

**CONSOLIDATED ANNUAL PERFORMANCE, ACCOUNTABILITY, AND  
FINANCIAL STATUS REPORT**

**FOR THE  
STATE BASIC GRANT AND TECH PREP GRANT PROGRAMS**

**CARL D. PERKINS VOCATIONAL  
AND TECHNICAL EDUCATION ACT OF 1998**

**FISCAL YEAR 2005**

**PREPARED BY  
MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION  
DIVISION OF CAREER EDUCATION**

**NANCY J. HEADRICK, ASSISTANT COMMISSIONER**

**I. State Administration [Section 121]**  
**A. Sole State Agency and Governance Structure**

The Missouri State Board of Education is the sole state agency responsible for the administration and supervision of career education programs authorized by the Carl D. Perkins Vocational and Technical Education Act of 1998, Public Law (P.L.) 105-332. The State Board has statutory authority to cooperate with the United States Department of Education in the administration of the five-year State Plan for Vocational Education in Missouri and will not delegate its responsibilities under this law to any other state agency.

According to the Missouri Constitution, “The supervision of instruction in the public schools shall be vested in a state board of education...” (Article IX, Section 2(a); 1945). This provision gives the State Board of Education general authority for public education, within limits set by the General Assembly. The Board has the constitutional responsibility to establish policy, supervise instruction in the public schools, and to adopt accreditation rules for the operation of Missouri schools (Section 161.092, Revised Statutes of Missouri (RSMo)). The Board’s duties and responsibilities range from preschool through grade twelve (12), secondary career education, postsecondary career education, adult education, Veterans’ Education and Training, and Vocational Rehabilitation.

By law, the Board serves as the state-level governing body for secondary career education programs provided by local school districts, as well as postsecondary career education programs offered by community colleges, a state technical college, and public four-year institutions that are supported, in part, by the State Plan for Vocational Education. The State Board is responsible for the coordination and development of policy with respect to the career education programs under P.L. 105-332 and for the development of a State Plan.

Within the Department of Elementary and Secondary Education, the Division of Career Education has a major responsibility for secondary, postsecondary, and adult career education in Missouri. Programs and services provided include assistance with program approval, effective practices, technical assistance, funding, and career and technical student organizations. Program content specialists are available in the following areas: Agricultural Education; Business Education, Marketing, and Cooperative Education; Family and Consumer Sciences Education; Trade and Industrial Education; Health Sciences Education; and Technology Education. Other multi-discipline issues addressed include articulation agreements between schools, cooperative education, entrepreneurship education, gender equity, the Missouri Comprehensive Guidance Program, labor market information, program evaluation, regional planning, Tech Prep Education, and special populations.

Division of Career Education program content specialists serve as State Advisors for: a) secondary career and technical student organizations, including DECA, FFA, FCCLA, FBLA, TSA, and SkillsUSA; b) postsecondary career and technical student organizations, such as Postsecondary Agriculture Students, Delta Epsilon Chi, Phi Beta Lambda, and SkillsUSA; and c) adult career and technical student organizations which include Missouri Young Farmers Association and Missouri Young Farm Wives Association.

The Division of Career Education is organized in two units: Career Education and Adult Education and Employment Training. The Career Education unit has four (4) sections, with each linking a specified career education program with one or more of the career paths applicable for the State of Missouri. The other four (4) sections of the unit focus on Guidance and Placement Services, Equity Services, Special Needs, and Career Education Initiatives such as Tech Prep and *High Schools That Work*. The Adult Education and Employment Training unit features four (4) sections which link career education with life-long learning experiences, employment-specific training and education opportunities, and other programs associated with the Workforce Investment Act of 1998.

The Missouri Career Education Delivery System provides programs, services, and activities to serve individuals who:

- A. are in secondary schools;
- B. are in postsecondary career education programs;
- C. are adults in need of training or retraining;
- D. have disadvantaged and/or disabling conditions; and
- E. are members of other special populations.

In carrying out its responsibilities for the administration of the statewide career education delivery system, the State Board of Education, through its employees, has cooperative arrangements with other agencies of state government. The Division of Career Education cooperates in planning, maintaining, and appraising career education programs with the Departments of Higher Education, Economic Development, Social Services, Labor and Industrial Relations, Corrections, and various other agencies.

The Missouri career education system provides statewide local delivery of services through 12 community college service regions (which in some cases may include multiple community college campuses), 57 area career centers, one (1) state technical college, seven (7) four-year universities offering two-year associate degree programs, and 452 comprehensive high schools.

The career education delivery system is Missouri's primary educational system for preparing the state's workforce. Career education programs provide individuals with the technical knowledge and skills needed to prepare for employment in current and emerging fields, to continue their education, or to be retrained for new business and industry practices. The scope of Missouri's career education delivery system includes career awareness and prevocational skill development at the junior and middle school level, occupational skill development at the secondary and postsecondary levels, and Customized Training for Missouri's business and industry.

