

House \_\_\_\_\_ Amendment NO. \_\_\_\_\_

Offered By

1 AMEND Senate Substitute No. 2 for Senate Committee Substitute for Senate Bill No. 727, Page  
2 100, Section 167.850, Line 154, by inserting after all of the said section and line the following:

3  
4 "167.903. 1. Except as otherwise provided in subsection 3 of this section, each student prior  
5 to his or her ninth grade year at a public school, including a charter school, may develop with help  
6 from the school's [~~guidance~~] counselors a personal plan of study, which shall be reviewed regularly,  
7 as needed by school personnel and the student's parent or guardian and updated based upon the  
8 needs of the student. Each plan shall present a sequence of courses and experiences that conclude  
9 with the student reaching his or her postsecondary goals, with implementation of the plan of study  
10 transferring to the program of postsecondary education or training upon the student's high school  
11 graduation. The plan shall include, but not be limited to:

12 (1) Requirements for graduation from the school district or charter school;

13 (2) Career or postsecondary goals;

14 (3) Coursework or program of study related to career and postsecondary goals, which shall  
15 include, if relevant, opportunities that the district or school may not directly offer;

16 (4) Grade-appropriate and career-related experiences, as outlined in the grade-level  
17 expectations of the Missouri comprehensive [~~guidance~~] program; and

18 (5) Student assessments, interest inventories, or academic results needed to develop, review,  
19 and revise the personal plan of study, which shall include, if relevant, assessments, inventories, or  
20 academic results that the school district or charter school may not offer.

21 2. Each school district shall adopt a policy to permit the waiver of the requirements of this  
22 section for any student with a disability if recommended by the student's IEP committee. For  
23 purposes of this subsection, "IEP" means individualized education program.

24 3. For the 2025-26 school year and each subsequent school year:

25 (1) Each student in grade eight shall complete a career assessment and meet with a school  
26 counselor to develop a personal plan of study or individual career and academic plan (ICAP) to  
27 assist the student in high school course selection and other necessary information as described in  
28 subsection 1 of this section. Such student shall also be made aware of career and educational  
29 opportunities described in subsection 5 of section 167.912;

Action Taken \_\_\_\_\_ Date \_\_\_\_\_

1           (2) Each student in grade ten shall complete a career assessment regardless of whether the  
2 student completed a career assessment in grade eight; and

3           (3) Each student in grades nine through twelve shall complete an annual personal plan of  
4 study or individual career and academic plan (ICAP) as described in subdivision (1) of this  
5 subsection with the assistance of a school counselor or a teacher. During such annual consultation  
6 with the student, the school counselor or teacher shall also review the career and educational  
7 opportunities described in subsection 5 of section 167.912.

8           167.912. 1. (1) For the 2025-26 school year and each subsequent school year, each student  
9 in kindergarten through grade twelve shall receive instruction in career literacy as described in this  
10 section. "Career literacy" is defined as the capacity to make informed decisions about choosing a  
11 career and deciding the best course of action to reach goals. Local education agencies shall provide  
12 instruction in career literacy in kindergarten through grade twelve. Such career literacy instruction  
13 shall be incorporated into existing curricula or courses of instruction adopted and implemented  
14 under academic performance standards or learning standards that are designed to ensure that  
15 students attain the knowledge, skills, and competencies required under state law.

16           (2) For kindergarten through grade two, such instruction shall consist of career awareness  
17 and exploration lessons provided through the Missouri Comprehensive School Counseling Program,  
18 Missouri Connections, or a comparable resource and shall include no fewer than six of the career  
19 awareness and exploration lessons. For grades three to five, the number of such lessons shall be no  
20 fewer than eight; and for grades six to twelve, the number of such lessons shall be no fewer than ten.  
21 For grades eight to twelve, such instruction shall also include the provision of career interest  
22 inventories and lessons provided through the Missouri Comprehensive School Counseling Program,  
23 Missouri Connections, or a comparable resource, exploration of various programs of study that align  
24 with student interests, culminating in the annual review of an Individual Career and Academic Plan  
25 (ICAP).

26           (3) The department shall provide each local education agency with updated career literacy  
27 resources by August first of each year.

28           (4) The department shall monitor the integration and implementation of career literacy  
29 activities through student ICAP completion data provided by the Missouri School Improvement  
30 Program and provide support to local education agencies to meet the requirements of this  
31 subsection.

32           (5) Teachers may use online career tools that are free of charge, such as Missouri  
33 Connections or Agile Work Profiler, to assist in providing such instruction in career literacy.

34           2. The department of elementary and secondary education shall establish and maintain an  
35 online platform that allows teachers to access and share information regarding connecting daily  
36 classroom lessons with innovations in workforce practices and postsecondary education research.

