

# State of Missouri

## Federal Incentive Grant Application

### Assurances and Requirements

1. State Representative Mike Thomson was consulted with respect to the development of the application. See the attached letter signed by Representative Thomson.
2. Greg Steinhoff, Director of the Department of Economic Development (WIA Title I programs), Rod Nunn, Director, Division of Workforce Development, D. Kent King, Commissioner of Education and Nancy J. Headrick, Assistant Commissioner, Division of Career Education (WIA Title II, Adult Education and Literacy and Carl D. Perkins Vocational and Technical Education Act of 1998), approved the application and transmitted it to Governor Matt Blunt for review, approval, and signature.
3. The State of Missouri, and its eligible agencies, exceeded the State-adjusted levels of performance for WIA Title I, the State-adjusted levels of performance for WIA Title II, Adult Education and Literacy, and the performance levels established for the Carl D. Perkins Vocational and Technical Education Act of 1998.

### Additional Information

The following is the State agency and contact person that will receive and administer the funds on behalf of all State agencies.

#### Agency:

Dr. Nancy J. Headrick, Assistant Commissioner  
Department of Elementary and Secondary Education  
Division of Career Education  
P.O. Box 480  
Jefferson City, Missouri 65102-0480

Agency Responsible for: Adult Education and Family Literacy Act, and Carl D. Perkins Vocational and Technical Education Act of 1998.

#### Contact Person:

Steve Coffman, Director, Employment Training  
(573) 522-6545  
[Steve.coffman@dese.mo.gov](mailto:Steve.coffman@dese.mo.gov)

The following are the planned sub-grantee(s) and the amount they will receive:

Rod Nunn, Director  
Department of Economic Development  
Division of Workforce Development  
421 East Dunklin St.  
P.O. Box 1087  
Jefferson City, Missouri 65102

Agency Responsible for: Workforce Investment Act, Title I.

Contact Person:  
Mark Bauer, Workforce Services  
(573) 526-8256  
[mark.bauer@ded.mo.gov](mailto:mark.bauer@ded.mo.gov)

Amount Sub-contracted: \$300,000

## State Activities

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### ACTIVITY 1: AEL CONTINUOUS PROGRAM IMPROVEMENT

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#### **Background:**

Missouri Adult Education and Literacy (AEL) has been a leader in many successful initiatives: GED online, performance funding, and content standards. These initiatives have been piloted locally and then implemented statewide. Missouri is constantly looking for opportunities to help students in a practical and effective way that also enhances state performance.

Missouri AEL has met negotiated federal performance targets but its performance is still below that of other states and in some cases below national averages. In order to improve its performance, Missouri intends to identify best practices and processes from high achieving states, test their effectiveness in Missouri on grants to local programs, and implement proven practices statewide.

#### **Purpose and Plan:**

Missouri will engage both local and state staff in this process to ensure collaboration and buy-in. Innovative projects found in other states will be written as performance grants at the local level. The effectiveness of the grants will be measured using National Reporting System (NRS) measures. The projects identified as most valuable to Missouri will start on the implementation track statewide.

Selected site visits will be conducted to other states and local programs as needed. Consideration will be given to state demographics, funding and performance.

The grants will be designed to be non-renewable, with specific outcomes intended to be reproducible across the state. No grant will be approved without an identifiable implementation strategy for other AEL programs.

**Benefits:**

- New initiatives with proven track record identified
- Improved performance for local programs and the state
- Higher levels of student achievement and program satisfaction for students

**Action steps include, but are not limited to:**

- Review and research performance of comparable states
- Identify approaches to process improvement
- Create grant specific approaches using found processes
- Review and implement grants
- Review results of grants
- Promote successful projects statewide

**Cost: \$250,000**

**Legislative Authority:** Workforce Investment Act, Title II–Adult Education and Family Literacy Act.

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## **ACTIVITY 2: TRANSITION TO TABE 9/10 AND CASAS**

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**Background:**

Missouri is required to report annually to the Office of Vocational and Adult Education (OVAE) using OVAE-approved assessments. This is a high-stakes assessment as failure to use an approved assessment invalidates our compliance with federal guidelines and eligibility for federal incentive money. Missouri uses TABE version 7/8 which has been an approved test since 2001. TABE is used for Adult Basic Education and Adult Secondary Education (ABE/ASE) assessments and the Comprehensive Adult Student Assessment System (CASAS) for the English as Second Language (ESL) assessment. These upgrades are to comply with OVAE’s directive to use the most recent versions of TABE and CASAS.

