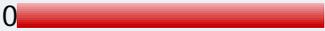




## DESE CTE Ad Hoc Funding Committee Online Survey Results Report

### 1. Secondary Salary Funding Criteria

Option:	TOTAL
	(13)
<b>DESE Approved Program</b>	
<i>Highly Important</i>	10  77%
<i>Important</i>	2  15%
<i>Somewhat Important</i>	1  8%
<i>Least Important</i>	0  0%
<b>Enrollment</b>	
<i>Highly Important</i>	7  54%
<i>Important</i>	4  31%
<i>Somewhat Important</i>	2  15%
<i>Least Important</i>	0  0%
<b>Staff Appropriately Certificated for Position Held</b>	
<i>Highly Important</i>	7  54%
<i>Important</i>	4  31%
<i>Somewhat Important</i>	1  8%
<i>Least Important</i>	1  8%
<b>Full-time Equivalent Teacher</b>	
<i>Highly Important</i>	6  46%
<i>Important</i>	5  38%
<i>Somewhat Important</i>	2  15%
<i>Least Important</i>	0  0%
<b>Full-time Equivalent Administrator</b>	
<i>Highly Important</i>	6  46%
<i>Important</i>	2  15%

<i>Somewhat Important</i>	1  8%
<i>Least Important</i>	4  31%
<b>Full-time Equivalent Support (VRE, Counselor)</b>	
<i>Highly Important</i>	3  23%
<i>Important</i>	2  15%
<i>Somewhat Important</i>	2  15%
<i>Least Important</i>	5  38%
<b>9-12 Grades Only</b>	
<i>Highly Important</i>	4  31%
<i>Important</i>	2  15%
<i>Somewhat Important</i>	7  54%
<i>Least Important</i>	0 

**Specify Other Criteria - Comments**

TOTAL (6)
<p>I would consider having a formula that assists schools in transitioning new staff. The amount of responsibilities a new teacher has these days in CTE with building, district, and state needs is overwhelming and costly.</p> <p>We need to make sure all the criteria is workable for comprehensive high schools and that we are just not focusing on Career and Tech Centers.</p> <p>Students/programs should not be penalized b/c the teacher is not certificated. Getting CTE staff certificated is such a large problem; I am losing an incredible Marketing teacher this year b/c of the amount of classes that are being required for her to take. She took three, found only one of the classes really useful, and decided it was just too much at this point in her career to take on the time and debt commitments. She was an amazing find for our students, with exceptional professional experience and incredibly well respected within our community, now lost. DESE needs to create more flexibility for CTE administration so we can hire and retain quality people with the needed professional experience.</p> <p>If there isn't enough to fully fund the program, priority could go to programs preparing students for high demand occupations.</p> <p>If you review history, teachers at one time were reimbursed around 50% of their salary. This funding was put in place by past CTE leaders to insure CTE would be around for the future. If you make big changes to the funding structure by awarding funds to programs that do not contribute to the workforce then you run the risk of closing down small Career Centers and in the process hurting students.</p> <p>DESE might also adding a category for the Special Needs/At-Risk position to account for the funds set aside to support these programs (which were frozen and only available to those schools who had applied and received the funds).</p>

## 2. Post-Secondary Salary Funding Criteria

Option:	TOTAL
	(13)
<b>DESE Approved Program</b>	
<i>Highly Important</i>	9  69%
<i>Important</i>	3  23%
<i>Somewhat Important</i>	1  8%
<i>Least Important</i>	0 
<b>Enrollment</b>	
<i>Highly Important</i>	6  46%
<i>Important</i>	6  46%
<i>Somewhat Important</i>	1  8%
<i>Least Important</i>	0 

