

**U. S. Department of Education  
Office of Career, Technical, and Adult Education**

**Strengthening Career and Technical Education for the 21st Century Act  
(Perkins V) State Plan**

**I. COVER PAGE**

- A. State Name: Missouri
- B. Eligible Agency (State Board) Submitting Plan on Behalf of State:  
Missouri State Board of Education
- C. Person at, or officially designated by, the eligible agency, identified in Item B above, who is responsible for answering questions regarding this plan. This is also the person designated as the “authorized representative” for the agency.
1. Name: Blaine Henningsen
  2. Official Position Title: Assistant Commissioner, Office of College and Career Readiness
  3. Agency: Missouri Department of Elementary and Secondary Education
  4. Telephone: (573) 751-2660 5. Email: blaine.henningsen@dese.mo.gov
- D. Individual serving as the State Director for Career and Technical Education:
- Check here if this individual is the same person identified in Item C above and then proceed to Item E below.
1. Name: \_\_\_\_\_
  2. Official Position Title: \_\_\_\_\_
  3. Agency: \_\_\_\_\_
  4. Telephone: ( \_\_\_\_\_ ) \_\_\_\_\_ 5. Email: \_\_\_\_\_
- E. Type of Perkins V State Plan Submission - FY 2019 (*Check one*):
- 1-Year Transition Plan (FY2019 only) – *if an eligible agency selects this option, it will need only to further complete Items G and J.*

State Plan (FY 2019-23) – *if an eligible agency selects this option, it will complete Items G, I, and J*

F. Type of Perkins V State Plan Submission - *Subsequent Years (Check one):*<sup>1</sup>

State Plan (FY 2020-23)

State Plan Revisions (Please indicate year of *submission*: \_\_\_\_\_)

G. Submitting Perkins V State Plan as Part of a Workforce Innovation and Opportunities Act (WIOA) Combined State Plan – FY 2019 (*Check one*):

Yes

No

H. Submitting Perkins V State Plan as Part of a Workforce Innovation and Opportunities Act (WIOA) Combined State Plan – *Subsequent Years (Check one):*<sup>2</sup>

Yes (*If yes, please indicate year of submission: \_\_\_\_\_*)

No

I. Governor’s Signatory Authority of the Perkins V State Plan (*Fill in text box and then check one box below*):<sup>3</sup>

**Date Governor was sent State Plan for signature:**

The Governor has provided a letter that he or she is jointly signing the State plan for submission to the Department.

The Governor has not provided a letter that he or she is jointly signing the State plan for submission to the Department.

<sup>1</sup> Item F will only appear to the user in the Perkins V State Plan Portal in subsequent years (FY 2020-23).

<sup>2</sup> Item H will only appear to the user in the Perkins V State Plan Portal in subsequent years (FY 2020-23).

<sup>3</sup> Item I is required in FY 2019 only for States that choose to submit a full Perkins V State plan, covering FY 2019-23.

- J. By signing this document, the eligible entity, through its authorized representative, agrees:
1. To the assurances, certifications, and other forms enclosed in its State plan submission;  
and
  2. That, to the best of my knowledge and belief, all information and data included in this State plan submission are true and correct.

<b>Authorized Representative Identified in Item C Above (Printed Name)</b>	Telephone:
<b>Signature of Authorized Representative</b>	Date:

DRAFT

## II. NARRATIVE DESCRIPTIONS

### A. Plan Development and Consultation

1. Describe how the State plan was developed in consultation with the stakeholders and in accordance with the procedures in section 122(c)(2) of Perkins V. See Text Box 1 for the statutory requirements for State plan consultation under section 122(c)(1) of Perkins V.

*Not Required for Transition Plan*

2. Consistent with section 122(e)(1) of Perkins V, each eligible agency must develop the portion of the State plan relating to the amount and uses of any funds proposed to be reserved for adult career and technical education, postsecondary career and technical education, and secondary career and technical education after consultation with the State agencies identified in section 122(e)(1)(A)-(C) of the Act. If a State agency, other than the eligible agency, finds a portion of the final State plan objectionable, the eligible agency must provide a copy of such objections and a description of its response in the final plan submitted to the Secretary. (Section 122(e)(2) of Perkins V)

*Not Required for Transition Plan*

3. Describe opportunities for the public to comment in person and in writing on the State plan. (Section 122(d)(14) of Perkins V)

*Not required for Transition Plan*

### B. Program Administration and Implementation

#### 1. **State's Vision for Education and Workforce Development**

- a. Provide a summary of State-supported workforce development activities (including education and training) in the State, including the degree to which the State's career and technical education programs and programs of study are aligned with and address the education and skill needs of the employers in the State identified by the State workforce development board. (Section 122(d)(1) of Perkins V)

*Not required for Transition Plan*

- b. Describe the State's strategic vision and set of goals for preparing an educated and skilled workforce (including special populations) and for meeting the skilled workforce needs of employers, including in existing and emerging in-demand industry sectors and occupations as identified by the State, and how the State's career and technical education programs will help to meet these goals. (Section 122(d)(2) of Perkins V)

*Not required for Transition Plan*

- c. Describe the State's strategy for any joint planning, alignment, coordination, and leveraging of funds between the State's career and technical education programs and programs of study with the State's workforce development system, to achieve the strategic vision and goals described in section 122(d)(2) of Perkins V, including the core programs defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102) and the elements related to system alignment under section 102(b)(2)(B) of such Act (29 U.S.C. 3112(b)(2)(B)); and for programs carried out under this title with other Federal programs, which may include programs funded under the Elementary and Secondary Education Act of 1965 and the Higher Education Act of 1965. (Section 122(d)(3) of Perkins V)

