



Tab 9

Equity Update: MoEASE and Equity Summit

Coordinating Board for Higher Education
June 17, 2020

BACKGROUND

In an effort to meet the “Big Goal” of having 60 percent of Missourians hold a high-quality postsecondary credential by 2025, the Department of Higher Education and Workforce Development (DHEWD) has launched a multi-year effort to identify equity gaps in educational attainment and develop policy recommendations to address those gaps. This agenda aligns to goal 1.5 in *The Blueprint for Higher Education*, which commits the state to reduce inequities in higher education by race/ethnicity, socioeconomic status, gender, and disability, in addition to creating a postsecondary faculty that proportionately reflects the diversity and demographic makeup of the state. The department’s work in this area began last year with an equity report and summit, in addition to developing key relationships with community and business stakeholders.

The department held its inaugural Equity Hackathon and Summit October 29-30, 2019. The Equity Hackathon brought together key stakeholders from institutions, businesses, and community organizations to discuss solutions to the persistent inequities in higher education. Teams of “hackers” were divided into rooms to focus on main topics related to higher education in Missouri, and asked to identify areas of priority and possible solutions. The Equity Summit on the next day focused on how Missouri institutions and community organizations address equity around the state and “hackers” reported out on their identified priorities and solutions.

One consistent theme identified by the hacker teams was the need to reshape Missouri’s education accountability frameworks for both K-12 and postsecondary education and to prioritize success measures connected to postsecondary education and workforce outcomes through an equity framework. Hackers identified this charge should be equally led by higher education, workforce, and elementary and secondary education, with input from key stakeholders.

CURRENT STATUS

Missouri’s Equitable Access, Success, and Engagement (MoEASE) Framework

To be responsive to the state’s needs, it is critical our education departments operate not as separate entities, but as a comprehensive ecosystem: a seamless, student-centered PK-20 continuum that improves outcomes and opportunities for all students to achieve success in the classroom and in the workforce.

Separately, Missouri’s education departments have identified educational disparities for historically underserved, underrepresented, and marginalized students and have set forth goals to address those inequities:

- The Department of Higher Education and Workforce Development’s (DHEWD) Big Goal is for 60 percent of working-age adults to hold a high-quality postsecondary credential by 2025. *Helping Missourians to Succeed: A Blueprint for Higher Education* commits the state to reduce inequities in higher education by raising completion rates by race, ethnicity, socioeconomic status, gender, and disability by 50 percent by 2025. It also aims to increase efforts to recruit and retain faculty that reflect the diversity of the state.
- The Department of Elementary and Secondary Education (DESE) commits to providing access and opportunity to all PK-12 students through rigorous content and excellent teaching under the direction of effective school leaders. Through this commitment, DESE will achieve its mission of “improving lives through education.” DESE’s focus is on helping all students develop the knowledge, skills, behaviors and experiences that will enable them to become success-ready, engaged citizens, equipped with employable skills for today’s workforce.

To be most effective in addressing inequities across all Missouri education, DHEWD, in conjunction with the DESE, is forming a Statewide Equity Leadership Council and Taskforce, to:

- Enact Missouri's Equity Lens – to create a culture of equity across all education providers – to ensure every learner is treated with dignity and adequately prepared to make meaningful contributions to society.
- Identify and address systemic inequities that are not designed for students and populations to be successful.
- Encourage education providers to serve students, beyond compliance and customer service to student support and advocacy.
- Support education providers in creating and sustaining organizational environments that acknowledge and celebrate diversity and employ inclusive practices throughout their daily operations.
- Collaborate across education providers, state agencies, employers and organizations to securely share non-identifiable, aggregated, and accurate data as well as best and promising practices in serving underserved students and populations.
- Foster equitable opportunities by realigning and reinforcing the cradle-to-career pipeline to better prepare traditionally underestimated populations for success.

By creating this shared framework, Missouri can begin to reshape its accountability framework across the PK-20 continuum, to ensure equitable planning, transition, and success of students from “cradle to career.”

It is imperative the state of Missouri take a holistic approach to combat educational inequity in the state. Education is a microcosm of the world around it, and affecting true change will take resources, systemic change, and many years to accomplish. It will require leadership from the two education departments of the state with an unwavering commitment to providing equitable educational outcomes for all students regardless of their location or circumstances. This partnership between DESE and DHEWD is an opportunity to combine resources and work together toward a common goal that will have a positive, lasting effect on Missouri citizens for generations to come.

