

# **Coordinating Board for Higher Education**

## **Agenda of Meeting**

**8:30 AM  
Thursday  
June 9, 2011**

**Hilton St. Louis at the Ballpark  
St. Louis, MO**

**COORDINATING BOARD FOR HIGHER EDUCATION**

**Lowell C. Kruse**, Chair, St. Joseph

**Mary Beth Luna Wolf**, Vice-Chair, St. Louis

**Doris J. Carter**, Secretary, Florissant

**Betty Sims**, St. Louis

**Kathryn Swan**, Cape Girardeau

**Dalton Wright**, Conway

**TIME:** 8:30 AM  
Thursday  
June 9, 2011

**PLACE:** Hilton St. Louis at the Ballpark  
1 South Broadway  
St. Louis, MO 63102



Hilton St. Louis at the Ballpark  
1 South Broadway, Saint Louis, Missouri 63102  
Tel: 314-421-1776 ♦ Fax: 314-331-9029

#### Directions to Hotel

##### Directions from North:

East on I-70 to Broadway Exit-Stay straight on Broadway. Hotel is on right, just past Market Street

##### Directions from South:

From North bound on I-55 take the I-70 W exit-Exit 209B on the left. Take the Memorial Drive exit-Exit 251C-toward downtown/arch/stadium. Turn slight left to take the ramp toward arch/stadium. Stay straight to go onto S. Memorial Drive. Turn left onto Market Street. Turn left onto S. Broadway.

##### Directions from East:

From East bound on I-64. Take the Memorial Drive Exit toward arch-riverfront/convention center. Turn slight left onto S. Memorial Drive. Turn left onto Market Street. Turn left onto S. Broadway.

##### Directions from West (Interstate I-70):

East on I-70 to Memorial Drive exit-Exit 250-B toward downtown/Pine St. Stay straight to go onto N. Memorial Drive. Turn right onto Market Street. Turn left onto S. Broadway.

##### Directions from West (Interstate I-64/40):

East on I-64 to the 11<sup>th</sup> Street/Stadium exit-Exit 39C. Continue on 11<sup>th</sup> street to Market. Go right on Market. Turn right on Broadway.

# Schedule of Events June 8-9, 2011

## Wednesday, June 8, 2011

- 2:00 – 6:00 pm                    **CBHE Work Session / CBHE Executive Session (if necessary)**  
Hilton St. Louis at the Ballpark  
1 South Broadway  
St. Louis, MO 63102
- 6:30 – 8:00 pm                    **CBHE Dinner** (MCCA is sponsoring)  
(CBHE Members, Senior Staff and MCCA invited guests)  
Hilton St. Louis at the Ballpark  
Lindberg Room  
1 South Broadway  
St. Louis, MO 63102  
(cash bar opens at 6:00 p.m.)

## Thursday, June 9, 2011

- 8:30 am – 11:30 am                **CBHE / PAC Meeting / CBHE**  
Hilton St. Louis at the Ballpark  
1 South Broadway  
St. Louis, MO 63102

Individuals needing special accommodations relating to a disability should contact Elizabeth Whaley, at the Missouri Department of Higher Education, 205 Jefferson Street, P. O. Box 1469, Jefferson City, MO 65109 or at (573) 751-2361, at least three working days prior to the meeting.

**COORDINATING BOARD FOR HIGHER EDUCATION  
PRESIDENTIAL ADVISORY COMMITTEE**

**Representatives by Statute**

**Public Four-Year Universities**

Dr. Henry Givens, Jr., President  
Harris-Stowe State University

Dr. Carolyn Mahoney, President (COPHE Chair)  
Lincoln University

Dr. Bruce Speck, President  
Missouri Southern State University

Dr. Jim Cofer, President  
Missouri State University

Dr. John Carney III, Chancellor  
Missouri University of Science and Technology

Dr. Robert Vartabedian, President  
Missouri Western State University

Dr. John Jasinski, President  
Northwest Missouri State University

Dr. Ken Dobbins, President  
Southeast Missouri State University

Dr. Troy Paino, President  
Truman State University

Dr. Charles Ambrose, President  
University of Central Missouri

Mr. Steve Owens, Interim President  
University of Missouri

Dr. Brady Deaton, Chancellor  
University of Missouri-Columbia

Mr. Leo Morton, Chancellor  
University of Missouri-Kansas City

Dr. Thomas George, Chancellor  
University of Missouri-St. Louis

**Public Two-year Colleges**

Dr. Alan Marble, President  
Crowder College

Dr. Edward Jackson, President  
East Central College

Dr. Raymond Cumiskey, President  
Jefferson College

Dr. Mark James, Chancellor  
Metropolitan Community Colleges

Dr. Steven Kurtz, President  
Mineral Area College

Dr. Evelyn Jorgenson, President  
Moberly Area Community College

Dr. Neil Nuttall, President  
North Central Missouri College

Dr. Hal Higdon, President (MCCA Chair)  
Ozarks Technical Community College

Dr. John McGuire, President  
St. Charles Community College

Dr. Zelema Harris, Chancellor  
St. Louis Community College

Dr. Marcia Pfeiffer, President (PAC Chair)  
St. Louis Community College – Florissant Valley

Dr. Marsha Drennon, President  
State Fair Community College

Dr. Devin Stephenson, President  
Three Rivers Community College

**Public Two-year Technical College**

Dr. Donald Claycomb, President  
Linn State Technical College

**Independent Four-year Colleges and Universities**

Dr. Mark Lombardi, President  
Maryville University of St. Louis

Dr. Marianne Inman, President (ICUM Chair)  
Central Methodist University

Dr. Dennis Golden, President  
Fontbonne University

Dr. Mark S. Wrighton, Chancellor  
Washington University

Four-year alternate:

Dr. James Evans, President  
Lindenwood University

**Independent Two-year Colleges**

Dr. Judy Robinson Rogers, President  
Cottey College

Two-year alternate:

Col. William Sellers, President  
Wentworth Military Academy and Junior College

COORDINATING BOARD FOR HIGHER EDUCATION

June 9, 2011 – 8:30 a.m. – 11:30 a.m.

Hilton St. Louis at the Ballpark

St. Louis, MO

**AGENDA**

<b>Agenda Item Description</b>	<b>Tab</b>	<b>Presenter</b>
<b>General Business</b>		
<b><u>Action</u></b>		
1. Review Consent Agenda		
a. Minutes of the April 7, 2011 CBHE Meeting		
b. Distribution of Community College Funds	A	Paul Wagner
<b>Report of the Commissioner</b>		
<b><u>Information</u></b>		
1. Presentation on:		
• Campus Compact – Melissa Mace, Missouri State University		
i. Ms. Robin Hattori, Washington University in St. Louis, Assistant Director of the Gephardt Institute for Public Service		
ii. Dr. Margaret (Peggy) Cohen, UMSL, Associate Provost of Professional Development and Director of the Center for Teaching and Learning		
iii. McKenzie Whitaker, Student, University of Missouri-St. Louis		
<b>Presidential Advisory Committee</b>		
<b><u>Information</u></b>		
1. 2011 Legislative Session	B	Paul Wagner
2. Governor's Strategic Initiatives	C	
• Collaboration and Cooperation		Rusty Monhollon
<b>Budget and Financial Aid Committee</b>		
<b>Dalton Wright, Chair</b>		
<b><u>Action</u></b>		
1. Guaranty Agency	D	Leanne Cardwell
2. Minority Teaching Scholarship	E	Leroy Wade
3. Revision of the Proposed A+ Scholarship Program Administrative Rule	F	Leroy Wade
4. Waiver of Tuition and Fees for Foster Care or Residential Care Students	U	Leroy Wade
<b><u>Information</u></b>		
1. Student Loan Program Update	G	Leanne Cardwell
2. State Student Aid Status Report	H	Leroy Wade
<b>Academic Affairs and Workforce Needs Committee</b>		
<b>Kathy Swan, Chair</b>		
<b><u>Action</u></b>		
1. Complaint Review Process	I	Joe Cornelison
2. Academic Program Actions	J	Rusty Monhollon
3. Barton Center (North Central Missouri College)	K	Rusty Monhollon
4. Linn State Technical College Mission	L	Rusty Monhollon
5. Policy for Review of New Academic Programs	M	Rusty Monhollon
<b><u>Information</u></b>		
1. Proprietary School Certification Actions and Reviews	N	Leroy Wade
2. COTA Update	O	Rusty Monhollon
3. Higher Education Subcommittee of the Homeland Security Commission Update	P	Rusty Monhollon

COORDINATING BOARD FOR HIGHER EDUCATION

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4. College Access Challenge Grant Update Q Leroy Wade

**External Affairs Committee**

**Mary Beth Luna Wolf, Chair**

**Action**

1. Community College Redistricting R Joe Cornelison

**General Business**

**Information**

1. Good and Welfare of the Board  
2. Strategic Initiatives for Educational Attainment  
3. CBHE Members by Congressional District S  
4. CBHE Statutory Functions T

**Action**

1. Adjourn Public Session of Coordinating Board for Higher Education Meeting

**COORDINATING BOARD FOR HIGHER EDUCATION  
MINUTES OF MEETING  
April 7, 2011**

The Coordinating Board for Higher Education (CBHE) met on Thursday, April 7, 2011, at the Harry S. Truman State Office Building in Jefferson City, MO. Chairman Kruse called the meeting to order at 9:10. The presence of a quorum was established with the following members:

	<b>Present</b>	<b>Absent</b>
Doris Carter		X
Lowell Kruse	X	
Mary Beth Luna Wolf	X	
Betty Sims	X	
Kathryn Swan	X	
Dalton Wright	X	

**Consent Calendar**

The Consent Calendar consisted of Minutes of the February 10, 2011, conference call and Distribution of Community College Funds.

**Ms. Swan made a motion to approve the Consent Calendar in its entirety. Ms. Sims seconded the motion. Motion passed unanimously.**

**Presidential Advisory Committee**

Dr. Neil Nuttall, President, North Central Missouri College chaired the Presidential Advisory Committee meeting.

Mr. Wagner noted that the General Assembly is still in session so things are changing daily. He then provided updates on the status at that time of the FY 2012 budget and pending legislation affecting the higher education community.

Following Mr. Wagner’s summary, there was a general discussion of the need for reliable data as a foundation for a strategic business plan for education. The entire group is very interested in the ‘big goal’ of 60% of Missouri adults having a post-secondary degree by (2020) and how we obtain it. Chairman Kruse is interested in what MCCA is doing to collect data that would help the MDHE show what progress is being made to reach the goal. Missouri does not currently collect all of the data points necessary to participate in the College Completion Grants. Institutions need to know what those data points are, how they are going to help to reach the ‘big

goal' and what is expected from them. Not only do we need accurate data from the higher education side, but we have recently signed an MOU with DESE to help obtain the necessary data from the secondary education side as well.

## Reports

Ms. Swan asked Mr. Cornelison to provide a summary of the audit committee's teleconference held on April 4<sup>th</sup>, in which she and board member Carter participated along with several departmental staff members. Mr. Cornelison reported that the FY2010 Statewide Single audit of federal awards administered by states contained two findings pertaining to the Department of Higher Education. One dealt with the Teacher Loan Forgiveness Payments and the other the distribution of State Fiscal Stabilization Funds. He explained the nature of the findings and the department's corrective action plan. At the conclusion of Mr. Cornelison's report, Ms. Swan stated that no follow-up by the board was required.

Commissioner Russell introduced report on current usage. Presentations were given on of technology in course redesign and in classroom presentations from the University of Missouri, Missouri Science and Technology, Central Methodist University and State Fair Community College.

## Action Items

### Reciprocal Agreement: Missouri/Kansas Reciprocal Agreement for Architecture, Dentistry and Optometry

The first reciprocal agreement was approved in 1989 and has been renewed continuously since that time. This agreement will run from July 1, 2011 – June 30, 2016. Dr. Monhollon went on record with the following: the Kansas Board of Regents asked for an increase in the number of seats available for Kansas residents for both the Dentistry and Optometry programs. The University of Missouri denied that request given the current state of the economy. However, the University did agree to have discussions at a later date if that situation improves. The University of Missouri would like to see the appropriations to offset this program be reinstated as soon as possible so that the individual institutions do not have to bear the brunt of the cost of the agreement, which benefits the entire state.

The following recommendation was made: **It is recommended that the Coordinating Board for Higher Education endorse the new five-year Missouri-Kansas Reciprocal Agreement and direct the commissioner of higher education to execute the agreement on its behalf.**

**Ms. Swan made a motion to approve the recommended action. Ms. Luna-Wolf seconded the motion. Motion passed unanimously.**

### Academic Program Actions

Dr. Monhollon provided an overview of the academic program actions taken since the February 2010 meeting of the board.

The following recommendation was made: It is recommended that the Coordinating Board for Higher Education approve the program changes and new program proposals listed in the attachment.

**Ms. Swan made a motion to approve the Academic Program Actions. Ms. Sims seconded the motion. Motion passed unanimously.**

**Three Rivers Community College Proposal**

The following recommendation was made relating to the Three Rivers Community College proposal to add a new residence center in Dexter, Missouri:

**It is recommended that the Coordinating Board for Higher Education approve the proposal submitted on behalf of Three Rivers Community College to add a new residence center in Dexter, Missouri.**

**Based on the state's investment in the development and delivery of community college education within the parameters of limited state resources, the board further outlines the following expectations upon which this approval rests:**

**That the TRCC Board of Trustees and the citizens of the TRCC taxing district agree to assume responsibility for any additional costs associated with creating and maintaining the new site;**

**That TRCC will continue to work closely with public and independent colleges and universities as well as local school districts and workforce investment agencies and organizations in determining additional programmatic needs for local residents to ensure efficient and effective use of resources.**

**Ms. Luna-Wolf made a motion to approve the recommended action. Ms. Swan seconded the motion. Motion passed unanimously.**

**Ms. Luna-Wolf made a motion to adjourn the meeting. Ms. Sims seconded the motion. Meeting adjourned at approximately 12:00 p.m..**

## AGENDA ITEM SUMMARY

### AGENDA ITEM

Distribution of Community College Funds  
Coordinating Board for Higher Education  
June 9, 2011

### DESCRIPTION

The process for making state aid payments to community colleges in FY 2011 will be monthly. All FY 2011 state aid appropriations are subject to a three percent governor's reserve.

For FY 2011, there is also a reserve beyond the standard three percent on the general revenue operating appropriations which will be funded through a supplemental appropriation from federal budget stabilization funds. This will not affect the institutions since 1/12 of the institutions' total funding will be allotted each month. More than 1/12 of federal budget stabilization funds are being allotted each month to offset the additional general revenue reserves. The additional reserve does not apply to maintenance and repair funding.

The total FY 2011 state aid appropriation for community colleges is \$140,661,608. The amount available to be distributed (appropriation less reserves) is \$136,441,763.

The payment schedule of state aid distributions for April and May, 2011 is summarized below.

State Aid (excluding M&R) – GR portion	\$19,645,327
State Aid – Lottery portion	1,204,822
State Aid – Federal Budget Stabilization portion	1,065,934
Maintenance and Repair	<u>747,193</u>
TOTAL	\$22,663,276

The total distribution of state higher education funds to community colleges during the period July, 2010 through May, 2011 is \$124,620,737.

### STATUTORY REFERENCE

Section 163.191, RSMo

### RECOMMENDED ACTION

Assigned to Consent Calendar

### ATTACHMENT(S)

None

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June 9, 2011

## AGENDA ITEM SUMMARY

### AGENDA ITEM

2011 Legislative Session  
Coordinating Board for Higher Education  
June 9, 2011

### DESCRIPTION

The 2011 legislative session has ended and there were several higher education bills passed in addition to the FY12 budget. A report detailing the final status of all higher education-related legislation is provided as Attachment A. Information on the status of budget items is provided in Attachment B.

#### Legislative Initiatives

##### Bills that Passed

*Nursing Education Grants.* Two pieces of legislation passed that will allow for competitive grants to be made from the Board of Nursing Fund to institutions of higher education. Such grants would be awarded by the State Board of Nursing in cooperation with the MDHE to enhance and expand nursing education programs. The budget also includes \$1 million per year for three years to be used from this fund for this purpose. These provisions were included in SB 325 (Senator Jay Wasson) as well as HB 223/231 (Representative Wayne Wallingford).

*Advanced Placement Incentive Grant.* Also passed as part of HB 223/231 is legislation originally filed by Representative Mike Thomson which establishes an Advance Placement Incentive Grant. This non-renewable grant would award \$500 to students who received an Access Missouri or A+ award and in addition scored three (3) or better on at least two advance placement tests in math or science. There was no appropriation for this program included in HB 3. The MDHE and the Office of Administration are currently exploring options for implementing this program.

*Governing Board Composition.* Two pieces of legislation passed that will adjust the statutes regarding certain governing boards to accommodate the loss of a Congressional district after the 2010 census. HB 174 (Rep. Thomson) and SB 163 (Senator David Pearce) each provides that the Coordinating Board for Higher Education, the University of Missouri Board of Curators and the board of governors for Missouri State University will each retain nine members with at least one but no more than two coming from each congressional district.

##### Bills of Interest That Did Not Pass

*A+ Expansion.* Representative Thomson filed HB 232, which would expand the A+ program to include some students who attend Missouri public high schools that are not designated as A+

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high schools. To qualify, students must complete all other requirements for the A+ program and have an expected family contribution below a level established by the MDHE.

Proprietary School Fees and Program Approval. Rep. Thomson filed HB 212, which contained the restructuring of proprietary school certification fees as well as strengthening the proprietary school certification program to enhance consumer protection and increase the rigor of the certification process.

Higher Education Capital Funding. Representative Chris Kelly filed HJR 9 to seek a constitutional amendment allowing the General Assembly to issue up to \$800 million in bonds to fund higher education and other public capital projects. The resolution provided that at least \$550 million of the bonds would be for higher education projects and that at least \$120 million of the bonds would be dedicated to community college projects.

STEM. Senator Pearce filed SB 164 to establish the Missouri Science, Technology, Engineering and Mathematics Initiative within the Department of Higher Education to support increased interest among K-12 students in science, technology, engineering and math and to increase the number of students who enter these fields at Missouri's public institutions of higher education.

Others

SB 114 (Sen. Justus) – this bill is a version of the DREAM Act, which would require colleges and universities to charge in-state tuition to resident alien students who meet certain eligibility criteria.

SB 130 (Sen. Rupp) – creates the Early High School Graduation Scholarship Program for public high school students who graduate early.

**FY 2012 BUDGET**

FY11 Supplemental

There were two supplemental appropriations involving higher education. One is an increase of \$3,528,000 for the A+ Schools Program to fund additional eligible students. This is intended to maintain full awards for all eligible students in the 2010-11 academic year. This increase is funded by the guaranty agency operating fund.

The second was an increase of \$1,489,649 in federal budget stabilization funds (FBSF) to institutional operating budgets. These federal funds represent higher education's share of the FY 2010 FBSF appropriations that were placed in reserve. There is no net increase to the institutions as this additional funding has been offset by additional general revenue being placed in reserve.

These items were in House Bill 14, which has been signed by the governor.

**FY12 Operating Budget**

At the time of printing, all operating budget bills have been delivered to the governor and are awaiting action.

MDHE Budget

House Bill 3 for FY12 carries forward the general revenue withholdings instituted during FY11 that total \$176,245. There were additional general revenue cuts of approximately \$40,000 in personal services and \$42,000 in expense and equipment. The total of \$82,000 in additional cuts

represents 8 percent of the department's FY11 budget. The total reductions to MDHE budget over three years is 355,305.

### **Student Financial Assistance Programs**

#### **A+**

The governor recommended an increase of \$8 million for the A+ Schools Program from the guaranty agency operating fund. This includes \$7 million to fund growth in the existing program for FY12 and \$1 million from the guaranty agency operating fund to cover an expansion to some students who do not graduate from A+ high schools. The final version of HB 3 does include the \$7 million increase but not the additional \$1 million for expansion of the program.

#### **Bright Flight**

The governor recommended \$14,269,250 for the Bright Flight program. This is \$2.1 million below the FY11 core appropriation, but is \$2 million more than the amount that was actually available to spend in FY11 since there were withholdings of \$4.1 million in FY11. The final version of HB3 includes the additional \$1 million of guaranty agency operating funds originally recommended for the A+ expansion for a total increase of \$3 million over the amount spent in FY11.

#### **Access Missouri**

The governor has recommended \$34,827,307 for the Access Missouri program. This is \$48 million below the FY11 core appropriation, but will result in \$2 million more being available in FY12 compared to the amount that was actually available in FY11 since there were withholdings of \$50 million in FY11. MOHELA then contributed \$30 million to the program in FY11 and is expected to do the same in FY12. The final version of HB3 contains the same amount of funding as the governor's recommendation for a total appropriation of approximately \$64.8 million.

#### **Advance Placement Incentive Grant**

The governor recommended \$1 million to establish a nonrenewable "Advanced Placement Incentive Grant" of five hundred dollars to any student who receives an Access Missouri or A+ award and in addition has received two grades of three or higher on advanced placement examinations in the fields of mathematics or science while attending a Missouri public high school. This funding is being provided by MOHELA. This item was not included in the final version of HB3. The MDHE is working with the governor's office to explore ways to begin this program since the enabling legislation did pass.

### **Other MDHE Student Financial Aid Programs**

The final version of HB3 made no changes to these programs:

- Public Service Survivor Grant Program, \$100,000;
- Veteran's Survivors Grant Program, \$281,250;
- Kids' Chance Scholarship Program, \$27,750;
- Minority Teaching Scholarship Program, \$169,000;
- Vietnam Veterans Survivors Scholarship Program, \$50,000;
- Minority and Underrepresented Environmental Literacy Program, \$82,964; and

- Marguerite Ross Barnett Scholarship Program, \$363,375.

### **College and University Operating Budgets**

The governor recommended a reduction of 7% for institutional operating appropriations representing the loss of \$63.9 million. The final version of HB3 provided an additional \$12 million above the governor's recommendation which resulted in a core reduction of approximately \$52 million, or 5.7%.

The governor also recommended \$1 million from the Board of Nursing Fund in order to provide competitive grant opportunities to institutions for expanding capacity in nursing education programs. This funding was included in the final version of HB3 and the enabling legislation was passed.

The final version of HB3 also includes a \$2 million appropriation to support the UMKC-MSU cooperative doctorate in pharmacy program.

### **Capital Improvements**

No budget bills for FY12 include any higher education capital improvements.

### **Other Items**

- MOREnet – the governor recommended no FY12 funding after the FY11 core was \$6.8 million which was withheld in its entirety. **The final version of HB 3 contains \$50,000 for this item.**
- Missouri Kidney Program – the governor recommended continued funding of \$2,880,299. **The final version of HB 3 has reduced this by \$1.38 million, leaving \$1.5 million.**

**The final version of HB 3 made no changes from the governor's recommendations to the following UM-related items:**

- Missouri Telehealth Network – continuation funding of \$437,640
- University Hospitals and Clinics – core reduction of \$8,454,932, eliminating funding. The University will be working through the Department of Social Services to receive additional state and federal funding via Medicaid claims rather than receiving this direct appropriation.
- Missouri Rehabilitation Center – continued funding of \$10,337,870
- Missouri Institute of Mental Health – no FY12 funding recommended. FY11 core was \$500,000 of which 50% had been withheld.
- State Historical Society – continued funding of \$1,227,605
- Spinal Cord Injury Research – recommended increase of \$225,000 in spending authority, total FY12 recommendation of \$625,000

## **STATUTORY REFERENCE**

Chapter 173, RSMo, Department of Higher Education

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June 9, 2011

**RECOMMENDED ACTION**

This is an information item only.

**ATTACHMENT**

Attachment A - MDHE Legislative Update

Attachment B – Budget Update



## End of Session Legislative Update

5-20-11

### Summary of Legislation Impacting Higher Education

[HB 40](#)      [Lampe](#)      Changes the laws regarding the identification, assessment, and education of children with autism spectrum disorder.

**Bill History:** 02-10-11 H Referred to House Committee on House-Elementary and Secondary Education

[HB 137](#)      [Thomson](#)  
[Pearce](#)      Extends the sunset date to August 28, 2014 of a provision which allows certain state university boards to convey or transfer real property without authorization from the General Assembly.

**Bill History:** 05-10-11 H Emergency Clause Adopted (Vote: Y:143/N: 4)

[HB 173](#)      [Koenig](#)      Prohibits limiting the investment of funds by the board of the Missouri Higher Education Savings Program to a specified grouping or list of investment vehicles.

**Bill History:** 02-24-11 H Voted do pass as substitute from committee on House-Financial Institutions

[HB 174](#)      [Thomson](#)  
[Pearce](#)      Changes the composition of the University of Missouri Board of Curators and the Missouri State University Board of Governors.

**Bill History:** 05-02-11 G Signed by the Governor

[HB 212](#)      [Thomson](#)      Changes the laws regarding the annual certification fee that a proprietary school must pay and the approval of new or revised instructional programs.

**Bill History:** 04-22-11 H Set on the House Calendar

HB 223	Wallingford Crowell	Establishes Nursing Education Incentive Program within the Department of Higher Education to award grants to eligible higher education institutions to address nursing shortages. Also establishes the Advanced Placement Incentive Grant program within the MDHE.
<b>Bill History:</b>		05-12-11 S Truly Agreed to and Finally Passed
HB 231	Thomson	Requires the Department of Higher Education to make available a nonrenewable advanced placement grant of \$500 to certain recipients of financial aid under the A+ Schools or Access Missouri programs.
<b>Bill History:</b>		03-01-11 H Superseded by - see HB 223
HB 232	Thomson	Extends eligibility for the A+ Schools Program to Missouri public high school students who have an expected family contribution to college expenses at a level determined by the Department of Higher Education.
<b>Bill History:</b>		02-08-11 H Public hearing completed
HB 243	Still	Changes the composition of the University of Missouri Board of Curators.
<b>Bill History:</b>		04-05-11 H Public hearing completed
HB 244	Still	Changes the composition of the University of Missouri Board of Curators.
<b>Bill History:</b>		03-31-11 H Referred to House Committee on House-Higher Education
HB 248	McNeil	Authorizes an income tax deduction for 100% of tuition and fees paid for up to the last nine or 18 hours required to complete an associate or bachelor degree from a public two-year or four-year college.
<b>Bill History:</b>		02-17-11 H Public hearing completed

HB 352 Wallingford Establishes the Missouri Science, Technology, Engineering and Mathematics Initiative within the Department of Higher Education.

**Bill History:** 03-01-11 H Public hearing completed

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HB 494 Schupp Allows the Governor, with the advice and consent of the Senate, to appoint a student to the University of Missouri Board of Curators who will have full voting rights.

**Bill History:** 04-05-11 H Public hearing completed

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HB 614 Holsman Prohibits a higher education institution from charging a Missouri resident who is a full-time student a tuition rate that exceeds the amount charged when the student first enrolled for the next five years.

**Bill History:** 04-19-11 H Not heard in committee House-Higher Education

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HB 682 McNeil Increases the maximum annual grant amount that the University of Missouri Board of Curators can award for a research project on Alzheimer's disease and related disorders.

**Bill History:** 03-29-11 H Public hearing completed

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HB 695 Frederick Allows the Division of School Improvement to ensure that each regional professional development center in the state provides professional development education assistance for fine arts.

**Bill History:** 03-10-11 H Referred to House Committee on House-Elementary and Secondary Education

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HB 703 Colona Allows an employee of any public body to form and join a labor organization to collectively bargain regarding salaries and other conditions of employment.

**Bill History:** 03-31-11 H Referred to House Committee on House-Workforce Dev. and Workplace Safety

HB 753 Wallingford Authorizes the Board of Regents of Southeast Missouri State University to convey university property located in the City of Cape Girardeau to the Cape Area Habitat for Humanity.

**Bill History:** 03-30-11 H Public hearing completed; amended onto SB 97

HB 755 Leach Specifies that any moneys generated by the Spinal Cord Injury Fund or granted by the University of Missouri Board of Curators for research programs not be used for abortion or human cloning research.

**Bill History:** 03-16-11 H Public hearing completed

HB 848 Fitzwater Changes the composition of the University of Missouri Board of Curators.

**Bill History:** 04-05-11 H Public hearing completed

HB 867 Barnes Establishes the Missouri Biosciences Eminent Scholars Program.

**Bill History:** 04-19-11 H Not heard in committee House-Higher Education

HB 892 Talboy Changes the laws regarding student athlete agents.

**Bill History:** 04-12-11 H Referred to House Committee on House-Professional Registration and Licensing

HB 936 Aull Adds an independent two-year college accredited by the Higher Learning Commission that offers officer candidate training to the list of institutions where a student may use A+ School Program reimbursement.

**Bill History:** 04-12-11 H Referred to House Committee on House-Elementary and Secondary Education

HB 971      Johnson      Establishes the Missouri Jobs for Education Program.

**Bill History:** 04-12-11 H Public hearing completed

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HJR 9      Kelly      Proposes a constitutional amendment authorizing the General Assembly to issue bonds to fund higher education facility improvements, construction, landscaping, and land or building purchases.

**Bill History:** 03-29-11 H Public hearing completed

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SB 29      Brown  
             Jones-117      Modifies the authority of the Board of Pharmacy with regard to certain drugs used in veterinary medicine and modifies various provisions of law under the title licensing of certain professions.

**Bill History:** 05-12-11 S Meeting set for 8:30 AM, SCR 2 Conference Committee

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SB 82      Pearce      Removes an expiration date of August 28, 2011 on state universities being able to convey land without authorization from the General Assembly and requires that such conveyances be done at fair market value.

**Bill History:** 03-30-11 S Superseded by - see SB 88

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SB 88      Schaaf      Removes an expiration date of August 28, 2011 on state universities being able to convey land without authorization from the General Assembly and requires that such conveyances be done at fair market value.

**Bill History:** 04-13-11 S Set on the Senate Calendar

SB 97      Engler  
             Fitzwater      Conveys certain property owned by the state including authorization for the Board of Regents of Southeast Missouri State Univeristy to convey certain property in the City of Cape Girardeau to the Cape Area Habitat for Humanity.

**Bill History:** 05-12-11 S Truly Agreed to and Finally Passed

SB 114      Justus      Provides that certain aliens will receive in-state tuition at college and universities that meet certain requirements.

**Bill History:** 01-20-11 S Referred to Senate Committee on Senate-Education

SB 130      Rupp      Creates the Early High School Graduation Scholarship Program for public high school students who graduate from high school early.

**Bill History:** 03-17-11 S Set on the Senate Calendar

SB 163      Pearce  
             Thomson      Modifies the composition of the Coordinating Board for Higher Education, Board of Curators of the University of Missouri and the governing board of Missouri State University.

**Bill History:** 05-05-11 S Truly Agreed to and Finally Passed

SB 164      Pearce      Establishes the Missouri Science, Technology, Engineering, and Mathematics Initiative within the Department of Higher Education.

**Bill History:** 03-02-11 S Voted do pass as substitute from committee on Senate-Education

SB 200      Crowell      Modifies the ability of state educational institutions to issue bonds and incur debt.

**Bill History:** 04-05-11 S Set on the Senate Calendar

SB 265

Rupp

Creates the Advanced Placement Incentive Grant.

**Bill History:** 04-06-11 S Hearing conducted

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SB 268

Stouffer

Increases the statutory award amount for Alzheimer's disease research projects funded by the University of Missouri Board of Curators.

**Bill History:** 04-26-11 H Referred to House Committee on House-Higher Education

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SB 325

Wasson  
Smith-150

Modifies various laws relating to professional registration. Authorizes the State Board of Nursing to provide funding for the Nursing Education Incentive Program and creates the program within the MDHE.

**Bill History:** 05-11-11 S Truly Agreed to and Finally Passed

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SJR 1

Ridgeway

Replaces all taxes on income with a sales and use tax.

**Bill History:** 04-21-11 S Hearing conducted

**FY 2012 Higher Education Operating Budget Status**

	FY 2011 Core*	DHE FY 2012 Request	Governor Recommended	Truly Agreed To and Finally Passed (TAFP) Δ	TAFP Change from Gov Rec	TAFP Change from FY 2012 Request
Coordination Administration	\$1,154,937	\$1,022,019	\$1,019,507	\$941,219	(\$78,288)	(\$80,800)
Proprietary School Administration	\$163,782	\$137,701	\$137,433	\$137,433	\$0	(\$268)
Grant/Scholarships Administration	\$173,040	\$155,794	\$154,789	\$154,789	\$0	(\$1,005)
Proprietary Bond Fund	\$100,000	\$100,000	\$100,000	\$100,000	\$0	\$0
MHEC	\$95,000	\$95,000	\$95,000	\$95,000	\$0	\$0
Eisenhower/Teacher Quality	\$1,782,422	\$1,782,422	\$1,782,422	\$1,782,422	\$0	\$0
Federal Grants/Donations	\$2,000,000	\$5,000,000	\$2,000,000	\$2,000,000	\$0	(\$3,000,000)
Access Challenge Grant	\$1,148,535	\$2,249,306	\$2,249,306	\$2,249,306	\$0	\$0
Bright Flight	\$16,359,000	\$12,269,250	\$14,269,250	\$15,269,250	\$1,000,000	\$3,000,000
Access Missouri Financial Assistance**	\$82,827,307	\$32,827,307	\$34,827,307	\$64,827,307	\$30,000,000	\$32,000,000
A+ Schools Program	\$22,413,326	\$25,413,326	\$30,413,326	\$29,413,326	(\$1,000,000)	\$4,000,000
Advanced Placement Grants	\$0	\$0	\$1,000,000	\$0	(\$1,000,000)	\$0
Public Service Survivor Grant	\$100,000	\$100,000	\$100,000	\$100,000	\$0	\$0
Vietnam Veterans Survivor Scholarship	\$50,000	\$50,000	\$50,000	\$50,000	\$0	\$0
Marguerite Ross Barnett Scholarship Prgm	\$403,750	\$363,375	\$363,375	\$363,375	\$0	\$0
Kids' Chance Scholarship Program	\$27,750	\$27,750	\$27,750	\$27,750	\$0	\$0
Veterans Survivor Grant	\$281,250	\$281,250	\$281,250	\$281,250	\$0	\$0
Minority Teaching Scholarship Program	\$169,000	\$169,000	\$169,000	\$169,000	\$0	\$0
Minority Environmental Literacy Program	\$82,964	\$82,964	\$82,964	\$82,964	\$0	\$0
Advantage Missouri	\$15,000	\$15,000	\$15,000	\$15,000	\$0	\$0
GEAR UP	\$450,000	\$450,000	\$450,000	\$450,000	\$0	\$0
Loan Administration	\$11,501,848	\$11,501,848	\$11,501,848	\$11,448,012	(\$53,836)	(\$53,836)
Federal Loan Compliance	\$4,500,000	\$4,500,000	\$4,500,000	\$4,500,000	\$0	\$0
Loan Collections	\$8,000,000	\$8,000,000	\$8,000,000	\$8,000,000	\$0	\$0
Purchase Loans	\$145,000,000	\$145,000,000	\$145,000,000	\$145,000,000	\$0	\$0
Lender of Last Resort	\$1	\$0	\$0	\$0	\$0	\$0
Preparing to Care	\$0	\$0	\$0	\$0	\$0	\$0
Community Colleges****	\$140,661,608	\$140,661,608	\$130,815,295	\$132,667,206	\$1,851,911	(\$7,994,402)
Linn State****	\$4,964,309	\$4,964,309	\$4,616,807	\$4,682,166	\$65,359	(\$282,143)
State Nursing Board Grants	\$0	\$0	\$0	\$1,000,000	\$1,000,000	\$1,000,000
UCM****	\$56,571,003	\$56,571,003	\$52,611,033	\$53,355,831	\$744,798	(\$3,215,172)
SEMSU****	\$46,114,081	\$46,114,081	\$42,886,095	\$43,493,220	\$607,125	(\$2,620,861)
MSU****	\$85,314,938	\$85,314,938	\$79,342,892	\$80,466,125	\$1,123,233	(\$4,848,813)
LU****	\$18,751,260	\$18,751,260	\$17,438,672	\$17,685,546	\$246,874	(\$1,065,714)
TSU****	\$42,810,941	\$42,810,941	\$39,814,175	\$40,377,812	\$563,637	(\$2,433,129)
NWMSU****	\$31,376,190	\$31,376,190	\$29,179,857	\$29,592,947	\$413,090	(\$1,783,243)
MSSU****	\$24,264,876	\$24,264,876	\$22,566,335	\$22,885,800	\$319,465	(\$1,379,076)
MWSU****	\$22,360,622	\$22,360,622	\$20,795,378	\$21,089,772	\$294,394	(\$1,270,850)
HSSU****	\$10,310,431	\$10,310,431	\$9,588,701	\$9,724,445	\$135,744	(\$585,986)
UM****	\$427,957,662	\$427,957,662	\$398,000,626	\$403,634,997	\$5,634,371	(\$24,322,665)
UMKC/MSU Doctorate Pharmacy Prgm	\$0	\$0	\$0	\$2,000,000	\$2,000,000	\$2,000,000
Telehealth	\$594,321	\$594,321	\$437,640	\$437,640	\$0	(\$156,681)
MOREnet	\$6,823,717	\$0	\$0	\$50,000	\$50,000	\$50,000
MOBIUS	\$0	\$0	\$0	\$0	\$0	\$0
Univ Hospital & Clinics	\$8,454,932	\$8,454,932	\$0	\$0	\$0	(\$8,454,932)
Missouri Rehabilitation Center	\$10,337,870	\$10,337,870	\$10,337,870	\$10,337,870	\$0	\$0
Alzheimer's Research	\$0	\$0	\$0	\$0	\$0	\$0
Spinal Cord Injury	\$400,000	\$625,000	\$625,000	\$625,000	\$0	\$0
Missouri Institute of Mental Health	\$500,000	\$250,000	\$0	\$0	\$0	(\$250,000)
Kidney Program***	\$2,880,299	\$2,880,299	\$2,880,299	\$1,500,000	(\$1,380,299)	(\$1,380,299)
State Historical Society	\$1,227,605	\$1,227,605	\$1,227,605	\$1,227,605	\$0	\$0
Seminary Invest	\$3,000,000	\$4,000,000	\$4,000,000	\$4,000,000	\$0	\$0
Seminary Interest	\$250,000	\$275,000	\$275,000	\$275,000	\$0	\$0
<b>TOTAL</b>	<b>\$1,244,725,577</b>	<b>\$1,191,696,260</b>	<b>\$1,126,028,807</b>	<b>\$1,168,566,385</b>	<b>\$42,537,578</b>	<b>(\$23,129,875)</b>

\*These figures do not include the following withholdings made by the Governor: Bright Flight - \$4,089,750, Access Missouri - \$50,000,000, Marguerite Ross Barnett Scholarship - \$43,750, MOREnet - \$6,823,717, Missouri Institute of Mental Health - \$250,000, and \$176,245 for MDHE (Coordination, Proprietary School, and Grant/Scholarship Administration).

\*\*The \$30 million increase reflects the expected payment from MOHELA that was also expected by the governor's recommendations.

\*\*\*The House removed \$2 million of general revenue and replaced it with an appropriation from the Lewis and Clark Discovery Fund; Senate Appropriations eliminated the Lewis and Clark Discovery Fund appropriation and restored the \$2 million from general revenue funds.

\*\*\*\*The Senate Appropriations Committee recommended that \$20 million from general revenue funds be restored to the institutional core budgets, reducing the 7% cut recommended by the Governor to 4.8%.

Δ The TAFP appropriations for the institutions reflect a 5.7% decrease from the DHE FY 2012 Request and a cumulative increase of \$12,000,001 above the Governor's recommendation.

## AGENDA ITEM SUMMARY

### AGENDA ITEM

Governor's Strategic Initiatives: Collaboration and Cooperation  
Coordinating Board for Higher Education  
June 9, 2011

### DESCRIPTION

As part of his strategic initiative for higher education, Governor Nixon requested that the MDHE prepare an inventory of existing cooperative and collaborative academic programs in the state. This item provides an update on the progress made in completing the project.

#### Summary

MDHE staff began collecting data on cooperative and collaborative academic programs late last year. The collection of data is ongoing, but MDHE staff has begun analyzing the data with the intent of providing a final report to the CBHE in September.

The following observations are based on data received thus far, and are therefore subject to revision.

- All institutions in both the two-year and four-year sectors have developed extensive collaborative academic programs within their respective sectors, and with institutions outside of their sectors, including the state's independent colleges and universities, local and regional health centers, military installations, business and industry, and many institutions from out-of-state and abroad.
- The most common cooperative programs are the numerous articulation agreements made between two institutions. These one-to-one agreements supplement the statewide General Transfer Agreement.
- Missouri's public institutions of higher education collaborate extensively in the delivery of academic programs and coursework, most prominently in the fields of medicine and education, but also in business, agriculture and STEM fields.
- These cooperative programs are delivered through a variety of means, including face-to-face instruction, online instruction and ITV, and many combinations thereof.
- The institutions collaborate on both undergraduate and graduate programs. Degrees offered range from certificates and associate degrees to baccalaureate degrees to graduate and professional degrees.
- The depth of collaboration varies. There are many 2+2 programs, whereby a student completes a prescribed two-year course of study at one institution and then transfers seamlessly to complete the major at a cooperating institution. There also are many B.S. in Nursing completion programs.
- Some programs share faculty and resources, such as faculty from two different institutions who teach courses on both campuses. Some programs permit students enrolled to take courses not offered by the home institution at the partner institution. In several cases, faculty from the two cooperating institutions each teach half of the required courses for the major.

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### Conclusion

While the observations made above are preliminary, they suggest that Missouri has a very large and vibrant inventory of cooperative and collaborative academic programs. The development of this statewide inventory is a first step in identifying programs that might be replicated effectively elsewhere or expanded to include more cooperative partners.

### **STATUTORY REFERENCE**

Section 173.005(7) CBHE statutory responsibility to collect the necessary information and develop comparable data for all institutions of higher education in the state . . . Section 173.020(4) RSMo, CBHE statutory responsibility for designing a coordinated plan for higher education in the state...

Section 173.030(2) RSMo, CBHE statutory responsibility for recommending to governing boards of any institutions in the state the development, consolidation, or elimination of programs, degree offerings, physical facilities or policy changes where that action is deemed . . . in the best interests of the institution . . . and or the general requirements of the state.

### **RECOMMENDED ACTION**

This is an information item only.

### **ATTACHMENT(S)**

None

## AGENDA ITEM SUMMARY

### AGENDA ITEM

Authorization to use \$10.5 million from the State Guaranty Student Loan Fund to support appropriations to certain financial aid programs.

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### DESCRIPTION

In the Governor's FY2011 supplemental budget request, he proposed using \$3.5 million from the State Guaranty Student Loan Fund (SGSLF) to permit full awards for the 2010-11 academic year to eligible students in the A+ program. The General Assembly approved this request.