In Fiscal Year 2007 OVAE announced a plan to require all approved assessments to be resubmitted for approval. The makers of TABE (McGraw Hill) decided not to resubmit TABE 7/8 for approval. This would mean in Fiscal Year 2009 we could no longer use TABE 7/8. Missouri will transition to TABE 9/10 in Fiscal Year 2008. Rather than transition over time and with funding requirements at the local level. Missouri is taking a comprehensive and coordinated approach to upgrading the tests that are approved for use by Missouri’s local AEL programs.

Missouri decided to implement a statewide change, moving all local partners to TABE 9/10 at the same time. This will permit a coordinated and consistent effort across the state, enhancing services for students and quality control for local programs and state and federal reporting.

**Purpose and Plan:**

Funds will be used to purchase TABE 9/10 and CASAS assessments, staff training and technical assistance.

**Benefits:**

- Compliance with OVAE testing requirements
- Improved assessment for teachers and students
- Implementation of CASAS statewide

**Action steps include, but are not limited to:**

- Purchase of test materials
- Training of local staff
- Follow-up technical assistance

**Cost: \$ 95,000**

**Legislative Authority:** Workforce Investment Act, Title II–Adult Education and Family Literacy Act.

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**ACTIVITY 3: STAR READING PROGRAM**

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**Background:**

An OVAE special project initiative, The Student Achievement in Reading (STAR), was created to assist states and local programs in making systemic and instructional changes required to improve reading achievement of intermediate-level adult learners (4.0-8.9). In 2006 Missouri ranked 27<sup>th</sup> in the nation in low intermediate education level and 26<sup>th</sup> in high intermediate education level. Over 17,000 adults who were served fell into this educational range. Studies indicate this is the most difficult educational level for adults to show progress. STAR provides teachers and administrators with innovative Web-based tools that translate reading research into practice and high quality training and technical assistance to build capacity for reading reform.

Central to improving reading achievement among adult learners is using instructional practices that work. Evidence-based reading instruction (EBRI) integrates findings from the best available research and incorporating professional wisdom to maximize the impact of classroom practice on learners' reading achievement. The STAR Program delivers training and technical assistance designed to: increase teachers' knowledge in the use of EBRI; and improve the capacity of adult education programs to support EBRI.

**Purpose and Plan:**

The goal of this program is to increase the number of adult learners who show progress in the intermediate reading levels. This program will also allow for continued improvement for

students who progress out of the lower literacy levels into intermediate levels. Missouri will begin by establishing a state leadership team. This team will consist of state Adult Education & Literacy staff, staff members of the Missouri AEL Professional Development Center (MAEL PDC) and select local program directors and teachers. The leadership team will develop a plan of action to ensure optimal impact of the training sessions and technical assistance. All local programs will be required to participate in the program. The MAEL PDC will be a part of the process to be able to provide additional training and technical support once the initial program has been completed.

Participants will be prepared for the program with initial information on the program, the requirements of participation and familiarized with the training packet and implementation plan. A series of training sessions will be scheduled for up to 45 participants. This will ensure that at least one person from each local AEL program and staff from the MAEL PDC are trained. State staff will provide on-site visits to local programs to monitor implementation during the program's start-up stages.

**Benefits:**

- Increase number of adults who show progress in the intermediate reading level range
- Provide local programs with up-to-date information on evidence-based reading instruction
- Improve teacher knowledge of reading instruction strategies
- Improve services to adults in need of reading instruction
- Improve transition process for literacy students into the intermediate reading levels

**Action steps include, but are not limited to:**

- Purchase of the STAR Program
- Establish state leadership team
- Develop action plan for implementation of program
- Identify local programs and class sites to participate
- Inform participants of the process and requirements to participate
- Schedule training sessions

**Cost: \$52,297**

**Legislative Authority:** Workforce Investment Act, Title I–Workforce Investment Systems and Workforce Investment Act, Title II–Adult Education and Family Literacy Act.

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## **ACTIVITY 4: TECHNOLOGY ENHANCEMENTS**

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**Background:**

The state is currently in process of enhancing its AEL ACES student data program. This program is used for reporting to the National Reporting System (NRS). Funds from the incentive grant will be used to upgrade this system to access GED results. This enhancement will aid

programs in analyzing data and developing instructional improvement strategies to improve student and program performance.

**Purpose and Plan:**

State staff will identify system requirements for external and internal customers. State and or contract staff will develop Web-based programming to meet the projects specifications. Funds will be used to enhance Missouri’s new Web-based ACES system to interact with the GED system to report on the ACES Student Information Screen when a student had passed their GED exam.

