1. **What is a TSA?**

A TSA, Technical Skills Attainment, is an exam that is given to a student after he/she earns three credits in a sequence that lead to a career path. If the student plans to take more credits in his/her sequence of courses, postpone the administration of the exam until no further credits in that sequence will be earned. [Example] A student is a concentrator, has earned three credits in the finance cluster, he plans to take IB Economics his senior year, do NOT test him his junior year. He should be tested his senior year after the course is complete. If you know for a fact that a student will not take another course that aligns with his/her sequence of courses, he/she may be tested his junior year.

2. **What is the definition of a concentrator?**

A student who has earned three or more sequential credits in any state-approved CTE program grades 9-12.

3. **What is the definition of a completer?**

In relation to Perkins, a completer is a concentrator that graduates or earns a GED during the reporting year.

4. **Who should take a technical skill assessment and when should it be given?**

A technical skill assessment should be given to students who are concentrators and will complete (graduate or earn GED) the approved CTE program. It is not intended to be taken after every course.

5. **What is program completion?**

Program completion is defined locally, but should consist of a combined sequence of courses totaling three or more units of credit. Courses can crossover into different program areas. For example, a sequence of courses for a Business Marketing program could include a textiles course from Family and Consumer Science, or a sales and marketing course from Agriculture. Ultimately, the student would be taking the Business Marketing skills assessment because that is his/her area of interest or personal plan of study.

6. **What if our school has no concentrators?**

This is will be handled case-by-case with each school district. DESE staff will follow-up with each district not submitting any concentrators and try to determine, along with the school and Fiscal Agent, the reason for the lack of concentrators.

7. **If a secondary institution sends its students to a career center or postsecondary institution for a CTE program, who is responsible for giving the student a skills assessment?**

The institution will administer the technical skill assessment where the secondary student completes the CTE program (i.e. secondary school, area career center, or postsecondary institution). The institution will report back to the sending school the result of the assessment and it is the responsibility of the sending school to report that information in MOSIS.

8. **Could a secondary student take a technical skill assessment their sophomore or junior year?**

Yes, if a student is a concentrator and completes a program prior to his/her senior year, he/she can take the technical skill assessment and the school will report the results of the assessment in MOSIS June cycle submission. However, the results from MOSIS will not be compiled until the student leaves the secondary institution (graduated, dropped out, deceased, or expelled).

9. **How do you determine if the student passes or fails the assessments?**

There are three ways to determine if a student has passed or failed their technical skill assessment. Industry provides a pass/fail cut score. Industry does not provide a cut score, but has a national norm. Students who meet or exceed the national norm are considered as passing the assessment. Those who are below the national norm are considered as failing the assessment. If the industry does not provide a cut score or national norm, the cut score is 65%. Those students meeting or exceeding 65% pass the assessment, those who don't, fail.

10. **Why do concentrators have to take a TSA assessment?**

A TSA demonstrates knowledge and skill of the student(s), improves transition from secondary to post-secondary programs of study and conveys proof of mastery to potential employers. It is required of all states that receive Federal Perkins dollars.

11. **I have a student who is a concentrator in more than one area, which TSA or IRC exam does he/she take?**

You should always refer to the student's personal plan of study in determining which exam he/she will take. They do not need to test in both areas. The choice is ultimately the school district's decision.

12. **Where can I view the total number of concentrators reported in my program?**
 (Clusters: #4 Business, Management and Administration, #6 Finance, #11 IT, #14 Marketing) You can view statewide data at
<http://mcds.dese.mo.gov/guidedinquiry/Perkins/Secondary/Secondary%20Concentrator%20Career%20Clusters.aspx>
13. **What are credits in a sequence?**
 A sequence is defined as a series of courses that build upon each other, show a relationship and assist students in developing knowledge and skills leading to postsecondary education or employment.
14. **Do the three credits earned to be classified as a concentrator have to be in the same cluster?**
 The three credits needed to become a concentrator do not have to be in the same cluster; however, a TSA or IRC exam will best align with the student's coursework when the three credits earned by the student are within the cluster. Remember that the courses must build upon each other, show a relationship and assist students in developing knowledge and skills leading to postsecondary education or employment.
15. **Can I use credits earned from Project Lead the Way (PLTW) to complete a sequence of 3 credits?**
 Yes, you can but the credits must build upon each other, show a relationship and assist students in developing knowledge and skills leading to postsecondary education and employment.
16. **Is there a help document on the administration of the Perkins grant?**
 Yes, you can find it at <http://dese.mo.gov/college-career-readiness/career-education/perkins-act/help-documents>.
17. **Does Personal Finance count as a credit in the sequence?**
 Yes, it does. Personal Finance is in cluster #6, Finance.
18. **Does a student have to take a TSA exam to be deemed a concentrator?**
 No, a student is deemed a concentrator when they have earned 3 sequential credits in a program area.
19. **Why do my district's Perkins funds go to the area career center?**
 The Perkins Act requires two conditions to be met in order for a secondary LEA to directly access Federal career education (Carl D. Perkins) funds. The first condition requires the LEA to have a minimum allocation of \$15,000; and the second requires the LEA's secondary career education program offerings to be of sufficient size, scope and quality to be effective. The Department's definition of sufficient size, scope and quality is as follows: Sufficient Size, Scope and Quality - A full range of Department-approved career and technical education programs, services and activities provided by an eligible recipient that would provide training opportunities in four of the seven career education program areas; and supportive services that include student assessment, guidance, placement and remedial academic support for all students, including members of special populations who are enrolled in career education provided by the eligible recipient.
20. **What is the cut score for each exam?**
 The cut score is typically the national average. Please refer to the testing vendor for this information.
21. **The History teacher teaches Personal Finance. Does that credit count toward the three credits to be a concentrator?**
 The teacher must be a properly certificated CTE teacher currently teaching in a CTE program area.

PROGRAMS OF STUDY

What is a Program of Study?

The primary purpose of Programs of Study is to provide successful student transitions between secondary and postsecondary education. The Carl D. Perkins Career and Technical Education Improvement Act of 2006 called upon states and local education agencies to create secondary-to-postsecondary sequences of academic and career education coursework that lead students to attain a postsecondary degree or industry-recognized certificate or credential.

At a minimum, Programs of Study must:

- incorporate and align secondary and postsecondary education elements;
- include academic and CTE content in a coordinated, non-duplicative progression of courses; offer the opportunity, where appropriate, for secondary students to acquire postsecondary credits; and
- lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.

Why is a Program of Study Important?

- Smoother transitions for students as they move from secondary to postsecondary education and into the workforce. This helps students avoid pitfalls that tend to derail their career plans, waste tuition money and frustrate their parents.
- Opportunities for teachers at all levels and subjects to collaborate on curriculum, methods and desired outcomes of instruction. The process empowers teachers by allowing them to design effective and efficient instruction that helps their students achieve their goals.
- Students who have goals and a plan to achieve them are more invested and motivated in their studies.

How is a Program of Study Implemented?

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 career and technical student organizations, career development and guidance and community participation. It is built upon a curriculum that addresses cluster/pathway knowledge and skills, as well as national and state academic standards. Development of Programs of Study can be accomplished by:

- Contacting your Tech Prep Coordinator for assistance.
- Utilizing the 10-Step Process to Implement Programs of Study in Missouri. Visit the following site for complete details, <http://dese.mo.gov/sites/default/files/ProgramsofStudy.pdf>.
- Reviewing and completing the appropriate Programs of Study Implementation Modules.

Who is Involved in the Process?

- District curriculum directors
- Career education directors
- Career education teachers
- High school principals
- Academic teachers
- Guidance counselors
- Community college faculty and administrators

Personal Plan of Study. Every student should have a personal plan of study.

Every student – not just some – must set educational goals and create a college and career roadmap for success in high school and beyond. This roadmap, or personal plan of study, includes development of a flexible career focus and an education plan that is clearly-defined, rigorous and relevant to assure a successful and efficient transition to postsecondary education and/or the world of work.

A personal plan of study (PPS) is a student's scope and sequence of coursework and related activities based upon their chosen Career Path or Career Cluster. (A PPS is a relatively new term, so it may be known by other names in different localities across the state, such as an education plan.)

The foundation of the personal plan of study is the school-approved program of study for the student's Career Cluster. It is a roadmap that includes graduation requirements, approved coursework for the student's educational and career goals and developmentally-appropriate, work-based learning experiences.

A PPS is developed cooperatively with the student and the student's counselor, teachers and family members. The plan is reviewed at least annually and is revised as needed.

PROGRAM ADVISORY COMMITTEES

A **required** advisory committee is a group of persons selected to collectively provide recommendations and advice regarding career education and/or workforce development at the secondary, postsecondary and adult levels. Members are predominantly from outside the field of education and are selected because of their expertise and experience in business, industry and labor. Their purpose is to collectively act as consultants and provide service to schools, students and educators regarding current job skills, employment trends, program delivery needs and the relevancy of the program's curriculum. Because career education programs must be an integral part of the community in which they exist, it is necessary to have close cooperation between the school and those in the workforce. One of the most effective ways of providing this link between the community and school is through the career education advisory committee.

Importance of Advisory Committees

An advisory committee can: (1) Advise on goals of the career education program (2) Advise on performance standards for student achievement (3) Assist with program evaluation (4) Assist with short-term and long-term strategic planning (5) Advise on curriculum, equipment and facilities (6) Assist with public relations activities (7) Assist with student recognition (8) Advocate for the program (9) Provide work-based learning experiences as well as work-site transition experiences (10) Assist with career and technical student organization activities.