### Specify Other Criteria - Comments

TOTAL (3)
<p>Staff with appropriate experience and some training in pedagogy. Postsecondary programs have always been viewed as being identical to secondary programs. The funding formula should more take into account individual courses that apply to programs rather than trying to make a postsecondary program resemble a secondary block program.</p> <p>If there isn't enough to fully fund the program, priority could go to programs preparing students for high demand occupations. I believe the amounts reimbursed should be re-evaluated for equity between secondary and post-secondary.</p> <p>Staff appropriately certified for position (if post-secondary receives salary funds for CTE position, teachers and administrators should be held to the same standards for certification) Certificate or A.A.S. degrees only.</p>

## 3. Full-time Adult Salary Funding Criteria

Option:	TOTAL
	(13)
<b>DESE Approved Program</b>	
<i>Highly Important</i>	10  77%
<i>Important</i>	2  15%
<i>Somewhat Important</i>	1  8%
<i>Least Important</i>	0 
<b>Enrollment</b>	
<i>Highly Important</i>	8  62%
<i>Important</i>	4  31%
<i>Somewhat Important</i>	1  8%

Option:	TOTAL
	(13)
<i>Least Important</i>	0
Staff Appropriately Certificated for Position Held	
<i>Highly Important</i>	5  38%
<i>Important</i>	5  38%
<i>Somewhat Important</i>	1  8%
<i>Least Important</i>	1  8%
Specify Other Criteria - Comments	
TOTAL (0)	

#### 4. Short-Term Adult Salary Funding Criteria (less than 500 hours of instruction)

Option:	TOTAL
	(13)
Program must appear in Exhibit 30 of DESE Core Data Manual	
<i>Highly Important</i>	8  62%
<i>Important</i>	3  23%
<i>Somewhat Important</i>	2  15%
<i>Least Important</i>	0
Enrollment	
<i>Highly Important</i>	9  69%
<i>Important</i>	3  23%
<i>Somewhat Important</i>	1  8%
<i>Least Important</i>	0
Specify Other Criteria - Comments	
TOTAL (0)	

#### 5. Effectiveness Index Formula (Area Career Centers and Comprehensive High Schools)

Option:	TOTAL
	(13)
Enrollment	
<i>Highly Important</i>	8  62%
<i>Important</i>	4  31%
<i>Somewhat Important</i>	0

<i>Least Important</i>	1  8%
<b>Completion</b>	
<i>Highly Important</i>	7  54%
<i>Important</i>	4  31%
<i>Somewhat Important</i>	2  15%
<i>Least Important</i>	0 
<b>Placement</b>	
<i>Highly Important</i>	7  54%
<i>Important</i>	3  23%
<i>Somewhat Important</i>	3  23%
<i>Least Important</i>	0 

**Specify Other Criteria - Comments**

<b>TOTAL (4)</b>
<p>Enrollment should be looked at based on a percentage of the high school so to be fair to small school districts.</p> <p>Placement- I would mark this highly important except for the fact that we report more 'accurately' than many other schools. If it remains self-reported, the import should not be that great. Completion- at the secondary level, students are still exploring careers; therefore, schools should not be penalized if someone doesn't complete a program.</p> <p>TSA/IRC performance. Also, evaluate possibility of including post-secondary in this program.</p> <p>Could consider other criteria from Quality CTE Program standards, if data system would support. 1. CTSO participation 2. IRC attainment 3. TSA achievement 4. Dual Credit</p>

**6. Perkins Core Indicators of Performance (Secondary)**

<b>Option:</b>	<b>TOTAL</b>
	<b>(13)</b>
<b>Academic Attainment - Math</b>	
<i>Highly Important</i>	2  15%
<i>Important</i>	3  23%
<i>Somewhat Important</i>	6  46%
<i>Least Important</i>	2  15%
<b>Academic Attainment - Language Arts</b>	
<i>Highly Important</i>	1  8%
<i>Important</i>	5  38%
<i>Somewhat Important</i>	5  38%
<i>Least Important</i>	2  15%
<b>Technical Skill Attainment</b>	

