

Draft Criteria

Career and Technical Education (CTE) Certificate

The 98th Missouri General Assembly passed legislation (Section 170.029, RSMo) which charged the State Board of Education, in consultation with the Career and Technical Education Advisory Council, to establish minimum requirements for a career and technical education (CTE) certificate that a student can earn in addition to his or her high school graduation diploma.

Students must meet all of the following requirements to receive the Career and Technical Education (CTE) certificate. Schools support student efforts to accomplish these requirements through the development and monitoring of the individual's personal plan of study.

Students shall:

1. Meet all requirements set forth in State and local Board of Education policies related to earning a high school diploma.
2. Qualify as a Career and Technical Education (CTE) concentrator by earning a minimum of three (3) credits in sequence in a DESE-approved CTE program area(s) as defined on the student's personal plan of study.
3. Maintain a minimum Grade Point Average (GPA) of 3.0 on a 4.0 point scale in the CTE area of concentration as defined on the student's personal plan of study.
4. Pass a Technical Skill Assessment (TSA) and/or earn an Industry Recognized Credential (IRC) aligned with their CTE area of concentration as defined on their personal plan of study. (TSAs and IRCs must be on the DESE approved list).
5. Complete a minimum of 50 hours of appropriate work-based learning experiences aligned with their CTE area of concentration as defined on their personal plan of study, and administered by a teacher of record. Work-based learning experiences may include:
 - a. Internship
 - b. Registered Apprenticeship
 - c. Cooperative Career Education Programs
 - d. Clinical settings
 - e. Job Shadowing
 - f. Entrepreneurial Experiences
 - g. School-Based Enterprise
 - h. Structured Business/Industry Field Trips
 - i. Service Learning
 - j. Other opportunities that provide students with real-time, authentic work experience.
6. Have at least a 95% attendance record, overall for grades 9-12.
7. **Soft-skill/business skill attainment as measured by:**
 - a. **Active participation in a Career Technical Student Organization (CTSO) with a score of three (3) or above on the CTSO June Core Data file during their junior or senior year, or**

- b. Score at an advanced level or above on a district-developed or adopted soft-skill/ethics assessment during the junior and/or senior year, or**
- c. A minimum of three letters of recommendation, from at least three different business or industry employers or other individuals who have knowledge of the student and can assure the student has a high level of soft-skill efficacy and is career ready. Letters may not be from a relative of the student, or**
- d. A score at or above the state standard on any department-approved measure(s) of college and career readiness, for example, the ACT, SAT, ACT-WorkKeys, or Armed Services Vocational Aptitude Battery as determined in the most current MSIP Performance Standards.**

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Career and Technical Education (CTE) Certificate Definitions

Personal Plan of Study (PPOS) - a student's scope and sequence of coursework and related activities based upon their chosen Career Path / Program of Study. Developed cooperatively with the student, counselor, teachers and parents/guardians; the Personal Plan of Study is created in the eighth grade and reviewed at least annually and revised as needed. The PPOS is a roadmap to assure a successful and efficient transition to postsecondary options, and includes graduation requirements, career/postsecondary goals, approved coursework, career-related and work based learning experiences, and relevant assessments, inventories or academic results.

Work-Based Learning Experiences:

- **Internship** – an intensive, work-based learning experience in which a student gains an extended and regular connection with a specific company, a work-place setting, or group of professionals, one or more which provide supervision, coaching, and mentoring to the student intern. The internship may be paid or unpaid and helps students gain work experience, build and apply skills, and deepen career understanding.
- **Registered Apprenticeship** - a system of skilled occupational training that combines practical work experiences with related academic and technical instruction. An apprentice works on the job for an employer and is taught and supervised by an experienced person in the chosen occupation. The preplanned, progressively challenging work-based learning experience usually extends two to four years. The apprenticeship program should be registered with the Missouri Department of Apprenticeship at (missouriapprenticeship.com).
- **Cooperative Career Education Programs** - involve students enrolled in a Department-approved cooperative career education program. The primary goal is authentic assessment of the application of academic and occupation skills. Programs must meet the common program standards established and approved by the Office of College and Career Readiness, Career Education Unit. The program incorporates real world work experience and learning into the student's academic experience.
- **Clinical Settings** – faculty supervised on-the-job training designed to meet course objectives and outcomes in various healthcare settings.
- **Job Shadowing** - a short-term (usually a half day) educational experience that introduces an individual student to a particular job or career by pairing the student with an employee of a business, industry, or agency. By following or "shadowing" the employee, the student becomes familiar with the duties associated with that occupation, the physical setting of the occupation, and the compatibility of the occupation with his or her own career goals.

- **Entrepreneurial Experiences** - an entrepreneurial work-based experience should be a capstone experience for a student who has developed career and technical skills that he/she desires to use in a personal business venture. The student may have developed the business plan for their business in an entrepreneurship course. The entrepreneurial experience should complement the student's career objective.

The entrepreneurial experience must be planned and supervised by the school and an adult mentor so that the experience contributes to the student's career objective/major and employability. Written business plans showing the business to be developed and the training opportunities to be gained must be in place prior to the experience beginning and should be updated periodically.

- **School-Based Enterprise** - A school-based enterprise is a simulated or actual business conducted by a school. It replicates a specific business and is a learning experience that provides direct links between classroom learning and the world of work.
- **Structured Business/Industry Field Trips** - A field trip is an opportunity for a class or group of students to leave the classroom to see class-related experiences away from the school campus. This short-term visit to a business or agency expands the learning opportunities for participating students. The field trip allows students to observe and investigate activities related to a specific subject and career development objective. It extends the learning environment beyond the school facility, thus emphasizing the relationship between school and work.
- **Service Learning** - Service learning is a work-based learning strategy that combines community service with career and technical learning goals. Students provide volunteer service to public and non-profit agencies, as well as to civic, charitable, and governmental organizations in the local community. There are three types of service learning activities: indirect, direct, and advocacy.
- **Other** - Other opportunities that provide students with real-time, authentic work experience.