Benefits of Utilizing an Advisory Committee

An advisory committee for business and marketing programs can provide benefits to students, school and the business community. Some benefits include:

- Career and occupational information - providing current occupational information and trends
- Performance measures - focus on the competencies (knowledge and skills) necessary for students to succeed in the workplace and skills needed to compete in the global marketplace (what students should know and be able to do)
- Placement of graduates or students enrolled in Supervised Business Employment (SBE) and Supervised Marketing Employment (SME) - identify job opportunities including internships, worksite observations and visits as well as placements
- Mock interviews - conduct the interview and provide critique and encouragement so the student learns what to improve and how to make the necessary change
- Equipment and technology recommendations - promote constructive and necessary change within programs
- Resources for classroom instruction - members can lead instruction in areas such as team building, leadership and interpersonal skills
- Link to community - members serve as a link with the employment community but they also learn about your program and tell others

Operational Guidelines

Establishing an advisory committee begins with the business and marketing instructor(s) and school administrator discussing the roles, functions and purposes of an advisory group. They should also discuss the organizational structure and procedure for establishing such a group. As part of the preliminary planning, a written statement of policy regarding the operating guidelines of the partnership should be written to ensure continuity in how the partnership is created and maintained. Formal policies also provide an important foundation if the process is challenged.

Operational guidelines consist of the goals, objectives, rules and procedures of the partnership. The guidelines are developed initially by the local education agency during the planning and organizing for forming the partnership. During the first or second meeting of the advisory committee, the operational guidelines should be finalized and adopted. The operating guidelines should include the following:

- | | |
|---|--|
| • Name and purpose of the partnership | • Officers and their duties |
| • Number of members | • Requirements of meeting minutes |
| • Manner of selecting members | • Number and frequency of meetings |
| • Term limitation for membership | • Length and time of meetings |
| • Provision for eliminating inactive members | • Place of meetings |
| • School personnel representation at meetings | • Preparation of the agenda for meetings |
| • Special working groups | • Method of calling special meetings |

Selection of Members

In order for the advisory committee to serve as a means of effective communication between business and marketing programs and the citizens to be served, the membership must be representative of the total school service area. Keep in mind that specific funding sources (Perkins, for example) have requirements as to the make-up of the advisory committee. Be sure to be in compliance with the legislation as members are selected to serve on the advisory committee.

Members may be selected to represent:

- All types of business and industry, particularly those predominant in the area
- Labor and management
- Geographical sections of the school service area
- Parents of career education students
- Current and former career education students
- Career education administrators, educators and researchers
- Guidance and counseling professionals
- Teachers--including elementary and middle school teachers, academic teachers and tech prep instructors
- Various age and education levels
- Special populations--individuals with disabilities, economically disadvantaged families, preparing for nontraditional careers, displaced homemakers, etc.

This representation will enable the advisory committee to reflect the points of view of the various segments of the community being served by career education, Business and Marketing Education. In addition, a career education instructor and representative of the administration should serve as non-voting consulting members. Although the administrative representative need not be present at all meetings, all business and marketing instructors should be in attendance at all meetings to provide information and participate in discussion.

Advisory Committee Meetings

Organized meetings are the key to a successful advisory committee. Considerations should be given to the frequency of meetings, a regularly scheduled meeting date and a well-planned agenda for each meeting. A notification of the meeting date and an agenda should be sent to members well in advance.

Agenda items could include:

- Roll call
- Approval of previous minutes
- Introduction of guests
- Unfinished business summarization
- New business and reports of special interest
- Miscellaneous discussion
- Adjournment

As the official record of the advisory committee's activities, minutes should be provided to all members. Minutes generally include a listing of those who attended the meeting, a summary of each issue that was discussed and any decisions or recommendations that were made.

A well-organized advisory committee will develop goals to address issues or concerns identified by the members. Once the goals are identified, the discussion can be more specific in terms of exactly what it is the group will accomplish. The activities on the plan of work can then be incorporated into the agendas for each meeting.

Recognize Advisory Committee Members

Since members of the advisory committee are not paid, it is essential to recognize members for their efforts. The best types of rewards or recognition are those that can increase productivity, improve the group's interaction and increase member satisfaction. One of the best rewards is to ask for advice and respond to it. It is also important to make the public aware of the activities of the advisory committee and their efforts to improve the career education business and marketing programs.

Sample Meeting Agenda

Business and Marketing Education Advisory Meeting

November 17, 20__

7:00-8:00 p.m.

Business Classroom 402

- Call to Order
- Introduction of Members
- Purpose of Meeting/Role of Members
- Overview of Business Education Program

- Courses Offered
- Curriculum Content
- Equipment/Facilities
- DECA/FBLA
- SBE/SME (Supervised Marketing Employment)
- Discuss Employment Needs in the Community Region
- Discuss Skills of Employees in Various Business Occupations
- Discuss Agenda Topics for Next Meeting (Promotion of Business and Marketing Education, Recruitment of Students, Identify Possible Field Trips, Develop a Speaker Resource List, etc.)
- Adjourn

Sample Invitation Letter (Body)

Your experience and demonstrated competence has led to your recommendation for membership on the Career Education Business and Marketing Advisory Committee. The Committee is composed of outstanding business, industry and civic representatives from our community. It works to forge closer cooperation between business and education by continually improving the career preparation of students. Your insight into training needs and competencies would be of great value.

(The middle paragraph should include information about number of meetings per year, types of items on the agenda, etc.)

You are invited to become a member of the Committee. Your three-year term would begin on July 15. Please consider this invitation and inform me of your decision by May 15. I look forward to working with you. Please contact me at (direct phone number) or (e-mail address) to let me know whether or not you are available to serve on the committee.

LOCAL PROGRAM EVALUATION PROCESS

The process for evaluating the district's Business and Marketing Education program follows. The Report for Local Program Quality Improvement at http://dese.mo.gov/sites/default/files/MCE_Revised_Standards_Report_Fill_In_Form_6-09.pdf provides a basis for identifying the strengths and concerns for the various programs and the overall Business and Marketing Education curriculum. This then leads to the development of objectives and action plans resulting in program improvement. While this provides a process for a written evaluation plan, it is not intended to provide information on how to design and conduct program evaluations.

A plan for the evaluation of Business and Marketing Education programs should include the following components:

The specific goals of the evaluation process

While program improvement is always the goal of the evaluation process, a more specific goal should be set based on the type of evaluation conducted. The goal of the evaluation could be either (A) a general analysis of the Business and Marketing Education program performance measures and standards or (B) a goal with a more specific focus on objectives and action plans previously established through the evaluation process.

- a. Conducting a General Analysis - A general analysis of Business and Marketing Education programs will provide a baseline of information from which critical issues or areas for improvement can be identified. This general analysis should use The Report for Local Program Quality Improvement as a basis for the evaluation process. A general analysis of programs should be conducted at least every five years or when major changes to a program have occurred.
- b. Conducting an Evaluation Based on Specific Objectives - A more specific goal for program evaluation would be to determine the achievement of an objective and the effectiveness of action plans developed as a result of a previous program evaluation. This type of goal is appropriate with annual evaluations of program improvement objectives. The basis for this type of evaluation is the Business and Marketing Education improvement plan. The measurable objectives and evaluation procedures established for the improvement plan serve as the goals and procedures for the evaluation. This information can be found on the Business and Marketing Education program improvement plan form, a sample of which is included.

A description of the evaluation process

The description will include the procedure for gathering, analyzing and reporting data generated through the evaluation process. Included in this section should be:

- A description of the specific program components, goals, performance measures, or improvement objectives to be evaluated
- Timelines for gathering and reporting data
- Assignment of responsibilities for the evaluation process
- Dissemination plan for the evaluation report

A list of data sources which will be used in the evaluation process

Data sources which address the evaluation goals must be identified as part of the evaluation plan. These data sources could include (among others):

- Missouri School Improvement Program reports
- Program specific standards and checklists
- The district's Comprehensive School Improvement Plan
- The district's public report data
- Performance measures for Business and Marketing Education programs
- Follow-up data on students enrolled in career education programs
- Labor market and community needs assessments
- Student interest surveys
- Surveys of employers of graduates of Business and Marketing Education programs
- Advisory committee review of programs and recommendations
- Student satisfaction surveys
- Information from administrative/board reviews or evaluation

A description of the process for program improvement

This section should include how the information included in the evaluation report will be used in planning for program improvement. Improvement plans must be tied to program standards, Business and Marketing Education performance indicators and/or standards for the Missouri School Improvement Program. Improvement plans should include

measurable objectives and action plans which address the program improvement issues. The attached Business/Marketing Program Improvement Plan form could be used to develop the plans.

Information for this section could include:

- How objectives for improvement will be prioritized and selected
- How the action plans to accomplish the objectives will be determined
- The relationship of the Business and Marketing Education program evaluation process to the building or district level Comprehensive School Improvement Plan
- How the implementation of the objectives and action plans will be monitored

PLANNING AND CONDUCTING A STUDENT FOLLOW-UP STUDY

The focus on most program improvement efforts should be on the product, or the outcomes of the Business or Marketing Education program. This emphasis demands that we look at the former students of the program to help us determine its effects. One excellent way of securing information about former students is to conduct a follow-up study.

What is a follow-up Study?

A follow-up study is a procedure for collecting pertinent data from or about individuals after they have had similar or comparable experiences. It is important to remember that "follow-up" implies the collection of data about something which has already taken place. In other words, students are asked to look back and consider how the Business or Marketing Education program either prepared them or failed to prepare them for their future work or educational endeavors.

It should be noted that follow-up studies do not provide all the answers needed for evaluating programs. They are, however, one important component of a larger design for evaluating the total educational endeavor.

Why Conduct a Follow-up Study?

Generally, a follow-up study is used to obtain information about the extent to which the objectives of the Business or Marketing Education program are being met. Follow-up studies serve a very useful purpose in eliciting reactions from former students about how well the program prepared them for career-sustaining employment and further education.

