FIRST REGULAR SESSION

HOUSE BILL NO. 112

101ST GENERAL ASSEMBLY

INTRODUCED BY REPRESENTATIVE BANGERT.

0417H.01I

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DANA RADEMAN MILLER, Chief Clerk

AN ACT

To repeal section 167.910 as enacted by house bill no. 1606, ninety-ninth general assembly, second regular session, and section 167.910 as enacted by house bill no. 1415, ninety-ninth general assembly, second regular session, and to enact in lieu thereof one new section relating to a course on career readiness for eighth grade students.

Be it enacted by the General Assembly of the state of Missouri, as follows:

Section A. Section 167.910 as enacted by house bill no. 1606, ninety-ninth general

- 2 assembly, second regular session, and section 167.910 as enacted by house bill no. 1415, ninety-
- 3 ninth general assembly, second regular session, is repealed and one new section enacted in lieu
- 4 thereof, to be known as section 167.911, to read as follows:
 - 167.911. 1. Before January 1, 2022, the state board of education shall convene a work group regarding the eighth grade course described in this section. The work group shall operate in the same manner as the work groups described under section 160.514. The work group shall develop a written curriculum framework based on the findings and recommendations of the career readiness course task force that may be used by the board of education of each school district and by charter schools in adopting or developing a written curriculum designed to ensure that students attain the knowledge, skills, and
- 8 competencies established in this section.
 - 2. The course shall give students an opportunity to explore various career and educational opportunities by:
- 11 (1) Administering career surveys to students and helping students use Missouri 12 Connections to determine career interests and develop plans to meet career goals;

EXPLANATION — Matter enclosed in bold-faced brackets [thus] in the above bill is not enacted and is intended to be omitted from the law. Matter in **bold-face** type in the above bill is proposed language.

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13 (2) Explaining the differences between types of colleges including, but not limited 14 to, two-year and four-year colleges and noting the availability of registered apprenticeship 15 programs as alternatives to college for students;

- (3) Describing technical degrees offered by colleges;
- (4) Explaining the courses and educational experiences offered at community colleges;
- (5) Describing the various certificates and credentials available to earn at the school or other schools including, but not limited to, career and technical education certificates described under section 170.029 and industry-recognized certificates and credentials;
- (6) Advising students of any advanced placement courses that they may take at the school;
 - (7) Describing any opportunities at the school for dual enrollment;
- (8) Advising students of any Project Lead the Way courses offered at the school and explaining how Project Lead the Way courses help students learn valuable skills;
- (9) Informing students of the availability of funding for postsecondary education through the A+ schools program described under section 160.545;
 - (10) Describing the availability of virtual courses;
- (11) Describing the types of skills and occupations most in demand in the current job market and those skills and occupations likely to be in high demand in future years;
- 32 (12) Describing the typical salaries for occupations, salary trends, and 33 opportunities for advancement in various occupations;
- 34 (13) Emphasizing the opportunities available in careers involving science, 35 technology, engineering, and math;
 - (14) Advising students of the resources offered by workforce or job centers;
 - (15) Preparing students for the ACT assessment or the ACT WorkKeys assessments required for the National Career Readiness Certificate;
- 39 (16) Administering a practice ACT assessment or practice ACT WorkKeys 40 assessments required for the National Career Readiness Certificate to students;
- 41 (17) Advising students of opportunities to take the SAT or the Armed Services 42 Vocational Aptitude Battery;
- 43 (18) Administering a basic math test so that each student can assess the student's 44 math skills;
- 45 (19) Administering a basic writing test so that each student can assess the student's writing skills;