2020 Equity Summit: Bridges to Success

The 2020 Equity Summit, Bridges to Success, is scheduled for October 28-29, 2020, and planning is underway to hold the event at Lincoln University in Jefferson City. The Summit is a collaborative effort with DESE and will be free of charge for attendees. Given the uncertainty of the post-COVID environment, staff is researching the possibility of holding the event virtually, although preference is given for hosting the event in person if feasible.

NEXT STEPS

Department staff from DHEWD and DESE are working to implement MoEASE framework and plan for the upcoming Equity Summit. The commissioners of higher education and workforce development and elementary and secondary education plan to formally announce the MoEASE partnership and issue a joint statement on the departments' commitment to equity at the September 2020 joint SBE/CBHE meeting. A detailed status report on MoEASE implementation and report on the Equity Summit will be provided at the December 2020 CBHE meeting.

RECOMMENDATION

This is an information item only.

ATTACHMENT

- MoEASE Framework



To: Dr. Margie Vandeven, Commissioner of Education
Zora Mulligan, Commissioner of Higher Education and Workforce Development

From: The Office of College and Career Readiness, MDESE
The Office of Educator Quality, MDESE
The Office of Postsecondary Policy, MDHEWD

Date: March 26, 2020

Re: Joint Proposal for Missouri Statewide Educational Equity

As equity in educational attainment has become a state imperative to meet our goal for all Missourians to be educated for success, the Missouri Departments of Elementary and Secondary Education (MDESE) and Missouri Department of Higher Education and Workforce Development (MDHEWD) have partnered on an ambitious and holistic approach to address educational equity throughout the state of Missouri.

This proposal asks approval to:

1. Establish a common goal statement and review equity definitions that set forth clarification and vision for a more equitable system of education across the entire PK-20 continuum of student learning.
2. Implement the joint MoEASE (Missouri Equitable Access, Success, and Engagement) Framework to plan, oversee, and ensure implementation of equity initiatives across all levels of education as a regional approach throughout the state (Appendix A).
3. Convene a MoEASE Leadership Council in Jefferson City, with representation from both departments and statewide workforce and professional organizations, to manage the strategic planning, oversight, implementation and progress of ten regional equity hubs.
4. Create regional equity hubs in the ten MERIC-defined regions of the state (Appendix B) and monitor implementation of equity strategies in all ten regions of the state.
5. Issue a joint statement on educational equity in Missouri from both the MDESE and MDHEWD Commissioners at the Equity Summit in October and the next joint Coordinating Board for Higher Education/State Board of Education meeting in 2020.
6. Develop budgets based on equity needs in each region and utilize appropriate funding sources (Appendix C).

Supporting Data

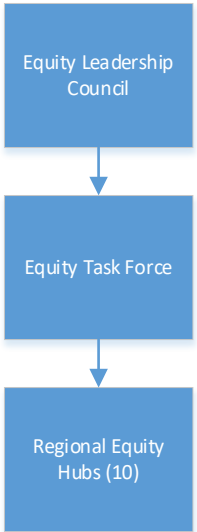
Please reference the Missouri Department of Elementary and Secondary Education [Educator Equity Plan](#), and the Missouri Department of Higher Education and Workforce Development [Equity Report](#) for full data and information.

Timeline

The major milestones expected for the 2020 calendar year are included in Appendix D.

Resources Required

Staff demand: some travel as needed, and time expended by varying staff members will be necessary. The anticipated staff time to be spent:

	Staff Job Title	Work Expectations	% Total Work Time
 <p>Equity Leadership Council</p>	MDESE & MDHEWD Asst Commissioners or Designees (6)	Attend Leadership Council Meetings (minimum twice per year)	5%
<p>Equity Task Force</p>	MDHEWD Involved Staff (3)	Attend Task Force Meetings (minimum four times per year) Travel to Regional Equity Hubs Provide Training to Regional Equity Hubs	10% (during 1 st year)
<p>Regional Equity Hubs (10)</p>	MDESE Involved Staff (3)	Attend Task Force Meetings Travel to Regional Equity Hubs Provide Training to Hubs	10% (during 1 st year)
	Regional Professional Development Equity Lab Trainers and Consultants (20)	Attend Regional Equity Hub Meetings Provide Equity Training and Resources to Local Communities	10% (during 1 st year)

It is expected various MDHEWD and MDESE staff will travel to each hub at least one time this year in order to build relationships in each region, train the hub chairperson, and listen to input from stakeholders in each region.