<i>Highly Important</i>	12  92%
<i>Important</i>	1  8%
<i>Somewhat Important</i>	0  0%
<i>Least Important</i>	0  0%
<b>Completion</b>	
<i>Highly Important</i>	10  77%
<i>Important</i>	2  15%
<i>Somewhat Important</i>	1  8%
<i>Least Important</i>	0  0%
<b>Graduation Rate</b>	
<i>Highly Important</i>	6  46%
<i>Important</i>	5  38%
<i>Somewhat Important</i>	2  15%
<i>Least Important</i>	0  0%
<b>Placement</b>	
<i>Highly Important</i>	8  62%
<i>Important</i>	3  23%
<i>Somewhat Important</i>	2  15%
<i>Least Important</i>	0  0%
<b>Non-traditional Participation and Completion</b>	
<i>Highly Important</i>	0  0%
<i>Important</i>	4  31%
<i>Somewhat Important</i>	5  38%
<i>Least Important</i>	4  31%

### 7. Perkins Core Indicators of Performance (Post-Secondary)

Option:	TOTAL
	(13)
<b>Technical Skill Attainment</b>	
<i>Highly Important</i>	9  69%
<i>Important</i>	3  23%
<i>Somewhat Important</i>	1  8%
<i>Least Important</i>	0  0%
<b>Credential, Certificate or Degree Attainment</b>	
<i>Highly Important</i>	7  54%

<i>Important</i>	4  31%
<i>Somewhat Important</i>	1  8%
<i>Least Important</i>	0 
<b>Student Retention or Transfer</b>	
<i>Highly Important</i>	3  23%
<i>Important</i>	5  38%
<i>Somewhat Important</i>	3  23%
<i>Least Important</i>	1  8%
<b>Placement</b>	
<i>Highly Important</i>	7  54%
<i>Important</i>	4  31%
<i>Somewhat Important</i>	2  15%
<i>Least Important</i>	0 
<b>Non-traditional Participation and Completion</b>	
<i>Highly Important</i>	0 
<i>Important</i>	4  31%
<i>Somewhat Important</i>	4  31%
<i>Least Important</i>	5  38%

## 8. Other Criteria to Consider

Option:	TOTAL
	(12)
<b>Industry Recognized Certificate/Credential (IRC) Attainment</b>	
<i>Highly Important</i>	6  46%
<i>Important</i>	6  46%
<i>Somewhat Important</i>	0 
<i>Least Important</i>	0 
<b>CTSO Participation</b>	
<i>Highly Important</i>	5  38%
<i>Important</i>	3  23%
<i>Somewhat Important</i>	3  23%
<i>Least Important</i>	1  8%
<b>Grades 7-8</b>	
<i>Highly Important</i>	0 
<i>Important</i>	3  23%

<i>Somewhat Important</i>	3  23%
<i>Least Important</i>	6  46%
<b>Dual Credit</b>	
<i>Highly Important</i>	1  8%
<i>Important</i>	6  46%
<i>Somewhat Important</i>	5  38%
<i>Least Important</i>	0 
<b>Items mentioned by committee members on the call/webinar</b>	
<i>Highly Important</i>	0 
<i>Important</i>	4  31%
<i>Somewhat Important</i>	3  23%
<i>Least Important</i>	1  8%

**Specify Other Criteria - Comments**

<b>TOTAL (3)</b>
<p>7-8 needs some consideration because in small comprehensive high schools teachers are required to teach these grade levels due to limitations in the staff. Most of these high schools can actually be considered 7-12.</p> <p>For postsecondary retention and transfer are not the most significant measures. Some students come in to pick up specific skills for which there may not be a certificate or other credential and then go to the work force.</p> <p>Not sure what else is included in items from call/webinar.</p>

**9. What are the most important facets about Missouri's CTE programs? Which do think should be reflected in the revised funding criteria?**

<b>TOTAL (11)</b>
<p>We need to look at process data and performance data also. The Common CTE Program Criteria offers qualitative data around meeting standards. However, I would ask that we look at important sets of data around enrollment, placement, TSA/IRC, Student perception, Academic Attainment through WorkKeys and other assessments in that C&amp;CR Bucket, Customer satisfaction data, etc.</p> <p>Certified programs and teachers (teachers who have full certification not TAC). Programs are only as strong as the teachers involved and certified teachers will always have the best programs. CTSO's are also very strong and beneficial to CTE programs in Missouri this is where are students develop those "soft skills" which are highly demanded by today's employers. Finally, skill development may be the most important thing we spend too much time talking about pedagogy instead about skill development. We need fewer conversations about theory and more about practical skill development this is what CTE is supposed to be about.</p>

Programs that are current and robust and serve both employers and students.