## Division of Career Education

**Assistant Commissioner**  
Nancy Headrick

**Administration and Accountability Services**  
Don Walker, Director

**Finance**  
Andy Martin, Director

**Adult Education and Employment Training Unit**  
Don Eisinger, Coordinator

**Community Education**  
Jay Acock, Director

**Career Education Unit**  
Dennis Harden, Coordinator

**Adult Education and Literacy**  
Ron Jewell, Director

**Agricultural Education**  
Terry Heiman, Director

**Employment Training**  
Steve Coffman, Director

**Business, Marketing, and Cooperative Education**  
Carey Smith, Director

**GED Testing**  
Bill Poteet, Director

**Family and Consumer Sciences**  
Cynthia Arendt, Director

**Veterans' Education and Training**  
Chad Schatz, Director

**Industrial Education and Health Sciences**  
Gavin Allan, Director

<b>Career Education Initiatives</b>	
Doug Sutton, Director <i>High Schools That Work</i>	Shawn Brice, Director Career Ed. Special Needs GED Option Program Tech Prep Education

**Equity Services**  
Jean Cole, Director

**Guidance and Placement Services**  
Bragg Stanley, Director

## **B. Organization of Vocational and Technical Education Programs**

Career education programs in Missouri are organized in five areas: Agricultural Education; Business, Marketing, and Cooperative Education; Family and Consumer Sciences Education; Health Sciences Education; and Trade and Industrial Education. Each career education program is linked with one (1) or more of the six (6) career pathways. For reporting purposes, all districts are required to provide end-of-year enrollment figures by the 16 career clusters for all career education program areas.

### **II. State Leadership Activities [Section 124]**

#### **A. Required Uses of Funds**

The following summary lists major initiatives and activities that are “required” under Section 124(b)(1-8) of the Act. The number(s) listed beside each initiative or activity corresponds with the eight (8) required uses of funds.

#### Missouri Center for Career Education (3, 4)

The Missouri Center for Career Education (MCCE) was started in Fiscal Year 2003 to support and strengthen career education in Missouri through the coordination of communication, products, and services for career educators, and to promote contextual teaching and learning throughout the K-16 educational system. MCCE served as a focal point and catalyst for coordinating communications, products, and services between and among various entities that supported career education to improve information sharing, enhanced coordination, increase effectiveness, and expand efficiency. The work of MCCE was focused around three areas: Research and Curriculum Development, Professional Development, and Resources.

MCCE facilitated a number of professional development activities and curriculum development projects, many of which were funded through Section 124(b)(1-8) of the Act. These activities and projects will be described separately in this report.

#### Curriculum Development Projects (2, 3, 4)

During Fiscal Year 2005, MCCE conducted 12 curriculum development projects. Each of the projects is identified by title and a brief description provided as follows:

*Personal Finance* - In anticipation of recommendations from the High School Task Force, MCCE led the development of competencies for a one-semester high school course. Personal Finance Competencies and a supplemental Resource Document were developed.

*Competency Profile Revision for Desktop Publishing/Multimedia* - This project involved the revision of two (2) competency profiles, one for Desktop Publishing and a second for Multimedia. Revisions reflected technological changes that have impacted these two fields since the original profiles were developed in 1998. The revised profiles were cross-walked with the Missouri Show-Me Standards, the National Standards for Business Education, relevant VTECS validated task lists, and States’ Career Cluster Initiative Pathway Knowledge and Skills.

*Competency Profile Development for Web Design* - As indicated by the title, a new competency profile for Web Design was the purpose of this project. The profile covered use of Web programming languages, graphics applications, Web authoring tools, Web design elements, Web page standards, emerging Web technologies, and other relevant topics. Competencies comprising the newly-developed profile were also cross-walked with Missouri Show-Me Standards, the National Standards for Business Education, and relevant VTECS validated task lists, and Career Cluster Pathway Knowledge and Skills statements.

*Revision and Materials Development for Cooperative Career Education* - This project targeted the identification of the scope of the curriculum and the development of performance indicators and suggested instructional strategies and assessments. As with most curriculum projects, an advisory committee provided input relative to key topics to all aspects including best practices segments of the final document.

*Competency Profile Revision for Exploratory Family and Consumer Sciences* - The competency profile revised through this project was for the middle/junior high school full-year exploratory course included in the Family and Consumer Sciences Education curriculum. Revisions reflected the content and technological changes that have impacted this field since the original profile was completed in 1995. The revised profile was cross-walked with the Missouri Show-Me Standards, the National Standards for Family and Consumer Sciences Education, the National Health Standards, relevant VTECS validated task lists, and States' Career Cluster Initiative Pathway Knowledge and Skills statements.

*Competency Profile Revision for Housing, Home Furnishings, and Equipment* - Housing, Home Furnishings, and Equipment is a one-semester course offered at the high school level. A task list was developed and organized under six (6) measurable learner objectives. The competency profile was renamed "Housing Environments and Design" and was cross-walked with the Missouri Show-Me Standards, the National Standards for Family and Consumer Sciences Education, relevant VTECS validated task lists, and States' Career Cluster Initiative Pathway Knowledge and Skills statements.

*Developing a New Scope and Sequence for the Career Development Strand of the Missouri Comprehensive Guidance Program (MCGP)* - The project entailed two (2) phases: 1) the completion of the Benchmarks document for the Career Development Strand of the MCGP and 2) the development of sample activities for each outcome/age range cell in the completed Benchmarks document. Project advisory team members provided input to develop outcomes and grade level expectations and to complete sample learning activities documents.

*Development of the In-Home Health Care Aide Manual* - The project was for the development of an instructional manual for the In-Home Health Care Aide. The manual was structured for a short-term adult offering and was based on the existing Certified Nurse Aide Training Manual. Copyright questions arose during work on the new manual and a no-cost extension was granted for completion by September 30, 2005. The final manual for the adult course was titled, "Certified In-Home Aide Manual."

*Revision of the Medication Technician Manual* - Revisions completed as a result of this project reflected the content and technological changes that impacted the medication technician field since development of the original manual.

