

MISSOURI

CAREER PREP CERTIFICATE PROGRAM

PLANNING GUIDE

Missouri Department of Elementary and Secondary Education

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INTRODUCTION

Overview

Missouri schools strive to develop in students the knowledge, skills, and attitudes necessary for a successful and productive career. Part of a successful career is to have skills necessary to succeed in the workforce and to meet employer expectations. To assist in meeting those expectations, the Missouri General Assembly passed Senate Bill 894 during the 2006 session (see *Appendix, A1*). This legislation charged the Department of Elementary and Secondary Education to develop a voluntary program that enables high schools to endorse a certificate for students who meet certain standards demonstrating that the students are “ready to work.” The program is designed for high school seniors who choose to participate.

In developing the program, the Department established a statewide advisory committee. It was comprised of representatives from employers, chambers of commerce, local workforce service providers and postsecondary institutions, as well as school administrators, counselors, and students. The group was charged with developing the following program components:

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



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

NATIONAL PERSPECTIVE

A report issued in 2006 explored employers’ perspectives on the readiness of new entrants to the U.S. workforce by level of educational attainment. “Are They Really Ready to Work?” is a study conducted in collaboration with The Conference Board, Partnerships for 21st Century Skills, Corporate Voices for Working Families, and the Society for Human Resource Management. The results of this study make it clear that improvements are needed in the readiness of new workforce entrants if excellence is the standard for global competitiveness.

BENEFITS OF THE PROGRAM

The following are benefits that a successful Career Prep Certificate Program could offer to individuals and communities.

Individuals

- Match individual knowledge and skills to occupational expectations, regardless of educational requirements
- Match individual interests and preparation with job opportunities
- Focus exploration and preparation by career paths
- Document an individual's mastery of knowledge and skills
- Promote postsecondary education and training based on personal plan of study
- Further postsecondary education and training supported by work-based experiences
- Emphasize the importance of academic and work readiness components
- Provide credentials that are valued and requested by employers and colleges



Communities

- Connect knowledge, skills, and testing for education and employers
- Predict readiness of individuals for work and college
- Require fewer resources for remediation and basic skills training
- Apprise the business community of the assessments currently used to assess knowledge and skills
- Improve job satisfaction, driving increased productivity and decreased turnover
- Verify entry-level workers' knowledge and skills
- Identify real-world knowledge and skills needed by local and regional business
- Match individual knowledge and skills to occupational expectations, regardless of educational requirements
- Build stronger interdependency between education and employers
- Increase in partnership activity, communication, and support
- Foster a better educated and trained workforce
- Support economic and workforce development

ACADEMIC AND WORK READINESS COMPONENTS

In the fall of 2006, the statewide advisory committee reviewed pertinent research and recent curriculum organizers to identify academic and work readiness components. Different stakeholder groups were surveyed to determine the most important components to the world of work. Based on the survey results, the committee identified 12 academic and work readiness components, which are linked to key curriculum drivers in Missouri schools.

The academic components were identified and cross-referenced with Missouri's Show-Me Standards and Grade-Level Expectations. These components include:

- **Applied Math** (*Appendix, A3*)
- **Reading Comprehension** (*Appendix, A4*)
- **Communication: Verbal, Written, and Listening** (*Appendix, A5*)
- **Critical Thinking and Problem Solving** (*Appendix, A6*)
- **Information Technology** (*Appendix, A7*)
- **Gather/Evaluate Information** (*Appendix, A8*).

The work readiness components were identified and cross-referenced with Missouri's Career Development Standards and Grade-Level Expectations within the Missouri Comprehensive Guidance Program. These components include:

- **Career Development and Planning** (*Appendix, A9*)
- **Professional and Ethical Behavior** (*Appendix, A10*)
- **Personal Accountability** (*Appendix, A11*)
- **Interpersonal Skills** (*Appendix, A12*)
- **Self-Direction and Self-Management** (*Appendix, A13*)
- **Lifelong Learning** (*Appendix, Page A14*).

Refer to the Appendix for specific knowledge and performance expectations.



Numerous effective assessments are available to determine individual knowledge and skill levels. Missouri schools use criterion- and norm-referenced assessment results to document mastery of specific academic knowledge and skills. However, few assessments address work-readiness behaviors and characteristics. Employers may use assessments to determine an individual's desirable and undesirable characteristics. However, these may not be appropriate for schools to administer.

Several of the most prevalent and promising assessments in Missouri schools were analyzed and aligned to the academic and work readiness components. The assessment summary (see Page 6) was developed with assistance from each of the sponsoring companies and organizations. Each assessment was cross-referenced to the underlying knowledge and performance expectations for each component. A more detailed analysis of assessments is recommended in determining the most appropriate selection for a local or regional program.

Missouri Assessment Program

The Missouri Assessment Program (MAP) is one of several educational reforms mandated by state law in 1993. The law directed the State Board of Education and the Department of Elementary and Secondary Education to identify the knowledge, skills, and competencies that Missouri students should acquire by the time they complete high school, and to evaluate student progress toward those academic standards.

In February 2007, the State Board of Education approved a change in the method of MAP testing in the high school grades. Beginning with the 2008-09 school year, end-of-course tests in algebra I, English II and biology will replace the current MAP exams used in grades 10 and 11. Eventually, end-of-course tests will be offered for the following subjects:

- Geometry and Algebra II
- English I
- Chemistry and Physical Science
- American Government and American History.

ACT

The ACT test assesses high school students' general educational development and their ability to complete college-level work. The multiple-choice test covers four skill areas: English, mathematics, reading, and science. The writing test, which is optional, measures skill in planning and writing a short essay. Both tests emphasize reasoning, analysis, problem solving, and the integration

of learning from various sources, as well as the application of these proficiencies to the kinds of tasks that college students are expected to perform.

PLAN

ACT's PLAN program helps 10th graders build a solid foundation for future academic and career success and provides information needed to address school districts' high-priority issues. It is a comprehensive guidance resource that helps students measure their current academic development, explore career/training options, and make plans for their remaining time in high school and the post-graduation years. Typically, it is administered in the fall of the sophomore year.

Armed Services Vocational Aptitude Battery

The Armed Services Vocational Aptitude Battery (ASVAB) is a comprehensive career exploration and planning program that includes a multiple aptitude test battery, an interest inventory, and various career-planning tools designed to help students explore the world of work. The ASVAB is intended for use with students in the 10th, 11th, and 12th grades as well as students in postsecondary schools. The program provides tools, including the test battery and interest inventory, developed by the Department of Defense to help students across the nation learn more about career exploration and planning.

WorkKeys

ACT's WorkKeys is a job skills assessment system that assesses selected work competencies. The Foundational Skills Assessments (Applied Mathematics, Applied Technology, Business Writing, Listening, Locating Information, Observation, Readiness, Reading for Information, Teamwork, and Writing) measure different applied job skills in the areas of communication, problem solving and interpersonal skills. The Personal Skills Assessments (Performance, Talent, and Fit) are designed to predict job behavior and measure the full potential of individuals.

National Occupational Competency Testing Institute

The National Occupational Competency Testing Institute (NOCTI) provides occupational competency assessment products and services to secondary and postsecondary educational institutions. NOCTI offers more than 170 standardized technical assessments in a variety of occupational fields. The assessments are built upon nationally validated, workplace-based standards.

