



DELIVERING CAREER EDUCATION IN MISSOURI

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Background

To support Missouri in establishing a 21st-century vision for delivering career education services, in February 2008 staff from the Missouri Department of Elementary and Secondary Education (DESE) convened a Missouri Career Education Advisory Committee to assess the status of career education delivery within Missouri schools. Committee membership included representatives from Missouri's secondary education system, including those based in comprehensive high schools and area career centers; representatives from Missouri's community college system; individuals from the state's Economic Development agency; and stakeholders from the Chamber of Commerce & Industry and businesses in critical demand in the state. A list of advisory committee members is included in Appendix A.

The advisory committee members worked to identify new approaches for organizing and delivering high-quality career education services in the state. During the year-long project, committee members reviewed national developments in the delivery of quality career education programs; quantified the level of federal, state, and local investment in Missouri's career education enterprise; and conducted virtual site visits with educators from leading states and institutions throughout the country—via conference calls and webinars—to identify the characteristics of quality career education programs. Members also met quarterly to review project results and work products.

This paper summarizes the findings of the committee and offers recommendations for guiding state efforts to reinforce the delivery of career education services using Programs of Study (POS) as an organizing framework.

Status of Career Education in Missouri

Missouri uses a sophisticated career education delivery system at the secondary level—one that combines introductory-level technical coursework offered in comprehensive high schools with advanced studies provided at area career centers serving multiple school districts. Specialized technical coursework also is offered within community colleges, often as an extension of secondary program offerings. These secondary–postsecondary partnerships, where they exist, are typically negotiated at the local level on an agency-by-agency basis.

Centralizing career education offerings within area career centers is a cost-effective strategy for offering advanced technical training. Locating programs within a single facility that serves students from two or more sending school districts offers economies of scale that permit educators to offer a greater number of technical programs than might otherwise be available

within a stand-alone high school. This arrangement also supports more efficient staffing, because instructional salaries are effectively shared among sending school districts. Housing instruction within a shared facility also enables educators to purchase more expensive, cutting-edge instructional equipment than would otherwise be possible at a single school. And because physical plants are shared by students from multiple school districts, area career centers can be outfitted with large, specialized lab facilities tailored to a program's needs.

Although the area career center model confers some clear advantages, the use of this approach may present significant obstacles to the continued delivery of career education in Missouri. The *No Child Left Behind Act* mandates that all secondary students achieve statewide academic skill standards prior to graduation, and many Missouri school districts have responded to this requirement by ratcheting up academic course-taking requirements, thereby, diminishing students' capacity to take elective coursework.

Transporting students to area career centers, some of which are located at a distance from the sending school, also reduces instructional time and imposes scheduling challenges that can limit students' program options. Declining educational resources also are creating a disincentive for schools to release students, because sending districts must transfer a portion of their state aid to cover the time students spend at an area career center.

Curricular issues also can complicate instructional delivery. Although area career center instructors seek to integrate academic knowledge into their technical coursework, in many instances, core academic subjects are taught at the sending school absent any technical context or relationship to area career center curriculum. Lacking formal training in academics, career education instructors may have difficulty identifying the advanced academic knowledge embedded within their subject areas. And because they are often isolated from sending schools, these instructors have limited interaction with academic teachers, hindering collaborative efforts to identify, integrate, and align academic and technical curricula.

Moreover, because area career centers draw students from multiple high schools, instructors typically have students of differing educational backgrounds and abilities in a given classroom, some of whom may possess low-level academic skills. This occurs because, even though area career centers can offer academically and technically challenging instructional programs, comprehensive high school administrators often treat area career centers as dumping grounds for students with cognitive or other learning deficits.

Marketplace changes also warrant a reexamination of Missouri's existing model for delivering career education. Offering high school students advanced, occupationally specific training is a

viable option in an economy that offers graduates immediate employment and a living wage. With the outsourcing of relatively high-paying jobs overseas and changes in marketplace skill demands, this approach has proven less viable of late, as employers increasingly seek to hire workers with general workforce readiness (soft) skills, basic academic knowledge, and the ability to combine the two to continue their on-the-job learning.