Some of the major reasons for conducting follow-up studies are as follows:

- To determine the number and types of employment which former students entered locally and regionally on a part-time or full-time basis.
- To learn the extent to which former students have made use of their career education.
- To discover the extent of the mobility among former students.
- To determine how the Business or Marketing Education program or teacher could be of further assistance to the former students relative to counseling, placement and/or education.
- To discover the extent to which former students are taking advantage of available postsecondary and adult educational opportunities.

It should be remembered that information obtained from follow-up studies has some limitations because the respondents generally have a limited knowledge of alternatives and each respondent reacts from a different frame of reference. One important factor to keep in mind is that respondents will be reacting to the program as they knew it. If changes have been made since the former students left the program, they may be unaware of them. Hence, the interpretation of data and comments from students must take these changes into account.

Determining the Follow-Up Procedure

Online and mailed questionnaires are the most frequently used approaches. The problem of non-respondents, however, is a major shortcoming of this questionnaire procedure. Several research studies have revealed that students in the lower percentile of their class tend to return a lower percentage of questionnaires than students in the top percentile of their class.

If the evaluation effort is to be successful and valid, feedback must be secured from all who participated in the program and not just the successful graduates. Therefore, it is very important that all former students be made to feel that they are valuable members of the group.

One approach to conducting follow-up studies which has proven successful is the interview, conducted either in person or by phone. Personal interviews are probably the most desirable kind of follow-up. They can, however, be expensive and require a great amount of the teacher's time.

The telephone interview can be used effectively. You are more limited in the amount of information which can be obtained, but the telephone interview may be the only workable procedure for some segments of the population. Often, a combination of mail questionnaires and personal interviews with a sample of non-respondents is used.

Determining the Group to Follow-Up

Former students being surveyed should have been out of school a sufficient length of time to be able to reflect on the relevance and helpfulness of their previous educational experience. The student who graduates in the spring of the school

year should be surveyed during the early part of the following fall semester. This provides the graduate time to become established in either employment or further education.

It must be remembered, however, that the longer former students have been out of school, the greater problem they will have in separating the value of their formal education experience from the influence of other educational activities. Also, the longer they are away from school, the less valid their judgments about the current Business or Marketing Education program are likely to be.

Procedures for Conducting the Follow-Up

A technique which is gaining popularity is to send a card or letter to the former student prior to mailing a follow-up questionnaire or putting it online. The purpose of this card or letter is to alert the former students that they will soon be receiving an important questionnaire which they are urged to complete and return as soon as possible or complete online.

The following mailing pattern is suggested at two-week intervals:

- First mailing—"alert" card
- Second mailing—follow-up questionnaire, cover letter and return envelope— stamped and addressed
- Third mailing—second request follow-up questionnaire, second cover letter and return envelope—stamped and addressed

The cover letter should be printed on school letterhead and should be signed by the teacher. It is harder to resist a letter that has been personally addressed and signed than it is to resist a greeting from a computer. A stamped, self-addressed envelope should always accompany the follow-up instrument and cover letter.

Timing is important in conducting a follow-up study. There is a slight preference for the early part of the week; mailings should arrive on Monday or Tuesday. Avoid periods of "stress" such as middle of April, vacation times, holidays, etc.

When using a multiple mailing approach, it makes sense to use a different strategy on the first and second mailings. Some people are early-in-the-week performers, others late-in-the-week performers. If you tried to reach them early in the week on the first mailing, try for an end of the week arrival on the subsequent mailing so the letter arrives on Friday or Saturday. Remind respondents of the date by which the questionnaire should be returned. It is recommended that the respondents be given a two-week period in which to return the follow-up questionnaire.

Cover letters should be printed on letterhead and envelopes should have a return address with which the former students can easily identify. The physical appearance of the materials sent to former students should be of professional quality and should be designed to arouse interest.

Another option would be to collect information using online forms, such as Google Forms.

Locating Former Students

One of the most difficult problems often faced in conducting a follow-up study is locating the former students. One of the best methods of maximizing returns is the advance orientation of students who will be asked to respond to questionnaires at a later date. Before students leave your program, tell them that they will be receiving a follow-up questionnaire through the mail during the fall of the year. If at all possible, review the questionnaire and its purpose with them so they can raise any questions they may have.

Sample Alert Letter (Body)

In the near future, you will receive a questionnaire concerning your experiences since leaving our school. I would appreciate your cooperation in completing and returning the questionnaire. The questionnaire is designed to aid in improving our Business/Marketing Education program for the future. Your responses to the questions will be of tremendous aid to us and to the students now enrolled in the program. Your answers will be kept in strictest confidence.

I look forward to getting your response!

Sample Cover Letter (Body)

Each year the faculty and administration of _____ (High School or Career Center) asks our graduates to evaluate the Business/Marketing Education program.

As a graduate of the Business/Marketing Education program, you are being asked to participate in a follow-up study. A summary of where our graduates are currently employed or enrolled in post-secondary education is necessary for

continued funding of our program. We also need your suggestions as to how we can make the Business/ Marketing Education program better.

You will make a tremendous contribution to the future improvement of the program by completing and returning the enclosed survey. The information you supply will be treated in strict confidentiality. Please take a few minutes to complete this form and return it in the enclosed envelope by _____.

Thank you for your help. If I can be of any assistance to you, please contact me.

Sample Second Request Cover Letter (Body)

The response to our request for information from former students of the Business/Marketing Education program has been most gratifying. The returned questionnaires are being analyzed and I hope to have the report completed in a few weeks.

Perhaps the first questionnaire we sent to you has been misplaced, so I have enclosed another for your convenience. I hope to have all of our former students respond so that the results will be as accurate as possible.

Please use the enclosed envelope to return the completed questionnaire today. Thank you for your cooperation!

Sample Follow-Up Survey of Career Education Business/Marketing Education Graduates

(Last Name) (First Name) (Middle Name) (Maiden Name)

(Address) (City) (State) (Zip)

Type of career education instruction you received at your high school, career center or community college:

- Business Management and Administration
- Information Technology
- Finance
- Marketing

Present employment status (check one):

- Employed full-time in field (or related field) of study
- Employed part-time in field (or related field) of study
- Other unrelated full-time employment

Field of employment (check one):

- Unemployed (check one)
 - Seeking employment
 - Not Seeking employment
- Unavailable (check one)
 - Attending school
 - Military Service
 - Homemaker
 - Other _____

If you checked "Other unrelated full-time employment" for number 1, which of the following reasons best answers why you took a job outside the field of study? (check one)

- Could not find job in area of study
- Location of available job in area of study not convenient
- Lacked the skill levels required for available jobs in area of study
- Type of work undesirable
- Better salary in job outside of field
- Other (explain) _____

Did you receive job placement assistance from your high school, career center or community college?

- High School
- Career Center
- Community College

Present job title_____

How long have you been employed at this job?_____

What duties do you find most difficult?_____

What software packages do you use most frequently at your current employer(s) (i.e., Word, WordPerfect, Excel, etc.)?

- Word
- Excel
- PowerPoint
- Access
- Other:_____

What units of study in your career education study were most helpful?_____

What units of study in your career education study were least helpful?_____

For business students: Did your career education courses/program prepare you in the following areas to meet your employer's requirements?

*What was employer's requirement?_____

Place a checkmark in the appropriate column beside each area:

	YES	NO	N/A		YES	NO	N/A
Cable Wiring/Installing				Keyboarding*			
Calculators				Loading Software			
Chart and Graph Preparation				Machine Transcription*			
Composition (letters, etc.)				Network Management			
Computations/Verifications				Presentational Software			
Computer Programming				Problem-Solving			
Configuration Routers				Processing Mail			
Copy/Fax Machine				Proofreading			
Database Software				Records/Reports Compilation			
Decision-Making				Spreadsheet Software			
Desktop Publishing				Stress Management			
Editing/Revising				Tasks Prioritization			
Electronic File Management				Telephone			
Electronic Forms				Text/Graphics Scanning			
Electronic Mail				Time Management			
Filing (Manual)				Website Development			
Grammar and Punctuation				Word Processing			
Human Relations				Work Habits			
Internet							

What suggestions or recommendations would you make to improve the effectiveness of career education at your local high school, career center, or community college?

Other Comments:_____

MISSOURI SCHOOL IMPROVEMENT PROGRAM (MSIP)

The Missouri School Improvement Program has the responsibility of reviewing and accrediting the 522 school districts in Missouri. The process of accrediting school districts is mandated by state law and by State Board of Education regulation.

The Department believes high expectations, a clear vision and a few very focused, high impact goals will be critical to drive the improvement efforts necessary to bring about positive results.

Refer to the MSIP 5 Guidance Document for the latest information. <http://dese.mo.gov/sites/default/files/MSIP-5-comprehensive-guide.pdf>

MSIP 5 Policy Goals

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

MSIP Standard Information

MSIP 5 Performance Standard 3: Indicator 4 - College and Career Readiness (CCR) (K-12 LEAs only) — The district provides adequate post-secondary preparation for all students.

- The percent of graduates who earned a qualifying score on an Advanced Placement (AP), International Baccalaureate (IB), or Technical Skills Attainment (TSA) assessments and/or receive college credit through early college, dual enrollment, or approved dual credit courses meets or exceeds the state standard or demonstrates required improvement.

TSA/IRC Comparison Chart

Perkins TSA	MSIP5 IRC
Federal Reporting Requirement for Perkins recipients	Optional State reporting for Districts
Student must be a concentrator that completes an approved CTE program	Student does not have to be a concentrator or complete a CTE program
Reported in MOSIS	Reported in MOSIS
Does not require a certificate from industry after successfully completing the assessment	Requires a certificate from industry after successfully completing the assessment
100% of all students who are concentrators and complete an approved CTE program are required to take a TSA assessment	No requirement on the percentage of student who receive an IRC
Must be a career education student in an approved CTE program	For all students
For all secondary and postsecondary students enrolled in an approved CTE program and a Perkins recipient	Only secondary students

POSTSECONDARY INTEGRATION

Jobs that will dominate the U.S. economy require “at least a high school education; more likely, though, they require some level of postsecondary education and/or training, resulting in a two- or four-year degree, an industry-recognized credential, a certification, or some other terminal indication of mastery,” according to an affiliate of the U.S. Chamber of Commerce (Institute for a Competitive Workforce, 2008).