The Governor's FY2012 budget recommendation he proposed using \$8.0 million from the SGSLF to increase the level of funding in the A+ program. That includes the continuation of the \$3.5 million appropriated in the FY11 supplemental, an additional \$3.5 million to fund growth in the existing program, and an additional \$1.0 million for expansion of the A+ program. The General Assembly did not approve the legislative expansion of the A+ program, and thus did not appropriate the \$1 million associated with this expansion. Therefore, the total amount appropriated by the General Assembly for FY 12 is \$7 million, for a total appropriation out of the fund of \$10.5 million.

Pursuant to Section 173.105, the SGSLF is administered by the Missouri Department of Higher Education pursuant to policies determined by the CBHE. Therefore, transfers from the fund for other than use by the department in administering the guaranteed student loan program require board approval.

The loans guaranteed by the department are those issued under the Federal Family Education Loan Program (FFELP). MDHE operates as a guarantor for such loans under authorization from the U.S. Department of Education and do so pursuant to regulations issued by the USDE. Those regulations require the department to establish certain funds for that purpose, which essentially are sub-accounts of the SGSLF. One of them is the "Operating Fund." *See* 34 C.F.R. § 682.423(a). The money in the Operating Fund comes from various sources, including but not limited to: account maintenance fees; loan processing and issuance fees; default aversion fees; certain administrative cost allowances; and portions of amounts collected on defaulted loans. USDE regulations provide that "the Operating Fund is considered the property of the guaranty agency." *Id.*

Although the Operating Fund is the property of the guaranty agency/department, the USDE does impose certain restrictions on its use. Its regulations provide that the Operating Fund is to be used for various specific guaranty agency related activities, but that it also may be used for "[o]ther student financial aid-related activities for the benefit of students, as selected by the guaranty agency." *Id.* at § 682.423(c)(2). Therefore, transfer of money out of the fund for use in the A+ financial aid program would be appropriate under the USDE rules.

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The current balance of the Operating Fund is approximately \$47 million. A one-time transfer of \$10.5 million to the A+ financial aid account for use in that program will not jeopardize the viability of the fund for use in the guaranty agency's loan-related activities: however, the fund can only sustain one such transfer. A similar transfer in a subsequent budget year would compromise the fund's ability to meet existing responsibilities.

### **STATUTORY REFERENCE**

Sections 173.005.2, 173.105.1 & 173.120, RSMo

### **RECOMMENDED ACTION**

It is recommended that the board authorize a one-time transfer of \$10.5 million to the A+ Schools Fund as appropriated in section 3.055 of House Bill 3 (2011) and section 14.025 of House Bill 14 (2011).

### **ATTACHMENT(S)**

None

## **AGENDA ITEM SUMMARY**

### **AGENDA ITEM**

Minority Teaching Scholarship Administrative Rule  
Coordinating Board for Higher Education  
June 9, 2011

### **DESCRIPTION**

The General Assembly transferred appropriation authority for the Minority Teaching Scholarship program from the Department of Elementary and Secondary Education (DESE) to the MDHE during the 2009 legislative session. The transfer of administrative authority, including rulemaking authority, occurred the following year, becoming effective on August 28, 2010. This item is intended to provide the board with background information about the Minority Teaching Scholarship program and to seek approval to file the proposed rule with the Missouri Secretary of State.

#### **Program Description**

The Minority Teaching Scholarship program was established in 1990 to attract academically talented minority individuals into the teaching profession. Students are eligible for a \$2,000 annual award from the state, which may be subject to repayment, and approved institutions must provide \$1,000 in matching funds.

To qualify for assistance under this program, students must enroll in a program leading to teacher certification and agree to teach in a Missouri public elementary or secondary school for five years after graduation. Graduate students must also make a commitment to teach math or science. If the recipient fulfills their teaching obligation, the funds provided by the state are considered a scholarship. One-fifth of the total amount the student receives from the state becomes a scholarship for each year they teach full-time in a Missouri public school. For a student who fails to meet the program's obligations, the scholarship converts to a loan and the student must repay the state funds received with 9.5 percent interest.

For the 2009-2010 academic year, 53 students received a total of \$100,000 to attend twenty-one institutions. The 2009-2010 academic year is the most recent year for which complete data is available.

#### **Development of the Administrative Rule**

The MDHE drafted this administrative rule with three goals in mind: 1) maintaining continuity in the program's operation to ensure a smooth transition; 2) expanding the rule to include detailed repayment policies; and 3) maintaining consistency with the other state student financial assistance programs administered by the department. To accomplish this, MDHE staff used the administrative rule promulgated by DESE as a foundation. The department built on that

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foundation, adding provisions outlining recipient and department responsibilities during repayment, as well as repayment-related policies including deferment, delinquency, default, and loan cancellation. For the loan related provisions, staff borrowed from experience gained in operating the Advantage Missouri program, a loan forgiveness program administered by the department. Finally, this proposed administrative rule incorporates definitions and policies relating to application and awards consistent with other MDHE-administered programs but tailored to meet the needs of this particular program.

### **Conclusion**

The MDHE has operated the Minority Teaching Scholarship program under the administrative rule promulgated by DESE while the program transitioned between the two agencies. Now that the transition is complete, it is imperative that the MDHE establish its own policies and procedures for this program.

### **STATUTORY REFERENCE**

Sections 161.415 through 161.424, RSMo Minority Teaching Scholarship Program

### **RECOMMENDED ACTION**

**It is recommended that the Coordinating Board direct the Commissioner of Higher Education to take all actions necessary to ensure the attached proposed rulemaking becomes effective as an administrative rule as soon as possible.**

### **ATTACHMENT(S)**

Attachment A: Proposed Administrative Rule for the Minority Teaching Scholarship Program

Attachment B: Sections 161.415 through 161.424, RSMo Minority Teaching Scholarship Program

## 6 CSR 10-2.200 Minority Teaching Scholarship Program

*PURPOSE: This rule sets forth the policies of the Coordinating Board for Higher Education regarding student eligibility and application procedures for student financial assistance under the Minority Teaching Scholarship program.*

### (1) Definitions.

- (A) Academic year shall be from July 1 of any year through June 30 of the following year.
- (B) Applicant means a student who has filed a complete and accurate application to receive a Minority Teaching Scholarship award as prescribed by the Coordinating Board for Higher Education (CBHE) and who qualifies to receive such award under section 161.415, RSMo.
- (C) Approved institution means any institution that offers a teacher education program approved by the Department of Elementary and Secondary Education or a Coordinating Board for Higher Education-approved Associate of Arts in Teaching program.
- (D) Award year shall be from July 1 of any year through June 30 of the following year, excluding summer terms.
- (E) CBHE means the Coordinating Board for Higher Education.
- (F) Department means the Department of Higher Education created by section 173.005, RSMo.
- (G) EFC means Expected Family Contribution, the measure of how much the student and his family can be expected to contribute to the cost of the student's education for the year, as calculated annually by the United States Department of Education as a result of an official federal need analysis based on the student's federal need-based aid application form.
- (H) Expenses mean any educational-related expenses including, but not limited to, tuition, fees, and room and board.
- (I) Full-time student means an undergraduate student who is enrolled in at least twelve (12) semester hours, eight (8) quarter hours, or the equivalent in another measurement system, or a graduate student who is enrolled in at least nine (9) semester hours or the equivalent in another measurement system, but in either case not less than the respective number sufficient to secure the degree toward which the student is working in no more than the number of semesters, or their equivalent, normally required by the institution for the program in which the student is enrolled. Provided, however, that an otherwise eligible student having a disability as defined by Title II of the Americans with Disabilities Act (42 U.S.C. 12101-12213) who, because of his or her disability, is unable to satisfy the statutory minimum requirements of full-time status under Title IV student aid programs shall be considered by the approved institution to be a full-time student and shall be considered to be making satisfactory academic progress, as defined in subsection (1)(Q) of this rule, while carrying a minimum of six (6) credit hours or their equivalent at the approved institution.
- (J) Gainful employment means any substantial gainful activity that exists in the national economy and is not limited to the recipient's original occupation.
- (K) His, him, or he shall apply equally to the female as well as the male sex where applicable in this rule.

- (L) Initial recipient means a student who qualifies under section 161.415, RSMo, has filed an accurate and complete application by the deadline established by the department for the Minority Teaching Scholarship program, and has not received a Minority Teaching Scholarship award in any prior academic year.
- (M) Minority teaching shall mean the Minority Teaching Scholarship program set forth in sections 161.415-161.424, RSMo.
- (N) Minority teaching award shall mean an amount of money paid by the state of Missouri to a qualified applicant under the Minority Teaching Scholarship program.
- (O) Renewal recipient means a student who received a Minority Teaching Scholarship award, who meets the requirements set forth in 161.415, RSMo, and who has filed an accurate and complete application by the deadline established by the department for the Minority Teaching Scholarship program.
- (P) Residency, for the purpose of this rule, shall be determined by reference to the standards set forth in the determination of student residency rule, 6 CSR 10-3.010.
- (Q) Satisfactory academic progress shall be a cumulative grade point average (CGPA) of at least two and one-half (2.5) on a four-point (4.0) scale, or the equivalent on another scale, and, with the exception of grade point average, as otherwise determined by the approved institution's policies as applied to other students at the approved institution receiving assistance under Title IV financial aid programs included in the Higher Education Act of 1965. The calculation of CGPA shall be based on the approved institution's policies as applied to other students in similar circumstances.
- (R) Standardized test shall mean an accepted standardized test of academic ability including, but not limited to, the SAT, ACT, or SCAT.
- (S) Temporary total disability shall mean a disability resulting from an injury or illness that renders a recipient unable to be engaged in gainful employment for a period of less than twelve (12) months from the date of such injury or illness.
- (T) Total and permanent disability shall mean disability resulting from an injury or illness that renders a recipient unable to be engaged in gainful employment or attend an educational institution for a period of at least twelve (12) months from the date of such injury or illness and that is expected to continue for a long or indefinite period of time or to result in death.

(2) Responsibilities of Institutions of Postsecondary Education.

- (A) Only institutions who have entered into a participation agreement with the department may receive disbursements under the Minority Teaching Scholarship program.
- (B) Participating institutions shall meet the following requirements:
  1. Meet the requirements set forth in Subsection 161.415.3, RSMo and 6 CSR 10-2.140, Institutional Eligibility for Student Participation.
  2. Provide non-state matching funds of \$1,000 per scholarship recipient to match one (1) dollar for every two (2) state dollars on terms no more restrictive than those established by the department with regard to the state award and notify the department of the maximum number of awards the institution will match.

3. Report annually to the department the number of scholarship recipients that will be matched. The department shall annually prescribe the time and method for filing this report.
4. Obtain the recipient's notarized signature on the promissory note and return the promissory note to the department prior to disbursement of any state scholarship funds.
5. Annually report to the department the enrollment status of all scholarship recipients until they graduate or withdraw from the institution. The department shall annually prescribe the time and method for filing this report.

(C) Institutions should report to the department the name of any enrolled recipient who ceases study leading to teacher certification within thirty (30) days of making this determination.

(3) Basic Eligibility Policy.

- (A) Initial or renewal recipients, at the time of application and through the period the award is received, must meet the requirements set forth in Subsection 161.415, RSMo.
- (B) Initial recipients must have a high school rank at or above the 75th percentile at the time of graduation or as calculated at the end of the student's sixth semester.

(4) Application and Evaluation Policy.

- (A) The department shall annually prescribe the time and method for filing applications for financial assistance under the Minority Teaching Scholarship program. It shall make announcement of its action in these respects.
- (B) Students shall apply annually for financial assistance under the Minority Teaching Scholarship program by completing and submitting the application prescribed by the department and by completing and submitting the federal need-based aid application form prescribed by the United States Department of Education.
- (C) At the time of application, applicants must—
  1. Indicate their first, second, and third school choices;
  2. Commit to complete a teacher education program designed to qualify the applicant for a Missouri teaching certificate within five (5) years from the date of first receiving funds under the Minority Teaching Scholarship program; and
  3. Teach on a full-time basis for a period of five (5) years in a Missouri public elementary or secondary school after receiving a teaching certificate, if the applicant is an undergraduate student. Graduate students must commit to teach math or science on a full-time basis for a period of five (5) years in a Missouri public elementary or secondary school after receiving a teaching certificate.

- (D) The department will evaluate each student's application for a Minority Teaching award and rank selected recipients based on the following criteria:
  - 1. Participation in school or community activities;
  - 2. Demonstrated leadership abilities;
  - 3. Demonstrated academic success, including high school grade point average, high school class rank, and standardized test score; and
  - 4. Financial need, as established by the student's EFC, if appropriations are not sufficient to fund all selected recipients.
- (E) Selected recipients will be matched in rank order with their first institutional choice until all openings at an institution are filled. If all openings are filled at the selected recipient's first institutional choice, the selected recipient will be matched at his second or third choice, respectively.
- (F) Applicants will be notified of their eligibility status once recipients have been selected and awards have been determined. Notification of eligibility will also be sent to the student financial aid office at the approved institution where the student plans to enroll or has enrolled.

(5) Award Policy.

- (A) Minority teaching awards shall be allotted for one (1) academic year.
- (B) A renewal recipient may continue to receive a Minority Teaching award for a maximum of three (3) additional years, for a total of four (4) years, so long as the applicant meets the following criteria. Awards received as an undergraduate student are included in the four (4) year total for graduate students.
  - 1. Maintains satisfactory academic progress; and
  - 2. Otherwise meets the criteria of the Minority Teaching Scholarship program.
- (C) Initial and renewal recipients who meet the eligibility requirements set forth in Section 161.415, RSMo and this rule shall be eligible for a Minority Teaching award of \$3,000 per academic year, comprised of a \$2,000 state award that will convert to a loan if the recipient fails to meet the program's obligations, and a \$1,000 institutional award.
- (D) A recipient who has been denied a Minority Teaching award for lack of satisfactory academic progress may not receive another Minority Teaching award until the enrollment period after the applicable standard has once again been met.
- (E) Minority teaching awards will be made for use during the normal academic year, but no funds for Minority Teaching awards will be granted for use for summer school.
- (F) No Minority Teaching awards will be made retroactive to a previous academic year. A Minority Teaching award will be made retroactive to a previous semester only upon the sole discretion of the department.
- (G) Minority teaching awards will only be made after certification of full-time attendance of the student by the institution and receipt of the signed and notarized promissory note by the department. For a student eligible as part of a consortium agreement, the student must be considered to be enrolled full-time for purposes of federal student aid.

- (H) Only one-half (1/2) of the annual Minority Teaching award will be issued in a semester of that award year.
- (I) The applicant's award will be sent to the approved institution. The institution shall retain the portion of the award that the student owes for expenses and promptly give the applicant any remaining funds.
- (J) An applicant's failure to provide required information by the established deadlines may result in loss of the Minority Teaching award.
- (K) The CBHE has the discretion to withhold payments of any Minority Teaching awards after initiating an inquiry into the eligibility of a recipient or into the approved status of an institution.
- (L) A student may transfer from one approved institution to another without losing eligibility for assistance under the Minority Teaching Scholarship program, as long as the institution to which the student is transferring is able to match the student's state award. The student must notify the department immediately of the transfer.

(6) Scholarship Forgiveness and Deferment Policy.

- (A) For each year, up to five (5) years, the recipient teaches in a Missouri public elementary or secondary school, one-fifth (1/5) of the amount of the state scholarship received shall be applied against the total amount of the state scholarship and shall not be subject to repayment.
- (B) The employer shall annually provide certification to the department the recipient holds a qualifying teaching position.
- (C) Recipients shall defer repayment if their qualified employment is interrupted for one of the following reasons:
  - 1. Enrollment in full-time graduate study as certified at least annually by the institution in which the recipient is enrolled;
  - 2. Request and receipt of medical leave as certified by the recipient's employer for a medical need certified by the recipient's physician;
  - 3. Service in any branch of the armed forces of the United States;
  - 4. Teaching in areas defined as critical need by the state Board of Education; or
  - 5. A temporary total disability resulting from an injury or illness that renders the recipient unable to teach in any subject area for which he is certified. The recipient's physician must certify the nature of the disability, the date the disability began, and the expected duration of the recovery period, not to exceed twelve (12) months.
- (D) The deferment of repayment shall begin on the date the recipient ceases to teach. The recipients must notify the department at the beginning and end of the interruption in employment and provide any requested supporting documentation. The recipients must also return to a qualified teaching position following the interruption.
- (E) Recipients must promptly report to the department any change of mailing address.

(7) Repayment Policy.

- (A) Recipients must notify the department within thirty (30) days of a change in enrollment status or employment that would trigger repayment.
- (B) Recipients must promptly report to the department any change of mailing address.
- (C) The scholarship shall convert to a loan and the recipient shall repay the scholarship funds received from the state with interest at a rate of nine and one-half percent (9.5%) charged on the unpaid balance of the amount received if the recipient—
  - 1. Ceases study leading to teacher certification for any reason including, but not limited to, the following. Interest shall accrue from the date the recipient ceased study leading to teacher certification until the outstanding balance of principal and interest has been paid in full.
    - a. Change of career goal as evidenced by the nature of the postsecondary courses selected;
    - b. Withdrawal from approved postsecondary institutions;
    - c. Dismissal, suspension, or expulsion from a participating postsecondary institution for any reason; or
    - d. Less than full-time enrollment in a program leading to certification to teach in a Missouri public elementary or secondary school, except less than full-time enrollment during summer terms shall not trigger repayment;
  - 2. Fails to receive a teaching certificate within six (6) months of graduation from an approved institution. Interest shall accrue from the date of graduation until the outstanding balance of principal and interest has been paid in full;
  - 3. Fails to be hired for or accept a full-time teaching position in a Missouri public elementary or secondary school within ten (10) months of receiving certification to teach in such a school. Interest shall accrue from the date teacher certification was issued until the outstanding balance of principal and interest has been paid in full; or
  - 4. Fails to teach in a Missouri public elementary or secondary school on a full-time basis for a period of five (5) consecutive years after receipt of a degree, except as provided in subsection (6)(C) of this rule. Interest shall accrue from the date the recipient ceases to teach until the outstanding balance of principal and interest has been paid in full.
- (D) The department shall mail a repayment schedule to the recipient.
  - 1. The repayment schedule shall be based on a ten (10) year repayment plan.
  - 2. The payment amount will vary depending on the total amount received plus accrued interest. Under no circumstances shall the minimum monthly payment be less than \$50 or the minimum annual payment be less than \$600.
  - 3. The recipient shall make the first payment no later than the last day of the month in which the repayment schedule is dated.

- (E) Payments shall be applied first to accrued interest with any remaining amount applied to principal.
  - (F) Recipients shall not be subject to penalty for early repayment.
  - (G) Recipients may defer principal and interest payments for a period approved by the department for the following reasons:
    - 1. Enrollment in full-time study as certified at least annually by the institution in which the recipient is enrolled. The deferment shall be initiated on the date the recipient begins full-time enrollment;
    - 2. Medical need as certified by the recipient's physician;
    - 3. Service in any branch of the armed forces of the United States; or
    - 4. A temporary total disability. The recipient's physician must certify the nature of the disability, the date the disability began, and the expected duration of the recovery period.
  - (H) The recipients must notify the department at the beginning and end of the deferment period and submit to the department any requested supporting documentation.
  - (I) Interest will not accrue during a deferment period.
  - (J) Payments made during a deferment period will be applied first to any interest accrued prior to the deferment period and then to principal.
  - (K) A recipient's account will be in a default status when the recipient has failed to make three (3) consecutive, scheduled payments.
    - 1. Upon default, principal and interest are due in full within one (1) year of default.
    - 2. The department will notify the recipient of the default status by certified mail sent to his last known mailing address.
    - 3. The recipient shall have thirty (30) days from the date of the certified notice to make satisfactory repayment arrangements.
  - (L) A recipient may remove his account from default status by making three (3) consecutive, on-time payments that are at least the minimum amount provided on the repayment schedule.
  - (M) All loans in repayment, deferment, or default status will be monitored. All available legal remedies may be pursued to ensure full repayment of loans.
  - (N) In the event a recipient becomes totally and permanently disabled as certified by a physician, the requirements of the recipient to make any further payment of principal and interest will be cancelled immediately upon approval of the request for cancellation. The recipient must apply to the department for loan cancellation and provide any requested supporting documentation.
- (8) Information Sharing Policy. All information on an individual's Minority Teaching application will be shared with the financial aid office of the institution to which the individual has applied, or is attending, to permit verification of data submitted. Information may be shared with federal financial aid offices if necessary to verify data furnished by the state or federal governments as provided for in the Privacy Act of 1974, 5 U.S.C. sections 552, 552a.

*AUTHORITY: Section 161.415, RSMo , Supp. 2010\**

*\*Original authority: 161.415, RSMo 1990*

# Missouri Revised Statutes

## Chapter 161

August 28, 2010

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### **Minority teaching scholarships--amount--qualifications--matching funds--renewability.**

161.415. 1. Within the limits of amounts appropriated therefor, the department of higher education shall make available up to one hundred one-year, renewable scholarships in an amount of two thousand dollars to minority students for the purpose of encouraging minority students to enter teaching. Such scholarships shall be available to minority high school graduates and college students who are residents of Missouri, and who enter and make a commitment to pursue a teacher education program approved by the department of elementary and secondary education and offered by a four-year college or university located in Missouri, or who after the completion of their baccalaureate degree enter teacher education and make a commitment to teach science or mathematics, and who have:

(1) Achieved scores on an accepted standardized test of academic ability, including, but not limited to, the SAT, ACT, SCAT, which place them at or above the seventy-fifth percentile; and

(2) A high school rank at or above the seventy-fifth percentile.

2. If the number of applicants exceeds the number of scholarships or revenues available, the department of higher education may consider the financial needs of the applicant.

3. Any college or university located in Missouri which offers a teacher education program approved by the department of elementary and secondary education, and wishes to have the scholarships provided pursuant to this section made available to eligible applicants for admittance to such college or university, must provide matching funds to match one dollar for every two dollars made available by the state pursuant to this section for students attending the college or university. Such matching funds shall not be taken from money made available to the college or university from state funds. The total scholarship available to any one student from state and from college and university sources pursuant to such match program shall be three thousand dollars per year.

4. A recipient shall be eligible for a renewed scholarship for a maximum of three additional years. Eligibility for renewed scholarships shall be based on criteria established by the colleges of education and the department of higher education.

5. As used in this section the term "minority" includes Asian Americans, Hispanic Americans, Native Americans and African Americans.

6. The scholarships provided in subsection 1 of this section shall be available to otherwise eligible students who are currently enrolled in a community college and make a commitment to

pursue a teacher education program approved by the department of elementary and secondary education and offered by a four-year college or university located in Missouri.

(L. 1990 H.B. 1142 § 4, A.L. 1996 H.B. 1166, A.L. 2010 H.B. 1858)

### **Department to develop criteria--applicant preference of schools.**

161.418. 1. The department of elementary and secondary education shall develop criteria, with input from teacher educators in this state, to select which of the eligible applicants shall receive the scholarships made available under sections 161.415 to 161.424.

2. Students making application for the scholarships provided under sections 161.415 to 161.424 shall indicate their first, second, and third preference as to which of the colleges and universities which have provided the necessary matching funds to participate in the scholarship program established under sections 161.415 to 161.424 they wish to attend. The department of elementary and secondary education, in conjunction with those colleges and universities which have provided the necessary matching funds, shall develop procedures for matching students eligible for the scholarships provided under sections 161.415 to 161.424 with such colleges and universities.

(L. 1990 H.B. 1142 § 5)

### **Cessation of study--effect.**

161.421. If a student ceases his study prior to receiving a degree, any scholarship received under the provisions of sections 161.415 to 161.424 shall be treated as a loan to the student and interest at the rate of nine and one-half percent per year shall be charged upon the unpaid balance of the amount received from the date the student ceases his study until the amount received is paid back to the state.

(L. 1990 H.B. 1142 § 6)

### **Recipients of scholarships to teach in this state--terms, conditions--deferral of payments.**

161.424. 1. Every student receiving scholarships under the provisions of sections 161.415 to 161.424 shall teach in an elementary or secondary public school in this state for a period of five years after receiving a degree or the scholarship shall be treated as a loan to the student and interest at the rate of nine and one-half percent per year shall be charged upon the unpaid balance of the amount received from the date the student ceases to teach until the amount received is paid back to the state. For each year that the student teaches up to five years, one-fifth of the amount which was received under sections 161.415 to 161.424 shall be applied against the total amount received and shall not be subject to the repayment requirement of this section.

2. The state board of education shall have the power to and shall defer interest and principal payments under certain circumstances, which shall include, but need not be limited to, the enrollment in a graduate program, service in any branch of the armed forces of the United States, or teaching in areas of critical need as defined by the state board.

(L. 1990 H.B. 1142 § 7)

## **AGENDA ITEM SUMMARY**

### **AGENDA ITEM**

Revision of the Proposed A+ Scholarship Program Administrative Rule  
Coordinating Board for Higher Education  
June 9, 2011

### **DESCRIPTION**

On January 29, 2009, Governor Nixon signed Executive Order 16, which transferred the scholarship component of the A+ program from the Department of Elementary and Secondary Education to the Missouri Department of Higher Education (MDHE). The transfer, which was unopposed by the General Assembly, is now part of state law. This agenda item is intended to update you on the current status of the related administrative rule for the program and to seek approval for the revision of one section of the proposed rule.

#### **Background**

On February 10, 2011, the Coordinating Board adopted a proposed administrative rule for the operation of the A+ Scholarship program and directed the Commissioner of Higher Education to proceed with the statutory rulemaking process. On April 1, the proposed rule was published in the Missouri Register. As part of the statutory process for the promulgation of administrative rules, the rule's publication began a 30 day public comment period, which ended on May 1.

During the comment period, the MDHE received 128 comments from 45 sources representing a broad array of backgrounds, including parents; administrators at the middle school, high school and district levels; and postsecondary education officials. In addition, the MDHE received 23 comments from nine sources after the formal comment period had closed. The MDHE staff has reviewed all of the comments and is recommending the revision of one section of the rule.

#### **105 Percent Requirement**

The largest number of comments (71) related to the provision that ends A+ payments to students once they have reached 105 percent of the hours included in their program of study. Most of the commenters in this area were concerned about the types of hours that would be included in the limit. The largest number of comments opposed the inclusion of credit earned prior to high school graduation, such as dual credit or career and technical education credit, in this limitation. Some objected to the inclusion of remedial or developmental coursework within this limitation. Others felt this provision would unfairly penalize students that change majors or institutions. Some commenters also suggested that the limitation should not include coursework that does not apply to a student's program or that was not reimbursed by A+ funds. One commenter suggested that this limitation was too vague and was not needed, given the other two eligibility limits (48 months and receipt of an associate's degree).

Coordinating Board for Higher Education  
June 9, 2011

The primary purpose of the 105 percent limitation is to signal the clear expectation that students must be prepared for postsecondary study and remain focused on the completion of a certificate or degree. In this context, it is considered essential that this provision remain part of the program requirements. Additionally, remedial coursework must remain part of the limitation as must some coursework outside of the student's primary area of study in order to achieve those goals. However, MDHE staff does agree that there are undesirable consequences to including credit earned prior to high school graduation or that is not accepted in transfer.

### **Algebra I End of Course Exam**

A substantial number of comments (40) were received regarding this high school eligibility requirement, which will become effective in the fall of 2015. The largest number of comments concerned the ability of students at the 8<sup>th</sup> and 9<sup>th</sup> grade levels to act responsibly concerning this requirement. A number of commenters were concerned that this requirement was either too difficult or inappropriate for certain categories of students. Finally, several commented that linking eligibility to a single test was not appropriate.

This provision was incorporated into the requirements students must meet in high school in order to address concerns among postsecondary education officials about the preparation and persistence of A+ recipients. While the comments raise important issues, they do not represent new information or new interpretation of the intent or outcome of this requirement. Given the board's focus on the need for rigorous coursework in high school and the need for students to graduate ready for college level work, this provision is a logical step to take to further that goal. Additionally, the Department of Elementary and Secondary Education continues to highlight the importance of student performance on this and other measures. As a result, no change in this section of the rule is being recommended.

### **Missouri Western/Hillyard Agreement**

The MDHE received several comments (18) expressing concern about the definition of participating institution and the limits included in the rule on partnership arrangements. These concerns were almost exclusively related to the planned phase out of A+ participation by Missouri Western State University, through an agreement with Hillyard Career Center in St. Joseph. Comments focused on the need in that community for access to A+ eligible associate degree level programs and the impact the loss of current options might have on the college going rate of St. Joseph high school graduates.

The statutory provision that establishes the A+ program states that the program will cover certain costs at "any public community college or vocational or technical school or within the limits established in subsection 9 of this section for any two-year private vocational or technical school." Clearly, this definition does not include Missouri Western State University or similar types of institutions. The intent of the rule is to ensure the program remains compliant with this statutory directive. However, MDHE staff is aware that students have been able to use their A+ benefits to attend certain programs offered by Missouri Western for more than a decade. It would cause unacceptable disruption for students if the MDHE proceeded to abruptly end this arrangement. Consequently, while staff is not recommending a revision of this section of the

rule, it continues to work with the institutions in the area to ensure a smooth transition. This includes a phase-out process for students attending Missouri Western as well as fostering increased communication between the community, St. Joseph School District and postsecondary education institutions to explore options for additional associate degree level services for this area.

### **Other Comments**

Beyond the three areas of comment highlighted above, individual comments were received relating to a number of other components of the rule. Those comments related to the following issues.

- The administrative burden that would be created by the limitation for reimbursement of dropped or failed coursework.
- The requirement that students make a good faith effort to secure federal student aid.
- The inclusion of job shadowing as meeting a portion of the tutoring/mentoring requirement.
- The requirement that students have 95 percent attendance in high school.
- The need for a phase in period for the new requirements. The shortest recommended delay for implementation would be until next academic year and the longest was to delay implementation until 2016.
- A universal or single definition of the “good citizenship” requirement.
- The need for clarification of the content of student contract signed with the high school.

Based on the analysis of these comments, no additional revisions are being recommended. Many of these comments did not address specific language of the rule or suggest revisions but were requests for clarification of procedural issues which can be handled without revision of the rule. As to delayed implementation, it is not recommended that the rule implementation as a whole be delayed. Financial assistance staff has already notified schools of delayed implementation of the 105 percent requirement based on the timing of the effective date and the clear need for students that are near that point to make alternative provisions. Staff will continue to monitor these situations and take appropriate action on a case by case basis.

### **Next Steps**

The next step in the administrative rule process is the filing of an order of rulemaking. As part of that process, the MDHE must publish a summary description of all comments received during the comment period and may make revisions to the final rule language.

As mentioned above, based on the comments received relating to the “105 percent requirement,” staff is recommending that section of the administrative rule be revised. Attached to this board item is suggested language for that purpose. The attachment includes both a marked up version of the affected section (which includes underlining and strike through to indicate new and deleted language respectively) and a clean version. These drafts have also been shared widely with the postsecondary education community as well as other A+ interested organizations and

individuals. The MDHE staff will bring any resulting comments or recommendations to the meeting for further discussion.

Given the need for additional action by the Coordinating Board, the remaining steps in the rulemaking process cannot be completed within the time frame originally proposed in February. While staff continues to pursue the implementation of the new processing system for this program and will implement the provisions of this policy as appropriate for the summer and fall payment periods, it appears the final effective date for the rule will not occur until the end of September.

### **Conclusion**

The A+ program continues to enjoy strong financial support from the state and to experience growth in the population of eligible students. For FY12, nearly \$30 million has been appropriated to allow the program to serve students from 364 high schools, an increase of 54 high schools from the previous year. The proposed changes to the program are designed to ensure proper management of program funds and to ensure those scarce resources are focused on successful outcomes. This change will help make certain those gains do not come with unintended consequences for eligible students.

### **STATUTORY REFERENCE**

Section 160.545, RSMo, A+ Scholarship

### **RECOMMENDED ACTION**

**It is recommended that the Coordinating Board for Higher Education direct the Commissioner of Higher Education to file an order of rulemaking with the Secretary of State that includes the attached revision to the proposed administrative rule for the A+ program.**

### **ATTACHMENT(S)**

Attachment A: Proposed Revision to the A+ Scholarship Program Administrative Rule

Attachment B: Final A+ Scholarship Program Administrative Rule

Attachment C: Subsection 160.545.7., RSMo, A+ Scholarship

Addendum to Tab F – Revision of the Proposed A+ Scholarship Program Administrative Rule

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MDHE staff proposes the following addition to the recommended action relating to the agenda item titled “Revision of the Proposed A+ Scholarship Program Administrative Rule.”

**It is recommended that the Coordinating Board for Higher Education direct the Commissioner of Higher Education to establish a Memorandum of Understanding (MOU) to address the phase out of reimbursement of tuition and fees for students enrolled in associate degree programs under the A+ program at Missouri Western State University. The MOU should provide for the continued eligibility for the high school graduating classes of 2011 and 2012 at Missouri Western State University and accommodate the eligibility of those individuals for the full 48 months provided as part of the proposed administrative rule, resulting termination of participation by Missouri Western State University on July 1, 2016.**

## Proposed Revision to the A+ Scholarship Program Administrative Rule

**Marked Up Version: The following shows the proposed changes from the existing rule, with new text underlined and deleted text struck through.**

(4) Award Policy.

(C) Student eligibility for the A+ Scholarship expires at the earliest of the following, except a student who is eligible at the beginning of a term may receive A+ tuition reimbursement for the full term in which the expiration criterion is met:

1. Forty-eight (48) months after completion of high school coursework;
2. Receipt of an associate's degree; or
3. Completion of one hundred five (105) percent of the hours required for the program in which the student is currently enrolled. ~~In instances in which the student is enrolled in a related, higher level certificate, the hours required for both the original and the higher level certificate shall be combined when calculating the percentage. Calculation of the percentage shall include all known hours completed at any institution, regardless of whether those hours are accepted in transfer into the student's current program and whether the student received A+ reimbursement for those hours; or~~
3. Receipt of an associate's degree.
4. Calculation of the 105 percent shall include—
  - (a) All known hours completed at any participating A+ institution, including those earned as part of coursework designated as remedial or developmental, and
  - (b) All hours accepted in transfer by an A+ participating institution from an institution that is ineligible for A+ participation.
5. Calculation of the 105 percent shall not include the following.
  - (a) Postsecondary hours earned for work performed before high school graduation. Such hours shall include, but not be limited to, those earned through dual credit, dual enrollment, technical education articulation, Advanced Placement, or international baccalaureate programs.
  - (b) Hours earned at a postsecondary institution that is ineligible for A+ participation that are not accepted in transfer by an A+ participating institution.

**Clean Version: The following displays the revised section of the rule with the proposed changes in place.**

(4) Award Policy.

(C) Student eligibility for the A+ Scholarship expires at the earliest of the following, except a student who is eligible at the beginning of a term may receive A+ tuition reimbursement for the full term in which the expiration criterion is met:

1. Forty-eight (48) months after completion of high school coursework;
2. Receipt of an associate's degree; or
3. Completion of one hundred five (105) percent of the hours required for the program in which the student is currently enrolled.
4. Calculation of the 105 percent shall include—
  - (a) All known hours completed at any participating A+ institution, including those earned as part of coursework designated as remedial or developmental, and
  - (b) All hours accepted in transfer by an A+ participating institution from an institution that is ineligible for A+ participation.
5. Calculation of the 105 percent shall not include the following.
  - (a) Postsecondary hours earned for work performed before high school graduation. Such hours shall include, but not be limited to, those earned through dual credit, dual enrollment, technical education articulation, Advanced Placement, or international baccalaureate programs.
  - (b) Hours earned at a postsecondary institution that is ineligible for A+ participation that are not accepted in transfer by an A+ participating institution.

**Title 6 – DEPARTMENT OF HIGHER EDUCATION**

**Division 10 – Commissioner of Higher Education**

**Chapter 2 – Student Financial Assistance Program**

**PROPOSED RULE**

**6 CSR 10-2.190 A+ Scholarship Program**

*PURPOSE: This rule sets forth the policies of the Coordinating Board for Higher Education regarding institutional and student eligibility for student financial assistance under the A+ Scholarship program.*

(1) Definitions.

(A) “Academic year” shall be twenty-four (24) semester or trimester credit hours, thirty-six (36) quarter credit hours, or nine hundred (900) clock hours, and at least 30 weeks of instructional time for a credit hour program or at least twenty-six (26) weeks of instructional time for a clock hour program.

(B) “A+ Scholarship” shall mean the tuition reimbursement program set forth in subsections 7 through 9 of section 160.545, RSMo.

(C) “A+ tuition reimbursement” shall mean an amount of money paid by the state of Missouri to a qualified student under the A+ Scholarship for costs related to tuition, general fees, and up to fifty (50) percent of book costs, subject to state appropriations, after federal sources of funding have been applied.

(D) “Award year” shall be from July 1 of any year through June 30 of the following year.

(E) “CBHE” shall mean the Coordinating Board for Higher Education created by section 173.005.2, RSMo.

(F) “Department” shall mean the Department of Higher Education created by section 173.005.1, RSMo.

(G) “Federal sources of funding” shall mean grant funds made available directly to students by the federal government and shall not include any funds that must be repaid or work-study funds.

(H) “Full-time student” shall mean a student who, regardless of the course delivery method, is enrolled in at least twelve (12) semester hours, eight (8) quarter hours, or the equivalent in another measurement system, but not less than the respective number sufficient to secure the certificate or degree toward which the student is working in no more than the number of semesters or their equivalent normally required by the institution for the program in which the student is enrolled. Provided, however, that an otherwise eligible student having a disability as defined by Title II of the Americans with Disabilities Act (42 U.S.C. 12101-12213) who, because of his or her disability, is unable to satisfy the statutory minimum requirements for full-time status under federal student financial aid programs included in Title IV of the Higher Education Act of 1965 shall be considered to be making satisfactory academic progress, as defined in subsection (1)(P) of this rule, while carrying a minimum of six (6) credit hours or their equivalent at the approved institution.

(I) “Good faith effort to secure all federal sources of funding that could be applied to tuition reimbursement” shall mean, by the deadline established by the department, being eligible to complete and completing the federal need-based aid application form as prescribed by the USDE. For students whose parents refuse to provide financial information, the application form must, at a minimum, include the dependent student’s financial information. For students attending institutions that do not participate in the federal Title IV student financial aid programs, completion of the predictor tool for federal Title IV student financial aid eligibility approved by the USDE is acceptable.

(J) His, him or he shall apply equally to the female as well as the male sex where applicable in this rule.

(K) “Initial recipient” shall mean a student who qualifies under subsection 7 of section 160.545, RSMo and this rule, and who has made a good faith effort to secure all federal sources of funding that could be applied to tuition reimbursement, and has not received A+ tuition reimbursement in any prior award year.

(L) “Participating institution” shall mean a Missouri public community college, a public vocational or technical school, or a two-year private vocational or technical school meeting the requirements set forth in subsection 9 of section 160.545, RSMo, that has entered into a participation agreement for the A+ Scholarship program with the department.

(M) “Partnership” shall mean a written agreement between two or more institutions, at least one of which must be an A+ participating institution, providing for the processing and delivery of A+ tuition reimbursement.

(N) “Renewal recipient” shall mean a student who received A+ tuition reimbursement in a prior award year, qualifies under subsection 7 of section 160.545, RSMo, and who has made a good faith effort to secure all federal sources of funding that could be applied to tuition reimbursement.

(O) “Repeat coursework” shall be any coursework for which the student has been assigned a grade under the institution’s standard grading policy, excluding coursework for which the student was placed in an incomplete or withdrawn status, in a previous term.

(P) “Satisfactory academic progress” shall be a cumulative grade point average (CGPA) of at least two and one-half (2.5) on a four-point (4.0) scale, or the equivalent on another scale, and, with the exception of grade point average, as otherwise determined by the participating institution’s policies as applied to other students at the participating institution receiving assistance under federal Title IV student financial aid programs. The calculation of CGPA shall be based on the participating institution’s policies as applied to other students in similar circumstances.

(Q) “Tuition and fees” shall mean any charges to students classified as tuition and any institutional fees charged to all students, excluding program-specific fees.

(R) “USDE” shall mean the United States Department of Education.

## (2) Responsibilities of Participating Institutions.

(A) Only institutions who have entered into a participation agreement with the department may receive reimbursement under the A+ Scholarship program.

(B) Participating institutions shall meet the following requirements.

1. Before requesting reimbursement for an initial recipient, verify the following:

A. The student has met the eligibility requirements listed in section (3) of this rule through collection of a high school transcript bearing the official A+ seal;

B. The eligible student is enrolled as a full-time student, except as provided in subsection (1)(H) of this rule; and

C. The student has made a good faith effort to secure all federal sources of funding that could be applied to tuition reimbursement, except as provided in subsection (1)(I) of this rule.

2. Before requesting reimbursement for a renewal recipient, verify the following:

A. The eligible student is enrolled as a full-time student, except as provided in subsection (1)(H) of this rule;

B. The student has made a good faith effort to secure all federal sources of funding that could be applied to tuition, except as provided in subsection (1)(I) of this rule; and

C. The student is maintaining satisfactory academic progress.

3. Comply with the institutional responsibilities required in 6 CSR 10-2.140(5), with the exception of 6 CSR 10-2.140(5)(A)5.

4. Verify federal sources of funding are applied correctly to tuition, general fees, and up to fifty (50) percent of book costs as specified in subsection (4)(K) of this rule.

(C) Partnerships must comply with the following.

1. Reimbursement will only be made to A+ participating institutions.

2. Reimbursement will only be made for coursework actually delivered by a participating institution.

3. Reimbursement may be requested by only one (1) participating institution as specified in the agreement and must be at a tuition rate consistent with the rate charged to other students enrolled in the course.

4. When a partnership includes only one (1) A+ participating institution, the student must be considered to be enrolled full time at the participating institution.

5. When two (2) or more A+ participating institutions are involved in a partnership, students must be enrolled in sufficient hours at a combination of the participating institutions to be considered to be enrolled full time as defined in this rule.

6. Institutions entering into partnerships must provide to the department any requested documentation pertaining to the processing and delivery of A+ tuition reimbursements.