*Not required for Transition Plan*

- d. Describe how the eligible agency will use State leadership funds made available under section 112(a)(2) of Perkins V for purposes under section 124 of the Act. See Text Box 2 for the required uses of State leadership funds under section 124(a) of Perkins V. (Section 122(d)(7) of Perkins V)

*Not required for Transition Plan*

## **2. Implementing Career and Technical Education Programs and Programs of Study**

- a. Describe the career and technical education programs or programs of study that will be supported, developed, or improved at the State level, including descriptions of the programs of study to be developed at the State level and made available for adoption by eligible recipients. (Section 122(d)(4)(A) of Perkins V)

The development of programs of study is a collaborative effort among schools and colleges to seamlessly coordinate classroom instruction and support experiences and activities for a particular career cluster or pathway, which includes career and technical student organizations' (CTSOs) career development and guidance and stakeholder participation. Programs of study are built upon a curriculum that addresses cluster/pathway knowledge and skills, state academic standards and other student experiences such as work-based learning and industry-recognized credential or certificate attainment.

In order to meet the requirements for programs of study set forth in Perkins IV, the Office of College and Career Readiness (OCCR), formerly the Division of Career Education, developed a 10-step process for development and implementation of programs of study. A network of Tech Prep coordinators who assisted schools and colleges in the process drove the process for programs of study. Unfortunately, the decision was made to no longer fund Tech Prep consortiums two years into the implementation of Perkins IV.

School districts and community colleges were encouraged to continue working on their programs of study implementation as the requirement in our Perkins state plan was for each Perkins grant recipient to have at least one program of study in development and implementation. This work was validated through the submission of the *Checklist for Development and Implementation of Programs of Study* which was required documentation for our Perkins monitoring process.

Missouri supports CTE Programs of Study within the 16 career clusters. A program of study model template was developed through a collaborative effort of the Office of College and Career Readiness staff including Career and Technical Education, core curriculum and School Counseling. Programs of study templates will be provided to Missouri CTE programs as a resource in further developing their local plans. Using the state program of study model, school district staff will collaborate with postsecondary partners to create local programs of study for their students. A program of study is a critical resource to the Individual Career and Academic Plan (ICAP), which serves to increase awareness of CTE opportunities and ensure students graduate success ready.

An ICAP template was developed as a collaborative effort of Office of College and Career Readiness staff and pursuant to Missouri Senate Bill 638, Section. 167.903, RSMo to guide Missouri students through knowledge, skills and experiences needed for achieving their personal career and academic goals.

Programs of study and ICAP templates and guidance documents will be provided to school counselors as a useful tool to show relevancy of coursework, explore postsecondary options and address experiences, knowledge and skills necessary for a student's chosen pathway.

- b. Describe the process and criteria to be used for approving locally developed programs of study or career pathways, including how such programs address State workforce development and education needs and the criteria to assess the extent to which the local application under section 132 will—
  - i. promote continuous improvement in academic achievement and technical skill attainment;

In order for CTE programs to be approved by the Department of Elementary and Secondary Education (DESE) and eligible for state and federal funding, an *Application for Approval of Career Education Programs* [https://dese.mo.gov/sites/default/files/dac\\_forms/MO5002457.pdf](https://dese.mo.gov/sites/default/files/dac_forms/MO5002457.pdf) must be completed and sent to the Office of College and Career Readiness for approval. The applicant must address, among a number of items, how the CTE program supports and aligns with local and regional workforce data and is supported by business/industry. In addition, a number of assurances must be met that are as follows:

- The program will have and continue to operate an advisory committee consisting of appropriate business, industry, school administrator, parent/guardian and student members.
- The program will report state required performance measurement data, if applicable.
- The program will comply with Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, the Age

Discrimination Act of 1975, and the Individuals with Disabilities Education Act Amendments of 1997.

- The program’s teacher of record will have appropriate certification/licensure that corresponds to how data is reported to Core Data.
- Facilities and equipment are safe, adequate and appropriate to meet program goals and content standards.
- Articulation/dual credit agreements will be implemented with the appropriate postsecondary institution within one year of program startup.
- The appropriate career and technical student organization will be affiliated at the national level.
- A fully aligned, competency-based curriculum will be developed prior to beginning instruction.
- Current state program standards will be met.
- The program will be transitioned to the appropriate program of study.

Recognizing that the current process for program approval is currently a one-time submission, the Office of College and Career Readiness will institute a new process in the next three years that will require each approved CTE program to complete and sign an assurance document stating that the program continues to meet all requirements for an approved CTE program. This assurance document will be submitted as documentation with submission of the program’s Common Criteria and Quality Indicators (CCQI) review.

The CCQI is a new process that started in October of 2018. The CCQI consists of six common criteria and supporting quality indicators that are designed to provide guidance and direction to local school districts and community colleges in establishing, maintaining and evaluating quality career and technical education programs <https://dese.mo.gov/sites/default/files/cte-ccqi-for-secondary-ce-programs.pdf> and <https://dese.mo.gov/sites/default/files/cte-ccqi-for-secondary-ce-programs.pdf>.

