



# DESE Update

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*MoACTE Summer Conference - July 2015*

Missouri Department of Elementary and  
Secondary Education

# Business, Marketing & Information Technology Section Staff Directory and Responsibilities

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## Lori Niekamp, Director

- ❑ Curriculum
- ❑ Program Approval
- ❑ Cooperative Education
- ❑ Supervised Work Experience
- ❑ CISCO Academy
- ❑ FBLA State Chair
  - [Lori.Niekamp@dese.mo.gov](mailto:Lori.Niekamp@dese.mo.gov)

## Chrissy Bashore, Supervisor

- ❑ Curriculum
- ❑ Collegiate DECA State Advisor
- ❑ Missouri ACTE/MBEA Liaison
- ❑ Missouri ACTE/MCEA Liaison
- ❑ Mentoring Coordinator
- ❑ 50/50 Equipment Grant Approval
- ❑ Salary Reimbursements
  - [Chrissy.Bashore@dese.mo.gov](mailto:Chrissy.Bashore@dese.mo.gov)

## Chris Dzurick, Supervisor

- ❑ Curriculum
- ❑ FBLA State Advisor
  - [Chris.Dzurick@dese.mo.gov](mailto:Chris.Dzurick@dese.mo.gov)

## Tammy Stains, Supervisor

- ❑ Curriculum
- ❑ DECA State Advisor
  - [Tammy.Stains@dese.mo.gov](mailto:Tammy.Stains@dese.mo.gov)

## Julie Mertens, Administrative Assistant

- ❑ CTSO Administrative Assistant
- ❑ Section Database/Financial Data Manager
- ❑ Office Manager
- ❑ Web Coordinator
- ❑ Business Discussion List Supervisor
  - [Julie.Mertens@dese.mo.gov](mailto:Julie.Mertens@dese.mo.gov)

573-751-4367



# Listserv

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## □ **New Listserv for Teachers in Missouri Public Schools**

The Department has created a listserv for public school teachers. Teachers are encouraged to sign up to receive emails about policies, certification information, Department initiatives and news affecting education in the state.

- <http://lists.mo.gov/mailman/listinfo/mo-public-school-teachers>



# Mo-based

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- DESE
- Mo-based

I'd like to have one listserv solely for the purpose of DESE to communicate with you. Only emails from DESE can be sent to all teachers registered on this listserv (not just MBEA and MCEA members). The only listserv will be for MBEA/MCEA members only.



# BAM

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September 28  
Governor Office Building  
Jefferson City, MO

- Mentoring Meeting
- New Teacher Seminar
- DESE Information
- LCA (FBLA) Training
- CED (DECA) Training



ARE YOU A FIRST YEAR  
TEACHER OF BUSINESS  
AND MARKETING?



WORRIED ABOUT  
LESSON PLANS,  
POLICIES, PROCEDURES  
AND MORE?



SLEEPING LESS TRYING TO  
KEEP UP WITH YOUR CTSO  
DEADLINES AND EVENTS?

SEPTEMBER 28, 2015  
8:00 am - 4:30 pm

## Never FEAR! B.A.M. is HERE!!!

8:00 AM - 12:30 PM

~ AND ~

1:00 PM - 2:30 PM

MISSOURI BAM MENTORING PROGRAM FOR NEW TEACHERS  
(MUST BE PREAPPROVED FOR MENTORING PROGRAM)



8:00 AM - 12:30 PM

~ AND ~

1:00 PM - 2:30 PM

NEW BAM TEACHERS' ORIENTATION TO DESE



10:00 AM - 12:30 PM

~ AND ~

1:00 PM - 2:30 PM

L.C.A. (FBLA) AND C.E.D. (DECA) SPECIAL TRAINING SESSIONS



12:30 PM - 1:00 PM - FOR ALL

LUNCH AND LEARN - D.E.S.E. GRANTS AND TERMINOLOGY

2:30 PM - 4:30 PM

NEW TEACHERS' INTRODUCTION TO YOUR CTSO  
- FBLA AND DECA

WHERE:

Governor Office Building, 200 Madison, Jefferson City, MO  
Rooms 450, 460, 470 ~ Parking Garage Voucher Supplied ~



# Mentoring

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- One-year program
- Protégés and mentors – complete application found on Career Education Forms page on DESE website.
  - Mentors will be paid through a contract
  - Protégé reimbursement will be paid directly to the district.
- See Administrative Memo CCR-15-013, posted on July 13, 2015.