### (3) Eligibility Policy.

(A) To qualify for A+ tuition reimbursement, an initial recipient must meet the following criteria:

1. Meet the requirements set forth in subsection 7 of section 160.545, RSMo;

2. Be a U.S. citizen, permanent resident, or otherwise lawfully present in the United States, in accordance with section 208.009, RSMo;

3. Enter into a written agreement with the A+ designated high school prior to high school graduation;

4. Graduate from an A+ designated high school with an overall grade point average of at least two and one-half (2.5) on a four-point (4.0) scale, or the equivalent on another scale;

5. Have at least a ninety-five (95) percent attendance record overall for grades nine through twelve (9-12);

6. Have performed fifty (50) hours of unpaid tutoring or mentoring, of which up to twenty-five (25) percent may include job shadowing;

7. Beginning with the high school senior class of 2015, have achieved a score of proficient or advanced on the official Algebra I end of course exam, or complete the first semester at a postsecondary institution with a minimum of twelve (12) hours or the equivalent and a two and one-half (2.5) grade point average prior to receiving A+ tuition reimbursement;

8. Have maintained a record of good citizenship and avoidance of the unlawful use of drugs and/or alcohol;

9. Be admitted as a regular student and enroll in and attend on a full-time basis a participating institution, except that students in the following circumstances may be enrolled less than full time:

A. The student is enrolled in all of the available hours applicable to his program of study in a given term;

B. The student is participating in a required internship; or

C. The student is enrolled in prerequisite courses that do not require full-time enrollment;

10. Not be enrolled or intend to use the award to enroll in a course of study leading to a degree in theology or divinity; and

11. Not have a criminal record preventing receipt of federal Title IV student financial aid.

(B) To qualify for tuition reimbursement under the A+ Scholarship program, a renewal recipient must meet the following criteria:

1. Be admitted as a regular student and enroll in and attend on a full-time basis a participating institution, except that students in the following circumstances may be enrolled less than full time:

A. The student is enrolled in all of the available hours applicable to his program of study in a given term;

B. The student is participating in a required internship; or

C. The student is enrolled in prerequisite courses that do not require full-time enrollment;

2. Maintain satisfactory academic progress; and

3. Make a good-faith effort to secure all federal sources of funding that could be applied to tuition before the award is disbursed but no later than the deadline established by the CBHE.

(C) The department will review written appeals of its eligibility policy in the following circumstances:

1. The student failed to make a good faith effort to secure all federal sources of funding that could be applied to tuition; or

2. The student failed to meet the grade point average requirement as a result of a documented medical reason.

(4) Award Policy.

(A) A+ tuition reimbursement for institutions with credit-hour programs shall occur each semester within one (1) award year.

(B) A+ tuition reimbursement for institutions with clock-hour programs shall be made in installments determined by the department annually.

(C) Student eligibility for the A+ Scholarship expires at the earliest of the following, except a student who is eligible at the beginning of a term may receive A+ tuition reimbursement for the full term in which the expiration criterion is met:

1. Forty-eight (48) months after completion of high school coursework;
2. Receipt of an associate's degree; or
3. Completion of one hundred five (105) percent of the hours required for the program in which the student is currently enrolled.
4. Calculation of the 105 percent shall include—
  - (a) All known hours completed at any participating A+ institution, including those earned as part of coursework designated as remedial or developmental, and
  - (b) All hours accepted in transfer by an A+ participating institution from an institution that is ineligible for A+ participation.
5. Calculation of the 105 percent shall not include the following.
  - (a) Postsecondary hours earned for work performed before high school graduation. Such hours shall include, but not be limited to, those earned through dual credit, dual enrollment, technical education articulation, Advanced Placement, or international baccalaureate programs.
  - (b) Hours earned at a postsecondary institution that is ineligible for A+ participation that are not accepted in transfer by an A+ participating institution.

(D) If an initial recipient is unable to enroll or a renewal recipient ceases attendance for the purpose of providing service in any branch of the armed forces of the United States, the eligibility of the student will be extended for the period of the service as documented on the student's DD214 form and all remaining eligibility will be retained if the student returns to full-time status within twelve (12) months of the end of military service and provides verification to the department that the military service was satisfactorily completed.

(E) Reimbursement will be as specified for the following categories of coursework:

1. Completed coursework, including remedial coursework, for which a grade is assigned under the institution's standard grading policy and that is required by the institution for the completion of a certificate or degree will be reimbursed. The amount of reimbursement paid for coursework for which a standard grade was not assigned, including coursework for which the student was placed in an incomplete or withdrawn status, will be deducted from subsequent reimbursement requests for the student.
2. Repeat coursework will not be reimbursed.
3. Coursework that is part of a higher level certificate or a degree that is taken after receipt of a certificate will be reimbursed provided that the certificate or degree is in a field related to the original certificate received.

(F) The amount of the A+ tuition reimbursement must be calculated based on the remaining costs of actual tuition and fees after any federal sources of funding have been applied and any deductions have been made for reimbursement of coursework for which a standard grade was not assigned, including coursework for which the student was placed in an incomplete or withdrawn status.

(G) The amount of the A+ tuition reimbursement is subject to legislative appropriation.

(H) If the appropriated funds exceed the amount necessary to fund tuition and fees, up to fifty (50) percent of book costs may be reimbursed.

(I) If insufficient funds are available to pay all eligible students the full amount of tuition and fees calculated in subsection (4)(F) of this rule, the department may take any of the following

measures to address the shortfall in order to ensure the A+ reimbursement does not exceed the appropriation:

1. Reduce the number of hours eligible for reimbursement; or

2. If projections indicate that the measure cited above is inadequate to address the funding shortfall, the department shall, as soon as may practicably be accomplished, make available for public comment a plan containing at least two options to ensure that total A+ reimbursements do not exceed the appropriation. Such plan shall be distributed to all participating institutions and the department shall accept public comments on the plan for no less than thirty (30) days before publication in a CBHE board book. No plan for accommodating the additional shortfall shall be approved before it has been on the agenda of a regularly scheduled CBHE meeting and an opportunity for public comment at the CBHE meeting has been provided.

(J) The hourly tuition rate used to calculate the A+ tuition reimbursement shall not exceed the published standard per credit hour tuition rate charged by Linn State Technical College.

1. Institutions with high need programs that have tuition charges above this limit may apply to the department for a waiver of this requirement on a program by program basis.

2. The federal credit hour to clock hour conversion calculation will be applied to institutions with clock hour programs.

(K) Financial aid must be applied to tuition and general fees in the following order.

1. First, all available federal sources of funding; and

2. Second, A+ tuition reimbursement.

(L) Award amounts may be increased or decreased at the department's discretion based on availability of funds for distribution during the award year.

(M) A student who has been denied A+ tuition reimbursement for lack of satisfactory academic progress may not receive another A+ tuition reimbursement until the enrollment period after the applicable standard has once again been met.

(N) No A+ tuition reimbursement will be made retroactive to a previous award year. An A+ tuition reimbursement will be made retroactive to a previous semester or payment period only upon the sole discretion of the department.

(O) A+ tuition reimbursement will be made only after institutional certification of the student's eligibility and the amount of the A+ tuition reimbursement.

(P) An eligible student's failure to provide required information by the established deadlines may result in loss of the A+ Scholarship for the period covered by the deadline.

(Q) The CBHE has the discretion to withhold payments of any A+ tuition reimbursements after initiating an inquiry into the eligibility or continued eligibility of a student or into the participation status of an institution.

(R) An eligible student may transfer the A+ Scholarship from one participating institution to another without losing eligibility for assistance, but the department shall make any necessary adjustments in the amount of the award.

(5) Information Sharing Policy. All information on an individual's A+ Scholarship application will be shared with the financial aid office of the institution to which the individual has applied, or is attending, to permit verification of data submitted. Information may be shared with federal financial aid offices if necessary to verify data furnished by state or federal governments as provided for in the Privacy Act of 1974, 5 U.S.C. sections 552, 552a.

*AUTHORITY: sections 160.545, RSMo Supp. 2006.\* Executive Order 10-16, dated January 29, 2010.*

*\*Original authority: section 160.545, RSMo 1993, amended 2002.*

*PUBLIC COST: This proposed amendment will not cost state agencies or political subdivisions more than five hundred dollars (\$500) in the aggregate.*

*PRIVATE COST: This proposed amendment will not cost private entities more than five hundred dollars (\$500) in the aggregate.*

*NOTICE TO SUBMIT COMMENTS: Anyone may file a statement in support or in opposition to this proposed rule with the Missouri Department of Higher Education, Financial Assistance, Outreach, and Proprietary School Certification, Kelli Reed, Student Assistance Associate, P.O. Box 1469, Jefferson City, MO 65102-1469. To be considered, comments must be received within thirty (30) days after publication of this notice in the **Missouri Register**. No public hearing is scheduled.*

# *Missouri Revised Statutes*

## **Chapter 160: Schools--General Provisions** **Sub-section 160.545.7**

August 28, 2010

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7. The commissioner of education shall, by rule and regulation of the state board of education and with the advice of the coordinating board for higher education, establish a procedure for the reimbursement of the cost of tuition, books and fees to any public community college or vocational or technical school or within the limits established in subsection 9 of this section for any two-year private vocational or technical school for any student:

- (1) Who has attended a public high school in the state for at least three years immediately prior to graduation that meets the requirements of subsection 2 of this section, except that students who are active duty military dependents, and students who are dependants of retired military who relocate to Missouri within one year of the date of the parent's\* retirement from active duty, who, in the school year immediately preceding graduation, meet all other requirements of this subsection and are attending a school that meets the requirements of subsection 2 of this section shall be exempt from the three-year attendance requirement of this subdivision; and
- (2) Who has made a good faith effort to first secure all available federal sources of funding that could be applied to the reimbursement described in this subsection; and
- (3) Who has earned a minimal grade average while in high school as determined by rule of the state board of education, and other requirements for the reimbursement authorized by this subsection as determined by rule and regulation of said board.

8. The commissioner of education shall develop a procedure for evaluating the effectiveness of the program described in this section. Such evaluation shall be conducted annually with the results of the evaluation provided to the governor, speaker of the house, and president pro tempore of the senate.

9. For a two-year private vocational or technical school to obtain reimbursements under subsection 7 of this section, the following requirements shall be satisfied:

- (1) Such two-year private vocational or technical school shall be a member of the North Central Association and be accredited by the Higher Learning Commission as of July 1, 2008, and maintain such accreditation;
- (2) Such two-year private vocational or technical school shall be designated as a 501(c)(3) nonprofit organization under the Internal Revenue Code of 1986, as amended;
- (3) No two-year private vocational or technical school shall receive tuition reimbursements in excess of the tuition rate charged by a public community college for course work offered by the private vocational or technical school within the service area of such college; and
- (4) The reimbursements provided to any two-year private vocational or technical school shall not violate the provisions of article IX, section 8, or article I, section 7, of the Missouri Constitution or the first amendment of the United States Constitution

## **AGENDA ITEM SUMMARY**

### **AGENDA ITEM**

Student Loan Program Update  
Coordinating Board for Higher Education  
June 9, 2011

### **DESCRIPTION**

Following the elimination of the Federal Family Education Loan Program, uncertainty regarding the future role of student loan guaranty agencies has persisted for well over a year. Although comments from the U.S. Department of Education (USDE) routinely imply that public notice about plans for utilizing guarantors is just around the corner, the promised announcement has still not materialized.

In anticipation of a possible Request for Proposals from the USDE, the MDHE has continued to engage in conversations with other industry participants regarding the possibility of a joint proposal. The services solicited by the USDE are likely to include default aversion, financial literacy, college outreach, claims processing and collections.

Meanwhile, the student loan program continues to work to assist Missouri postsecondary institutions and students with matters relating to paying for college. One novel way the MDHE helps institutions serve their students is through the MDHE Default Prevention Grant Program. This grant program is entering its 10<sup>th</sup> year. In mid-May institutions submitted grant proposals to the MDHE that will be competitively evaluated. Successful proposals are eligible for grant awards of up to \$25,000 to be used to develop and implement on-campus efforts designed to prevent default through financial literacy education, student retention programs, etc.

MDHE staff will continue to update the CBHE as additional information about the future role of guaranty agencies becomes available.

### **STATUTORY REFERENCE**

Section 173.055 RSMo  
Section 173.110 RSMo

### **RECOMMENDED ACTION**

This is an information item only.

### **ATTACHMENT(S)**

None

Coordinating Board for Higher Education  
June 9, 2011

## AGENDA ITEM SUMMARY

### AGENDA ITEM

State Student Aid Status Report  
Coordinating Board for Higher Education  
June 9, 2011

### DESCRIPTION

Student financial aid is a substantive policy tool for the Coordinating Board and the state of Missouri in the promotion of student access and success in postsecondary education. As such, greater awareness of and appreciation for the range and scope of the programs administered by the Missouri Department of Higher Education (MDHE) is crucial. The intent of this agenda item is to provide the Coordinating Board with background and baseline information about the student financial assistance programs administered by the MDHE.

#### Program Descriptions

Dating back to the 1970s, Missouri has a long tradition of providing financial assistance to encourage its citizens to seek postsecondary education. While there are various other agencies responsible for the administration of special purpose programs, the MDHE is the focal point for most student financial aid issues.

By the conclusion of the current academic year, the MDHE will have distributed nearly \$92 million in student financial aid to more than 65,000 students. The attachments to this item provide detailed information for each of the programs administered by the department, including the number of students served and dollars awarded, by education institution and sector. A brief description of each of the programs is provided below.

**Access Missouri Financial Assistance Program** is a need-based program designed to be simple to understand, provide predictable, portable awards and increase access to the student's school of choice. Financial eligibility is determined using the Expected Family Contribution (EFC) as calculated through the Free Application for Federal Student Aid (FAFSA).

**Bright Flight**, the statutory title of which is the Missouri Higher Education Academic Scholarship Program, is a merit-based program that encourages top-ranked high school seniors to attend approved Missouri postsecondary schools.

**Marguerite Ross-Barnett Memorial Scholarship** is a need-based scholarship established for students who are employed while attending school part-time.

**A+ Scholarship** provides tuition reimbursement for eligible graduates of designated high schools to attend public community colleges, area career colleges or private career technical

Coordinating Board for Higher Education  
June 9, 2011

schools that meet the criteria outlined in statute. Eligible graduates must meet high school criteria relating to grade point average, attendance, mentoring/tutoring, and citizenship.

**Public Service Officer or Employee's Survivor Grant** provides tuition assistance to certain public employees and their families if the employee is killed or permanently and totally disabled in the line of duty.

**Vietnam Veteran's Survivor Grant** provides up to 12 grants annually to children and spouses of Vietnam veterans who served between 1961 and 1972 and whose deaths were attributed to, or caused by, exposure to toxic chemicals during the Vietnam conflict.

**Wartime Veteran's Survivors Grant** provides up to 25 grants annually to children and spouses of Veterans whose deaths or injuries were a result of combat action or were attributed to an illness that was contracted while serving in combat action, or who became 80 percent disabled as a result of injuries or accidents sustained in combat action since September 11, 2001.

**Kids' Chance Scholarship** is available to children of workers who were seriously injured or died in a work-related accident covered and compensated by workers' compensation. The MDHE partners with Kids' Chance, Inc. of Missouri, an organization that offers a similar, private scholarship, to identify eligible students.

**Minority Teaching Scholarship** is designed to attract academically talented minority individuals into the teaching profession. Through this program, students enrolled in approved teacher education programs receive loans to assist with educational expenses. For students who meet all of the program's obligations, the loans are forgiven through conversion to a scholarship.

**Minority and Underrepresented Environmental Literacy Scholarship** is designed to assist academically talented minority and underrepresented individuals pursuing a bachelor's or master's degree in an environmental course of study.

**Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)** is a federal grant program. The MDHE received a GEAR UP grant in 2000 designed to help improve the educational attainment of Missouri citizens by providing early college preparation and awareness activities to participating students through comprehensive mentoring, counseling, outreach and other support services. The program required that 50 percent of the state's award be allocated to scholarships. The high school element of the program was completed in 2007 but the department continues to administer the scholarship component of the program.

**Advantage Missouri** program, established in 1998, was a loan forgiveness program designed to encourage students to enroll in postsecondary education programs leading to employment in high demand occupations. Although funding for new students was terminated in 2004-2005 and the last participating student graduated in August 2007, the loan repayment and forgiveness process continues to be required in order to complete the department's obligations under the program.

## **Conclusion**

Through the Missouri Department of Higher Education (MDHE), the Coordinating Board for Higher Education is responsible for the administration of 11 state-funded student financial aid programs. These programs provide a valuable and substantial resource for Missouri citizens as they further their education beyond high school. It is clear these programs, as well as others that may follow, will continue to be important to the Coordinating Board's fulfillment of its strategic goals and objectives.

## **STATUTORY REFERENCE**

Section 160.545, RSMo, A+ Scholarship  
Section 161.415, RSMo, Minority Teaching Scholarship Program  
Section 173.234, RSMo, Wartime Veteran's Survivors Grant  
Section 173.235, RSMo, Vietnam Veteran's Survivor Grant  
Section 173.240, RSMo, Minority and Underrepresented Environmental Literacy Program  
Section 173.250, RSMo, Higher Education Academic Scholarship  
Section 173.254, RSMo, Kids' Chance Scholarship  
Section 173.260, RSMo, Public Service Officer or Employee's Child Survivor Grant  
Section 173.262, RSMo, Marguerite Ross-Barnett Memorial Scholarship  
Section 173.1101, RSMo, Access Missouri Financial Assistance Program

## **RECOMMENDED ACTION**

This is an information item only.

## **ATTACHMENT(S)**

Attachment A: 2010-2011 Access, Bright Flight and Ross-Barnett Payment Table  
Attachment B: 2010-2011 A+ Scholarship Payment Table  
Attachment C: 2010-2011 GEAR UP/Minority Programs Payment Table  
Attachment D: 2010-2011 Survivor Programs Payment Table

Missouri Department of Higher Education  
Missouri Student Financial Assistance Programs  
2010-2011 Payment Table  
As of May 20, 2011

	Bright Flight Scholarship Program		Marguerite Ross Barnett Memorial Scholarship Program		Access Missouri Scholarship Program		Totals	
	Students	Dollars	Students	Dollars	Students	Dollars	Students	Dollars
<b>Public Four-Year Colleges</b>								
Harris-Stowe State University	0	\$0.00	0	\$0.00	264	\$202,355.00	264	202,355.00
Missouri Southern State University	64	\$88,500.00	1	\$1,716.00	1,246	\$1,063,080.00	1,311	1,153,296.00
Missouri Western State University	26	\$37,500.00	1	\$3,684.00	1,866	\$1,598,725.00	1,893	1,639,909.00
<b>Subtotal:</b>	<b>90</b>	<b>\$126,000.00</b>	<b>2</b>	<b>\$5,400.00</b>	<b>3,376</b>	<b>\$2,864,160.00</b>	<b>3,468</b>	<b>\$2,995,560.00</b>
<b>Comprehensive Universities</b>								
Missouri State University	600	\$832,500.00	2	\$3,906.00	4,245	\$3,604,321.50	4,847	4,440,727.50
Missouri State University - West Plains	4	\$6,000.00	0	\$0.00	435	\$157,756.00	439	163,756.00
Northwest Missouri State University	81	\$114,000.00	0	\$0.00	1,784	\$1,633,843.25	1,865	1,747,843.25
Southeast Missouri State University	173	\$249,750.00	0	\$0.00	2,830	\$2,554,794.00	3,003	2,804,544.00
University of Central Missouri	124	\$174,000.00	0	\$0.00	2,569	\$2,358,070.50	2,693	2,532,070.50
<b>Subtotal:</b>	<b>982</b>	<b>\$1,376,250.00</b>	<b>2</b>	<b>\$3,906.00</b>	<b>11,863</b>	<b>\$10,308,785.25</b>	<b>12,847</b>	<b>\$11,688,941.25</b>
<b>Statewide Liberal Arts</b>								
Truman State University	1,029	\$1,495,829.00	0	\$0.00	1,450	\$1,391,200.00	2,479	2,887,029.00
<b>Subtotal:</b>	<b>1,029</b>	<b>\$1,495,829.00</b>	<b>0</b>	<b>\$0.00</b>	<b>1,450</b>	<b>\$1,391,200.00</b>	<b>2,479</b>	<b>\$2,887,029.00</b>
<b>1890 Land-Grant University</b>								
Lincoln University	5	\$6,000.00	0	\$0.00	572	\$471,435.00	577	477,435.00
<b>Subtotal:</b>	<b>5</b>	<b>\$6,000.00</b>	<b>0</b>	<b>\$0.00</b>	<b>572</b>	<b>\$471,435.00</b>	<b>577</b>	<b>\$477,435.00</b>
<b>1862 Land-Grant University</b>								
Missouri University of Science and Technology	932	\$1,281,000.00	0	\$0.00	1,425	\$1,251,492.00	2,357	2,532,492.00
University of Missouri - Saint Louis	95	\$132,750.00	21	\$47,155.20	1,688	\$1,466,893.00	1,804	1,646,798.20
University of Missouri-Columbia	2,103	\$3,003,039.75	3	\$8,841.60	5,052	\$4,784,515.74	7,158	7,796,397.09
University of Missouri-Kansas City	360	\$521,250.00	1	\$4,410.00	1,543	\$1,341,675.00	1,904	1,867,335.00
<b>Subtotal:</b>	<b>3,490</b>	<b>\$4,938,039.75</b>	<b>25</b>	<b>\$60,406.80</b>	<b>9,708</b>	<b>\$8,844,575.74</b>	<b>13,223</b>	<b>\$13,843,022.29</b>
<b>Public Two-Year</b>								

Missouri Department of Higher Education  
Missouri Student Financial Assistance Programs  
2010-2011 Payment Table  
As of May 20, 2011  
Marguerite

	Bright Flight Scholarship Program		Ross Barnett Memorial Scholarship Program		Access Missouri Scholarship Program		Totals	
	Students	Dollars	Students	Dollars	Students	Dollars	Students	Dollars
Clinton Technical School	0	\$0.00	0	\$0.00	9	\$1,237.50	9	1,237.50
Crowder College	5	\$6,750.00	15	\$13,329.00	703	\$250,152.50	723	270,231.50
East Central College	9	\$11,250.00	24	\$15,189.00	759	\$269,178.50	792	295,617.50
Jefferson College	6	\$6,750.00	0	\$0.00	967	\$312,835.50	973	319,585.50
Kirkville Area Technical Center	0	\$0.00	0	\$0.00	13	\$6,110.00	13	6,110.00
Metropolitan Community College	26	\$32,250.00	3	\$2,460.00	1,504	\$570,283.50	1,533	604,993.50
Metropolitan Community Colleges-Longview	2	\$2,250.00	0	\$0.00	1	\$150.00	3	2,400.00
Metropolitan Community Colleges-Maple Woods	0	\$0.00	0	\$0.00	0	\$0.00	0	0.00
Mineral Area College	1	\$1,500.00	0	\$0.00	545	\$180,018.00	546	181,518.00
Moberly Area Community College	3	\$3,750.00	6	\$6,267.00	970	\$354,302.50	979	364,319.50
North Central Missouri College	1	\$1,500.00	0	\$0.00	415	\$136,965.00	416	138,465.00
Ozarks Technical Community College	11	\$14,250.00	5	\$7,599.00	1,783	\$570,825.00	1,799	592,674.00
Pemiscot County Vocational School of Practical Nursing	0	\$0.00	0	\$0.00	9	\$3,032.50	9	3,032.50
South Central Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	0.00
St. Charles Community College	8	\$8,250.00	0	\$0.00	778	\$236,343.00	786	244,593.00
St. Louis Community College-Florissant Valley	12	\$14,250.00	2	\$1,494.00	1,293	\$369,467.50	1,307	385,211.50
St. Louis Community College-Forest Park	1	\$750.00	0	\$0.00	0	\$0.00	1	750.00
St. Louis Community College-Meramec	17	\$15,750.00	0	\$0.00	10	\$2,677.50	27	18,427.50
St. Louis Community College-Wildwood	1	\$750.00	0	\$0.00	0	\$0.00	1	750.00
State Fair Community College	6	\$5,250.00	0	\$0.00	763	\$274,345.00	769	279,595.00
Three Rivers Community College	3	\$3,000.00	0	\$0.00	773	\$260,679.00	776	263,679.00
Warrensburg Area Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	0.00
<b>Subtotal:</b>	<b>112</b>	<b>\$128,250.00</b>	<b>55</b>	<b>\$46,338.00</b>	<b>11,295</b>	<b>\$3,798,602.50</b>	<b>11,462</b>	<b>\$3,973,190.50</b>
<b>Public Two-Year Technical College</b>								
Linn State Technical College	1	\$1,500.00	0	\$0.00	289	\$222,821.00	290	224,321.00
<b>Subtotal:</b>	<b>1</b>	<b>\$1,500.00</b>	<b>0</b>	<b>\$0.00</b>	<b>289</b>	<b>\$222,821.00</b>	<b>290</b>	<b>\$224,321.00</b>
<b>Independent Universities</b>								
Saint Louis University	391	\$571,500.00	5	\$14,736.00	953	\$1,888,960.00	1,349	2,475,196.00
Washington University in St. Louis	412	\$602,250.00	25	\$71,469.60	146	\$294,195.00	583	967,914.60
<b>Subtotal:</b>	<b>803</b>	<b>\$1,173,750.00</b>	<b>30</b>	<b>\$86,205.60</b>	<b>1,099</b>	<b>\$2,183,155.00</b>	<b>1,932</b>	<b>\$3,443,110.60</b>
<b>Other Independent Four-Year</b>								
Avila University	8	\$10,500.00	0	\$0.00	310	\$603,360.00	318	613,860.00
Central Methodist University	13	\$16,500.00	0	\$0.00	735	\$1,379,880.00	748	1,396,380.00
College of the Ozarks	12	\$18,000.00	1	\$1,473.60	657	\$1,292,720.00	670	1,312,193.60

Missouri Department of Higher Education  
Missouri Student Financial Assistance Programs  
2010-2011 Payment Table  
As of May 20, 2011

Marguerite

	Bright Flight		Ross Barnett Memorial		Access Missouri		Totals	
	Scholarship Program		Scholarship Program		Scholarship Program		Students	Dollars
	Students	Dollars	Students	Dollars	Students	Dollars	Students	Dollars
Columbia College	19	\$17,250.00	1	\$2,210.40	2,166	\$3,619,970.00	2,186	3,639,430.40
Culver-Stockton College	3	\$4,500.00	0	\$0.00	226	\$452,168.00	229	456,668.00
Drury University	150	\$219,750.00	13	\$40,944.00	1,474	\$2,700,170.00	1,637	2,960,864.00
Fontbonne University	16	\$23,250.00	1	\$4,420.80	446	\$774,948.00	463	802,618.80
Hannibal-LaGrange University	9	\$12,750.00	0	\$0.00	253	\$472,430.00	262	485,180.00
Lindenwood University	107	\$153,750.00	0	\$0.00	2,020	\$3,738,320.00	2,127	3,892,070.00
Maryville University of Saint Louis	48	\$71,250.00	9	\$30,945.60	569	\$1,099,680.00	626	1,201,875.60
Missouri Baptist University	15	\$19,500.00	0	\$0.00	500	\$955,560.00	515	975,060.00
Missouri Valley College	3	\$4,500.00	0	\$0.00	472	\$922,800.00	475	927,300.00
Park University	12	\$15,000.00	5	\$12,525.60	692	\$1,245,020.00	709	1,272,545.60
Rockhurst University	69	\$99,750.00	0	\$0.00	355	\$718,470.00	424	818,220.00
Southwest Baptist University	68	\$98,250.00	0	\$0.00	746	\$1,409,988.00	814	1,508,238.00
Stephens College	4	\$6,000.00	0	\$0.00	210	\$394,550.00	214	400,550.00
Webster University	77	\$104,250.00	11	\$28,735.20	804	\$1,550,720.00	892	1,683,705.20
Westminster College	69	\$98,250.00	0	\$0.00	297	\$594,280.00	366	692,530.00
William Jewell College	76	\$113,250.00	0	\$0.00	273	\$550,610.00	349	663,860.00
William Woods University	14	\$18,750.00	0	\$0.00	233	\$441,200.00	247	459,950.00
<b>Subtotal:</b>	<b>792</b>	<b>\$1,125,000.00</b>	<b>41</b>	<b>\$121,255.20</b>	<b>13,438</b>	<b>\$24,916,844.00</b>	<b>14,271</b>	<b>\$26,163,099.20</b>

### Independent Two-Year

Cottey College	0	\$0.00	0	\$0.00	32	\$65,170.00	32	65,170.00
Wentworth Military Academy and Junior College	0	\$0.00	0	\$0.00	65	\$110,680.00	65	110,680.00
<b>Subtotal:</b>	<b>0</b>	<b>\$0.00</b>	<b>0</b>	<b>\$0.00</b>	<b>97</b>	<b>\$175,850.00</b>	<b>97</b>	<b>\$175,850.00</b>

### Independent Institutions for Art & Music

Kansas City Art Institute	9	\$13,500.00	0	\$0.00	138	\$276,750.00	147	290,250.00
<b>Subtotal:</b>	<b>9</b>	<b>\$13,500.00</b>	<b>0</b>	<b>\$0.00</b>	<b>138</b>	<b>\$276,750.00</b>	<b>147</b>	<b>\$290,250.00</b>

### Professional/Technical

Barnes-Jewish College	0	\$0.00	0	\$0.00	66	\$62,700.00	66	62,700.00
Boonslick Technical Education Center	0	\$0.00	0	\$0.00	14	\$4,425.00	14	4,425.00
Cape Girardeau Career & Tech Center	0	\$0.00	0	\$0.00	33	\$9,280.00	33	9,280.00
Carrollton Area Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	0.00
Cass Career Center	0	\$0.00	0	\$0.00	16	\$5,170.00	16	5,170.00
Cleveland Chiropractic College	0	\$0.00	0	\$0.00	0	\$0.00	0	0.00
Columbia Area Career Center	0	\$0.00	0	\$0.00	26	\$11,052.50	26	11,052.50
Eldon Career Center	0	\$0.00	0	\$0.00	21	\$3,650.00	21	3,650.00

Missouri Department of Higher Education  
Missouri Student Financial Assistance Programs  
2010-2011 Payment Table  
As of May 20, 2011

Marguerite

	Bright Flight Scholarship Program		Ross Barnett Memorial Scholarship Program		Access Missouri Scholarship Program		Totals	
	Students	Dollars	Students	Dollars	Students	Dollars	Students	Dollars
Four Rivers Career Center	0	\$0.00	0	\$0.00	12	\$4,097.50	12	4,097.50
Franklin Technology Center	0	\$0.00	0	\$0.00	39	\$5,362.50	39	5,362.50
Gibson Technical Center	0	\$0.00	0	\$0.00	0	\$0.00	0	0.00
Grand River Technical School	0	\$0.00	0	\$0.00	31	\$13,232.50	31	13,232.50
Hannibal Career and Technical Center	0	\$0.00	0	\$0.00	10	\$3,290.00	10	3,290.00
Hillyard Technical Center	0	\$0.00	0	\$0.00	32	\$10,482.50	32	10,482.50
Lebanon Technology & Career Center	0	\$0.00	0	\$0.00	23	\$3,982.50	23	3,982.50
Lester E. Cox Medical Center/Cox College	0	\$0.00	0	\$0.00	135	\$231,600.00	135	231,600.00
Lex La-Ray Technical Center	0	\$0.00	0	\$0.00	20	\$6,980.00	20	6,980.00
Logan College of Chiropractic	0	\$0.00	0	\$0.00	0	\$0.00	0	0.00
Nichols Career Center	0	\$0.00	0	\$0.00	19	\$8,205.00	19	8,205.00
Northland Career Center	0	\$0.00	0	\$0.00	8	\$2,660.00	8	2,660.00
Northwest Technical School	0	\$0.00	0	\$0.00	0	\$0.00	0	0.00
Pike-Lincoln Technical Center	0	\$0.00	0	\$0.00	24	\$7,765.00	24	7,765.00
Poplar Bluff Technical Career Center	0	\$0.00	0	\$0.00	28	\$10,857.50	28	10,857.50
Ranken Technical College	0	\$0.00	0	\$0.00	306	\$557,252.00	306	557,252.00
Research College of Nursing	4	\$3,000.00	0	\$0.00	31	\$61,500.00	35	64,500.00
Rolla Technical Institute/Center	0	\$0.00	0	\$0.00	52	\$7,150.00	52	7,150.00
Saint Luke's College	0	\$0.00	0	\$0.00	18	\$38,240.00	18	38,240.00
Saline County Career Center	0	\$0.00	0	\$0.00	17	\$6,097.50	17	6,097.50
Sikeston Career & Technology Center	0	\$0.00	0	\$0.00	0	\$0.00	0	0.00
Southeast Missouri Hospital College of Nursing and Hea	1	\$750.00	4	\$7,368.00	65	\$101,560.00	70	109,678.00
St. Louis College of Pharmacy	51	\$74,250.00	0	\$0.00	106	\$219,170.00	157	293,420.00
Texas County Technical College	0	\$0.00	2	\$4,420.80	67	\$106,370.00	69	110,790.80
Waynesville Career Center	0	\$0.00	0	\$0.00	16	\$4,935.00	16	4,935.00
<b>Subtotal:</b>	<b>56</b>	<b>\$78,000.00</b>	<b>6</b>	<b>\$11,788.80</b>	<b>1,235</b>	<b>\$1,507,067.00</b>	<b>1,297</b>	<b>\$1,596,855.80</b>
<b>Total:</b>	<b>7,369</b>	<b>\$10,462,118.75</b>	<b>161</b>	<b>\$335,300.40</b>	<b>54,560</b>	<b>\$56,961,245.49</b>	<b>62,090</b>	<b>\$67,758,664.64</b>
Total Student Head Count:	7,335		161		54,272.00		58,942	

Missouri Student Financial Assistance Programs - A+ Scholarship Program  
2010-2011 Preliminary Payment Table as of May 17, 2011

	Summer Students	Summer Dollars	Fall Students	Fall Dollars	Estimated Spring Students	Estimated Spring Dollars	Total Students <sup>1</sup>	Total Dollars
<b>PUBLIC COMMUNITY COLLEGES</b>								
Crowder College	49 \$	27,380.00	324 \$	388,017.65	442 \$	329,663.00	815 \$	745,060.65
East Central College	96 \$	50,764.50	511 \$	520,382.88	396 \$	398,676.75	1,003 \$	969,824.13
Jefferson College	113 \$	75,668.00	606 \$	730,383.00	606 \$	557,000.00	1,325 \$	1,363,051.00
Linn State Technical College	128 \$	226,838.00	419 \$	1,004,236.41	413 \$	1,019,344.95	960 \$	2,250,419.36
Metropolitan Community College - Blue River	70 \$	42,113.50	388 \$	483,463.80	270 \$	347,884.00	728 \$	873,461.30
Metropolitan Community College - Business & Technology Center	0 \$	-	0 \$	-	0 \$	-	0 \$	-
Metropolitan Community College - Longview	129 \$	85,924.00	698 \$	879,678.75	680 \$	623,858.00	1,507 \$	1,589,460.75
Metropolitan Community College - Maple Woods	110 \$	82,965.50	586 \$	835,862.80	752 \$	644,820.00	1,448 \$	1,563,648.30
Metropolitan Community College - Penn Valley	21 \$	14,540.00	65 \$	73,936.00	55 \$	57,920.00	141 \$	146,396.00
Mineral Area College	41 \$	23,721.00	346 \$	424,703.00	346 \$	400,000.00	733 \$	848,424.00
Missouri State University-West Plains	62 \$	40,482.01	234 \$	310,138.61	340 \$	200,000.00	636 \$	550,620.62
Moberly Area Community College	142 \$	103,085.00	539 \$	718,721.09	556 \$	650,000.00	1,237 \$	1,471,806.09
North Central Missouri College	47 \$	43,035.00	163 \$	236,154.00	186 \$	169,054.00	396 \$	448,243.00
Ozarks Technical Community College	189 \$	134,771.60	1,515 \$	2,048,719.69	1,515 \$	1,517,368.95	3,219 \$	3,700,860.24
St. Charles Community College	111 \$	58,300.00	903 \$	980,719.80	757 \$	733,480.00	1,771 \$	1,772,499.80
St Louis Community College - Forest Park	9 \$	4,810.00	54 \$	73,223.40	39 \$	51,265.50	102 \$	129,298.90
St Louis Community College - Meramec	415 \$	49,826.30	651 \$	791,184.50	507 \$	608,616.10	1,573 \$	1,449,626.90
St Louis Community College - Florissant Valley	34 \$	20,869.00	167 \$	173,018.60	115 \$	113,796.00	316 \$	307,683.60
St. Louis Community College - Wildwood	3 \$	1,940.00	82 \$	90,810.00	73 \$	81,919.30	158 \$	174,669.30
State Fair Community College	60 \$	42,863.00	394 \$	483,331.60	855 \$	353,326.80	1,309 \$	879,521.40
Three Rivers Community College	31 \$	20,989.00	151 \$	196,967.00	203 \$	145,977.50	385 \$	363,933.50
<b>Sector Subtotal</b>	<b>1,860 \$</b>	<b>1,150,885.41</b>	<b>8,796 \$</b>	<b>11,443,652.58</b>	<b>9,106 \$</b>	<b>9,003,970.85</b>	<b>19,762 \$</b>	<b>21,598,508.84</b>
<b>PUBLIC VOCATIONAL OR TECHNICAL SCHOOLS</b>								
Arcadia Valley Career Tech Ctr	0 \$	-	0 \$	-			0 \$	-

Missouri Student Financial Assistance Programs - A+ Scholarship Program  
2010-2011 Preliminary Payment Table as of May 17, 2011

	Summer Students	Summer Dollars	Fall Students	Fall Dollars	Estimated Spring Students	Estimated Spring Dollars	Total Students <sup>1</sup>	Total Dollars
Boonslick Technical Educ. Center	0 \$	-	0 \$	-			0 \$	-
Brookfield Area Career Center	0 \$	-	0 \$	-			0 \$	-
Cape Girardeau Car & Tech Center	0 \$	-	3	6113	3 \$	6,113.00	6 \$	12,226.00
Car. & Tech. Center At Ft. Osage	0 \$	-	0 \$	-			0 \$	-
Carrollton Area Career Center	0 \$	-	0 \$	-			0 \$	-
Carthage Technical Center	0 \$	-	0 \$	-			0 \$	-
Cass Career Center	0 \$	-	2 \$	6,348.50	2 \$	6,251.00	4 \$	12,599.50
Clinton Technical Sch.	0 \$	-	0 \$	-			0 \$	-
Columbia Area Career Center	4 \$	11,666.00	1 \$	3,166.00	1 \$	1,175.00	6 \$	16,007.00
Current River Career Center	0 \$	-	0 \$	-			0 \$	-
Dallas County Career Center	0 \$	-	0 \$	-			0 \$	-
Davis H. Hart Career Center	6 \$	10,300.08	0 \$	-			6 \$	10,300.08
Eldon Career Center	3 \$	9,400.00	0 \$	-			3 \$	9,400.00
Excelsior Springs Career Center	0 \$	-	0 \$	-			0 \$	-
Four Rivers Career Center	1 \$	3,666.00	3 \$	3,355.00	3 \$	8,738.00	7 \$	15,759.00
Franklin Technology Center	0 \$	-	2 \$	8,730.00	3 \$	9,530.00	5 \$	18,260.00
Gibson Technical Center	0 \$	-	0 \$	-			0 \$	-
Grand River Technical Sch.	0 \$	-	11 \$	22,760.00	10 \$	18,790.00	21 \$	41,550.00
Hannibal Career & Tech. Center	2 \$	4,224.00	1 \$	2,558.00	1 \$	2,543.00	4 \$	9,325.00
Herndon Career Center	0 \$	-	5 \$	10,699.20	5 \$	10,699.20	10 \$	21,398.40
Hillyard Technical Center	6 \$	15,682.00	7 \$	16,984.00	7 \$	16,984.00	20 \$	49,650.00
Missouri Western State University through Hillyard Technical Center	5 \$	5,125.50	225 \$	531,085.50	158 \$	317,797.10	388 \$	854,008.10
Kennett Career & Tech. Center	2 \$	3,766.66	0 \$	-			2 \$	3,766.66
Kirksville Area Tech. Center	0 \$	-	3 \$	5,481.00	3 \$	5,481.00	6 \$	10,962.00
Lake Career & Technical Center	0 \$	-	0 \$	-			0 \$	-
Lamar Area Voc.-Tech. Sch.	0 \$	-	0 \$	-			0 \$	-
Lebanon Tech. & Career Center	4 \$	14,425.00	4 \$	2,872.00	4 \$	2,872.00	12 \$	20,169.00
Lewis & Clark Career Center	0 \$	-	0 \$	-			0 \$	-
Lex La-Ray Technical Center	1 \$	1,185.00	4 \$	9,105.00	3 \$	6,960.00	8 \$	17,250.00
Macon Area Voc. Sch.	0 \$	-	0 \$	-			0 \$	-
Moberly Area Technical Center	0 \$	-	2 \$	2,300.00	2 \$	2,300.00	4 \$	4,600.00

Missouri Student Financial Assistance Programs - A+ Scholarship Program  
2010-2011 Preliminary Payment Table as of May 17, 2011

	Summer Students	Summer Dollars	Fall Students	Fall Dollars	Estimated Spring Students	Estimated Spring Dollars	Total Students <sup>1</sup>	Total Dollars
Nevada Regional Tech.-Ctr.	0 \$	-	1 \$	2,200.00	1 \$	2,200.00	2 \$	4,400.00
New Madrid R-I Tech Skills Ctr	0 \$	-	0 \$	-			0 \$	-
Nichols Career Center	15 \$	11,168.00	14 \$	36,259.00	14 \$	37,945.00	43 \$	85,372.00
North Central Career Center	0 \$	-	1 \$	1,725.00	1 \$	1,725.00	2 \$	3,450.00
North Technical	0 \$	-	0 \$	-			0 \$	-
Northland Career Center	1 \$	3,166.00	0 \$	-			1 \$	3,166.00
Northwest Technical Sch.	0 \$	-	0 \$	-			0 \$	-
Ozark Mountain Technical Center	0 \$	-	0 \$	-			0 \$	-
Pemiscot Co Career & Tech Ctr	0 \$	-	1 \$	2,478.00	1 \$	2,478.00	2 \$	4,956.00
Perryville Area Car & Tech Ctr	0 \$	-	0 \$	-	1 \$	2,698.00	1 \$	2,698.00
Pike/Lincoln Technical Center	0 \$	-	3 \$	7,229.50	5 \$	7,226.50	8 \$	14,456.00
Poplar Bluff Tech. Career Center	1 \$	1,389.00	5 \$	8,017.00	7 \$	10,542.00	13 \$	19,948.00
Rolla Technical Inst.	6 \$	2,671.00	41 \$	153,855.65	41 \$	153,855.65	88 \$	310,382.30
Saline Co. Career Center	2 \$	988.00	1 \$	1,252.50	1 \$	1,252.50	4 \$	3,493.00
Sikeston Career & Tech. Center	0 \$	-	1 \$	157.00	1 \$	157.00	2 \$	314.00
South Central Career Center	0 \$	-	2 \$	4,451.00	9 \$	6,899.50	11 \$	11,350.50
South Technical	0 \$	-	0 \$	-			0 \$	-
Southwest Area Career Center	0 \$	-	0 \$	-			0 \$	-
Unitec Career Center	0 \$	-	0 \$	-			0 \$	-
Warrensburg Area Career Center	1 \$	2,516.00	2 \$	4,083.00	2 \$	4,083.00	5 \$	10,682.00
Waynesville Career Center	0 \$	-	5 \$	27,108.00	5 \$	20,806.00	10 \$	47,914.00
<b>Sector Subtotal</b>	<b>60 \$</b>	<b>101,338.24</b>	<b>350 \$</b>	<b>880,372.85</b>	<b>294 \$</b>	<b>668,101.45</b>	<b>704 \$</b>	<b>1,649,812.54</b>
<b>TWO-YEAR PRIVATE VOCATIONAL OR TECHNICAL SCHOOLS</b>							0 \$	-
Ranken Technical College	6 \$	7,904.00	62 \$	120,694.00	65 \$	110,350.00	133 \$	238,948.00
<b>Sector Subtotal</b>	<b>6 \$</b>	<b>7,904.00</b>	<b>62 \$</b>	<b>120,694.00</b>	<b>65 \$</b>	<b>110,350.00</b>	<b>133 \$</b>	<b>238,948.00</b>
<b>GRAND TOTAL</b>	<b>1,926 \$</b>	<b>1,260,127.65</b>	<b>9,208 \$</b>	<b>12,444,719.43</b>	<b>9,465 \$</b>	<b>9,782,422.30</b>	<b>20,599 \$</b>	<b>23,487,269.38</b>

<sup>1</sup> The total student counts contain duplication between the summer, fall and estimated spring semesters. The student counts for each semester are unduplicated, however.