*Development of Curriculum for Integrating and Teaching the SkillsUSA PDP (Professional Development Program) with Occupational Content in Missouri Secondary and Postsecondary Programs* - As originally proposed, the project was to include development of a Leadership Skills Matrix with options of developing lesson plans, a Starter Kit, and Special Projects. By mid-year, the original focus of the project shifted to emphasize how to get the PDP into all classrooms. Approved revisions included (1) creating a brief informational DVD that would illustrate the importance of the PDP, (2) developing an instructor's guide/quick reference to the PDP, and (3) working with Division staff to re-establish PDP training for T&I and Health Sciences instructors.

*Develop Career Exploration Course Competency Profiles, Performance Objectives, and Assessment Guidelines* - Guidelines and content for this project were established that exceeded and enhanced the scope of work but yielded an exploratory course that was consistent with the original project intent and outcomes. Career Clusters provided the foundation for the development of a course outline, philosophy and rationale, goals and objectives, measurable learner outcomes, sample activities, and crosswalks to standards.

*Alignment of the PLTW<sup>®</sup> Curriculum with Missouri Show-Me Standards* - This project was of substantial importance since the Project Lead the Way Curriculum has been approved as a Missouri Career Education program.

### New Teacher Institute (3)

The two-week introductory session of New Teacher Institute (NTI) was conducted at Central Missouri State University in August 2004. Subsequent coursework (provided online) and follow-up sessions were held throughout the state. The final NTI callback session was completed in April 2005. A total of 77 individuals participated in the year-long professional development activity.

### Career Education Mentoring Program (3)

The Career Education Mentoring Program continued during Fiscal Year 2005. The Career Education Mentoring Program is designed to:

- offer a professional learning community to new and returning teachers along with mentor teachers that includes collaboration and reflection;
- increase familiarity with the teaching and administrative culture by occupational content area;
- support new and returning teachers in their work with students; and
- build a cohort group of new and returning teachers specific to each content area.

During the second year of implementation, 150 mentors and 160 protégés participated in the first year of the mentoring program. Eighty-five mentors and 94 protégés continued their second year in the program. A component was added this year which addressed the mentoring needs for

guidance counselors. Twenty-three guidance counselors participated both as mentors and protégés.

#### Department of Corrections (DOC) Initiative (7)

The Department of Corrections (DOC) Initiative continued to offer Employability Skills/Life Skills (ES/LS) to offenders at the Boonville Correctional Center, the Women's Eastern Reception and Diagnostic Correctional Center, and the Central Missouri Correctional Center. The goal was to provide pro-social skills training vital to human interaction and effective interaction in society.

ES/LS was an 8-10 week program designed to expose offenders to critical skills that are vital to securing and retaining employment upon release from confinement. State-certified teachers presented 16 modules, using multi-media and various training delivery tools, to offenders in a classroom setting. Upon completion of the training, offenders received a certificate of completion, which would also serve as a record of the offender's performance during the training. This certificate was then transferred to a file the offender should access immediately prior to release.

#### Division of Youth Services (DYS) Initiative (8)

The Division of Youth Services (DYS) Initiative paid a portion of the salaries of three (3) career education guidance counselors who were employed by DHS in three (3) of the division's five (5) geographical regions. These counselors served incarcerated youth according to the specified objectives of the Regional Administrator.

The career education guidance counselors provided:

1. workshops and/or career units;
2. job acquisition and retention skills;
3. transition from custody to community;
4. assistance with guest speakers;
5. organization of job fairs at larger facilities;
6. analysis, reporting, and interpreting of assessment information;
7. assistance in the development of students career portfolios; and
8. relevant information for teachers and other staff.

In the St. Louis region, a Career-Technical Education Special Needs instructor introduced students to opportunities in the world of work. Students were exposed to topics including; career assessment, employment readiness, job-seeking skills, and transition opportunities. Students developed abilities in technical preparation which included higher levels of thinking and understanding, communications, goal setting/attainment, and quality processing of knowledge and information. They were able to use career education preparation knowledge to create a finished product, conduct research, learn technical skills, and use tools for various job duties. The instructor conveyed to the students career possibilities and the importance of technical preparation in personal and professional environments. Teaching strategies included applying problem-solving skills; assessing personal strengths/weaknesses; developing and evaluating technical plans; using equipment and materials in a proper, safe, and considerate manner; constructing final products from design criteria; and "selling" the end product to a mock or real

audience. Students surveyed current markets and forecast future career opportunities. Students focused on turning in quality work, setting high standards for success, and revising their work based on quality analysis.

#### Equity Services (5)

Missouri used \$150,000 from Leadership funds to maintain a statewide project, “Project SERVE/ENTER.” The project housed a resource library with numerous print and media materials focusing on nontraditional preparation. Each year, the project conducts a statewide contest, “Breaking Traditions,” to recognize nontraditional students at the secondary and postsecondary levels. The project recently completed the production of a DVD entitled “Work It,” which features nine (9) vignettes on nontraditional careers. Personnel from the project were working with the National Alliance for Partnerships in Equity to analyze data from the Perkins 4<sup>th</sup> Core Indicator.

### **B. Permissible Activities [Section 124]**

The Division provides leadership for six career and technical student organizations (CTSOs): DECA, FBLA, FCLA, FFA, SkillsUSA, and TSA. Each CTSSO is assigned a state advisor. These advisors provide the leadership for state officer training; fall leadership activities; regional, state, and national leadership conferences.

### **III. Distribution of Funds and Local Plan for Vocational and Technical Education Programs [Sections 131 and 134]**

A list of the eligible recipients for the reporting year can be found at the following link: [http://dese.mo.gov/divcareered/Perkins/Perkins\\_Allocations.xls](http://dese.mo.gov/divcareered/Perkins/Perkins_Allocations.xls)

The local application used to fund eligible recipients in Missouri is all done electronically. The link to access the local application is: <https://k12apps.dese.mo.gov/webapps/logon.asp>.