Timeline for Decision

In order to make our established benchmarks, it is requested that approval of the proposal and framework be received by March 31, 2020.

Conclusion

It is imperative the state of Missouri take a holistic approach to combat educational inequity in the state. Education is a microcosm of the world around it, and effecting true change will take resources, systemic change, and many years to accomplish. It will require leadership from the two education departments of the state with an unwavering commitment to providing equitable educational outcomes for all students regardless of their location or circumstances. This partnership between MDESE and MDHEWD is an opportunity to combine resources and work together toward a common goal that will have a positive, lasting effect on Missouri citizens for generations to come. With your approval, this important work will begin.

Appendix A (MoEASE Proposal)

Missouri's Equitable Access, Success, and Engagement Framework (MoEASE)

Easing the way to equitable educational opportunities and outcomes for all Missourians.

Background

Eliminating educational disparities represents more than a completion agenda — it is both a moral and civic imperative requiring commitment and collaboration to a shared vision among institutions, community organizations, and government to ensure that every Missourian has the opportunity to learn and succeed. This is captured in Article I, Section 2 of the Constitution of Missouri, which states:

“That all constitutional government is intended to promote the general welfare of the people; that all persons have a natural right to life, liberty, the pursuit of happiness and the enjoyment of the gains of their own industry; that all persons are created equal and are entitled to equal rights and opportunities under the law; that to give security to these things is the principal office of government, and that when government does not confer this security, it fails in its chief design.”

Both of Missouri's education departments have identified educational disparities for historically underserved, underrepresented, and marginalized students and have set forth goals to address those inequities:

The Missouri Department of Higher Education and Workforce Development's (MDHEWD) Big Goal is for 60 percent of working-age adults to hold a high-quality postsecondary credential by 2025. *Helping Missourians to Succeed: A Blueprint for Higher Education* commits the state to reduce inequities in higher education by raising completion rates by race, ethnicity, socioeconomic status, gender, and disability by 50 percent by 2025. It also aims to increase efforts to recruit and retain faculty that reflect the diversity of the state.

The Missouri Department of Elementary and Secondary Education commits to providing access and opportunity to all PK-12 students through rigorous content and excellent teaching under the direction of effective school leaders. Through this commitment, MDESE will achieve its mission of “improving lives through education.” MDESE's focus is on helping all students develop the knowledge, skills, behaviors and experiences that will enable them to become success-ready, engaged citizens who are equipped with employability skills for today's workforce.

To be better responsive to the state's needs, it is strategic that the state's education departments operate, not as separate entities, but as a comprehensive ecosystem, a seamless, student-centered PK-20 continuum that improves outcomes and opportunities for all students to achieve success in the classroom and in the workforce.

Proposal

The MDHEWD, in conjunction with the MDESE, seeks to form a Statewide Equity Leadership Council and Taskforce, to implement the following:

- **Enact Missouri's Equity Lens** – to create a culture of equity across all education providers – to ensure every learner is treated with dignity and adequately prepared to make meaningful contributions to society.

- **Identify and address** systemic inequities that are not designed for students and populations to be successful.
- **Encourage** education providers to serve students, beyond compliance and customer service to student support and advocacy.
- **Support** education providers in creating and sustaining organizational environments that acknowledge and celebrate diversity and employ inclusive practices throughout their daily operations.
- **Collaborate** across education providers, state agencies, employers and organizations to securely share non-identifiable, aggregated, and accurate data as well as best and promising practices in serving underserved students and populations.
- **Foster** equitable opportunities by realigning and reinforcing the cradle-to-career pipeline to better prepare traditionally underestimated populations for success.

Framework

A shared framework of the MDESE and the MDHEWD will be developed to support this vision. The framework, MoEASE, is predicated on the following:

MoEASE Values Statement: Reshape Missouri education accountability frameworks for PK-20, to prioritize equitable career and workforce outcomes, to ensure equitable planning, transition, and success of students from “cradle to career.”