Missouri Student Financial Assistance Programs - GEAR UP and Minority Programs  
2010-2011 Preliminary Payment Table as of May 16, 2011

	Minority Teaching				Minority and Underrepresented		Total Student	Total Dollars
	GEAR UP Program		Scholarship		Environmental Literacy Program			
	Students	Dollars	Students	Dollars	Students	Dollars		
<b>PUBLIC FOUR-YEAR COLLEGES</b>								
Harris-Stowe State University	0	\$0.00	1	\$1,000.00	0	\$0.00	1	\$1,000.00
Missouri Southern State University	0	\$0.00	2	\$4,000.00	0	\$0.00	2	\$4,000.00
Missouri Western State University	0	\$0.00	0	\$0.00	1	\$3,996.00	1	\$3,996.00
<b>Sector Subtotal</b>	<b>0</b>	<b>\$0.00</b>	<b>3</b>	<b>\$5,000.00</b>	<b>1</b>	<b>\$3,996.00</b>	<b>4</b>	<b>\$8,996.00</b>
<b>COMPREHENSIVE UNIVERSITIES</b>								
University of Central Missouri	2	\$11,800.00	5	\$9,000.00	0	\$0.00	7	\$20,800.00
Northwest Missouri State University	0	\$0.00	2	\$4,000.00	0	\$0.00	2	\$4,000.00
Southeast Missouri State University	3	\$14,750.00	0	\$0.00	0	\$0.00	3	\$14,750.00
Missouri State University	2	\$8,850.00	0	\$0.00	1	\$3,996.00	3	\$12,846.00
Missouri State Univ.-West Plains	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
<b>Sector Subtotal</b>	<b>7</b>	<b>\$35,400.00</b>	<b>7</b>	<b>\$13,000.00</b>	<b>1</b>	<b>\$3,996.00</b>	<b>15</b>	<b>\$52,396.00</b>
<b>STATEWIDE LIBERAL ARTS</b>								
Truman State University	3	\$12,360.00	1	\$1,000.00	0	\$0.00	4	\$13,360.00
<b>Sector Subtotal</b>	<b>3</b>	<b>\$12,360.00</b>	<b>1</b>	<b>\$1,000.00</b>	<b>0</b>	<b>\$0.00</b>	<b>4</b>	<b>\$13,360.00</b>
<b>1890 LAND-GRANT UNIVERSITY</b>								
Lincoln University	1	\$5,900.00	1	\$2,000.00	0	\$0.00	2	\$7,900.00
<b>Sector Subtotal</b>	<b>1</b>	<b>\$5,900.00</b>	<b>1</b>	<b>\$2,000.00</b>	<b>0</b>	<b>\$0.00</b>	<b>2</b>	<b>\$7,900.00</b>
<b>1862 LAND-GRANT</b>								
University of Missouri-Columbia	4	\$23,600.00	2	\$4,000.00	3	\$9,990.00	9	\$37,590.00
University of Missouri-Kansas City	4	\$20,650.00	7	\$14,000.00	0	\$0.00	11	\$34,650.00
Missouri University of Science and Technology	3	\$17,700.00	0	\$0.00	2	\$7,992.00	5	\$25,692.00
University of Missouri-St. Louis	4	\$23,600.00	2	\$4,000.00	0	\$0.00	6	\$27,600.00
<b>Sector Subtotal</b>	<b>15</b>	<b>\$85,550.00</b>	<b>11</b>	<b>\$22,000.00</b>	<b>5</b>	<b>\$17,982.00</b>	<b>31</b>	<b>\$125,532.00</b>
<b>PUBLIC TWO-YEAR</b>								
Crowder College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
East Central College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Ozarks Technical Community College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Jefferson College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Metropolitan Community Colleges	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Mineral Area College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Moberly Area Community College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
St. Charles Community College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
St. Louis Community College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
State Fair Community College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Three Rivers Community College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
North Central Missouri College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
<b>Sector Subtotal</b>	<b>0</b>	<b>\$0.00</b>	<b>0</b>	<b>\$0.00</b>	<b>0</b>	<b>\$0.00</b>	<b>0</b>	<b>\$0.00</b>

Missouri Student Financial Assistance Programs - GEAR UP and Minority Programs  
2010-2011 Preliminary Payment Table as of May 16, 2011

	<b>Minority Teaching</b>				<b>Minority and Underrepresented</b>		<b>Total Student</b>	<b>Total Dollars</b>
	<b>GEAR UP Program</b>		<b>Scholarship</b>		<b>Environmental Literacy Program</b>			
	<b>Students</b>	<b>Dollars</b>	<b>Students</b>	<b>Dollars</b>	<b>Students</b>	<b>Dollars</b>		
<b>PUBLIC TWO-YEAR TECHNICAL COLLEGE</b>								
Linn State Technical College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
<b>Sector Subtotal</b>	<b>0</b>	<b>\$0.00</b>	<b>0</b>	<b>\$0.00</b>	<b>0</b>	<b>\$0.00</b>	<b>0</b>	<b>\$0.00</b>
<b>INDEPENDENT UNIVERSITIES</b>								
Saint Louis University	6	\$35,400.00	1	\$2,000.00	0	\$0.00	7	\$37,400.00
Washington University	1	\$5,900.00	0	\$0.00	0	\$0.00	1	\$5,900.00
<b>Sector Subtotal</b>	<b>7</b>	<b>\$41,300.00</b>	<b>1</b>	<b>\$2,000.00</b>	<b>0</b>	<b>\$0.00</b>	<b>8</b>	<b>\$43,300.00</b>
<b>OTHER INDEPENDENT FOUR-YEAR</b>								
Avila University	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Central Methodist University	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Columbia College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Culver-Stockton College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Drury University	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Fontbonne University	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Hannibal-LaGrange College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Lindenwood University	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Maryville University of Saint Louis	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Missouri Baptist University	0	\$0.00	2	\$3,000.00	0	\$0.00	2	\$3,000.00
Missouri Valley College	2	\$11,800.00	1	\$1,000.00	0	\$0.00	3	\$12,800.00
Park University	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Rockhurst University	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
College of the Ozarks	0	\$0.00	0	\$0.00	1	\$1,998.00	1	\$1,998.00
Southwest Baptist University	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Stephens College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Webster University	7	\$35,400.00	0	\$0.00	0	\$0.00	7	\$35,400.00
Westminster College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
William Jewell College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
William Woods University	0	\$0.00	1	\$2,000.00	0	\$0.00	1	\$2,000.00
<b>Sector Subtotal</b>	<b>9</b>	<b>\$47,200.00</b>	<b>4</b>	<b>\$6,000.00</b>	<b>1</b>	<b>\$1,998.00</b>	<b>14</b>	<b>\$55,198.00</b>
<b>INDEPENDENT TWO-YEAR</b>								
Cottey College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Wentworth Military Academy	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
<b>Sector Subtotal</b>	<b>0</b>	<b>\$0.00</b>	<b>0</b>	<b>\$0.00</b>	<b>0</b>	<b>\$0.00</b>	<b>0</b>	<b>\$0.00</b>

Missouri Student Financial Assistance Programs - GEAR UP and Minority Programs  
2010-2011 Preliminary Payment Table as of May 16, 2011

	<b>Minority Teaching</b>				<b>Minority and Underrepresented</b>		<b>Total Student</b>	<b>Total Dollars</b>
	<b>GEAR UP Program</b>		<b>Scholarship</b>		<b>Environmental Literacy Program</b>			
	<b>Students</b>	<b>Dollars</b>	<b>Students</b>	<b>Dollars</b>	<b>Students</b>	<b>Dollars</b>		
<b>INDEPENDENT INSTITUTIONS FOR ART &amp; MUSIC</b>								
Kansas City Art Institute	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
<b>Sector Subtotal</b>	<b>0</b>	<b>\$0.00</b>	<b>0</b>	<b>\$0.00</b>	<b>0</b>	<b>\$0.00</b>	<b>0</b>	<b>\$0.00</b>
<b>PROFESSIONAL/TECHNICAL</b>								
Boonslick Area Vocational School	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Lester L. Cox College of Nursing	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Cleveland Chiropractic College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Hannibal Career & Technical Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Barnes-Jewish College of Nursing	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Hillyard Technical Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Texas County Technical Institute	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Logan University	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Northwest Missouri Technical School	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Nichols Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Pike & Lincoln Counties Tech Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Poplar Bluff Technical Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Research College of Nursing	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Rolla Technical Institute	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
St. Louis College of Pharmacy	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Saline County Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Saint Luke's College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Gibson Technical Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Southeast Mo Hospital School of Nursing/Health Sci	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Four Rivers Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Franklin Technology Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Sikeston Career and Technology Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Waynesville Area Technical Academy	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Cape Girardeau Career & Tech Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Lex La-Ray Technical College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Columbia Area Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Grand River Technical School	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Eldon Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Ranken Technical College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Carrollton Area Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Cass Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Lebanon Technology and Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Northland Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
<b>Sector Subtotal</b>	<b>0</b>	<b>\$0.00</b>	<b>0</b>	<b>\$0.00</b>	<b>0</b>	<b>\$0.00</b>	<b>0</b>	<b>\$0.00</b>
<b>GRAND TOTAL</b>	<b>42</b>	<b>\$227,710.00</b>	<b>28</b>	<b>\$51,000.00</b>	<b>8</b>	<b>\$27,972.00</b>	<b>78</b>	<b>\$306,682.00</b>

Missouri Student Financial Assistance Programs - Survivor Grant Programs  
2010-2011 Preliminary Payment Table as of May 11, 2011

	Kids' Chance Scholarship		Public Safety Officer or Employee's Child Survivor Grant		Vietnam Veteran's Survivor Grant		Wartime Veteran's Survivors Grant		Total Students	Total Dollars
	Students	Dollars	Students	Dollars	Students	Dollars	Students	Dollars		
<b>PUBLIC FOUR-YEAR COLLEGES</b>										
Harris-Stowe State University	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Missouri Southern State University	1	\$1,500.00	0	\$0.00	0	\$0.00	0	\$0.00	1	\$1,500.00
Missouri Western State University	0	\$0.00	3	\$13,686.00	2	\$9,124.00	0	\$0.00	5	\$22,810.00
<b>Sector Subtotal</b>	<b>1</b>	<b>\$1,500.00</b>	<b>3</b>	<b>\$13,686.00</b>	<b>2</b>	<b>\$9,124.00</b>	<b>0</b>	<b>\$0.00</b>	<b>6</b>	<b>\$24,310.00</b>
<b>COMPREHENSIVE UNIVERSITIES</b>										
University of Central Missouri	0	\$0.00	2	\$5,413.20	0	\$0.00	0	\$0.00	2	\$5,413.20
Northwest Missouri State University	0	\$0.00	1	\$2,818.65	0	\$0.00	0	\$0.00	1	\$2,818.65
Southeast Missouri State University	1	\$3,000.00	0	\$0.00	0	\$0.00	0	\$0.00	1	\$3,000.00
Missouri State University	1	\$3,000.00	1	\$5,160.00	0	\$0.00	0	\$0.00	2	\$8,160.00
Missouri State Univ.-West Plains	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
<b>Sector Subtotal</b>	<b>2</b>	<b>\$6,000.00</b>	<b>4</b>	<b>\$13,391.85</b>	<b>0</b>	<b>\$0.00</b>	<b>0</b>	<b>\$0.00</b>	<b>6</b>	<b>\$19,391.85</b>
<b>STATEWIDE LIBERAL ARTS</b>										
Truman State University	1	\$3,000.00	2	\$11,788.80	0	\$0.00	0	\$0.00	3	\$14,788.80
<b>Sector Subtotal</b>	<b>1</b>	<b>\$3,000.00</b>	<b>2</b>	<b>\$11,788.80</b>	<b>0</b>	<b>\$0.00</b>	<b>0</b>	<b>\$0.00</b>	<b>3</b>	<b>\$14,788.80</b>
<b>1890 LAND-GRANT UNIVERSITY</b>										
Lincoln University	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
<b>Sector Subtotal</b>	<b>0</b>	<b>\$0.00</b>	<b>0</b>	<b>\$0.00</b>	<b>0</b>	<b>\$0.00</b>	<b>0</b>	<b>\$0.00</b>	<b>0</b>	<b>\$0.00</b>
<b>1862 LAND-GRANT</b>										
University of Missouri-Columbia	2	\$6,000.00	2	\$11,788.80	1	\$5,442.00	0	\$0.00	5	\$23,230.80
University of Missouri-Kansas City	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Missouri University of Science and Technology	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
University of Missouri-St. Louis	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
<b>Sector Subtotal</b>	<b>2</b>	<b>\$6,000.00</b>	<b>2</b>	<b>\$11,788.80</b>	<b>1</b>	<b>\$5,442.00</b>	<b>0</b>	<b>\$0.00</b>	<b>5</b>	<b>\$23,230.80</b>
<b>PUBLIC TWO-YEAR</b>										
Crowder College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
East Central College	0	\$0.00	1	\$2,088.00	0	\$0.00	0	\$0.00	1	\$2,088.00
Ozarks Technical Community College	0	\$0.00	0	\$0.00	0	\$0.00	1	\$3,131.92	1	\$3,131.92
Jefferson College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Metropolitan Community Colleges	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Mineral Area College	0	\$0.00	2	\$5,937.20	0	\$0.00	0	\$0.00	2	\$5,937.20
Moberly Area Community College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
St. Charles Community College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
St. Louis Community College	0	\$0.00	0	\$0.00	1	\$2,952.00	0	\$0.00	1	\$2,952.00
State Fair Community College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Three Rivers Community College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
North Central Missouri College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
<b>Sector Subtotal</b>	<b>0</b>	<b>\$0.00</b>	<b>3</b>	<b>\$8,025.20</b>	<b>1</b>	<b>\$2,952.00</b>	<b>1</b>	<b>\$3,131.92</b>	<b>5</b>	<b>\$14,109.12</b>
<b>PUBLIC TWO-YEAR TECHNICAL COLLEGE</b>										
Linn State Technical College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
<b>Sector Subtotal</b>	<b>0</b>	<b>\$0.00</b>	<b>0</b>	<b>\$0.00</b>	<b>0</b>	<b>\$0.00</b>	<b>0</b>	<b>\$0.00</b>	<b>0</b>	<b>\$0.00</b>

Missouri Student Financial Assistance Programs - Survivor Grant Programs  
2010-2011 Preliminary Payment Table as of May 11, 2011

	Kids' Chance Scholarship		Public Safety Officer or Employee's Child Survivor Grant		Vietnam Veteran's Survivor Grant		Wartime Veteran's Survivors Grant		Total Students	Total Dollars
	Students	Dollars	Students	Dollars	Students	Dollars	Students	Dollars		
<b>INDEPENDENT UNIVERSITIES</b>										
Saint Louis University	0	\$0.00	1	\$5,894.40	0	\$0.00	0	\$0.00	1	\$5,894.40
Washington University	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
<b>Sector Subtotal</b>	<b>0</b>	<b>\$0.00</b>	<b>1</b>	<b>\$5,894.40</b>	<b>0</b>	<b>\$0.00</b>	<b>0</b>	<b>\$0.00</b>	<b>1</b>	<b>\$5,894.40</b>
<b>OTHER INDEPENDENT FOUR-YEAR</b>										
Avila University	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Central Methodist University	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Columbia College	0	\$0.00	1	\$1,350.00	0	\$0.00	0	\$0.00	1	\$1,350.00
Culver-Stockton College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Drury University	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Fontbonne University	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Hannibal-LaGrange College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Lindenwood University	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Maryville University of Saint Louis	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Missouri Baptist University	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Missouri Valley College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Park University	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Rockhurst University	1	\$3,000.00	0	\$0.00	0	\$0.00	0	\$0.00	1	\$3,000.00
College of the Ozarks	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Southwest Baptist University	0	\$0.00	0	\$0.00	1	\$5,442.00	0	\$0.00	1	\$5,442.00
Stephens College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Webster University	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Westminster College	1	\$3,000.00	0	\$0.00	0	\$0.00	0	\$0.00	1	\$3,000.00
William Jewell College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
William Woods University	1	\$3,000.00	0	\$0.00	0	\$0.00	0	\$0.00	1	\$3,000.00
<b>Sector Subtotal</b>	<b>3</b>	<b>\$9,000.00</b>	<b>1</b>	<b>\$1,350.00</b>	<b>1</b>	<b>\$5,442.00</b>	<b>0</b>	<b>\$0.00</b>	<b>5</b>	<b>\$15,792.00</b>
<b>INDEPENDENT TWO-YEAR</b>										
Cottey College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Wentworth Military Academy	0	\$0.00	1	\$2,160.00	0	\$0.00	0	\$0.00	1	\$2,160.00
<b>Sector Subtotal</b>	<b>0</b>	<b>\$0.00</b>	<b>1</b>	<b>\$2,160.00</b>	<b>0</b>	<b>\$0.00</b>	<b>0</b>	<b>\$0.00</b>	<b>1</b>	<b>\$2,160.00</b>
<b>INDEPENDENT INSTITUTIONS FOR ART &amp; MUSIC</b>										
Kansas City Art Institute	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
<b>Sector Subtotal</b>	<b>0</b>	<b>\$0.00</b>	<b>0</b>	<b>\$0.00</b>	<b>0</b>	<b>\$0.00</b>	<b>0</b>	<b>\$0.00</b>	<b>0</b>	<b>\$0.00</b>
<b>PROFESSIONAL/TECHNICAL</b>										
Boonslick Area Vocational School	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Lester L. Cox College of Nursing	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Cleveland Chiropractic College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Hannibal Career & Technical Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Barnes-Jewish College of Nursing	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Hillyard Technical Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Texas County Technical Institute	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Logan University	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Northwest Missouri Technical School	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Nichols Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Pike & Lincoln Counties Tech Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Poplar Bluff Technical Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Research College of Nursing	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Rolla Technical Institute	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
St. Louis College of Pharmacy	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Saline County Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00

Missouri Student Financial Assistance Programs - Survivor Grant Programs  
 2010-2011 Preliminary Payment Table as of May 11, 2011

	Kids' Chance Scholarship		Public Safety Officer or Employee's Child Survivor Grant		Vietnam Veteran's Survivor Grant		Wartime Veteran's Survivors Grant		Total Students	Total Dollars
	Students	Dollars	Students	Dollars	Students	Dollars	Students	Dollars		
Saint Luke's College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Gibson Technical Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Southeast Mo Hospital School of Nursing/Health Sci	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Four Rivers Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Franklin Technology Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Sikeston Career and Technology Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Waynesville Area Technical Academy	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Cape Girardeau Career & Tech Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Lex La-Ray Technical College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Columbia Area Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Grand River Technical School	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Eldon Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Ranken Technical College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Carrollton Area Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Cass Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Lebanon Technology and Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Northland Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
<b>Sector Subtotal</b>	<b>0</b>	<b>\$0.00</b>	<b>0</b>	<b>\$0.00</b>	<b>0</b>	<b>\$0.00</b>	<b>0</b>	<b>\$0.00</b>	<b>0</b>	<b>\$0.00</b>
<b>GRAND TOTAL</b>	<b>9</b>	<b>\$25,500.00</b>	<b>17</b>	<b>\$68,085.05</b>	<b>5</b>	<b>\$22,960.00</b>	<b>1</b>	<b>\$3,131.92</b>	<b>32</b>	<b>\$119,676.97</b>

## **AGENDA ITEM SUMMARY**

### **AGENDA ITEM**

“State Authorization” under U.S. Department of Education’s New Program Integrity Rules  
Coordinating Board for Higher Education  
June 9, 2011

### **DESCRIPTION**

Current law provides that to participate in the federal student aid programs authorized by Title IV of the Higher Education Act of 1965, an institution must be legally authorized to provide a post-secondary educational program within the state in which it is located. In October 2010, after a lengthy rulemaking process, the U.S. Department of Education issued new rules aimed at improving the integrity of programs receiving Title IV funds. All sectors of the higher education community are affected by the new rules. Their effective date is July 1, 2011, with provisions for two, one-year extensions in individual cases.

Most aspects of the new rules apply to institutions or accrediting agencies, but the department of higher education is affected by the new rule dealing with “state authorization.” As mentioned, such authorization is required for an institution to participate in Title IV federal student aid programs. The new rule establishes two requirements for valid state authorization:

One requirement addresses the means by which the institution is established and authorized to operate educational programs beyond secondary education. The second requirement for an institution to have state authorization is that the state must have “a process to review and appropriately act on complaints concerning the institution including enforcing applicable State laws ....” 34 C.F.R. § 600.9(a)(1). This paper discusses how the department proposes to satisfy this requirement.

### **Discussion**

Some aspects of this requirement are vague, such as how broadly to interpret “complaints concerning the institution” and what constitutes “appropriate” action on those complaints. Other things are clear. For example:

- A state may choose to have a single agency or official handle complaints regarding institutions or may use a combination of agencies and state officials.
- A state may refer a complaint to an institution’s accrediting agency for resolution (no agreement for that purpose is necessary), but the state remains responsible for the appropriate resolution of the complaint.
- A state may not rely on institutional complaint and sanctioning processes in resolving complaints it receives as these do not provide the necessary independent process for reviewing a complaint, but the state may monitor an institution’s complaint resolution process.

Institutions are required to provide its students or prospective students with contact information for filing complaints with the state.

The department does not have the authority to be a single agency for resolving complaints that could arise out of the full array of state laws applicable to institutions of higher education located in this state. However, from the students' and institutions' perspectives, a simplified process is much more preferable to one that involves a matrix of contact points to which complaints would be addressed. Thus, the best approach would seem to have any complaints concerning an institution of higher education operating in the state be submitted to a central point within the department of higher education. Those that come within the authority of the CBHE would be addressed here (e.g., an institution's determination of residency). Those that fall under the authority of an accrediting agency or another state agency (such as the Attorney General for consumer complaints related to fraud or misrepresentation, or the Division of Professional Registration for a complaint related to professional licensing) would be referred to that agency for its review. Those referred would be tracked to their point of resolution, ensuring that the nature of the resolution is communicated back to the complainant. The proposed statement of policy has been circulated with 2- and 4-year public and private institutions eligible to receive Title IV funds and their feedback has been considered in development of the final draft

## **STATUTORY REFERENCE**

Higher Education Act of 1965, as amended, 20 U.S.C. §§ 1001, 1002; 34 C.F.R. § 600.9(a)(1).

## **RECOMMENDED ACTION**

**It is recommended that the Board approve the attached statement of policy concerning complaint resolution and that a description of it be placed on the CBHE website.**

## **ATTACHMENTS**

Statement of Policy Concerning Complaint Resolution

## **CBHE POLICY ON COMPLAINT RESOLUTION**

### **Introduction**

In order for institutions of higher education to participate in the federal student aid programs authorized by Title IV of the Higher Education Act of 1965, an institution must be legally authorized to provide post-secondary educational programs within the state in which it is located. By rule promulgated by the U.S. Department of Education, part of this “state authorization” requirement is that the state must have “a process to review and appropriately act on complaints concerning the institution including enforcing applicable State laws ....” 34 C.F.R. § 600.9(a)(1). For its part, the institution must “provide students or prospective students with contact information for filing complaints with its accreditor and with its State approval or licensing entity and any other relevant State official or agency that would appropriately handle the student’s complaint.” *Id.* at § 668.43(b).

The Coordinating Board has determined that from the perspective of the institutions and of students and prospective students, it is preferable to have a simplified process with a central clearinghouse for addressing complaints rather than a complex matrix of contact points that might not cover every possible complaint and might also easily become outdated. Therefore, this policy sets out a process by which the Missouri Department of Higher Education will serve as the clearinghouse for complaints concerning colleges and universities authorized to operate in the State of Missouri, acting on those within its purview and forwarding those that are not to other entities for their appropriate action.

### **Complaints Not Covered**

Complaints concerning laws not applicable to a state institution of higher education are not covered by this policy. Complaints of criminal misconduct should be filed directly with local law enforcement authorities. Complaints relating to violations of Federal law should be filed directly with the Federal agency having cognizance over the matter in question (e.g., violations of the Family Educational Rights and Privacy Act with the U.S. Department of Education).

### **Exhaustion of Remedies at the Institutional Level**

Many issues fall within areas that generally are within the sole purview of an institution and its governing board. Examples include, but may not be limited to, complaints related to student life (such as, student housing, dining facilities, or student activities and organizations) and certain academic affairs (such as the assignment of grades). Moreover, issues or complaints are generally more speedily and appropriately resolved within the grievance channels available at the institution. Face-to-face discussion of the matter through open door policies or other informal means is the preferred starting point. Should that fail, the complainant should use formal dispute resolution mechanisms provided by the institution. Exhaustion of all informal and formal institutional processes, including both campus processes and any applicable system processes, is a prerequisite to filing any formal complaint with the MDHE pursuant to this policy.

### **Process**

If a mutually agreeable resolution cannot be reached at the institutional level, the student or prospective student may proceed with the MDHE’s formal complaint process. The complaint must be submitted in writing, using the MDHE complaint form available on the department’s website. It may be mailed or faxed to the department and should include any other supporting

documentation.<sup>1</sup> The MDHE will acknowledge receipt of the complaint, either in writing or by email. Such acknowledgment, however, will not constitute a determination that the complaint addresses a law applicable to the institution or otherwise is a complaint covered by the policy. If there is no indication that institutional remedies have been exhausted, the complaint will be returned for that purpose.

**Filing a complaint pursuant to this policy cannot, and does not, extend or satisfy any statutory deadlines that may apply to filing particular complaints with any other state or federal agency having jurisdiction over the subject matter of the complaint.**

Complaints that fall within the jurisdiction of the CBHE will be investigated and resolved as appropriate by the relevant unit of the MDHE. Complaints that fall within the jurisdiction of another State agency or are within the purview of an institution's accrediting body will be forwarded to that agency for appropriate investigation and resolution. The agency to which the complaint is forwarded will keep the MDHE apprised of on-going status and final disposition of the complaint. All parties to the complaint will be notified of its resolution by mail.

The MDHE will keep a log of all complaints and record the date received, the name of the complainant, the institution against which the complaint is made, a brief description of the complaint, the agency addressing the complaint, and the date and nature of its disposition.

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<sup>1</sup> Mailing address is: Missouri Department of Higher Education, Attn: Complaint Processing, P.O. Box 1469, Jefferson City, MO, 65109. Fax number is: 573-751-6635.

## AGENDA ITEM SUMMARY

### AGENDA ITEM

Academic Program Actions  
Coordinating Board for Higher Education  
June 9, 2011

### DESCRIPTION

This agenda item reports all proposals for program actions submitted to the Missouri Department of Higher Education (MDHE) for review since the April 7, 2011, meeting of the Coordinating Board for Higher Education (CBHE).

The following tables summarize requested program actions reviewed by MDHE staff for public and independent institutions since the April 7, 2011, board meeting, as of the printing of this board item.

### PUBLIC INSTITUTIONS

	Certificate	Associate	Baccalaureate	Graduate	Total
<b>Deleted</b>	6	0	7	0	13
<b>Inactivated</b>	0	0	0	0	0
<b>Other Program Changes*</b>	26	10	4	5	45
<b>New</b>	1	6	6	7	20
<b>Off-site</b>	1	3	2	2	8
<b>Programs Withdrawn</b>	0	0	0	0	0

\* Includes options inactivated/deleted, options added, titles changed, certificates added, programs combined.

### INDEPENDENT INSTITUTIONS

	Certificate	Associate	Baccalaureate	Graduate	Total
<b>Deleted</b>	0	0	0	0	0
<b>Inactivated</b>	0	0	0	0	0
<b>Other Program Changes*</b>	0	0	2	2	4
<b>New</b>	0	0	2	3	5

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<b>Off-site</b>	0	0	0	0	0
<b>Programs Withdrawn</b>	0	0	0	0	0

\* Includes options inactivated/deleted, options added, titles changed, certificates added, programs combined.

**STATUTORY REFERENCE**

Sections 173.005.2(1), 173.005.2(8), 173.005.11, 173.030(1), and 173.030(2), RSMo, Statutory requirements regarding CBHE approval of new degree programs.

**RECOMMENDED ACTION**

**It is recommended that the Coordinating Board for Higher Education approve the program changes and new program proposals listed in the attachment.**

**ATTACHMENTS**

Academic Program Actions

## **ACADEMIC PROGRAM ACTIONS**

### **I. Programs Proposed for Deletion**

#### **St. Louis Community College-Florissant Valley**

##### **1. Current Program:**

C0, Digital Media: Animation

Approved Change:

Delete certificate

Program as Changed:

C0, Digital Media: Animation (deleted)

#### **St. Louis Community College-Forest Park**

##### **1. Current Program:**

C0, Gerontology

Approved Change:

Delete certificate

Program as Changed:

C0, Gerontology (deleted)

##### **2. Current Program:**

C0, Human Services Disabilities

Approved Change:

Delete certificate

Program as Changed:

C0, Human Services Disabilities (deleted)

#### **St. Louis Community College-Forest Park and Meramec**

##### **1. Current Program:**

C0, Voice/Data Communications Analyst

Approved Change:

Delete certificate

Program as Changed:

C0, Voice/Data Communications Analyst (deleted)

**Southeast Missouri State University**

**1. Current Program:**

BA, Anthropology

Approved Change:

Delete program

Program as Changed:

BA, Anthropology (deleted)

**2. Current Program:**

BA, French

Approved Change:

Delete program

Program as Changed:

BA, French (deleted)

**3. Current Program:**

BA, German

Approved Change:

Delete program

Program as Changed:

BA, German (deleted)

**4. Current Program:**

BA, Global Studies

Approved Change:

Delete program

Program as Changed:

BA, Global Studies (deleted)

**5. Current Program:**

BA, Spanish

Approved Change:

Delete program

Program as Changed:

BA, Spanish (deleted)

**Three Rivers Community College**

**1. Current Program:**

C0, Advanced Health Care Technician (non-credit)

Approved Change:

Delete certificate

Program as Changed:

C0, Advanced Health Care Technician (non-credit) (deleted)

**2. Current Program:**

C1, Early Childhood Development

Approved Change:

Delete certificate

Program as Changed:

C1, Early Childhood Development (deleted)

**University of Central Missouri**

**1. Current Program:**

BA, Economics

Approved Change:

Delete program

Program as Changed:

BA, Economics (deleted)

**2. Current Program:**

BA, Mathematics

Approved Change:

Delete program

Program as Changed:

BA, Mathematics (deleted)

**II. Proposed Programs and Options to be Placed on Inactive Status**

- None

### **III. Proposed Changes in Academic Programs**

#### **Harris-Stowe State University**

##### **1. Current Program:**

BS, Urban Education

Approved Changes:

Change title to Urban Affairs

Add options in Public Administration, Public Policy, Social Sciences General, Urban Affairs, and Urban Education and Leadership

Program as Changed:

BS, Urban Affairs

Public Administration

Public Policy

Social Sciences General

Urban Affairs

Urban Education and Leadership

#### **Lincoln University**

##### **1. Current Program:**

BS, Medical Technology

Approved Change:

Change title to Clinical Laboratory Science

Program as Changed:

BS, Clinical Laboratory Science

##### **2. Current Program:**

M.Ed., School Teaching-Elementary

Approved Change:

Addition of a One-Year Graduate Certificate in Instructional Technology developed from an approved existing degree

Programs as Changed:

M.Ed., School Teaching-Elementary

GRCT, Instructional Technology

**Metropolitan Community College-Longview**

**1. Current Program:**

AAS, Automotive Technology  
Collision Repair Technology  
Mechanical Technology  
Merchandising

Approved Changes:

Add options in Ford/ASSET, General Motors/ASEP, and Industrial Mechanic  
Change title of option in Mechanical Technology to Mechanical

Program as Changed:

AAS, Automotive Technology  
Collision Repair Technology  
Ford/ASSET  
General Motors/ASEP  
Industrial Mechanic  
Mechanical  
Merchandising

**Missouri University of Science and Technology**

**1. Current Program:**

N/A

Approved Change:

Addition of a Free-Standing Single-Semester Graduate Certificate in Energy Conversion and Transport

Program as Changed:

GRCT, Energy Conversion and Transport

**Moberly Area Community College**

**1. Current Program:**

AAS, Business Accounting (*for delivery at the main campus and Columbia Higher Education Center*)

Approved Change:

Addition of a Single-Semester Certificate in Business Calculations developed from an approved existing degree

Programs as Changed:

AAS, Business Accounting (*for delivery at the main campus and Columbia Higher Education Center*)

C0, Business Calculations

**2. Current Program:**

AAS, Business and Office Technology (*for delivery at the main campus and Columbia Higher Education Center*)

Executive

Legal

Medical

Approved Change:

Addition of a Single-Semester Certificate in Customer Service Representative developed from an approved existing degree

Programs as Changed:

AAS, Business and Office Technology (*for delivery at the main campus and Columbia Higher Education Center*)

Executive

Legal

Medical

C0, Customer Service Representative

**3. Current Program:**

AAS, Computer Information Technology (*for delivery at the main campus, Advanced Technology Center, Columbia Higher Education Center, Hannibal Higher Education Center, Jim Sears North East Technical Center, and Kirksville Higher Education Center*)

Networking

Programming

Approved Change:

Addition of a Single-Semester Certificate in Networking developed from an approved existing degree

Addition of a Single-Semester Certificate in Programming developed from an approved existing degree

Program as Changed:

AAS, Computer Information Technology (*for delivery at the main campus, Advanced Technology Center, Columbia Higher Education Center, Hannibal Higher Education Center, Jim Sears North East Technical Center, and Kirksville Higher Education Center*)

Networking

Programming

C0, Networking

C0, Programming

**4. Current Program:**

AAS, Drafting and Design Technology (*for delivery at the main campus, Advanced Technology Center, and Kirksville Higher Education Center*)

Approved Change:

Addition of a Single-Semester Certificate in Drafting Design Technology developed from an approved existing degree

Programs as Changed:

AAS, Drafting and Design Technology  
C0, Drafting Design Technology

**5. Current Program:**

AAS, Marketing/Management

Approved Changes:

Addition of a Single-Semester Certificate in Entrepreneurship developed from an approved existing degree

Addition of a Single-Semester Certificate in Management developed from an approved existing degree

Addition of a Single-Semester Certificate in Marketing developed from an approved existing degree

Programs as Changed:

AAS, Marketing/Management  
C0, Entrepreneurship  
C0, Management  
C0, Marketing

**6. Current Program:**

N/A

Approved Change:

Addition of a Free-Standing Single-Semester Certificate in Emergency Medical Technician (EMT)-Basic

Program as Changed:

C0, Emergency Medical Technician (EMT)-Basic

**7. Current Program:**

AAS, Medical Laboratory Technology (*for delivery at the Advanced Technology Center*)

Approved Change:

Addition of a Single-Semester Certificate in Phlebotomy developed from an approved existing degree

Programs as Changed:

AAS, Medical Laboratory Technology (*for delivery at the Advanced Technology Center*)  
CO, Phlebotomy

**Northwest Missouri State University**

**1. Current Program:**

MBA, Business Administration

Accounting

Agricultural Economics

Business, General

Health Care (collaboration with Kirksville College of Osteopathic Medicine)

IT Management

Quality Management

Approved Change:

Delete options in Accounting, Health Care (collaboration with Kirksville College of Osteopathic Medicine), and Quality Management

Program as Changed:

MBA, Business Administration

Accounting (deleted)

Agricultural Economics

Business, General

Health Care (collaboration with Kirksville College of Osteopathic Medicine) (deleted)

IT Management

Quality Management (deleted)

**2. Current Program:**

N/A

Approved Change:

Addition of a Free-Standing Single-Semester Graduate Certificate in eTeaching

Program as Changed:

GRCT, eTeaching

**St. Louis Community College-Florissant Valley**

**1. Current Program:**

AAS, Human Services

Corrections

Approved Change:

Delete option in Corrections

Program as Changed:  
AAS, Human Services  
Corrections (deleted)

**2. Current Program:**  
C1, Human Services  
Corrections

Approved Change:  
Delete option in Corrections

Program as Changed:  
C1, Human Services  
Corrections (deleted)

### **State Fair Community College**

**1. Current Program:**  
AAS, Healthcare Specialist

Approved Changes:  
Add options in Nurse Aide and Pharmacy Technician  
Addition of a Single-Semester Certificate in Nurse Aide developed from an approved existing degree  
Addition of a Single-Semester Certificate in Pharmacy Technician developed from an approved existing degree  
Addition of a One-Year Certificate in Nurse Aid developed from an approved existing degree  
Addition of a One-Year Certificate in Pharmacy Technician developed from an approved existing degree

Programs as Changed:  
AAS, Healthcare Specialist  
Nurse Aide  
Pharmacy Technician  
C0, Nurse Aide  
C0, Pharmacy Technician  
C1, Nurse Aide  
C1, Pharmacy Technician

### **Three Rivers Community College**

**1. Current Program:**  
AAS, Early Childhood Development

Approved Change:

Addition of a Single-Semester Certificate in Early Childhood Development developed from an approved existing degree

Programs as Changed:

AAS, Early Childhood Development  
CO, Early Childhood Development

**University of Central Missouri**

**1. Current Program:**

MS, Physical Education Exercise and Sport Science

Approved Changes:

Addition of options in Exercise Science and Sports Management  
Title change to Kinesiology

Program as Changed:

MS, Kinesiology  
    Exercise Science  
    Sports Management

**University of Missouri-Columbia**

**1. Current Program:**

BS, Agricultural Journalism

Approved Change:

Change title to Science and Agricultural Journalism

Program as Changed:

BS, Science and Agricultural Journalism

**2. Current Program:**

N/A

Approved Change:

Addition of a Free-Standing Single-Semester Graduate Certificate in Analysis of Institutions and Organizations

Program as Changed:

GRCT, Analysis of Institutions and Organizations

**3. Current Program:**

N/A

Approved Change:

Addition of a Free-Standing Single-Semester Graduate Certificate in Geriatric Care Management

Program as Changed:

GRCT, Geriatric Care Management

**4. Current Program:**

N/A

Approved Change:

Addition of a Free-Standing Single-Semester Graduate Certificate in Gerontological Social Work

Program as Changed:

GRCT, Gerontological Social Work

**5. Current Program:**

N/A

Approved Change:

Addition of a Free-Standing Single-Semester Graduate Certificate in Lifespan Development

Program as Changed:

GRCT, Lifespan Development

**6. Current Program:**

N/A

Approved Change:

Addition of a Free-Standing Single-Semester Graduate Certificate in Neuroscience

Program as Changed:

GRCT, Neuroscience

**University of Missouri-Kansas City**

**1. Current Program:**

N/A

Approved Change:

Addition of a Free-Standing Single-Semester Graduate Certificate in Bioethics

Program as Changed:

GRCT, Bioethics

**2. Current Program:**

N/A

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Approved Change:

Addition of a Free-Standing Single-Semester Graduate Certificate in Reading Intervention

Program as Changed:

GRCT, Reading Intervention

**IV. Received and Reviewed Changes in Programs (Independent Colleges and Universities;  
includes Discontinued Programs and Programs Placed on Inactive Status)**

**Lindenwood University**

**1. Current Program:**

BA, Journalism

Received Change:

Add options in Broadcast and Print and Internet

Program as Changed:

BA, Journalism

Broadcast

Print and Internet

**2. Current Program:**

BA, Mass Communications

Media Management and Sales

Public Relations

Radio

Radio & Television

Sports Information

Television

Received Change:

Delete options in Public Relations, Radio, Radio and Television, and Television

Add option in Broadcast

Program as Changed:

BA, Mass Communications

Broadcast

Media Management and Sales

Public Relations (deleted)

Radio (deleted)

Radio & Television (deleted)

Sports Information

Television (deleted)

**3. Current Program:**

Ed.S., Instructional Leadership

Received Change:

Add option in K-12 Literacy Education Specialist

Program as Changed:

Ed.S., Instructional Leadership

K-12 Literacy Education Specialist

**4. Current Program:**

MA, Education

Character Education

Content Specialty

Educational Technology

Gifted Education

Reading Specialist

Special Education

Received Change:

Add options in Early Interventions in Autism and Sensory Impairments and K-5 Mathematics Education Specialist

Program as Changed:

MA, Education

Character Education

Content Specialty

Early Interventions in Autism and Sensory Impairments

Educational Technology

Gifted Education

K-5 Mathematics Education Specialist

Reading Specialist

Special Education

**V. Program Changes Requested and Not Recommended for Approval**

- None

**VI. New Programs Recommended for Approval**

**Crowder College**

1. AAS, Manufacturing Technology
  - Advanced Manufacturing Maintenance Technician
  - Advanced Manufacturing Automation/Robotics Technician
2. AAS, Diesel Technology

**Linn State Technical College**

1. AAS, Physical Therapist Assistant (*for off-site delivery at North Central Missouri College and Three Rivers Community College*)

**Moberly Area Community College**

1. ADN, Associate Degree in Nursing (*for off-site delivery at the Kirksville Higher Education Center*)  
LPN Accelerated Admission

**Missouri State University**

1. DNP, Nursing Practice  
BSN to DNP  
Post-Masters DNP

**North Central Missouri College**

1. AAS, Industrial and Energy Systems Technology (*for delivery at the Barton Site*)  
Alternative Fuels  
Industrial Maintenance  
Solar  
Wind
2. C1, Industrial Systems Technology (*for delivery at the Barton Site*)  
Solar  
Wind

**Northwest Missouri State University**

1. BS, Radiologic Sciences (*for delivery at the main campus and off-site at St. Luke's Hospital School*)
2. BS, Recreation and Park Management (*2+2 program with Metropolitan Community College-Longview*)  
Park Management  
Recreation Management
3. M.Ed., Educational Leadership: K-12 (*for delivery at the main campus and off-site at Albany R-III High School, Blue Jay Tower, and the St. Joseph Center*)
4. M.S.Ed., Teaching Secondary (*for off-site delivery at Blue Jay Tower, Northwest Kansas City Center, and the St. Joseph Center*)  
Mathematics

**Ozarks Technical Community College**

1. AAS, Agriculture  
Animal Science  
General Agriculture  
Plant Science

**St. Louis Community College**

1. AAS, Mass Communications (*for delivery at the Florissant Valley campus*)

2. AAS, Mass Communications (*for delivery at the Meramec campus*)

**Southeast Missouri State University**

1. BA, Global Cultures and Languages
  - Anthropology
  - Foreign Language
  - Global Studies
2. C1, Healthcare Facilities Operations

**Three Rivers Community College**

1. AS, Environmental Health

**Truman State University**

1. PSM, Bioscience Informatics

**University of Central Missouri**

1. BA, Modern Languages
  - Language and Culture
  - Professional Applications Area
2. BS, Aviation Management
  - Airport Management
  - Flight Operations Management
3. BS/MS, Mathematics

**University Missouri-Kansas City**

1. BHS, Health Science
  - Urban Engagement
2. MERE, Entrepreneurial Real Estate
3. MS, Finance
4. Ph.D., Entrepreneurship and Innovation

**VII. New Programs Received and Reviewed (Independent Colleges and Universities)**

**Columbia College**

1. MBA, Business Administration (*for delivery at the Rolla location*)

**Lindenwood University**

1. BA, Anthropology
2. BA, Public Relations
  - Corporate Communications
3. MA, Arts Management
  - Theatre
4. MA, Teaching English to Speakers of Other Languages

**Washington University**

1. MS, Biostatistics

**VIII. Programs Withdrawn from Consideration by Institution**

- None

**IX. New Programs Not Recommended for Approval**

- None

**X. New Programs Recommended for Approval (Out-of-State Institutions)**

- None

## **AGENDA ITEM SUMMARY**

### **AGENDA ITEM**

North Central Missouri College Proposal to establish a Residence Center in Trenton, Missouri  
Coordinating Board for Higher Education  
June 9, 2011

### **DESCRIPTION**

North Central Missouri College (NCMC) has submitted a proposal to establish a residency center in Trenton, Missouri, at a location that is outside the institution's taxing district. The Coordinating Board's authority to approve this action is established in statute by Section 173.030(1), RSMo. The MDHE's recommendations for this proposal are based on 6 CSR 10.6020, which details the criteria and standards under which residence centers may be established. This board item summarizes the background and context for the proposal and recommends action related to the establishment of a residency center.