# TSA/IRC

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

TSA/IRC Updates – 42 IRC applications/requests for IRCs to be added to the approved IRC list were received. The IRC committee will meet on September 9th to review applications and make recommendations of IRCs to be added to the approved IRC list for the 2016-17 school year.

- Technical Skill Attainment Assessments (TSA)
  - A technical skill assessment measures skill proficiency of Career and Technical Education (CTE) students who are concentrators (a student who has earned three or more sequential credits in any state-approved CTE program grades 9-12) and has completed an approved CTE program. (It is not intended to be taken after every course).
- Industry Recognized Credential (IRC)
  - A portable, recognized credential (tangible evidence) that validates an individual has successfully demonstrated skill competencies in a core set of content and performance standards in a specific set of work-related tasks, single occupational area, or a cluster of related areas.



# MCDS Data

- 4 – Business
- 6 – Finance
- 11 – IT
- 14 – Marketing

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1 of 1 Find | Next

Missouri Department of Elementary & Secondary Education  
 Career & Technical Education  
 Concentrator Report for Perkins IV Reporting - 16 Career Clusters  
 District: LEWIS CO. C-1 (056017); Year: 2014

Concentrators	Total	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
<b>Gender Total</b>	86	22	3	1	30	0	3	0	0	0	7	16	0	2	0	0	2
Male	43	9	3	1	16	0	1	0	0	0	2	7	0	2	0	0	2
Female	43	13	0	0	14	0	2	0	0	0	5	9	0	0	0	0	0
<b>Race/Ethnicity Total</b>	86	22	3	1	30	0	3	0	0	0	7	16	0	2	0	0	2
Black	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
White	84	22	3	1	29	0	3	0	0	0	7	15	0	2	0	0	2
Hispanic	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Indian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Multi Race	2	0	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0
Other/Unknown	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Special Populations Total</b>	63	23	2	2	13	0	2	0	0	0	10	6	0	2	0	0	3
Individuals with Disabilities	12	3	0	1	2	0	0	0	0	0	2	2	0	1	0	0	1
Economically Disadvantaged	36	7	2	1	11	0	2	0	0	0	6	4	0	1	0	0	2
Nontraditional Enrollees	15	13	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0
Single Parent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Displaced Homemakers	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Limited English Proficient (LEP)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Migrant	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Tech Prep</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

# Perkins Concentrators

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Path to view # of concentrators:

- [www.mcds.mo.gov](http://www.mcds.mo.gov)
  - MCDS: Missouri Comprehensive Data System
  - Click on **College and Career**
  - Under Guided Inquiry, choose **College and Career Reports**
  - Under Perkins, select **Secondary**
  - Under Perkins, select **Secondary Concentrator Career Clusters**



# MCDS

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Secondary Concentrator C x

mcds.dese.mo.gov/guidedinquiry/Perkins/Secondary/Secondary%20Concentrator%20Career%20Clusters.aspx

Apps Google Work DECA READ BMIT DESE Career Ed FBLA LN Other bookmarks

Secured Content | Contact Us | dese.mo.gov | missouri.gov

Missouri DEPARTMENT OF ELEMENTARY & SECONDARY EDUCATION | MISSOURI COMPREHENSIVE DATA SYSTEM

HOME | MISSOURI DASHBOARD | DISTRICT INFO | QUICK FACTS | GUIDED INQUIRY | ADVANCED INQUIRY | TRAINING CENTER Search this site...

A-Z INDEX

Home > Guided Inquiry

### Secondary Concentrator Career Clusters

Level <Select a Value> State\District View Report

School Year



# CTE Enrollment Data

- <http://dese.mo.gov/college-career-readiness/career-education/program-management-accounting-finance/program-statistics>

These figures are duplicative—students who are in two business classes are counted twice.