To flourish in a dynamic, global economy, every student deserves an education that culminates in 21st century readiness for college, careers and civic participation. Many students need additional preparation to handle the increasingly higher expectations of postsecondary education, employment or civic responsibility.

Curriculum integration has the potential to enable students to achieve higher levels of both academic and occupational competency. The major thrust of curriculum integration efforts at the high school level typically combines the best curricular and pedagogical processes and practices of both the academic and the business and marketing education curricula. This combining of curricula helps reinforce and ensure that students learn both the theory and the application of the specific content areas involved. This intensified learning strengthens students’ workplace readiness, furthers their postsecondary educational opportunities and ultimately enhances their quality of life.

Page 42 of the Graduation Handbook has additional information pertaining to dual credit, dual enrollment and dual counting for state aid of high school juniors and seniors in college courses.

<http://dese.mo.gov/sites/default/files/Graduation%20Handbook.pdf>

Improving Transition

Students’ high school experiences often do not prepare them adequately for postsecondary education and the world of work. Special attention should be paid to increasing the rigor, relevance and engagement of the high school curriculum, including for students who have traditionally faced barriers to successful postsecondary transitions.

A number of promising approaches are available to improve transitions from high school. Consider each of the following in creating a seamless transition for your students.

- Is your high school curricula aligned with graduation standards and assessments with the expectations of postsecondary educational institutions and employers?
- Is your high school being held accountable for increasing the percentage of graduates who complete a curriculum that prepares them for postsecondary education and do they intervene early, when students are developing their college and career aspirations?
- Do your courses emphasize rigor and high expectations for students, along with appropriate counseling and other support?
- Are you integrating strong academic content in your career-focused classes?

Dual Credit Option

For programs interested in dual credit agreements, be aware that dual credit programs should reflect a commitment to high quality and integrity. The primary purpose of offering dual credit courses is to deliver high-quality introductory college-level courses to high-performing high school students. Each dual credit course should involve the same academic rigor and evaluation criteria as that of its campus-based equivalent.

Dual credit programs are established through an arrangement between a high school with an established need and a Missouri institution of higher education. High schools and institutions providing dual credit courses should work cooperatively to ensure that students enrolled in those courses meet minimum qualifications as outlined in the dual credit agreement(s).

Based on prior academic performance, high school students should demonstrate a high likelihood of success in dual credit courses. In addition, students in dual credit courses should have access to student services and academic support similar to those accorded students on the traditional college campus, i.e., advisors, adequate library services and other resources requisite for college-level academic performance.

Articulation of Instruction

Articulation is achieved through competency-based curriculum at all levels, with instructors agreeing on performance standards. Teachers’ at all instructional levels, who teach similar K-16 courses, work together to ensure students move with continuity and without hindrance through all levels of the education process. This is accomplished by developing Programs of Study. Educators should look at similarity of all courses, elementary through postsecondary, to ensure that students achieve a higher competency level with each course.

Articulation agreements should be developed between secondary and postsecondary business instructors to ensure a seamless transition to an associate or bachelor's degree. Such articulation agreements help students. Agreements may include grading methods, content requirements, secondary and postsecondary course listing, grading requirements, postsecondary application procedures, program administration and review, methods of recruitment and student support, portfolios and signature by major stakeholders. (Curriculum Integration: Optimized Learning for High School Students," Jim Mansfield and Lonnie Echternacht, 1999 NBEA Yearbook)

It is vital that your school collaborates with postsecondary institutions, economic development agencies and employers to help create smoother transitions to college and the workforce.

The following links may be useful for students as they prepare for postsecondary options.

- [Missouri Connections](#)– Open the door for career awareness and exploration, search and compare colleges, prepare for transition to postsecondary education and the world of work. Students can use the online system at no charge.
- [Imagine American Foundation](#) – Scholarships and financial aid for education, sector research and honors achievement in career education and promotes the benefits of careers.
- [Mapping your Future](#) – Information on financial strategies, career options and college planning

Articulation Agreements vs. Dual Credit

Articulation agreements are written contracts between a secondary school and a postsecondary institution in which specified high school courses are aligned with corresponding courses at the postsecondary institution. Upon completion of the high school course and the subsequent enrollment of students at the postsecondary institution, students will be awarded college credit as specified within the agreement.

Dual credit courses are courses taught on the high school campus in which the student is concurrently earning both high school and college credit. The student is awarded college credit immediately upon completing the course and the course is placed on the transcript of the college offering the course. Students do not have to enroll in that college after graduation to receive the credit

Dual enrollment is defined as high school students taking postsecondary classes and who are physically present on the postsecondary education campus for those classes.

Page 42 of the Graduation Handbook has additional information pertaining to dual credit, dual enrollment and dual counting for state aid of high school juniors and seniors in college courses. Graduation Handbook:

<http://dese.mo.gov/sites/default/files/Graduation%20Handbook.pdf>

50/50 FUNDING

50/50 Reimbursement

50/50 Career Education Grant funds are available for improving Career and Technical Education programs through the purchase of equipment/curriculum enhancement resources.

Monies are available on a 50 percent matching basis (50 percent local district reimbursement and 50 percent state reimbursement). The district may NOT use Enhancement Grant funds or Perkins funds to match the funding of the 50/50 reimbursement.

Funding Requirements

- Consistently maintain all components of an approved program, as outlined in *Assurances* section found on the *Application for Approval of Career Education Programs* application.
http://dese.mo.gov/sites/default/files/MO_500_2457_08_11_ce-application-secondary-adult-only-programs-of-study-2014-12-30.pdf
- Offer three sequential credits of business or marketing each year. If this is not met, a letter of explanation may be submitted to the BMIT Director (lori.brewer@dese.mo.gov).

Unapproved Items

- Annual/reoccurring licensing or subscription fees, except curriculum or materials needed to aide in the implementation of the curriculum
- Facility improvements or repairs (cabinets, flooring, air conditioning, wall removal, interior/exterior construction, etc.
- Fax or copying machines
- Furniture – no teacher or student furniture
- Items requested that will be used by others in your district, i.e. a server, will be approved at a prorated rate.
- Items under \$200, with the exception of software. Items under \$200, except software, can be purchased as a part of a bundle. The invoice MUST show the bundle price not a unit price showing under \$200 per item.
- Service contracts/maintenance agreements
- No consumable items (paper, toner, ink)
- Items that cannot be used in current year (max amount not to exceed highest average enrollment)
 - Computer Applications average enrollment is 25. 50/50 funds can be used to purchase 25. If it is cheaper to purchase 100, the unit price of each item will be multiplied by 25.
- Keyboarding software or materials

50/50 Clarifications

- You must submit one FV4 form per CLASSROOM**
- You must submit one 50/50 CAREER EDUCATION EQUIPMENT/EDUCATIONAL RESOURCE(S) INFORMATION FORM per classroom.**
- The "SCHOOL DISTRICT/LEA CONTACT" listed on the Information Form is the person who we call to ask questions about the items listed on the FV4.
- 3 Year Average Enrollment (Example):
 - You taught five credits (5 different classes) of Computer Apps all year long during the 2014-2015, 2015-2016 and 2016-2017 school years.
 - Enrollment in each class during the 2017 school year was: 24, 16, 20, 23, 25 (AVERAGE: 21.6)
 - Enrollment in each class during the 2016 school year was: 12, 10, 22, 23, 28 (AVERAGE: 19)
 - Enrollment in each class during the 2015 school year was: 20, 23, 20, 26, 18 (AVERAGE: 21.4)
 - AVERAGE ENROLLMENT = 21.6+19+21.4 = 20.6**

QUANTITY

Items requested on a one-to-one basis is based on the previous average course enrollment, with the exception of the enrollment in the Personal Finance course. **Enrollment in Personal Finance does not factor in to granting items on a 1:1 basis due to it being a required course.**

- Example:* A request for 20 iPads is made and your average enrollment was 11. 11 iPads will be approved not 20.

REQUIRED FORMS FOR REIMBURSEMENT—DUE FEBRUARY 1

- Two (2) signed originals of the "Reimbursement Request for Approved Career Education Expenditures" form (FV-2) found at http://dese.mo.gov/sites/default/files/MO_500_1303_06_12_FV2.pdf.
 - Both forms must have the original signature of the appropriate school district official.

- Appropriate invoices
 - All invoices for equipment costing over \$1000 per unit, must show the model and serial numbers.
 - Invoice should not contain any breakdown of bundled pricing but should be reflect the same amounts as submitted on the FV-4.
- FV-2 forms and invoices must be submitted no later than February 1.
 - Funds not expended and submitted for payment by the February 1 deadline may be redistributed. FV-2 and appropriate invoices may be mailed, faxed, or emailed to the appropriate section director.

ALL FORMS AND DOCUMENTATION (FV2, FV4, 50/50 CAREER EDUCATION EQUIPMENT/EDUCATIONAL RESOURCE(S) INFORMATION FORM AND INVOICES) MUST BE EMAILED TO DESE.BMIT@DESE.MO.GOV.

* Equipment in Career Education programs should reflect equipment currently used in business and industry. All equipment purchased for the approved career education program must be located in the approved program for a minimum of three years.