National Developments in Career Education Delivery

Federal policies call for aligning the delivery of secondary and postsecondary career education services within comprehensive POS. The expectation is that all high school students should graduate with the necessary skills to pursue advanced postsecondary education or career training—both options, not one or the other. Achieving this goal requires a fundamental restructuring of secondary career education delivery systems to improve the academic rigor of secondary coursework for students pursuing concentrated participation in career education programs (i.e., horizontal alignment), while making explicit the curricular connections between secondary and postsecondary programs (i.e., vertical alignment).

The basis for this new approach for organizing and delivering career education services is advanced in the *Carl D. Perkins Career and Technical Education Improvement Act of 2006* (Perkins), which serves as the primary federal vehicle for funding career education services in the United States. The Act defines a comprehensive career education program as one that

- incorporates secondary and postsecondary education elements;
- includes coherent and rigorous content, aligned with challenging academic standards, and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education;
- offers the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other programs that allow them to acquire postsecondary education credits; and
- leads to an industry-recognized credential or certificate at the postsecondary level or to an associate's or bachelor's degree.

Although all recipients of federal Perkins funding must offer at least one POS, the federal legislation neither provides specific details about the underlying characteristics of these elements nor describes the manner in which they may be designed and implemented. The U.S. Department of Education, Office of Vocational and Adult Education, currently is working to develop a framework that elaborates the supporting elements of a POS, along with a suggested strategy for their implementation. Other career education stakeholder groups,

including the National Association for State Directors of Career and Technical Education Consortium, the National Center for Research in Career and Technical Education, and the National Governor’s Association also are working with states to design and develop action plans for implementing POS statewide.

To jumpstart POS development in Missouri, the DESE has adopted the career clusters and pathway models created by the States’ Career Clusters Initiative as an organizing framework.¹ The state also is committed to local adoption of POS, for example by requiring that all students achieving a threshold participation level in career education programs complete a Personal Plan of Study that lays out the coursework requirements—academic and technical—that are required for program completion and transition into postsecondary education and/or immediate employment.²

Although Missouri is committed to using POS as an organizing framework for delivering career education services, its development and implementation are proceeding at different rates, with differing levels of specificity, within and across school districts and postsecondary institutions. Missouri also faces some unique circumstances in the design and adoption of POS given the characteristics of its existing secondary delivery system for career education, which often houses advanced technical coursework at a separate educational facility. The challenge currently facing the state is how to support secondary and postsecondary instructors—both academic and career education—in understanding and more widely implementing comprehensive POS given limited financing to support program design and a dearth of quality materials to guide system adoption.

¹ Details of the States’ Career Clusters Initiative can be found at: <http://www.careerclusters.org/>.

² To support local agencies in understanding and using career clusters and POS to design career education programs, the Missouri Department of Education has created a webpage containing downloadable workbooks and training resources. Materials can be accessed at: <http://missouricareereducation.org/project/pos/>.

Findings from the Career Education Advisory Committee

Based on their review of state and national delivery systems, members of the Missouri Career Education Advisory Committee have called for a new vision of state career education in Missouri—one that emphasizes unified career development and postsecondary preparation for all students participating in career education coursework.

Advisory committee members developed the following vision statement to ground their project efforts:

Career Education will provide an opportunity for every student to succeed as a life-long learner and become a productive citizen in our global economy. Our graduates will possess the knowledge and demonstrate the skills necessary to meet individual goals and future workforce needs.

Members also identified a set of goal statements identifying what constituted a quality career education program in the state.³ These goals include the following:

GOAL 1: *All curricula define relevant instructional competencies, academic knowledge, and technical skills, and are aligned to applicable state academic and industry-based standards and assessments.*

The learning that occurs within career education classrooms must provide students with access to challenging academic knowledge and be aligned with applicable industry-based standards to prepare students for both college and careers. To that end, students participating in secondary career education coursework should be prepared to meet state-established academic standards, ideally through coursework that integrates academic knowledge and technical skills across the curriculum. And because all students will someday enter the workforce, effort should be made to integrate workforce readiness (soft) skills across the high school curriculum so that all students may be prepared to obtain a Career Prep Certificate.

Technical curricula at both the secondary and postsecondary levels should be aligned with industry-based standards that lead to high-skill, high-wage, and high-demand careers. Technical curricula and, where possible, technical skill assessments also should address state and/or national standards to ensure that students participating in career education obtain skills that are recognized and valued in the marketplace.