**Benefits:**

- Follow-up on GED students by Missouri AEL staff
- Increased student and local program performance

**Action steps include, but are not limited to:**

- Develop and refine system requirements
- Develop systems with state staff and contractors
- Test system against requirements
- Implement system
- Evaluate effectiveness and customer satisfaction

**Cost: \$20,000**

**Legislative Authority:** Workforce Investment Act, Title II–Adult Education and Family Literacy Act.

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**ACTIVITY 5: POSTSECONDARY TRANSITION/PLACEMENT**

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**Background:**

The National Council for the Study of Adult Learning and Literacy (NCSALL) paper titled *Transitioning Adults to College: Adult Basic Education Program Models* (December, 2006) explains that while adults who take the GED test do so in order to continue their education, few go on to enter postsecondary education. Yet these same adults stand to make substantial economic and personal gains when they use their adult secondary credential to move from the ranks of high school dropout to postsecondary graduate, with the possibility of going from low-wage jobs to careers with a livable wage and benefits. In 2006, only 38% of adult education students in Missouri who identified as a goal to pursue postsecondary education actually achieved the goal. Missouri has struggled to find ways of improving system performance in this area.

The NCSALL paper describes five models of transition programs observed in adult education programs nationwide. In Missouri the predominant model used is the “advising” model. The advising model is a process to raise a student’s awareness of postsecondary education options and admissions processes. This service is provided in various levels from having literature about postsecondary options available for students to having financial aid/admissions representatives

visit with students to provide information and answer questions about education options after the GED.

**Purpose and Plan:**

Missouri plans to expand the services to adults by establishing pilot projects within local programs using other possible models of transition. These models include:

- “GED-plus” model which entails accelerating learning for adult education students interested in pursuing postsecondary education
- “English for Speakers of Other Languages (ESOL)” model intended to reduce the amount of postsecondary coursework in ESOL/ESL at the start of the students’ college career
- “Career Pathways” model to move students with limited education into advance training and college-level programs
- “College Prep” model designed to enable students to transition into college-level courses

This activity will expand the number local AEL programs offering this service and to provide additional support to all programs to increase the amount of commitment to students who are interested in postsecondary education.

The activity will allow for experts in the field of adult transitions to work with Missouri AEL, such as the National College Transition Network in focusing the approach and strategies taken to increase postsecondary success to adults. Marketing tools will be designed to assist local programs in promoting the service. Research will be conducted to find innovative tools and resources to assist local programs in assisting adult students who want to enter postsecondary education. Missouri AEL will seek out and facilitate partnerships with local postsecondary institutions to foster a working partnership that will provide for increase success for adult students to complete postsecondary education, including development of a tracking system to better analyze the success of the efforts.

**Benefits:**

- Increase services to be offered by local AEL programs
- Increase the number of local AEL programs providing this service
- Increase knowledge base of local program staff on the topic
- Develop marketing tools geared toward the target population
- Increase number of adult education students successfully entering postsecondary programs
- Improve system performance in this area

**Action steps include, but are not limited to:**

- Assess which services are currently being provided
- Gather state and nationwide information to determine course of action
- Identify best practices and disseminate to other local AEL programs
- Provide professional development activities geared toward transitions
- Pilot additional transition models within local AEL programs
- Facilitate collaborations with all stakeholders in the transitions process

- Give marketing support to local AEL programs providing the service

**Cost: \$30,000**

**Legislative Authority:** Workforce Investment Act, Title I–Workforce Investment Systems and Workforce Investment Act, Title II–Adult Education and Family Literacy Act.

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## **ACTIVITY 6: SUPPLEMENTAL LITERACY FUNDS**

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### **Background:**

According to the National Reporting System, in 2006, Missouri ranked 27<sup>th</sup> in the nation in educational gains at the ABE Beginning Literacy level and 29<sup>th</sup> in ABE Beginning Basic Education Level. Only 17% of students served in Missouri were in the lowest 2 NRS levels with a little over 2,500 adults completing those levels. The release of the 2007 Missouri State Assessment on Adult Literacy (SAAL) report provides an opportunity to spotlight literacy and expand services throughout the state. Missouri’s Adult Education and Literacy Program has been successful in meeting the needs of many Missouri adults, but additional areas of the state are in need of literacy services.

According to the Missouri SAAL report, 35% of adults are at or below the Basic Level in Prose Literacy, 25% are at or below in Document Literacy and 49% are at or below in Quantitative Literacy. Employers are facing a widening gap between the literacy and basic skills levels needed for the labor force. The need for health literacy and continued importance placed on family literacy. Missouri stands at a crossroads in moving forward in services provided by adult education.