Total 2013-14 Career Education Program/Course Enrollments  
By Program Area/Instructional Level

Section	Secondary	Adult	Postsecondary	Total
Agricultural Education	33,342	2,465	2,439	38,246
Business Education	97,044	2,087	29,040	128,171
Marketing and Cooperative Education	14,813	108	3,328	18,249
Health Sciences	7,781	9,815	27,206	44,802
Family Consumer Sciences & Human Services	59,226	62	0	59,288
Occupational Family Consumer Sciences & Human Services	24,355	1,095	5,798	31,248
Skilled Technical Sciences	13,207	22,151	22,133	57,491
Techology & Engineering	8,770	0	0	8,770
<b>Totals</b>	<b>258,538</b>	<b>37,783</b>	<b>89,944</b>	<b>386,265</b>



## 2013-2014 Business Enrollment

Program/Course Title	Secondary
Accounting 1	4,043
Accounting 2	611
Accounting Technician	
Administrative Assistant/Secretarial Science	
Banking & Financial Support Services	277
Business Administrative & Management	
Business Communications	686
Business Economics	535
Business Law	3,283
Business Management	3,810
Business Technology	4,107
Computer & Information Sciences	
Computer Applications/Computer Business Applications	24,303
Computer Programming	1,249
Computer Systems Analysis	
Digital Communications	388
E-Business	75
Entrepreneurship	1,813
Graphic Arts/Desktop Publishing	4,523
Human Resource Management	
IB Business & Management	23
Information Processing/Data Entry Technician	
International Business	74
Introduction to Business	5,353
Legal Administrative Assistant/Secretary	3
Management Information Systems & Business Data Processing	
Medical Administrative/Executive Assistant & Medical Secretary	124
Multimedia	4,994
Network Administration	642
Office Supervision & Management	
Personal Finance	31,035
Supervised Business Experience	859
Web Design	4,234
Web/Multimedia Management & Webmaster	
<b>Totals</b>	<b>97,044</b>

## 2013-2014 Marketing Enrollment

Program/Course Title	Secondary
Advertising	488
Business Administration/Management	151
Business Ownership/Management	248
Business/Corporate Communications	
Cooperative Career Education 1	534
Cooperative Career Education 2	165
E-Commerce/Electronic Commerce	
Entrepreneurship/Entrepreneurial Studies	1,158
Fashion Merchandising	181
Financial Planning & Services	
Free Enterprise Economics	78
Hospitality Management	73
Internet Marketing	113
Leadership in the Workplace	274
Management/Management Science	215
Marketing - Advanced	1,466
Marketing, Fundamentals Of	5,961
Marketing/Marketing Management	
Real Estate	
Retailing & Retail Operations	143
Sales, Distribution, & Marketing Operations	
Salesmanship/Selling Skills and Sales Operation	12
Sports & Entertainment Marketing/Specialized Marketing	1,439
Supervised Coop Occupational Ed Employment	2,004
Tourism & Travel Management	110
<b>Totals</b>	<b>14,813</b>

# Business, Management and IT

Business, Management & Administration CIP Code 52.0101		Finance CIP Code 52.0803		Information Technology CIP Code 11.0103	
Core Courses		Core Courses		Core Courses	
Course #	Course Title	Course #	Course Title	Course #	Course Title
034320	Business Communication	034310	Accounting I	034330	Business Technology
034321	Business Law	034312	Accounting II	034352	Computer Applications
034301	Business Management	156895	AP Macroeconomics <i>(added 12/2014)</i>	034353	Graphic Arts/Desktop Publishing
034305	Entrepreneurship	156995	AP Microeconomics <i>(added 12/2014)</i>	034354	Network Administration
034193	IB Business & Management	034303	Banking & Financial Services	034355	Computer Programming
034300	Introduction to Business	034332	Business Economics	034356	Multimedia
034205	Legal Administrative Assistant	156393	IB Economics <i>(added 12/2014)</i>	034393	Web Design
034206	Medical Administrative Assistant	996400	Personal Finance		
034380	Supervised Business Employment				

- A TSA or IRC exam will best align with the student’s coursework when the three credits earned by the student are within the same career cluster.
- The three credits needed to become a concentrator do not have to be in the same cluster but that is most ideal. A minimum of 2 credits in a cluster is recommended. A student with 3 unrelated CTE credits is not a concentrator.
- In relation to Perkins, a concentrator is a student who earns at least three credits in a sequence and a completer is a concentrator that graduates or earns a GED during the reporting year.



# CTSO Data Collection

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- Memo: CCR-15-003, January
  - 0 No participation
  - 1 Dues paying member, no participation
  - 2 Low level of participation (less than 25% participation in CTSO activities)
  - 3 Medium level of participation (25-75% participation in CTSO activities)
  - 4 High level of participation (greater than 75% participation in CTSO activities)

Why? Tie student engagement to graduation rate? GPA?  
Provides data about the importance of CTSOs.