³ Committee members also attempted to identify objectives and strategies that would support the attainment of identified goals. However, time and resource constraints limited members' ability to finalize a complete set of objectives and strategies for all areas.

GOAL 2: *Provide support for essential career education service programs to enhance the future economic development of Missouri.*

Missouri's economic prosperity hinges on the state's ability to supply qualified workers to attract and retain employers. To ensure that educational investments are consistent with state economic development priorities, the DESE should evaluate the effectiveness of current career education programs in preparing students for postsecondary education and career entry. Where necessary, the state may wish to consider modifying its career education funding formula to ensure that state and federal resources are sufficient to fund the career education enterprise. The state also may seek to use existing resources to provide incentives for the development of rigorous POS in industry sectors critical to the state's economic needs.

GOAL 3: *Real-world applications are provided to students through appropriate career-focused learning opportunities.*

People learn best when information is communicated in context. To encourage students to find meaning in their studies, secondary and postsecondary educators should seek to establish a continuum of career-focused learning opportunities that enable students to apply skills learned in their academic and career education classes. This will entail improving connections between educators and employers, both within and across industry sectors.

Learning opportunities may take many forms during a student's education, ranging from career exploratory options at the introductory level (e.g., career fairs, job shadows) to more intensive, hands-on experiences offered late in a student's educational program (e.g., co-op, work-based learning). To promote such career-focused learning options, educators will need to work with state legislators and the business community to create financial incentives to motivate students' involvement in POS, such as by providing scholarships, tuition offsets, and work placements, as well as by pioneering new curriculum to ensure that work-based learning opportunities provide educational benefits to students.

GOAL 4: *Provide high-quality professional development activities that promote rigor, relevance, and relationships to increase student outcomes.*

Improving the delivery of career education services will require training educators to deliver instructional content in new ways. Doing so will begin with improving opportunities for collaboration among all career education stakeholders—secondary and postsecondary, academic and technical—to ensure development of a common language and set of common instructional goals. Ideally, training will draw upon research-based instructional strategies that will outfit instructors with the skills needed to develop integrated curriculum, to align standards

within and across educational sectors, and to introduce workforce readiness skills that are applicable to all students.

GOAL 5: *Develop a seamless transition for students between secondary and postsecondary institutions.*

To improve student transitions, all career education programs should become, over time, comprehensive POS. In practice, this means that every career education program should be designed to offer sequential, non-duplicative instruction that is aligned across secondary and postsecondary agencies. Students who complete secondary preparatory coursework should be able to make a transition to a postsecondary institution without the need for academic or technical skill remediation, and with an understanding of the career opportunities that await them if they continue on their present course of study.

To promote connections, secondary and postsecondary educators should develop articulated credit, either through dual enrollment or concurrent enrollment opportunities, so that high school students may obtain college credit for their secondary experiences. Consideration should also be given to creating statewide articulation agreements so that students may transfer their secondary credit to any postsecondary institution within the state.

Given the range of local approaches to developing POS within the state, the DESE should give consideration to identifying successful articulation practices that align programs offered within comprehensive high schools, area career centers, and community colleges. The state should also seek to develop a model for replicating successfully articulated programs, based on its review of existing programs and national research.

GOAL 6: *Every student will have a Personal Plan of Study.*

To guide students in making more informed educational investments, the state should ensure that all students develop a Personal Plan of Study no later than the eighth grade. Highly qualified, certified guidance counselors should play a role in coordinating the development of these plans as a regular component of a comprehensive guidance program. Plans should detail the academic and career education coursework a student needs to pursue his or her chosen educational program, recognizing that the content of these plans may change over time. Plans should also include workforce readiness (soft) skills, integrated into the academic and career education curriculum, so that all students, regardless of the intensity of their participation in career education coursework, are prepared for advanced education and workforce entry.

Recommendations for Achieving Advisory Committee Goals

Educational agencies within Missouri must overcome substantial obstacles in achieving the vision laid out by the Career Education Advisory Committee. Although the identified goals provide for a comprehensive, aligned educational system, many secondary and postsecondary educators lack a complete understanding of what such a system might look like, the materials and professional development to bring it into fruition, and the resources and release time to plan and coordinate curricular development.

The following section advances a set of recommendations to support Missouri in creating the administrative structures, interagency agreements, and instructional elements necessary to reinforce the adoption of POS as a unifying framework for career education statewide.