### **Purpose and Plan:**

Missouri AEL administers a Supplemental Literacy Program that provides funding to local AEL programs to establish and operate a literacy program within their service area. Currently, 31 of Missouri’s 43 local AEL programs operate the Supplemental Literacy Program. Incentive funds will be used to expand services and support for literacy projects operated by AEL Programs that are targeted to low functioning adults. The funds will also allow for the development of a systematic process of transitioning students into the intermediate functioning levels for further educational advancement (*see STAR Program, Activity 3*).

The activity will allow for professional development activities specific to the Literacy Coordinators and tutors in the local AEL programs. It will also increase support for the local AEL program to develop marketing materials targeted directly to the population in need of services. Additional instructional resources will also be researched and allocated to local programs. Emphasis will also be placed on helping local AEL programs coordinate and promote literacy services to other agencies who address similar needs.

### **Benefits:**

- Expand and measure literacy services in areas of the state not currently offering support



- Strengthen collaborations between Adult Education and Literacy programs and other literacy organizations
- Expand local marketing of literacy services
- Increase skill levels of literacy professionals
- Literacy professionals will be better equipped to train tutors
- Expand instructional options for literacy students
- Provide smoother transition for literacy students into intermediate level instruction

**Action Steps include, but are not limited to:**

- Utilize state and national experts in literacy to provide professional development for Literacy Coordinators in the areas of recruitment, tutor training and low level instruction
- Develop marketing tools for local programs
- Provide financial support to local programs for purchasing additional literacy resources and software
- Facilitate participation in and collaboration with other community services such as libraries, literacy programs, and workplace on-stops to link literacy services to theirs
- Facilitate the establishment of new Supplemental Literacy Programs in areas not currently being served

**Cost: \$100,000**

**Legislative Authority:** Workforce Investment Act, Title II–Adult Education and Family Literacy Act.

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**ACTIVITY 7: CASE MODEL**

*(CURRICULUM FOR AGRICULTURAL SCIENCE EDUCATION)*

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**Background:** Agriculture and the food, fiber and natural resource system is America's most creative, productive and basic industry. Much of this country's success in agriculture can be attributed to a sound program of agricultural education. To advance a dynamic and efficient agriculture, food and natural resource system and to assure the continued well-being of our society, first-rate education must continue to be a high priority. Agricultural Education is a cooperative effort among educational institutions, government agencies and food, fiber and natural resource-related businesses to ensure a strong and vibrant agriculture, food, fiber and natural resource system for Missouri.

Today's graduates of secondary and postsecondary agricultural education programs have a very exciting future. Rapid societal changes have increased the demand for an internationally competitive industry and workforce. Continued globalization of the food, agricultural and natural resources system will increase opportunities for graduates with competitive skills. The same demands dictate that our educational system be designed to meet both business and students needs. Agricultural education programs should be designed around the specific needs of the industry areas it serves.

**Purpose and Plan:**

A challenge facing all career and technical education programs is ensuring quality, rigorous, relevant, and up-to-date curriculum and teacher training course materials. Missouri will join with the National Council for Agricultural Education in the development of a new agricultural education program designed to address the technological and scientific workforce needs for teaching and learning agricultural science. The curriculum and teacher course materials will be similar to those developed by Project Lead The Way (PLTW) for secondary engineering education. The CASE model is based on foundation courses for freshman and sophomore level students. Specialization courses have been identified for students who are at the sophomore through senior grade levels. A capstone course at the senior grade level also will be developed. Each course, foundation through capstone will include a professional development program for the instructor. Working with postsecondary partners, CASE will provide opportunities for college credit for students who successfully complete each course.

**Benefits:**

- Rigorous and relevant curricula
- Attractive curricula for new and existing agricultural education programs
- Provide students with a means to be successful at postsecondary levels
- Align with Science, Technology, Engineering and Mathematics (STEM) initiatives
- Meet national agricultural education program and curriculum standards
- Be an alternative curriculum model, but not the only model, for agricultural education
- Include a rigorous professional development sequence for instructors
- Measure student and learning effectiveness
- Based on the Agriculture, Food and Natural Resources (AFNR) Pathways from the Career Clusters
- Be embedded with FFA LifeKnowledge content and teaching techniques