Through DESE’s Tiered Monitoring System, all school districts and community colleges are placed in a three-year monitoring cohort model and are assigned to one of three monitoring cohort groups. Each year, a cohort group is required to submit a CCQI evaluation rubric for each DESE-approved CTE program. The completed CCQI rubrics will then be reviewed by appropriate CTE program staff in the Office of College and Career Readiness. If it determined that a CTE program is not meeting criteria and quality indicators at a specific level, then a three-year model of technical assistance will be instituted.

- ii. expand access to career and technical education for special populations; and

Local eligible recipients sign an application that includes 11 assurances that the recipient must comply with to remain an approved program. One of the assurances states “the program will comply with Title VI of the Civil Rights Act of 1964, Section 504 of the rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, Title II of the Americans with Disabilities Act of 1990, Vocational Education Programs Guidelines for Eliminating Discrimination and

Denial of Services on the Basis of Race, Color National Origin, Sex and Handicap and the Americans with Disabilities Act”.

State-level career education staff conduct secondary and postsecondary civil rights compliance on-site reviews through the Methods of Administration process to assure compliance with the 1979 Career Education Guideline for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex and Handicap, and other civil rights laws. Technical assistance is also provided to both secondary and postsecondary institutions as they develop strategies to assure nondiscrimination.

The secondary student’s Section 504 plan, placement record or IEP reflects the group’s or team’s determination that the CTE program is the appropriate setting for the individual student and communicates specific needs and modified instructional strategies to instructors and other appropriate personnel in order to support a successful learning experience for members of special populations. Students of special populations will be placed in the regular educational environment of any CTE, work-based learning, academic, physical education or other school program or activity to the maximum extent appropriate to their needs.

Postsecondary students are generally served by an “access office” at their institution that supports students who self-identify the need for academic adjustments. The access office provides assistive technology, when requested, and also works with instructors to determine and implement appropriate academic adjustments

iii. support the inclusion of employability skills in programs of study and career pathways. (Section 122(d)(4)(B) of Perkins V)

Employability skills area addressed in a number of ways:

Career and Technical Student Organizations (CTSOs) - CTSOs provide essential opportunities for students to develop and refine the skills required in their chosen occupational area. Student conferences, competitions, workshops, community service and other activities make education more enjoyable and effective. CTSOs are fully integrated into the instructional program as a supplement to regular classroom instruction. When properly planned and conducted, CTSO activities strengthen learning in the classroom through leadership and employability skills.

CTE Certificate – The CTE certificate was created as a result of legislation that was passed by the Missouri General Assembly in 2016. The legislation required the State Board of Education, in consultation with the CTE Advisory Council, to establish minimum requirements for a CTE certificate. The CTE certificate can be earned by students in addition to their high school graduation diploma.

Among the eight requirements set forth for earning the CTE Certificate, students must demonstrate attainment of soft-skills/business skills in one of three ways:

- Active participation in a CTSO during the junior or senior year; or
- A proficient or advanced-level score on a district-developed or adopted soft-skill/ethics assessment during the junior and/or senior year; or

- Three or more letters of recommendation, from at least three different business or industry employers or other individuals who have knowledge of the student and can assure that the student has a high level of soft-skill efficacy and is career ready. Letters may not be from a relative or student.

Work-based learning – Although work-based learning has long been a component of quality CTE programs, a renewed emphasis has been placed on it most recently through the CTE Certificate requirement of a minimum of 50 hours of appropriate work-based learning experiences aligned with the student’s CTE area of concentration.

- c. Describe how the eligible agency will—
  - i. make information on approved programs of study and career pathways (including career exploration, work-based learning opportunities, early college high schools, and dual or concurrent enrollment program opportunities) and guidance and advisement resources, available to students (and parents, as appropriate), representatives of secondary and postsecondary education, and special populations, and to the extent practicable, provide that information and those resources in a language students, parents, and educators can understand;

Information about approved programs of study and career pathways will be made available through a number of resources and initiatives:

Missouri Connections - Missouri Connections is a program funded by DESE, that provides an online, comprehensive career development and planning program. Missouri Connections is provided at no cost for students, parents/guardians, adults and educators to help promote lifelong learning and career development efforts. Missouri Connections is capable of converting to Spanish to accommodate those who are in need of this service.

DESE Website – the website provides educational agencies and the public with a place to go for all things related to education including career and technical education and school counseling. There is already information available regarding programs of study and career pathways in a number of places throughout the website. Attention will be given to providing a more comprehensive approach to displaying this information on the website.

Missouri Career Pathways - Missouri Career Pathways is a statewide, collaborative initiative launched in 2012 when Missouri was selected to participate in the Pathways to Prosperity Network. Missouri Career Pathways supports DESE’s Show-Me Success program goal that all Missouri students will graduate ready for success. Partners in the initiative include state agencies, key employers and employer organizations, secondary and postsecondary institutions and community organizations. The overall goal is to increase the number of Missouri youth who attain a postsecondary credential with value in the market and are poised for success in high-demand occupations with a living wage.

Successful career pathways are built by regional taskforces comprised of key stakeholders including workforce investment board directors, regional career pathways directors, consultants,

advisors, district superintendents, principals, career technical education (CTE) directors, regional employers, higher education leaders, chamber of commerce leaders, local government officials and community organization leaders. Career pathways combine early and sustained career information and advising systems, rigorous academics, and a strong technical education with early college experience. In a constantly evolving and increasingly challenging labor market, career pathways will develop an innovative workplace learning opportunity to equip all Missouri students with the skills and credentials to succeed.