Recommendation 1: Evaluate the Career Education Delivery System

Achieving the goals identified by the state Career Education Advisory Committee will likely require making substantial changes in how career education services are organized and delivered. Although transformations will be most evident in the classroom level, where teachers directly engage with students, reforms are needed at all levels to ensure that there is a solid foundation upon which to build a new system.

Strategy 1: Reassess the Organization and Delivery of Career Education

State administrators within DESE should conduct a critical assessment of state administrative services and educational policies to determine whether the existing organizational structure supports attainment of state career education goals. For example, this could entail determining whether the state should maintain career education as a standalone unit, as opposed to one that is integrated within the larger educational governance model. To determine the most effective structure given state goals, DESE staff may wish to consult with administrators in states that have similar career education delivery systems or that have adopted similar career education goals to determine whether, and if so, how the DESE should undertake a state-level reorganization effort.

Given the importance of aligning educational programs across the state, DESE should also undertake efforts to improve connections between secondary and postsecondary agencies with oversight of career education. This could entail taking formal steps to cement interagency connections, for example, by seating a task force to coordinate service delivery or by using less formal means, such as arranging regular meetings between state secondary and postsecondary administrators.

Strategy 2: Consider Alternative Options for Delivering Career Education Instruction

Area career centers have an important contribution to make in delivering career education services, although the current organization and delivery of services within these centers deserves review. While it is beyond the scope of this paper to detail the various roles that these centers might play, at a minimum, there is a need to better align the technical coursework offered within area career centers with the academic instruction provided in sending high schools; with the advanced technical studies available in postsecondary institutions; and with state economic priorities to ensure that program offerings address identified state needs.

As an alternative to maintaining centers as part-time facilities, DESE may wish to consider converting them to career academies or specialized career-themed schools that deliver high-level, integrated academic and technical instruction that appeals to a broad range of secondary students. Models for this approach exist throughout the country. For example, High-Tech High School in San Diego purposely blurs academic and technical education to offer students access to a liberal arts program of studies with a technology theme.⁴ Or the state could choose to follow Oklahoma's lead, which relies on its area schools to provide advanced skill training to adults or incumbent workers seeking to obtain new job skills or upgrade existing ones. Other options also exist, some of which were profiled by the Career Education Advisory Committee.

Changes may also be necessary within comprehensive high schools, which currently allow all students to participate in career education programs. Possible options range from increasing opportunities for career education students to obtain advanced technical skill training on-site, to adapting career education principles into the general curriculum to provide all students with a context for applying academic and technical skills.⁵ At the least, there is a need to rethink the linkages between comprehensive high schools and area career centers to make more effective use of the two types of facilities.

The key point here is that Missouri can ill afford to maintain standalone area career centers that cater to a subset of students, too often those with cognitive deficits or specialized learning needs not served in comprehensive high schools. While these students have important needs that must continue to be addressed, all students attending an area center should be provided with a rigorous technical and, where appropriate, challenging and integrated academic program that prepares them to graduate with the necessary skills to pursue advanced education and

⁴ For a description of the school, visit its website at: <http://www.hightechhigh.org/schools/HTH/>.

⁵ In particular, the Missouri may wish to explore the potential for adopting the Multiple Pathways model, which provides all students with a college-prep curriculum, a technical core that is organized around an industry theme, instructional supports to assist students in achieving state-established standards, and opportunities for work-based learning. For more information on this approach, which is garnering national attention as an effective, whole school reform strategy, see: <http://www.connectedcalifornia.org/>.

achieve career success. Center offerings also should be aligned with community college coursework so that students can make a seamless transition from high school to college without the need for remediation, and ideally with transferable credit that will enable them to get a jumpstart on their studies.