# DESE Resources

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- BMIT News & Updates
  - <http://dese.mo.gov/college-career-readiness/career-ed-programs/business-marketing-it-ed/news-and-updates> (BOOKMARK!!!!)
    - Everything I put on the listserv goes on the BMIT News & Updates page.
- BMIT Memos
  - <http://dese.mo.gov/college-career-readiness/career-ed-programs/business-marketing-it-ed>
    - Located at the bottom of the BMIT homepage
- Enhancement Grant
  - <http://dese.mo.gov/college-career-readiness/career-education/program-management-account-finance/grants>
  - Email Doug Sutton: [enhancement@dese.mo.gov](mailto:enhancement@dese.mo.gov) or [doug.sutton@dese.mo.gov](mailto:doug.sutton@dese.mo.gov)
- Career Education Forms
  - <http://dese.mo.gov/college-career-readiness/career-education/forms-applications>
    - 50/50 (instructions, program information form, FV2 and FV4)
    - Program Approval Application
    - Mentoring Applications



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## Career Education

Home » College & Career Readiness

During the 2013-14 school year, 247,075 Missouri high school students and adults took part in career education training programs in public high schools, area career centers, community colleges, and four-year colleges and universities.

Missouri's Career Education delivery system consists of 519 local education agencies. These local education agencies include 437 comprehensive high school districts (53 with area career centers), one state technical college, 12 community college districts (four with area career centers), seven four-year institutions, and two state agencies. The network of area career centers provides an economical source of occupational-specific skill training which is available to residents within each school's service delivery area.

Missouri Career Education combines academics and occupational skill training to prepare students of all ages. Training programs are offered in Agriculture, Business, Health Sciences, Family and Consumer Sciences, Skilled Technical Sciences, Technology and Engineering, and Marketing and Cooperative Education.

### Career Education Support Materials

- [Advisory Committee](#)
- [Approved Course List](#)
- [Career & Technical Student Organizations](#)
- [Career Clusters](#)
- [Financial Forms](#)
- [Professional Development](#)
- [Programs](#)
- [Support Materials](#)
- [Career Prep Certificate](#)
- [Forms & Applications](#)
- [Related Links](#)
- [TSA & IRC](#)

### Support Documents

- [Common CTE Program Criteria and Quality Indicators](#)
- [Evaluation/Program Improvement Tool](#) (pdf)
- [MCE Fact Sheet](#)



## College & Career Readiness

- [Assessment](#)
- [Career Education](#)
  - [Agricultural Education](#)
  - [Business, Marketing, & Information Technology Education](#)
  - [Career Education Support Materials](#)
  - [Family Consumer Sciences & Human Services Education](#)
  - [Health Sciences](#)
  - [Pathways to Prosperity](#)
  - [Perkins Act](#)
  - [Program Management, Accountability, & Finance](#)
  - [Skilled Technical Sciences](#)
  - [Technology & Engineering Education](#)
- [Curriculum](#)
- [Guidance & Counseling](#)
- [Student Health and Wellness](#)
- [LifeSmarts](#)

[Administrative Memos](#)

[Webinars](#)

# Quality Standards

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The Office of College and Career Readiness has developed the Common Criteria and Quality Indicators for Career Education Programs. The six common criteria are:

- ❑ Criteria 1 – Programs of Study
- ❑ Criteria 2 – Curriculum
- ❑ Criteria 3 – Instruction
- ❑ Criteria 4 – Assessment
- ❑ Criteria 5 – Career and Technical Student Organizations
- ❑ Criteria 6 – Program Management and Planning

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.



### 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.

Level 4	Level 3	Level 2	Level 1
<b>Exemplary</b> <input type="checkbox"/>	<b>Operational Level of Development and Implementation</b> <input type="checkbox"/>	<b>Limited Development or Partial Implementation</b> <input type="checkbox"/>	<b>Little or No Development and Implementation</b> <input type="checkbox"/>
<p>Career courses are articulated to build depth of knowledge and skills without redundancy and they integrate opportunities for students to gain firsthand experience in the career field.</p> <p>The pathway must include a formal apprenticeship program, certificate program, a two-year degree program or a four-year degree program and is consistent with the student’s career goals.</p> <p>The program of study is fully aligned with current technical content standards and students complete at least three sequenced CTE courses.</p> <p>The program of study creates a career pathway to prepare students for the transition to postsecondary education.</p>	<p>At least 75 percent of the program of study is aligned with current secondary and postsecondary technical content standards.</p> <p>The program of study requires CTE students to take advanced CTE courses that supplement their career focus.</p> <p>The program of study addresses soft skills that employers desire of employees.</p>	<p>At least 40 percent of the program of study is aligned with current secondary and postsecondary technical content standards.</p> <p>The program of study includes a sequence of no more than three courses.</p> <p>There is no evidence the program of study addresses the soft skills that employers desire of employees.</p>	<p>The program of study is not aligned with current secondary and postsecondary technical content standards.</p> <p>The program of study does not include a sequence of at least three courses to meet the CTE completer definition.</p>