### **Background**

The proposed residence center is a joint partnership between NCMC, Northwest Missouri State University, Trenton R-XIX Public Schools, Wind Capital Corporation, the City of Trenton, North Central Missouri College Foundation and the Northwest Missouri Workforce Investment Board. The Barton Site is approximately one mile from NCMC's main campus in Trenton. Upon completion, the center will house program-specific labs and experimental plots and offer programs and courses to meet the needs of the growing alternative energy and agricultural opportunities that exist within NCMC's service region, as well as the state and nation.

The funding for the project originated from several sources including individual contributions, the NCMC Foundation, Federal grants, and equipment purchases which were funded by the Training for Tomorrow grant provided by the Northwest Workforce Investment Board. Financial support for the Barton Site will be provided by existing funds at the main institution and will have its own budget for operation.

### **Future Plans**

The professional courses listed within the proposed Industrial and Energy Systems Technology program and the existing Agriculture and Natural Resources program will be offered at the Barton Site as space and resources become available. Two buildings are currently under construction and expected to be completed by August 2011, at which time NCMC will begin to use the space. The long-range plan for the site is to add two additional buildings as funding becomes available. The initial years of operation at the Barton Site will provide students with courses from the programs mentioned above; however, the site will not offer more than 50 percent of the courses a student can use toward any certificate or degree program. This restriction is because of the limited classroom and lab space available until construction on all buildings is

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complete. When the site opens in 2011 all student services (except Instructional Technology) will originate from the main campus. Within five years NCMC plans to provide advising and testing services on site as well.

Initially the site will be managed by a current faculty member. As the site grows, the position of manager will become a full-time position and separated from the current faculty arrangement. The manager will be responsible for overseeing buildings, planning events, assigning classrooms, and maintenance of the facilities at the site. General oversight of the site will be managed by the administration located on the main campus.

### **Rationale**

Driven by its mission and strategic plan, NCMC strives to meet the current education demands of its sixteen-county service region and its students by consistently analyzing its ability to meet those changing needs through advisory committee recommendations, regional business and industry surveys, student suggestions, and current market demands. The decision to develop this site was a direct result of this process.

The socioeconomic factors in Northwest Missouri present the greatest challenge to attracting potential students for NCMC and highlight the importance of offering additional high-demand training and educational opportunities in the area. The NCMC region has an average of 15.2 percent of its residents living in poverty and an unemployment rate of 8.2 percent. Offering programs related to alternative energy and plant/animal sciences increases economic opportunities for residents and increases the number of qualified graduates who enter agricultural and alternative energy professions, specifically in the counties of Grundy, Livingston, and Mercer, where the largest percentage of those attending NCMC live.

The Barton Site will also enhance a long-standing articulation agreement between NCMC and Northwest Missouri State University by providing further educational opportunities in agricultural and alternative energy fields for students within the region. The close proximity of the resident center to the main campus will allow NCMC to provide students with the ability to engage in classroom and hands on learning through existing and proposed new curriculum while utilizing state-of-the-art technology provided by the labs and classrooms that are currently unavailable to students on the main campus.

### **STATUTORY REFERENCE**

173.030(1), RSMo  
6 CSR 10.6020

### **RECOMMENDED ACTION**

**It is recommended that the Coordinating Board for Higher Education approve the proposal submitted on behalf of North Central Missouri College to add a new residence center in Trenton, Missouri.**

**Based on the state's investment in the development and delivery of community college education within the parameters of limited state resources, the board further outlines the following expectations upon which this approval rests:**

**That the NCMC Board of Trustees and the citizens of the NCMC taxing district agree to assume responsibility for any additional costs associated with creating and maintaining the new site;**

**That NCMC will continue to work closely with public and independent colleges and universities as well as local school districts and workforce investment agencies and organizations in determining additional programmatic needs for local residents to ensure efficient and effective use of resources.**

## **ATTACHMENT(S)**

North Central Missouri College Proposal to Establish a Residence Center in Barton, Missouri

## **North Central Missouri College – Barton Site**

### **Off-Site Center Proposal**

#### **Delivery Site:**

Barton Site  
96 SE 8<sup>th</sup> Avenue  
Trenton, MO 64683

**Mode of Program Delivery:** Traditional and online instruction

#### **Cooperative Partners:**

Northwest Missouri State University  
Trenton R-XIX Public Schools  
Wind Capital Corporation  
City of Trenton  
North Central Missouri College Foundation  
Northwest Missouri Workforce Investment Board

#### **Authorization**

Dr. Neil Nuttall, President

#### *Contact Information:*

Dr. James Gardner, Vice President for Instruction and Student Services  
(660-359-3948) [jgardner@mail.ncmissouri.edu](mailto:jgardner@mail.ncmissouri.edu)

Note:

*There are three letters of support attached to this proposal; two additional letters of support were mailed directly to MDHE by the supporting entities. Thank you.*

**Proposal for Establishing a Residence Center at the Barton Site**  
**Submitted by**  
**North Central Missouri College**  
**To**  
**Missouri Department of Higher Education**

**Overview**

[North Central Missouri College \(NCMC\)](#) respectfully seeks to establish a Missouri Department of Higher Education (MDHE) approved resident site at the Barton Site in order to develop buildings, program specific labs, experimental plots and offer existing programs/courses to meet the needs of the growing Alternative Energy and Agricultural opportunities that exist within in the service region, state and nation. It is the intent of this proposal to seek approval from the Missouri Department of Higher Education to use the location as an approved site to offer current and proposed programs that are available at the main campus.

The programs and services to be offered at the Barton Site are consonant with the role and scope of the main campus and are consistent with the mission of the college. The purpose for the Industrial and Energy Systems Technology Program is to meet the increasing demands for alternative energy in the Northwest Missouri Region. The career paths in “Green Energy” are expanding, and this program will help meet the growing demand in wind, solar, and bio-fuel technology, as well as industrial maintenance technology. Additionally, the program will prepare students for a career at the completion of the A.A.S. Degree. North Central Missouri College has articulated a transfer agreement with Northwest Missouri State University for transferability to the Bachelor of Technology Degree.

The Barton Site is to be developed as an extension of the college in order to provide access to equipment and labs not present on the main campus. No changes are anticipated in instructional methods, current course structure and/or support services when available at the Barton Site. The programs proposed for approval in this document will not change the role and scope of services offered currently by NCMC. While no programs will be available for complete degree completion at



Barton Site Advertising on Highway 65

the Barton Site for several years until all construction is complete, NCMC also seeks approval to offer Industrial and Energy Systems Technology and Agricultural/ Natural Resources programs to prepare for future enrollment and expansion.

NCMC is not seeking support for the Barton Site through the raising of local taxes in its current district or the addition of fees from its service region now or in the near future. The funding for the project originated from several sources including individual contributions, the NCMC foundation, Federal grants, and equipment purchases which were funded by the Training for Tomorrow grant from the Northwest Workforce Investment Board (WIB). Financial support for the Barton Site will be provided by the main institution and provided with its own budget for operation.

The approval of the Barton Site will allow NCMC opportunities for classroom, lab and authentic learning in specialized classrooms and labs designed for agriculture and alternative energies that are currently unavailable at the main campus in Trenton or within the region. The [Barton Site](#) (138 acres) is located outside of the south city limits of [Trenton, MO](#) just off of highway 65 and is adjacent to the Trenton City limits located approximately one mile to the southeast of the [main campus](#). The current long range plan indicates four buildings to be added based on financial support. Once approved by MDHE, NCMC will seek the [Higher Learning Commission](#) approval of the Barton Site as required by North Central Association of Colleges and Schools regulations.

### **Needs Assessment**

Driven by its mission statement and [Strategic Plan](#), North Central Missouri College strives to meet the current educational demands of its 16 county service region and students by consistently analyzing its ability to meet those changing needs through advisory committee recommendations, regional businesses/industry surveys, student suggestions and current market demands. The decision to develop the Barton Site was initiated as a direct result of this process.

### ***North Central Missouri College Mission Statement***

To help those in our education/business community attain their goals through open admission, reasonable costs, and relevant curriculum and services delivered by a caring, competent staff in a safe, technology-rich environment.

### ***Beliefs***

- NCMC cares about the success of individuals and provides them with the resources and environment necessary to achieve our fundamental purpose: teaching them to learn how to learn.
- NCMC values the potential of individuals and promotes their personal and intellectual growth as lifelong learners.
- NCMC employees model the responsibility and integrity we expect from others in the college and the community.

### ***Parameters***

**NCMC will always**

- Listen to the needs of its community
- Be sensitive to the safety of those on campus
- Encourage creative and critical thinking as well as risk taking
- Encourage reflective thinking and practices for continuous improvement
- Separate people from issues
- Always attempt to accommodate students regardless of socioeconomic circumstances

**NCMC will never/not:**

- Tolerate demeaning or endangering behaviors
- Offer programs and services that are not in line with the Strategic Plan and whose benefits do not justify the costs
- Be driven solely by the availability of resources

**Objectives**

- Increase the availability of and optimize the management of resources to achieve an excellent educational environment
- Form and enhance strategic alliances to sustain a dynamic organization
- Tailor our curriculum and services to help individuals meet the challenges of an ever-changing world
- Attract and retain a caring and competent staff by valuing the talents and potential of each individual

The primary purpose of the Barton Site is to provide students the ability to engage in classroom and authentic learning through existing and proposed new curriculum and utilize state-of-the-art technology provided by the labs and classrooms currently unavailable to students on the main campus. NCMC desires to offer classrooms and labs that will lead higher education into areas that are unique and nontraditional to meet the needs of the region in a cost-efficient manner. The Barton site will offer Agricultural and Alternative Energy students the opportunity to engage in real world experiences on site before entering the workforce. According to Jamie P. Merisotis, President and CEO for the Lumina Foundation for Education in the *Lumina Foundation Focus Magazine, Summer 2010*, “We should be expanding and strengthening lower-cost, nontraditional education options through modified regulations. And we should be investing in institutions that demonstrate the results of adopting good business practices.”

Because of the expertise needed to teach the programs to be offered, courses at the Barton Site will be taught by existing full-time faculty as a part of their required 15 hour semester load. However, as the college grows and course sections expand, program-specific courses will be taught by faculty with the industry and field credentials necessary for instruction in a particular program. General oversight of the site will be managed by the administration located on the main campus (approximately one mile away) and daily operations will be monitored by the Barton Site manager whose responsibility includes overseeing the use of buildings, scheduling classrooms and meetings rooms, general maintenance and community relations.

## **Available Student Services**

The majority of courses required for a degree or certificate for students attending classes at the Barton Site will be available on the main campus one mile away. Until construction is completed within the next five-ten years, the site will not have the capacity to offer 50% or more of the courses needed to earn a certificate or degree due to its physical classroom and lab limitations until all buildings are completed. Because of its close proximity to the main campus, NCMC students attending classes at the Barton Site have the same access to all services as any student on the main campus. Barton Site students will have access to [Student Services](#) including Admissions, Transfer Information, Financial Aid, Tutoring, Advising and the Registrar. Most services are also available online to all students including those at NCMC's outreach locations as well as the Barton Site. Every NCMC student is provided an NCMC email address at the time he/she is enrolled and has access to all NCMC services necessary for curriculum, registration, advising and financial aid through their personal SAIL account. Students also have access to MOBIUS through their [SAIL](#) accounts allowing them to access over one million books and periodicals from any computer on or off campus. Students attending the Barton site may use computers located at the site in the labs and classrooms to access student service information.



As indicated by the map above, North Central Missouri College services the largest community college geographic region (16 counties covering over 15,000 square miles) in the state of Missouri with a primarily agricultural based economy. The area has the historical distinction of being known as “land-rich-and-population-poor”. Driven by its mission statement and strategic plan designed to serve such a vast region, NCMC seeks to establish a [Missouri Department of Higher Education \(MDHE\)](#) approved resident site at the Baron Site in order to develop buildings, program specific labs, experimental plots and offer existing and proposed programs/courses to meet the needs of the growing Alternative Energy and Agricultural educational and employment opportunities that exist within in the service region, state, and nation. According to the [USDA New Era Rural Technology Competitive Grants Program](#), “Agriculture-based renewable energy offers many rural areas a means of strengthening their economy while helping meet the nation’s energy demands. Many rural communities have struggled for decades with the loss of jobs and income from restructuring in the agricultural and manufacturing sectors. Rural community colleges and postsecondary, degree-granting advanced technological centers promote access to educational programs and aid in workforce development that is vital to creating rural economies that are competitive in the global marketplace.” NCMC’s goal is to fulfill the demand for graduates needed to fill high demand occupations in a region where there are no alternative energy or natural resource programs, classrooms or labs in existence.

According to the [Missouri Economic and Research Information Center \(MERIC\)](#), “Access to skilled workers is one of the foremost criteria that companies and site selectors consider when locating and expanding business in Missouri. The ability to show companies an available and sustainable pipeline of skilled workers continues to be the difference in Missouri’s ability to turn economic development assets into high quality job opportunities.” NCMC seeks to establish and develop a pipeline of skilled workers in order to meet the growing demand for employees in these high demand occupational areas. Additionally, the nonprofit [American Solar Energy Society \(ASES\)](#) states that as many as one out of four workers in the United States will be working in the renewable energy or energy efficiency industries by 2030. This “green collar” jobs report shows that these industries already generate 8.5 million jobs in the United States and with appropriate public policy, could grow to as many as 40 million jobs by 2030. The icing on cake is that these 40 million jobs will not just be engineering-related but will also incorporate professionals from manufacturing, construction, management and agriculture (*source: Solar Today, Jan/Feb 2008*). Clearly the need is there and NCMC seeks to meet that need by offering programs at the Barton Site which provide state-of-the-art equipment and labs for authentic learning.

North Central Missouri College is committed to offering selected alternative energy and agriculture natural resources courses at the Barton Site beginning in the fall of 2011 pending approval by MDHE. The Barton Site will also enhance a long-standing articulation agreement between NCMC and Northwest Missouri State University by providing further educational opportunities in agricultural and alternative energy fields for students within in the region. NCMC has historically demonstrated its ability and commitment to offer higher education course work within its rural sixteen county region over its past history with outreach locations in Chillicothe, Brookfield, Bethany and Maryville.

The Barton Site also will help increase the current low number of individuals within the region who have higher education experience or are seeking higher education. According to the data provided by the [Missouri Economic and Research Information Center](#), the sixteen county region served by North Central Missouri College has a very low percentage of individuals who currently have access to higher education indicating the need for affordable and accessible higher education opportunities. The chart below demonstrates the need for increased higher education opportunities in Northwest Missouri, particularly for students needing some college and/ or Associate’s degree to enter the workforce as quickly as possible. By offering authentic learning and professional classes at the Barton Site, NCMC will help increase the number of qualified students to enter agricultural and alternative energy professions within the region focusing the counties of Grundy, Livingston and Mercer where the largest percentage of those attending NCMC students live.

County	Total population (ages 25-34)	Some college, no degree	Associate's degree
Nodaway	2,271	515	72

Atchison	678	126	59
Mercer	358	88	28
Grundy	1,076	212	107
Andrew	1,908	467	126
Gentry	667	177	37
Linn	1,388	291	127
Holt	542	116	32
Putnam	555	111	62
Livingston	1,657	326	106
Caldwell	929	223	64
Daviess	832	195	49
Worth	200	61	6
Harrison	880	249	45
DeKalb	1,804	360	52
Sullivan	879	131	41
<b>TOTAL</b>	<b>16624</b>	<b>3648</b>	<b>1013</b>

NCMC acknowledges that providing greater access to higher education within the Northwest Missouri region has been a challenge due to regional socioeconomic factors, the recent downturn in the economy and its immense geographic area. According to the [National Community College Benchmarking Project](#) data, the median household income for the NCMC region is \$30,041; however, this data is based on income which including larger urban areas whereas most of the region is rural. NCMC is addressing these challenges through offering innovative courses/training necessary for immediate employment within agricultural and alternative energy fields where the need is evident. The socioeconomic factors of the Northwest Missouri region presents the greatest challenge to attracting potential students for North Central Missouri College and reveals the necessity of offering additional high-demand training and higher educational opportunities in the region. According to [USDA \(2008\) data](#), The North Central Missouri College sixteen county region has an average of 15.2% of its residents living in poverty:

Counties	Percentage of Residents Living in Poverty
Atchison	13.8
Nodaway	19.0
Worth	14.6
DeKalb	16.1
Daviess	15.3
Mercer	14.3
Livingston	14.7
Sullivan	17.0
Holt	15.7
Andrew	9.4
Gentry	14.3
Harrison	16.7
Caldwell	14.6
Grundy	16.9
Putnam	18.2
Linn	16.3

Average	15.20%
---------	--------

Fueled by the recent decline of the economy and an unemployment rate of 8.2% combined with 15.2% poverty rates in the region contribute to residents leaving the region in order to find employment. In order to meet the needs of the dislocated workers and the unemployed, NCMC, through its partnership with the Northwest Investment Board continue to offer job training in areas in high demand occupations such as alternative energy. The NCMC main campus will support the programs at the Barton Site. These programs are directly related to the need for agricultural and alternative energy programs that prepare individuals to enter the fields as quickly as they are trained. North Central Missouri College recognizes the need to provide necessary higher educational opportunities to the residents of the rural region who are economically distressed and strives to meet those needs in accordance with its mission by offering programs at the Barton Site. According to [President Obama \(2009\)](#) in comments made to Macomb Community College students, "jobs requiring at least an associate degree are projected to grow twice as fast as jobs requiring no college experience in the coming years." Clearly there is a strong need for promoting and developing programs for high-demand occupations, particularly those requested by this proposal at NCMC and other rural community colleges in the state.

While the socioeconomic climate in the Northwest Missouri region may not be optimal, the offering of the programs related to alternative energy and plant/animal sciences bring increased economic opportunities to the region through training for high demand occupations as indicated by the U.S. Department of Labor's [Occupational Outlook Handbook 2010-2011](#), "Workers in installation, maintenance, and repair occupations install new equipment and maintain and repair older equipment. These occupations are projected to add 440,200 jobs by 2018, growing by 8 percent. As construction on these types of projects increases over the projection period, installation, maintenance and repair workers will be needed in greater numbers."

NCMC has witnessed outstanding support for the development of the Barton Campus through financial, utility, instructional and the local community. Attached to this proposal are letters from business, industry, business, educational institutions and individuals who have committed to supporting the development offerings at the site and were included in the survey. Supporting entities include but are not limited to the following:

- |   |                                     |                              |
|---|-------------------------------------|------------------------------|
| City of Trenton                               | Northwest Missouri State University | Trenton R-XIX Schools        |
| Kansas City Power and Light                   | Green Hills Action Planning Agency  | Grand River Technical School |
| Modine Industries                             | ConAgra Industries                  | Wind Capital Group           |
| Northwest Missouri Workforce Investment Board |                                     |                              |

## Market Demand

According to the Missouri [Economic and Research Center \(MERIC\)](#), a large majority of the forecasted career openings will be in the agriculture and alternative energy fields to be offered by NCMC over the next ten years. The demand for these positions will only increase as will the need for training and education for these high demand occupations. As a result, NCMC plans to offer agricultural and alternative energy courses at the Barton Site utilizing the land, labs and classrooms for authentic learning experiences. The site will also provide the opportunity for applied learning through internships and provide the necessary facilities for important opportunities for authentic learning and real world application. Industry and public research indicates the current and future need for technically skilled workers. Area industry representatives have stated that need will be greater when current employees begin to retire in the next five years. When combined with the current lack of potential replacements with skilled training, the need is magnified. MERIC's *Green Jobs Report (2010)* states that, statewide, the shortage of workers with knowledge/skills and a shortage of available training programs are two existing barriers for hiring more workers. The proposed programs will train students in skills using a multi-disciplinary technical approach. Local industry has communicated support for the proposed program.

Attached to this proposal are letters of support for the Barton Site from several of NCMC's partners and constituents who recognize the importance of developing partnership opportunities with NCMC in order to provide the region with the higher educational needs necessary for a thriving economy. Nationally and regionally agricultural and alternative energy demands are increasing. Areas such as wind, solar, bio fuels, ground source heating are programs necessary to meet the forecasted high demand jobs of the future. The demand for training wind energy technicians continues to grow and according to the [2010 Wind Industry Market Report](#), "To ensure a skilled workforce across the wind energy industry, 205 educational programs now offer a certificate, degree, or coursework related to wind energy. Of these 205 programs, the largest segments are university and college programs (45%) and community colleges or technical school programs (43%). Despite the economic downturn, the demand for small wind systems for residential and small business use (rated capacity of 100 kW or less) grew 15% in 2009, adding 20 MW of generating capacity to the nation. Seven small wind turbine manufacturing facilities were opened, announced or expanded in 2009" and according to the [2009 Wind Energy Report](#) "The global financial crisis and lower wholesale electricity prices have negatively impacted the near-term growth prospects for the wind power industry, while new federal policies are pushing the industry towards continued aggressive expansion." While the economy has negatively affected many of the current energy producers, it has positively impacted the need for expansion in the wind energy area.

NCMC's long range plan includes offering programs in other alternative energy areas such as solar heating and cooling, bio fuels and recycling. With the constant demand for workers in these areas, NCMC and [Northwest](#)

[Missouri State University \(NWMSU\)](#) have partnered in developing the programs and research opportunities at the Barton Site when approved by the Missouri Department of Higher Education. NWMSU plans to utilize a 20 acre portion of the Barton site and experiment with growing alternative energy plant systems including products such as corn, switch grass and soybeans in order to meet the need for future biological technicians and scientists. According to the Occupational Outlook Handbook (2010-2011), “Employment of biological scientists is projected to grow 21 percent over the 2008—18 decade, much faster than the average for all occupations, as biotechnological research and development continues to drive job growth. Biological scientists enjoyed very rapid employment gains over the past few decades—reflecting, in part, the growth of the biotechnology industry.” <http://www.bls.gov/oco/ocos047.htm> . There will continue to be an increasing need for agricultural specialists in the immediate future that will sustain the enrollment necessary for establishing authentic curriculum to be offered at the Barton Site. According to MERIC, agricultural managers and technicians are listed in the Northwest Regions Top 50 occupations for the years 2006-2016. [www.missourieconomy.org](http://www.missourieconomy.org)

As a result of articulation agreements between NCMC and NWMSU, while students earn certificates and AAS degrees in agriculture and alternative energies; they are also earning credit that will apply toward a Bachelor of Technology degree at NWMSU.

### **Student Need**

As a community college, NCMC is constantly challenged to respond quickly to the higher educational needs of the students within its sixteen county region. NCMC’s response to this demand has been to expand its programs and curriculum by actively engaging with its advisory committees, regional business and industry, the Chamber of Commerce, the regional Workforce Investment Board and suggestions by other regional constituents. In response to the educational need determined by the above groups, NCMC partnered with [Crowder College](#) and currently provides students in the region the opportunity to earn a [Wind Energy Technician certificate](#). This development came as a direct response to the regional wind farm corporation and other constituents expressing the need for local wind technician training within the region. This responsiveness to the educational needs of the region will provide opportunities for residents to qualify for good paying careers in alternative energies now and in the future. According to Ed Perez, Vice President of Operations for [Wind Capital Group](#), “Our partnership with North Central Missouri College is critical in the current economic climate. While many traditional jobs are disappearing, our need for trained wind energy technicians is great in such a new field, particularly for our two wind farms located in the service region of NCMC where unemployment rates are constantly higher than average”. NCMC has also trained workers in the past few years for local industries such as ConAgra, Modine and Landmark to name a few. Representatives from each of these industries have or are currently serving on one or

more of NCMC’s advisory committees and provides valuable and timely knowledge to NCMC about the current employment opportunities. North Central Missouri College sets forth in its mission to provide the opportunity for those in our education and business community to achieve their professional goals. It is important to meet individual and industry need by providing skills necessary for success. It is imperative these individuals attain and retain employment, have the opportunity for professional development and advancement, as well as the potential for furthering their education. The Barton Site and its program will provide a learning/training opportunity that does not currently exist for residents in this rural area.

Additionally, NCMC students have expressed a clear need for adequate facilities, classrooms and labs allowing for authentic instruction in the areas of plant, animal and alternative energy sciences. Currently, these needs are addressed in a variety of unacceptable means such as dissecting pigs in the back of the instructor’s truck or on the sidewalk at the main campus. In support of the Barton Site, Premium Standard Farms has donated financially to the project to make sure students have adequate resources with which to train potential employees. Equestrian needs are addressed by utilizing the facilities of a former faculty member’s horse farm approximately 12 miles from the main campus which raises many liability issues. Also, there are currently no facilities/labs/acreage to address the student need for observing and studying plants available to NCMC students. NCMC has no classroom or lab space for electronic or wind energy simulators or access to a wind energy turbine. In response to this regional need NCMC has delayed plans to renovate an on-campus academic building in order to provide students the opportunity to learn in a state-of- the-art environment and provide students the above necessities. The college has focused its efforts in developing the Barton Site including the addition of a 100’ wind turbine for demonstration and training purposes that was erected in February 2011. North Central Missouri College sets a goal in its mission to provide access to higher educational opportunity for those in the region and community to achieve their goals. It is important NCMC meet individual and industry needs by providing skills necessary for success. The Barton Site and proposed programs will provide a learning/training opportunity that does not currently exist for residents in this rural area. The target population is anyone who desires entry into a technical skill program or alternative energy program.

Student enrollment projections for the next five years at the Barton Site are listed below and include the projected total number of students in agriculture and alternative energy courses who will utilize the Barton Site facilities.

**Student Enrollment Projections** (Barton Site - Agriculture and Alternative Energy courses)

<b>Year</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Full Time</b>	9	12	13	14	16
<b>Part Time</b>	3	3	4	4	4
<b>Total</b>	12	15	17	18	20

- An estimated 11 full-time education majors will be in the program by the end of five years.
- An estimated 73% full-time enrollment and 27% part-time enrollment will be in the program by the end of five years.

### Student Retention Projections

Year	1	2	3	4	5
Full Time	6	6	8	10	12
Part Time	2	3	3	3	3
Total	8	9	11	13	15

- The program will have seven graduates per annum after three years of implementation and 11 graduates after four years of implementation.
- Students will have the opportunity to receive specialized training in their specific emphasis area: alternative fuels, wind, solar or industrial maintenance.
- Students will have the opportunity to obtain certain industry licenses, registration and/or certifications to go along with the program.
- Students will be subject to graduation requirements of the College.
- Students will be expected to seek outside certifications or licensure from an outside accrediting body.
- The program is expected to provide students with 100% career placement or further educational opportunities.
- Graduate Follow-up Surveys are completed annually. The expected satisfaction rate is 90% or greater.
- Employer Surveys are completed annually with feedback from the program advisory committee. Results of the employer surveys will reflect a high satisfaction rate of 90% or greater.

### Local, National and Regional Need

The development of the Barton Site is in clear alignment with the [Missouri Governor's agenda](#) for higher education. The governor attended the groundbreaking of the Barton site and commented, "Missouri has always stood at the cutting edge of agricultural research and natural resources management, the funds available through our Training for Tomorrow initiative will be put to excellent use by North Central Missouri College to prepare even more Missouri students to compete for the jobs of the future in sustainable agriculture, natural resources management and renewable energy."



Governor Nixon dedicating the Barton Site in September 2010.

On a national level the need for developing alternative energy is now considered important by a large segment of the American population. According to a recent poll conducted by the [American Wind Energy Association](#) (2010), "A majority of Americans -- 82% -- believe the nation's economy would be stronger (52%) or the same (30%) if we used more renewable energy sources. A majority of Americans -- 77% -- support a national Renewable Electricity".

Developing programs preparing people to enter the alternative energies field is now considered essential by a growing number of the population. For many years there has been an interest in developing alternative energy programs, however, the economical conditions prevented development due to cheaper petroleum alternatives. Today, the economic picture has presented a scenario where development is not only economical, but profitable for the long term. Due to this interest and need for training alternative energy workers, NCMC is responding to a national demand. Similarly, other fields of agricultural have also increased in demand due to being directly or indirectly related to the demand for alternative energies. According to [Career Planner.Com](http://www.careerplanner.com), “Advances in biotechnology have opened up research opportunities in many areas of agricultural and food science, including commercial applications in agriculture, environmental remediation, and the food industry. Interest in the production of biofuels, or fuels manufactured from agricultural derivatives, has also increased. Some agricultural scientists work with biologists and chemists to develop processes for turning crops into energy sources, such as ethanol produced from corn.”

In an effort to determine the regional and local need for the Barton Site, NCMC developed twelve question survey available in the appendix of this proposal. The survey was sent to 74 regional high school agricultural instructors, 6 area vocational technical directors, 4 regional universities (including the University of Missouri), 14 area and regional businesses and industries, 15 NCMC foundation board members, 5 NCMC administrators and 20 NCMC agricultural advisory committee members for a total of 136 surveys. There were a total of 71 respondents for a return rate of 53%. The results of the survey indicated overwhelming local and regional support for the development of the Barton Site and 93% agreed or strongly agreed with the need to meet alternative energy education needs in the region. The results also indicate the regional understanding among all groups that there is a necessity to develop a well educated and trained agricultural and alternative energy workforce in the NCMC service area.

### **Societal Need**

A changing state and national economy will create opportunities for technically skilled workers. [MERIC's Green Jobs Report \(2010\)](#) identifies energy production, manufacturing, and farming as three of the six sectors of Missouri's green economy. Employees with skilled training are currently needed and will be greater as the current workforce experiences retirements and position advancements.

In Northwest Missouri, *MERIC* indicates employment in two of the fastest growth industries will be repair and maintenance positions increasing from 961 to 1,157 (+20.4%) and professional, scientific, and technical services positions increasing from 2,165 to 2,688 (+24.2%) from 2008-2018. Thirty seven percent (37%) of green employers indicate alternative energy as a critical knowledge and skill set for Missouri's green economy.

Many of the major regional employers confirm their concern for the large amount of expected retirement in the near future. As new technologies are incorporated and embedded in nearly every job, it is imperative the future workforce has skilled training current with the latest technological advancements and skill sets. This program is also designed with continuing education and stackable credentials in mind. Licenses, certifications, and two year degrees will be offered, thereby providing an avenue for an individual to reach his/her professional development goals and, ultimately, their earning potential. The program design will allow a working individual seeking additional training in a particular skill the opportunity to take a single course or allow an individual to pursue a certificate or degree full-time. The program will also complement the training an individual might receive at an area technical school/career center by offering higher level and more specific technical training.

Clearly the need for expansion of higher educational services in the Northwest Missouri region is necessary to meet the growing demands of the changing marketplace. As indicated in the [Imperatives for Change: A coordinated Plan for Missouri Department of Higher Education](#), the request for development and curriculum offering at the Barton Site align with the Missouri Department of Higher Education and North Central Missouri College's desire to meet the needs of the increasing enrollment in higher education specifically in high career demand areas. Not only will the offering of agricultural and alternative energy programs at the Barton Site align with local, regional and state initiatives for job creation, it also falls in line with new federal emphasis in these fields. According to [President Obama](#), "... The hard truth is that some of the jobs that have been lost . . . won't be coming back. They are casualties of a changing economy. And that only underscores the importance of generating new businesses and industries to replace the ones we've lost, and of preparing our workers to fill the jobs they create."

Higher Education is currently in a rapid state of transition as it adjusts to meeting the demands of new occupations that require new skills and training. Due to local, regional and student demand, NCMC and other community colleges have been asked to "turn on a dime" and quickly respond to these increasing need for training and educating a workforce to meet the need. NCMC has listened to the national, state, regional and local demand for training and educating students in these areas and as a result, NCMC developed a [strategic plan](#) which includes planning for such programs leading to the need for the addition of the Barton Site. This site comes as a direct response to potential student's request to offer courses and programs that will meet the current needs of the marketplace.

### **Methodology**

Resources for this proposal came from several sources including MERIC, USDA, MDHE, DESE and Wind Energy Market Reports. Other sources were included internal to the College where appropriate.

## Duplication and Collaboration

NCCMC is the only community college in the 16 county region of Northwest Missouri. The Barton Site and its planned program offerings of alternative energies and natural resources will be the only programs in the Northwest Missouri region to offer such important and timely programs.

## Evaluation of Specific Courses and Programs

The professional courses listed within the Industrial and Energy Systems Technology and Agriculture and Natural Resources programs are planned to be offered at the Barton Site as space and resources become available. The initial years of operation at the Barton Site will provide students with courses from the new proposed programs; however, the Site will not offer 50% or more of courses that can be used toward any program or degree. Simultaneous to the Barton Site proposal, NCCMC is also seeking approval for the Industrial and Energy Systems Technology certificate and degree to be offered at the Barton Site. The Agricultural and Natural Resources certificate and degree have previously been approved by the MDHE. When fully operational the Barton Site will offer the program professional courses below:

### Industrial and Energy Systems Technology (AAS)

Microcomputer Applications  
English I  
American History or National Government  
Speech  
Intermediate Algebra  
Employment Strategies  
**Total credits: 46-48 (Depending on Emphasis Area)**

**Emphasis Area:** Alternative Fuels: Total Credits: 46

Introduction to Chemistry  
General Biology  
Agriculture Economics  
Plant Science  
Plant Science Lab  
Crop Science  
Programmable Logic Controllers  
AutoCAD I  
Biomass Crops  
Introduction to Biofuels  
Biodiesel Production  
Bioethanol Production  
Biogas Production  
Biofuel Systems Technology  
Biofuel Technology Internship

### Agricultural and Natural Resources (AAS)

Soils and Fertilizer  
Horsemanship  
Soils and Fertilizer Lab  
Plant Science  
Plant Science Lab  
Microcomputer Applications  
Agriculture Economics  
Principles of Light Horse Training  
Animal Science  
Animal Science Lab  
Farm Management and Records Analysis  
Business Communications  
English I  
Horseback Riding I  
Accounting I  
Crop Science  
American History or National Government  
Horseback Riding II  
Speech  
Agricultural Credit and Finance  
Agricultural Math or requirement  
Advanced Light Horse Training  
Employment Strategies  
Agriculture/Natural Resources Internship

**Emphasis Area:** Solar: Total Credits: 48

Introduction to Physics  
Introduction to Electronics  
Basic Electricity I  
Basic Electricity II  
Materials of Construction  
Residential Plumbing  
Programmable Logic Controllers  
AutoCAD I  
Introduction to Solar  
Passive Solar  
Passive Solar Lab  
Solar Thermal Systems  
Solar Thermal Systems Lab  
Solar Electrical Systems  
Solar Electrical Systems Lab  
Industry Standards  
Solar Technology Internships

**Emphasis Area:** Wind: Total Credits: 46

PS108 Introduction to Physics  
MF120 Introduction to Electronics  
MF122 Basic Electricity I  
MF126 Basic Electricity II  
CT107 Materials of Construction  
MF150 Principles of Safety  
MF141 Programmable Logic Controllers  
MF220 AutoCAD I  
MF155 Principles of Maintenance  
MF145 Basic Fluid Power  
Introduction to Wind  
Turbine Troubleshooting  
Agriculture Mechanics  
Industry Standards  
Wind Turbines and Farms Internship

**Emphasis Area:** Industrial Maintenance: Total Credits: 47

Introduction to Physics  
Principles of Management  
Introduction to Electronics  
Basic Electricity I  
Basic Electricity II  
Motor Controls  
Principles of Safety  
Programmable Logic Controllers  
AutoCAD I  
Industrial Robotics  
Basic Fluid Power  
Industrial Electronics  
Industry Standards  
Agriculture Mechanics  
Industrial Maintenance Technology Internship

Total Credits: 64

**Agricultural and Natural Resources Certificate  
Requirements:**

Soils and Fertilizers  
Soils and Fertilizers Lab  
Plant Science  
Plant Science Lab  
Horses and Horsemanship  
Microcomputer Applications I  
Employment Strategies  
Horseback Riding I  
Animal Science  
Animal Science Lab  
Agricultural Math or requirement  
Agriculture Credit and Finance  
Principles of Light Horse Training  
Farm Management and Records Analysis  
Horseback Riding II  
Total Credits: 32

## **Industrial and Energy Systems Technology Certificate Requirements:**

**Emphasis Area: Solar:** Total Credits: 28

Speech

Intermediate Algebra

Employment Strategies

Basic Electricity I

Introduction to Solar

Passive Solar

Passive Solar Lab

Solar Thermal Systems

Solar Thermal Systems Lab

Solar Electrical Systems

Solar Electrical Systems Lab

**Emphasis Area: Wind:** Total Credits: 25

Speech

Intermediate Algebra

Employment Strategies

Introduction to Electronics

Basic Electricity I

Basic Electricity II

Introduction to Wind

Turbine Troubleshooting

Wind Turbines and Farms Internship

**Emphasis Area: Industrial Maintenance:** Total Credits: 25

Speech

Intermediate Algebra

Employment Strategies

Introduction to Electronics

Basic Electricity I

Motor Controls

Principles of Safety

Programmable Logic Controllers

Basic Fluid Power

Many of the specialized courses will be offered at Barton due to the availability of the alternative energy lab and specialized classrooms. The majority of courses necessary for the attainment of a certificate or degree will continue to be offered on the main campus located one mile away.

The Industrial and Energy Systems Technology and Agricultural and Natural Resources programs at NCMC will be evaluated every five years as all programs are at NCMC by a committee composed of faculty, staff, advisory committees and administration. Program reviews are based on the SWOT analysis: Strengths, Weaknesses, Obstacles and Threats. Information found in the analysis is used to make changes or eliminate the program. Program directors or division chairs are asked to present the committee with information providing the enrollment trends, actual supporting data, and recommendations for program improvement.

## **Program Characteristics and Performance Goals**

Students applying for admission at North Central Missouri College adhere to published, open-admission requirements. Students attending the Barton Site will be admitted through the same process and provided the same services as students on the home campus. NCMC offers several courses that allow the traditional as well as non-traditional student to prepare to perform at the collegiate level.

### **Faculty Characteristics**

Current agricultural faculty will instruct courses as part of their 15 hour semester load and six of those hours will be release time for one instructor to handle daily management duties at the Barton Site. If the Barton Site and the Industrial Energy Systems Technology degree are approved, a full-time credential instructor will be employed to instruct the professional courses required for the degree as revenue becomes available. All instructors at NCMC are required to have a minimum of a Masters degree with 18 graduate hours in the specific area of instruction. However, within the Career and Technical areas, an Associate's degree in a specific area with an industry recognized certificate and experience in the field will meet the Department of Elementary and Secondary qualifications. Programs, courses, curriculum, student services, assessment and administration at the Barton Site will be managed in the same manner as they are at the main campus. All NCMC procedures, policies and processes will apply to the Barton Site.

### **Accreditation**

North Central Missouri College is accredited by the Higher [Learning Commission of the North Central Association of Colleges and Schools](#). The Higher Learning Commission also requires approval of the Barton Site based on previous approval by the Missouri Department of Higher Education.

### **Barton Site Operations, Financial, Evaluation and Managerial Responsibilities**

As stated previously, the Barton Site will be managed by a current faculty member in addition to instructing classes. As the site grows, the manager position will become a full-time position and separated from the current faculty arrangement. The manager will be responsible for overseeing buildings, planning events, assigning classrooms and maintenance of the facilities at the site.

At the present time, NCMC programs are evaluated on a five-year cycle through a SWOT analysis program review process and the college undergoes an independent financial audit annually. The programs on the Barton Site will seek information and input from two advisory committees. The Alternative Energy Committee meets tri-monthly in a partnership with the Wind Capital Group and directs the activities of the current wind energy program which oversees the future solar bio fuels programs as well. This committee has 14 members and has representatives from the areas of wind energy, banking, higher education, secondary education, city utilities and

customized training. The Agricultural Resource Advisory Committee meets bi-annually and has 20 members representing agriculture, industry, food services and bio science.