Staff includes the Career Pathways program manager and part time regional Career Pathways directors assigned to the St. Louis, Kansas City and Mid-Missouri regions. DESE has also contracted with four of the state's regional professional development centers to hire consultants to do similar work as the directors in the four corners of the state. Organizations specializing in strengthening career-focused education provide technical assistance in the design, development and implementation of evidence-based solutions to increase college readiness and career success and to build a more highly skilled Missouri workforce. These organizations include Pathways to Prosperity, National Career Pathways Network, Council of Chief State School Officers, Advance CTE, National Center for College and Career Transitions, College and Career Readiness and Success Center of the American Institute for Research and Central Comprehensive Center.

The Missouri Career Pathways network of partners includes 176 school districts and career center teams, 59 postsecondary institutions, 202 employers and 38 other community agencies and organizations. Student internships, early college credit and dual credit programs have been established in regions across the State of Missouri. Over the life of the program, 1,262 Missouri educators have participated in career pathways externships resulting in lasting partnerships between schools, postsecondary institutions and area employers. The design and implementation of improved plans of study, which reflect career pathways identified in collaboration with regional employers, has also resulted from these externships.

Career Advisors - Missouri's nine regional career advisors form a network of professionals who provide expertise and information for K-12 career awareness, exploration and planning, as well as non-traditional careers. They support the state vision that all Missouri students have the knowledge and skills to make successful transitions to postsecondary experiences based on their educational and career goals.

The career advisory mission is to empower school districts to develop and implement a K-12 career development process leading to a successful postsecondary experience through the development and implementation of a rigorous and relevant individual career and academic plan (ICAP). To achieve this mission, the career advisors

- work collaboratively with districts and schools to help them complement their instructional process through the integration of life-long career development concepts that impact all students.
- facilitate the development of a comprehensive ICAP tailored for student success.
- promote awareness, recruitment and retention of non-traditional students in career education programs.
- support the integration of Missouri Connections into the career development process.

Finally, staff will continue to research ways to put out information to employers and parents/guardians as well as outreach to organizations such as the Missouri School Boards Association, PTA/PTO, among others.

- ii. facilitate collaboration among eligible recipients in the development and coordination of career and technical education programs and programs of study and career pathways that include multiple entry and exit points;

*Not required for Transition Plan*

- iii. use State, regional, or local labor market data to determine alignment of eligible recipients' programs of study to the needs of the State, regional, or local economy, including in-demand industry sectors and occupations identified by the State board, and to align career and technical education with such needs, as appropriate;

*Not required for Transition Plan*

- iv. ensure equal access to approved career and technical education programs of study and activities assisted under this Act for special populations;

*Not required for Transition Plan*

- v. coordinate with the State board to support the local development of career pathways and articulate processes by which career pathways will be developed by local workforce development boards, as appropriate;

*Not required for Transition Plan*

- vi. support effective and meaningful collaboration between secondary schools, postsecondary institutions, and employers to provide students with experience in, and understanding of, all aspects of an industry, which may include work-based learning such as internships, mentorships, simulated work environments, and other hands-on or inquiry-based learning activities; and

*Not required for Transition Plan*

- vii. improve outcomes and reduce performance gaps for CTE concentrators, including those who are members of special populations.  
(Section 122(d)(4)(C) of Perkins V)

*Not required for Transition Plan*

- d. Describe how the eligible agency, if it chooses to do so, will include the opportunity for secondary school students to participate in dual or concurrent

enrollment programs, early college high school, or competency-based education. (Section 122(d)(4)(D) of Perkins V)

The Missouri School Improvement Program (MSIP 5) is the state's accountability system for reviewing and accrediting public school districts and outlines the expectations for student achievement with the ultimate goal of each student graduating ready for success in college, career and life. MSIP 5 Resource and Process Standards are designed to promote continuous improvement and innovation within each district. The process standards are qualitative in nature. The MSIP 5 Performance Standards are designed to recognize the achievement and continuous growth of all students as they prepare for a global economy.

MSIP 5, Performance Standard 3: Indicator 4 (College and Career Readiness), requires districts to provide adequate postsecondary preparation for all students. This indicator measures the percent of graduates who earned a qualifying score on AP, IB or TSA (IRC) assessments and/or receive college credit through early college, dual enrollment or approved dual credit courses. The district must meet or exceed the state standard or demonstrate required improvement.

Proficiency (Competency)-Based Credit - School districts and charter schools may award high school credit to students upon demonstration of mastery of the competencies for a particular course. Credit may be awarded through a proficiency (competency)-based method that requires the establishment of the level of student learning through a demonstration of knowledge and/or skill without regard for the amount of time taken in the learning process or the structure of instructional delivery. DESE's policy regarding Proficiency (Competency)-Based Credit can be found in the *Graduation Handbook* at <https://dese.mo.gov/sites/default/files/QS-Graduation-Requirements-Handbook-2018.pdf>.

- e. Describe how the eligible agency will involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), labor organizations, and representatives of Indian Tribes and Tribal organizations, as appropriate, in the planning, development, implementation, and evaluation of its career and technical education programs. (Section 122(d)(12) of Perkins V)

*Not required for Transition Plan*

- f. Include a copy of the local application template that the eligible agency will require eligible recipients to submit pursuant to section 134(b) of Perkins V.

*Not required for Transition Plan*

- g. Include a copy of the comprehensive local needs assessment template and/or guidelines that the eligible agency will require of eligible recipients to meet the requirements of section 134(c) of Perkins V. See Text Box 3 for the requirements of the comprehensive local needs assessment under section 134(c) of Perkins V.