#### Quality Indicator 2 – Horizontally aligned academic and career education content in a coordinated, non-duplicative progression of courses.

Level 4	Level 3	Level 2	Level 1
<b>Exemplary</b> <input type="checkbox"/>	<b>Operational Level of Development and Implementation</b> <input type="checkbox"/>	<b>Limited Development or Partial Implementation</b> <input type="checkbox"/>	<b>Little or No Development and Implementation</b> <input type="checkbox"/>
<p>The program of study is fully aligned with Missouri’s academic standards for literacy, mathematics and science.</p>	<p>At least 75 percent of the program of study is aligned with Missouri’s academic standards for literacy, mathematics and science.</p>	<p>At least 40 percent of the program of study is aligned Missouri’s academic standards for literacy, mathematics and science.</p>	<p>The program is not aligned with Missouri’s academic standards for literacy, mathematics and science.</p>

#### 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.

Level 4	Level 3	Level 2	Level 1
<b>Exemplary</b>	<b>Operational Level of Development and Implementation</b>	<b>Limited Development or Partial Implementation</b>	<b>Little or No Development and Implementation</b>

# 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 all 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 shared with students and parents/guardians prior to instruction.
- Quality Indicator 5 – School, community, and industry resources are used to effectively 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 – An instructional management system exists for reporting student progress and classroom mastery of curriculum competencies.
- Quality Indicator 3 – Student technical skill attainment demonstrates knowledge and skill of student(s), improves transition from secondary to postsecondary programs of study and conveys proof of mastery to potential employers.



# Criteria 5 — CTSO

The appropriate CTSO is affiliated with the state and national organization and is an intra-curricular element of the program. (All indicators must be met for each career education program area offered by the district. If any one indicator is not met, the criteria is not met. For districts with multiple secondary sites, there must be a CTSO at each location for each approved career education program at that site.)

- ❑ Quality Indicator 1 – A program of work that is aligned with the CTSO’s goals and objectives and is developed annually by students and teachers.
- ❑ 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 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 development 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.
- Quality Indicator 3 – An annual program budget is collaboratively developed by the teacher(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 certificated teacher participates in ongoing, high-quality, program specific professional development activities.



# 50/50 Funds

[http://dese.mo.gov/sites/default/files/cte\\_50-50\\_grant\\_instruction\\_feb2015.pdf](http://dese.mo.gov/sites/default/files/cte_50-50_grant_instruction_feb2015.pdf)

## Highlights:

- No furniture (student or teacher)
- No Annual/reoccurring licensing or subscription fees, except curriculum
- FV4 (request for funds) & FV2 (request for reimbursement) – 2 signed originals
- FV2 - **DUE FEBRUARY 1**



# 50/50 Funds

## **Items we are looking at prior to approval:**

- ✓ Priority will be given to districts that offer at least 3 credits of business or marketing education
- ✓ Teacher(s) are properly certificated
- ✓ CTSO (DECA, FBLA)



# BMIT PD

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- Please email [lori.niekamp@dese.mo.gov](mailto:lori.niekamp@dese.mo.gov) your PD workshop ideas
- Cancellation policy – If you sign up to attend a PD workshop, please email to let us know if you will not be attending.
  - There were at least 10 no-shows at a PD workshop earlier this year. This workshop had a waiting list.



# FAQ

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- What is the difference between a concentrator and a completer?
  - In relation to Perkins, a concentrator is a student who earns at least three credits in a sequence and a completer is a concentrator that graduates or earns a GED during the reporting year.
- What is the difference between CCE, SBE and SME?
  - SBE and SME are under the CCE umbrella. SBE and SME must follow the CCE guidelines but also have their own additional guidelines.



Questions????