**Action steps include, but are not limited to:**

- Contract with PLTW for curriculum and teacher training materials to be released from Fall 2009 through Fall 2014
- PLTW will develop and plan for the following:
  - Foundation courses:
    - Principles of Agricultural Science I (Plant)
    - Principles of Agricultural Science I (Animal)
  - Specialization courses:
    - Animal and Plant Biotechnology
    - Bio-Systems Engineering and Technology
    - Food Science and Safety
    - Natural Resources and Environmental Sciences
    - Agri-Business Economics
  - Capstone courses:
    - Research and entrepreneurship in Food, Agricultural and Natural Resources
    - Engineering Design and Development (PLTW Engineering capstone)

- Scientific Research (PLTW Biomedical Sciences capstone)

**Cost: \$200,000**

**Legislative Authority:** Carl D. Perkins Vocational and Technical Education Act of 1998.

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## **ACTIVITY 8: WEB-BASED CAREER MANAGEMENT SYSTEM**

*(CONTINUATION FROM PREVIOUS TWO YEARS)*

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### **Background:**

Over the past two years, three states (Missouri, Nebraska and Kansas) have partnered in a one-of-a-kind collaborative effort to develop a comprehensive Web-based system that serves the needs of students from grades 5-16 in their respective states with the tasks of career awareness and extensive career exploration by means of the 16 career clusters, and career preparation. These states have shared development costs to create the infrastructure for these comprehensive systems, now operational in all three states, so that students (and the schools they attend) may have access to these services without fee from school, home, or any other place where Internet connectivity exists. These systems all use the Kuder Career Planning System as a foundation though each state has determined its own name for its customized version (Nebraska Career Connections, Missouri Connections, and Kansas Career Pipeline). Each state's version has been highly customized through extensive work with task forces that include representation from departments of Education, Workforce Development, Economic Development, Vocational Rehabilitation, and others.

### **Purpose and Plan:**

The goal of the Missouri Career Management System, [www.missouriconnections.org](http://www.missouriconnections.org), is to become a high quality Web-based system that promotes life-long learning, career awareness, exploration, and planning, and provides pertinent information for decision-making. In addition to serving students, parents, adult job-seekers or career-changers, the system will be utilized by schools, businesses, Missouri Career Centers, and others involved in providing career guidance, educational planning, employment preparation and training in a "one-stop" location on the Web.

Such a system will assist in obtaining 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 and 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.

### **Benefits:**

- Provide a consistent career information format to be used by education, businesses, and government based on the Missouri Career Path/Career Cluster model

- Provide businesses, Missouri Career Centers, local education agencies, and other state and local agencies information to assist their clients in exploring, planning, preparing, and searching for career and employment opportunities
- Provide on-line resources that are current, coordinated, and consistent to meet the needs of Missouri citizens and businesses
- Become an on-line portal for students, parents, educators, and job seekers to the resources for effective career education, development, training, and management
- Become a career information system available to all workforce providers including higher education and vocational rehabilitation
- Improved system performance resulting from appropriate career and employment opportunity selection
- Improved employment rates, retention rates, earnings, and participation in postsecondary education are anticipated

**Action steps include, but are not limited to:**

- Coordinate with partnering states in the development of the system in order to pool resources
- Continue the development and implementation, utilizing Kuder, Inc., Adel, Iowa, and its affiliated companies
- Initiate the site, with components being phased in as they are developed and ready to be put online
- Develop and implementing a statewide awareness campaign of the new system
- Align content and use of the site with the Career Clusters framework
- Continue to develop a plan for on-going sustainability of the project

**Cost: \$125,000**

**Legislative Authority:** Carl D. Perkins Vocational and Technical Education Act of 1998.

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**ACTIVITY 9: SECTOR COMPETENCY WORK IN TWO TARGETED CLUSTERS**

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**Background:**

In February 2007, Governor Matt Blunt announced the hiring of eight Industry Specialists to help spur job growth and strengthen Missouri's economy. The specialists will work directly with newly created Industry Councils comprised of approximately 12 CEOs from each of eight defined industries where Missouri shows a competitive advantage. The eight industries are: Agribusiness, Energy, Transportation/Logistics, Homeland Security-Defense, Automotive, Information Technology, Life Sciences, and Financial Services.

The CEOs will actively participate in the creation of strategic plans intended to direct growth in each of the respective industry sectors. The documents will serve as the work plan for the industry specialists. In addition, the industry specialists will seek development and expansion opportunities, as well as form beneficial relationships with Missouri businesses in related fields.

**Purpose and Plan:**

The alignment of education and workforce programs offerings with the future talent development needs of the targeted industry clusters is important for the industry councils to be effective. Funds would be used to map current curriculum and program offerings in two industry sectors against future industry skills demand to identify gaps in functional, academic, industry, and occupational specific competencies.