*Not required for Transition Plan*

- h. Provide the eligible agency's definition for "size, scope, and quality" that will be used to make funds available to eligible recipients pursuant to section 135(b) of Perkins V.

During the transition year, secondary and postsecondary funds will be allocated using the sufficient size, scope and quality definition approved in our Perkins IV State Plan. Staff has drafted a new definition for sufficient size, scope and quality. This definition was shared with stakeholders during a meeting held on April 1, 2019. The proposed definition will now be submitted as part of our four-year state plan for approval by the US Department of Education. Once approved, this definition will be used as a basis for the allocation of funds beginning with the 2020-21 school year. The proposed definition is as follows:

Size

A full range of DESE-approved career and technical education (CTE) program areas, services and activities provided by an eligible recipient that would provide educational opportunities in four of seven CTE program areas:

- Agriculture, Food, and Natural Resources
- Business Education which includes Information Technology
- Family Consumer Sciences and Human Services
- Health Sciences Education
- Marketing and Cooperative Education
- Skilled Technical Sciences
- Technology and Engineering

Scope

- A minimum of three (3) sequential credits (secondary) or 12 sequential credits (postsecondary) must be offered in each single CTE program of study.
- The eligible recipient must provide supportive services that include student assessment, guidance, placement and remedial academic support for all students, including members of special populations who are enrolled in CTE program areas provided by the eligible recipient.
- Each single CTE program must have at least one secondary/postsecondary credit transfer agreement such as dual credit/concurrent enrollment or articulation agreement in place.

Quality

Each CTE program must meet all CTE program quality requirements. (Cut score to be determined).

**3. Meeting the Needs of Special Populations**

- a. Describe the eligible agency's program strategies for special populations, including a description of how individuals who are members of special populations—
  - i. will be provided with equal access to activities assisted under this Act;

Section 427 of the General Education Provisions Act (GEPA) requires each local recipient of funds to include in its application a description of the steps the applicant proposes to take to ensure equitable access to and participation in, its federally-assisted program for students, teachers and other program beneficiaries. In their application, local recipients must outline steps to be taken to overcome any barriers of race, color, national origin, sex or disability. Individuals who are members of special populations will be provided with equal access to all career and technical education programs that are available to individuals who are not members of special populations, including occupationally specific courses of study, cooperative education, apprenticeship programs, comprehensive career guidance and counseling services. To insure equal access, the following strategies will be implemented at the local recipient level:

Secondary:

- Timely notification to all students of available programs and services no later than the 9th grade.
- Identification and location of target population to ensure the success of recruitment strategies.
- Enrollment and participation by members of special populations in numbers that mirror numbers in the general population.
- Print recruitment materials in other languages and alternate formats, if applicable.
- Entry requirements that do not judge candidates for admission to career and technical education programs on the basis of race, color, national origin, sex or disability.
- Opportunities in work study, cooperative education and job placement programs are available to all students, regardless of race, color, national origin, sex or disability
- Ensure that the development and implementation of articulation agreements do not discriminate on the basis of race, color, national origin, sex or disability.
- Assistance and support for members of special populations, including individuals entering non-traditional courses of study.

Postsecondary:

- Entry requirements will not judge candidates for admission to career and technical education programs on the basis of race, color, national origin, sex or disability.
- Postsecondary recipients will utilize admission exams and criteria which do not discriminate against students with disabilities or other special populations.
- Postsecondary recipients may not make pre-admission inquiries regarding disabling conditions.
- Postsecondary recipients will provide recruitment materials in alternative formats and other languages, as needed.
- Postsecondary recipients will insure that access to applying for financial aid or assistance is made available to all students regardless of race, color, national origin, sex or disability.
- Postsecondary recipients will ensure that the development and implementation of articulation agreements do not discriminate on the basis of race, color, national origin, sex or disability.
- Postsecondary recipients will offer appropriate support and assistance for members of special populations, including individuals entering a non-traditional course of study and will not be discriminated against based on status as a member of a special population.

Career and technical education will be provided in the least restrictive environment in compliance with P.L. 108-446, the Individuals with Disabilities Education Act of 2004 (secondary only), Title II of the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973. Local recipients will also assure that they are in compliance with Title IX of the Education Amendments of 1972, Title VI of the Civil Rights Act of 1964, and the Age Discrimination Act of 1975. In addition, all institutions offering career and technical education programs, courses, and services will develop and disseminate nondiscrimination policies, publish names of contact persons within the institution, disseminate grievance policies and publish the location of accessible facilities.

State-level career education staff will conduct secondary and postsecondary civil rights compliance on-site reviews through the Methods of Administration process to assure compliance with the 1979 Career Education Guideline for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex, and Handicap. Technical assistance is also provided to both secondary and postsecondary institutions as they develop strategies to assure nondiscrimination.

- ii. will not be discriminated against on the basis of status as a member of a special population;

Local eligible recipients sign a listing of assurances when they apply for CTE program approval. One of the assurances states “the program will comply with Title VI of the Civil Rights Act of 1964, Section 504 of the rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, Title II of the Americans with Disabilities Act of 1990, Vocational Education Programs Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color National Origin, Sex and Handicap and the Americans with Disabilities Act.”

State-level career education staff conduct secondary and postsecondary civil rights compliance on-site reviews through the Methods of Administration process to assure compliance with the 1979 Career Education Guideline for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex, and Handicap and other civil rights laws. Technical assistance is also provided to both secondary and postsecondary institutions as they develop strategies to assure non-discrimination.

