

Proposed MSIP 5 – Resource and Process Standards and Indicators

- Have been filed with the Secretary of State’s office
- Have been published in the November 1, 2012 Missouri Register for public comment, as required under statute for an agency promulgating a new administrative rule. (5 CSR 20-100.255 Missouri School Improvement Program – 5 Resource and Process Standards and Indicators)
- This will replace MSIP 4, which has effectively been suspended by the DESE.

Action

- We need to generate as many letters as possible objecting to the proposed rule in its current form and ask for changes mentioned below. Supporters of CTE need to be aware of the changes that are occurring or have been proposed that may erode the CTE delivery system in Missouri. Interested groups and individuals would include business and industry along with their trade associations, community leaders, legislators, teachers, administrators, staff, **parents and STUDENTS**, both current and former. Think about whom in your community should be alerted and asked to take action.
- Send your letters to the **Department of Elementary and Secondary Education, Attention: Margie Vandeven, Assistant Commissioner, Office of Quality Schools, P.O. Box 480, Jefferson City, MO 65102-0480.**
- Be sure to reference the appropriate code of state regulation citation of **5 CSR 20-100.255**. Be sure to indicate specific action you want to occur: Example – “put into MSIP 5 High School Resource Standards to remain the same as in MSIP 4 – **1.3 High School - Each high school has a current minimum offering of at least 40.5 units of credit, with sufficient sections in each course to meet the needs of all students in grades 9-12 and the state high school graduation requirements.” Specifically:**
 - Career Education 12.0 credits minimum, 20.0 credits desirable
(Must include a broad range of Department-approved offerings that support or lead to employment or related postsecondary education based on students’ needs and interests in Agricultural Education, Marketing Education, Family and Consumer Sciences Education (wage earning and non-wage earning), Business Education, Industrial and Engineering Technology, and Health Sciences. Four career education program areas must be represented each year or the district must demonstrate a pattern of student participation in four or more career education program areas over the past two years.)
- Send a copy of your letter to your legislator and follow up with a conversation regarding what is at stake.
- Forward your letter on to the MoACTE office so that we can keep track of letters submitted.
- **Comments must be received within 30 days of publication of the proposed rule, which is November 1, 2012.**

Concern: MSIP 5 proposal appears to erode the weight given to CTE (Career Technical Education) programs in a school evaluation process and no longer specifically requires 4 program areas to be available with a minimum of 12 credit hours and 20 credit hours as the desirable standard for CTE.

There are a number of questions and concerns surrounding this proposal by DESE:

1. MSIP 4 clearly states what is expected of schools. The proposed MSIP 5 rule does not make this clear, especially with respect to career education.
2. “R-3” in the proposed rule says high schools must offer content areas to meet minimum graduation requirements. Career education is included in this section. However, the current graduation requirement rule does not include career education specifically. What career education are we talking about in the proposed rule? **This should be clarified by adding a reference to DESE approved career education.**
3. Section “i-9” of the proposed rule talks specifically about career education. The section purports to require high quality career education, although again, there is no reference to **DESE or Department approved career education programs.** This language should be added in this section. This addition would insure that we are aligning to the Federal Perkins Act as well.
4. There is concern that the APR scoring guidelines are not going to give enough weight to the availability of high quality career education programs. The proposed rule refers to career education programs offered, but does not specify they must be offered and how many programs. Does this mean one program area will satisfy the minimum? If career education is not “offered” is there any consequence in the scoring? Measures should be clear and not written in the vague manner that can result in arbitrary application. **[The rule should clearly require a minimum of 4 Department approved career education programs with a minimum of 12 credit hours as the standard and 20 being the desirable number of credit hours available to students.]**
5. The rule state Career and Technical Student organizations as state and nationally recognized and as an intra-curricular part of the CTE program. On face value we are very supportive of this requirement, but the **scoring guideline should reflect this importance and carry weight in the APR.**

Without these changes Career and Technical Education will not carry the priority treatment that is so important to student success.

CTE brings value to our educational system because students gain skills and experiences that build confidence in their ability to learn. It is through CTE that many students are able to envision themselves in succeeding in college or other postsecondary pursuits. It is through CTE that many at risk students gain an interest in learning and have a sense of relevance of an education to their adult life. Through the CTSOs (FCCLA, FBLA, FFA, DECA, etc.) students learn how to apply their skills, work as a team and develop leadership and work ethic many young adults lack when they enter the workforce.

If we are serious about achieving the DESE - “Missouri’s Top 10 by 20” goals and objectives and in having more of our adult population with a postsecondary education, then we **must not** move forward on the path to diminish or erode career and technical education.

- Students must be motivated to learn.
- More testing doesn’t accomplish motivation.
- Saying we want more students going on to college doesn’t accomplish the goal.
- Students must be able to envision themselves on the college path and see themselves in a career. Businesses and industry want employees who are work ready.
- CTSOs produce a well-rounded individual who possesses the skills needed to meet the needs of the workforce. The proposed MSIP 5 rule doesn’t foster any of that potential in its current form.

MSIP 5 comparison to MSIP 4

High School - Each high school has a current minimum offering of at least 40.5 units of credit, with sufficient sections in each course to meet the needs of all students in grades 9-12 and the state high school graduation requirements. These courses are distributed as follows:

| | MSIP 4 MINIMUM STANDARD | MSIP 4 DESIRABLE STANDARD | MSIP 5 MINIMUM GRADUATION REQUIREMENTS |
|--|-------------------------------|---------------------------------|---|
| English/Language Arts/Communication | 6.0 | 10.0 | 4.0 |
| Foreign Language (Must include two units of one language.) | 2.0 | 4.0 | |
| Social Studies (Minimum must include one unit each of American History and World History, 1/2 unit or equivalent of American Government. Regular instruction in U.S. and Missouri Constitutions, as well as American History and Institutions, must be provided, as required by Section 170.011, RSMo. Desirable must also include 1/2 unit of Geography.) | 5.0 | 6.0 | 3.0 |
| Mathematics (Minimum must include Algebra I and two units from Algebra II, Geometry, Trigonometry, Calculus, and Math Analysis. Desirable must include Algebra I and three units from the above list.) | 4.0 | 6.0 | 3.0 |
| Science (Must include one unit each of Biology, Chemistry, and Physics.) | 4.0 | 6.0 | 3.0 |
| Fine Arts (Must include both Art and Music.) | 2.0 | 6.0 | 1.0 |
| Career Education (Must include a broad range of Department-approved offerings that support or lead to employment or related postsecondary education based on students' needs and interests in Agricultural Education, Marketing Education, Family and Consumer Sciences Education (wage earning and non-wage earning), Business Education, Industrial and Engineering Technology, and Health Sciences. Four career education program areas must be represented each year or the district must demonstrate a pattern of student participation in four or more career education program areas over the past two years.) | 12.0 | 20.0 | |
| Physical Education | 1.0 | 2.0 | 1.0 |
| Health (Includes tobacco, alcohol and other drug prevention, and HIV/AIDS prevention education) | 0.5 | 1.0 | 0.5 |
| Practical Arts (Includes noncareer education courses which provide practical experiences for students (e.g., Driver Education, Computer Education, Computer Literacy) and career education credits exceeding the minimum standard of 12.) | 4.0 | 8.0 | 1.0 |
| Electives | | | 7.5 |
| TOTAL | 40.5 | 69.0 | 24.0 |