MoEASE Leadership Council

Charge	<i>The MoEASE Leadership Council is responsible for approving the annual statewide equity priority planning agenda. They ensure adherence to the principles guiding this work.</i>
Membership	<i>The MoEASE Council is comprised of the following members: Commissioners (both); Assistant Commissioners (3-MDESE/1-MDHEWD); Missouri Chamber of Commerce; Director of Workforce Development, and one MDESE and MDHEWD MoEASE Taskforce member.</i>
Time Commitment	<i>Members will meet a minimum of twice per year, with at least one face-to-face meeting.</i>
Specific Responsibilities	
Strategic Planning	<ul style="list-style-type: none"> • Identify three common strategic goals around equity • Approve annual statewide planning and budgetary priorities • Develop joint definition of equity • Identify task force membership
Accountability	<ul style="list-style-type: none"> • Review key strategies, measures and benchmarks for regional plans • Review regional plans and projects • Provide oversight of all MoEASE budgetary items
Evaluation	<ul style="list-style-type: none"> • Year 2 Activity
Communication	<ul style="list-style-type: none"> • Develop joint departmental statement/vision/letter about equity • Disseminate joint letter to K-12 and higher education institutions • Commissioners present at joint CBHE/SBE meeting • Set up major media event to launch plan

Guiding Principles¹:

1. **Prioritize Equity:** Set and Communicate an Equity Vision and Measurable Targets
2. **Start from Within:** Focus on State Education Agencies
3. **Measure What Matters:** Create Accountability for Equity and Use Data for Better Decision-making
4. **Go Local:** Engage Local Education Agencies (LEAs), Community Partners, and Workforce to Provide Tailored and Differentiated Support
5. **Follow the Money:** Allocate Resources to Achieve Fiscal Equity
6. **Start Early:** Invest in the Youngest Learners
7. **Engage More Deeply:** Monitor Equitable Implementation of Standards and Assessments
8. **Value People:** Focus on Teachers and Leaders
9. **Improve Conditions for Learning:** Focus on School Culture, Climate, and Social-emotional Development
10. **Empower Student Options:** Ensure Families Have Access to High-quality Educational Options that Align to Student Needs and Aspirations

MoEASE Taskforce

Charge	<i>The MoEASE Taskforce will serve as the steering committee for the state's equity initiatives, summit planning, research agenda, regional equity hubs, and the formation and execution of the statewide equity planning priority agenda. They have primary responsibility for identifying state-level priority projects, making recommendations for future research, establishing regional equity hubs, and training as requested by the regions.</i>
Membership	<i>The MoEASE Taskforce is comprised of representatives of both MDHEWD and MDESE and regional equity hub leaders. One representative from MDESE and MDHEWD will sit on the Leadership Council.</i>
Time Commitment	<i>This committee will meet a minimum of four times per year, either face-to-face or via teleconference.</i>
Specific Responsibilities	
Strategic Planning	<ul style="list-style-type: none"> • Compile Regional Data (Identify metrics, i.e. K-12 data, Pell eligibility, income, public assistance, age) • Identify major gaps in each region • Form statewide equity planning priorities (key strategies, key measures, benchmarks, selection of state-level priority projects, etc.) • Seek approval of statewide equity planning priorities and budget requests • Establish regional equity hubs to carry out identified equity priorities • Establish research and activity priorities, along the entire educational spectrum: Access, Success, and Affordability • Engage discussion and activity for creating equitable educational access and attainment for each student along four key drivers: Key Driver #1: Using Policy to Promote Equity Key Driver #2: Using Networks to Promote Equity

¹ *Leading for Equity: Opportunities for State Education Chiefs.* The Aspen Education & Society Program and the Council of Chief State School Officers. Washington, D.C. 2017.

	Key Driver #3: Training and Supporting Leaders for Equity Key Driver #4: Ensuring Excellent Educators for Each Student
Accountability	<ul style="list-style-type: none"> Identify Benchmarks for Success Manage subcommittee tasks: Regional Equity Hubs; 2020 (and subsequent) Report/Research; 2020 Hackathon and/or Summit Planning (and subsequent); 2020 Sponsorships & Development (annually)
Evaluation	<ul style="list-style-type: none"> Year 2 and later
Communication	<ul style="list-style-type: none"> Responsible for reporting to the Leadership Council on matters of interest or issues requiring approval.