**Benefits:**

- Development of strategic plans for industry clusters
- Alignment of education clusters and programs to industry
- Identification of gaps in educational offerings
- Identification of occupational competencies for use by education and industry

**Action Steps:**

- Form workgroups of education and workforce programs at the appropriate state and local levels to conduct competency model planning
- Align education and workforce program offerings with future talent development needs of targeted industry clusters
- Identify and address gaps in foundational, academic, industry and occupational-specific skills within targeted industry clusters

**Cost: \$200,000**

**Legislative Authority:** Workforce Investment Act, Title I–Workforce Investment Systems and Workforce Investment Act and Carl D. Perkins Vocational and Technical Education Act of 1998.

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**ACTIVITY 10: WORK READINESS PREPARATION AND CERTIFICATION**

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**Background:**

Employers expect prospective employees to arrive in the workplace with a set of basic and applied skills. There have been recent studies that recommend improvements for the readiness of new workforce entrants. To assist in meeting those expectations, the Missouri General Assembly passed Senate Bill 894 during the 2006 session. The legislation called for the Missouri Department of Elementary and Secondary Education established a new voluntary program that enables high schools to endorse a certificate for students who meet certain standards that demonstrate that the students are “ready to work.” With the direction of an advisory committee, a guide was developed to provide a framework for communities to design a program that meets the needs of their employers.

The committee identified numerous effective assessments which are available to determine individual knowledge and skill levels. Among the most prevalent in Missouri schools are:

- Missouri Assessment Program (MAP)
- American College Testing Assessment (ACT)

- WorkKeys
- National Occupational Competency Testing Institute (NOCTI)
- General Educational Development (GED)

In researching potential assessments that identify the basic academic and work readiness skills sought by employers, two national certificates emerged. The National Career Readiness Certificate, sponsored by ACT WorkKeys, has been adopted by the Missouri Department of Economic Development to certify the adult workforce. The National Work Readiness Credential, sponsored by the U.S. Chamber of Commerce, will roll-out nationwide during summer 2007.

**Purpose and Plan:**

The goal of this activity is to target resources for communities to develop or expand a work readiness pilot program. Local school districts will work with employers, Workforce Investment Boards, Chambers of Commerce and other stakeholder groups to establish a “demand-driven” system. In each pilot, an advisory committee will be established to guide the design and development of the program, and monitor the success. There may be multiple models implemented to pilot different approaches, based on local needs and availability of resources.

**Benefits:**

- Projected deliverables, where applicable, disseminated to regions and presented through workshops and conferences
- Pilots developed and tied to local and/or regional needs
- Job placement, retention, increased earnings, academic attainment and ready to work preparation
- Development of model approaches for schools to create work readiness certification programs

**Action steps include, but are not limited to:**

- Design, implement, and fund a competitive grant process
- Facilitate development through local advisory committee planning
- Establish pilots and monitor activities to increase employer “demand”
- Evaluate results and share best practices among regions

**Cost: \$100,000**

**Legislative Authority:** Workforce Investment Act, Title I–Workforce Investment Systems and Workforce Investment Act and Carl D. Perkins Vocational and Technical Education Act of 1998.

**Activity 11: Regional Capacity Building Using WIRED-like Framework**

**Background:**

The funds would be used to conduct Regional Planning and asset mapping using the Workforce Innovation in Regional Economic Development (WIRED) framework in select areas of the state.

The goal of the proposed project is to improve coordination between partners to better meet client needs. As Local Workforce Investment Areas (LWIAs) develop local plans and Memorandums of Understanding (MOUs), it will be critical to begin to think about all the assets available within the context of an economic region. This regional approach will assist in developing improvements toward the economic drivers that are most influential.

**Purpose and Plan:**

The proposed activities will include:

- Develop and demonstrate models for state planning, leadership development, and interagency coordination that can promote the expansion of service.
- Analyze successful state and local activities in planning and interagency coordination.
- Disseminate models and findings through the preparation of a guide and conduct a symposium at the end of the project.