### **IV. Accountability [Section 113]**

#### **A. Overall Performance Results and Program Improvement Strategies**

Missouri’s overall performance dropped to .07%. The decline was attributed to poorer than expected performance from postsecondary institutions. There were five (5) postsecondary institutions that were performing approximately 10% below the state average on skill attainment and completion. These institutions were contacted and technical assistance was provided. The data quality may be an issue. The second contributor to lower overall performance was rolling average adjustment increases in secondary completion (2S1), secondary credential (2S2), and postsecondary retention (3P2). These increases reduced the overall positive number in areas where performance was met in past years.

### Individual Performance Indicators Met

2S1 - Secondary Completion - Secondary completion was met due to student desire to complete high school and receive credit in career education programs that will prepare them for employment or postsecondary education. Most secondary students enrolled in junior and senior grade-level programs were beyond the age of compulsory attendance.

2S2 - Secondary Completion with a Proficiency Credential - Secondary completion with a proficiency credential was met due to increased awareness of credentials available to students and the LEAs efforts to encourage students to obtain additional recognition for skill mastery.

3S1 - Secondary Placement - Secondary placement was met due to a stable State economy as well as a large percentage of secondary students continuing their education at the postsecondary level.

4S2 - Secondary Nontraditional Completion - Local interventions and support staff continued to communicate with the nontraditional students throughout their high school training. Support was provided whenever a nontraditional student's grades, attendance, or skill mastery declined. Good selection procedures for students enrolling in nontraditional programs also contributed to successful completion rates.

1P1 - Postsecondary Academic Attainment - When an incoming student first enrolled in postsecondary education, the student was tested for academic skills. Students that needed remediation were then enrolled in academic programs that prepared them for the academic assessment that was administered once the student became a concentrator.

3P2 - Postsecondary Retention - A stable economy and properly preparing students with the skills they will use upon completion of the degree or certificate also contributed to retention.

4P2 - Postsecondary Nontraditional Completion - Missouri met nontraditional postsecondary completion due to local interventions and support staff continuing to communicate with the nontraditional students throughout their postsecondary training. Support was provided whenever a nontraditional student's grades, attendance, or skill mastery declined. Good selection procedures for students enrolling in nontraditional programs also contribute to successful completion rates.

### Individual Performance Indicators Not Met

1S1 - Secondary Academic Attainment - The Missouri Assessment Program (MAP) measures Math proficiency at the 10<sup>th</sup> grade and Communications Arts at the 11<sup>th</sup> grade. Improvement is being made each year at a rate of 1.5%. Some districts continued to be unable to locate MAP scores for students. Those districts will again be required to develop a plan to address this indicator.

1S2 - Secondary Skill Attainment - The LEAs utilized an identified list of state industry-validated occupational competencies. However, the specific competencies for each career education program that were considered essential were locally determined. Much of the state-developed

curriculum has been modified to meet the local needs of business and industry. The identified essential skills were different for the same career education program, depending on the LEAs determination. This provided the state with inconsistent data for the number of essential skills mastered by all students.

Further complicating the issue was the discrimination between essential skills and desired skills. Some districts reported evaluation of students for all skills presented within a program, not simply those skills which were identified as essential. Other districts reported evaluation of first-year students against the complete skill list for a two-year program. Future work will need to address careful discrimination of essential skill attainment.

4S1 - Secondary Nontraditional Participation - The identification and reporting of non-traditional programs has been inconsistent among districts. A crosswalk was developed to assist the local education agencies in properly identifying the nontraditional programs. A statewide workshop is scheduled for January 2006 to address the issue of reporting and calculating this performance measure as well as other accountability-related issues.

1P2 - Postsecondary Skill Attainment - All postsecondary institutions are required to have specific essential skill assessments implemented. Some of the colleges had difficulty in translating their evaluation methods to better establish skill attainment as differentiated from course grade or Grade Point Average (GPA). The initial implementations of this are improving but are still somewhat inconsistent. It is to be expected that the proper use of skill assessments will require continued work. The State will continue to assist the postsecondary institutions in identifying appropriate skill lists and to facilitate cooperation between institutions so they may best incorporate essential skill evaluation into their curriculum.

2P1 - Postsecondary Completion - Identifying and removing the students who could not possibly complete has assisted in a common understanding of completion rate. The cohort still includes more students than might be representative, but that may be unavoidable. A student may be eligible to complete a postsecondary or adult non-degree program; however, they may not be motivated to do so. Due to the variations of these programs in scheduling, program length, and requirements, plus the fact that a student may not be enrolled full time or continuously, it is often necessary to count a student who is not expecting to complete during the reporting year. The data supports the college claim that while a postsecondary concentrator occurs close to the end of year two, the majority of students require three years to complete the degree.

3P1 - Postsecondary Placement - The decrease in placement rates is attributed to regional economic conditions, fewer students continuing their education beyond the community college level as well as a large number of students whose status is unknown. The State will continue to require LEAs to report on 100% of their completers. The LEAs will be required to develop a plan to decrease the number of unreportable completers.

4P1 - Postsecondary Nontraditional Participation - The identification and reporting of non-traditional programs has been inconsistent among districts. A crosswalk was developed to assist the local education agencies in properly identifying the nontraditional programs. A statewide

workshop is scheduled for January 2006 to address the issue of reporting and calculating this performance measure as well as other accountability-related issues.