The Barton Site is currently under construction and the projected cost of the first two buildings to be erected on the Barton Site is provided below\*. The timeline calls for completion of the first phase of the building plan by August 2011 at which time NCMC would begin utilizing labs and classrooms if approved by MDHE. The college finances are audited annually by the Timothy M. Jeffries Inc. and include the reviewing of the costs associated with the building and maintenance of the Barton Site. Evaluation of the Barton Site in all areas of operations will be ongoing depending on revenue streams, enrollment, expenses and viable programming.

## **CONCLUSION**

North Central Missouri College is confident that the Barton Site meets a clear and present demand for educating students in the present economic climate. NCMC is dedicated to serving the region and it's constituents with a high quality education that will instill its students with employable skills. NCMC and the region have demonstrated their commitment through financial contributions and the current construction taking place at the Barton Site. If approved the citizens of Northwest Missouri will have access to a unique and highly demanded program of study that will reveal its value in changing the economy of Northwest Missouri for the better.

# Appendix

## NEEDS SURVEY

### THE ESTABLISHMENT OF THE BARTON FARM CAMPUS; NORTH CENTRAL MISSOURI COLLEGE (NCMC)

**Directions:** Answer the following questions based on your own opinion. Circle the answer by using the rating scale of 1 through 5. Scale: 1 – strongly disagree, 2 – disagree, 3 – neutral, 4 – agree, 5 – strongly agree.

#### Questions

1. NCMC currently offers degree programs in Agriculture and Natural Resources. In your opinion, is this program a valuable asset and option for students in Northwest Missouri?

1                      2                      3                      4                      5

2. NCMC is currently in the process of developing an Agriculture/Farm Campus. This campus would provide the opportunity for hands-on, demonstration and research based instruction. Do you believe this learning opportunity would benefit NCMC students as they move on with their education or enter their chosen career field?

1                      2                      3                      4                      5

3. Is the opportunity for students to learn in a unique and supportive educational environment at NCMC Barton Farm Campus important aspect for student success?

1                      2                      3                      4                      5

**4. NCMC offers degree programs in career and technical education. Do you believe the opportunity to receive this type of education and training at the Barton Farm Campus for traditional, non-traditional and continuing education students in Northwest Missouri is important?**

**1                      2                      3                      4                      5**

**5. NCMC is looking at expanding degree and course offerings to prepare and train students in the areas of Alternative Fuels, Solar Energy, Wind Energy and Industrial Maintenance. The addition of the Barton Farm Campus makes this expansion possible. Do you believe the opportunity to offer these programs would benefit students, as well as, the business industry throughout Northwest Missouri?**

**1                      2                      3                      4                      5**

**6. In the event of program and course expansion in Agriculture at NCMC, do you believe there are sufficient employment opportunities in the specific fields of study to justify program expansion?**

**1                      2                      3                      4                      5**

**7. In building and developing the Barton Farm Campus, do you believe it is important to equip the campus with the latest technology in computer and simulator equipment to help prepare students for their future career in Northwest Missouri and its surrounding area?**

**1                      2                      3                      4                      5**

**8. Do you believe the opportunity for and availability of short-term training courses (OSHA 10 hours safety course, for example) is important in order to upgrade present skills/certifications?**

**1                      2                      3                      4                      5**

**9. Is the opportunity for students to transfer course work from NCMC to other colleges or universities for a bachelor's degree important?**

**1                      2                      3                      4                      5**

**10. Is the opportunity to collaborate with K-12 educational programs to recruit potential new students to NCMC important?**

**1                      2                      3                      4                      5**

**11. In building and developing the Barton Farm Campus, do you believe it is important to have a meeting/conference room available for community and business/industry groups to utilize for conferences or organizational meetings here in Northwest Missouri and its surrounding area?**

**1                      2                      3                      4                      5**

**12. In hosting community and business events on the Barton Farm Campus, do you believe this would be an opportunity to promote NCMC programs and recruit potential students in Northwest Missouri and its surrounding area?**

**1                      2                      3                      4                      5**

**13. Do you believe you are well informed about the programs and services provided by NCMC?**

**1                      2                      3                      4                      5**

**14. What advantages do you believe there are in attending NCMC? (circle all that apply)**

- a. Close to home**
- b. Affordable**

- c. Personal attention**
- d. Small classes**
- e. Choice of academic programs**
- f. Choice of career programs**
- g. Opportunity to improve academic skills**
- h. other**

## AGENDA ITEM SUMMARY

### AGENDA ITEM

Linn State Technical College Mission Statement  
Coordinating Board for Higher Education  
June 9, 2011

### DESCRIPTION

In December 2010, the Missouri Department of Higher Education completed a review of the missions of all public institutions of higher education. In response to the department's recommendations, Linn State Technical College has requested that the Coordinating Board for Higher Education approve a revised mission statement for the college. The purpose of this agenda item is to present this request.

#### Background

In 2010, the MDHE submitted a "Mission Review Performance Report" to Linn State Technical College. The MDHE recommended that the Linn State Technical College may want to revise its mission statement to describe with greater clarity its primary goals and align its institutional mission and vision statement with its CBHE approved statewide mission statement.

In December, 2010, representatives of Linn State Technical College met with MDHE staff to discuss the performance report findings. Linn State officials indicated their intention to submit a revised mission statement for approval to both the Linn State Board of Regents and the CBHE. The MDHE received the new mission statement, approved by the Regents on January 21, 2011. MDHE staff has reviewed the new mission statement and believes it appropriately and clearly describes Linn State Technical College's statewide mission.

### STATUTORY REFERENCE

Section 173.030(2) RSMo, CBHE statutory responsibility for recommending to governing boards of any institutions in the state the development, consolidation, or elimination of programs, degree offerings, physical facilities or policy changes where that action is deemed . . . in the best interests of the institution . . . and or the general requirements of the state.

Section 173.030 (7), RSMo, Conducting...a review every five years of the mission statements of the institutions comprising Missouri's system of public higher education.

Section 178.636 RSMo, Linn State Technical College, purpose and mission

### RECOMMENDED ACTION

**It is recommended that the Coordinating Board for Higher Education approve the revised mission statement for Linn State Technical College.**

Coordinating Board for Higher Education  
June 9, 2011

**ATTACHMENT**

Linn State Technical College revised mission statement



## Mission

Linn State Technical College is a certificate and associate degree granting institution with open/selective enrollment and a mission focusing on programmatic access to highly specialized technical education in both emerging and traditional technologies. ***Linn State Technical College prepares students for profitable employment and a life of learning.*** The mission is accomplished within the charges of the legislative mission.

The legislative mission is:

“1. Linn State Technical College shall be a special purpose institution that shall make available to students from all areas of the state exceptional educational opportunities through highly specialized and advanced technical education and training at the certificate and associate degree level in both emerging and traditional technologies with particular emphasis on technical and vocational programs not commonly offered by community colleges or area vocational technical schools. Primary consideration shall be placed on the industrial and technological manpower needs of the state. In addition, Linn State Technical College is authorized to assist the state in economic development initiatives and to facilitate the transfer of technology to Missouri business and industry directly through the graduation of technicians in advanced and emerging disciplines and through technical assistance provided to business and industry. Linn State Technical College is authorized to provide technical assistance to area vocational technical schools and community colleges through supplemental on-site instruction and distance learning as such area vocational technical schools and community colleges deem appropriate.

2. Consistent with the mission statement provided in subsection 1 of this section, Linn State Technical College shall offer vocational and technical programs leading to the granting of certificates, diplomas, and applied science associate degrees, or a combination thereof, but not including associate of arts or baccalaureate or higher degrees. Linn State Technical College shall also continue its role as a recognized area vocational technical school as provided by policies and procedures of the state board of education.”

## AGENDA ITEM SUMMARY

### AGENDA ITEM

Revisions to Policy for Review of New Academic Programs  
Coordinating Board for Higher Education  
June 9, 2011

### DESCRIPTION

The Coordinating Board for Higher Education has the authority to approve proposals for new academic programs submitted on behalf of the state's public institutions of higher education. The Missouri Department of Higher Education (MDHE) recommends the following modifications to the policy for the review of new academic programs in an effort to make the process more efficient and effective.

#### Steps in submitting a new program proposal.

Currently, CBHE policy requires that institutions submit new program proposals to the MDHE by the thirteenth of each month. The MDHE posts proposals to the department's website by the fifteenth of each month for a twenty-day period of public comment. The department strives to complete its review of new program proposals within 45 working days of the official posting. Depending on when the proposal was submitted, this practice has at times resulted in unnecessary delays in bringing the proposal before the CBHE for approval.

The MDHE recommends modifying this policy so that new program proposals are reviewed according to a clear, coherent and consistent schedule. Rather than post proposals for public comment each month, we propose posting proposals five times annually, according to the table below:

<b>For a proposal for a new academic program, or a proposal for a new residence center, to be considered for approval at the CBHE meeting in:</b>	<b>MDHE must receive the proposal by:</b>	<b>The proposal will be posted to MDHE website on:</b>
September	July 1	July 15
December	October 1	October 15
February	December 1	December 15
April	February 1	February 15
June	April 1	April 15

This modification provides institutions with a clear timetable and firm deadlines to guide them in the development of new academic programs, in particular submitting the proposal in advance of the semester in which they intend to offer the new program. By processing and posting new academic proposals five times annually, we also believe the change will permit our staff to work more effectively and efficiently.

Program change forms (Form PC) received by the first of the month preceding a CBHE meeting will be brought to the board for approval at the next board meeting. For example, program changes received by August 1 will be considered for approval at the September CBHE meeting.

Coordinating Board for Higher Education  
June 9, 2011

### Provisional approval of new academic programs

The proliferation of new academic programs was, in part, one of the reasons the governor gave in requesting the special Statewide Review of Academic Programs last fall. One recommendation resulting from the special review was the concept of provisional approval for new academic programs. In making the recommendation, the MDHE determined that withholding unconditional approval of an academic program until the program could demonstrate that it was performing as projected was an appropriate use of the CBHE's authority to review and approve new programs, and to recommend the elimination of programs that are not fulfilling state needs.

Effective July 1, 2011, the CBHE will give provisional approval to new academic programs. The MDHE will review the program five years from the date of its provisional approval. If this review indicates that the program is not performing as expected, the CBHE may recommend the termination of the program, unless there are compelling justifications (i.e., central to institutional mission; supports other programs; meets statewide needs) for continuing the program.

For the five-year review, the MDHE will request that an institution provide enrollment, graduation and staffing data for the program, as well as a brief summary of program performance. If the program is performing as well as or better than the projections in the original program proposal, the MDHE will recommend that the CBHE approve the program without conditions.

### **STATUTORY REFERENCE**

Sections 173.005.2(1), 173.005.2(8), 173.005.11, 173.030(1), and 173.030(2), RSMo, Statutory requirements regarding CBHE approval of new degree programs.

### **RECOMMENDED ACTION**

**It is recommended that the Coordinating Board for Higher Education approve these modifications to the policy for the review of new academic programs.**

### **ATTACHMENT(S)**

CBHE Policy on New/Off-Site Program Review

## 1. 10.1 Requests for a New Program: General Outline

**Step 1.** A new program proposal must be received at the CBHE by the 13th of each month. Proposals will be posted five times per year, according to the chart below. Included in the request should be a full and complete proposal (see Specific Format for a Complete Proposal below) in two forms: (a) a hard copy, with appropriate signatures on the cover page, and (b) an electronic version, sent either as an e-mail attachment (preferred) or on a diskette. Institutions submitting proposals that involve collaborations/partnerships must include letters of support from collaborators or partner institutions. Collaborative efforts involving both public- and independent-sector institutions will be treated like public institution proposals.

For a proposal for a new academic program to be considered for approval at the CBHE meeting in:	MDHE must receive the proposal by:	The proposal will be posted to MDHE website on:
September	July 1	July 15
December	October 1	October 15
February	December 1	December 15
April	February 1	February 15
June	April 1	April 15

**Step 2.** An institution's request will be forwarded to the academic community by two means: First, the full proposal (minus the Financial Projections section) will be posted on the CBHE web page on the 15th of each month. Second, notice will be sent electronically to all chief academic officers.

**Step 3.** The academic community will have twenty (20) working days to respond to an institution's new program request by raising questions, asking for additional information, or making comments. All such questions, requests, or comments shall be in writing and directed to the "Person to contact for more information," as listed on Form NP, as well as to the CBHE Associate Commissioner for Academic Affairs. Proposing institutions will have the opportunity to furnish a written response to the CBHE Associate Commissioner for Academic Affairs if they choose to do so and to decide whether to withdraw or proceed with the proposal. A written response is not needed to proceed. Record files for institutions that proceed will include all comments and responses.

**Step 4.** Independent institutions are not required to submit financial projections except when a proposed program involves a cooperative relationship with a public institution. Once a proposal is complete, a recommendation will be sent to the Commissioner for action. The institution will be notified of the Commissioner's action, and the action will be reported to the CBHE at its next regularly scheduled meeting.

Normally, program reviews should be completed within 45 working days after being officially posted. The expected length of review is subject to adjustment due to issues that may arise during the program review process.

## 11.1 Request For Off-Site Delivery Of Existing Program: General Outline

**Proposals** A proposal for the off-site delivery of an existing program ~~must be received at the CBHE by the 13th of each month.~~ will be posted five times per year, according to the chart below. Included in the request should be a full and complete proposal (see Specific Format for a Complete Proposal below) in two forms: (a) a hard copy, with appropriate signatures on the cover page, and (b) an electronic version, sent ~~either~~ as an e-mail attachment (~~preferred~~) ~~or on a diskette~~. Institutions submitting proposals that involve collaborations/partnerships must include letters of support from collaborators or partner institutions. Collaborative efforts involving both public- and independent-sector institutions will be treated like public institution proposals.

For a proposal for a new residence center to be considered for approval at the CBHE meeting in:	MDHE must receive the proposal by:	The proposal will be posted to MDHE website on:
September	July 1	July 15
December	October 1	October 15
February	December 1	December 15
April	February 1	February 15
June	April 1	April 15

**Step 2.** An institution's request will be forwarded to the academic community by two means: First, the full proposal (minus the Financial Projections section) will be posted on the MDHE web page on the 15th of each month. Second, notice will be sent electronically to all chief academic officers.

**Step 3.** The academic community will have twenty (20) working days to respond to an institution's new program request by raising questions, asking for additional information, or making comments. All such questions, requests, or comments shall be in writing and directed to the "Person to contact for more information," as listed on Form NP, as well as to the CBHE Associate Commissioner for Academic Affairs. Proposing institutions will have the opportunity to furnish a written response to the CBHE Associate Commissioner for Academic Affairs if they choose to do so and to decide whether to withdraw or proceed with the proposal. A written response is not needed to proceed. Record files for institutions that proceed will include all comments and responses.

**Step 4.** Independent institutions are not required to submit financial projections except when a proposed program involves a cooperative relationship with a public institution. Once a proposal is complete, a recommendation will be sent to the Commissioner for action. The institution will be notified of the Commissioner's action, and the action will be reported to the CBHE at its next regularly scheduled meeting.

Normally, program reviews should be completed within 45 working days after being officially posted. The expected length of review is subject to adjustment due to issues that may arise during the program review process.

## **AGENDA ITEM SUMMARY**

### **AGENDA ITEM**

Proprietary School Certification Actions and Reviews  
Coordinating Board for Higher Education  
June 9, 2011

### **DESCRIPTION**

All program actions that have occurred since the April 7, 2011, Coordinating Board meeting are reported in this item. In addition, the report includes information concerning anticipated actions on applications to establish new postsecondary education institutions, exemptions from the department's certification requirements, and school closures.

### **STATUTORY REFERENCE**

Sections 173.600 through 173.618, RSMo, Regulation of Proprietary Schools

### **RECOMMENDED ACTION**

This is an information item only.

### **ATTACHMENT(S)**

Proprietary School Certification Program Actions and Reviews

**Coordinating Board for Higher Education  
Proprietary School Certification Program Actions and Reviews**

***Certificates of Approval Issued (Authorization for Instructional Delivery)***

Benedictine College  
Kansas City, Missouri

This not-for-profit institution based in Atchison, Kansas, was approved to operate in Missouri to offer an Executive Master of Business Administration program primarily to members of the Kansas City Police Department. The mission of this institution is to provide “the education of men and women within a community of faith and scholarship.” This school is accredited by the Higher Learning Commission (HLC).

Quality Testing Services, Inc.  
Maryland Heights, Missouri

This for-profit, corporately-owned institution has been approved to offer multiple non-degree programs to train students on the various methods of nondestructive testing such as ultrasonic, radiographic and magnetic particle testing. This school is not accredited.

Research Medical Center  
Kansas City, Missouri

This hospital-based school operated by the for-profit Research Medical Center (Hospital Corporation of America) was previously exempt from the law governing proprietary schools. Due to changes in organizational structure, the institution no longer met exemption requirements. The school has been approved to offer a non-degree radiologic technology program and a non-degree nuclear medicine technology program. Although the programs hold professional recognition, the school is not accredited.

***Certificates of Approval Issued (Authorization Only to Recruit Students in Missouri)***

None

***Applications Pending Approval (Authorization for Instructional Delivery)***

City Pointe Academy  
Webb City, Missouri

This private, for-profit institution is currently licensed by the State Board of Cosmetology and Barbers to deliver instruction. As such, the school was not required to seek certification. The school now intends to offer certificates of completion in massage therapy, an area of instruction for which the school must be certified to operate. The

mission of the institution is to produce highly trained, well-prepared graduates for salons and spas. This school is not accredited.

Environ-Tech, LLC  
St. Louis, Missouri

This for-profit institution proposes to offer a non-degree program in repair, renovation, and painting in order for renovators to work safely in housing with lead-based paint and to comply with EPA and HUD rules. This school is not accredited.

Metropolitan Training Alliance  
St. Louis, Missouri

This is a non-profit organization offering non-degree, industry certification programs in Computer Numerically Controlled Machining and Advanced Manufacturing as well as advanced courses in Integrated Systems Technology, Welding, Sheet Metal Fabrication, CADD and CNC Programming. The school currently operates as a U.S. Department of Labor recognized on-the-job training provider and through a partnership with Ranken Technical College, the organization is seeking separate approval to operate in order to provide training beyond these parameters. This school is not accredited.

***Applications Pending Approval (Authorization Only to Recruit Students)***

None

***Exemptions Granted***

The Graduate School of the Stowers Institute for Medical Research  
Kansas City, Missouri

This not-for-profit institution, operated by the Stowers Institute, will offer master and doctoral degrees in biology. The mission of this school is to “train ... students from around the world to do innovative and creative investigations in the biological sciences.” The institution was exempted as “a not for profit school owned, controlled and operated by a bona fide eleemosynary organization which provides instruction with no financial charge to its students and at which no part of the instructional cost is defrayed by or through programs of governmental student financial aid, including grants and loans, provided directly to or for individual students.” This school is not accredited.

***School Closures***

None

## **AGENDA ITEM SUMMARY**

### **AGENDA ITEM**

Committee on Transfer and Articulation (COTA) Update  
Coordinating Board for Higher Education  
June 9, 2011

### **DESCRIPTION**

A primary statutory responsibility of the CBHE is to ensure the efficient and effective transfer of students among Missouri institutions. The Committee on Transfer and Articulation, the CBHE's standing advisory committee, works within the board's statutory authority to facilitate the transfer of students between institutions of higher education within the state. They are guided in this work by the COTA Advisory Council. This board item provides a summary of the 2011 Transfer and Articulation Conference Report produced by these two committees.

#### 2011 Transfer Conference

As reported at the April 2011, meeting of the CBHE, the 2011 Missouri Conference on Transfer and Articulation was held at the Holiday Inn Select Executive Center in Columbia, Missouri on February 11, 2011. One hundred-eighty five registrants attended the conference, including transfer practitioners, faculty, institutional staff, administrators, COTA members, COTA Advisory Council members and MDHE staff. Conference attendees were representative of all institutions sectors, with 68 public four-year, 52 independent four-year, 49 public two-year, four proprietary, one independent two-year and 11 MDHE and other organization representatives. Twenty-eight attendees were new to the conference this year.

Commissioner Russell gave the keynote address. The conference was organized into three presentation tracks: 1) Best Practices; 2) Faculty Roles in Transfer and Articulation and 3) Policy and Vision. There were a total of nine breakout presentations available to conference attendees. Presenters and topics were representative of all institutional sectors and were focused on both policy and practice issues. Conference presentations and handouts are also available at <http://www.dhe.mo.gov/cota/2011cotapresentations.php>.

The 2011 conference had only five fewer attendees than last year's conference. Conference evaluation forms had a response rate of fifty percent, fifteen percent higher than in 2010. Evaluations consistently indicated that while participant appreciation for the networking opportunities available was high, additional networking activities would be even more appreciated. Overall the assessment of the conference was generally positive and included recommendations that both COTA and COTA-AC will consider.

#### Conclusion

COTA's work over the next several months will include working with COTA-AC to plan the 2012 Transfer Conference based on the feedback contained in the attached conference report.

Coordinating Board for Higher Education  
April 7, 2011

**STATUTORY REFERENCE**

Section 173.020(3) and 173.005.2(6), RSMo, Responsibilities of the Coordinating Board

**RECOMMENDED ACTION**

Informational item only.

**ATTACHMENT**

2011 COTA Transfer Conference Report

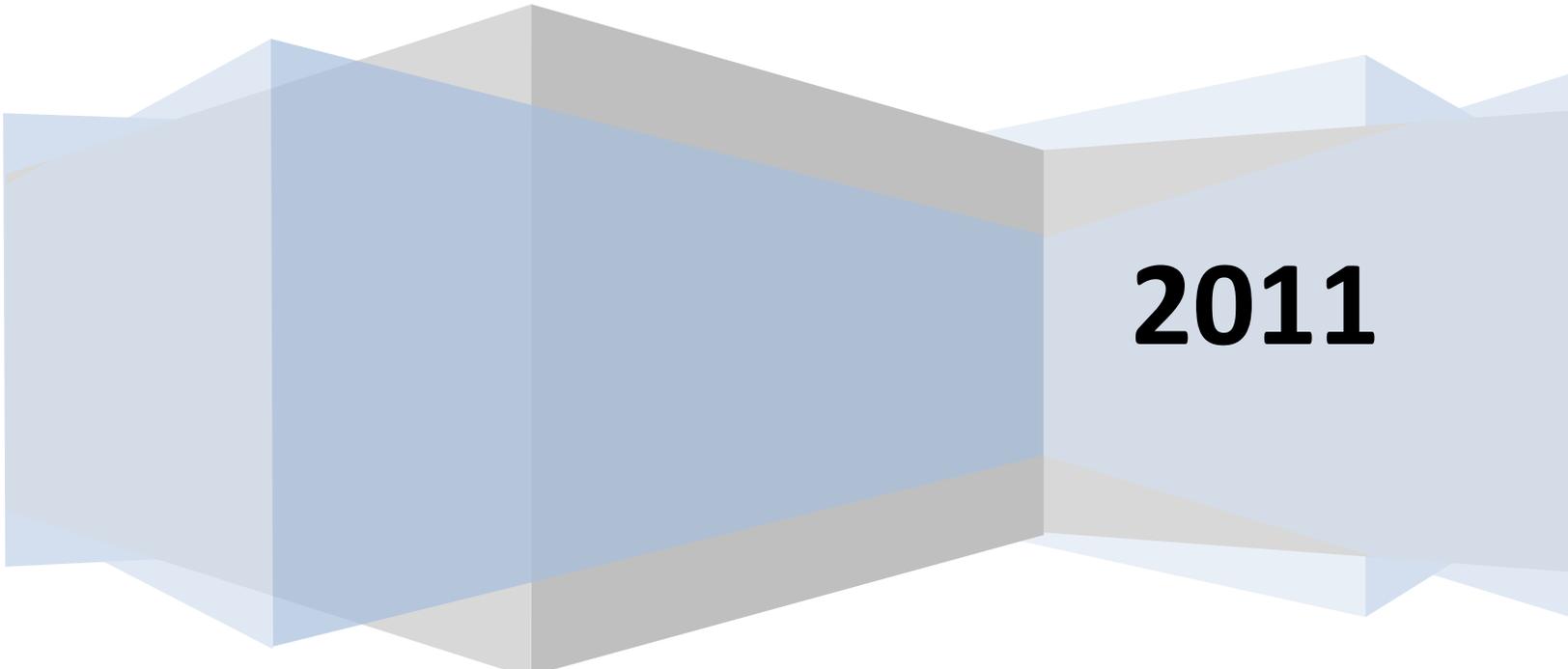


# Evaluation Summary

## Committee on Transfer and Articulation Transfer Conference

February 11, 2011

Released April, 2011



**2011**

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<b>Appendix: Conference Materials</b>	<b>8</b>
<b>2011 Missouri Transfer Conference—Agenda</b>	<b>8</b>
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The Committee on Transfer and Articulation (COTA) is charged by the Coordinating Board for Higher Education to review and make recommendations on transfer issues, study and develop transfer guidelines for traditional and non-traditional credits, and review and recommend resolutions on cases of appeal from institutions or students.

The COTA-Advisory Council (COTA-AC) acts as an arm of COTA. Its primary role is to review proposed revisions and initiatives to statewide transfer and articulation policies and to assess, evaluate, and provide feedback on the feasibility of implementation of said proposals. Additionally, the Advisory Council will bring forward to COTA any issues or emerging trends that will affect the transfer of students and/or post-secondary credits between institutions in this state.

The Missouri Transfer Conference is coordinated by COTA and planned by COTA-AC, and has been held annually since 2007. The intent of the conference is to provide attendees with additional data about best transfer practices, persistent transfer problems, and useful resources. The conference also provides an excellent opportunity to network with colleagues from across the state on transfer/articulation issues and challenges of mutual concern.

The 2011 conference theme was “Missouri’s Vision for Transfer Success” It was organized around three tracks:

- Best Practices
- Faculty Roles in Transfer and Articulation
- Policy and Vision

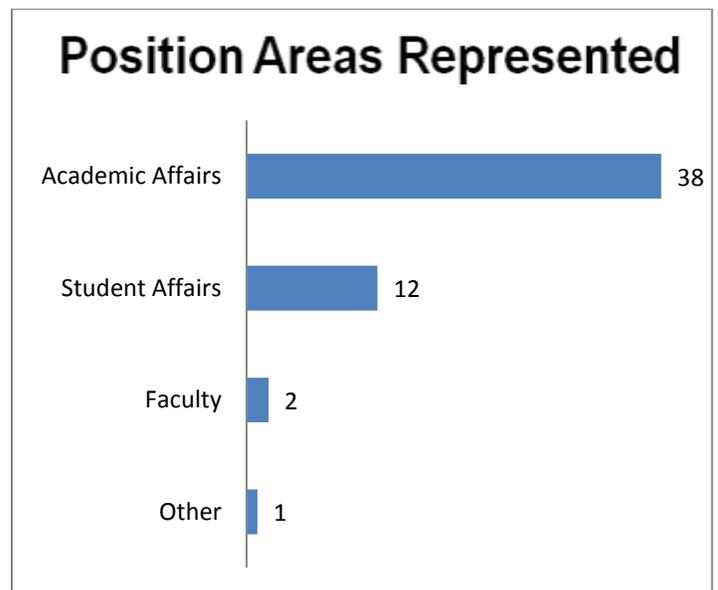
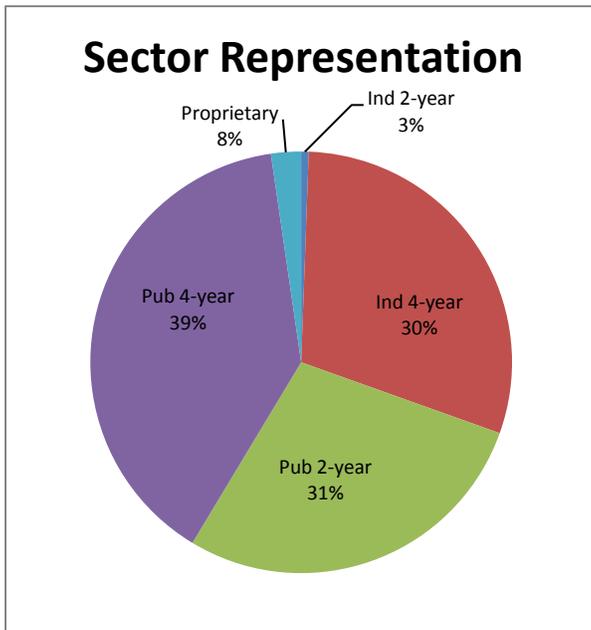
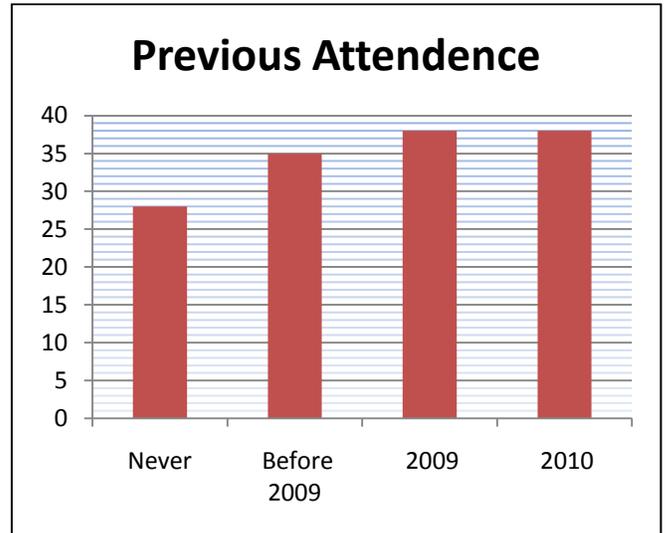
The members of the Committee on Transfer and Articulation extend their gratitude and appreciation for the excellent work of the planning committee and COTA-AC in facilitating this year’s conference. COTA also would like to thank St. Louis Community College for its financial support of the 2011 conference and Missouri University of Science and Technology for handling registrations.

## DEMOGRAPHIC SUMMARY

Attendance at the 2011 Transfer Conference was 3 percent less than in 2010. The evaluation response rate, however, increased 15 percent from the 2010 conference. As in previous years, participation was spread across sectors and job functions with the majority of attendees representing academic affairs.

See Appendix A for a copy of the blank evaluation form.

Evaluation Response Rate		
	2011	2010
Total number of attendees	185	190
Total number of evaluations	93	67
Response Rate	50 %	35 %



## Overall Assessment of Conference, 2011

Overall satisfaction with the conference had a minimal decline from 2010 to 2011. This year's responses were significantly higher than the 2008 assessment.

Evaluation Questions Mean response, scale 1 (strongly disagree) – 10 (strongly agree)	2011 n=93	2010 n=66	2009 n=100	2008 n=69
Today's conference was helpful for increasing my understanding of transfer issues/practices	7.64	7.66	8.3	5.6
The presentations and discussions addressed important issues surrounding transfer	7.80	7.80	8.4	5.9
Overall, I am satisfied with today's conference	7.85	7.86	8.5	5.4
I would recommend this conference to other transfer professionals	7.86	7.98	8.5	5.7
I am interested in participating in future conferences or events about transfer student issues	7.85	7.90	8.6	6.4

## Breakout Session Feedback

Assessment of the breakout sessions was consistently high, and also consistent with the assessment of breakout sessions at previous conferences.

See Appendix B for the individual session evaluation summaries.

Breakout Session Evaluation Questions Mean response scale 1-10 (strongly disagree- strongly agree)	MORNING I SESSIONS			MORNING II SESSIONS			AFTERNOON SESSIONS		
	Session 1 n=26	Session 2 n=54	Session 3 n=8	Session 4 n=16	Session 5 n=48	Session 6 n=20	Session 7 n=13	Session 8 n=35	Session 9 n=17
This session was helpful for increasing understanding of a specific issue or practice	7.81	7.93	8.38	9.06	7.60	5.70	7.92	6.52	8.41
This topic is relevant to my transfer practice	8.12	8.35	8.25	8.69	6.81	5.30	6.85	6.14	8.06
The presenter was knowledgeable about the topic presented	8.89	8.38	9.13	8.88	8.90	7.85	9.00	8.69	9.35
Overall, I am satisfied with this session	9.19	8.13	9.63	9.00	7.96	5.90	8.42	6.74	8.82
<b>Breakout Session overall assessment</b>	<b>8.25</b>	<b>8.20</b>	<b>8.59</b>	<b>8.91</b>	<b>7.82</b>	<b>6.19</b>	<b>8.05</b>	<b>7.63</b>	<b>8.66</b>

## Written Conference Feedback Summary

Generally, participants at this year’s conference felt positively about the conference, although there were critiques of specific aspects of the conference. Written feedback was based on three questions. The responses are summarized below.

**The full text of the written comments can be found in Appendix C.**

### Question 1: “What aspects of today’s conference did you find most helpful?”

Many respondents felt that the conference provided an opportunity for professional networking and an opportunity to share ideas with colleagues and peers. They also enjoyed several of the breakout session topics. Below is a list of the most mentioned aspects of the conference.

Liked/enjoyed/found helpful:	# of times appearing
Breakout session topics	18
Networking with colleagues across sectors and the state	15
Hearing/staying informed about statewide initiatives	6
MDHE’S vision and goals	4
Data Session	4

### Question 2: “What suggestions do you have to improve future conferences?”

Suggestions for improving the conference clustered generally around these issues: the desire for the sessions to cover more topics; more sessions on transfer practice; and conference logistics. Conference attendees especially want more sessions that focus on the practitioner’s point of view.

In regards to conference logistics, there were comments that the room dividers did not suppress noise very well and requests for larger rooms as some sessions were rather full. It was also suggested that conference programs list the target audiences for each presentation as a way to help attendees determine which sessions they will attend. A few comments stated that the lunch line was a bit long and there was a request for more elaborate name tags.

**A transcript of all responses to this question can be found in Appendix C.**

### Question 3: “What are transfer issues on the horizon that could be effectively addressed at a future conference?”

Respondents identified a wide range of issues that they would like to see addressed at future conferences. Electronic transfer of transcripts and common course numbering were mentioned several times. Other topics identified included international transfer, college readiness, dual credit, non-traditional transfer students, AAT, issues facing independent institutions, reverse transfer, common core, and graduate transfer.

**A transcript of all responses to this question can be found in Appendix C.**

## **Lunch Session Topic Summary**

The evaluation form did not have a question directly about this session, but several comments were received. Individuals enjoyed the data presentation but would have preferred a lighter topic for the lunch session. Bringing back the open microphone session and having a panel discussion were alternative suggestions for the lunch session.

## **Recommendations for COTA Policy Consideration**

Based on conference feedback, the following areas are recommended for policy consideration by COTA.

- improving the working relationships between the state's two-year and four-year institutions
- electronic transfer of transcripts
- common course numbering
- reviewing dual credit, early college, and other concurrent enrollment programs
- assessment of the common core

## Appendix A



### 2011 COTA Transfer and Articulation Conference

February 11, 2011

Columbia, Missouri

Holiday Inn Select Executive Center

- 8:30** *Registration and Continental Breakfast (Hotel Conference Center Lobby)*
- 9:00** *Welcome* *Windsor Room*  
Debbie Schatz, Chair, COTA-AC  
Pam McIntyre, Chair, COTA
- 9:15** *Keynote (Windsor Room)*  
Dr. David Russell, Commissioner, Missouri Department of Higher Education
- 10:00** *Break*
- 10:10** *Breakout A*
- Session 1 ACCESS—ACCESS—ACCESS: Creating a College Going Culture and Ensuring Student Success in Missouri** *Windsor 1*  
*(Faculty Roles in Transfer and Articulation)*  
**Kathleen Burns, Director ACP, University of Missouri—St. Louis**  
**Gayle Rogan, PhD, Director, 1818 ACC Program, Saint Louis University**  
**C. Lynne Clawson-Day, Director High School/College Partnerships, University of Missouri-Kansas City**  
**Mary Ellen Fuquay, Director of EXCEL, Missouri Baptist University**  
*Moderator: LaShanda Boone, Harris-Stowe University*
- A panel of Missouri's dual credit professionals presents current research on the evolution of dual credit enrollment policies across the nation. Trends indicate that providing students with equal and affordable access to rigorous courses and surrounding social supports through dual credit promotes a college-going culture and seeks to ensure student success, K-16.
- Session 2 Transfer Related Roadblocks and Challenges** *Windsor 2*  
*(Best Practices)*  
**Kim Fitzgerald, Coordinator, Enrollment Management, St. Louis Community College**  
**Julie Massey, Manager, Academic Advising, St. Louis Community College**  
*Moderator: Teri Furlow, University of Missouri-St. Louis*
- Approximately 28,000 students transferred in the state of Missouri and approximately 20,000 of those students transferred to schools within the state of Missouri. In this session, representatives from sending and receiving institutions will discuss some of the challenges and possible solutions to those challenges when handling transfer students at their institutions. Our facilitated discussion will focus on many issues, including "swirling" students, information sharing, data on student success, the role of technology, and much more.

## Appendix A

### **Session 3 A+ Program Update from MDHE**

*Windsor 3*

*(Policy and Vision)*

**Leroy Wade, Assistant Commissioner Student Financial Assistance & Outreach, and  
Proprietary Certification, Missouri Department of Higher Education**

**Kelli Reed, Student Assistance Associate, Missouri Department of Higher Education**

*Moderator: Doug Couch, University of Central Missouri*

Missouri's A+ scholarship program transitioned from the Department of Elementary and Secondary Education to the Missouri Department of Higher Education in fall 2010. In this session, participants will receive the latest information about the A+ scholarship program under the MDHE.

### **11:15 Breakout B**

### **Session 4 Using a Bachelor of Technology Degree to Benefit AAS Students**

*Windsor 1*

*(Faculty Roles in Transfer and Articulation)*

**Jason Helton, Coordinator of Federal programs, North Central Missouri College**

**Megan Goodin, Advisement and Transfer Facilitator, Northwest Missouri State University**

*Moderator: Yvette Sweeney, St. Charles Community College*

This presentation will discuss the history of the Bachelor of Technology at Northwest Missouri State University, the requirements and how it is designed, and how emphasis areas are matched to the student. In addition, the presentation will cover how the BT works especially well for specific AAS programs at North Central Missouri College and why some students select this degree route.

### **Session 5 Missouri College Advising Corps: Helping Community**

**College Students Transfer Toward Bachelor-Degree Completion**

*Windsor 2*

*(Best Practices)*

**Dr. Beth Tankersley-Bankhead, Executive Director, Missouri College Advising Corps,  
University of Missouri—Columbia**

**Laura Schneider, College Adviser, MCAC, Metropolitan Community College**

**Rachel Loyd, College Adviser, MCAC, East Central College**

*Moderator: Sue Bateman, University of Missouri-St. Louis*

The Missouri College Advising Corps (MCAC) is a college access program based at the University of Missouri (MU). Through this program, recent MU graduates work as full-time, near-peer college advisers in high schools and community colleges across the state. The mission of the program is to help students obtain a bachelor's degree at their "best fit" four-year institution. The high schools and community colleges that MCAC partners with have high numbers of students who are the first members of their families to attend college. Come join this session to learn about how the Missouri College Advising Corps community college advisers are helping students to attain an associate's degree and continue progress towards the completion of a bachelor's degree at their "best fit" four-year postsecondary institution.

## Appendix A

### Session 6 Rising Star Program

Windsor 3

*(Policy and Vision)*

**Thomas A. Linares, Ph.D., Southeast Missouri State University**

*Moderator: Stephanie Bouse, Missouri S&T*

RISING STAR is an innovative proposal linking high school juniors and seniors with community colleges and universities. More than the typical dual-credit process, RISING STAR admits the high school student simultaneously to both a community college and a university. The student selects a track or major that will guide him/her through the community college curriculum and directly into a university program. In the RISING STAR program, the high school student is recognized as an official student at both the community college and university, receiving student ID cards, advisors, and receiving all the benefits granted to a college student. While participating in the RISING STAR program, the student is guided through the process, eliminating much of the unknowns about entering a college. Likewise, colleges and universities participating in the program benefit by securing future enrollment. Examples of how the RISING STAR program can be implemented will be presented.

### 12:15 Lunch and Announcements

Windsor Room

***MDHE Report on Data and Trends in Missouri Higher Education***

**Dr. Rusty Monhollon, Senior Associate, Missouri Department of Higher Education**

**Damon Ferlazzo, Data Specialist, Missouri Department of Higher Education**

### 1:30 Break

### 1:45 Breakout C

### Session 7 Early Colleges Demonstrate Promising Results through Post-Secondary Outreach Utilizing Accredited Standards-Based Programs to Provide Academic Supports and Affordable Access

Windsor 1

*(Faculty Roles in Transfer and Articulation)*

**C. Lynne Clawson-Day, Director, High School/College Partnerships,  
University of Missouri- Kansas City**

**Robert Baird, Vice President, Woodrow Wilson Foundation**

**Elizabeth Barnett, Researcher, Teachers' College, Columbia University**

**Jason Quiara, Senior Project Manager, Jobs for the Future**

*Moderator: Erin Christensen, Missouri S&T*

This panel discussion is centered on case studies of exemplary early college high schools with strong post-secondary student supports. The necessity of a standards-based scaffolding that may be provided through strong postsecondary partners creates an environment where all high school student experiences are ramped up to grade level and prepares them for the mastery of academic challenges and success in a postsecondary institution.

## Appendix A

### **Session 8 Re-Visiting Feedback to Transfer-Originating Institutions**

*Windsor 2*

*(Best Practices)*

**Lawrence Westermeyer, Director, Institutional Research, University of Missouri- St. Louis**

*Moderator: Sherry Vance, Missouri S&T*

The National Student Clearinghouse provides reliable and consistent data about the educational choices students make after a decision to transfer. However other than graduation, there is no information about student performance. This is an issue to be solved at the campus level in conjunction with partner institutions so the needs of both can be met. This presentation will review the transfer student performance data originally provided by the University of Missouri - St. Louis (UMSL) to our primary transfer-originating institutions along with the additions made over the past few years. Examples of the uses of this data at UMSL and our partner institutions will be provided. Some of the challenges of starting this type of project will also be discussed. Participants will have the opportunity to provide comments and suggest the inclusion of additional information that is important to their institutions.

### **Session 9 Prior Learning Assessment**

*Windsor 3*

*(Policy and Vision)*

**Rene L. Massey, Associate Dean, Division of Adult Higher Education, Columbia College**

**Tom Walker, Dean, Continuing Education, University of Missouri- St. Louis**

*Moderator: Melissa Hattman, University of Missouri-St. Louis*

Students who have prior learning credit complete their education at a higher rate and in a timelier manner than those students who do not have prior learning credit, according to a 2006 survey by CAEL (Center for Adult and Experiential Learning). This presentation gives an overview of Prior Learning Assessment (PLA) to include portfolio assessment, testing and prior learning. Information regarding the work done by CAEL over time and results of a 2006 survey of prior learning methods of earning credit for the adult learner will also be covered. The presenters will outline terms, definitions, survey results and current trends in higher education in regard to prior learning assessment. Methods of portfolio review and assessment techniques are discussed. There will be a 10-15 minute question and answer period.