37           3. The department of elementary and secondary education shall establish and maintain an  
38 online portfolio process for each student to track the student's plans, abilities, and strengths and  
39 relevant activities taken to reach the student's goals.

1           4. The department of elementary and secondary education shall establish a collaborative  
2 process that helps students make choices that align with high school graduation requirements,  
3 personal interests, labor market needs, available employment opportunities, and career goals.

4           5. The department of elementary and secondary education shall provide guidance to public  
5 school districts and charter schools to advise students about various career and educational  
6 opportunities by:

7           (1) Explaining the differences between types of colleges, including, but not limited to, two-  
8 year and four-year colleges, and noting the availability of registered apprenticeship programs as  
9 alternatives to college for students;

10           (2) Describing technical degrees offered by colleges;

11           (3) Explaining the courses and educational experiences offered at community colleges;

12           (4) Describing the various certificates and credentials available to earn at the school or other  
13 schools including, but not limited to, career and technical education certificates described under  
14 section 170.029 and industry-recognized certificates and credentials;

15           (5) Advising students of any advanced placement courses that they may take at the school;

16           (6) Describing any opportunities at the school for dual enrollment;

17           (7) Advising students of any Project Lead the Way courses offered at the school and  
18 explaining how Project Lead the Way courses help students learn valuable skills;

19           (8) Informing students of the availability of funding for postsecondary education through  
20 the A+ schools program described under section 160.545;

21           (9) Describing the availability of virtual courses;

22           (10) Describing the types of skills and occupations most in demand in the current job market  
23 and those skills and occupations likely to be in high demand in future years;

24           (11) Describing the typical salaries for occupations, salary trends, and opportunities for  
25 advancement in various occupations;

26           (12) Emphasizing the opportunities available in careers involving science, technology,  
27 engineering, math, and the arts. Such emphasis may be provided in content courses;

28           (13) Advising students of the resources offered by workforce or job centers;

29           (14) Preparing students for the ACT assessment or the ACT WorkKeys assessments  
30 required for the National Career Readiness Certificate;

31           (15) Administering a practice ACT assessment or practice ACT WorkKeys assessments  
32 required for the National Career Readiness Certificate to students;

33           (16) Advising students of opportunities to take the SAT or the Armed Services Vocational  
34 Aptitude Battery;

35           (17) Helping each student prepare a personal plan of study that outlines a sequence of  
36 courses and experiences that concludes with the student reaching the student's postsecondary goals,  
37 as such plan is described in section 167.903; and

1           (18) Emphasizing the importance of soft skills such as a strong work ethic, good  
 2 communication skills, collaboration skills, critical thinking skills, and creativity in all career paths.";  
 3 and

4  
 5 Further amend said bill, Page 167, Section 167.071, Line 57, by inserting after all of the said section  
 6 and line the following:

7  
 8           ~~[167.910. 1. There is hereby established the "Career Readiness Course~~  
 9 ~~Task Force" to explore the possibility of a course covering the topics described in~~  
 10 ~~this section being offered in the public schools to students in eighth grade or ninth~~  
 11 ~~grade. Task force members shall be chosen to represent the geographic diversity~~  
 12 ~~of the state. All task force members shall be appointed before October 31, 2018.~~  
 13 ~~The task force members shall be appointed as follows:~~

14           ~~(1) A parent of a student attending elementary school, appointed by the~~  
 15 ~~joint committee on education;~~

16           ~~(2) A parent of a student attending a grade not lower than the sixth nor~~  
 17 ~~higher than the eighth grade, appointed by the joint committee on education;~~

18           ~~(3) A parent of a student attending high school, appointed by the joint~~  
 19 ~~committee on education;~~

20           ~~(4) An elementary education professional from an accredited school~~  
 21 ~~district, appointed by the joint committee on education from names submitted by~~  
 22 ~~statewide education employee organizations;~~

23           ~~(5) Two education professionals giving instruction in a grade or grades not~~  
 24 ~~lower than the sixth nor higher than the eighth grade in accredited school districts,~~  
 25 ~~appointed by the joint committee on education from names submitted by statewide~~  
 26 ~~education employee organizations;~~

27           ~~(6) Two secondary education professionals from accredited school~~  
 28 ~~districts, appointed by the joint committee on education from names submitted by~~  
 29 ~~statewide education employee organizations;~~

30           ~~(7) A career and technical education professional who has experience~~  
 31 ~~serving as an advisor to a statewide career and technical education organization,~~  
 32 ~~appointed by a statewide career and technical education organization;~~

33           ~~(8) An education professional from an accredited technical high school,~~  
 34 ~~appointed by a statewide career and technical education organization;~~

35           ~~(9) A public school board member, appointed by a statewide association of~~  
 36 ~~school boards;~~