## **B. Performance Results for Special Populations and Program Improvement Strategies**

### Special Populations Individual Performance Indicators Met

*2S2 - Secondary Completion with a Proficiency Credential* - Secondary completion with a proficiency credential was met due to increased awareness of credentials available to students and the LEAs efforts to encourage students to obtain additional recognition for skill mastery.

*3S1 - Secondary Placement* - Secondary placement was met due to a stable State economy as well as a large percentage of secondary students continuing their education at the postsecondary level.

*4S2 - Secondary Nontraditional Completion* - This indicator was met due to local interventions and support staff continuing to communicate with the nontraditional students throughout their high school training. Support was provided whenever a nontraditional student's grades, attendance, or skill mastery declined. Good selection procedures for students enrolling in non-traditional programs also contributed to successful completion rates.

*1P1 - Postsecondary Academic Attainment* - This indicator was met due to intervention and pre-enrollment screening/testing. When an incoming student first enrolls in postsecondary education, the student is tested for academic skills. Students that need remediation are then enrolled in academic programs that will prepare them for the academic assessment which is administered once the student becomes a concentrator.

*3P2 - Postsecondary Retention* - A stable economy and properly preparing students with the skills they will use upon completion of the degree or certificate also contributed to retention.

*4P2 - Postsecondary Nontraditional Completion* - Nontraditional postsecondary completion was met due to local interventions and support staff continuing to communicate with the non-traditional students throughout their college training. Support was provided whenever a non-traditional student's grades, attendance, or skill mastery declined. Good selection procedures for students enrolling in nontraditional programs also contributed to successful completion rates.

### Special Populations Individual Performance Indicators Not Met

*1S1 - Secondary Academic Attainment* - The Missouri Assessment Program (MAP) measures Math proficiency at the 10<sup>th</sup> grade and Communications Arts at the 11<sup>th</sup> grade. Improvement is being made each year at a rate of 1% for special populations. Some districts continue to be unable to locate MAP scores for students. Those districts will again be required to develop a plan to address this indicator.

1S2 - Secondary Skill Attainment - The LEAs utilized an identified list of state industry-validated occupational competencies. However, the specific competencies for each career education program considered essential were locally determined. Much of the state-developed curriculum has been modified to meet the local needs of business and industry. The identified essential skills are different for the same career education program, depending on the LEAs determination. This provided the state with inconsistent data for the number of essential skills mastered by all students.

Further complicating the issue was the discrimination between essential skills and desired skills. Some districts reported evaluation of students for all skills presented within a program, not simply those skills which were identified as essential. Other districts reported evaluation of first year students against the complete skill list for a two-year program. Future work will need to address careful discrimination of essential skill attainment.

2S1 - Secondary Completion - The completion rate for secondary special populations was 93.46%. This was a 2.34% increase from Fiscal Year 2004. A 93.46% placement rate is still very good for this subgroup. The agreed upon performance level was missed by less than 1%.

4S1 - Secondary Nontraditional Participation - The identification and reporting of non-traditional programs has been inconsistent among districts. A crosswalk was developed to assist the local education agencies in properly identifying the nontraditional programs. A statewide workshop is scheduled for January 2006 to address the issue of reporting and calculating this performance measure as well as other accountability-related issues.

1P2 - Postsecondary Skill Attainment - The LEAs utilized an identified list of state industry-validated occupational competencies. However, the specific competencies for each career education program that were considered essential were locally determined. Much of the state-developed curriculum has been modified to meet the local needs of business and industry. The identified essential skills were different for the same career education program, depending on the LEAs determination. This provided the state with inconsistent data for the number of essential skills mastered by all students.

Further complicating the issue was the discrimination between essential skills and desired skills. Some districts reported evaluation of students for all skills presented within a program, not simply those skills which were identified as essential. Other districts reported evaluation of first year students against the complete skill list for a two-year program. Future work will need to address careful discrimination of essential skill attainment.

2P1 - Postsecondary Completion - Identifying and removing students who could not possibly complete has assisted in a common understanding of completion rate. The cohort still includes more students than might be representative, but that may be unavoidable. A student may be eligible to complete a postsecondary or adult non-degree program; however, they may not be motivated to do so. Due to the variations of these programs in scheduling, program length, and requirements, plus the fact that a student may not be enrolled full time or continuously, it is often necessary to count a student who is not expected to complete during the reporting year. The data

supports the LEAs claim that while a postsecondary concentrator occurs close to the end of year two, the majority of students require three years to complete the degree.

3PI - Postsecondary Placement - The decrease in placement rates was attributed to regional economic conditions, fewer students continuing their education beyond the community college level as well as a large number of students whose status is unknown. The State will continue to require LEAs to report on 100% of their completers. The LEAs will be required to develop a plan to decrease the number of unreportable completers.

4PI - Postsecondary Nontraditional Participation - The identification and reporting of non-traditional programs has been inconsistent among districts. A crosswalk was developed to assist the local education agencies in properly identifying the nontraditional programs. A statewide workshop is scheduled for January 2006 to address the issue of reporting and calculating this performance measure as well as other accountability-related issues.