ASSESSMENT SUMMARY

PROGRAM COMPONENTS	HIGH SCHOOL ASSESSMENTS						STATE/NATIONAL CERTIFICATES		Missouri Connections
	MAP	ACT	PLAN	ASVAB	WorkKeys	NOCTI	Mo/NCRC	NWRC	
Applied Math	•••••	•••••	••••	••••	•••••		•••••	••••	•
Reading Comprehension	•••••	•••••	••••	••••	••••	•••	••••	••••	•
Communication (Verbal, Written, and Listening)	••••	•••	••	••	••••	••	•	•••••	•
Critical Thinking and Problem Solving	••	••••	•••	•••	••••	•••		••••	••••
Information Technology						••••			••••
Gather/Evaluate Information	••••	•••	••	•	•••	•••	•••	•••	••••
Career Development and Planning		•	•	•••	••	••		••	•••••
Professional and Ethical Behavior					••••	•••		•••	
Personal Accountability					••••	•••		•••	•
Interpersonal Skills					••••	••		•••	
Self-Direction and Self-Management					••••	•		••	••
Lifelong Learning					••			•••	••••

MAP – Missouri Assessment Program

ACT – American College Testing Assessment

PLAN – The pre-ACT test; a powerful predictor of success on the ACT

ASVAB – The Armed Services Vocational Aptitude Battery comprehensive career exploration and planning program

WorkKeys – ACT Assessments for Foundational Skills (Applied Mathematics, Applied Technology, Business Writing, Listening, Locating Information, Observation, Readiness, Reading for Information, Teamwork, and Writing) and Personal Skills (Performance, Talent, and Fit)

NOCTI – National Occupational Competency Testing Institute standardized technical assessments for a variety of occupational fields

Mo/NCRC – Missouri Career Readiness Certificate, which is aligned with the National Career Readiness Certificate, uses three WorkKeys Assessments: Applied Mathematics, Locating Information, and Reading for Information

NWRC – National Work Readiness Credential, sponsored by the U.S. Chamber of Commerce; based on assessments in Read with Understanding, Math for Decision Making, Oral Language Test, and Situational Judgment

Missouri Connections – online education and career planning system that helps individuals of all ages explore, plan, and find college and career success

KEY	
Indication of Knowledge and Skills Assessed	
All	•••••
Most	••••
Many	•••
Some	••
Few	•

STATE/NATIONAL CERTIFICATES

Missouri/National Career Readiness Certificate

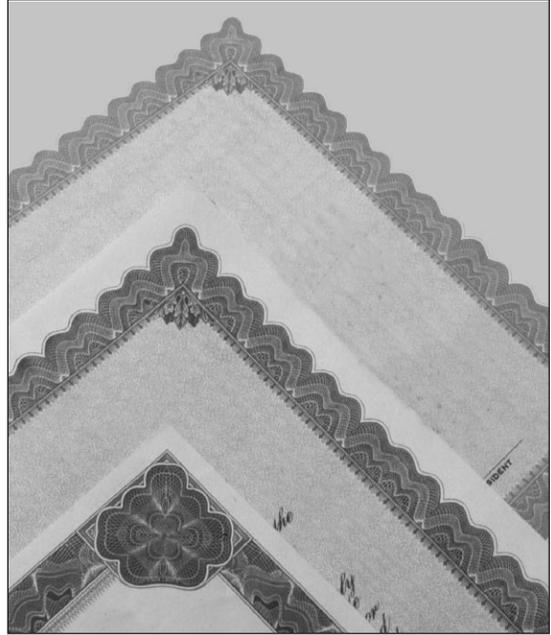
A product of ACT Inc., WorkKeys is a job skills assessment system that offers Career Readiness Certificates (CRCs) to individuals who achieve adequate scores on tests of core work competencies. The Missouri Department of Economic Development (DED) has started statewide implementation of the Missouri CRC for the adult workforce. The DED is planning to locate testing centers throughout the 14 regions of the state.

The Missouri and National CRCs are based on the levels Gold (5), Silver (4), and Bronze (3), attained on the three WorkKeys assessments: Reading for Information, Applied Mathematics, and Locating Information. While employers and organizations most commonly use the three CRC tests, they may also opt to use the other six WorkKeys assessments: Applied Technology, Writing, Business Writing, Teamwork, Observation, and Listening.

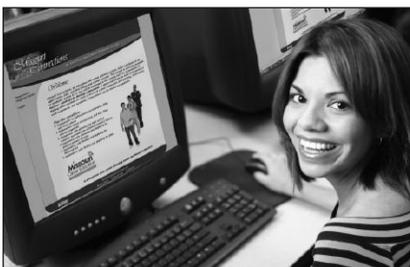
National Work Readiness Credential

The National Work Readiness Credential (NWRC), endorsed by the U.S. Chamber of Commerce, is based on a strong foundation of critical employability skills. The credential is awarded to test takers who pass an assessment consisting of four modules: Read with Understanding, Math for Decision Making, Oral Language Test, and Situational Judgment. The National

Work Readiness Council has contracted with CASTLE Worldwide to deliver and manage the assessment. The National Work Readiness Credential has recently been launched in sites around the country and Junior Achievement Worldwide.



MISSOURI CONNECTIONS



Missouri Connections is an online resource designed to guide students through the career planning and preparation process. The system

is designed to ease students into college and career exploration, and direct preparation for transition into postsecondary education and the world of work.

The assessments, which are integral components of the system, define personal interests, skills, and work values. This information can then be utilized to focus on career possibilities. Students develop a flexible personal plan of study of coursework, including school and community experiences, which help them gain the knowledge and skills that relate to their career interests. In addition, Missouri Connections provides for a lifelong online e-portfolio in which a record of career exploration, planning, assessment, work experience, and academic achievement can be stored and updated.

OTHER DOCUMENTATION AND PARTICIPATION

While schools have experience in assessing academic components, there are challenges in assessing career prep components.

Employers could use assessments to determine an individual's desirable and undesirable characteristics, however these might not be appropriate for schools to administer.

Given these challenges, there are ways to determine and document past experience as it relates to individual work readiness behaviors and characteristics. Ideally, desirable behaviors and characteristics displayed in the school setting should carry over to the workplace. Below are a few examples in which individual behavior and performance can be documented.

Attendance and punctuality are reflections of the student's perception and experience of school. Schools have well-documented attendance records typically coded with absences (authorized or unauthorized). If asked, school administrators, counselors, and teachers will have a greater record and understanding of the students who maintain good records of attendance and completion of assignments.

Awards and recognition provide a reflection of an individual's abilities, talents, and leadership. Even lesser-known citizenship or community based accomplishments provide insight into an individual's potential.

Volunteer and community service refer to service that a person performs for the benefit of his or her local community. Individuals are often involved in volunteer activities and community service for unselfish reasons.

Job shadowing and internship experiences provide an opportunity for a person to gain insights into specific occupations in the workplace. This helps the individual learn more about specific careers and prepare for the required education/training. Job shadowing and internships are a great business and education partnership opportunity.

Mentoring/tutoring is the process of matching younger students with older students. The mentoring process can be a developmental relationship providing motivation, guidance, and support to everyday challenges. Tutoring can be similar in nature although more focus is directed toward improving academic knowledge and understanding.

Pre-employment skills such as mock interviews, résumés and letters of application are a great way to practice individual skills and get feedback from a career development professional on ways to improve. With appropriate training and preparation, individuals will be able to identify and search for jobs, apply for positions appropriately, be more comfortable with the interview process, and have the skills to help maintain employment.



LOCAL PLANNING AND IMPLEMENTATION

There are many helpful tips and techniques to develop a successful Career Prep Certificate Program. Many of the issues that will be faced during implementation may have already been experienced and are addressed in this guide. The following planning and implementation steps are provided to assist with the process.

Establish an Advisory Committee

Since this program must be demand-driven by employers, it is critical that everyone be brought around the table. The role and empowerment of the advisory committee will be helpful in developing the program locally and monitoring its successes. Carefully consider representation from all stakeholder groups: employers, chambers of commerce, postsecondary education, workforce service providers, school administrators, counselors, parents, and students. It might be beneficial to select an impartial or third-party chairperson to facilitate consensus. It is recommended that the local chamber of commerce and regional Workforce Investment Board be contacted to identify resources and coordinate services (*see inside back cover*). Please contact the Department of Elementary and Secondary Education, Career Education Division at (573) 751-2660 for assistance with this process.