Innovation of programs and identifying workforce needs. Having programs that provide viable employment. The industry recognized certificates are important as students are preparing for college and career readiness.

High quality programs (can be evidenced by standards/indicators) Excellent CTSO involvement and participation High Quality instruction and qualified staff.

State needs to maintain flexibility in distributing funds that are not tied to only programs that meet certain marks (high need, etc.). What is important and needed in one region will vary greatly around the state...

Getting students ready for careers or higher level programs (i.e., college).

At the secondary level, CTE can promote graduation and helps students with core classes. When students graduate with a credential that can also be a huge advantage for them. Placement shouldn't be weighted too heavily as it is difficult to verify, and it is much less important for students planning to attend college. At the post-secondary level we need to ensure students are employable in high demand careers, which does not always require completion. In programs where licensure is required, pass rates are important. Placement is difficult to verify and should only be considered if based on UI records, including data from neighboring states.

Preparing students for the workforce. I would look long and hard at programs like PLTW because I do not believe the data proves that students enter into that workforce. Continue with the same type of data collections that was required according to the method that was used before the software went obsolete.

Funding needs to be tied to industry demand. If area employers deem a program as high demand and the school has high enrollment/placement, then that program should be funded. Positive placement should include military.

The most important facets of our CTE program are placement, enrollment, CTSOs, technical skill attainment, connection with business and industry, and workplace readiness. Placement, enrollment, technical skill attainment, perhaps CTSO participation/

**10. If there were no constraints on the type of data and how it is collected, what factors should be included in the state CTE funding criteria to maximize equity of funding and quality of programs?**

**TOTAL (12)**

See answer above. Look at hard measures.

Certified Programs Certified Students IRC's.

Institutional efforts to retain students and get them graduated should be measured and rewarded.

It should more closely align with the Quality Indicators and MSIP.

Quality of program, quality of personnel, skill attainment effectiveness and enrollment (least important).

Placement of completers, not participants, should be more important and reviewed, not self-reported.

Placement rate of students in higher education or within related careers. This is assuming this data was capable of being accurately measured, which I'm not sure if it is.

The current system has some equity factors. Closer linking to quality programs will require a state standard (which should be established prior to reworking of the funding formulas and TAV process to insure compliance).

In this case, placement would be a good measure for post-secondary in particular. If it were possible to collect, employer satisfaction would be another good measure. For secondary, if we could tell how many students finish a CTE program and then go on to a related post-secondary CTE program (same cluster) that would be great. That is probably possible using MOSIS numbers and current data - do we know if anyone has ever looked at it?

I believe data must be collected to show which programs should be awarded the funding. If you require no or very little data, then what will be the effect between programs that prepare students for the workforce and programs that do not.

Employment in a related field, including military.

If you want to tie funding to quality of program, you would need a third-party assessment of each center/high school/post-secondary institution based on the establish quality indicators. I am certain you will never get to a fair process for this. I don't think you have the funds or human resources to accomplish this goal. When considering equity of funding, we have to consider the other funding mechanisms available to each of the categories of institutions (ACC, Comp HS, PS Institution). For example, student tuition (paid by the student, or by a sending school), ADA, local tax levies, and other state funds.

**11. Are the most appropriate factors already included in the state CTE funding criteria?  
What is missing?**

**TOTAL (12)**

Mostly...again, see previous answer.

Making sure we are sending the money to schools who still have certified programs. What has been taking place over the past few years is a complete sham and many schools have been hurt because of it.