SAMPLE FV4

STATE OF MISSOURI
 DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
 Office of College and Career Readiness
 P.O. Box 480, Jefferson City, Missouri 65102-0480

Number: 6-920-004



Application for Authorization of Career Education Expenditures

Fiscal Year Ending: June 30, 20xx	Vendor Code: County District Code	Local Education Agency (LEA): School Building Name	
Program Codes (Program and Type): Choose appropriate program from drop down menu. (business, marketing or cooperative education)		Mailing Address: Address of the school in which the materials/resources will be utilized	
Description of Program: Type of program: business, marketing or cooperative education Teacher Name Teacher Room Number <i>Business-Mrs. Beemit, Rm. 101</i>		City and Zip Code: City and Zip Code	
Items Submitted For Approval			
Description of Items	Quantity	Estimated Unit Cost	Estimated Total Cost
Laptop	15	\$550	\$8250
Server	1	\$15,000	\$5000
--server is prorated as 3 different CTE programs will be using it			
ONE FORM PER ROOM			
Total Estimated Cost \$13,250			

SAMPLE FV2

STATE OF MISSOURI
 DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
 Office of College and Career Readiness
 P.O. Box 480, Jefferson City, Missouri 65102-0480

Number: 6-920-002B



Application for Authorization of Career Education Expenditures

Fiscal Year Ending: June 30, 20xx		Vendor Code: 001-090	Local Education Agency (LEA): Beemit R2-Bear Building High School		
Program Codes (Program and Type): Choose appropriate program from drop down menu. (business, marketing or cooperative		Mailing Address: Address of the school in which the materials/resources will be utilized			
Description of Program: Type of program: business, marketing or cooperative education Teacher Name Teacher Room Number <i>Business-Mrs. Beemit, Rm. 101</i>		City and Zip Code: City and Zip Code			
Items Submitted For Approval					
(1) Date Purchased	(2) From Whom Purchased	(3) Description of Item <i>(Please Attached</i>	(4) State Use	(5) Expenditure	(6) Check No.
10/01	DZ Inc.	Laptops		\$8250	Credit
10/01	TS Inc.	Server		\$5000	12345
ONE FORM PER ROOM					
Total Expenditure					\$13,250

Complete this form at: http://dese.mo.gov/sites/default/files/MO_500_1303_06_12_FV2.pdf.

VOCATIONAL-TECHNICAL EDUCATION ENHANCEMENT GRANT FUNDING

Website: <http://dese.mo.gov/college-career-readiness/career-education/program-management-account-finance/grants>

The purpose of the Vocational-Technical Education Enhancement Grant is to expand and enhance the quality of Missouri's occupational preparatory (long-term) career education programs through improved alignment with business and industry occupational training needs and increased emphasis on training in occupations that have been determined to be in critical shortage.

Identification tags may be assigned by the local district on all career education equipment purchases. The tags may identify that the equipment should be kept in the career education business classroom.

HAVE A QUESTION REGARDING THE ENHANCEMENT GRANT? EMAIL ENHANCEMENT@DESE.MO.GOV

CAREER AND TECHNICAL STUDENT ORGANIZATIONS (CTSO)

Career and technical student organizations (CTSO) 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 may be 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. Below are some of the benefits of DECA and FBLA-PBL.

Adviser/Advisor:

- creates linkages between students and business/industry leaders
- develops leaders who can be of assistance in the classroom
- enriches classroom teaching and motivating students to learn
- establishes rapport with students
- expands professional experience (networking)
- personal leadership development
- rewarding

Student:

- acquires a healthy, career-oriented competitive spirit
- acquires an appreciation of the responsibilities of citizenship
- acquires an understanding of the free enterprise system
- applies occupational competencies necessary to succeed in business
- develops problem-solving and decision-making competencies
- gains an awareness of social, civic and business responsibility
- gains greater proficiency in communication
- gains leadership characteristics
- gains student-teacher rapport
- helps you become goal orientation
- increases employability skills
- learns first-hand from business leaders
- networking opportunities
- obtains more self-confidence and self-esteem
- receives scholarships
- travel and experiences outside of the classroom

Administration and School:

- competitive events align with national curriculum standards
- enhances student motivation to perform well
- fosters greater student commitment to school due
- helps students focus on college and careers
- increases student retention
- increases the likelihood of students pursuing post-secondary education
- maintains heightened visibility in the community
- provides relevance between school and the outside world
- supports in part by state and federal career education funds

Business and Industry:

- builds student respect for work
- establishes the opportunity to assist in shaping school curriculum
- furnishes screening, selection and recruitment services
- provides tax revenues on student earnings
- provides trained labor for the workforce
- reduces employee turnover and training costs
- yields public relations benefits

DECA

Website: www.missourideca.org



What is DECA?

DECA, an international organization for students in marketing education programs, prepares emerging leaders and entrepreneurs in marketing, finance, hospitality and management.

Please visit http://media.wix.com/ugd/34f2fa_d4a0ed4f106843958f5e7ba2a7fec13f.pdf for more information regarding Missouri DECA.

How is DECA Structured?

DECA Inc. is a 501(c)(3) not-for-profit student organization with members in all 50 United States, the District of Columbia, Canada, China, Germany, Guam, Hong Kong, Korea, Mexico and Puerto Rico. The headquarters is located in Reston, Virginia.

DECA Inc. is governed by a Board of Directors which is comprised of a member from each of the 6 regions, the Association for Career and Technical Education (ACTE) and other national affiliate partners. Missouri DECA belongs to the Central Region along with 12 other states and is governed by the Central Region Board of Governors. Missouri is divided into 12 districts with each district having a district advisor and competitive events director. Statewide policies for Missouri DECA are made by a Board of Directors, comprised of 6 chapter advisors each representing 2 districts, and the DECA State Advisor.

What does DECA Do?

DECA provides avenues for personal and professional development in the 21st Century Skill areas of leadership, social skills, career awareness and community service. For over 69 years, Missouri DECA has provided services yearly to more than 8,000 students enrolled in 150+ Marketing and Cooperative Education programs throughout the state.

DECA, Inc. has 3 purposes: to assist state/provincial associations in the growth and development of DECA; to further develop education in marketing and distribution which will contribute to occupational competence; and to promote understanding and appreciation for the responsibilities of citizenship in our free, competitive, enterprise system.

Who can Join?

- High School Division - Students concurrently enrolled in Marketing or Cooperative Career Education are eligible for membership in DECA. In addition, students enrolled in other courses taught by a certified marketing teacher currently teaching at least one approved marketing course and serving as a DECA advisor also are eligible for DECA membership. The course content must align with a state-approved DECA competitive event for the student to be eligible for membership. Year-long or semester course enrollment satisfies the concurrent enrollment issue. For more information regarding online registration procedures, visit: <http://www.missourideca.org/#!/membership/lnt25>
- Alumni Division - Former members of DECA may be included in membership numbers to support the continuing efforts of DECA at the chapter, district, state and international level. A student may still be in high school yet unable to join DECA due to program of study scheduling issues. They may still then be registered as an Alumni and participate in DECA at the chapter level only.
- Professional Division - Businesses, professionals, administrators, teachers, anyone who would like to help support your chapter and marketing education may be registered as a Professional Member.

DECA Conferences

- Fall Leadership and State Officer Election Conference (FLC)
- State Officer Training Conference (SOT)
- Central Region Leadership Conference (CRLC)
- State CDC Planning Meeting
- State Career Development Conference (CDC)
- International Career Development Conference (ICDC)

Registering for Educational Conferences/Competitions

Missouri DECA chapters have the opportunity to attend one retreat and four educational conferences per school year:

- Chapter Officer Retreat (COR) - A retreat for chapter officers to plan out the year and work together to form their team for the year

- Fall Leadership and State Officer Election Conference (FLC) - This education conference focuses on leadership skills and is also the venue for electing Missouri's State Officers
- Central Region Leadership Conference (CRLC) - Joining the other states in our region, this conference provides students with more educational opportunities and the chance to meet other members from other states
- State Career Development Conference (SCDC) - Along with educational opportunities, this conference is where students will compete to see who qualifies to move onto international competition
- International Career Development Conference (ICDC) - Students will compete against the top students from all over the US and 9 countries/provinces...this is the ultimate DECA experience!

Registration for all of these conferences is announced via the markcoop and MCEA listserv. The link to register can also be found on the website at: <http://www.missourideca.org/#!conferences/qxbfr>.

Most registration deadlines occur about 2 weeks before the event and payment or purchase orders should reach the state office prior to attending the conference. All students attending any DECA sponsored conference or other event must be registered as members.

Progression of Competitive Events

Competition is organized so that members initially compete at the district level. Each year, members participate in the 12 district competitive events conferences. Industry professionals judge the students to determine which qualify to represent their district at the State Career Development Conference in March. More than 1,700 students and advisors participate in this three-day conference that features a rigorous competitive events program, celebration event, entertainment and an exciting awards session. The State CDC convenes over 125 highly qualified judges to determine those individuals who will represent Missouri at the International Career Development Conference.

- **District Competition** - To register your students to compete at your district's conference, you will be in contact with your District's Competitive Events Director who will give you instructions on how to register them. Each district is operated with their own procedures and set of regulations for their competitions. A listing of the Competitive Events Directors and their contact information may be obtained at this link: <http://www.missourideca.org/#!competitive-events-directors/yb9mb>
- **State Competition** - In order for students to compete at the State Career Development Conference, students will have had to qualify at the District level. Registration for state is done through an online system beginning in February with all registrations due by the end of February. The link for registration will be available in January on the website and announced at that time. <http://www.missourideca.org/#!conferences/qxbfr>. Students who have developed a written report as required within their event will need to have those pre-judged for content. All written projects are submitted to your Competitive Events Director after district competition to be sent to the State Advisor for distribution to the judges of each event.
- **International Competition** - Students who are the top competitors will have the opportunity to compete at the International Career Development Conference (ICDC) which is in a different location each year, with a four year rotation between Atlanta, GA, Orlando, FL, Nashville, TN and Anaheim, CA. Advisors attend the ICDC registration meeting which directly follows the Grand Awards ceremony at state competition to register their qualifiers for ICDC. All competitors and delegates travel as a delegation to ICDC. Lodging is also predetermined and arranged by the State Advisor.