**Benefits:**

- Creation of a plan for or implementation of joint activities
- Expansion of services and resources available for employer and employees
- Creation of professional development materials
- Employers will have a stronger position to improve their ability to attract and retain skilled workers which will increase productivity
- Used in key industry sectors to improve economic development and business expansion by making businesses more competitive
- Assist workers with pursuing education and training for career advancement and/or improved job security
- Workers with limited financial resources will have greater opportunity to obtain necessary training and education to assist with career advancement and increased earnings potential

- Company contributions help workers achieve education success earlier than might otherwise be feasible

**Action steps include, but are not limited to:**

- Training provided to state and local demonstration sites
- Technical assistance provided to demonstration site staff to facilitate development and maintenance of coordination and pilot site activities
- Collecting information from state partnerships and local pilot sites to document coordination activities and outcomes

**Cost: \$150,000**

**Legislative Authority:** Workforce Investment Act, Title I–Workforce Investment Systems.

**ACTIVITY 12: EXPAND LIFELONG LEARNING ACCOUNT DEMONSTRATION FROM KANSAS CITY TO ANOTHER LOCAL WORKFORCE INVESTMENT AREA**

**Background:**

Funds would leverage OneKC LiLA (Lifelong Learning Account) resources and be used to expand LiLA infrastructure in another Local Workforce Investment Area (LWIA).

**Purpose and Plan:**

The proposed activities will include:

- Develop and demonstrate model being developed in Kansas City for establishing LiLA accounts.
- Analyze successful LiLA processes, marketing and utilization.
- Disseminate models and findings through the preparation of a guide and on-site technical assistance.

**Benefits:**

- Increased use of LiLAs to encourage lifelong learning in regional economies
- Expansion of services and resources available for more businesses and workers than would otherwise be available
- Increased number of customers retaining employment and continuing to gain skills needed within the labor market
- Assist with mitigating state/regional talent acquisition issues before critical shortages are realized.
- Will increase training opportunities, skill achievement and credentials on a regional basis which will assist with crafting regional economic development strategies
- Will improve discussions between education agencies, economic development officials and businesses resulting in improved partnerships and greater economic growth



**Action steps include, but are not limited to:**

- Identify corporate “sponsors” from the OneKC WIRED initiative to “evangelize” LiLAs and tout the benefits
- Develop step-by-step guidance for establishing, tracking and utilizing LiLAs for workers
- Identify appropriate and willing employers in additional areas of the state to establish the process
- Follow both OneKC WIRED and newly identified areas through employee usage to track outcome benefits

**Cost: \$150,000**

**Legislative Authority:** Workforce Investment Act, Title I–Workforce Investment Systems and Workforce Investment Act and Title II–Adult Education and Family Literacy Act.

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**ACTIVITY 13: CAREER DEVELOPMENT RESOURCES, OUTREACH AND PARTNERSHIP**

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**Background**

*Career Planning Toolkit for Counselors*

An occupational guidance toolkit was developed in 1996 by a Missouri Tech Prep Consortium to aid counselors as they assisted students in the career/educational process. It was developed based on the six career paths and sample occupations within those paths. Single page summaries were developed describing essential characteristics of sample occupations, including skills required, suggested high school coursework, postsecondary options, salary, and employment outlook in Missouri. That toolkit was highly valued and extensively used by school counselors but is now out-of-date.

*Career Cluster Video*

The educational requirements for all occupations are increasing, and the Career Clusters framework can help learners of all ages prepare for our global, knowledge-based economy. Missouri’s goal is for school districts to integrate the Career Clusters framework into their overall educational program so that all Missouri high school students will have access to that framework and will have a rigorous and relevant personal plan of study around Career Paths/Career Clusters. It appears no video resource currently exists that introduces career clusters to high school students.

*Career Development – Outreach*

A heightened awareness of Missouri career opportunities and employment outlook would be beneficial to students and job seekers of all ages. Helping the general public make meaningful connections with education, career preparation, and employment demand can stimulate increased interest in education and career preparation, thereby helping Missouri better prepare its workforce to meet the needs of business and industry.

### *Collaborative Partnership*

In recent years, the former Missouri Occupational Information Coordinating Committee (MOICC) served an important function of bringing together state agencies and departments interested in developing the Missouri workforce for the advancement of state and federal priorities and individual, industry, and state prosperity. These agencies included the Department of Elementary and Secondary Education and its various division, Department of Economic Development and its various divisions, Department of Higher Education, Department of Social Services, Department of Health, and other agencies. Over time, this forum dissolved due to lack of funds to carry out its joint initiatives. For Missouri to remain competitive and to leverage intellectual and programmatic efforts, a renewed collaborative partnership is necessary to streamline efforts to gain synergy and efficiencies in statewide efforts of shared priorities.

### **Purpose and Plan**

#### *Career Planning Materials for Counselors*

A major function of a school's comprehensive guidance program is individual planning which focuses on assisting students with the development of meaningful personal plans of study. These plans are developed around a career path and/or career cluster with input from teachers, counselors, and parents. An updated toolkit in a combined electronic and print format will be a valuable resource for students, teachers, counselors and parents in the individual planning process and the development of these personal plans of study.