- iii. will be provided with programs designed to enable individuals who are members of special populations to meet or exceed State determined levels of performance described in section 113, and prepare special populations for further learning and for high-skill, high-wage, or in-demand industry sectors or occupations;

*Not required for Transition Plan*

- iv. will be provided with appropriate accommodations; and

The secondary student's Section 504 plan, placement record or IEP reflects the group's or team's determination that the CTE program is the appropriate setting for the individual student and communicates specific needs and modified instructional strategies to instructors and other appropriate personnel in order to support a successful learning experience for members of special populations. Students of special populations will be placed in the regular educational environment of any CTE, work-based learning, academic, physical education or other school program or activity to the maximum extent appropriate to their needs.

Postsecondary students are generally served by an "access office" at their institution that supports students who self-identify the need for academic adjustments. The access office provides assistive technology when requested, and also works with instructors to determine and implement appropriate academic adjustments.

- v. will be provided instruction and work-based learning opportunities in integrated settings that support competitive, integrated employment. (Section 122(d)(9) of Perkins V)

*Not required for Transition Plan*

#### **4. Preparing Teachers and Faculty**

- a. Describe how the eligible agency will support the recruitment and preparation of teachers, including special education teachers, faculty, school principals, administrators, specialized instructional support personnel, and paraprofessionals to provide career and technical education instruction, leadership, and support, including professional development that provides the knowledge and skills needed to work with and improve instruction for special populations. (Section 122(d)(6) of Perkins V)

*Not required for Transition Plan*

### **C. Fiscal Responsibility**

- 1. Describe the criteria and process for how the eligible agency will approve eligible recipients for funds under this Act, including how—
  - a. each eligible recipient will promote academic achievement;
  - b. each eligible recipient will promote skill attainment, including skill attainment that leads to a recognized postsecondary credential; and
  - c. each eligible recipient will ensure the local needs assessment under section 134 takes into consideration local economic and education needs, including, where appropriate, in-demand industry sectors and occupations. (Section 122(d)(5) of Perkins V)

During the transition year, staff in the Office of College and Career Readiness will design a new application for Perkins V. This application will require each local grant recipient to prepare a comprehensive narrative that addresses the specific requirements delineated in Perkins V as well as the requirements for the local needs assessment.

In addition, a section of the local application will be designed so the local grant recipient can address the local uses of funds and the alignment of these funds with the results of the comprehensive local needs assessment.

A rubric will be designed and used by staff to approve the local application and the local uses of funds. This rubric will ensure that the local grant recipient is promoting academic achievement, skill attainment, including skill attainment that leads to a postsecondary credential, and that the local needs assessment takes into consideration local economic and education needs that addresses in-demand industry sectors and occupations.

2. Describe how funds received by the eligible agency through the allotment made under section 111 of the Act will be distributed—
  - a. among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including how such distribution will most effectively provide students with the skills needed to succeed in the workplace; and
  - b. among any consortia that may be formed among secondary schools and eligible institutions, and how funds will be distributed among the members of the consortia, including the rationale for such distribution and how it will most effectively provide students with the skills needed to succeed in the workplace. (Section 122(d)(8) of Perkins V)

During the transition year, secondary and postsecondary funds will be allocated using the sufficient size, scope and quality definition approved in our Perkins IV State Plan. Staff has drafted a new definition for sufficient size, scope and quality. This definition was shared with stakeholders during a meeting held on April 1, 2019. The proposed definition will be now submitted as part of our four-year state plan for approval by the US Department of Education. Once approved, this definition will be used as a basis for the allocation of funds beginning with the 2020-2021 school year. The proposed definition is as follows:

#### Size

A full range of DESE-approved career and technical education (CTE) program areas, services and activities provided by an eligible recipient that would provide educational opportunities in four of seven CTE program areas:

- Agriculture, Food, and Natural Resources
- Business Education which includes Information Technology
- Family Consumer Sciences and Human Services
- Health Sciences Education
- Marketing and Cooperative Education
- Skilled Technical Sciences
- Technology and Engineering

#### Scope

- A minimum of three (3) sequential credits (secondary) or 12 sequential credits (postsecondary) must be offered in each single CTE program of study.

- The eligible recipient must provide supportive services that include student assessment, guidance, placement and remedial academic support for all students, including members of special populations who are enrolled in CTE program areas provided by the eligible recipient.
- Each single CTE program must have at least one secondary/postsecondary credit transfer agreement such as dual credit/concurrent enrollment or articulation agreement in place.

### Quality

Each CTE program must meet all CTE program quality requirements. (Cut score to be determined).

3. For the upcoming program year, provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 131(a)-(e) of the Act and describe how these allocations are distributed to local educational agencies, areas career and technical education schools and educational service agencies within the State. (Section 131(g) of Perkins V)

According to the Act, the distribution of funds to secondary school programs will be based on the following:

- 30 percent based on the number of individuals ages 5 through 17 who reside in the school district served by the local educational agency (\$4,569,921 - estimated).
- 70 percent based on the number of individuals ages 5 through 17 who reside in the school district served by the local educational agency and are from families below the poverty level (\$10,663,149 - estimated).

All secondary funds will be allocated to school districts, charter schools and community colleges that house area career centers.

4. For the upcoming program year, provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 132(a) of the Act and describe how these allocations are distributed to eligible institutions and consortia of eligible institutions within the State.