Recommendation 2: Invest in Strategies to Spur POS System Development

It is unlikely that educators will be able to achieve statewide programmatic redesign without the infusion of additional resources to offset the costs of program development and implementation. Consequently, to support Missouri in expanding POS statewide, MPR recommends that the state provide resources to secondary and postsecondary agencies that are capable of designing and piloting comprehensive, industrywide POS models; that are interested in refining specific POS elements necessary for framework adoption; or that have demonstrated success in achieving state-defined outcomes associated with POS adoption. To do so, the state should consider using some of its Perkins reserve funds, as well as resources contained within its existing Enhancement Grant program to seed demonstration pilot project work.⁶

Strategy 1: Pilot Industrywide Demonstration Projects

Although all recipients of federal Perkins funding must offer at least one POS, two states—**Nebraska** and **Wyoming**—have recently embarked on aggressive efforts to spur the development of comprehensive, industrywide POS frameworks that may serve as models for statewide programs. State funds are being used to support collaborative projects—consisting of one or more public schools in cooperation with a postsecondary institution and business or industry advisory group—to undertake systematic efforts to develop POS within a given economic sector central to state growth. Copies of state legislation driving these efforts are attached in Appendix B.

If Missouri were to follow this example, the state could seek to fund several large-scale demonstration pilots in high-priority workforce areas identified by the state. To qualify for a grant, Missouri school districts would submit a proposal, in collaboration with an area career center, community college partner, and appropriate representative of business and industry,

⁶ As part of a recent state monitoring visit, staff of the Office of Vocational and Adult Education, U.S. Department of Education, recommended that Missouri adopt a new formula for allocating its federal Perkins reserve funds. The proposed demonstration grant program would offer a timely and targeted means of responding to OVAE's directive.

documenting the rationale for pursuing grant resources, labor market data detailing the need for system development, and the intended uses of grant funds.⁷

Specifically, grant recipients would need to address a set of requirements to qualify for a planning and/or implementation grant. These criteria, which would be defined in greater detail by state career education administrators, would include partnership agreements to address key issues identified by the Missouri Career Education Advisory Committee, including the need to

- create integrated curriculum that links challenging academic knowledge with rigorous technical skills to ensure that students participating in pathways have a context for understanding instruction;
- develop technical skill assessments that are aligned with career education content standards, workforce readiness (soft) skills, and industry-recognized skills;
- sequence course offerings across secondary (including comprehensive high schools and area career schools) and postsecondary agencies (including less-than-2-year colleges, and 2- and 4-year colleges and universities) to ensure that students can make seamless transitions across educational institutions;
- align technical curriculum with industry-recognized skills, to ensure that individuals completing a pathway enter the workforce with the requisite skills for career success; and
- design pathways that terminate in the award of an industry-recognized credential or certificate, and/or an associate's, bachelor's, graduate, master's, or professional degree.

Ideally, newly designed programs will appeal to all students, not just those planning on immediate career entry following high school. Other design issues for consideration require that partners

- offer dual-credit or concurrent enrollment options for secondary students (initially focused at the partnership level, but with the potential for statewide adoption);
- provide work-based learning opportunities, either on-site or via school-based means (e.g., virtual mentorship);
- offer guidance and counseling activities to support students in developing Personal Plans of Study to guide course-taking; and

⁷ Note that while both Nebraska and Wyoming relied on state legislation to fund development efforts, grant support need not necessarily require legislative involvement in Missouri if the state were able to reallocate resources in its Perkins reserve and state enhancement grant pools. Consequently, the pilot projects proposed here and below would require the development of state administrative regulations governing fund expenditures.

- incorporate professional development to assist secondary teachers and postsecondary faculty in designing pathways that include the key elements of a POS.

To provide time for POS development, the state may wish to consider instituting a 4-year grant window, with base-year funding distributed as a planning grant. Subsequent annual grants would provide increased resources to regional partnerships—composed of secondary, postsecondary, and workforce agencies—that have created actionable POS development models. Year two funding would be provided in an amount suitable to support participating partnerships in developing materials, training staff, and implementing their selected POS. Subsequent year grant allocations to local agencies could be reduced with the goal that, by year five, demonstration grant programs would be self-sufficient.

While it is beyond the scope of this paper to specify the annual fiscal investment the state might make to seed demonstration grant development, it is likely that sufficient state resources exist in the state’s Perkins reserve fund and state Effectiveness Grant Program to support project goals. For context, **Nebraska** has allocated \$500,000 per year to support statewide career education improvement activities, with grants limited to \$75,000 per applicant. **Wyoming**, in contrast, has earmarked \$1.2 million for the current biennium.