### 2005 Secondary Performance Results

Core Indicator	Missouri's Performance	Negotiated Level of Performance	Variance
1S1 - Academic Attainment	47.34%	51.19%	-3.85%
1S2 - Skill Attainment	86.65%	88.75%	-2.10%
2S1 - Completion	94.98%	94.37%	0.61%
2S2 - Completion with a Proficiency Credential	36.30%	30.00%	6.30%
3S1 - Placement	94.23%	90.21%	4.02%
4S1 - Nontraditional Participation	29.21%	32.60%	-3.39%
4S2 - Nontraditional Completion	27.15%	18.00%	9.15%
			10.74%

2004 Performance	Change
45.85%	1.49%
88.19%	-1.54%
93.72%	1.26%
34.21%	2.09%
93.67%	0.56%
26.84%	2.37%
24.97%	2.18%
	8.40%

### Secondary Special Populations Performance Results

Core Indicator	Missouri's Performance	Negotiated Level of Performance	Variance
1S1 - Academic Attainment	32.89%	51.19%	-18.30%
1S2 - Skill Attainment	82.71%	88.75%	-6.04%
2S1 - Completion	93.46%	94.37%	-0.91%
2S2 - Completion with a Proficiency Credential	35.85%	30.00%	5.85%
3S1 - Placement	90.70%	90.21%	0.49%
4S1 - Nontraditional Participation	25.54%	32.60%	-7.06%
4S2 - Nontraditional Completion	23.53%	18.00%	5.53%
			-20.44%

2004 Performance	Change
32.03%	0.86%
83.25%	-0.54%
91.12%	2.34%
31.02%	4.83%
89.98%	0.72%
24.43%	1.11%
21.70%	1.83%
	11.14%

### Secondary Tech Prep Performance Results

Core Indicator	Missouri's Performance	Negotiated Level of Performance	Variance
1S1 - Academic Attainment	47.65%	51.19%	-3.54%
1S2 - Skill Attainment	87.16%	88.75%	-1.59%
2S1 - Completion	95.09%	94.37%	0.72%
2S2 - Completion with a Proficiency Credential	41.02%	30.00%	11.02%
3S1 - Placement	96.20%	90.21%	5.99%
4S1 - Nontraditional Participation	25.47%	32.60%	-7.13%
4S2 - Nontraditional Completion	24.55%	18.00%	6.55%
			12.02%

2004 Performance	Change
44.33%	3.32%
86.77%	0.39%
93.57%	1.52%
40.32%	0.70%
90.88%	5.32%
21.97%	3.50%
22.41%	2.14%
	16.89%

### 2005 Postsecondary Performance Results

Core Indicator	Missouri's Performance	Negotiated Level of Performance	Variance
1P1 - Academic Attainment	82.94%	75.17%	7.77%
1P2 - Skill Attainment	86.63%	94.02%	-7.39%
2P1 - Completion	82.29%	89.09%	-6.80%
3P1 - Placement	82.26%	87.49%	-5.23%
3P2 - Retention	90.41%	88.49%	1.92%
4P1 - Nontraditional Participation	27.54%	34.59%	-7.05%
4P2 - Nontraditional Completion	25.34%	19.20%	6.14%
			-10.64%

2004 Performance	Change
82.06%	0.88%
92.11%	-5.48%
83.85%	-1.56%
85.66%	-3.40%
92.75%	-2.34%
31.27%	-3.73%
18.68%	6.66%
	-8.98%

### Postsecondary Special Populations Performance Results

Core Indicator	Missouri's Performance	Negotiated Level of Performance	Variance
1P1 - Academic Attainment	82.18%	75.17%	7.01%
1P2 - Skill Attainment	90.76%	94.02%	-3.26%
2P1 - Completion	71.17%	89.09%	-17.92%
3P1 - Placement	79.51%	87.49%	-7.98%
3P2 - Retention	90.06%	88.49%	1.57%
4P1 - Nontraditional Participation	33.83%	34.59%	-0.76%
4P2 - Nontraditional Completion	30.53%	19.20%	11.33%
			-10.01%

2004 Performance	Change
77.18%	5.00%
90.05%	0.71%
80.98%	-9.81%
80.61%	-1.10%
91.40%	-1.34%
30.87%	2.96%
25.53%	5.00%
	-1.41%

### Postsecondary Tech Prep Performance Results

Core Indicator	Missouri's Performance	Negotiated Level of Performance	Variance
1P1 - Academic Attainment	85.26%	75.17%	10.09%
1P2 - Skill Attainment	85.53%	94.02%	-8.49%
2P1 - Completion	78.76%	89.09%	-10.33%
3P1 - Placement	80.77%	87.49%	-6.72%
3P2 - Retention	Not Provided		
4P1 - Nontraditional Participation	26.14%	34.59%	-8.45%
4P2 - Nontraditional Completion	18.98%	19.20%	-0.22%
			-24.12%

2004 Performance	Change
84.90%	0.36%
94.60%	-9.07%
88.54%	-9.78%
91.99%	-11.22%
Not Provided	
25.54%	0.60%
14.20%	4.78%
	-24.32%

### C. Definitions - Secondary

**Career Education Participant:** A student enrolled in at least one state-approved *occupational* career education program.

**Career Education Concentrator:** A career education participant earning two (2) or more units of *occupational* career education credit.

**Career Education Completer:** A career education concentrator who graduates from high school or earns a GED during the reporting year.

**Tech Prep:** A student engaged in the Tech Prep Education Program is formally counted as a Tech Prep student when they initially enroll in the Department of Elementary and Secondary Education approved career education course(s) portion of a program and when they make a commitment to pursue completion of an associate or baccalaureate degree, postsecondary certificate, or two-year plus apprenticeship program in a specific career field.

The articulation agreement must be signed by: 1) the student, 2) a representative of the LEA (secondary) providing the first two years of training, and 3) a representative of the postsecondary institution or apprenticeship program providing the third and fourth years of non-duplicative training.

### C. Definitions - Postsecondary

**Career Education Participant:** A student enrolled in at least one Department-approved *occupational* career education program.