Develop a Planning Process and Timeline

Establish a procedure to develop all components of the program. Utilize a strategic planning approach with committee involvement throughout a clearly defined process. Carefully consider the appropriateness of participation for representatives from each stakeholder group (for example, community leaders might have limited availability to participate). Establish a timeline with sufficient time to accomplish all objectives and make efficient use of committee participation.

Identify Academic and Work Readiness Components

The academic and work readiness components (*Appendix, Pages A2-A14*) were identified by the state advisory committee. All are cross referenced to Missouri's Show-Me Standards, Academic Grade-Level Expectations and Comprehensive Guidance Grade-Level Expectations. It is important to carefully review the knowledge and performance expectations underlying each component.

From that review, select and prioritize the components that best meet local or regional needs. Conduct a local or regional survey with different stakeholder groups to identify and/or verify the components and expectations.

Identify Assessments

Use the assessment summary (*Page 6*) to identify existing or potential assessments to address the components. A number of assessments and surveys are available commercially or through government agencies. Assessments can be packaged to demonstrate mastery of most components. If an additional assessment is warranted, a thorough analysis of available resources should be conducted.

Alignment with state or national certification will also require additional assessment costs. Employers, groups, or organizations might be willing to defray these costs as an incentive to attract qualified entry-level employees. If the program is truly demand-driven, with employers requiring the certificate for application, the individual test taker may be willing to pay for additional assessments. Similarly, colleges have created a system that drives students and parents to pay for assessments and retakes.

Develop the Certificate and Other Documentation and Participation

It is important that the program make available an easy-to-understand certificate that provides employers with information and documentation of individual accomplishments. The front of the certificate can be formal with general information, seals and signature (*see Appendix, A14-A15*). The back of the certificate makes it “portable” to employers who might not be aware of the program. This is accomplished by providing any of the following information:

- assessment results
- grade point average and courses taken
- attendance rate
- academic skills and competency
- work readiness skills and competency
- hours of community service, mentoring and tutoring
- participation in extracurricular organizations and activities
- other training and experiences.

Align with Existing Programs and Initiatives *(As appropriate)*

There are numerous state/local programs and initiatives that have been implemented in Missouri schools. Some have similar goals or structures and could be packaged with components of this program. When developing a program, incorporate resources from existing programs and initiatives whenever possible. By capitalizing on existing resources, the amount of new components (requiring additional resources) can be limited.

A+ Schools Program

While schools have limited experience in assessing work readiness components, the A+ Schools program has established requirements for students to demonstrate appropriate behaviors. The positive characteristics demonstrated in the school may transfer over to the workplace.

Students who graduate from a designated A+ high school may qualify for a state-paid financial incentive to attend any public community college or career/technical school in Missouri if the students successfully meet the following requirements:

- enter into a written agreement with the high school prior to graduation
- attend a designated school for three consecutive years immediately prior to graduation
- graduate with an overall GPA of 2.5 points or higher on a 4-point scale
- have an overall attendance rate of at least 95 percent for grades 9-12
- perform 50 hours of district-supervised, unpaid tutoring or mentoring
- maintain a record of good citizenship and avoid the use of drugs and alcohol.

The financial incentive is available only after the student has made a good faith effort to first secure all available federal financial aid that does not require repayment through the Free Application for Federal Student Aid. *(For more information, see What Works!, Page 13.)*

Character Education

Character education encourages schools to create environments that foster ethical, responsible, and caring young people. This proactive effort by schools instills important core, ethical values in students. As a result, students become more aware of their own personal values and how these values relate to the world outside of school.

Missouri's program, CHARACTERplus, provides a framework and an opportunity for home, school, and community members to positively influence students' character development. Because the community selects

and defines the traits, business leaders have a voice in determining what traits they would like to see developed in their future employees.

Results from high-implementing schools indicate that students have an increase in personal responsibility, accountability, self-management, and ethical behavior. These schools also experience a decrease in disciplinary issues, an increase in attendance, an increase in academic skills, and a decrease in the drop-out rate.

With this process, schools are more likely to provide students and adults with increased opportunities to carry out moral actions. There is an emphasis on adult role modeling, student leadership, service-learning, recognition of good character, peer mentoring, and positive behavior. Because traits are integrated throughout the school day, throughout the community, and at home, students have multiple reinforcements of the traits. Thus, the standard of behavioral expectation increases. *(For more information, see What Works!, Pages 12 and 14.)*

Align with State/National Certificates *(As appropriate)*

A number of national credentials (academic, occupational licenses, professional-skill certificates) are already in use in Missouri. However, there is limited use of a credential that contains both academic and work readiness components. There are several benefits (i.e., standardization, portability) in aligning a local program with a national certificate. There are two national

SURVEY OF SELECTED WORK READINESS CERTIFICATES

In January 2007, Jobs For The Future (JFF) released a survey of work readiness certificates that have emerged throughout the United States in recent years. The majority of the focus of work readiness certificates has been directed toward the unemployed and underemployed workforce. However, the JFF survey identified a number of certificates that are positioned to have great impact in certifying that individuals possess the basic skills sought by employers in entry-level jobs.

certificates receiving a lot of attention: the National Career Readiness Certificate and the National Work Readiness Credential. (For more information, see Page 7.)

Determine Parameters of a Guarantee

Incorporating a guarantee into the program can be a useful tool that assures stakeholders of a specific outcome. Schools can strengthen an existing partnership with employers by defining and identifying components of a guarantee, which at a minimum is limited to the documented assessment of knowledge and skills. (For more information, see *What Works!*, Page 15.)

Schools may use standardized assessment results to document mastery of specific academic and work readiness skills. Both criterion- and norm-referenced assessments provide valuable information related to individual knowledge and skill levels. However, the retention of knowledge and the application of skills may or may not be transferable to the workplace. It is important for employers and schools to pay careful attention to the duration of any guarantee of performance beyond the time that skills are assessed.

Promote the Program and Build a Demand-Driven System

In developing a demand-driven system, it is critical to determine strategies to increase awareness and encourage interest in the program. Focused efforts to target audiences are recommended. (For more information, see *What Works!*, Pages 16.) Program promotion starts with increasing awareness throughout the community. Consider the following when promoting the program.

- Determine for each audience, “what’s in it for me?” (see *Benefits*, Page 4).
- Focus on clearly defined goals and activities that address each audience’s needs.

- Develop a list of stakeholders through personal contacts and organizations.
- Develop a succinct tagline (i.e., Ready to Work, Guarantee) that will assist in branding the program.
- Target materials and messages to different audiences.
- Follow up in person or by phone.

The process will be more successful by involving stakeholders throughout the planning and development of the program. Establishing an effective partnership takes patience, commitment, open communication, and an investment of time. An existing partnership can be strengthened by building an environment where businesses and schools collaborate and share resources.

Monitor for Continuous Improvement

Demands for the certificate from employers and postsecondary institutions will drive the success and longevity of the program. There are ways to monitor the success of the initiative and determine the impact on meeting local and regional needs. The following data and information provide results to assist in making adjustments and improvements to the program:

- employer satisfaction survey data
- certification required for entry-level positions
- employment and education follow-up data (180-day, one year, and two years after graduation)
- return on investment data (unemployment, vacancies, turn-over, training, etc.)
- postsecondary remedial education
- participation data (number of certificates, number of employers).

The key to success is listening to all stakeholders on an ongoing basis. It is essential to learn from feedback and use it to improve the process, performance, and results.



WHAT WORKS!