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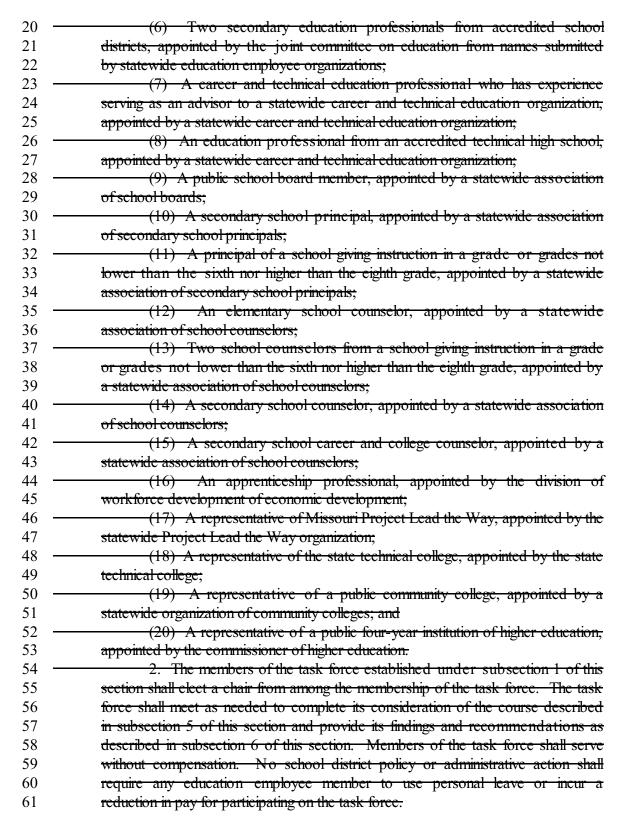
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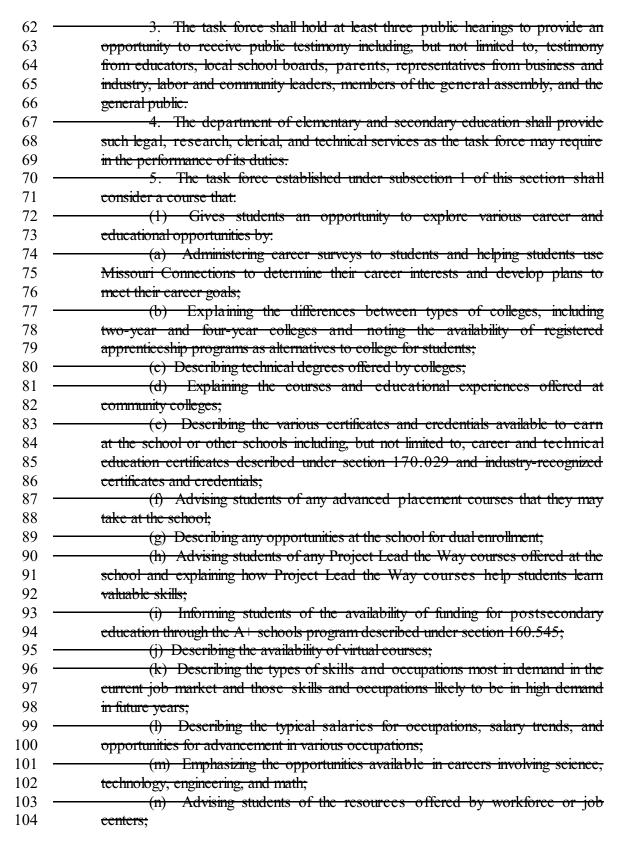
(20) Helping each student prepare a personal plan of study that outlines a sequence of courses and experiences that conclude with the student reaching the student's postsecondary goals as such plan is described in section 167.903; and

- (21) Explaining how to complete college applications and the Free Application for Federal Student Aid (FAFSA).
- 3. The course shall focus on career readiness and emphasize the importance of work ethic, communication, collaboration, critical thinking, and creativity.
- 4. The course shall demonstrate that graduation from a four-year college is not the only pathway to success. The course shall describe at least sixteen pathways to success in detail and include guest visitors who represent each pathway described. In covering these pathways, instructors for the course may rely on assistance from the state's Pathways to Prosperity Network within the department of elementary and secondary education.
 - 5. The course shall provide student loan counseling.
 - 6. The course may include parent-student meetings.
 - 7. The course shall meet for three thousand nine hundred fifteen minutes.
- 8. In school year 2024-25 and subsequent school years, every junior high school or charter school giving instruction in the eighth grade may offer a one-half-unit credit course on the topics described in this section and require each eighth grade student to complete the course.