According to the Act, the distribution of funds to postsecondary institutions will be based on the number of individuals who are Pell Grant recipients and recipients of assistance from the Bureau of Indian Affairs enrolled in an approved career education program (\$5,923,972 - estimated).

All postsecondary funds will be allocated to either postsecondary institutions or school districts that offer postsecondary programs.

5. Describe how the eligible agency will adjust the data used to make the allocations to reflect any changes in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local education agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Education. (Section 131(a)(3) of Perkins V)

Since the implementation of Perkins V, there have been no significant changes in school district boundaries in Missouri. DESE will review this data each fiscal year.

6. If the eligible agency will submit an application for a waiver to the secondary allocation formula described in section 131(a)—
  - a. include a proposal for such an alternative formula; and
  - b. describe how the waiver demonstrates that a proposed alternative formula more effectively targets funds on the basis of poverty (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2)) to local educational agencies with the State. (Section 131(b) of Perkins V)

Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

DESE will not seek approval for any alternative allocation formula(s).

7. If the eligible agency will submit an application for a waiver to the postsecondary allocation formula described in section 132(a)—
  - a. include a proposal for such an alternative formula; and
  - b. describe how the formula does not result in a distribution of funds to the eligible institutions or consortia with the State that have the highest numbers of economically disadvantaged individuals and that an alternative formula will result in such a distribution. (Section 132(b) of Perkins V)

Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

DESE will not seek approval for any alternative allocation formula(s).

8. If the eligible agency will award reserve funds to eligible recipients under section 112(c) of Perkins V, describe the process and criteria for awarding those funds.

DESE will not award reserve funds during the 2019-2020 school year. Based on feedback from our stakeholder meeting held on April 1, 2019, it was suggested that consideration be given to developing a process and criteria for awarding reserve funds. The percentage of funds, the process and the awarding of these funds will be discussed with a smaller stakeholder committee during the transition year. Based on input from this committee, a plan will be submitted in the full, four-year state plan as to the percentage of funds, the process and the awarding of these funds.

9. Provide the State's fiscal effort per student, or aggregate expenditures for the State, that will establish the baseline for the Secretary's annual determination on whether the State has maintained its fiscal effort, and indicate whether the baseline is a continuing level or new level. If the baseline is new, please provide the fiscal effort

per student, or aggregate expenditures for the State, for the preceding fiscal year.  
(Section 211(b)(1)(D) of Perkins V)

\$50,069,028 Maintenance of Effort (continuing level)  
\$1,667,627 Match (continuing level)  
\$51,736,655 Total

**D. Accountability for Results (Not Required for Transition Plan)**

1. Identify and include at least one (1) of the following indicators of career and technical education program quality—
  - a. the percentage of CTE concentrators (See Text Box for the statutory definition of a CTE concentrator under section 3(12) of Perkins V) graduating from high school having attained a recognized postsecondary credential;
  - b. the percentage of CTE concentrators graduating high school having attained postsecondary credits in relevant career and technical education programs and programs of study earned through a dual or concurrent enrollment program or another credit transfer agreement; and/or
  - c. the percentage of CTE concentrators graduating from high school having participated in work-based learning. (Section 113(b)(2)(A)(iv)(I) of Perkins V)

Include any other measure(s) of student success in career and technical education that are statewide, valid, and reliable, and comparable across the State. (Section 113(b)(2)(A)(iv)(II) of Perkins V) Please note that inclusion of “other” program quality measure(s) are optional for States.

Provide the eligible agency’s measurement definition with a numerator and denominator for each of the quality indicator(s) the eligible agency selects to use.

2. Provide on the form in Section V.B, for each year covered by the State plan beginning in FY 2020, State determined performance levels or each of the secondary and postsecondary core indicators, with the levels of performance being the same for all CTE concentrators in the State. (Section 113(b)(3)(A)(i)(I) of Perkins V)
3. Describe the procedure the eligible agency adopted for determining State determined levels of performance described in section 113 of Perkins V, which at a minimum shall include—
  - a. a description of the process for public comment under section 113(b)(3)(B) of Perkins V as part of the development of the State determined levels of performance. (See Text Box 5 for the statutory requirements for consultation on State determined performance levels under section 113(b)(3)(B) of Perkins V);
  - b. an explanation for the State determined levels of performance; and
  - c. a description of how the State determined levels of performance set by the eligible agency align with the levels, goals and objectives other Federal and State laws, (Section 122(d)(10) of Perkins V).

As part of the procedures for determining State determined levels of performance, describe the process that will be used to establish a baseline for those levels.

4. Provide a written response to the comments regarding State determined performance levels received during the public comment period pursuant to section 113(b)(3)(B) of Perkins V. (Section 113(b)(3)(B)(iii) of Perkins V).

As part of the written response, include a description of any the changes made to the State determined performance levels as a result of stakeholder feedback.