**2:45 Refreshments – Complete Evaluations – Turn in Nametags**

**3:00 Closing Remarks and Attendance Prizes**

*Windsor Room*

**3:15 Close of Conference**

## Appendix B

### 2011 Missouri Transfer Conference - Evaluation and Feedback Form

#### Help us make future conferences even better!

Thank you for your attendance and participation in the 2011 Missouri Transfer Conference! Your feedback is essential to help us improve future conferences and better serve Missouri transfer professionals. Please take a few moments to tell us what we did well and how we can improve.

#### Demographic Information

<b>Institutional Sector (circle one):</b>	Proprietary	Public 2-year	Independent 2-year	Public 4-year	Independent 4-year
<b>Position Area (circle all that apply):</b>	Faculty	Administration: Student Affairs      Academic Affairs		Unit/Department: (e.g. Transfer Svcs.)	Other: _____
<b>Previous COTA Conference Attendance (circle all that apply):</b>	Never Attended	Attended 2007 Conference	Attended 2008 Conference	Attended 2009 Conference	

#### Overall Conference Evaluation (Individual session evaluation on reverse)

<i>Please rate how much you agree or disagree with each statement.</i>	<i>Strongly Disagree</i>		<i>Disagree</i>		<i>Some-what Disagree</i>		<i>Agree</i>		<i>Strongly Agree</i>	
Today's conference was helpful for increasing my understanding of transfer issues and practices	1	2	3	4	5	6	7	8	9	10
The presentations and discussions addressed important issues surrounding transfer	1	2	3	4	5	6	7	8	9	10
Overall, I am satisfied with today's conference	1	2	3	4	5	6	7	8	9	10
I would recommend this conference to other transfer professionals	1	2	3	4	5	6	7	8	9	10
I am interested in participating in future conferences or events about transfer student issues	1	2	3	4	5	6	7	8	9	10

**What aspects of today's conference did you find most helpful?**

**What suggestions do you have to improve future conferences?**

**What are transfer issues on the horizon that could be effectively addressed at a future conference?**

## Appendix B

### *Individual Session Evaluations*

Breakout Session 1	Session Title: _____									
<i>Please rate how much you agree or disagree with each statement.</i>	<i>Strongly Disagree</i>		<i>Disagree</i>		<i>Some-what Disagree</i>		<i>Some-what Agree</i>		<i>Strongly Agree</i>	
	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>	<i>10</i>
This conference session was helpful for increasing my understanding of a specific transfer issue or practice										
This topic is relevant to my transfer practice										
The presenter was knowledgeable about the topic presented										
Overall, I am satisfied with this session										
<b>Other comments or feedback regarding this session:</b>										
Breakout Session 2	Session Title: _____									
<i>Please rate how much you agree or disagree with each statement.</i>	<i>Strongly Disagree</i>		<i>Disagree</i>		<i>Some-what Disagree</i>		<i>Some-what Agree</i>		<i>Strongly Agree</i>	
	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>	<i>10</i>
This conference session was helpful for increasing my understanding of a specific transfer issue or practice										
This topic is relevant to my transfer practice										
The presenter was knowledgeable about the topic presented										
Overall, I am satisfied with this session										
<b>Other comments or feedback regarding this session:</b>										
Breakout Session 3	Session Title: _____									
<i>Please rate how much you agree or disagree with each statement.</i>	<i>Strongly Disagree</i>		<i>Disagree</i>		<i>Some-what Disagree</i>		<i>Some-what Agree</i>		<i>Strongly Agree</i>	
	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>	<i>10</i>
This conference session was helpful for increasing my understanding of a specific transfer issue or practice										
This topic is relevant to my transfer practice										
The presenter was knowledgeable about the topic presented										
Overall, I am satisfied with this session										
<b>Other comments or feedback regarding this session:</b>										

## Appendix C

Respondent #	<u>Q.1: What aspects of today's conference did you find most helpful?</u>	<u>Q.2: What suggestions do you have to improve future conferences?</u>	<u>Q. 3: What are transfer issues on the horizon that could be effectively addressed at a future conference?</u>
1			Any progression on state wide transfer sites?
2	Good info in the lunch presentation; networking; good to learn what people are doing across the state	Maybe a session for the records side of a transfer students life i.e. course evaluation, transcribing etc.	Electronic transfer of transcripts; common courses
3			
4	Topics were relevant, it was well-organized	Networking/meet-and-greet	Higher numbers of enrolled students due to economy
5			
6	Networking opportunities		
7	Good info, good connections		
8	Fresh fruit for breakfast; BT & AAS Great, Getting out of office to network face; evening activities for folks who stay night.	Even though we traveled 2.5 hours Columbia is a great location for COTA Conference. Lunch line pretty long.	
9			
10			
11			
12	Personal contacts & discussions regarding important issues related to T & A.	Presentations that simply focus on what is going on at "their" institution without involving audience in how process, data ect. being discussed might be used by or apply to them are pretty worthless.	Canvass participants & have them identify issues. What is status of electronic transcript initiative? I would like to see more "work sessions" rather than presentations in which practitioners either share best practices or focus on solving a problem they are all dealing with.
13		A lot of issues were addressed, but now can they be solved. A session on non-traditional students and the challenges they have.	
14			
15		Specific suggestions on how to work with transfer 2yr to 4yr versus "good feeling" bragging kind of sessions. I got nothing really from either session that would help me with my job needs.	
16			
17			
18			
19			
20			

## Appendix C

Respondent #	<u>Q.1: What aspects of today's conference did you find most helpful?</u>	<u>Q.2: What suggestions do you have to improve future conferences?</u>	<u>Q. 3: What are transfer issues on the horizon that could be effectively addressed at a future conference?</u>
21	Always benefit from table talk, networking. Very much appreciated Dr. Russell's presentation.	Move connection with DESE, k-12 audiences	
22			
23			
24			
25			
26	Lunch time presentations were excellent.		More data analysis on transfers from public to private institutions.
27			
28		Stop focusing so much on public institutions	Graduate transfer
29			
30	Meeting with colleagues from other institutions. Update on state wide initiation.		
31			
32	Relevant issues covered during the day.	Account for drive time – long travel for most people. Very long day with driving.	
33	Dr. Westermeyer's data		
34			
35	Liked opportunity to see other colleagues in field & visit with old friends	I understand statistic/data are important but slightly boring. I missed the open discussion forum that we had after lunch in years past. More exciting topics after lunch. Have a presentation/panel of actual & recent transfer students where they give feedback about their experiences & what would have further helped them in transfer process.	As a new individual in field of transfer/articulation, would be helpful to see issues discussed that apply to best practices in using/creating transfer guides & articulation agreements, or other pieces of information that transfer students find helpful. Any innovative tools in this area? Best practices of getting feedback & responsiveness from faculty in setting course equivalencies.
36	The registration list of names and numbers.	Talk about student expressed issues not institutional issues. Don't waste so much time on data presentation.	The refusal of state schools to accept 2yr and other 4yr school credits.
37			
38			
39			
40			
41	The examples were helpful.		Gathering all the schools towards a common goal.

## Appendix C

Respondent #	<u>Q.1: What aspects of today's conference did you find most helpful?</u>	<u>Q.2: What suggestions do you have to improve future conferences?</u>	<u>Q. 3: What are transfer issues on the horizon that could be effectively addressed at a future conference?</u>
42			Electronic transcripts, common numbering system, making transfer easier.
43	Variety of sessions to choose from		
44	Networking	Little too much theory, not enough practice. How about student panel? Too much "stats"	Standard course numbering system. How transfer centers operate.
45	I heard about ways to assist underserved students. Complete – at least enroll in courses for – a college degree.		How will the common core be assessed? Is assessment of the entry & exit level competencies going to happen?
46			
47	Networking	The Mo Transfer agenda is unclear with institutional acceptance/non-acceptance of dual credit transfer courses deterring completion. Nothing prohibits this—are policies on the way & enforcement at COTA/DHE level?	Completion agenda; reverse transfer of 4yr college credits to community colleges if student transfers prior to completion of AA degree. Data warehouse access for institutional sharing of matriculation/transfer/completion. Performance funding.
48	Good presenters		
49	A+ information; keynote information	No "stat" talk during lunch – create more of a networking opportunity – or just let people enjoy lunch.	Xfer technology – more consistency statewide. Best of practice transfer centers/services.
50	Meeting people	More dynamic	International transfer credit, returning students – expiring coursework.
51		Seek presentations from more institutional types – difficult because you are at mercy of presenters.	Retaining transfer students once you get them.
52	Session 2 discussion of CC students services and advisement		More info relevant to private instead of all the focus being on state schools.
53	Most of the sessions were very good. Just make sure when selecting presentation topics, the information is cutting-edge or current. For most, you did a great job.	Rising Star had little information relevant to conference. Talked about "hooking" parents instead of students and based info out of North Dakota.	
54			
55			
56			
57			
58			
59	Issues surrounding dual credit, early college and 2yr and 4yr college articulation.		

## Appendix C

Respondent #	<u>Q.1: What aspects of today's conference did you find most helpful?</u>	<u>Q.2: What suggestions do you have to improve future conferences?</u>	<u>Q. 3: What are transfer issues on the horizon that could be effectively addressed at a future conference?</u>
60	Legislative updates & data related to our field.		Please work on a uniform course code for our MO colleges. It can happen and will benefit students greatly.
61			
62			
63			
64	Q&A time in individual sessions	For keynote & lunch time speakers, have a clean understanding of how the subject relates to COTA issues.	Community College remedial/foundation classes offered on 4yr campuses.
65			
66			
67	I think the real continuity in COTA comes from constantly revisiting IFC and the work of the DHE. It keeps the vision in the forefront.	Does DHE track fall enrollments?	Is success in the graduate degree area influenced by the undergraduate pathway?
68	Dr. Russell remarks on HE: Future for Mo institution – good.	Lunch presentation shouldn't be too detailed as participants need time to network and discuss with constituents things, topics of HE interests. It was good info just too dry.	Academic help for underperforming university freshman – retention and performance we are lacking funds and forethought on this part of the eq.
69			
70			
71	Wide-range of transfer issues covered.		
72	The lunch data update was very helpful. Networking with colleagues and MDHE leaders and staff. Information in session's handouts.	Have two lunch lines (dual sided each). Perhaps go green and have all materials downloadable or on flash drive.	
73	Variety of sessions		Proprietary transfers; common core
74			
75	Communicating with others dealing with the same issues.	More tracks geared toward registrar best practices, equivalencies.	
76	First break-out on roadblocks and challenges. Practical is better than theoretical.	Please provide statistics from a practitioner's point of view not the statistician's point of view. Lunch presentations.	Transfer Orientation process.
77		Name tags should be more professional – DHE logo background or something.	
78			
79			
80	Sessions regarding transfer	Larger conference rooms for	The idea of a "one stop shop" location

## Appendix C

Respondent #	<u>Q.1: What aspects of today's conference did you find most helpful?</u>	<u>Q.2: What suggestions do you have to improve future conferences?</u>	<u>Q. 3: What are transfer issues on the horizon that could be effectively addressed at a future conference?</u>
	credit	sessions with an anticipated larger turn out.	for students to check equivalencies needs to be looked at closer – would help benefit all institutions.
81		Try and establish interest in each session to determine space needs. Session #2 was overflowing, some standing.	
82	Data presentation over lunch was very informative.		Access for underserved students especially for dual credit early college – best practices. i.e. FL, TX, OH streamlined transfer system.
83	The lunch was great loved having beef option, very tasty. Much better than most conferences.		AAT – how is it working out across the state.
84	Keynote; Time between sessions to share ideas; ask questions	Data-driven presentation at lunch included important information but format was not suited to the large room. Could be a break out session. Round table discussions for various interest groups.	Continued research on dual credit – Missouri and/or national.
85			
86		Have interactive lunch session rather than a presentation.	Sound between breakout rooms was a problem. Hard to hear speakers.
87			
88			
89	Best practices - what works and how it works	Handouts	The nationwide core comp.
90	Session 2 was discussion – style and gave me several ideas to take with me.		Student access to course equivalency systems and ease of use continues to be a problem. Addressed in session 2 but not thoroughly enough.
91	Seeing colleagues from around the state	Practical presentations or round tables. We have to get good presentations – they seem to be severely lacking.	Collaboration between CC's on planning transfer fairs – with only 1 or 2 transfer recruiters it is hard to plan when 2 CC's have fairs on the same day.
92	Learning about what's happening at other institutions; networking.	Perhaps list a “target audience” for conference sessions; for example – Session 2 is recommended for advisors, Session 6 is recommended for data/institutional research individuals.	Continue to discuss financial issues, tuition based on lower level (for example – 100 level courses are less expensive than 300 level courses)

## Appendix C

### **Session 1 ACCESS—ACCESS—ACCESS: Creating a College Going Culture and Ensuring Student Success in Missouri**

#### Written Comments:

Incorrect info was given – lots of numbers and general info for people who work with this – should have had more depth.  
Didn't really learn anything that will help me improve either my institutions, transfer processes, or my personal interactions with students. Purely descriptive information.  
Very informative and given in an interesting format.  
Good info – I'm not in dual credit but will pass this info on the coordination at my college.  
Not much I didn't already know.  
Would have enjoyed more example of how to implement trends to include under privileged students.  
Those gals know their stuff.  
Interesting perspective – gave me ideas for a research project on my campus.  
COTA policy issue – review dual credit guidelines to improve access and completion.  
Stress was on dual credit but I was looking for more information on dual enrollment.  
Awesome! I am interested in why some dual credit is not always transferrable to some colleges/universities.  
Very informative.

### **Session 2 Transfer Related Roadblocks and Challenges**

#### Written Comments:

Interesting discussion.  
Very crowded.  
This session had a great idea, the presenter drew the crowd into a discussion rather than just lecturing.  
Very interactive.  
This session was informative. It was nice to hear from other schools. The program we work with is a lock-step one so we don't have a lot of students who transfer to other schools. Information from CC would be helpful.  
Interested in seeing analysis of feedback received.  
I would appreciate follow-up from the list of practices and issues disseminated to members.  
Kim Fitzgerald – Excellent presenter – Great session to share and exchange information. We are all facing budgetary challenges, but institutions have the opportunity to collect information internally as well.  
Good discussion.  
Good information, but a lot of information I already knew. Did bring up a few good items of “food for thought”  
As an info gathering session, organizers moderated a discussion. They knew the parameters of that discussion and that is preparation of a kind.  
Too much on the planning process and not enough nuts and bolts practice.  
Not sure the topic listed in program was what was discussed.  
General group discussion was helpful.  
Wish there had been student voices to roadblocks. Good dialog for such a large group – well-managed.  
Room was very crowded.  
Overlooked the non-traditional tech/vocational institutions.  
Walked away with ideas to track #'s which is a high priority for our institution.

## Appendix C

Thought the work of related roadblocks would have been researched and presented. We then could have added further comments.

Great job Kim and Julie! Thanks for all your work.

Noise from other session bleed into session I'm attending speaker in my session did not use mic – would have helped because of noise. I learned a lot about the issues.

Great session – I just wish we were able to have some type of statewide info sharing.

### **Session 3 A+ Program Update from MDHE**

#### Written Comments:

More discussion about highlights – less about work group suggestions.

Very good to know the thoughts behind the changes.

### **Session 4 Using a Bachelor of Technology Degree to Benefit AAS Students**

#### Written Comments:

Very professional – appreciated ability to answer questions effectively

Very good info.

Worth repeating in future conferences. Easy to understand and listen too.

We offer the BA's for students who have AA's or AS, but students with AA's can also earn the BA's. This session was very helpful and is somewhat like our program. The program does benefit some, but would be good if more data was provided.

Great to hear about online options.

Very informative session.

Very interesting concept but it seems to be historically rooted and does not promise to travel well.

Interesting! So it can be used with a certificate not only on AAS? How many hours is a certificate from an accredited school – so basically just so many credits like a PMP certificate could be used?

Excellent information.

### **Session 5 Missouri College Advising Corps: Helping Community College Students Transfer Toward Bachelor-Degree Completion**

#### Written Comments:

Enjoyed presentation – just not relevant to my college.

Good info but for me not as useful as I would need in my daily job. We have a similar EOC program with our TRiO Grant. Nice program wish it could go further around the state.

The ideas presented by the MoCad Corps helped with ideas for outreach to community college. I do wish that there had been a HS representative.

Excellent program and presenter – Rachel Loyd – Excellent and very knowledgeable.

Very interesting program. Would be interesting to hear from advisors placed at a high school.

While community college to 4 yr is, of course, key to COTA's focus, I still would be interested in MCAC advisor's work in high schools.

## Appendix C

Would like to see how we can help students without hiring a specialize person.

Great to hear from coyss members.

Great session, really enjoyed learning about this unique program.

Not geared towards schools that are not eligible for an advisor. Better for admissions – not so much for outside of the recruitment of students.

Very interesting, certainly meeting a need in assisting students make an educated decision in their college choice.

Great program and great session.

### **Session 6 Rising Star Program**

#### Written Comments:

Very little info on actual program. Mostly about how great the presenter was.

Spoke too much about how to be a recruiter than to the true implementation of the program.

Presenter's philosophy is very different from mine, my institution's regarding student/parent relationships with university. Telling high school parents he's only a phone call away doesn't seem practical or helpful to developing young adults.

The session content was good, but not what I expected based on description.

Good stories and examples.

Though involving parents is important, the transition to college should developmentally be stressing the student making decisions and taking charge.

Poor information – in fact – not accurate.

He spent the entire session patting himself on the back for his recruiting efforts and techniques and he was completely oblivious to the fact that there were professionals in the room with vastly more expertise on the topic than he had. He barely touched on the STAR program. The session was terrible.

My job duties are not within the admissions field, however this information is helpful to get a better understanding how enrollment is trending with parent involvement with students education.

Very unique approach – not sure how valuable this approach is for most.

This was a very invigorating session.

### **Session 7 Early Colleges Demonstrate Promising Results through Post-Secondary Outreach Utilizing Accredited Standards-Based Programs to Provide Academic Supports and Affordable Access**

#### Written Comments:

Not sure how this will help me, but very interesting to listen too.

Interesting concept. What is Missouri's stance on early college practices aside from dual credit?

Too much info in one session.

Just not a good choice for my area of expertise.

### **Session 8 Re-Visiting Feedback to Transfer-Originating Institutions**

## Appendix C

### Written Comments:

Described very well what was going on at UMSL, but no opportunity to talk about problems, or aspects I could use. How is this information being used at UMSL? Other than identifying a few new metrics, I didn't get anything I could use or even why I should use it.

Very knowledgeable.

Would like to see an evaluation of what the data means – what conclusions can be drawn, etc.

More on uses would have been “useful”

I will follow up on COTA for his power point.

Can see relevancy of topic but data itself is difficult to relate to a school other than UMSL. Discuss more about how other institutions (4 year) can see relevancy and what it means, rather than slide after slide of statistics.

Hard to stay interested after lunch.

It was okay, not real helpful.

Strong role model showing the power of these data for multiple uses. We need to do more of this kind of thing.

Couldn't hear the moderator say anything.

Not a whole lot of help because a private school would rather see a broader presentation based on sector.

Interesting data but not really applicable for me.

### **Session 9 Prior Learning Assessment**

#### Written Comments:

Great presentation.

Excellent presentation. This gal knows her stuff.

We use PLA regularly for our non-traditional students. Most of the information that was shared, I already knew, but it's helpful to know other schools take advantage of prior learning.

Could be included in all conference agendas.

This was a good review for me, but I was heartened to learn about the CAEL Online portal.

Good Info – I agree with self-esteem booster but my university will not do – too much trouble.

Coming from an institution that did offer PLA, but no longer does (although, we offer challenge exams) you brought great information to support this initiative.

Really appreciated learning about CAEL.

First presenter at the conference was extremely knowledgeable. Not sure why the other presenter was there.

Working is evaluations I had some prior knowledge to this idea, however this session gave me a better understanding of how these equivalencies are given. Prior learning is an interesting concept that needs to be looked at seriously and institutions should have more resources to help students prepare prior learning portfolios.

## AGENDA ITEM SUMMARY

### AGENDA ITEM

Higher Education Subcommittee of the Homeland Security Advisory Council Update  
Coordinating Board for Higher Education  
June 9, 2011

### DESCRIPTION

The Higher Education Subcommittee of the Homeland Security Advisory Council (HES-HSAC) was established in 2007, following the shootings on the campus of Virginia Tech University, to advise the Homeland Security Advisory Council on safety initiatives related to higher education in Missouri. The importance of campus safety planning and preparation is underscored by the weather-related events that precipitated the closing of several Missouri college campuses this winter and spring and the recent campus lock-down at Missouri University of Science and Technology due to shots being fired by a gunman running through the campus. This board item provides an update on the work of the HES-HSAC to help campuses plan for all types of hazards.

#### Progress on Current Initiatives

The HES-HSAC has made progress on the following priorities:

*Promoting a culture of preparedness on Missouri's campuses.* The HES-HSAC, in conjunction with the State Emergency Management Agency (SEMA), encouraged higher education institutions to participate in the Great Central U.S. Shakeout on April 28, 2011. The Great Central U.S. Shakeout was a nationwide effort to prepare individuals, institutions, and agencies for major earthquakes and to practice how to protect lives and property when they happen. Thirty higher education institutions, extension centers and departments registered with SEMA and participated in this national exercise. Planning is also underway for higher education participation in the National Level Exercise scheduled for May 16-20, 2011, (NLE 2011) to prepare communities to respond to an earthquake on the New Madrid fault line.

*Missouri Safe Schools and Colleges Conference.* The HES-HSAC is collaborating with the Missouri School Boards' Association and the Department of Public Safety Office of Homeland Security to plan the higher education track of the Missouri Safe Schools and Colleges Conference. The conference will be held July 7-8, 2011, at Tan-Tar-A resort in Osage Beach, Missouri. Student scholarship opportunities are also available to attend the conference, covering registration, two nights' lodging and conference meals. Attendees will include faculty and administrators from all education sectors, students, law enforcement, health care and emergency personnel.

In 2008, the Higher Education Opportunity Act amended the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act) and created

additional safety- and security-related reporting requirements for institutions. The Clery Act requires all postsecondary institutions participating in Title IV student financial assistance programs to disclose campus crime statistics and security information. Beginning in fall 2010, the Clery Act requires colleges and universities, those with and without on-campus student residential facilities to have emergency response and evacuation procedures in place to ensure that campuses are prepared to respond to all types of emergencies. Since the Clery Act amendments were put into effect, the U.S. Department of Education and the FBI have randomly reviewed 32 institutions of higher education, with three institutions having received violations in May 2011.

The conference will focus on enhancing prevention and preparedness strategies for both K-12 and higher education in dealing with safety and security issues such as bullying, stalking, natural disasters, behavioral health trends and understanding and planning for campus bomb incidents and active shooters/violent intruders. There are also sessions addressing the Jeanne Clery Act updates and key issues regarding notification and compliance requirements for higher education.

### **Conclusion**

Best practices in campus safety and security support collaborative, multi-disciplinary approaches in planning and preparing for hazards. HES-HSAC serves as a catalyst for this collaboration of multiple stakeholders to foster a culture of preparedness and safety on Missouri campuses.

### **STATUTORY REFERENCE**

Governor's Executive Order 06-09

### **RECOMMENDED ACTION**

This is an information item only.

### **ATTACHMENTS**

None.

## **AGENDA ITEM SUMMARY**

### **AGENDA ITEM**

College Access Challenge Grant Update  
Coordinating Board for Higher Education  
June 9, 2011

### **DESCRIPTION**

Numerous reports have highlighted the need for Missouri to increase the proportion of its population that possesses a postsecondary credential and to increase the rate at which high school graduates enter and complete postsecondary education. Since FY 2009, the MDHE has used funds provided through the federal College Access Challenge Grant (CACG) to expand and strengthen the state's response to this issue. This agenda item provides an update concerning current MDHE activities funded through this grant.

### **Background**

As part of the federal College Cost Reduction and Access Act passed by Congress in 2007, the CACG program is intended to foster partnerships among federal, state and local governments and philanthropic organizations aimed at increasing the number of low-income students who are prepared to enter and succeed in postsecondary education. On March 30, 2010, the President signed the Health Care and Education Reconciliation Act of 2010 (HR 4872 - Public Law No: 111-152). This action extended the CACG program until federal fiscal year 2014 and increased the level of total funding for the program.

The CACG program is a federal formula grant program designed to support states in assisting low-income students and families learn about, prepare for and finance postsecondary education. As part of the current grant cycle, governors were notified in May 2010, of the continuation of the program and were directed to designate the state agency that would apply for and administer the program. In June 2010, Governor Nixon designated the MDHE as the agency responsible for this program and in July 2010, a completed application was forward to the United States Department of Education. On August 16, 2010, the MDHE was notified its application had been reviewed and that the funds had been awarded.

Nationally, \$150 million was appropriated to the program for federal fiscal year 2011. Funds are allocated to states based on a formula specified in the authorizing statute. That formula resulted in Missouri receiving approximately \$2.2 million dollars as part of the current award cycle.

Coordinating Board for Higher Education  
June 9, 2011

## **Activities**

The department has used a two-pronged approach to address the goals and objectives of the program in Missouri.

Competitive grant: The MDHE has continued to operate its sub-grant program, which was begun as part of the original grant proposal. The sub-grant process is designed to support the work of existing not-for-profit and philanthropic organizations as well as consortia of such organizations with expertise and experience in early awareness and postsecondary outreach activities. The MDHE awarded more than \$2 million to twenty-four eligible not-for-profit and philanthropic organizations in the two previous award cycles. During that time, over 55,000 low-income first generation students from 138 partnering high schools across the state received information about and assistance with planning and preparing for college through funded proposals.

For this current award cycle, fifty-three eligible not-for-profit, philanthropic and consortia organizations expressed an interest in the program. Forty-two of these organizations submitted grant proposals. A panel of external reviewers with expertise in both secondary and postsecondary education reviewed the grant proposals. Based on the panel's evaluation, twenty proposals were selected to receive over \$1.7 million in funding. There is a potential for more than 80,000 low-income first generation students from 268 partnering high schools to be directly impacted through these sub-grants.

As the MDHE developed partnerships with college access providers across the state, two overarching needs became apparent. First, there is a clear need for greater awareness of available services. Not only were students and families missing opportunities but access providers were often not connected to other groups engaged in similar activities. Second, MDHE staff and leaders within the college access community quickly identified problems relating to areas of gap and overlap in service. To address these needs, the MDHE partnered with the University of Missouri (UM) to host the second annual statewide college access conference on March 2-3, 2011.

On March 2, a preconference session was held to begin a conversation about the need for and process for establishment of a statewide college access network. Educational partners from secondary and postsecondary education, community based organizations, business leaders and state government convened to discuss common goals and objectives and begin the development of strategies to establish a unified college access network in Missouri.

On March 3, the conference convened more than 300 key stakeholders interested in improving college access services in Missouri. Attendees included state policymakers, postsecondary administrators, school counselors, secondary education administrators, college access providers and potential funders. The purposes of the conference were to raise awareness of the need for greater college access in Missouri, serve as a catalyst for the creation of an ongoing statewide network focused on college access issues and bring together education administrators, access practitioners and other interested individuals for dialogue about college access and completion.

Through the sub-grant process, the MDHE also has established partnerships with federal TRIO programs from the MO-KAN-NE Chapter of Mid-America Association of Educational Opportunity Program Personnel and the St. Louis College Access Pipeline Project. The St. Louis College Access Pipeline Project is a regional consortium of St. Louis' largest college access providers, as well as corporate and foundation funders. The MDHE continues to seek out partnerships with regional education consortiums across the state to promote the dissemination of quality services to underserved regions.

Outreach and Financial Literacy: The MDHE is currently focusing considerable effort in the area of financial literacy and planning for high school and entering college students and their families. For this current award cycle, the department has developed and distributed over 136,000 entering college materials. The department has also developed and distributed 276,000 financial literacy materials, including a mini-curriculum that is adapted for classroom teachers or guidance counselors, for high school students and their families. Each set consists of topic-based expansion folders, a financial success calendar/planner and a Roadmap to Postsecondary Success brochure. Materials also include a mini-curriculum for teachers.

The MDHE also provides direct services and activities to high school students. For this current award cycle, the department reached over 25,000 Missouri residents and staffed over 200 total outreach events. These events include college fairs, college nights, College Goal Sunday (titled FAFSA Frenzy) and financial literacy workshops.

### **Conclusions**

While this grant program provides limited funds to address this difficult issue, it does provide an opportunity to strengthen the efforts that are already underway across the state. It is anticipated that many non-profit organizations will view this additional assistance as a needed boost to allow already successful programs to reach additional students and/or to expand the scope of those programs to other areas of the state.

### **STATUTORY REFERENCE**

Section 173.050 RSMo, Powers of coordinating board

### **RECOMMENDED ACTION**

This is an information item only.

### **ATTACHMENTS**

Attachment A: Summary of Cycle 3 CACG Sub-grant Awardees  
Attachment B: CACG Services Provided Trend Data

**College Access Challenge Grant**  
**Cycle 3 Subgrant Summary**

The following descriptions provide information about the 20 organizations that received funds from the Missouri Department of Higher Education through the College Access Challenge Grant program. The descriptions highlight activities funded in whole or in part through grant funds. The awardees include a mix of organizations that have previously received funds through this grant and those that receive their first grant as part of Cycle 3.

**College Bound** provides information and resources to 9-12 grade low-income students in the St. Louis Public School District. These students participated in weekly classes on college vocabulary, college admission requirements, career exploration, financial literacy, Free Application for Federal Student Aid (FAFSA) completion and ACT test preparation.

**College Summit** provides low-income minority high school students in the St. Louis Public School District support in career planning, high school course selection and financial literacy. College Summit also collaborates with the Scholarship Foundation of St. Louis to provide FAFSA completion workshops, developing high school to college student transition teams and locating campus academic enrichment resources for students.

**De La Salle Middle School** (a St. Louis private school) partners with Loyola Academy and St. Cecilia's Academy to serve low-income minority middle school and high school students and their parents/guardians. The activities are designed to address the specific neighborhood issues of high dropout rates in high school, low school performance in high school and low college enrollment and completion rates.

**Harris-Stowe State University** is providing financial literacy, credit responsibility, FAFSA completion and college preparation information to low-income middle school and high school students in the St. Louis Public School District.

**Hogan Preparatory Academy** (a Kansas City public charter school) is partnering with Northwest Missouri State University, Kauffman Scholars and the Education Opportunity Center to provide financial literacy, FAFSA completion and planning for college workshops to parents and students. Hogan Preparatory Academy will also plan and implement academic intervention and initiatives to improve the 4-year graduation of high school freshman.

**Metropolitan Community College** is partnering with the Herndon Career Center (the area vocational technical school operated by the Raytown C-2 School District) to create a Postsecondary Transition Center. Students will receive information on FAFSA completion, financial literacy and academic preparation for college. The Transition Center will assist families in completing the FAFSA.

**Missouri State University** assists underrepresented and underserved students explore and pursue postsecondary education degrees in STEM fields through the Missouri Innovation Center.

This program fosters and develops sound financial and business practices, promotes creativity and increases student awareness of career opportunities in science and technology.

**Missouri State University-West Plains** (MSU-WP) provides early college outreach programs to low-income middle school and high school students. MSU-WP also continues to provide FAFSA completion assistance, career exploration and financial literacy workshops to low-income students and families in 24 area schools.

**Northside Community Center** (a St. Louis area community based organization) partners with Forest Park Community College, Quincy University, Saint Louis University and Washington University in providing financial literacy, FAFSA completion, mentorship, guidance and support for low-income minority students at Beaumont High School.

**State Fair Community College** is partnering with Central Methodist University in providing financial literacy, FAFSA completion, A+ program information, mentorship and guidance to low-income middle school, high school and non-traditional students in 14 counties of west central Missouri.

**St. Louis Internship Program** (SLIP) collaborates with the Scholarship Foundation of St. Louis hosting FAFSA completion workshops. SLIP partners with the University of Missouri and Missouri University of Science and Technology in conducting Summer Pre-Collegiate Programs. SLIP also provides ACT test preparation and college tours to low-income students.

**Southeast Missouri State University** is providing low-income students in the Cape Girardeau Public School District targeted college planning, financial literacy, college tours and FAFSA completion assistance. The primary goal of this effort is to assist the school district in reducing the high school drop-out rate.

**South Central Career Center's** (the area vocational technical school operated by the West Plains R-VIII School District) Project Pathways is designed with activities in four areas: Student Ambassador Program, Outreach, Placement Assistance and Financial Aid Programs. These four programs target low-income students in the south central region by providing them with college planning, career preparation, financial literacy and FAFSA completion assistance.

**The Community Partnership** (a Rolla-based community based organization) will assist low-income youth in foster care and teen parents prepare for postsecondary education. The Community Partnership will assist students in identifying a best-fit college, coordinating college visits, conducting financial literacy, ACT preparation and FAFSA completion workshops.

**The Infinite Scholars Program of Missouri** partners with 180 college and university representatives to host scholarship fairs that provide over \$15 million in scholarship offers to low-income students in the Kansas City and St. Louis Public School District. The Infinite Scholars Program also provides ACT preparation.

**The Scholarship Foundation of St. Louis** provides services to low-income students through the Student Outreach Continuum Project. Services range from introduction to college planning to

intensive, individual advising, FAFSA completion, debt management, financial literacy and understanding award letters.

**The University of Missouri Extension 4-H Center** offers one-on-one mentoring with staff and or volunteers, who (a) provide information to students and families on postsecondary education benefits, planning and career preparation; and (b) provide information on budgeting; time management; financing options, including completing the FAFSA form and debt management.

**Truman State University's BULLDOG** (*Building Up Lives, Lending Direction and Optimism for Going*), program is designed to increase the number of underrepresented, first-generation high school students entering college. This is accomplished by enhancing college-bound readiness and motivation to apply for college admission, providing financial literacy training, fostering affordability awareness, and increasing the rates of FAFSA completion and enrollment in postsecondary education.

**University of Missouri – Missouri College Advising Corps** continues to provide FAFSA completion assistance, ACT preparation, ACT registration, debt management, financial literacy, college tours, individual and group advisement to low-income middle school and high school students in 26 underserved MO school districts.

**The Wyman Center** (a community-based organization located in Eureka) will continue to collaborate with the Scholarship Foundation of St. Louis in developing a college readiness inventory plan as well as providing assistance with essay writing, FAFSA completion, debt management and college preparation for low-income middle and high school students.

**MISSOURI DEPARTMENT OF HIGHER EDUCATION  
COLLEGE ACCESS CHALLENGE GRANT  
SERVICES TREND DATA**

<b>Measure</b>	<b>1<sup>st</sup> Program Year 2008-09</b>	<b>2<sup>nd</sup> Program Year 2009-10</b>	<b>3<sup>rd</sup> Program Year 2010-11</b>
Number of sub-grantees	11	12	20
Number of partner middle schools and high schools	70	130	268
Number of low-income students served through sub-grants	28,269	27,418	Not yet available.
MDHE Direct Outreach Services	N/A	N/A	37 Financial Literacy workshops 93 College Fairs 49 Consumer workshops (Planning and Paying for College & FAFSA 4caster) 27 Entrance & Exit Counseling Sessions
MDHE Financial Literacy Materials			136,000+ entering college materials

## AGENDA ITEM SUMMARY

### AGENDA ITEM

Community College Redistricting  
Coordinating Board for Higher Education  
June 9, 2011

### DESCRIPTION

Missouri's latest decennial census figures were released on February 24<sup>th</sup>. That announcement initiated the redistricting process for the state's community college districts in accordance with Section 178.820, RSMo. Redistricting is required if the community college district contains more than 450,000 residents; it is discretionary for districts with populations less than that. The process begins with the secretary of the district's board of trustees forwarding to the CBHE a resolution requesting the formation of a redistricting committee. The CBHE and the community college board of trustees each appoint three members who are residents of the district to the committee. The full redistricting committee of six members elects a chairman and a secretary.

The committee adopts by a majority vote a redistricting plan specifying not less than four, nor more than six, subdistricts that are compact and contiguous in territory and are of "substantially equal" population. If the district contains a city not within a county, the statute specifies other requirements that also must be met. No modification of the community college's district boundaries is involved. The committee secretary sends a copy of the certified plan to the CBHE. The commissioner of higher education will confirm that the subdistricts have substantially equal populations before recommending that the CBHE approve the plan.

After the release of the census figures, we advised the community colleges that when they forward to the CBHE the resolution calling for the formation of a redistricting committee, its board of trustees should also forward a slate of at least five candidates from which the CBHE would appoint three members to the redistricting committee. We also asked that biographical information on each individual proposed for consideration be included, and that the slate of nominees reflect the district's diversity and provide for political balance.

We have received resolutions requesting the formation of redistricting committees from four community colleges (Attachment A). The institutions with the slate of candidates from each district for appointment of three by the CBHE to their respective redistricting committees are listed below. Political party affiliation, if provided, and the community of residence are indicated. Biographical information is at the numbered attachment:

#### **Mineral Area College (Attachment B)**

Al Sullivan	(Democrat)	Farmington
Lois Ann Meyer	(Independent)	Bonne Terre
Nancy Silvey	(Undeclared)	Farmington
John Singleton	(Undeclared)	Fredericktown
Kevin Cook	(Unaffiliated)	Bonne Terre
Garland Hamilton, Ph.D.	(Undeclared)	Fredericktown

#### **St. Louis Community College (Attachment C)**

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Denise Chachere	(Independent)	St. Louis
Claude Brown	(Democrat)	St. Louis
Laura Radcliff	(Democrat)	Kirkwood
Rita Days	(Democrat)	St. Louis
Ann Divine	(Democrat)	St. Louis

**Metropolitan Community College (Attachment D)**

Connie Campbell	(Republican)	Kansas City
Stanley Elliot	(Independent)	Lee's Summit
James Giokaris	(Democrat)	Lees' Summit
Jim Hinson	(Undeclared)	Independence
Dave Leone	(Independent)	Independence

**Crowder College (Attachment E)**

Cary Norman	(Unknown)	Newton County
Mary Ellen Sims	(Unknown)	Newton County
Jill Beshears	(Unknown)	McDonald County
Brett Day	(Unknown)	Newton County
James Paul	(Unknown)	Newton County

**STATUTORY REFERENCE**

Sections 173.820, RSMo

**RECOMMENDED ACTION**

Based upon MDHE review of the candidates' backgrounds and in the interest of providing political and geographical balance, the department recommends the following individuals for the Board's appointment to the redistricting committees indicated:

**For Mineral Area College:**

<b>John Singleton</b>	<b>(Undeclared)</b>	<b>Fredericktown</b>
<b>Kevin Cook</b>	<b>(Unaffiliated)</b>	<b>Bonne Terre</b>
<b>Nancy Silvey</b>	<b>(Undeclared)</b>	<b>Farmington</b>

**For St. Louis Community College:**

<b>Laura Radcliff</b>	<b>(Democrat)</b>	<b>Kirkwood</b>
<b>Rita Days</b>	<b>(Democrat)</b>	<b>St. Louis</b>
<b>Ann Divine</b>	<b>(Democrat)</b>	<b>St. Louis</b>

**For Metropolitan Community College:**

<b>Connie Campbell</b>	<b>(Republican)</b>	<b>Kansas City</b>
<b>Jim Hinson</b>	<b>(Undeclared)</b>	<b>Independence</b>
<b>James Giokaris</b>	<b>(Democrat)</b>	<b>Lees' Summit</b>

**For Crowder College:**

<b>Jill Beshears</b>	<b>(Unknown)</b>	<b>McDonald County</b>
<b>James Paul</b>	<b>(Unknown)</b>	<b>Newton County</b>

**Brett Day**

**(Unknown)**

**Newton County**

**It is also recommended that the Board charge each of the subdistricting committees to proceed with the adoption of a subdistricting plan to be submitted to the Coordinating Board for Higher Education for its approval or disapproval in accordance with the provisions set forth in Section 178.820, RSMo.**

## **ATTACHMENTS**

Resolutions requesting the formation of redistricting committees from four community colleges (Attachment A)

Mineral Area College (Attachment B)

St. Louis Community College (Attachment C)

Metropolitan Community College (Attachment D)

Crowder College (Attachment E)

**RESOLUTION**

**FOR THE BOARD OF TRUSTEES OF THE  
COMMUNITY COLLEGE DISTRICT OF MINERAL AREA  
TO REQUEST THE FORMATION OF A  
REDISTRICTING COMMITTEE**

**WHEREAS**, the Board of Trustees have five members representing established subdistricts of the citizens of the taxing district,

**WHEREAS**, Mineral Area College has voluntarily participated in redistricting the entire time the district has been in existence,

**WHEREAS**, the Missouri Revised Statutes permit the redistricting of community college districts every ten years,

**WHEREAS**, the Board of Trustees has received notice from the Commissioner of Higher Education that Community College Districts must initiate the redistricting process within 90 days of the official publication the decennial census figures,

**WHEREAS**, the decennial census figures were released to the public on February 24, 2011,

**THEREFORE**, be it resolved that the Board of Trustees of the Community College District of the Mineral Area officially requests from the Department of Higher Education that a redistricting committee be appointed in order to divide the Community College district into a plan specifying not less than four, nor more than six, subdistricts for the purpose of electing trustees.

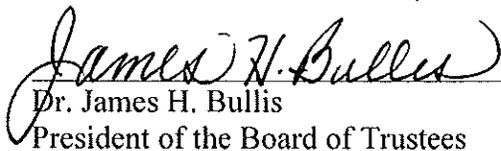
I hereby certify that the foregoing is a full, true and correct copy of a resolution duly passed and adopted by the Board of Trustees of the Community College District of the Mineral Area at a meeting thereof duly held on the 14th day of April, 2011, by the following vote of the Trustees thereof:

AYES, AND IN FAVOR THEREOF: 6

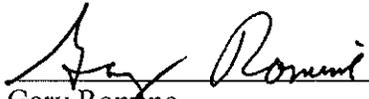
NOES: 0

Absent: None

**ATTEST:**

  
\_\_\_\_\_  
Dr. James H. Bullis  
President of the Board of Trustees

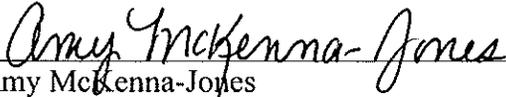
4/14/2011  
\_\_\_\_\_  
Date



Gary Romine  
Secretary of the Board of Trustee

4/14/11

Date



Amy McKenna-Jones  
Recording Secretary to the Board of Trustees

4-14-11

Date

## RESOLUTION

WHEREAS, according to 2011 census data, the St. Louis Community College taxing district includes 1,355,248 residents. Accordingly, the proportion of all residents by ethnic classifications are estimated as 63 percent white, 29 percent African-American, three percent Asian, three percent Hispanic, and two percent other minority or combination of ethnic classifications.