Regional Equity Hubs

Charge	<i>Develop regional plans to address identified statewide priorities, choosing the approach that best supports the data provided for the region. The regions will be divided according to the ten MERIC regions.</i>
Membership	<i>Higher education institutions, PK-12 equity trainers, local community organizations, school district representatives.</i>
Time Commitment	<i>The regional equity hubs will meet a minimum of four times per year.</i>
Specific Responsibilities	
Strategic Planning	<ul style="list-style-type: none"> Designing and executing regional plans based upon identified statewide priorities
Accountability	<ul style="list-style-type: none"> Providing requested data to MoEASE Taskforce
Evaluation	<ul style="list-style-type: none"> Year 2 and later
Communication	<ul style="list-style-type: none"> Communicating and fostering a shared commitment of regional team toward matters of equity

Appendix B (MERIC-Defined Regions of Missouri)

MERIC Region	County		
Central Region	AUDRAIN	HOWARD	DENT
	BOONE	LACLEDE	GASCONADE
	CALLAWAY	MARIES	WASHINGTON
	CAMDEN	MILLER	PHELPS
	COLE	MONITEAU	PULASKI
	COOPER	MORGAN	
	CRAWFORD	OSAGE	
Kansas City Region	CASS	PLATTE	JACKSON
	CLAY	RAY	
Northeast Region	ADAIR	PIKE	MARION
	CLARK	RALLS	MONROE
	KNOX	RANDOLPH	WARREN
	LEWIS	SCHUYLER	MONTGOMERY
	LINCOLN	SCOTLAND	
	MACON	SHELBY	
Northwest Region	ANDREW	HOLT	DEKALB
	ATCHISON	LINN	GENTRY
	BUCHANAN	LIVINGSTON	GRUNDY
	CALDWELL	MERCER	SULLIVAN
	CLINTON	NODAWAY	WORTH
	DAVISS	PUTNAM	HARRISON
Ozark Region	CHRISTIAN	STONE	POLK
	DALLAS	TANEY	
	GREENE	WEBSTER	
South Central Region	BUTLER	RIPLEY	OREGON
	CARTER	SHANNON	OZARK
	DOUGLAS	TEXAS	WRIGHT
	HOWELL	WAYNE	REYNOLDS
Southeast Region	BOLLINGER	PEMISCOT	MADISON
	CAPE GIRARDEAU	PERRY	MISSISSIPPI
	DUNKLIN	SCOTT	NEW MADRID
	IRON	ST. FRANCOIS	STODDARD
	STE. GENEVIEVE		

Southwest Region	BARRY	LAWRENCE	JASPER
	BARTON	MCDONALD	
	DADE	NEWTON	
St. Louis Region	FRANKLIN	ST. LOUIS	ST. CHARLES
	JEFFERSON	ST. LOUIS CITY	
West Central Region	BATES	HICKORY	CHARITON
	BENTON	JOHNSON	HENRY
	CARROLL	LAFAYETTE	VERNON
	CEDAR	PETTIS	ST. CLAIR
	SALINE		

Appendix C (Sample MoEASE Budget)

MoEASE SAMPLE BUDGET

Category	Description	Estimated Cost
Regional and state meetings	Council	\$2,000
	Joint Statewide	\$1,500
	Task Force	\$3,500
	Regional Equity Hubs	\$5,000
Major Events	TBD	0
Printing	Promotional Information	\$2,000
Equipment	TBD	\$2,000
Staff travel	Staff travel to each region	\$7,500
ITSD	TBD	0
Temporary hourly staff	TBD	0
Consultants	TBD	0
Evaluation	Assess impact of equity work	\$5,000
Other	Supplies and unanticipated expenditures	\$2,700
Income/revenue/grants	TBD	0
	TOTAL	\$XX,XXX