First PLACE – Partners Linking Arms for Character Education



The Keeter Center for Character Education is leading a countywide character education initiative in partnership with all public schools in Taney County, Mo. The initiative is called “First PLACE! – Partners Linking Arms for Character Education.” The 17 school buildings in Taney County each sent a team through CHARACTERplus

training at The Keeter Center. Each team was comprised of a school building administrator, a counselor, a teacher, a community member, and another teacher or board member. This character education is a process instead of a program; it is ongoing and incorporates 10 essentials in drawing together a comprehensive plan that focuses on school, home, and community.

The First PLACE initiative has three goals:

- improve school climate to positively impact achievement, attendance, discipline, and dropout rate
- cultivate visible community support
- increase parent participation and awareness in character development.

In April 2005, an official kickoff was held with community members and school representatives gathered together for a town hall meeting. Nine traits were selected to represent Taney County: respect, responsibility, citizenship, compassion/kindness, commitment, honesty, cooperation, perseverance, and self-discipline. After the first year, three summer traits were selected to round out the yearly schedule.

Not only are schools implementing numerous ways to incorporate the trait of the month into the classroom, but 355 businesses and civic organizations, as well as churches and community leaders, have become intentional about teaching and demonstrating good character. Anyone can sign up to be a partner as long as he or she is committed to do one thing each month to reinforce the trait of the month. That might be putting the trait on a marquee, in a newsletter, or on a Web site. Some are also including the trait in staff training, on a bulletin board, or in a sermon.

Initial data reflects a decrease in disciplinary referrals, an increase in MAP scores, and an increase in attendance at the schools that are actively engaged in the process of character education. “In order to change the culture, it is going to take everyone linking arms and moving towards a common goal. We don’t have time to wait for someone else to come in and help our kids. We are responsible, and it’s up to us to work together and change the culture in our county,” said Sue Head, executive director of The Keeter Center for Character Education at College of the Ozarks. “College of the Ozarks has been helping develop character in young people for nearly 100 years. We are glad to have a leadership role in this worthy initiative.”

For more information, contact The Keeter Center at (417) 334-6411, Ext. 4242.

“We don’t have time to wait for someone else to come in and help our kids. We are responsible, and it’s up to us to work together and change the culture in our county.”

— Sue Head, Executive Director
The Keeter Center for Character Education

RESPECT
RESPONSIBILITY
CITIZENSHIP
COMPASSION/KINDNESS
COMMITMENT
HONESTY
COOPERATION
PERSEVERANCE
SELF-DISCIPLINE

A+ Schools Program



The A+ Schools Program was created in 1993 by state law as an incentive for improving Missouri's high schools. The primary goal of the program is to ensure that all students who graduate from Missouri high schools are well-prepared to pursue advanced education and/or employment. (See Page 10 for Program Requirements).

“The A+ Schools Program will mobilize an intensive partnership among high schools, community colleges, students, teachers, parents, labor, businesses, and communities to give these students the motivation, skills, and knowledge to graduate from high school. It will create an innovative and well-designed path from high school to high skill, high wage jobs.” (Excerpt from a speech on World Class Schools for Missouri given by Gov. Mel Carnahan, May 1992.)

The impact of this program has proven to be phenomenal. There are now 231 designated A+ high schools across the state that have graduated more than 65,000 eligible students since the program began in 1997. At least one semester of the A+ Schools financial incentive has been utilized by more than 28,000 eligible students. More than \$16 million was paid by the A+ financial incentive for tuition to community colleges and career/technical schools during the 2005-2006 school year, and more than \$18 million was appropriated for the 2006-2007 school year. There has been a reduction in the dropout rate and an increase

in the graduation rate at designated A+ schools as compared to the state as a whole. A+ high schools are providing more rigorous coursework as a result of the program, and students are rising to the challenge. The A+ Schools Program has produced thousands of successful students.

One student used his A+ eligibility to attend St. Louis Community College, where he enrolled in the Ford ASSET program. He graduated and is now a Ford Transmission Specialist and Diesel Certified Technician. He used A+ to obtain a degree that led him back home, where he is gainfully employed at a local business.

Another student used her A+ eligibility to attend Moberly Area Community College and earn an associate's degree in nursing. She then went on to enroll, at her own expense, at the University of Missouri, where she graduated with a bachelor's degree in nursing in December 2006. She is now a registered nurse in the Cardiac Intensive Care Unit at University Hospital in Columbia.

For more information, contact the Missouri Department of Elementary and Secondary Education at (573) 751-9094.

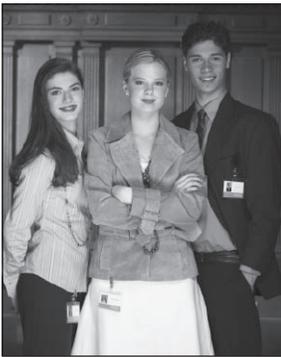
“The A+ Schools Program ... will create an innovative and well-designed path from high school to high skill, high wage jobs.”

— Mel Carnahan
Governor of Missouri: 1993-2000



WHAT WORKS!

Northwest Regional Culture of Character – Partners Achieving Character Excellence



The Northwest Regional Culture of Character –Partners Achieving Character Excellence (COC/PACE) was initiated by the Northwest Missouri Regional Professional Development Center (NWRPDC) as a three-county (Worth, Atchison and Nodaway) initiative in August 2006.

The entire program was initiated without specific funding and used only resources that participants brought forward. The initial group of 10 school districts and a handful of businesses, industries, and government partners has grown into a regional initiative with more than 200 partners and 20 school districts. In the spring of 2007, the Regional Workforce Investment Board, the Youth Council, and Leadership Northwest Missouri stepped forward to partner with the NWRPDC, growing the model to include the 22 counties of northwest Missouri.

During the spring, summer, and fall of 2006, the NWRPDC provided training for all participating school districts and partners by CHARACTERplus personnel and other nationally recognized professional trainers. Schools, communities, and industry/business representatives met to formulate a list of character traits that were then formally reviewed and processed by a representative regional team. This process resulted in 12 character traits, one for each month of the year. Starting in the month of August, they are: responsibility, respect, self-control, citizenship, compassion, tolerance, honesty, cooperation, perseverance, patience, confidence, and integrity. “Character education is more than imparting knowledge; it is the development of human beings. Therefore, character education is vital to our business, community, and region in our ability to remain on the

“Character education is vital to our business, community and region in our ability to remain on the cutting edge, and be a vibrant entity going forward.”

— Charla Wiederholt
Plant Manager, Deluxe

cutting edge, and be a vibrant entity going forward,” said Charla Wiederholt, plant manager at Deluxe.

NWRPDC envisions its efforts as a movement with the following goals:

- to create a culture at school, in the workplace, in the community, and in the home where character building is the norm and not the exception
- purposely create a diversified learning-space for conversations to take place between student, teacher, child, parent, employer, and employee.

The communication process is driven by an online Web site that records and celebrates what schools and partners are doing each week to implement the trait of the month and to identify shared resources. Northwest Missouri State University FM-Radio regional programming broadcasts segments authored by students, parents, teachers, employees, and managers to tell their personal success stories relating to the character trait of the month. These will be compiled into a CD and/or DVD to be made available to the all COC/PACE members for use in the classroom, workplace, Sunday schools, and on other radio stations in the region.

For more information, contact the Northwest RPDC at (800) 663-3348.

responsibility**respect****self-control****citizenship****compassion**
tolerance**honesty****cooperation****perseverance****patience**
confidence**integrity**

St. Joseph Guarantees Its Graduates



In 1987, a partnership was formed in St. Joseph between community organizations, business entities, and the school district. The partnership identified several

critical issues: the educational level of residents, limited student success within the workforce, and the high dropout rate. The group recognized that, with a majority of students remaining in the area, improvements would have a great impact to the skilled workforce. With the ultimate goal of improving the overall quality of the workforce in the community, the Profit in Education (PIE) Initiative consisted of four basic requests from area employers:

- ask prospective employees to promote completion of the GED with their employees
- request a high school transcript from prospective employees
- encourage employees to support education in the community
- appoint a company coordinator for the PIE program.