Strategy 2: Refine Core POS Elements

Because not all educational agencies have the capacity or resources to undertake developing all components of a POS, the DESE may wish to consider offering smaller grants to partnerships of secondary school districts and postsecondary institutions—or individual agencies, as appropriate—to refine or develop innovative approaches for implementing individual components of a POS. Grant applicants would be required to submit a proposal indicating the specific POS component that they will seek to address, the need for their proposed project, and the anticipated outcomes of their project work.

Project proposals should seek to reinforce key elements of a POS as defined by the state. Options could include efforts to develop instructional tools to improve career education instruction, such as funding projects to develop integrated academic and technical curriculum and assessments, or to align secondary and postsecondary curricula within a given pathway. Alternatively, grant proposals could focus on refining POS support activities, such as delivering professional development to academic and technical educators or building supportive career guidance and counseling services. Other options that are aligned with state-identified goals for POS development could also be considered.

Grants could be designed to support either single or multi-year projects, with the expectation that all projects would sunset following project completion. Grant recipients also would be required to share prototype materials with state administrators and educators to promote local implementation efforts.

Strategy 3: Collect Data on POS Implementation and Outcomes

To assist the state in gauging the benefits that POS may confer, the state should initiate efforts to collect program data from secondary and postsecondary agencies that are using POS to deliver career education services. Although federal Perkins legislation requires that all grant recipients offer at least one POS, as is reflected in Missouri's state plan for career education, providers are not required to report accountability data for students participating in or completing these programs. As such, there is a lack of data at both the federal and state levels on the impact of POS on student and program outcomes.

To account for differences in the local implementation of POS, state data collection efforts should take into account the fidelity of POS implementation within local providers. This effort will require that the state develop strategies for assessing POS adoption within local agencies, for example, by collecting information on the use of integrated curricula, standards, and assessments; evidence of standards and course alignment and articulation; examples of the use of Personal Plans of Study; information on the provision of career guidance, counseling, and professional development; and so on.

Student and program outcome data would be used to assess program impact. Examples of the type of data that should be collected could include the number of students in POS who are

- participating in and achieving concentrator status;
- retained in and completing the secondary component of a POS;
- meeting or exceeding state academic and technical performance levels;
- enrolling in dual-credit or concurrent enrollment programs, and the number of credits earned in these programs; and/or
- making a transition from a secondary POS to either postsecondary education or employment.

It would also be desirable to obtain detailed data on employment outcomes, including wage levels and length of employment spells. Evidence collected from state evaluations would be used to provide quantitative data on the benefits that POS can confer. This information would help support state efforts to spread POS across providers within the state, as well as to approach the State Legislature for additional funding when state fiscal conditions improve.

Recommendation 3: Reevaluate Career Education Funding

Missouri currently employs a career education finance formula that allocates provider resources via multiple funding streams. To motivate local providers to achieve state career education goals, the DESE should undertake a study of its state funding formula to identify components that support or inhibit proposed reforms. This effort would entail reviewing funding systems in use in other states, as well as reformulating the state's current performance-based funding system, which is designed to steer additional resources to local programs that achieve state-established outcomes.

As part of this effort, the DESE should seek to assess the cost of providing services in school districts and community colleges that have successfully implemented the POS model. The adoption of POS may lead to cost efficiencies if high schools, area career schools, and postsecondary institutions succeed in aligning their career education services. To assess the added cost of providing career education services under the POS model, the DESE should assess whether, and if so, how career education funding needs differ among agencies that have and have not adopted POS, as well as how costs for these approaches differ for selected technical program areas.

This effort will entail collecting and analyzing implementation data from partnerships that have succeeded in adopting the POS model. Collecting these data will require that state staff work with funded partnerships to capture cost information not currently collected. Assuming that the proof of concept is beneficial, the state will be poised to use study results to approach the State Legislature to obtain additional resources, if necessary, to promote the development of POS statewide, either within existing program areas or in new economic priority areas identified by the state.