The factors being considered are important but as I already stated, postsecondary programs do not operate the same as secondary and there should be a review with postsecondary of how to appropriately fund program.

Professional Development is missing. Has the teacher been involved in Quality Professional Development?

Quality of program, placement.

I believe so.

I do agree with many of the factors. Some of the weights I'm not so sure about.

I don't think the current system is broken. Salary funding formula needs to be used. Want to talk about this in greater detail on April 6.

There should probably be an initial separation between secondary and post-secondary based on enrollments. Then the two levels could each be allocated by criteria that are appropriate to them. It will be difficult to write common criteria that make sense for both, as the student populations and goals are different.

Yes.

Yes. Non-traditional enrollment can be a challenge in some communities.

I think it is worth asking ourselves if the current system is still viable, particularly if the formula (salary) is actually run to determine school allocations.

**12. If enrollment becomes a funding criteria, in your opinion, what factors of enrollment are important?**

**TOTAL (12)**

#s of enrollment at a certain date such as the October cycle of core data. Completer data is also important.

Percent of the high school enrollment. Also quantity is not nearly as important as quality.

At the postsecondary level enrollment in and completion of course work along with program enrollment and completion should be considered. Sometimes students just take a course or two to gain job skills and then move on.

Number of students in the program and the completers.

Skill attainment of enrollees and number

Simple 3 year rolling average. Completion should not have that large of impact as classes are still exploratory at the secondary level.

Enrollment should be considered, but with many caveats. Challenging programs that are in demand from industry aren't always the easiest for students to complete. These programs are critical to the success of our region though. I would like to see funding used to encourage enrollment in programs that are in demand from industry. But I don't want to see programs punished because the programs are difficult.

In approved programs that have a sequence.

Recommend tying this to data that is already collected and updated every year, like Perkins participant or concentrator totals.

Stay at the 10 student per class requirement. Also keep the high demand requirement.

Majority of students complete the program. Program needs to be tied directly to industry and not just additional coursework. Students should be considered positive placement if they leave the program early to work in related field.

Enrollment is currently a funding criteria in the salary reimbursement formula, but it essentially is not a factor because the formula is not being utilized as intended. Are you suggesting that a formula be created like the school foundation formula be developed to essentially fund CTE centers/schools on a per pupil basis? If so, I think you would have to consider overall average enrollment, concentrator status, completion, placement, technical skill attainment, and a state adequacy target (based on a cost measure of educating a CTE student).

**13. Is it important to maintain incentive-based funding (EIF)? Please fully explain your answer.**

**TOTAL (11)**

Yes...Placement and Enrollment are important.

Yes, for program start-ups and enhancements.

Incentive based funding if maintained has to be equitable for all areas of CTE and not just some programs. It would need to be evaluated each year so programs meet the criteria to receive the money.

I feel there is importance to the EIF in providing evidence to how effective the program is. I do not feel that basing effectiveness totally on placement is the best course of action.

Yes. I think having a part of the formula incentive-based is a good idea.

I don't feel like I have enough information to answer this one.

Yes. The current formula is ok.

I have not seen much evidence that performance or incentive based funding promotes improvement in outcomes. In fact, it probably makes it more difficult for struggling programs and schools to improve. If it is retained, I believe post-secondary should be included in the program.

Yes. This is an important incentive for schools and this funding is crucial for Career Centers.

Yes. While it's important to maintain enrollment numbers there should be leniency built in

for unforeseen circumstances. I.E. Enrollment eligibility drops due to student incarceration, etc.

I think it is important to reward schools that are meeting or exceeding state established criteria. However, I don't think our current EIF could be considered an incentive-based funding mechanism. It is more a measure of "effectiveness" because schools are rewarded with funds based on established parameters related to placement and enrollment. If you can maintain a certain placement and enrollment data, your funding will continue to be allocated. I don't think many schools are setting goals to improve placement and enrollment with the hope of getting increased funds. We are simply dividing up the same pie, differently each year. Also, placement data is somewhat subjective because even though all schools are using the same definitions, the interpretation can be dramatically different by schools.