The school district took the responsibility of providing skilled graduates with several improvements. The curriculum was improved to better meet businesses' needs. When a student graduated, they were given a written guarantee of their skills. With this guarantee, the community would benefit from a stronger workforce and a higher rate of student success because students needed to stay in school to get a job. If within three years of graduation a student was found to be lacking in basic skills, the district would provide tuition-free access to adult education classes, tutoring, and worksite instruction for the deficiencies.

The school district worked with employers to handle students who returned in a dignified and positive manner. Areas of remediation were identified, and adult classes were offered to improve knowledge and skills. As an example, a class called Business Communications or Technical Writing might be offered to improve writing skills. With larger companies, the school district created professional learning opportunities with instruction delivered at the worksite.

The School District of St. Joseph, Missouri

Guarantees its Graduates
for a period of three years following graduation.



If an employer finds a graduate in his employ to be lacking in basic skills, we will enroll the graduate, free of tuition charges, in any relevant adult education program offered by the District.

While the initial written guarantee has faded away, many of the partnership activities and supports still exist. The next step in the movement toward creating a community of lifelong learners is a new initiative called Another Smart Move. This initiative is being launched to help employers and employees benefit from a better-trained and better-educated workforce. "Our purpose is to help employers improve their business by developing a better trained and more productive workforce," said Dr. James Scanlon, president of Missouri Western State University. The ultimate goal of Another Smart Move is for the phrase to become synonymous with the importance and value of education, training, and character development in St. Joseph and the northwest Missouri region.

For more information, contact the St. Joseph Chamber of Commerce at (800) 748-7856.

WHAT WORKS!

Cape Girardeau Area Ready to Work



In 2000, the Cape Girardeau Career and Technology Center, in partnership with the Workforce Investment Board of Southeast Missouri, conducted a solutions mapping conference to address workforce development strategies for the Southeast region. A wide range of individuals representing business, industry, K-12

education, higher education, economic development, and workforce development came together. The developments from the solutions mapping brought forth the decision of capitalizing on the WorkKeys system presently in place among numerous businesses and industries in the region, as well as the creation of the Workplace Readiness Credential project.

The WorkKeys system has been utilized in the Cape Girardeau region for over a decade and has proven to be a very valuable asset to business and industry. Presently, more than 20 companies in the region utilize the WorkKeys system. Birdie Legrand from Norderia USA said, “WorkKeys testing is something our company is committed to utilizing. It has proven to help our retention rate over time.”

The Workplace Readiness Credential program was originally designed to target individuals who lost a job through downsizing, lost government benefits, or

merely needed a refresher on securing employment and retention skills. The Workplace Readiness Credential program simulates an employee’s probationary period in a two-week, intense time frame. Soft skills such as working as a team player and problem-solving play an integral role in the program.

An Evolving System

Presently, the components of the programs are being utilized by secondary schools as a ready to work tool. The Workplace Readiness Credential curriculum has been integrated into the career education curriculum taken during the high school experience to enhance the soft skills of the students. Secondary schools are proctoring the WorkKeys tests (Reading for Information, Locating Information, and Applied Mathematics) so that students will leave with a meaningful certificate in hand. Rich Payne, director of the Cape Girardeau Career and Technology Center said, “I feel that we can now say to the employers of this region the individuals that complete these soft skills and WorkKeys components are ready to work.”

For more information, contact the Cape Girardeau Career and Technology Center at (573) 334-0826.

“WorkKeys testing is something our company is committed to utilizing. It has proven to help our retention rate over time.”

— Birdie Legrand
Norderia USA

INFORMATION



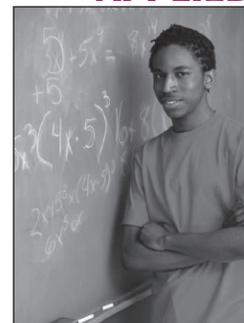
READING FOR

LOCATING



INFORMATION

APPLIED



MATHEMATICS

APPENDIX

CAREER PREP CERTIFICATE PROGRAM PLANNING GUIDE

Missouri Revised Statutes

Chapter 160 Schools--General Provisions Section 160.575

August 28, 2006

Ready to work endorsement program required--elements--development of standards.

160.575. 1. The department of elementary and secondary education shall develop a "ready to work" endorsement program that enables high schools to endorse a certificate for students who meet certain standards that demonstrate that such students are deemed ready to work. The program shall be available no later than June 30, 2007.

2. The program shall include, but not be limited to, the following:

- (1) Voluntary participation by high school seniors who choose to participate;
- (2) Academic components;
- (3) Work readiness components;
- (4) Assessment tools and techniques for a third-party, independent, and objective assessment and endorsement of individual student achievement through an existing workforce investment service delivery system; and
- (5) An easily identifiable guarantee to potential employers that the entry-level employee is ready to work.

3. In developing such standards, the department shall involve representatives of the division of workforce development, employers, students, career center providers, local workforce investment boards, and school district personnel.

(L. 2006 S.B. 894 § 1)

LINKS TO ADDITIONAL RESOURCES

A+ Schools

Department of Elementary and Secondary Education
School Improvement and Accreditation
205 Jefferson St., P.O. Box 480
Jefferson City, MO 65102-0480
(573) 751-9094
[www.dese.mo.gov/divimprove/aplus/proginfo/factsheet\(clr\).pdf](http://www.dese.mo.gov/divimprove/aplus/proginfo/factsheet(clr).pdf)

ACT

500 ACT Drive, P.O. Box 168
Iowa City, IA 52243-0168
(319) 337-1000
www.act.org

CHARACTERplus

8225 Florissant Road
St. Louis, MO 63121
(800) 835-8282
www.characterplus.org

First PLACE (The Keeter Center)

1 Opportunity Drive
Point Lookout, MO 65726
(417) 239-1900
www.keetercenter.edu/firstplace.asp?page=6

Jobs for the Future – A Survey of Selected Work Readiness Certificates

88 Broad St.
Boston, MA 02110
(617) 728-4446
www.jff.org/Documents/WorkReadiness.pdf

Missouri Assessment Program (MAP)

Department of Elementary and Secondary Education
Division of School Improvement
205 Jefferson St., P.O. Box 480
Jefferson City, MO 65102-0480
(573) 751-3545
www.dese.mo.gov/divimprove/assess/

Missouri Career Readiness Certificate

Department of Economic Development
301 W. High St., P.O. Box 1157
Jefferson City, MO 65102
(573) 751-4962
www.ded.mo.gov/WFD/Job%20Seeker%20Services/Career%20Readiness%20Certificate.aspx

Missouri Center for Career Education

University of Central Missouri
T.R. Gaines 302
Warrensburg, MO 64093
(660) 543-8768
www.missouricareereducation.org

Missouri Connections

Department of Elementary and Secondary Education
Guidance and Placement Services
205 Jefferson St., P.O. Box 480
Jefferson City, MO 65102-0480
(573) 751-7966
www.missouriconnections.org

National Work Readiness Credential

U.S. Chamber of Commerce
1615 H St., N.W.
Washington, DC 20062-2000
(800) 638-6582
www.uschamber.com/icw/strategies/workreadinesscredential.htm

Northwest Missouri Regional Culture of Character

Northwest Regional Professional Development Center
800 University Drive
Maryville, MO 64468
(800) 663-3348
www.nwpace.org

The Conference Board – Are They Really Ready to Work?