Paying for Membership and Conference Registration

Payments for Membership Registration should be sent directly to the national headquarters at: DECA, Inc., 1900 Association Drive, Reston, VA 20191

All other payments and purchase orders for conferences, etc. should be sent to the state office at: Missouri DECA – 5th Floor, 205 Jefferson Street, PO Box 480, Jefferson City, MO 65102

Chapter Fundraising

Many chapters participate in fundraising to begin saving funds for travel to state, regional and the international conferences. Those conferences involve spending at least one night over with lodging. Expenses can range from \$350 for state to \$1,000+ for international depending on location per student. Chapters use a variety of fundraising to supplement travel expenses for the students.

MDA is the official charity of DECA, Inc. Each year, DECA chapters across the nation raise funds for this partner charity. Missouri DECA has been a leader in raising funds with several chapters receiving the honor of top donors for the years of 2015 and 2016.

Communications & Publications

Advisors are asked to sign-up on the Marketing listserv to receive all official emails from the DECA State Advisor. Details regarding conferences, competitions, policies and more are sent via this means of direct communication with DECA Advisors.

DECA, Inc. uses 3 resources to help keep advisors and chapters informed.

- **DECA Direct** (online and sent as a magazine to members) - This is the official membership magazine of DECA which is published four times each academic year. It is used as an instructional tool in many high school and college classrooms.
- **DECA Guide** - The DECA Guide is the ultimate year-long resource for all of DECA's programs, including its signature competitive events program. An edition is produced annually for both the high school and collegiate divisions.
- **DECA Insight** - DECA Insight is the best source of news and teaching tools for chapter advisors of the high school division. It is published four times each academic year and delivered in DECA's chapter packet mailings.

Missouri DECA and DECA also actively participate in a variety of social media venues.

Community Service and Advocacy

In addition to raising funds for charity, DECA chapters are highly encouraged to make a difference in their communities by performing chapter community service projects. Each year DECA, Inc. offers five unique campaigns that help grow chapters and building lasting partnerships within the school and community. These campaigns are: Membership Campaign, Global Entrepreneurship Week Campaign, Promotional Campaign, Community Service Campaign and Advocacy Campaign.

Missouri DECA sponsors a special fundraising event at the annual State Career Development Conference for MDA as a community service project. To encourage advocacy for DECA and other CTSOs during Career and Technical Education month in February, Missouri DECA officers and members participate in Legislative Day at the State Capitol.

Integrating DECA into the Classroom

As DECA activities are usually project-based and problem-based, integrating DECA learning programs into classroom instruction enables members to further develop 21st century skills in the areas of critical thinking and problem solving, communication, collaboration and creativity, as well as use higher order thinking skills.

Tips for effective DECA integration into classroom instruction:

- Use written and prepared competitive events, chapter campaigns or a video challenge as projects.
- Introduce the project at the beginning of the semester.
- Break the project into small assignments for use throughout the semester.
- Schedule the final project due at end of semester.
- Break projects that align with your lessons into small chunks. Tasks appear more manageable for students.
- Assign a DECA Direct article as a classroom engagement activity.
- Invite an education or a business partner to conduct a presentation to your class.

DECA's Comprehensive Learning Program includes:

- College and Business Partnerships
- Competitive Events Program
- DECA Direct Magazine
- Educational Conferences
- Educational Partners
- Emerging Leader Series
- Global Entrepreneurship Week
- School-based Enterprises
- Social Media Correspondent Program
- Video Challenges

Preparing Students for Competition

In addition to the communication resources mentioned above, DECA, Inc. has online competitive events videos and other tools to help prepare students for competition. DECA Images is the official DECA store which offers a variety of custom created educational materials which align directly with various competitive events. These can be ordered at www.shopdeca.org. MBA Research is the organization which develops all of DECA's event scenarios and exams. On their

website at <http://www.mbaresearch.org> you can find a large amount of materials to not only help prepare students for competition, but can also help you develop strong lesson modules to ensure you are covering all of the current marketing standards.

Competition University is a subscription based online resource advisors use in their classrooms to further prepare students for exam taking and event preparation.

DECA also has an app entitled *DECA Compete* which students may install for a small fee to use for practice testing and other competition preparation.

DECA Contact Information

Missouri DECA State Office
205 Jefferson St.
P.O. Box 480
Jefferson City, MO 65102
(573) 751-4367

DECA Inc.
1908 Association Dr.
Reston, VA 20191
(703) 860-5000
Fax: (703) 860-4013

DECA sample calendar of activities

SEPTEMBER

- Elect new officers
- Press release
- Recruit alumni members
- Collect and submit state and DECA Inc. dues
- Attend Chapter Officer Retreat
- Start Program of Work
- Plan fundraising projects for fall conferences
- Order membership items (educational materials, apparel, etc.)
- Hold DECA meeting(s)

OCTOBER

- Installation ceremony for new officers/member induction
- Local fundraising for fall conferences
- Attend Fall Leadership and State Officer Election Conference
- Participate in the first round of Virtual Business Challenge
- DECA Open House
- Civic activity
- Social activity
- Hold DECA meeting(s)
- Participate in DECA Week Promotion

NOVEMBER

- Attend Central Region Leadership Conference or other specialized conferences
- Participate in the DECA Idea Challenge
- Celebrate Global Entrepreneurship Week
- Thanksgiving community-oriented project for the underserved
- Begin work on DECA written events
- Hold DECA chapter meeting(s)

DECEMBER

- Attend district DECA meeting
- DECA holiday party
- DECA holiday toy drive for the needy
- Prepare for upcoming DECA International Career Development competitions (district, state, international)
- Hold DECA chapter meeting(s)

JANUARY

- Local fundraising (for spring conferences)
- Participate in the second round of the Virtual Business Challenge
- Press release
- Start planning for end of the year recognition function for your business partners
- Hold DECA chapter meeting(s)

FEBRUARY

- District DECA Conferences
- Celebrate CTE Month
- Attend Missouri ACTE Legislative Day
- Press release
- Hold DECA chapter meeting(s)

MARCH

- State DECA Conferences
- Submit scholarship applications
- Press release
- Hold DECA chapter meeting(s)

APRIL/MAY

- Press release
- Attend the International Career Development Conference
- Employee/Employer Recognition Ceremony
- Sign-up future alumni members
- End-of-the-year banquet
- Present chapter awards
- Hold DECA meeting(s)

FBLA-PBL



Website: <http://missourifbla.org/>

What is FBLA-PBL?

Future Business Leaders of America-Phi Beta Lambda is a national nonprofit 501(c)(3) education association with over 225,000 students preparing for careers in business and business-related fields. The association is based in Reston, Va., and has four divisions:

- Future Business Leaders of America (FBLA) for high school students;
- FBLA-Middle Level for junior high, middle, and intermediate school students;
- Phi Beta Lambda (PBL) for postsecondary students; and
- Professional Division for businesspeople, FBLA-PBL alumni, educators, and parents who support the goals of the association.

Missouri FBLA-PBL has nearly 17,000 members in 500 chapters across the state, making it the second largest chapter in the nation. Missouri FBLA members are active at district, state and national levels. The organization is hosted by the Missouri Department of Elementary and Secondary Education in Jefferson City, Mo., under the direction of the Supervisor of Business Education for the State.

The FBLA-PBL mission is to bring business and education together in a positive working relationship through innovative leadership and career development programs. Intra-curricular activities include career exploration, civic service, economic education and technical skill advancement. FBLA-PBL also works to encourage and support entrepreneurship.

Service

FBLA-PBL is the largest organizational partner to the March of Dimes, having raised over \$15 million over their 40 year relationship. National FBLA-PBL is represented on the Youth Council by a member of the FBLA National Officer Team. Missouri FBLA-PBL has strong relationships with the March of Dimes Regional Boards, joining them for Mini Walks and fundraisers. In addition, Missouri participates in other fundraisers that promote financial education, youth reading skills, and economic growth. Dollars for Disasters, a program started in response to the Joplin tornado of 2011, helps fund local FBLA chapters who suffer loss during natural disasters.

Education

All FBLA-PBL events are cross-walked with Common Core standards; each question on all competitive event tests match directly with a Common Core standard and can be reviewed on the National FBLA-PBL website. In addition, event match career clusters and National Business Education Association (NBEA) standards. National FBLA-PBL offers many scholarships for students, with each FBLA and PBL event sponsored by a supporting business, including Men's Wearhouse, Krispy Kreme, Geico, and many more. Missouri FBLA-PBL offers the Joanne Newcomer Scholarship, which is awarded to a student who goes into business or business education that joins PBL.

Progress

In 2013, Missouri FBLA, PBL, and Middle Level joined together to form Missouri FBLA-PBL. Formerly, the organizations ran independently. All officers teams meet together to accomplish a program of work, and all conferences are hosted together under the direction of the Executive Council. Local chapters of all divisions are encouraged to work together to accomplish the mission of bringing business and education together. Chapters are also encouraged to work with government officials to promote career and technical education, which is made possible by Perkins Funding from the Federal government. Members come together for Legislative Day at the Capitol in Jefferson City each year to meet with senators, representatives, and the proclamation signing by the governor.

What does FBLA-PBL do?

FBLA-PBL is an intra-curricular association of students, advisers, and business professionals. With a mission to bring business and education together, all activities created by the association promote business. Through conferences, students can engage hands on with business and industry. Through competitive events, students can create their own work to showcase career and technical education skills. By running for local, district, state, or national office, students can learn the value of leadership, teamwork, and personal development.