5. Describe how the eligible agency will address disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II) of Perkins V in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions the eligible agency will take to eliminate these disparities or gaps. (Section 122(d)(11) of Perkins V)

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### III. ASSURANCES, CERTIFICATIONS, AND OTHER FORMS

#### A. Statutory Assurances

X The eligible agency assures that:

1. It made the State plan publicly available for public comment<sup>4</sup> for a period of not less than 30 days, by electronic means and in an easily accessible format, prior to submission to the Secretary for approval and such public comments were taken into account in the development of this State plan. (Section 122(a)(4) of Perkins V)
2. It will use the funds to promote preparation for high-skill, high-wage, or in-demand industry sectors or occupations and non-traditional fields, as identified by the State. (Section 122(d)(13)(C) of Perkins V)
3. It will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance, including technical assistance on how to close gaps in student participation and performance in career and technical education programs. (section 122(d)(13)(E) of Perkins V)
4. It will comply with the requirements of this Act and the provisions of the State plan, including the provision of a financial audit of funds received under this Act, which may be included as part of an audit of other Federal or State programs. (Section 122(d)(13)(A) of Perkins V)
5. None of the funds expended under this Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. (Section 122(d)(13)(B) of Perkins V)
6. It will use the funds provided under this Act to implement career and technical education programs and programs of study for individuals in State correctional institutions, including juvenile justice facilities. (Section 122 (d)(13)(D) of Perkins V)

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<sup>4</sup> An eligible agency that submits a 1-Year Transition Plan in FY 2019 is not required to hold a public comment period on the 1-Year Transition Plan. Such agency must assure that it meets this public comment requirement prior to submitting its Perkins V State Plan in FY 2020.

## **EDGAR Certifications**

- X By submitting a Perkins V State Plan, consistent with 34 CFR 76.104, the eligible agency certifies that:
1. It is eligible to submit the Perkins State plan.
  2. It has authority under State law to perform the functions of the State under the Perkins program(s).
  3. It legally may carry out each provision of the plan.
  4. All provisions of the plan are consistent with State law.
  5. A State officer, specified by title in Item C on the Cover Page, has authority under State law to receive, hold, and disburse Federal funds made available under the plan.
  6. The State officer who submits the plan, specified by title in Item C on the Cover Page, has authority to submit the plan.
  7. The entity has adopted or otherwise formally approved the plan.
  8. The plan is the basis for State operation and administration of the Perkins program.

## **B. Other Forms**

- X The eligible agency certifies and assures compliance with the following enclosed forms:
1. Assurances for Non-Construction Programs (SF 424B) Form (OMB Control No. 0348-0040) - <https://www2.ed.gov/fund/grant/apply/appforms/sf424b.pdf>
  2. Disclosure of Lobbying Activities (SF LLL) (OMB Control No. 4040-0013): [https://apply07.grants.gov/apply/forms/sample/SFLLL\\_1\\_2-V1.2.pdf](https://apply07.grants.gov/apply/forms/sample/SFLLL_1_2-V1.2.pdf)
  3. Certification Regarding Lobbying (ED 80-0013 Form): <https://www2.ed.gov/fund/grant/apply/appforms/ed80-013.pdf>
  4. General Education Provisions Act (GEPA) 427 Form (OMB Control No. 1894-0005): <https://www2.ed.gov/fund/grant/apply/appforms/gepa427.pdf>

**B: Budget Form**

State Name: Missouri

Fiscal Year (FY): 2019

Line Number	Budget Item	Percent of Funds	Amount of Funds
1	<b>Total Perkins V Allocation</b>	<b>Not applicable</b>	\$24,890,636
2	<b>State Administration</b>	5%	\$ 1,244,531
3	<b>State Leadership</b>	10%	\$ 2,489,063
4	• Individuals in State Institutions	1%	\$ 248,906
4a	– Correctional Institutions	<b>Not required</b>	\$ 124,453
4b	– Juvenile Justice Facilities	<b>Not required</b>	\$ 124,453
4c	– Institutions that Serve Individuals with Disabilities	<b>Not required</b>	\$0
5	• Non-traditional Training and Employment	<b>Not applicable</b>	\$ 75,000
6	• Special Populations Recruitment	.1%	\$ 2,500
7	<b>Local Formula Distribution</b>	%	\$21,157,042
8	• Reserve	%	\$
9	– Secondary Recipients	%	\$
10	– Postsecondary Recipients	%	\$
11	• Allocation to Eligible Recipients	100%	\$21,157,042
12	– Secondary Recipients	%	\$15,233,070
13	– Postsecondary Recipients	%	\$ 5,923,972
14	<b>State Match (from non-federal funds)</b>	<b>Not applicable</b>	\$ 1,667,627

**B: State Determined Performance Levels (SDPL) Form**

**State Name:** \_\_\_\_\_

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicators	Baseline Level	Performance Levels			
		FY 2020	FY 2021	FY 2022	FY 2023
<b>Secondary Indicators</b>					
1S1: Four-Year Graduation Rate					
1S2: Extended Graduation Rate					
2S1: Academic Proficiency in Reading Language Arts					
2S2: Academic Proficiency in Mathematics					
2S3: Academic Proficiency in Science					
3S1: Post-Program Placement					
4S1: Non-traditional Program Concentration					
5S1: Program Quality – Attained Recognized Postsecondary Credential					
5S2: Program Quality – Attained Postsecondary Credits					
5S3: Program Quality – Participated in Work-Based Learning					
5S4: Program Quality – Other <sup>5</sup>					
Column 1	Column 2	Column 3	Column 4	Column 5	Column 6

<sup>5</sup> The Perkins V State Plan Portal will allow an eligible agency to include on this form as many “other” program quality indicators as they choose.

Indicators	Baseline Level	Performance Levels			
		FY 2020	FY 2021	FY 2022	FY 2023
<b>Postsecondary Indicators</b>					
1P1: Postsecondary Retention and Post-Program Placement					
2P1: Earned Recognized Postsecondary Credential					
3P1: Non-traditional Program Concentration					

*Provide any additional information regarding SDPLs, as necessary:*