Appendix D MoEASE Timeline 2020

Timeline of Major Milestones

	Due Date
Develop Proposal	
Develop Framework	2/14/2020
Write Executive Summary	2/14/2020
Submit Proposal to Commissioners for Approval	2/18/2020
Meeting with Commissioners for Approval	3/25/2020
Establish MoEASE Leadership Council	
Establish Council & Hold Kickoff Meeting	6/15/2020
Communications Present for Social Media Posts	6/15/2020
Press Release	6/26/2020
Identify Task Force Members	7/1/2020
Update Equity Webpage	7/1/2020
First Meeting (Joint)	8/1/2020
Meeting to Establish Joint Statement	8/1/2020
Develop Joint Statement for Commissioner Approval	8/1/2020
Communications Present for Social Media Posts	8/1/2020
Update Equity Webpage	8/15/2020
Press Release	8/15/2020
Quarterly Meeting(s)	12/15/2020
Establish MoEASE Task Force	
First Meeting (Joint)	8/1/2020
Monthly Meetings	9/15/2020
Identify Regional Team Leaders	10/1/2020
Identify Regional Team Members	12/1/2020
Update Equity Webpage	12/11/2020
Statewide Focus	
Joint Equity Meeting CBHE & State Board	10/28/2020
Communications Present for Social Media Posts	10/28/2020
Issue Joint Statement on Educational Equity	10/29/2020
Presentation at Equity Summit	10/29/2020
Press Release	10/29/2020

Appendix E Use Case Story Example

MoEASE Use Case:

Background: In October 2019, Hackathon participants identified five priorities for increasing access to higher education for historically marginalized populations in Missouri. The Leadership Council sets two statewide strategic goals and announces them in January 2021:²

- State Level Goal 1: Increase the number of minorities enrolled in education programs (benchmarks established).
- State Level Goal 2: Increase dual credit opportunities in rural areas (benchmarks established).

Case:

The Central Region chooses to develop a project that will address State Level Goal 1.

Narrative:

Task force members assigned to the Central Region would meet with the hub to provide regional data, identify the current resources and programs in place, develop project plans, establish a timeline, and receive regular reports on the status of the project. The hub members determine a project to establish a cooperative agreement among the region's high schools and postsecondary institutions to provide an opportunity for minority high school seniors to take foundational teacher education courses as dual credit through an articulation agreement or Grow Your Own Program. The students participating in the project would also serve as teacher aides one to two times per week to get classroom experience. The plan could include a stipend to the student, or money to the institution to pay for the dual credit course.

Paths:

Optimal Path 1: A community foundation funds a pilot of the project, so no budget approvals are necessary. The Taskforce would present the project ideas to the Leadership Council for review and input to ensure it fits the state priority and the benchmarks appear relevant to the statewide goals.

Optimal Path 2: The Leadership Council provides money to the Central Region for the project as stipends for the students or payments to the higher education institutions (depends on how the articulation is written.) The Taskforce presents the project to the Leadership Council for review, input, and approval as funding is involved.

Optimal Path 3: There is no funding for the project. The Taskforce helps the region facilitate agreements to waive tuition and fees for dual credit courses for the student participants as part of the pilot.

² This example is for calendar year 2020/2021. Once this framework is in full effect, the timeline will be for the Taskforce to collect the Hackathon priorities in October, the Leadership Council will identify two strategic goals for the following year, and will announce them in January. The Regional Hubs will select one of the strategic goals to work on for that year.

No-Impact Path 1: The region gets funding but doesn't complete the project on time because there were no participants within the project timeframe. The Taskforce and the region would debrief and report to the Leadership Council.

Problematic Path 1: During a check-in, the Taskforce discovers the project is not meeting milestones. The Taskforce brings the issue to the attention of the Leadership Council to determine whether the funds should be returned to the funder, the project ended, or the project extended based on circumstance.

Problematic Path 2: Multiple regions submit project ideas to address the same goal, but there are limited funds. The Leadership Council decides whether to divide among all of the proposed projects or only one project is funded and Taskforce members work with the Hub Leaders to find other funding streams.

Problematic Path 3: The Central Region Hub selects a project that doesn't align to the state's goals. The Taskforce sends the project back to the Regional Hub and recommends the Hub select a project that aligns with one of the two State Strategic Goals. If the Central Region Hub refuses to select a project that aligns with the State Strategic Goals, the Taskforce brings the issue to the attention of the Leadership Council, and the Leadership Council may decide to appoint a new leader for the Central Region Hub.

Problematic Path 4: The Central Region Hub receives funding for its proposed project, but doesn't use the funds allocated in the agreed-upon way (there will have to be a legally binding document that outlines how the funds will be used). Legal counsel representing the funder(s) will take the appropriate steps to recoup the funds, and if necessary, press charges. A full investigation of the hub and its membership will be conducted, and members may be forced to resign. The hub will be put on-hold until the Task Force and the Leadership Council has determined next steps.