#### *Career Cluster Video*

A 10-20 minute, high quality introductory video about career clusters targeted to high school students will be a helpful tool statewide for use in the classroom and in streaming video. This resource would be available to more than 275,000 high school students in Missouri through schools and on the Web. If adequate funding or resources are available, a supplemental structure for providing virtual mentors by career clusters may also be explored and developed.

#### *Career Development – Outreach*

A collaborative team of state agencies concerned with education and workforce development will develop an outreach strategy to inform and build awareness among the public, particularly students and potential students, of targeted careers, educational and industry trends, and workforce development priorities.

### *Collaborative Partnership*

The beginning of this renewed partnership has already begun between the Department of Elementary and Secondary Education, Division of Career Education and the Department of Economic Development, Division of Workforce Development and the Missouri Economic Research & Information Center. A series of exploratory meetings and proposed development of a mission and strategic plan for a collaborative partnership for enhancing career development will benefit the state and its citizens.

### **Benefits**

#### *Career Counselor Materials and Career Cluster Video*

- Provide students easy access to a wide range of occupational and career information
- Expand the understanding of the wide range of postsecondary opportunities available

- Assist in developing a meaningful personal plan of study around a career path and/or cluster and promote academic rigor and relevance
- Provide a resource for helping teachers understand the interests and needs of students from which more meaningful lessons can be developed
- Create a relevant context for subject matter by relating high school coursework knowledge and skills needed within an occupation
- Provide counselors with tools to assist students in exploring occupations in different career paths and clusters
- Assist in implementing the individual planning component of the comprehensive guidance program
- Reinforce the importance of continuing education
- Improve communication with parents about education and career planning
- Provide information to help students understand their career aspirations
- Provide resources to help parents talk to their students about career and educational planning

#### *Career Development Outreach and Collaborative Partnership*

- Increase citizen awareness of career development opportunities
- Increase capacity within Missouri workforce through education and training
- Reinforce and strengthen economic development efforts to attract and increase business and industry in Missouri
- Achieve efficiencies in use of state and local resources through collaboration and coordination

#### **Action Steps**

##### *Career Planning Materials for School Guidance Counselors*

- Develop a toolkit through collaboration with Department of Elementary and Secondary, the Missouri Economic Research & Information Center of the Department of Economic Development, and the Missouri Center for Career Education
- Convene focus group of school guidance counselors and gather input to identify toolkit resources needed and valued by counselors and students
- Utilize Grade Level Expectations, academic, career, personal, and social development resources
- Update descriptions of the sample occupations to include current wage and employment outlook with particular focus on high-wage and high-skill occupations
- Incorporate information, as needed, from the former Missouri Career Guide developed by Department of Economic Development
- Coordinate toolkit resources with *Missouri Connections* and other Websites as appropriate
- Produce and distribute the toolkits

##### *Career Cluster Video*

- Develop a plan for producing a 10-20 minute video in collaboration with Department of Elementary and Secondary, the Missouri Center for Career Education, and the Missouri Economic Research & Information Center of the Department of Economic Development

- Determine key messages and framework for video
- Contract for services
- Produce and distribute the video, provide via streaming video
- If funding remains, consider development of supplemental resources in support of career clusters, e.g., virtual mentors for the Web, such as in Missouri Connections

*Career Development – Outreach*

- Develop a plan for producing outreach materials in collaboration with Department of Elementary and Secondary, the Missouri Center for Career Education, Missouri Economic Research & Information Center of the Department of Economic Development, and other partners
- Explore with the Missouri Press Association and other media organizations approach strategies, feasibility, and pricing for newspaper inserts, series of news columns, PSAs, and/or other strategies targeting the public, particularly students, under-employed adults, and potential students
- Work with contractors to develop materials and provide support toward an effective outreach campaign
- Develop measurable outcomes that reflect the objectives of the state agencies to increase career education and preparation

*Collaborative Partnership*

- Identify and convene agency representatives for updates, sharing, and exploration of potential partnership
- Develop structure, mission and strategic plan for achieving shared objectives within the partnership
- Provide initial resources and consultation toward development of the partnership and deployment of its strategic plan

**Cost: \$150,000**

**Legislative Authority:** Workforce Investment Act, Title I–Workforce Investment Systems and Workforce Investment Act and Carl D. Perkins Vocational and Technical Education Act of 1998.