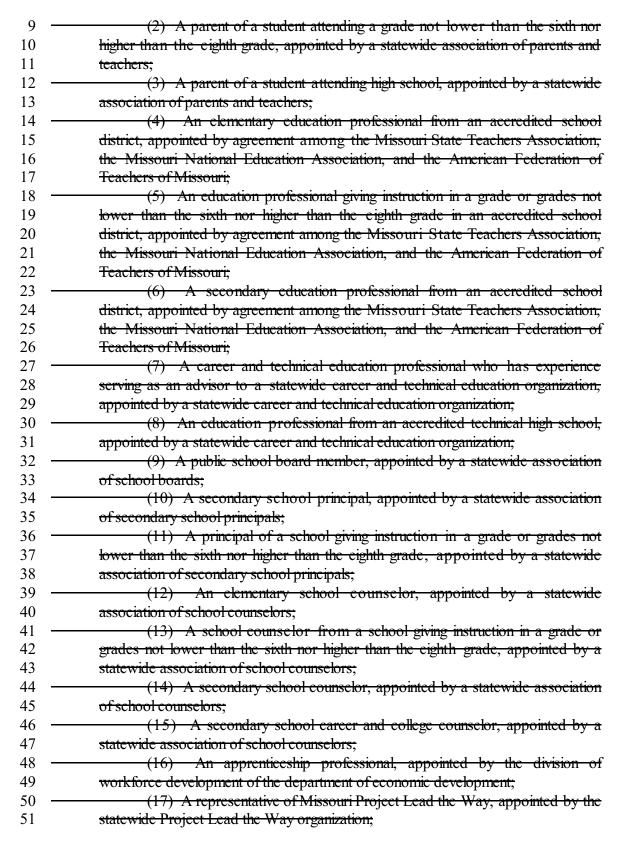
[167.910. 1. There is hereby established the "Career Readiness Course Task Force" to explore the possibility of a course covering the topics described in this section being offered in the public schools to students in eighth grade or ninth grade. Task force members shall be chosen to represent the geographic diversity of the state. All task force members shall be appointed before October 31, 2018. The task force members shall be appointed as follows: (1) A parent of a student attending elementary school, appointed by the

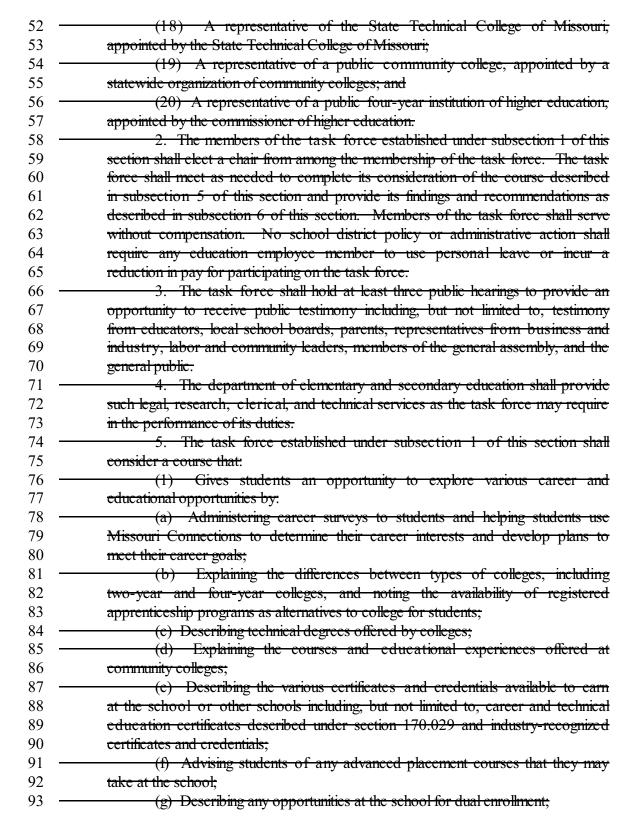
- joint committee on education;
- (2) A parent of a student attending a grade not lower than the sixth nor higher than the eighth grade, appointed by the joint committee on education;
 - (3) A parent of a student attending high school, appointed by the joint committee on education:
 - (4) An elementary education professional from an accredited school district, appointed by the joint committee on education from names submitted by statewide education employee organizations;
- (5) Two education professionals giving instruction in a grade or grades not lower than the sixth nor higher than the eighth grade in accredited school districts, appointed by the joint committee on education from names submitted by statewide education employee organizations;