845 Third Ave.
New York, NY 10022-6679
(212) 759-0900
www.conference-board.org/pdf_free/BED-06-Workforce.pdf

APPLIED MATH

KNOWLEDGE

- | | |
|---|------|
| <ol style="list-style-type: none"> 1. Compute fluently and make reasonable estimates (<i>Mathematics GLE</i>) 2. Apply appropriate techniques, tools, and formulas to determine measurements (<i>Mathematics GLE</i>) 3. Understand measurable attributes of objects and the units, systems, and processes of measurement (<i>Mathematics GLE</i>) 4. Understand meanings of operations and how they relate to one another (<i>Mathematics GLE</i>) 5. Understand numbers, ways of representing numbers, relationships among numbers, and number systems (<i>Mathematics GLE</i>) 6. Develop and evaluate inferences and predictions that are based on a broad range of data (<i>Mathematics GLE</i>) 7. Understand how to make appropriate personal economic choices (<i>Committee</i>) | CORE |
|---|------|
8. Formulate questions that can be addressed with data; collect, organize, and display relevant data to answer them (*Mathematics GLE*)
 9. Develop and evaluate inferences and predictions that are based on data (*Mathematics GLE*)
 10. Understand patterns, relations, and functions (*Mathematics GLE*)
 11. Use mathematical models to represent and understand quantitative relationships (*Mathematics GLE*)
 12. Analyze change in various contexts (*Mathematics GLE*)
 13. Analyze characteristics and properties of two- and three-dimensional geometric shapes, and develop mathematical arguments about geometric relationships (*Mathematics GLE*)
 14. Understand meanings of operations and how they relate to one another (*Mathematics GLE*)
 15. Represent and analyze mathematical situations and structures using algebraic symbols (*Mathematics GLE*)
 16. Specify locations and describe spatial relationships using coordinate geometry and other representational systems (*Mathematics GLE*)
 17. Apply transformations and use symmetry to analyze mathematical situations (*Mathematics GLE*)
 18. Use visualization, spatial reasoning, and geometric modeling to solve problems (*Mathematics GLE*)
 19. Select and use appropriate statistical methods to analyze data (*Mathematics GLE*)
 20. Understand and apply basic concepts of probability (*Mathematics GLE*)

PERFORMANCE

Students will demonstrate within and integrate across all content areas the ability to:

- | | |
|--|------|
| <ol style="list-style-type: none"> 1. Use technological tools and other resources to locate, select, and organize information (<i>Show-Me: 1.4</i>) 2. Evaluate the accuracy of information and the reliability of its sources (<i>Show-Me: 1.7</i>) 3. Effectively use technology to organize information and ideas into useful forms (including charts, graphs, outlines, etc.) for analysis or presentation for a variety of purposes and audiences (<i>Show-Me: 1.8 and 2.1</i>) 4. Reason inductively from a set of specific facts and deductively from general premises (<i>Show-Me: 3.5</i>) 5. Assess costs, benefits, and other consequences of proposed solutions (<i>Show-Me: 3.8</i>) 6. Make appropriate personal economic choices (<i>Committee</i>) | CORE |
|--|------|
7. Develop questions and ideas to initiate and refine research (*Show-Me: 1.1*)
 8. Discover and evaluate patterns and relationships in information, ideas, and structures (*Show-Me: 1.6*)
 9. Identify problems and define their scope and elements (*Show-Me: 3.1*)
 10. Examine problems and proposed solutions from multiple perspectives (*Show-Me: 3.6*)
 11. Evaluate the extent to which a strategy addresses the problem (*Show-Me: 3.7*)

READING COMPREHENSION

KNOWLEDGE

1. Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction from a variety of cultures and times (*Communication Arts GLE*)
2. Develop and apply effective research processing skills to gather, analyze, and evaluate information (*Communication Arts GLE*)
3. Learn the vocabulary (*Committee*)
4. Know the use of tools of social science inquiry (surveys, maps) (*Social Studies GLE*)

CORE

PERFORMANCE

Students will demonstrate within and integrate across all content areas the ability to:

1. Comprehend and evaluate written, visual, and oral presentations and works (*Show-Me: 1.5*)
2. Reason inductively from a set of specific facts and deductively from general premises (*Show-Me: 3.5*)
3. Use vocabulary effectively (*Committee*)
4. Evaluate the processes used in recognizing and solving problems (*Show-Me: 3.4*)
5. Examine problems and proposed solutions from multiple perspectives (*Show-Me: 3.6*)
6. Evaluate the extent to which a strategy addresses the problem (*Show-Me: 3.7*)
7. Apply acquired information, ideas, and skills to different contexts as students, workers, citizens, and consumers (*Show-Me: 1.10*)
8. Assess costs, benefits, and other consequences of proposed solutions (*Show-Me: 3.8*)

CORE

COMMUNICATION: WRITTEN, VERBAL AND LISTENING

KNOWLEDGE

1. Write effectively in various forms and types of writing (*Communication Arts GLE*)
2. Develop and apply effective speaking skills and strategies for various audiences and purposes (*Communication Arts GLE*)
3. Develop and apply effective listening skills and strategies (*Communication Arts GLE*)
4. Compose well-developed text using standard English conventions (*Communication Arts GLE*)
5. Understand the essence of sender empathy, two-way communication, and nonverbal communication (*Committee*)
6. Develop, implement, and communicate new ideas to others; stay open and responsive to new and diverse perspectives (*Committee*)
7. Develop and apply effective research processing skills to gather, analyze, and evaluate information and media (*Communication Arts GLE*)
8. Apply a writing process in composing text (*Communication Arts GLE*)

CORE

PERFORMANCE

Students will demonstrate within and integrate across all content areas the ability to:

1. Review and revise communications to improve accuracy and clarity (*Show-Me: 2.2*)
2. Exchange information, questions, and ideas while recognizing the perspectives of others (*Show-Me: 2.3*)
3. Apply communication techniques to the job search and to the workplace (*Show-Me: 2.6*)
4. Use technological tools to exchange information and ideas (*Show-Me: 2.7*)
5. Develop and practice active listening skills (*Committee*)
6. Plan and make written, oral, and visual presentations for a variety of purposes and audiences (*Show-Me: 2.1*)
7. Explain reasoning and identify information used to support decisions (*Show-Me: 4.1*)
8. Present perceptions and ideas regarding works of the arts, humanities, and sciences (*Show-Me: 2.7*)
9. Perform or produce works in the fine and practical arts (*Show-Me: 2.5*)

CORE

CRITICAL THINKING/PROBLEM-SOLVING

KNOWLEDGE

1. Understand meanings of operations and how they relate to one another (*Mathematics GLE*)
2. Develop and evaluate inferences and predictions that are based on a broad range of data (*Mathematics GLE*)
3. Exercise sound reasoning in understanding and making complex choices; understand the interconnections among systems (*Committee*)
4. Understand the elements of interpersonal conflict strategies (*Committee*)
5. Develop science understanding through the use of science process skills, scientific knowledge, scientific investigation, reasoning, and critical thinking (*Science GLE*)
6. Formulate questions that can be addressed with data; collect, organize, and display relevant data to answer them (*Mathematics GLE*)
7. Know the use of tools of social science inquiry (surveys, maps) (*Social Studies GLE*)

CORE

PERFORMANCE

Students will demonstrate within and integrate across all content areas the ability to:

1. Apply acquired information, ideas, and skills to different contexts as students, workers, citizens, and consumers (*Show-Me: 1.10*)
2. Identify problems and define their scope and elements (*Show-Me: 3.1*)
3. Develop and apply strategies based on one's own experience in preventing or solving problems (*Show-Me: 3.3*)
4. Evaluate the processes used in recognizing and solving problems (*Show-Me: 3.4*)
5. Reason inductively from a set of specific facts and deductively from general premises (*Show-Me: 3.5*)
6. Examine problems and proposed solutions from multiple perspectives (*Show-Me: 3.6*)
7. Assess costs, benefits, and other consequences of proposed solutions (*Show-Me: 3.8*)
8. Develop and practice negotiation skills (e.g., distributive negotiation and integrative bargaining) (*Committee*)
9. Develop and apply strategies based on ways others have prevented or solved problems (*Show-Me: 3.2*)
10. Evaluate the extent to which a strategy addresses the problem (*Show-Me: 3.7*)
11. Explain reasoning and identify information used to support decisions (*Show-Me: 4.1*)
12. Develop, monitor, and revise plans of action to meet deadlines and accomplish goals (*Show-Me: 4.5*)
13. Identify tasks that require a coordinated effort and work with others to complete those tasks (*Show-Me: 4.6*)
14. Identify and apply practices that preserve and enhance the safety and health of self and others (*Show-Me: 4.7*)

CORE

INFORMATION TECHNOLOGY

KNOWLEDGE

1. Develop and apply effective research processing skills to gather, analyze, and evaluate information (*Communication Arts GLE*)
2. Understand and be able to use basic computer systems (PCs or Macs) commonly found in the workplace (*Committee*)
3. Understand and be able to apply basic computer functions (*Committee*)
4. Understand the role of electronic communications and media in society and their impact on security, safety, and privacy (*Committee*)
5. Understand, manage, and create multimedia communication in a variety of forms and contexts (*Committee*)
6. Understand the basic relationships between computers and the Internet (*Committee*)
7. Understand basic computer security issues (*Committee*)

CORE

PERFORMANCE

Students will demonstrate within and integrate across all content areas the ability to:

1. Use technological tools and other resources to locate, select, and organize information (*Show-Me: 1.4*)
2. Effectively use technology to organize information and ideas into useful forms (including charts, graphs, outlines, etc.) for analysis or presentation for a variety of purposes and audiences (*Show-Me: 1.8 and 2.1*)
3. Use technological tools to exchange information and ideas (*Show-Me: 2.7*)
4. Use appropriate “techno etiquette” in all forms of electronic communications (*Committee*)
5. Use technology to meet organizational needs (*Committee*)
6. Use common business software applications (i.e., word processing, spreadsheet, database, and presentation) (*Committee*)
7. Use intra- and inter-network electronic mail systems to send and receive messages and attachments (*Committee*)
8. Use popular and subscription Internet search engines to perform appropriate research (*Committee*)
9. Perform or produce works in the fine and practical arts (*Show-Me: 2.5*)
10. Apply communication techniques to the job search and to the workplace (*Show-Me: 2.6*)

CORE

GATHER/EVALUATE INFORMATION

KNOWLEDGE

1. Develop and apply effective speaking skills and strategies for various audiences and purposes (*Communication Arts GLE*)
2. Develop and evaluate inferences and predictions that are based on data (*Mathematics GLE*)
3. Understand measurable attributes of objects and the units, systems, and processes of measurement (*Mathematics GLE*)
4. Apply appropriate techniques, tools, and formulas to determine measurements (*Mathematics GLE*)
5. Know the use of tools of social science inquiry (surveys, maps) (*Social Studies GLE*)

CORE

PERFORMANCE

Students will demonstrate within and integrate across all content areas the ability to:

1. Conduct research to answer questions and evaluate information and ideas (*Show-Me: 1.2*)
2. Use technological tools and other resources to locate, select, and organize information (*Show-Me: 1.4*)
3. Evaluate the accuracy of information and the reliability of its sources (*Show-Me: 1.7*)
4. Develop and exchange information, questions, and ideas to initiate and refine research (*Show-Me: 2.3*)
5. Comprehend and evaluate written, visual, and oral presentations and works (*Show-Me: 1.5*)
6. Discover and evaluate patterns and relationships in information, ideas, and structures (*Show-Me: 1.6*)
7. Organize data, information, and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation (*Show-Me: 1.8*)
8. Identify, analyze, and compare the institutions, traditions, and art forms of past and present societies (*Show-Me: 1.9*)

CORE

CAREER DEVELOPMENT AND PLANNING

KNOWLEDGE

1. Understand the basic personnel requirements and issues that pertain to employers
(*Committee Member*)
2. Understand the relationships between personal life and actions and their influence on career opportunities and development (*Committee Member*)
3. Understand the basic difference between getting a job and planning a career (*Committee Member*)
4. Develop and apply effective research processing skills to gather, analyze, and evaluate information
(*Communication Arts GLE*)
5. Know and understand the levels of training and education required for life career goals (*Guidance GLE 8.2*)

CORE

PERFORMANCE

Students will demonstrate within and integrate across all content areas the ability to:

1. Recognize and practice honesty and integrity in academic work and in the workplace
(*Show-Me: 4.4*)
2. Respect all work as important, valuable, and necessary in maintaining a global society (*Guidance GLE 7.3*)
3. Apply personal, ethical, and work-habit skills that contribute to job and/or career success (*Committee*)
4. Utilize appropriate job-seeking skills to obtain employment (*Guidance GLE 9.2*)
5. Analyze the duties and responsibilities of individuals in society (*Show-Me: 4.3*)
6. Explore, prepare for, and seek educational and job opportunities (*Show-Me: 4.8*)
7. Apply career exploration and planning skills in the achievement of life career development goals and plans
(*Committee*)
8. Utilize knowledge of career exploration and planning to adapt new career and educational opportunities as the world of work changes (*Guidance GLE 7.2*)
9. Apply employment-readiness skills and skills for on-the-job-success (*Committee*)
10. Acquire information about the world of work, personal interests, and strengths and limitations to develop short- and long-term postsecondary plans (*Committee*)
11. Apply communication techniques to the job search and to the workplace (*Show-Me: 2.6*)
12. Utilize career and educational information in career decision-making (*Guidance GLE 8.1*)

CORE

PROFESSIONAL AND ETHICAL BEHAVIOR

CHARACTERISTICS AND SKILLS

Attitude
Social responsibility
Punctuality and attendance
Dress and hygiene
Honesty
Safety

PERFORMANCE

Students will demonstrate within and integrate across all content areas the ability to:

1. Utilize the skills necessary to exhibit and maintain a positive self-concept throughout life (*Guidance GLE 1.1*)
2. Respect all work as important, valuable, and necessary (*Guidance GLE 7.3*)
3. Apply personal, ethical, and work-habit skills necessary to achieve job success (*Guidance GLE 9.1*)
4. Comply with appropriate standards of dress, appearance, language, and public behavior (*Committee*)
5. Exhibit an obligation toward the good of a larger social unit as opposed to the self alone (*Committee*)
6. Exhibit promptness by being present and ready to work at a designated time (*Committee*)
7. Be honest and truthful in all interactions and communication with others (*Committee*)
8. Respect proprietary rights and abide by rules, restrictions, and requirements to maintain a safe and secure environment (*Committee*)

PERSONAL ACCOUNTABILITY

CHARACTERISTICS AND SKILLS

Social responsibility
Clean public records and drug free
Loyalty
Dependability
Integrity
Community values and service

PERFORMANCE

Students will demonstrate within and integrate across all content areas the ability to:

1. Balance personal, family, school, community, and work roles (*Guidance GLE 1.2*)
2. Utilize decision-making skills to make safe and healthy life choices (*Guidance GLE 3.1*)
3. Advocate for the personal safety of self and others (*Guidance GLE 3.2*)
4. Exhibit coping skills to manage life-changing events (*Guidance GLE 3.3*)
5. Respect all laws and understand the rights and responsibilities to society (*Committee*)
6. Engage in meaningful service, and commit to active involvement in the community (*Committee*)
7. Think through the potential consequences of decisions, and be accountable for one's own actions (*Committee*)
8. Be dependable in carrying out obligations and duties while showing reliability and consistency in words and conduct (*Committee*)
9. Act honorably and have the inner strength to be truthful, trustworthy, and honest in all things (*Committee*)
10. Assume personal responsibility including abstinence from drugs and other harmful substances (*Committee*)