Appendix A:
Career Education
Advisory Committee

CAREER EDUCATION ADVISORY COMMITTEE & INVITED GUESTS

Committee Chair

Steve Coffman, Director, Employment Training
Dept. of Elementary & Secondary Education

Mary Becker, Senior Vice President
Missouri Hospital Association

Steve Bryant, Superintendent
Salem School District

Mary Bruton, Workforce Analysis Manager
Dept. of Economic Development

Michele Clark, Assistant Director
Dept. of Elementary & Secondary Education

Don Claycomb, President
Linn State Technical College

Joan Clouse, Counselor
Saline County Career Center

Brad Coleman, Principal
Central High School

Matt Davis, Superintendent
Eldon School District

Roger Dorson, Director, School Finance
Dept. of Elementary & Secondary Education

Don Eisinger, Coordinator, Adult Education
Dept. of Elementary & Secondary Education

Leigh Ann Grant-Engle, Data Manager
Dept. of Elementary & Secondary Education

Larry Ewing, Superintendent
Fort Osage School District

Barb Gilpin, Director, Special Education
Dept. of Elementary & Secondary Education

John Hall, Tech Prep Coordinator
Builders' Association

Dennis Harden, Coordinator, Career Education
Dept. of Elementary & Secondary Education

Barbara Harrison, Director
Missouri Center for Career Education

Terry Heiman, Director, Agriculture Education
Dept. of Elementary & Secondary Education

Marty Jacobs, Principal
Liberty High School

Gil Kennon, Vice President
Mineral Area College

Dave Lankford, Vice President
Missouri Chamber of Commerce

Paul Mackay, Co-Director
Missouri Center for Career Education

Andy Martin, Director, Finance
Dept. of Elementary & Secondary Education

Roger McGregor, Director
Hannibal Career and Technical Center

Teresa McKenzie, Principal
Logan-Rogersville High School

Micheline Moeller, Tech Prep Coordinator
St. Louis Community College

Rita Needham, Executive Director
Southwest Area Manufacturers Association

Neal Nuttall, President
North Central Missouri College

Mike Pantleo, Director
Fort Osage Career and Technical Center

Tom Quinn, Asst. Commissioner
Dept. of Elementary & Secondary Education

David Ruhman, Director
Arcadia Valley Career Technology Center

Shari Sevier, Director of Guidance
Rockwood School District

Jim Spencer, Director
Cass Career Center

Larae Watkins, Coordinator
Missouri Center for Career Education

Steven Klein, Director
MPR Associates, Inc. (Consultant)

Appendix B:
State Career Education
Legislation



TITLE 21
EDUCATION

CHAPTER 12
VOCATIONAL EDUCATION

21-12-105. Career-technical education demonstration project grants; application; criteria; limitations.

(a) A school district may apply to the state department of education for state assistance to fund expenses associated with the planning, development and implementation of a career-technical education demonstration project as a new or an expansion to any existing high school career-vocational education program in the district. As used in this section, "career-vocational education program" shall be as specified in W.S. 21-13-309(m)(v)(D)(II). Amounts awarded under this section shall be used to fund curricular development and project design costs, employ certified teachers to provide course instruction during the two (2) years of project implementation and to fund initial purchases of equipment and supplies, all incurred for demonstration projects which:

(i) Prepare high school students for a full range of post secondary options, including two (2) year and four (4) year college, apprenticeship, military and formal employment training;

(ii) Connect academic and technical curriculum grounded in academic and industry standards;

(iii) Provide innovative strategies for ensuring student access to career choices, as well as opportunities for work-based learning and dual enrollment in related post secondary education courses;

(iv) Support workforce, education and economic needs of Wyoming.

(b) Any amount awarded to a district under this section shall be in addition to and not be considered in determining the school foundation program amount under the education resource block grant model pursuant to W.S. 21-13-309. A grant awarded under this section shall be for a period of two (2) years and shall not exceed one hundred fifty thousand dollars (\$150,000.00) for the first year of demonstration project planning, and not more than two hundred thousand dollars (\$200,000.00) for project implementation in year two (2) of the project grant. Thereafter, state assistance for the project shall be limited to funds distributed to the district within its foundation program amount as determined under the education resource block grant model.

(c) Application for a grant under this section shall be on a form and in a manner specified by rule and regulation of the department, shall be filed with the department on or before June 30 to secure a grant during the immediately succeeding school year, and shall at minimum include:

(i) A proposal based upon an existing partnership between the applicant district, the Wyoming post secondary education institution and industry, which clearly documents the need for establishing the proposed career-technical education demonstration project;

(ii) Documentation of integration of industry standards, school redesign and curriculum alignment between high school and post secondary education within the proposed project;

(iii) The purposes, plan and timeline for expenditure of grant amounts;

(iv) Assurance that school facilities appropriately accommodate the proposed demonstration project; and

(v) Other necessary information required by the state department.