105 —	(o) Preparing students for the ACT assessment or the ACT WorkKeys
106	assessments required for the National Career Readiness Certificate;
107 -	(p) Administering a practice ACT assessment or practice ACT
108	WorkKeys assessments required for the National Career Readiness Certificate to
109	students;
110 -	(q) Advising students of opportunities to take the SAT and the Armed
111	Services Vocational Aptitude Battery;
112 -	(r) Administering a basic math test to students so that they can assess
113	their math skills;
114 -	(s) Administering a basic writing test to students so that they can assess
115	their writing skills;
116 –	(t) Helping each student prepare a personal plan of study that outlines a
117	sequence of courses and experiences that concludes with the student reaching his
118	or her postsecondary goals; and
119 –	(u) Explaining how to complete college applications and the Free
120	Application for Federal Student Aid;
121 —	(2) Focuses on career readiness and emphasizes the importance of work
122	ethic, communication, collaboration, critical thinking, and creativity;
123 —	(3) Demonstrates that graduation from a four-year college is not the only
124	pathway to success by describing to students at least sixteen pathways to success
125	in detail and including guest visitors who represent each pathway described. In
126	exploring how these pathways could be covered in the course, the task force shall
127	consider how instructors for the course may be able to rely on assistance from
128	Missouri's career pathways within the department of elementary and secondary
129	education;
130 —	(4) Provides student loan counseling; and
131 –	(5) May include parent-student meetings.
132 —	6. Before December 1, 2019, the task force established under subsection
133	1 of this section shall present its findings and recommendations to the speaker of
134	the house of representatives, the president pro tempore of the senate, the joint
135	committee on education, and the state board of education. Upon presenting the
136	findings and recommendations as described in this subsection, the task force shall
137	dissolve.]
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2	Task Force" to explore the possibility of a course covering the topics described
3	in this section being offered in the public schools to students in eighth grade or
4	ninth grade. Task force members shall be chosen to represent the geographic
5	diversity of the state. All task force members shall be appointed before October
6	31, 2018. The task force members shall be appointed as follows:
7 -	(1) A parent of a student attending elementary school, appointed by a
8	statewide association of parents and teachers;





94	(h) Advising students of any Project Lead the Way courses offered at the
95	school and explaining how Project Lead the Way courses help students learn
96	valuable skills;
97	(i) Informing students of the availability of funding for postsecondary
98	education through the A+ schools program described under section 160.545;
99	(i) Describing the availability of virtual courses;
100	(k) Describing the types of skills and occupations most in demand in the
101	current job market and those skills and occupations likely to be in high demand
102	in future years;
103	(l) Describing the typical salaries for occupations, salary trends, and
104	opportunities for advancement in various occupations;
105	(m) Emphasizing the opportunities available in careers involving science,
106	technology, engineering, and math;
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108	eenters;
109	(o) Preparing students for the ACT assessment or the ACT WorkKeys
110	assessments required for the National Career Readiness Certificate;
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119	their writing skills;
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121	sequence of courses and experiences that concludes with the student reaching his
122	or her postsecondary goals; and
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124	Application for Federal Student Aid;
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128	pathway to success by describing to students at least sixteen pathways to success
129	in detail and including guest visitors who represent each pathway described. In
130	exploring how these pathways could be covered in the course, the task force shall
131	consider how instructors for the course may be able to rely on assistance from
132	Missouri Career Pathways within the department of elementary and secondary
133	education;
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137	1 of this section shall present its findings and recommendations to the speaker of
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140	findings and recommendations as described in this subsection, the task force shall
141	dissolve.]

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