How is FBLA-PBL structured?

Missouri FBLA-PBL is a registered 501(c)3, led by the Missouri Department of Elementary and Secondary Education. The State Chair, the highest ranking member, is the Director of the Business, Marketing, and IT Education Section. The State Adviser, the main contact for the organization, is the Supervisor of Business Education for the Business, Marketing, and IT Education Section.

Each chapter, which refers to a local school, is within an FBLA district. With twenty districts spanning the state, each district is led by a Lead Chapter Adviser (who is appointed by the State Adviser).

The main policy and financial control is vested in the Foundation Board, a group of advisers, students, business leaders, and education professionals.

The Executive Council, comprised of the 20 District Presidents and 6 State Officers, recommend competitive event changes and procedural adjustments.

Registering for Conferences

Over the course of the FBLA-PBL experience, you will likely register with two different groups for conferences – Missouri FBLA-PBL and National FBLA-PBL. Missouri conferences include:

- **Creating Leaders and Unleashing Excellence (CLUE):** An intensive summer training program for local, district, and state officers, students work in small groups to plan their year while building teamwork and leadership skills. This conference is held at five locations across Missouri in July.
- **Show Me Leadership Conference (SMLC):** Held at the theme parks of Missouri in October, the Show Me Leadership Conferences allow students to engage with park staff through hands on tours and keynotes, explore competitive events through open testing, and network with hundreds of members from across the state.
- **District Leadership Conferences (DLC):** The start of the competitive event season, twenty districts and over 11,000 students compete for a chance to represent at the State Leadership Conference. Each district is led by a Lead Chapter Adviser.
- **State Leadership Conference (SLC):** The pinnacle of the Missouri FBLA-PBL experience, the State Leadership Conference is a three day experience for over 5,000 members and advisers in Springfield. Students compete to represent Missouri at the National Leadership, network with business and industry at the Leadership Expo, and engage with the world through workshops and keynote presentations.
- **NLC Bootcamp:** A two-pronged program, NLC Bootcamp is June allows for training and recommendations from business and industry to improve students competing at NLC. Through sample prompts and presentations, students receive feedback and can make adjustments before competition. On site at NLC, students can once again practice for their events with five Missouri FBLA-PBL staff.
- To register for a Missouri Conference, visit the Missouri FBLA website at www.missourifbla.org and follow the links under "Conferences" to find the conference of your choosing. When registering for DLC and SLC, a computerized system will automatically pull information from the National Database to prepopulate field like student and adviser names.
- **National Fall Leadership Conference (NFLC)** - Allowing students to explore new locations, tour new businesses, and network with business and industry leaders, the NFLCs are held in three new cities each year across the country.
- **National Leadership Conference (NLC)** - The conclusion of the year, the National Leadership Conference brings together 12,000 members to compete for the grand Top 10 titles in their respective events. Students can also attend workshops, tour business, and explore a new culture while networking with peers from across the globe.
- To register for a National Conference, log in to the National Database at www.fbla-pbl.org using your chapter number and select "Conference Registration." Select the conference you would like to register for and follow the instructions to complete registration.

Registering for Competitive Events

Competitive event registration is a combined with general conference registration for the District Leadership Conferences and State Leadership Conference. Chapter advisers are encouraged to work with their students in the fall to determine the best events for them. When registering students for the conference, a drop-down menu is available to register for specific events.

When registering for the National Leadership Conference, the State Adviser is responsible for registering students for their respective competitive events. Advisers confirm using online forms their events with the State Adviser before submitting.

Registering for Membership

All membership for FBLA-PBL is registered and paid through the National website (www.fbla-pbl.org).

Click "Login" in the upper right-hand corner and log in with your Chapter Number and password "service." Select "Membership Registration" and follow the instructions to add membership and update your chapter contact information.

If you are a new or reactivating chapter, there is an additional \$20 fee.

Membership to FBLA-PBL includes a variety of benefits. Benefits by division can be found on the National website (www.fbla-pbl.org); these include hotel and flight discounts, certification discounts, insurance discounts and more.

Financial Information

Requesting an Invoice From:

- **National FBLA-PBL:** Click on the invoice number after you have completed registration for membership or a conference to download an invoice.
- **Missouri FBLA-PBL:** Missouri FBLA-PBL uses FreshBooks, an automated invoicing system. When you register for a Missouri FBLA-PBL conference or activity, you will be asked to complete a payment form. An invoice will be generated and emailed to you.

Membership

National FBLA-PBL processes all membership registration. You may pay online via a card (*no fees*) or pay by check.

- Checks should be made payable/mailed to National FBLA-PBL, PO Box 79063, Baltimore, MD 21279
- Credit card payments are processed online through the registration system during the final step

Fees:

- **FBLA:** \$10 per member
- **PBL:** \$20 per member
- **Middle Level:** \$6 per member
- **Professional Division:** \$25 per year or \$350 lifetime

National Conference Registration Payment

National FBLA-PBL processes all NFLC and NLC registration. You may pay online via a card (*no fees*) or pay by check.

- Checks should be made payable/mailed to National FBLA-PBL, PO Box 79063, Baltimore, MD 21279
- Credit card payments are processed online through the registration system during the final step

Missouri Conference Registration Payment

Missouri FBLA-PBL processes all Missouri conference registration (ELC, SMLC, DLC, SLC), as well as additional Missouri activities. You may pay online via a card (*fees assessed*) or pay by check.

- Checks should be made payable/mailed to Missouri FBLA-PBL, PO Box 480, Jefferson City, MO 65101
- Credit card payments are processed online through FreshBooks. Click "Pay Online" on your invoice to submit credit card payment. Additional fees are assessed for credit card payment. If you wish to have your school process the credit card payment, you may forward the invoice link to your accounting department.

Late Fees

Missouri FBLA-PBL assesses late fees when payments are not received by the stated deadline. All payment deadlines are listed in advance and agreed to by registering for the conference. Chapters will be ineligible to register for additional conferences until debts are paid in full.

- Payment not received by the deadline is subject to a \$25 late fee.
- Payment not received by the conference is subject to an additional \$35 late fee and cancellation of conference registration.

Refunds

Missouri FBLA-PBL offers full refunds for conference registration if a request is submitted by the stated deadline. Refunds are issued via check after the completion of the conference.

Chapter Recruitment

Recruiting members for your chapter may seem like a daunting task, but getting students excited and involved with business education and career and technical education is a fun experience! Consider setting up a booth at your school's open house or registration days, promote your chapter by having officers visit business classes and speaking about the organization, or show promo videos and pictures at the beginning of class.

You may also consider setting up social media for your chapter. Not only is it a great recruitment tool, but you can also use it to communicate with your members as the year progresses.

Missouri FBLA-PBL offers a variety of incentives for membership recruitment. These vary each year, but there is always a program for members and advisers to receive free Missouri FBLA-PBL merchandise.

Chapter Fundraising

Missouri FBLA-PBL is proud to partner with many fundraising vendors in Missouri and across the globe. Fundraising is not only vital to your chapter's attendance at events, but is necessary for your chapter to learn practical, hands on business skills. Students engage in marketing and advertising, personal selling, and event management to run a fundraiser.

Information about partners is available online at www.missourifbla.org/resources/fundraising.

Communications & Publications

- **Chapter Planning & Success Guide (CPG)** - The Chapter Planning & Success Guide is an August publication of Missouri FBLA-PBL. This quick reference guide serves as a planning tool for the year, with all conference information, projects and awards, and step by step guides included.
- **Chapter Management Handbook (CMH)** - The Chapter Management Handbook is an August publication of National FBLA-PBL. The CMH contains information on competitive events, as well as the National conferences available in the organization. Advisers are cautioned, though, as the competitive event structure in Missouri is different from Nationals. When in doubt, contact a Lead Chapter Adviser for more information or clarification.
- **Competitive Event Handbook (CEH)** - The Competitive Event Handbook is published by Missouri FBLA-PBL each year in October. This guide serves as a reference for all competitive events at the District and State levels. This guide is to be strictly followed by advisers, as even a slight deviation from the approved policies and procedures could lead to student disqualification.
- **Tomorrows Business Leader (TBL)** - Tomorrows Business Leader is a National FBLA-PBL quarterly publication, containing success stories, tips-and-tricks, and project information. Advisers receive a physical copy, while students may access a digital copy online.

Community Service

Community service is an important aspect of the FBLA-PBL experience, providing students with a sense of ownership within their community and a chance to use their learned business skills in real world scenarios.

- **March of Dimes** - In an effort to prevent premature birth and birth defects, National FBLA-PBL partners with the March of Dimes for fundraising and awareness activities.
- **Camp Quality/Connect for Children** - Camp Quality is a program, started in Missouri, that lets kids with cancer, and their families, be kids again. Chapters are encouraged to donate their time or fundraise for the program.
- **Dollars for Disasters** - Created in response to the Joplin 2011 tornado, Dollars for Disasters is a reserve financial account for chapters affected by the natural or manmade disasters that would prevent their participation in the FBLA-PBL program. Funding for technology, travel, and conferences is provided through the program.
- **Show Me Hunger: Unite the Fight** - With a staggering 23% of Missouri youth struggling with hunger each year, Missouri FBLA-PBL encourages chapters to donate food, resources, or their time to their local food banks.
- **Community Service Awards** - The Community Service Awards recognize members with extraordinary commitment to community service. The program has three levels – Community (50 hours), Service (200 hours), and Achievement (500 hours). Recognition of the highest level is presented at the National Leadership Conference.

Preparing Students for Competition

The organization is built around competitive events, a program designed to allow students to showcase what they have learned in the classroom and apply it to real-world scenarios. With over 70 competitive events, there is truly an event for each student. Topics range from accounting to website design, 3D animation to management analysis.