**Career Education Concentrator:** A career education participant who completes a minimum of 500 clock hours or earns 75% of the total number of credit hours required to complete the degree. For a two-year AAS degree program, this may be 45 credit hours (75%) of a 60 credit hour degree program.

**Career Education Completer:** A career education concentrator who receives a certificate of completion or earns a degree in the reporting year.

**Tech Prep:** A student is considered a Tech Prep student when they initially enroll in a Department-approved career education course(s) portion of a program and when they make a commitment to pursue completion of an associate or baccalaureate degree, two-year postsecondary certificate, or two-year plus apprenticeship program in a specific career field. Tech Prep students (Line 20 of each form) are included in the total (Line 1 of each form) for each performance measure. Note: In order to count a student as Tech Prep at the postsecondary level, the student must have completed at least two (2) years of secondary instruction linked to a two-year or four-year postsecondary institution through a non-duplicative sequence of courses in a Department-approved occupational career education program. Institutions should maintain copies of the signed articulation agreement for each student.

## D. Measurement Approaches - Secondary

### 1S1- Secondary Academic Attainment

Numerator: Sum of the total number of concentrators scoring in the top three (3) levels of achievement for each of two (2) subject areas of the MAP: Communication Arts and Math.

Denominator: Sum of the total number of concentrators taking each of the two (2) subject areas of the MAP: Communication Arts and Math.

1S1 measured the percent of secondary concentrators who scored in the top three (3) achievement levels of the MAP in the areas of Mathematics and Communication Arts compared to all concentrators who took the MAP. The MAP has five (5) levels of achievement: Advance, Proficient, Nearing Proficient, Progressing, and Step 1. The LEAs level of performance was calculated by adding the number taking the Math test and the number taking the Communication Arts test together; this number became the denominator; then adding the number scoring in the top three (3) levels of the Math test and the number scoring in the top three (3) levels of the Communication Arts test together; this number became the numerator. The denominator was divided by the numerator to calculate the LEAs level of performance.

### 1S2 - Skill Attainment

Numerator: Total number of concentrators mastering 80% of the locally-adopted identified essential skills.

Denominator: Total number of concentrators.

1S2 measured the percent of secondary concentrators who mastered at least 80% of the identified essential skills for all Department-approved occupational career education courses/programs offered by the LEA. Students completing more than one (1) course or program during the reporting year were counted in each course or program. If a student completed two (2) career education programs and mastered 80% or more of the identified essential skills in each, then the student was counted twice.

### 2S1 - Secondary Completion

Numerator: Total number of completers.

Denominator: Total number of concentrators eligible to graduate.

2S1 measured the percent of secondary concentrators who exited (graduated) secondary education and earned a high school diploma or GED during the reporting year. Students included in this count not only met the definition of a concentrator, but they also were eligible to graduate during the reporting year. For example, if a junior earned two (2) units of credit in - career education, they were considered a career education concentrator. However, a junior was not eligible to graduate from high school during the reporting year. Therefore, the student was not counted for this measure.

### 2S2 - Secondary Completion with a Proficiency Credential

Numerator: Total number of completers receiving a national, state, or local credential.

Denominator: Total number of completers.

2S2 measured the percent of secondary concentrators who received a national, state, or local credential. The credential was earned during the reporting year. The credential was directly associated with the students' career education course or program. A credential included, but was not limited to, licensure, certification, or other credential documenting proficiency. Examples include receiving a portfolio; MOUS, A+ computer, or Novel computer certification; or certified Nurses Aide licensure.

### 3S1 - Secondary Placement

Numerator: The number of secondary career education completers placed in postsecondary education or advanced training, employment, and/or the military service during the reporting year.

Denominator: The total number of career education completers.

3S1 measured the percent of secondary career education completers who were placed in employment, military, or continuing education. This sub-indicator included both related and non-related placement categories. The 2004 placement data for graduates has already been reported to the Department and included only those that earned at least two (2) units of credit in a Department-approved occupation career education course/program. Perkins completers are a subgroup of the total career education completers reported in the 2004 follow-up.

### 4S1 - Nontraditional Participation

Numerator: Total number of underrepresented secondary career education students participating in nontraditional career education programs.

Denominator: Total number of secondary career education students participating in nontraditional career education programs.

4S1 measured the participation (enrollment) of underrepresented genders in secondary nontraditional programs as identified by the U.S. Department of Education. This sub-indicator looked at all secondary students who were enrolled in nontraditional programs during the most recently completed school year. It did not require students to meet the concentrator definition in order to be counted.

Nontraditional programs are identified as female nontraditional and male nontraditional. For example, Welding appeared on the list as female nontraditional program. Therefore, all students enrolled in Welding were considered nontraditional and the female students were the underrepresented gender.

### 4S2 - Nontraditional Completion

Numerator: Total number of underrepresented secondary career education participants completing nontraditional career education programs.

Denominator: Total number of secondary career education participants completing nontraditional career education programs.

Sub-indicator 4S2 measured the completion of underrepresented genders in secondary nontraditional programs as identified by the U.S. Department of Education. Only programs that appeared on this list were considered nontraditional. This sub-indicator looked at all secondary

students who completed a nontraditional program during the most recently completed school year. It did not require students to meet the concentrator definition in order to be counted. Nontraditional programs were identified as female nontraditional and male nontraditional. For example, Practical Nursing appeared on the list as a male nontraditional program. Therefore, all students enrolled in Practical Nursing were considered nontraditional and the male students were considered the underrepresented gender.

#### **D. Measurement Approaches – Postsecondary**

##### *1P1 - Postsecondary Academic Attainment*

Numerator: Total number of concentrators scoring at or above the 50<sup>th</sup> percentile on a nationally-normed academic assessment.