37           ~~(10) A secondary school principal, appointed by a statewide association of~~  
 38 ~~secondary school principals;~~

39           ~~(11) A principal of a school giving instruction in a grade or grades not~~  
 40 ~~lower than the sixth nor higher than the eighth grade, appointed by a statewide~~  
 41 ~~association of secondary school principals;~~

42           ~~(12) An elementary school counselor, appointed by a statewide association~~  
 43 ~~of school counselors;~~

44           ~~(13) Two school counselors from a school giving instruction in a grade or~~  
 45 ~~grades not lower than the sixth nor higher than the eighth grade, appointed by a~~  
 46 ~~statewide association of school counselors;~~

1           (14) ~~A secondary school counselor, appointed by a statewide association~~  
2 ~~of school counselors;~~

3           (15) ~~A secondary school career and college counselor, appointed by a~~  
4 ~~statewide association of school counselors;~~

5           (16) ~~An apprenticeship professional, appointed by the division of~~  
6 ~~workforce development of economic development;~~

7           (17) ~~A representative of Missouri Project Lead the Way, appointed by the~~  
8 ~~statewide Project Lead the Way organization;~~

9           (18) ~~A representative of the state technical college, appointed by the state~~  
10 ~~technical college;~~

11           (19) ~~A representative of a public community college, appointed by a~~  
12 ~~statewide organization of community colleges; and~~

13           (20) ~~A representative of a public four-year institution of higher education,~~  
14 ~~appointed by the commissioner of higher education.~~

15           2. ~~The members of the task force established under subsection 1 of this~~  
16 ~~section shall elect a chair from among the membership of the task force. The task~~  
17 ~~force shall meet as needed to complete its consideration of the course described in~~  
18 ~~subsection 5 of this section and provide its findings and recommendations as~~  
19 ~~described in subsection 6 of this section. Members of the task force shall serve~~  
20 ~~without compensation. No school district policy or administrative action shall~~  
21 ~~require any education employee member to use personal leave or incur a reduction~~  
22 ~~in pay for participating on the task force.~~

23           3. ~~The task force shall hold at least three public hearings to provide an~~  
24 ~~opportunity to receive public testimony including, but not limited to, testimony~~  
25 ~~from educators, local school boards, parents, representatives from business and~~  
26 ~~industry, labor and community leaders, members of the general assembly, and the~~  
27 ~~general public.~~

28           4. ~~The department of elementary and secondary education shall provide~~  
29 ~~such legal, research, clerical, and technical services as the task force may require~~  
30 ~~in the performance of its duties.~~

31           5. ~~The task force established under subsection 1 of this section shall~~  
32 ~~consider a course that:~~

33           (1) ~~Gives students an opportunity to explore various career and~~  
34 ~~educational opportunities by:~~

35           (a) ~~Administering career surveys to students and helping students use~~  
36 ~~Missouri Connections to determine their career interests and develop plans to meet~~  
37 ~~their career goals;~~

38           (b) ~~Explaining the differences between types of colleges, including two-~~  
39 ~~year and four-year colleges and noting the availability of registered apprenticeship~~  
40 ~~programs as alternatives to college for students;~~

41           (c) ~~Describing technical degrees offered by colleges;~~

42           (d) ~~Explaining the courses and educational experiences offered at~~  
43 ~~community colleges;~~

44           (e) ~~Describing the various certificates and credentials available to earn at~~  
45 ~~the school or other schools including, but not limited to, career and technical~~  
46 ~~education certificates described under section 170.029 and industry-recognized~~  
47 ~~certificates and credentials;~~

48           (f) ~~Advising students of any advanced placement courses that they may~~  
49 ~~take at the school;~~