Competitive events are not just a competition – they are an integral part of your curriculum. All events are cross walked with National Business Education Association standards, the same standards Missouri uses for business education. In addition, all events can be matched to a career cluster, making it easy to find a logical event for a student based on their career goals and aspirations. Finally, performance indicators can be found for each event to better align your curriculum to the organization.

Preparing students for events takes time, energy, and dedication. Many resources, including practice tests, sample prompts, and study guides can be found online. Missouri FBLA-PBL offers competitive event trainings for advisers through the Missouri Business Education Association. The NLC Bootcamp, a program run in June, allows students to practice with business and industry leaders and take sample tests with real time results. On site at NLC, students can practice their events and check out equipment like projectors and adapters.

FBLA Sample Program of Work

SEPTEMBER

- Recruit new members
- Recruit new chapters
- Attend district fall planning meeting
- Induct new members and install officers
- Attend statewide fall activity (Game Day, Funtastic Day)
- Plan for Chapter and Individual Business Achievement Awards
- Select a service project
- Register for National Fall Leadership Conference
- Plan four leadership workshops for the year

OCTOBER

- Plan Fall FBLA picnic
- Submit article for Missouri Business Leader
- Submit article for Tomorrow's Business Leader
- Register membership online, mail state and national dues to the national office before Oct. 20
- Participate in Make A Difference Day
- Plan service project
- Select and schedule leadership workshop presenters

NOVEMBER

- Invite guest speaker from business community
- Attend National Fall Leadership Conference
- Celebrate American Enterprise Day
- Make plans for February FBLA Week
- Obtain media coverage of service project
- Carry out service project
- Conduct first leadership workshop

DECEMBER

- Submit an article for March/April issue of TBL
- Plan Christmas Activity
- Evaluate service project
- Plan annual fundraiser(s)
- Encourage members to run for district, state and national office

JANUARY

- Publicize and implement fundraiser
- Invite new members and parents to potluck dinner meeting
- Plan field trip(s) to local businesses to promote career awareness
- Finalize FBLA Week plans and publicity
- Make SLC hotel reservations
- Promote participation in competitive events program
- Conduct second leadership workshop

FEBRUARY

- Plan campaigns for officer candidates
- Observe FBLA Week
- Submit article for Missouri Business Leader
- Register additional members online and mail dues by Feb. 15 to the national office
- Conduct third leadership workshop
- Hold local competition to determine district competitive event participants
- Prepare for district competition (DLC)
- Attend DLC

MARCH

- Attend DLC
- Register for state conference online and fill out all event entries
- Finalize SLC lodging plans
- Conduct fundraiser for SLC travel expenses
- Invite former FBLA members back to speak
- File state officer application before March 15
- File Chapter and Individual Business Achievement forms before April 1
- Contribute to state NLC travel fund

APRIL

- Conduct fourth leadership workshop
- Prepare for SLC competition
- Attend SLC
- Publicize SLC participation
- Make NLC hotel reservations

MAY

- Mail anticipated attendance form to state office
- Register online for NLC and send fee to national office
- Mail registration for summer executive council meeting and officer training
- Plan end-of-year activity

JUNE

- Conduct fundraiser for NLC travel expenses
- Contact local businesses for donations toward NLC travel expenses
- Prepare for national competition
- Attend NLC

JULY

- Attend NLC

AUGUST

- Attend summer executive council meeting and officer training
- Plan local Program of Work for new school year

BMIT FAQ

50/50

- 1. What are the necessary forms?** The FV4 form is the form you submit to request funds. You must also submit the 50/50 Career Education Equipment/Educational Resource(s) Information Form. The FV2 form is the form you submit for reimbursement. <https://dese.mo.gov/college-career-readiness/career-education/forms>
- 2. Who do I direct all my questions to regarding 50/50 money?** Direct your questions to dese.bmit@dese.mo.gov or tammy.stains@dese.mo.gov.

CCE

- 1. What's the difference between CCE, SBE and SME?** SBE and SME are programs under the Cooperative Career Education (CCE) umbrella. SBE and SME must follow the guidelines outlined within CCE, but can also have additional guidelines that must be followed. <http://dese.mo.gov/sites/default/files/bmit-cce-handbook.pdf>
- 2. Can a student be enrolled in the work experience without being enrolled in the course?** No. Students must be enrolled in a DESE-approved career education program with classes which are concurrent with the off-campus experience. The related instruction may be less frequent than daily, but must comply with the approved program standards. <https://dese.mo.gov/sites/default/files/bmit-cce-handbook.pdf>
https://dese.mo.gov/sites/default/files/bmit-bmit-policies-for-credit-supervised-employment-2013_0.pdf
- 3. Can students receive a wage when enrolled in a CCE program?** Students may or may not receive pay.

DATA

- 1. What is my county district code?** Look up your county district code [here](#).
- 2. Can I name a course whatever I'd like?** Yes. The course name does not matter. As long as the course contains all the course objectives, you can name it what you would like. The course code is what matters. Competencies: <http://dese.mo.gov/college-career-readiness/career-ed-programs/business-marketing-it-ed/curriculum/business-competencies>
- 3. Where can I find information about CTE enrollment numbers?** Program Statistics: <http://dese.mo.gov/college-career-readiness/career-education/program-management-accounting-finance/program-statistics>
- 4. Do I have to follow up on every CTE student, even those who only took Personal Finance?** Students who take Personal Finance as a CTE course in grades 9-12 must be followed up on 180 days after graduation.
- 5. I taught 6 business courses for a total of 4 credits. Why do you show I taught less?** The person responsible for entering data into Core Data may have missed the following important information. If the information is entered incorrectly, the BMIT section cannot change your data that is the responsibility of your district's Core Data person. All approved business courses must be coded to the program code 0204 (CTE column). All approved marketing courses must be coded to the program code 0404 (CTE column) and Cooperative Education coded to 0304. The credits earned per course (Crdt) must be entered as well. As you can see in the example below Introduction to Business and Computer Applications, both approved business courses, are not coded to 0204 and the credit earned was 0. Upon review of this data, it is evident that the course had an enrollment as shown under the "Enr" column.

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MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
 STAFF ASSIGNMENTS REPORT 2015

SELECTIONS : 0204 8/11/2015

																	Class/Org:		Supv:		
																	Dist	Yrs	Exp:	Degree:	
Schl	Pos	FTE	CTE	Asgn	Course	No/Name	Seq	Gr	Pr	DS	CC	S	Min	Crdt	Enr	AC	AC MSG	HQ	HQ MSG	Lt Strt	Erly End
1050	60	0.25	0704	1	996400	PERS FIN	0	13	01				1	225	0.50	7	Y				
				2	996400	PERS FIN	0	13	01				1	225	0.50	12	Y				
				3	996400	PERS FIN	0	13	01				2	225	0.50	5	Y				
1050	60	0.33		1	034300	INTRODUCTION	0	13	00				2	225	0.50	8	Y				
				2	034352	M-COMP APP	0	08					0	225	0.00	9	Y				
				3	034352	M-COMP APP	0	08					0	225	0.00	7	Y				
				4	034352	M-COMP APP	0	08					0	225	0.00	7	Y				
				5	034352	M-COMP APP	0	08					0	225	0.00	7	Y				

PROGRAM SPECIFIC

1. **Does Personal Finance HAVE to be taught in the 11-12 grade?** It is recommended that the Personal Finance course be completed after the ninth grade because of the specific content and its relevance for persons reaching the age at which they must begin to assume financial responsibilities. However, grade level designations are not included in the Rule, so the grade level at which Personal Finance may be taught is ultimately an individual school district's decision. Although the Graduation Handbook does refer to specific grade levels at which the course is to be offered, that document is meant for technical assistance only.
2. **How many credits is each course worth?** The granting of credit is a local decision.
3. **Is my program approved?** Visit <https://apps.dese.mo.gov/CoreData/CareerEdApprovedCourses.aspx> to see if your program is approved. You must know the county district code. See "Data" question 1 for your county district code.
4. **Who do I talk to about my certification?** Email debbie.butcher@dese.mo.gov. (See page 5 for more information.)
5. **Who do I talk to about the Enhancement Grant?** Janice Rehak is the DESE contact. Email enhancement@dese.mo.gov. Visit <https://dese.mo.gov/college-career-readiness/career-education/program-management-account-finance/grants> for more information.

BMIT ACRONYMS

ACTE: Association for Career and Technical Education

BMIT: Business, Marketing and Information Technology

CTSO: Career and Technical Student Organization

DECA: formerly stood for Distributive Education Clubs of America Inc., no longer an acronym

- **CED:** Competitive Events Director
- **CDC:** Career Development Conference
- **CRLC:** Central Region Leadership Conference
- **FLC:** Fall Leadership and State Officer Election Conference
- **ICDC:** International Career Development Conference
- **SBE:** School Based Enterprise

DESE: Department of Elementary and Secondary Education

FBLA-PBL: Future Business Leaders of America

- **DLC:** District Leadership Conference
- **CLUE:** Creating Leaders and Unleashing Excellence
- **LCA:** Lead Chapter Advisor
- **NLC:** National Leadership Conference
- **PBL:** Phi Beta Lambda
- **PD:** Professional Division
- **SLC:** State Leadership Conference
- **SMLC:** Show-Me Leadership Conference

IRC: Industry Recognized Credential

LEA: Local Education Agency

MBEA: Missouri Business Education Association

MCDS: Missouri Comprehensive Data System

MCEA: Marketing and Cooperative Education Association

MSIP: Missouri School Improvement Program

Missouri ACTE: Missouri Association for Career and Technical Education

NBEA: National Business Education Association

PD: Professional Development

SBE: Supervised Business Employment (provides both classroom instruction and on-the-job work experience)

SME: Supervised Marketing Employment

TSA: Technical Skills Attainment