(d) Not later than August 15 of the applicable school year and following review of applications submitted under this section, the department shall notify applicant districts of its decision and shall provide each applicant district a written

statement of reasons for approving or denying the application. If the application is approved, the department shall award the grant from amounts made available by legislative appropriation within the school foundation program account for purposes of this section.

(e) Each recipient district shall report to the department on the expenditure of amounts awarded under this section, shall in consultation with representatives of partnership post secondary education programs and industry, provide the department an evaluation of project results and shall provide other information as required by rule and regulation of the department to implement this section.

(f) Repealed By Laws 2006, Ch. 37, § 2.

(g) The department shall promulgate rules and regulations necessary to carry out this section and shall work with Wyoming post secondary education institutions and industry in establishing prerequisite school district and post secondary education and industry agreement requirements.

LB 690 LB 690
LEGISLATURE OF NEBRASKA
NINETY-NINTH LEGISLATURE
SECOND SESSION
LEGISLATIVE BILL 690
FINAL READING

Introduced by Stuhr, 24; Combs, 32; Heidemann, 1; McDonald, 41;
Raikes, 25; Schrock, 38; Price, 26
Read first time January 19, 2005
Committee: Education

A BILL

FOR AN ACT relating to education; to adopt the Career Education Partnership Act; and to provide a termination date.

Be it enacted by the people of the State of Nebraska,

Sec. 1. Sections 1 to 6 of this 1 act shall be known and may be cited as the Career Education Partnership Act.

Sec. 2. The Legislature finds that:

1) As defined in the Essential Education Policy of the State Board of Education, all students in Nebraska should have equitable opportunities to obtain knowledge and skills to meet the academic, civic, and economic demands of the twenty-first century;

(2) Schools should provide programs for students to learn information and communication skills, thinking and problem solving skills, and interpersonal and self-directional skills for them to be productive and successful in their work, family, and community;

(3) Schools should rethink the high school experience and provide programs that will motivate all students, including high-risk students, to graduate from high school;

(4) There is a need to establish strategies and programs that develop skills which enable young people to complete high school, pursue postsecondary education, find jobs, and remain in their communities; and

(5) There is a need to prepare young adults for employment opportunities in the State of Nebraska.

Sec. 3. For purposes of the Career Education Partnership Act, career education includes curriculum, work ethics, general

employability skills, technical skills, occupational specific skills, and applied learning that integrates academic knowledge and vocational skills taught through the following course areas:

Agriculture education; business education; career education; family and consumer sciences; health occupations; industrial technology education; marketing education; and trade and industrial education.

Sec. 4. The purpose of the Career Education Partnership Act is to support schools in Nebraska in continuing and enhancing career education programs through state grants. The act shall:

- (1) Identify and explore options for Nebraska Career Education implementation in different sizes of schools;
- (2) Collaborate with ongoing school improvement efforts;
- (3) Create models of collaboration between career and academic education;
- (4) Encourage relationships and coordination in support of entrepreneurship education;
- (5) Develop partnerships between public secondary and postsecondary institutions; and
- (6) Develop partnerships with business and industry based on Nebraska workforce development needs.

Sec. 5.

(1) The State Department of Education shall establish and administer a competitive grant process to provide grants to a collaborative project of two or more public schools with an educational service unit, or a public postsecondary institution, and an advisory group related to the purpose of the Career Education Partnership Act. For purposes of this section, an advisory group means a local or regional economic development board, a local or regional chamber of commerce board, or a group specifically designed to support career education and entrepreneurial activities or programs.

(2) Grant money shall be used to provide for equitable opportunities for students in a minimum of two of the following areas:

- (a) Assist schools in developing academic competencies, technical competencies, and basic work-skill foundations for students;
- (b) Assist schools in developing curriculum;
- (c) Assist schools in employing certified teachers related to the purposes of the act; and
- (d) Assist schools in providing professional development for certified teachers who provide course instruction.

(3) Grants shall not exceed seventy-five thousand dollars per collaborative project. Grant recipients shall have two years to expend the grant funds. No applicant shall receive funding for more than one project at a time. The State Department of Education shall act as the fiduciary agent for the grants.

Sec. 6. The Career Education Partnership Act terminates on January 1, 2011.