Denominator: Total number of concentrators taking a nationally-normed academic assessment.

All postsecondary institutions were required to test and measure the percent of postsecondary concentrators who score at or above the 50<sup>th</sup> percentile on a nationally-normed or averaged academic assessment. Postsecondary institutions chose the assessment instrument(s) to be administered. Some institutions also administered more than one (1) instrument. The greatest number of institutions administered The Collegiate Assessment of Academic Proficiency (CAAP) provided by ACT.

##### *1P2 - Postsecondary Skills Attainment*

Numerator: Total number of concentrators mastering 80% of the state-approved and locally-adopted identified essential skills.

Denominator: Total number of concentrators.

This approach measured the percent of postsecondary concentrators who mastered at least 80% of the identified essential skills for all Department-approved occupational career education courses/programs offered by the LEA.

##### *2P1 - Postsecondary Completion*

Numerator: Total number of completers.

Denominator: Total number of concentrators eligible to graduate.

The postsecondary institutions reported the number of postsecondary completers who earned a certificate or degree in the reporting year. Only concentrators who were eligible to complete the certificate or degree in the reporting year were included in the calculation.

##### *3P1 - Postsecondary Placement*

Numerator: Total number of completers placed in employment, military, or continuing education.

Denominator: Total number of completers.

The LEAs reported the total number of postsecondary career education completers that completed a Department-approved occupational career education program and exited postsecondary education with a degree or certificate. A follow-up was conducted 180 days

following the student's exit from the program. This follow-up was conducted by the LEA following state-established guidelines. The LEA reported the number of completers placed in employment, military, or continuing their education.

### 3P2 - Postsecondary Retention

Numerator: Total number of completers retained in employment.

Denominator: Total number of completers placed in employment.

The LEA provided social security numbers and demographic information to the Department. Those records with a value in the Social Security Number (SSN) filed that is within allowable ranges were kept for matching purposes. Summary earnings records from the 4<sup>th</sup> quarter from the unemployment insurance systems of Missouri and Kansas provided data on employment status. The University of Missouri-Columbia, Department of Economics, compiled the summary earnings records from files submitted by the states' labor departments. The SSNs from the career education follow-up file were matched to the graduating year's 4<sup>th</sup> quarter earnings records. When a SSN from the career education follow-up file was matched in the earnings file, that record was counted as an employed completer. Those SSNs were then considered placed in employment and were matched against the following year's 4<sup>th</sup> quarter earnings records. A SSN that was found in both the graduating year and following year's 4<sup>th</sup> quarter earnings file was counted as a retained completer for this sub-indicator.

### 4P1 - Postsecondary Nontraditional Participation

Numerator: Total number of underrepresented postsecondary students participating in nontraditional career education programs.

Denominator: Total number of postsecondary students participating in nontraditional career education programs.

4P1 measured the participation (enrollment) of underrepresented genders in postsecondary nontraditional programs as identified by the U.S. Department of Education. This sub-indicator looked at all postsecondary students who were enrolled in nontraditional programs during the most recently completed school year. It did not require students to meet the concentrator definition in order to be counted. Nontraditional programs were identified as female nontraditional and male nontraditional. For example, Welding appeared on the list as a female nontraditional program. Therefore, all students enrolled in Welding were considered nontraditional and the female students were the underrepresented gender.

### 4P2 - Postsecondary Nontraditional Completion

Numerator: Total number of underrepresented postsecondary students completing nontraditional career education programs.

Denominator: Total number of postsecondary students completing nontraditional career education programs.

Sub-indicator 4P2 measured the completion of underrepresented genders in postsecondary nontraditional programs as identified by the U.S. Department of Education. Only programs that appeared on this list were considered nontraditional. This sub-indicator looked at all postsecondary students who completed their nontraditional program during the most recently

completed school year. It did not require students to meet the concentrator definition in order to be counted. Nontraditional programs were identified as female nontraditional and male nontraditional. For example, Practical Nursing appeared on the list as a male nontraditional program. Therefore, all students enrolled in Practical Nursing were considered nontraditional and the male students were considered the underrepresented gender.

### **E. Improvement Strategies**

Missouri is planning a statewide workshop in January 2006. All Perkins accountability authorized representative fiscal agents are expected to attend. Individual worksheets for each indicator will be disseminated and discussed. Irregularities in reporting and standardized methods for calculating performance will be addressed. The LEAs will be required to produce reports that verify the numbers submitted for accountability. The LEAs will be required to analyze the reports for each indicator and submit an improvement plan to the State for any indicator that they did not meet.

### **V. Monitoring Follow-up**

Missouri did not receive a monitoring visit during Fiscal Year 2005.

### **VI. Workforce Investment Act (WIA) Incentive Grant Award Results**

#### Development of a Web-Based Career Management System

The goal of the Missouri Career Management System is to create a coordinated career information system that complements [www.GreatHires.org](http://www.GreatHires.org). This coordination will include our higher education and vocational rehabilitation partners. The system will provide resources and services for schools, businesses, Missouri Career Centers, and others involved in providing career guidance, educational planning, and employment preparation and training in a “one-stop” location on the Web. Such a system will assist in an educated and well-trained workforce for Missouri. Underlying the system’s creation is the belief that career development is a life-long process that involves awareness, exploration, decision-making, implementation, and the ability to adapt to societal changes. Individuals who develop strong skills in and positive attitudes toward, life-career development are more likely to choose the education, training, and employment that meet their unique needs and those of the ever-evolving workplace.