- 1 (g) Describing any opportunities at the school for dual enrollment;
- 2 (h) Advising students of any Project Lead the Way courses offered at the
- 3 school and explaining how Project Lead the Way courses help students learn
- 4 valuable skills;
- 5 (i) Informing students of the availability of funding for postsecondary
- 6 education through the A+ schools program described under section 160.545;
- 7 (j) Describing the availability of virtual courses;
- 8 (k) Describing the types of skills and occupations most in demand in the
- 9 current job market and those skills and occupations likely to be in high demand in
- 10 future years;
- 11 (l) Describing the typical salaries for occupations, salary trends, and
- 12 opportunities for advancement in various occupations;
- 13 (m) Emphasizing the opportunities available in careers involving science,
- 14 technology, engineering, and math;
- 15 (n) Advising students of the resources offered by workforce or job centers;
- 16 (o) Preparing students for the ACT assessment or the ACT WorkKeys
- 17 assessments required for the National Career Readiness Certificate;
- 18 (p) Administering a practice ACT assessment or practice ACT WorkKeys
- 19 assessments required for the National Career Readiness Certificate to students;
- 20 (q) Advising students of opportunities to take the SAT and the Armed
- 21 Services Vocational Aptitude Battery;
- 22 (r) Administering a basic math test to students so that they can assess their
- 23 math skills;
- 24 (s) Administering a basic writing test to students so that they can assess
- 25 their writing skills;
- 26 (t) Helping each student prepare a personal plan of study that outlines a
- 27 sequence of courses and experiences that concludes with the student reaching his
- 28 or her postsecondary goals; and
- 29 (u) Explaining how to complete college applications and the Free
- 30 Application for Federal Student Aid;
- 31 (2) Focuses on career readiness and emphasizes the importance of work
- 32 ethic, communication, collaboration, critical thinking, and creativity;
- 33 (3) Demonstrates that graduation from a four-year college is not the only
- 34 pathway to success by describing to students at least sixteen pathways to success
- 35 in detail and including guest visitors who represent each pathway described. In
- 36 exploring how these pathways could be covered in the course, the task force shall
- 37 consider how instructors for the course may be able to rely on assistance from
- 38 Missouri's career pathways within the department of elementary and secondary
- 39 education;
- 40 (4) Provides student loan counseling; and
- 41 (5) May include parent-student meetings.
- 42 6. Before December 1, 2019, the task force established under subsection 1
- 43 of this section shall present its findings and recommendations to the speaker of the
- 44 house of representatives, the president pro tempore of the senate, the joint
- 45 committee on education, and the state board of education. Upon presenting the
- 46 findings and recommendations as described in this subsection, the task force shall
- 47 dissolve.]
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2 ~~Task Force" to explore the possibility of a course covering the topics described in~~  
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14           ~~(4) An elementary education professional from an accredited school~~  
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16 ~~the Missouri National Education Association, and the American Federation of~~  
17 ~~Teachers of Missouri;~~

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10          ~~section shall elect a chair from among the membership of the task force. The task~~  
11          ~~force shall meet as needed to complete its consideration of the course described in~~  
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32                         ~~(b) Explaining the differences between types of colleges, including two-~~  
33                         ~~year and four-year colleges, and noting the availability of registered~~  
34                         ~~apprenticeship programs as alternatives to college for students;~~

35                         ~~(c) Describing technical degrees offered by colleges;~~

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38                         ~~(e) Describing the various certificates and credentials available to earn at~~  
39                         ~~the school or other schools including, but not limited to, career and technical~~  
40                         ~~education certificates described under section 170.029 and industry-recognized~~  
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46                         ~~school and explaining how Project Lead the Way courses help students learn~~  
47                         ~~valuable skills;~~

48                         ~~(i) Informing students of the availability of funding for postsecondary~~  
49                         ~~education through the A+ schools program described under section 160.545;~~



- 1                   (j) Describing the availability of virtual courses;
- 2                   (k) Describing the types of skills and occupations most in demand in the
- 3 current job market and those skills and occupations likely to be in high demand in
- 4 future years;
- 5                   (l) Describing the typical salaries for occupations, salary trends, and
- 6 opportunities for advancement in various occupations;
- 7                   (m) Emphasizing the opportunities available in careers involving science,
- 8 technology, engineering, and math;
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- 17 math skills;
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- 19 their writing skills;
- 20                  (t) Helping each student prepare a personal plan of study that outlines a
- 21 sequence of courses and experiences that concludes with the student reaching his
- 22 or her postsecondary goals; and
- 23                  (u) Explaining how to complete college applications and the Free
- 24 Application for Federal Student Aid;
- 25                  (2) Focuses on career readiness and emphasizes the importance of work
- 26 ethic, communication, collaboration, critical thinking, and creativity;
- 27                  (3) Demonstrates that graduation from a four-year college is not the only
- 28 pathway to success by describing to students at least sixteen pathways to success
- 29 in detail and including guest visitors who represent each pathway described. In
- 30 exploring how these pathways could be covered in the course, the task force shall
- 31 consider how instructors for the course may be able to rely on assistance from
- 32 Missouri Career Pathways within the department of elementary and secondary
- 33 education;
- 34                  (4) Provides student loan counseling; and
- 35                  (5) May include parent-student meetings.
- 36                  6. Before December 1, 2019, the task force established under subsection 1
- 37 of this section shall present its findings and recommendations to the speaker of the
- 38 house of representatives, the president pro tempore of the senate, the joint
- 39 committee on education, and the state board of education. Upon presenting the
- 40 findings and recommendations as described in this subsection, the task force shall
- 41 dissolve.]" ; and

42

43 Further amend said bill by amending the title, enacting clause, and intersectional references

44 accordingly.