INTERPERSONAL SKILLS

CHARACTERISTICS AND SKILLS

Conflict resolution/negotiation
Customer service
Teamwork
Leadership skills
Adaptability/flexibility
Diversity awareness and acceptance

PERFORMANCE

Students will demonstrate within and integrate across all content areas the ability to:

1. Exhibit the personal characteristics of a contributing member of a diverse community (*Guidance GLE 1.3*)
2. Use interpersonal and communication skills needed to maintain quality relationships (*Guidance GLE 2.1*)
3. Advocate respect for individuals and groups (*Guidance GLE 2.2*)
4. Identify personal responsibility in conflict situations while continuing to apply problem-solving and conflict-resolution skills (*Guidance GLE 2.3*)
5. Utilize appropriate interpersonal and relationship skills to obtain employment (*Guidance GLE 9.2*)
6. Encourage the peaceful resolution of conflicts and work toward mutually agreeable solutions (*Committee*)
7. Actively participate in individual and group activities to enhance independence, interdependence, and positive peer relationships (*Committee*)
8. Tactfully offer constructive comments, accept constructive criticism, and seek methods to improve (*Committee*)
9. Show respect and develop social interaction skills with individuals of different ages, ethnic backgrounds, religions, and sexual orientations (*Committee*)
10. Exhibit the ability to influence, motivate, and enable others to contribute toward success (*Committee*)
11. Adapt or change based upon circumstances (*Committee*)
12. Show respect for authority, other people, other ideas, property, and self while understanding that all people have value as human beings (*Committee*)

SELF-DIRECTION AND SELF-MANAGEMENT

CHARACTERISTICS AND SKILLS

Initiative
Personal productivity
Time management
Independent thinking
Continuous improvement
Decision-making
Follow-through
Goal setting
Creativity/innovation

PERFORMANCE

Students will demonstrate within and integrate across all content areas the ability to:

1. Build upon activities and experiences that help the individual student become a contributing member of a global community (*Guidance GLE 1.3*)
2. Exhibit coping skills to manage life-changing events (*Guidance GLE 3.3*)
3. Show a commitment to purpose and the pursuit of worthy objectives in spite of difficulty, opposition, discouragement, or failure (*Committee*)
4. Plan and schedule personal and work time to increase efficiency (*Committee*)
5. Monitor and manage effort toward a task without reminders or deadlines from others (*Committee*)
6. Develop ideas and brainstorm without the assistance or influence of others (*Committee*)
7. Exhibit motivation and creativity through the exploration and sharing of ideas (*Committee*)
8. Apply skills in time management, project management, and goal-setting to identified opportunities (*Committee*)

LIFELONG LEARNING

CHARACTERISTICS AND SKILLS

Take responsibility for learning
Application/transferability
Goal-setting
Functional literacy

PERFORMANCE

Students will demonstrate within and integrate across all content areas the ability to:

1. Consistently utilize the educational skills necessary to progress toward individual, lifelong learning goals (*Guidance GLE 4.1*)
2. Exhibit the self-management skills necessary for postsecondary options (*Guidance GLE 4.2*)
3. Utilize the achievement and performance skills necessary to transition to postsecondary options (*Guidance GLE 5.1*)
4. Apply information to revise and implement a personal plan of study necessary for lifelong learning (*Guidance GLE 6.1*)
5. Utilize knowledge of career exploration and planning to adapt to new career and educational opportunities as the world of work changes (*Guidance GLE 7.2*)
6. Show a commitment to continuous improvement of literacy to be functional in the global workplace (*Committee*)

SUCCESS HIGH SCHOOL

Career Prep Certificate

**This is to certify that
on May 31, 2007**

Jennifer Doe

**met or exceeded the requirements for the
Missouri Career Prep Program.**

School Superintendent

Chamber of Commerce Executive Director

MISSOURI CAREER PREP CERTIFICATE

The Missouri Career Prep Program is a voluntary program that helps high school students develop skills necessary to succeed in the workforce and to meet employer expectations. The certificate holder has demonstrated the knowledge and skills required for the Success High School Career Prep Program. Following is a list of their accomplishments.

Program Components	Assessments	
Applied Math _____	MAP _____	Grade Point Average _____
Reading Comprehension _____	_____	Attendance Rate _____ %
Communication (Verbal, Written, Listening) _____	_____	
Critical Thinking and Problem Solving _____	_____	
Activities		
Information Technology _____		Community Service (<i>No. of hours</i>) _____ Tutoring and Mentoring (<i>No. of hours</i>) _____
Gather/Evaluate Information _____		
Career Development and Planning _____		
Occupational Training Courses and Certification		
Professional and Ethical Behavior _____		_____
Personal Accountability _____		_____
Interpersonal Skills _____		_____
Self-Direction and Self-Management _____		_____
Lifelong Learning _____		_____
Extracurricular Activities		
Organizations	Positions Held and Participation	
_____	_____	
_____	_____	
_____	_____	
Sports/Activities		
_____	_____	
_____	_____	
_____	_____	
Awards and Honors		

WORKFORCE INVESTMENT BOARDS

Northwest

NW Workforce Investment Board
North Central Missouri College
912 Main St.
Trenton, MO 64683
(660) 359-3622, Ext. 17

Northeast

NEMO Workforce Investment Board Inc.
111 E. Monroe
Paris, MO 65275
(660) 327-5125

Kansas City

Full Employment Council Inc.
1740 Paseo, Suite D
Kansas City, MO 64108
(816) 471-2330, Ext. 257

West Central

Workforce Development Board
2905 W. Broadway
Sedalia, MO 65301
(660) 827-3722

City of St. Louis

St. Louis Agency on Training and Employment
1017 Olive St.
St. Louis, MO 63101
(314) 589-8101

Southwest

Workforce Investment Board
730 S. Wall Ave.
Joplin, MO 64801
(417) 629-3000, Ext 260

Ozark

Department of Workforce Development
City of Springfield
1514 S. Glenstone
Springfield, MO 65804
(417) 887-4343

Central

Workforce Investment Board
1202 Forum Drive
Rolla, MO 65401
(573) 364-7030, Ext. 133

South Central

Workforce Investment Board
1105 Independence Drive
P.O. Box 88
West Plains, MO 65775
(417) 257-2630

Southeast

Workforce Investment Board of
Marquette Tower
338 Broadway, Suite 500
Cape Girardeau, MO 63701
(573) 334-0990, Ext. 259

Eastern Jackson County

Full Employment Council
1740 Paseo, Suite D
Kansas City, MO 64108
(816) 471-2330

St. Louis County

Office of Workforce Development
26 North Oaks Plaza
St. Louis, MO 63121
(314) 679-3300

St. Charles County

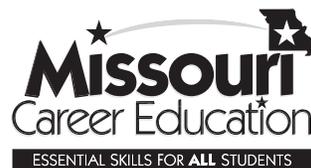
Department of Workforce Development
St. Charles County
212 Turner Blvd.
St. Peters, MO 63376-1079
(636) 278-1360

Jefferson-Franklin Consortium

Office of Job Training
Jefferson-Franklin Counties Inc.
P.O. Box 350
Hillsboro, MO 63050
(636) 287-8909



Missouri Department of Elementary and Secondary Education
P.O. Box 480, 205 Jefferson St.
Jefferson City, MO 65102-0480



For more information about the Missouri Career Prep Program, call (573) 751-7563.

The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. Inquiries related to Department programs may be directed to the Jefferson State Office Building, Title IX Coordinator, 5th Floor, 205 Jefferson Street, Jefferson City, MO 65102-0480; telephone number 573-751-4212.