WHEREAS, the Board of Trustees of the Junior College District of St. Louis, St. Louis County, in accordance with Missouri Statute, Section 178.820, must within 90 days following the publication of the decennial census figures adopt a resolution forming a Redistricting Committee;

RESOLVED, that the Board of Trustees hereby appoints the following people to serve on the St. Louis Community College Redistricting Committee: Michael McMillan, Paul Wentzein, and Gerry Welch.

FURTHER RESOLVED, that the Board hereby approves submission of the following nominees to the Missouri Coordinating Board for Higher Education for its consideration and appointment to the Redistricting Committee: Denise Chachere, Marlene Davis, Laura Radcliff, Rita Days and Ann Divine.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees, at its April 28, 2011 meeting, on motion duly made, unanimously approved the above resolution.



Melissa Hattman, Board Chair

April 28, 2011

### CERTIFICATION

I, the undersigned, Rebecca S. Garrison, being the duly qualified Secretary of the Board of Trustees of St. Louis Community College, hereby certify that the document attached hereto is a true and correct copy of a Resolution approved by the Board of Trustees at its April 28, 2011 meeting.

In witness thereof, I have hereunto set my hand as Secretary of the Board of Trustees of St. Louis Community College and affix the official seal of the District this third day of May, 2011.



May 3, 2011

THE JUNIOR COLLEGE DISTRICT  
OF METROPOLITAN KANSAS CITY, MISSOURI  
(dba Metropolitan Community College)  
CERTIFICATE OF SECRETARY

I, the undersigned Secretary of The Junior College District of Metropolitan Kansas City, Missouri, a body corporate and a subdivision of the State of Missouri, do hereby certify as follows:

1. Attached hereto is a true, correct and complete copy of a Resolution duly adopted by the Board of Trustees of The Junior College District of Metropolitan Kansas City, Missouri during a regular meeting thereof on March 17, 2011, at which meeting a quorum was present and acting throughout.
2. The Resolution, in accordance with Section 178.820, R.S.Mo., calls for the formation of a redistricting committee.
3. The Resolution has not been modified, amended or rescinded and is in full force and effect on the date hereof.

IN WITNESS WHEREOF, I have executed this certificate on this 6<sup>th</sup> day of May 2011.

  
\_\_\_\_\_  
Cynthia K. Johnson, Secretary  
Board of Trustees

## RESOLUTION

WHEREAS, §178.820, R.S.Mo. requires that the board of trustees of any junior college district containing more than 450,000 residents adopt, within 90 days following the publication of the decennial census figures, a resolution calling for the formation of a redistricting committee;

WHEREAS, said decennial census figures were published on February 24, 2011;

WHEREAS, said redistricting committee shall consist of three residents from within the affected district appointed by its board of trustees plus three additional residents from within the affected district appointed by the Coordinating Board for Higher Education; and

WHEREAS, said redistricting committee is assigned the task of adopting a redistricting plan specifying the establishment of six subdistricts compact and contiguous in territory and apportioned on the basis of population such that the population of any such subdistrict divided by the number of trustees to be selected therefrom substantially equals the population of any other subdistrict divided by the number of trustees to be selected therefrom;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees hereby calls for the formation of a redistricting committee;

BE IT FURTHER RESOLVED, that this matter be placed upon the agenda of the regular April 2011 Board meeting, at which time the Board will appoint three residents of MCC to serve on the redistricting committee; and, further, that this matter be brought to the attention of the State Coordinating Board for Higher Education in order that it may appoint three residents of MCC to serve on the redistricting committee; and

BE IT FINALLY RESOLVED that, after the three members to be appointed by the State Coordinating Board for Higher Education are named, the committee shall meet, organize itself with a chairman and secretary, and proceed with all deliberate speed with the adoption of a redistricting plan specifying the establishment of six subdistricts compact and contiguous in territory and apportioned on the basis of population such that the population of any such subdistrict divided by the number of trustees to be selected therefrom substantially equals the population of any other subdistrict divided by the number of trustees to be selected therefrom.

RESOLUTION

WHEREAS, Sections 178.820 and 178.840, R. S. Mo., 1979, relating to community college districts has been enacted by the General Assembly of the state of Missouri; and

WHEREAS, The Board of Trustees of the COMMUNITY COLLEGE DISTRICT OF NEWTON-McDONALD COUNTIES, MISSOURI (CROWDER COLLEGE), desires by the provisions of said sections to take certain action pursuant to the provisions thereof;

NOW THEREFORE BE IT RESOLVED that the Board of Trustees of the COMMUNITY COLLEGE DISTRICT OF NEWTON-McDONALD COUNTIES, MISSOURI (CROWDER COLLEGE), pursuant to the provisions of Sections, 178.820 and 178.840, R. S. Mo., amended 1978, hereby requests the formation of a redistricting committee which shall adopt a redistricting plan specifying the establishment of not less than two or more than six subdistricts compact and contiguous in territory and apportioned on the basis of population in accordance with law.

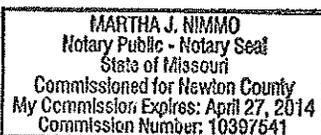
  
AL CHAPMAN, SECRETARY

By action of the Board of Trustees of the COMMUNITY COLLEGE DISTRICT OF NEWTON-McDONALD COUNTIES, MISSOURI (CROWDER COLLEGE), the above resolution was approved this 24<sup>th</sup> day of May 2011.

Notary Public: Martha J. Nimmo

State of Missouri  
County of Newton

Commission Expires: April 27, 2014



## **Mineral Area College Redistricting Committee Candidate Biographies**

### **Kevin Cook**

**Political Affiliation: unaffiliated**

Kevin Cook is president of First State Community Bank in Bonne Terre, where he lives. Previously, he worked as a commercial loan officer for Commerce Bank and as a branch manager for Farm Credit Services. He holds an associate's degree from Mineral Area College and a bachelor's degree in agriculture business from Southwest Missouri State University (now Missouri State University). Currently, he serves on the boards of St. Francois County Industrial Development Authority, Parkland Hospital Foundation, and Parkland Hospital. He also serves on the board for Shared Blessings, a local homeless shelter. In the past, he has been active in a variety of charitable and civic organizations.

### **Dr. Garland Hamilton**

**Political Affiliation: undeclared**

Dr. Garland Hamilton, of Fredericktown, is retired from a 52-year career in education. He was superintendent of schools for Iberia and then Fredericktown. For the last 12 years of his career, he supervised Central Methodist College student teachers and worked for Mineral Area College in a consulting capacity as a director of finance to MAC President Dr. Dixie Kohn. Dr. Hamilton holds a bachelor's degree in education from Arkansas State University in Jonesboro; a master's degree in education administration from the University of Memphis; and a Ph.D in education administration from University of Missouri-Columbia. He is the chairman of the Madison County Industrial Development Authority and is on the foundation board for Missouri Retired Teachers Association.

### **Lois Ann Meyer**

**Political Affiliation: independent**

Lois Ann Meyer, of Bonne Terre, is retired from a 46-year career with Missouri Natural Gas in Farmington, where she worked as a home service director. She has a bachelor's degree in home economics journalism from University of Missouri-Columbia. She is on the Culinary Arts advisory board for UniTec and is on the Southeast Gateway Area Board for Disciples of Christ. Lois Ann Meyer is also active in chambers of commerce for Bonne Terre, Desloge and Park Hills/Leadington, and St. Francois County Rotary Club.

### **Nancy Silvey**

**Political Affiliation: undeclared**

Nancy Silvey is co-owner of Pasta House in Farmington, where she lives. Before that she worked as a social worker for both the State of Missouri and the private sector. She has a master's in Social Work from University of Missouri-Columbia and a bachelor's in therapeutic recreation, specializing in dance. She teaches jazz and tap at Ballet Arts Center. Nancy Silvey is a member of Mineral Area College Foundation Board, Farmington R-7 Education Foundation, Kiwanis, Greater Federated Women's Club, and Young People's Performing Arts Theatre Board.

### **John Singleton**

**Political Affiliation: undeclared**

John Singleton is manager of marketing at Black River Electric Cooperative in Fredericktown, where he lives. He's been at BREC for 20 years. He has a bachelor's degree in Business Administration from Southwest Missouri State (now Missouri State University). He is vice president of Southeast Missouri Regional Planning Commission, vice chairman of Madison County IDA, vice president of Madison County Progress Inc., secretary treasurer of Madison County Civic Center Committee, member of Fredericktown Chamber, National World Economic Development Association, and Missouri Economic Development Council. He is a member of First Baptist Church of Fredericktown.

**Al Sullivan****Political Affiliation: Democrat**

Al Sullivan, of Farmington, is the director of St. Francois County Community Partnership. He is retired from his longtime position as dean of Vocational Technical Education for Mineral Area College. He has also been a budget director for the State of Missouri, as well as director of the State Reorganization Commission. He has bachelor's and master's degrees in public administration from University of Missouri-Columbia and has also completed advanced graduate work. He is a member of the Farmington Lions Clubs, Farmington Elks Lodge, and serves on the Foundation of Mid-America for Children.

## Denise R. Chachere



*Denise R. Chachere*

Denise R. Chachere of St. Louis is the human resources/organizational development director at Jost Chemical Co. She is an adjunct professor at both Saint Louis University and Washington University, and also a self-employed consultant in human resource management and dispute resolution. Chachere was elected to the board in April 2005. She served as the board's chair from June of 2010 to April of 2010 when she lost re-election. She previously served two terms as vice chair.

Chachere started her own business, Employee Assets LLC, in 1996. She has practiced human resource management at service and manufacturing firms in the private and public sectors for 12 years. She also has 15 years of teaching experience in management, statistics, human resource management, employment law, collective bargaining and labor economics. Her research and publications have focused on dispute resolution for union and nonunion employees and other strategic human resource initiatives in relation to organizational effectiveness measures.

Chachere expects to complete her doctorate in public policy studies and leadership at Saint Louis University in 2011. She completed her master's degree and doctoral coursework in industrial relations/human resource management at the University of Illinois at Champaign/Urbana. Her bachelor's degree in management and computer science is from Louisiana State University. She received the University of Illinois Robert Ferber Dissertation Award and the McNatt Award in Labor Economics, and in 1990-91 was a University of Illinois Distinguished Fellow as well as an Institute of Labor and Industrial Relations Distinguished Fellow.

Chachere is married with two children and three grandchildren. She also has hosted three exchange students who currently are studying abroad.

Laura Radcliff (No photo available)

**Senior Vice President, Stifel Nicolaus Public Finance**

Laura Radcliff, who spent 14 years in public finance with the former A.G. Edwards, joined the public finance department of Stifel, Nicolaus & Co in 2008.

Radcliff, 48, started with Stifel on March 10, 2008 at its St. Louis office. She specializes in developing tax increment financing (TIF). During her career, she has worked on more than 300 bond issues with a total value of \$15.9 billion and served as lead investment banker for TIF and other development district financings across the country.

Radcliff has a MPA in Urban and Domestic Policy from Princeton and a BSVP from Michigan State University.



## SENATOR RITA HEARD DAYS

DISTRICT 14  
DEMOCRAT

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Rita Heard Days was born in Minden, Louisiana on October 16, 1950. She graduated from Webster High School in 1968 and received a music degree from Lincoln University in 1972.

Rita was elected State Representative for the 71st District, St. Louis County in Special Election, November 1993. Elected Majority Whip, 1996 and held the position for the remainder of her time in the House of Representatives. As she served in this capacity, Rita sponsored or co-sponsored legislation on the following subjects: osteoporosis, 1995; elections, 1996; early childhood education, 1997; enabling municipalities to bond for sewer improvement, 1997; presidential primary elections, 1998; education reform, 1998; enabling legislation for water bonds, 1998; Special School District Proposition S, placed in statute, 1998; sewer and water laterals, 1998.

Some of her legislative accomplishments include: Commission on the Future of Higher Education; Joint Commission for Court Automation; Southern Legislative Conference Education Committee; Reappointment Task Force Committee on the Assembly on State Issues of the National Conference of State Legislatures; Elections Task Force, Council of State Government.

Rita is the proud mother of three wonderful children: Elliott, Natalie, and Evelyn.

## Ann R. Divine



*Ann Roberts Divine, Ph.D.*

Ann Roberts Divine, Ph.D., retired after serving St. Louis Community College for 33 years. In 1975, Dr. Divine was hired as the assistant dean of instruction for the Meramec campus from an administrative internship through a program funded by the Carnegie Corporation created to bring women into academic administration.

Several years later, Dr. Divine became responsible for what was then called the arts division, which included English/reading, communications, art, and humanities. After the college reorganization of 1993, she became the executive dean. As executive dean, she supervised counseling and advising; until those areas were switched with access and assessment. She also established the occupational therapy assistant, physical therapist assistant, and voice/data communications programs.

In 1998, the college centralized technical computer support, and Dr. Divine took on the responsibility for that until it was moved to the vice-chancellor for technology in 2003; she has continued to serve as the liaison with that department.

During the most recent reorganization, Dr. Divine was appointed vice-president for academic affairs, following seven and a half months as acting president for the Meramec campus.

In honor of her achievements and long-time commitment to higher education, the college has established the Ann Roberts Divine Scholarship. At this time, donations total slightly over \$5,000.

## Claude Brown

### Background Summary:

More than thirty years experience in Labor Relations, conflict resolution and community outreach. Taught courses on labor relations, conflict resolution and community outreach on both the collegiate level and various trade groups. I have negotiated major contracts with most of America's largest 100 corporations. I have also served on various Boards, Committees, Organizations, and associations. From 2004 – 2005 designed Minority Contract Hiring Program for Metro. Vice Chairman of MSD and serve on the St Louis City Planning Commission. Board of Trustees Human Development Corporation.

### Professional Experience:

#### International Brotherhood of Teamsters

##### **Director of Corporate and Strategic Initiatives**

Representing over 1.5 million union members, Directed staff in contract policy formation, implementation, planning, and dissemination. Advised and aided staff and union representatives nationally and internationally with interpretation and application of collective bargaining agreements, supplemental agreements, personnel policies/practices, and grievance policy. Directed investigations and mediations of disciplinary and other policy actions taken by companies against employees; conducted grievance hearings. Directed the collection, compilation, and evaluation of labor / economic data. Directed research and determined appropriate adherence to labor contract terms. Oversaw document preparation for evidence and mediation in diverse hearings. Designed and developed recommendations, agreements, and campaigns.

### Supplemental Professional Experience:

Serving as consultant and in various capacities for the following organizations and associations:

- 1984: The Center for Vocational Education, Ohio State University (National Faculty)
- 1976: National Academy of Science, Washington, D.C. Committee on Vocational Educational Research and Development – Assembly of Behavioral and social sciences (Presidential Appointment)
- 1975: Appalachian Education Satellite Project for Career Education, Charleston, West Virginia
- 1974: National Institute of Education, Washington, D.C. (External Site Review Team for career models encompassing five Eastern States)
- 1974: University of Wisconsin (Wingspread Conference on Development of Educational Program in Home Management Decisions)
- 1973: Department of Health, Education, and Welfare, Washington, D.C. (President's Committee on Vocational Education – Presidential Appointment)
- 1972: Alliance for Labor, St. Louis, Missouri (Planning Committee)
- 1971: Iowa Governor's Council on Occupational Safety and Health
- 1970: University of Missouri, Department of Administration (served as education specialist for St. Louis Public Housing Security Program)
- 1970: Department of Health, Education, and Welfare, Washington, D.C. (President's Committee on Health – Presidential Appointment)

### Boards and Civic Activities:

- Teamsters Human Rights Committee – Director and Chairman
- St. Louis Community College Board of trustees – Board Chairman
- University of Missouri – Labor Education Advisory Committee
- City of St. Louis – Operation Impact Housing Development Program – Director
- Grandbridge Senior Citizen Center – Board Chairman
- Central Conference of teamsters Black Caucus – Chairman
- St. Louis Public Schools – Role Model Program
- St. Louis Public Schools – Advisory Committee on Career Education
- Plastic and Leathergoods Workers Scholarship Fund – Board of Directors
- United States Child Labor Committee – Treasury Department
- Citizen's Education Task Force for Quality education of St. Louis
- The Eric Clearinghouse – Advisory Committee on Career Education
- Committee for the Peaceful Implementation of Desegregation in St. Louis Public Schools
- Dr. Martin Luther King Festival Day Parade – Chairman



# Connie J. Campbell, Ph.D.

## Curriculum Vitae

### Personal Background

**Address:** 5401 Cherry St., Kansas City, MO 64110

**Telephone:** 816-523-8506

**Email:** [connie@cwinterventions.com](mailto:connie@cwinterventions.com)

**Website:** [www.cwinterventions.com](http://www.cwinterventions.com); [www.classroomreadinginventory.com](http://www.classroomreadinginventory.com)

#### **Education:**

- Oklahoma State University, B.A., English Literature
- University of Missouri-Kansas City, M.A., Reading Education
- University of Missouri-Kansas City, Ph.D., Reading Education and Psychology

**Married:** Campbell is married to Dr. Warren Wheelock, Professor Emeritus of Education, University of Missouri-Kansas City. They have two grown children.

### Sectors of Expertise

Connie Campbell is president of CW Interventions, Inc. an affiliated partnership of experts in the fields of education, learning theory, psychology, psychiatry, economics and finance. She has been involved in learning innovations and educational systems for more than 25 years. She specializes in literacy diagnosis and development of large-scale psychometrics and evaluations of workforce and educational systems.

CWI researches, designs and evaluates scalable learning systems and workforce development initiatives for school districts, higher education systems, workforce certifying organizations, foundations and nonprofit agencies to meet educational best practices and standards. CWI specializes in assessment and evaluation of atypical learners with educational, psychological and/or social factors requiring customized diagnosis and individualized development plan for measurable school or work success.

CWI's philosophy is that the development of human creativity, ingenuity, and capacity is at the core of meeting the challenges of educational and human services. CWI addresses these components across sectors and fields of knowledge to better serve large affiliated systems in building the human capital to serve the educational and social needs of our communities.

### Accomplishments

#### **Non-Profit Leadership**

From 1982 until 2001, Campbell was president of The Learning Exchange, a not-for-profit educational corporation in Kansas City, Missouri. In this role, she and her 55-member staff served over 1,000 school districts, youth-serving agencies and museums and also collaborated with higher education, businesses and the civic community. She personally advised major corporations including BMA, Hallmark Cards, Sprint, Honeywell, Aventis, and Binney & Smith (makers of Crayola brand products) on curriculum products and community service programming. She also worked closely on urban education priorities with the United Way non-profit community, state school associations, state departments of education, community colleges, service organizations, professional education groups and workforce development initiatives.

## **Public-Private Innovation**

In 2001, Campbell co-founded Experiencia, Inc., a for-profit spin-off of The Learning Exchange and a national model for public-private ventures in the Independent Sector. She retired from this venture as founding CEO in 2006 following a successful market capitalization of \$8 million, moving of the headquarters to Chicago and establishing nationally branded sponsorships.

## **Scaled Learning Solutions**

Through licensing strategies and company-owned sites, Experiencia expanded the Exchange City™ and Earthworks™ educational programs and their Immersive Learning™ systems to 20 states under Campbell's leadership. More than **two million students** have participated to date in these Immersive Learning programs founded at the non-profit Learning Exchange and expanded for large-scale dissemination through Experiencia, Inc. Through this licensing strategy, Junior Achievement and other nonprofit affiliates leveraged over \$60 million dollars in enrollment and sponsorship revenues within in the first year of implementation.

## **Educational Specialization**

Campbell has been active throughout her career in the field of experiential learning, constructivist teaching strategies and collaborative learning environments that are interactive and personalized while having real and meaningful consequences for participants. She is a psychometrist with a wide background of individual testing measures, and has designed and implemented large-scale normed psychometric evaluations for federal agencies, school districts, national nonprofit social service agencies and individual clients. She was recently honored in a Kansas City Star editorial about her specific work in literacy (<http://www.kansascity.com/2010/08/26/2178813/motivating-kids-to-read-is-key.html>).

## **Educational Policy and Strategy**

In her role as president of The Learning Exchange, Campbell positioned the organization as an educational consulting, training and resource center with an annual budget of \$5 million, one of the largest non-profits and recipients of foundation support in regional Kansas City as reported in the *Kansas City Star*. Under her administration, The Learning Exchange worked for 20 years to assist national coalitions, state departments of education, districts, schools and teachers in implementing educational trends, policy and research. It served as the educational intermediary for over 60 Missouri and Kansas school districts in numerous multi-year educational projects and policy initiatives supported by state and federal governments and corporate and philanthropic underwriting. Its \$3 million K-12 workforce initiative, BE<sup>2</sup>, was nationally recognized for its business and educational partnerships and internship opportunities and strategies.

## **National Collaboration**

Leading theorists, researchers and practitioners partnering with The Learning Exchange under Campbell's leadership included Joel Barker, Barry Bennett, David Berliner, Edward de Bono, Ernest Boyer, John Chubb, Larry Cuban, Edwards Deming, David Elkind, Edwin Friedman, Michael Fullen, Howard Gardner, Jeff Howard, J.D. Hoyer, Madeline Hunter, Roger and David Johnson, Lillian Katz, Alfie Kohn, Larry Lezotte, John Ogbu, Eric Schapps, Ted Sizer, Grant Wiggins and Doug Zimmerman. In addition, The Learning Exchange under her leadership hosted visitors from five presidential administrations, including First Lady Barbara Bush and Secretaries of Education William Bennett, Richard Riley and Rod Paige, who endorsed the organization's work and initiatives. She worked with Dr. Arne Duncan, newly appointed U.S Secretary of Education, in his role of Superintendent of the Chicago Public School District.

## **Charter School Movement**

Campbell has been an innovator in the Missouri charter school movement. In anticipation of charter school legislation in Missouri in 1996, she mobilized a community task force of influencers and decision-makers in K-16 education, government, philanthropy and business to review case studies, examine legislative models and establish principles and guidelines for strategic implementation with area community college and university oversight. This five-year initiative resulted in Kansas City's currently being among the top four cities nationally in district per capita adoption of charter schools.

## **Boards and Community Initiatives**

Campbell completed in 1999 a six-year gubernatorial appointment on the **Missouri Coordinating Board of Higher Education**, the state department that oversees the budgets and policies for all Missouri state colleges and universities.

She was a board member for the for-profit company, Coach's Edge, prior to its \$33 million merger with SportVision in 2000 and a board member of Experiencia, Inc. following her retirement as CEO.

She is a past board president of Kansas City Consensus, a citizen-based strategic planning organization, and has served as a board member and officer of Pembroke Hill School and Museum Without Walls.

Campbell also served as a court appointed trustee and officer of the Andrew Drumm Institute, an institutional for disturbed homeless youth.

She is currently is a member of the Women's Public Service Network and the Women's International Forum.

She also has worked closely with the United Way non-profit community, state school associations, state departments of education, community colleges, service organizations and professional education groups. She has been active with the U.S. Chamber of Commerce's national initiative in education and workforce development.

## **Professional Recognition**

The Detroit Chamber of Commerce recognized Campbell as among the CEOs of the top 100 emerging businesses of 2003. Her awards include the Charles N. Kimball Founders Award for leadership and entrepreneurial spirit, and other regional awards for leadership and service. Under her leadership, The Learning Exchange and Experiencia, Inc. were honored for educational service and innovation, including awards to affiliated nonprofits.

## **Most Recent Publications**

Campbell, C. (2006). *Connecting the workforce pipeline: Pre-collegiate workforce readiness opportunities in California community colleges*. A position paper for the California Community Colleges. Chicago, IL: Experiencia, Inc.

Campbell, C. (2008). *The environmental career opportunities for students in high poverty schools: An evaluation of academic and behavioral changes of students in the ECOS program*. Kansas City, MO: Green Works, Inc.

Campbell, C. (2009). *Forging stronger links: A position paper for funders and stakeholders of DeLaSalle Alternative Education Center of Kansas City, Missouri*. Kansas City, MO: DeLaSalle Alternative Education Center.

Campbell, C. & Helm, S. (2009). *The Next Generation Leadership Program: Annual evaluation report to the W. K. Kellogg Foundation*. Kansas City, MO: American Humanics, Inc.

Campbell, C., Helm, S., & Strom, S. (2009). *Opportunities for sector leadership through nonprofit workforce development: Challenging and changing the ways nonprofits view and apply internships*. Paper presented at the annual conference of the Association for Research on Nonprofit Organizations and Voluntary Action (ARNOVA). Atlanta: November 19-24, 2009.

Campbell, C., Whitehead, T. & Strom, S. (2007). *Advancing the diversity of the nonprofit workforce pipeline to meet global social needs*. Paper presented at the annual conference of the Association for Research on Nonprofit Organizations and Voluntary Action (ARNOVA). Atlanta: November 15-17, 2007.

Campbell, C. & Whitehead, T. (2008). *The Next Generation Leadership Program: Annual evaluation report to the W. K. Kellogg Foundation*. Kansas City, MO: American Humanics, Inc.

Wheelock, W., Campbell, C. & Silvaroli, N. (2008). *The classroom reading inventory*, 11th edition. New York: McGraw-Hill.

Wheelock, W., Campbell, C. & Silvaroli, N. (2011). *The classroom reading inventory*, 12th edition. New York, McGraw-Hill.

**Stanley M. Elliott**  
**4506 NW Lake Drive**  
**Lee's Summit, MO 64064**  
**H – 816 373-6903; C – 816 564-6195**

**Education**

B.S. – Biology, Truman State University – 1972-76  
M.A. – Biology, Truman State University – 1976-78  
B.S.E. – Science Education, Truman State University – 1978-79  
Ed. Spec. – Secondary Adm., UMKC – 1980-82

**Teaching/Administrative Experience**

Biology Teacher, Lee's Summit High School – 1979-87  
Assistant Principal, Lee's Summit High School – 1987-94  
Principal, Lee's Summit North High School – 1994-2005  
Assist. Superintendent of Secondary Ed., Lee's Summit R-7 School Dist. – 2005-Present

**Professional Organizations**

ASCD, MASA, MASSP, International Baccalaureate Site Visitor

**References**

Dr. David McGehee, Superintendent of Schools, Lee's Summit R-7 School Dist.  
Dr. Jim King, Executive Director, MASSP, Columbia, MO

May 4, 2011

Biographical sketch of James D. Giokaris

Profession- Education, teacher and coach for 30 years in both public and private  
Social Studies teacher currently teaching World History and  
Government

-12 years at Lee's Summit High School in Lee's Summit, MO -  
1999 -2011

-14 years at Bishop Miege High School in Roeland Park KS –  
1985-1999

-4 years at Fort Osage High School in Independence, MO - 1981-  
1985

Education- M.A. in History from Central Missouri State University (Now UCM)-1985  
Missouri Lifetime teaching certificate from Central Missouri State  
University-1980

B.S. in History from Central Missouri State University-1979

Graduate of Smith - Cotton High School in Sedalia, MO-1975

Family - Married to Polli Giokaris for 26 years

Children- Son - Nicholas ( Nico ) 20 years old

Daughter- Jordan 16 years old

Organizations - President of the Lee's Summit NEA, local affiliate of Missouri National  
Education Association

- Executive Council of the MNEA Political Action Committee

- Former Committeeman for the Jackson County Democratic Committee  
Representing Prairie Township

- National Council of Social Studies

- Kansas City Metro Football Coaches Association

## Jim Hinson –

Jim Hinson began his career in education 28 years ago. He has served as superintendent for 15 years, nine of those in the Independence, Missouri School District. Dr. Hinson has gained national recognition for innovative approaches to early education, his fearless support of the whole child, and for unique collaborations with city, county, faith-based and private organizations. Since becoming Superintendent of the Independence School District in 2002, he has expanded early education and before-and-after school programs throughout the district and forged a partnership with Yale University to fight childhood obesity. He directed a novel approach with the state cutting the rate of child abuse in the district in half. In 2008, Hinson led the largest school annexation in Missouri history, transferring nearly 3,000 students from a struggling neighboring district to the Independence School District. Dr. Hinson serves as Chairman of the Board of the University of Missouri's Hook Center for Educational Leadership, the Missouri Partnership for Education Renewal, and is the immediate past president of the Cooperating School Districts of Greater Kansas City. In 2010, the University Council for Educational Administration awarded Hinson the National Educational Leadership Award.

# **RESUME**

## PERSONAL DATA

Name: Dr. Jim L. Hinson

Address: Home  
18313 E. 24<sup>th</sup> Terrace South  
Independence, Missouri 64057

Office  
Independence School District  
201 North Forest Avenue  
Independence, Missouri 64050

Phone: (816) 795-8238 (Home)  
(816) 521-5300 (Office)

## EDUCATION

Diploma 1980 Carthage High School, Carthage, Missouri

B.S. 1984 Elementary Education K-8  
Missouri Southern State College, Joplin, MO

M.S. Ed. 1988 Elementary Administration  
Southwest Missouri State University, Springfield, MO

Ed.S. 1995 Educational Specialist  
Southwest Missouri State University, Springfield, MO

Ed.D. 2001 Educational Administration-Superintendency  
St. Louis University, St. Louis, Missouri

## PROFESSIONAL EXPERIENCE

1984-1990 Sixth Grade Teacher/Junior High Coach  
Eugene Field Elementary School  
Carthage, Missouri

1990-1996	Principal Columbian Elementary Carthage, Missouri
1996-1998	Superintendent Greenfield R-IV School District Greenfield, Missouri
1998-2001	Superintendent East Newton R-VI School District Granby, Missouri
2001-2002	Deputy Superintendent Independence School District Independence, Missouri
2002-Present	Superintendent of Schools Independence School District Independence, Missouri
2002-Present	University of Missouri Technology-Professional Development Committee
2002-Present	Yale University Education Conference Presenter
2002-Present	American Association of School Administrators Advisory Committee
2002-Present	Presenter at Numerous Conferences on Leadership and Professional Development

#### PROFESSIONAL AFFILIATIONS

American Association of School Administrators  
Association of School and Curriculum Development  
Missouri Association of School Administrators  
Missouri Council of School Administrators  
Missouri Association of School Business Officials  
Greater Kansas City School Administrators Association  
Cooperating School Districts of Greater Kansas City

The Greater Kansas City Community Foundation and Affiliated Trusts  
The Learning Exchange  
Independence Chamber of Commerce  
Independence Council for Economic Development  
Rotary Club of Independence  
Missouri Superintendents Forum  
Greater Kansas City, Missouri Chamber of Commerce  
Bi-County United Way Board of Directors  
The School District of Independence Foundation, Inc.  
Centerpoint Medical Center (HCA Midwest Hospital) - Board of Trustees  
Boy Scouts of America – Heart of America Council

#### AWARDS AND HONORS

Who's Who Among American Educators  
Who's Who Among American High School Students  
Regent's Scholarship - Missouri Southern State College  
Golden Key Award - Outstanding Educator 1994  
International Association of Lions Club Award - 2004  
*Early Childhood and Parent Education Distinguished Service Award* – 2005  
AASA/Sodexo-Civic Star Award State Winner - 2006  
Coalition of Community Schools National Award - 2007  
MASA/*The Robert L. Pearce Award* – 2007  
Independence Chamber of Commerce *Citizen of the Year Award* - 2007  
Rotary Foundation's *Paul Harris Fellow Award* – 2008  
Truman Heartland Community Foundation – *Outstanding Citizen Award* – 2008  
University Council for Educational Administration, Inc. – Excellence in  
Educational Leadership Award – 2010

David A. Leone

Born and raised in Boston Massachusetts (still root for the Celtics)

Graduate of Graceland University in Lamoni Iowa, BA in Elementary Education

Masters and Educational Specialist Degrees from UMKC in Educational Administration

Taught 9 years in Blue Springs MO (6<sup>th</sup> grade)

Elementary Principal in Belton MO (4 years)

Elementary Principal in Center School District (9 years)

Assistant Superintendant Center School District (12 years). Semi-retired in July 2009

Currently Special Assistant to the Superintendent Center School District

LAW OFFICES  
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451-4142

FAX (417) 451-9581

May 26, 2011

Dr. David R. Russell  
Commissioner  
Coordinating Board for Higher Education  
3515 Amazonas Drive  
Jefferson City, MO 65109-5717

Dear Dr. Russell:

By letter dated May 24, 2011, we recommended three committee members to be selected by the Coordinating Board for Higher Education to serve on the sub-districting committee as required by law. The names of those three individuals are as follows:

1. Cary Norman;
2. Mary Ellen Sims;
3. Jill Beshears.

After submitting those names to you, we received a note from Joe Cornelison, General Counsel and Senior Associate, requesting at least two other names, along with biographical information. As such, we are submitting to you additional names, who are as follows:

1. Brett Day;
2. James Paul.

You further requested biographical data in regard to the five names being submitted to you. While not requesting a curriculum vitae from any of the above-named individuals, I will try to give you a short background information for each person.

Cary Norman is a lifelong resident of Neosho, Missouri. Mr. Norman was involved in banking for several years, and now is a real estate agent. Mr. Norman has been heavily involved with the Crowder College Foundation for several years, and he's an avid supporter of Crowder College.

Mary Ellen Sims is a past President of the Crowder College Foundation. She has been involved with the Crowder Foundation for many years, and has been very active in not only Crowder College, but in several community activities. Ms. Sims is originally from McDonald County (the Crowder College District consists of Newton and McDonald County). She currently lives in Neosho with her husband, Bill Sims. Mr. Sims runs a local title company.

Jill Beshears is a resident of McDonald County, Missouri. She is also active on the Crowder College Foundation. She is currently an officer at First Community Bank, which is headquartered in Goodman, Missouri. She's currently a member of the Crowder College Foundation, and she's an avid supporter of Crowder College.

Brett Day is an attorney in Neosho, Missouri. He is a partner in the law firm of Neff & Day. He was recently elected to the Neosho School Board. Mr. Day's family have been heavily involved in community affairs for several years.

James Paul is also an attorney. He is a partner in the law firm of Paul & Paul. Mr. Paul's family is from McDonald County, and he's currently living in Newton County. His law firm has offices in Pineville and Neosho.

I have no knowledge as to the political affiliation of any of these individuals, nor do I care about their political affiliation. We have attempted to nominate people who are avid supporters of Crowder College, and will work in the best interests of the college. I believe each of these individuals have ties to both Newton County and McDonald County, which comprise the Crowder College District.

I should also point out that of the three names selected by the Board of Trustees, we have selected Kay Baum, the Newton County Clerk and Barbara Williams, the McDonald County Clerk.

If you need any further information, please let me know.

Very truly yours,

**SIMS, JOHNSON, WOOD & SIMS**

A handwritten signature in black ink, appearing to read 'Andrew Wood', with a long horizontal flourish extending to the right.

Andrew Wood

psw

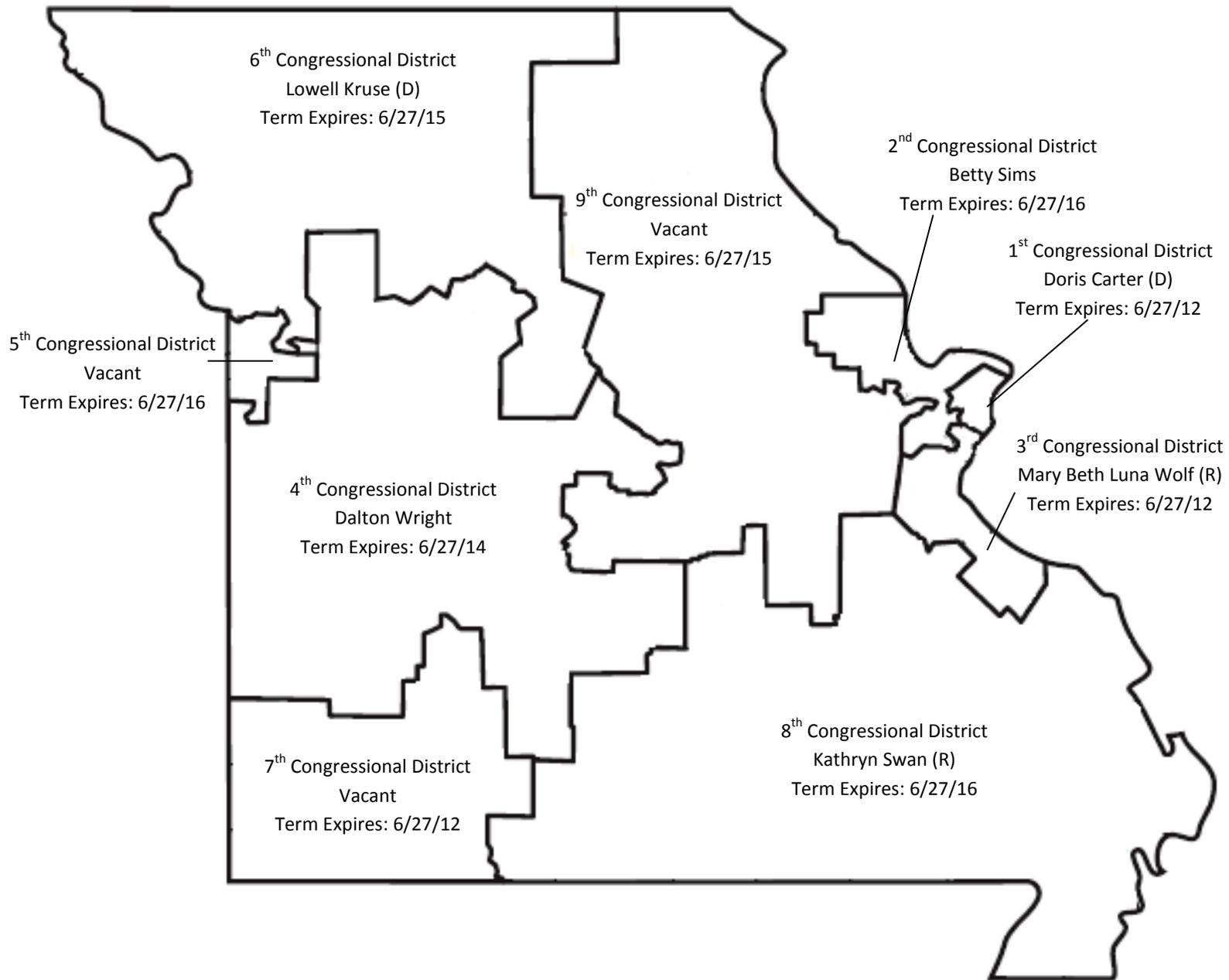
## Coordinating Board for Higher Education Members by Congressional District

### Missouri's Congressional Districts\*

District	Description or boundary	Population
1	Parts of St. Louis County and St. Louis City	621,690
2	Counties of Lincoln, St. Charles (part of), St. Louis County (part of)	621,690
3	Counties of Jefferson, Ste. Genevieve and parts of St. Louis County and St. Louis City	621,690
4	Counties of Barton, Bates, Benton, Camden (part of), Cass (part of), Cedar, Cole, Dade, Dallas, Henry, Hickory, Jackson (part of), Johnson, Laclede, Lafayette, Moniteau, Morgan, Pettis, Polk (part of), Pulaski, Ray, Saline, St. Clair, Vernon and Webster	621,690
5	Cass (part of), Jackson County (part of) and Kansas City (part of)	621,691
6	Counties of Andrew, Atchison, Buchanan, Caldwell, Carroll, Chariton, Clay, Clinton, Cooper, Daviess, DeKalb, Gentry, Grundy, Harrison, Holt, Howard, Jackson (part of), Linn, Livingston, Mercer, Nodaway, Platte, Putnam, Schuyler, Sullivan, Worth and Kansas City (part of)	621,690
7	Counties of Barry, Christian, Greene, Jasper, Lawrence, McDonald, Newton, Polk (part of), Stone and Taney (part of)	621,690
8	Counties of Bollinger, Butler, Cape Girardeau, Carter, Dent, Douglas, Dunklin, Howell, Iron, Madison, Mississippi, New Madrid, Oregon, Ozark, Pemiscot, Perry, Phelps, Reynolds, Ripley, St. Francois, Scott, Shannon, Stoddard, Taney (part of), Texas, Washington, Wayne and Wright	621,690
9	Counties of Adair, Audrain, Boone, Callaway, Camden (part of), Clark, Crawford, Franklin, Gasconade, Knox, Lewis, Macon, Maries, Marion, Miller, Monroe, Montgomery, Osage, Pike, Ralls, Randolph, St. Charles (part of), Scotland, Shelby and Warren	621,690
* Source for the chart <i>2009-2010 Official Manual State of Missouri ("Blue Book")</i>		

# Coordinating Board for Higher Education Members by Congressional District

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## **STATUTORILY REQUIRED FUNCTIONS OF THE CBHE/MDHE**

(as of May 31, 2011)

### **Fiscal**

- Establish guidelines for appropriation requests by public 4-year institutions (§ 173.005.2(3))
- Approve a community college funding model developed in cooperation with the community colleges (§ 163.191.1)
- Submit an aggregated community college budget request (§ 163.191.1)
- Request appropriations based on number of students receiving Pell grants (§ 173.053)<sup>1</sup>
- Oversee implementation of the Higher Education Student Funding Act (“Tuition Stabilization”), including the adjudication of waiver requests submitted by institutions proposing to raise tuition at a rate that exceeds the statutory guideline (§ 173.1003.5)
- Recommend to governing boards of state-supported institutions, including public community colleges, formulas to be employed in specifying plans for general operations, development and expansion and requests for appropriations from the general assembly (§ 173.030(3))
- Promulgate rules to include selected off-campus instruction in public colleges and university appropriation recommendations where prior need has been established in areas designated by the CBHE (§ 173.030(4))
- Request appropriations to match USAID funds for purposes of facilitating international student exchanges (§ 173.730)

### **Planning**

- Conduct studies of population and enrollment trends affecting institutions of higher education in the state (§ 173.020(1))
- Identify higher education needs in the state in terms of requirements and potential of young people and in terms of labor force requirements (§ 173.020(2))
- Develop arrangements for more effective and more economical specialization among institutions in types of education programs offered and students served and for more effective coordination and mutual support among institutions in the utilization of facilities, faculty and other resources (§ 173.020(3))
- Design a coordinated plan for higher education for the state and its subregions (§ 173.020(4))
- Develop in cooperation with DESE a comprehensive assessment of postsecondary vocational technical education in the state (§ 178.637.2)<sup>2</sup>
- Collect information and develop comparable data for all institutions of higher education in the state and use it to delineate areas of competence of each of these institutions and for any other purposes the CBHE deems appropriate (§ 173.005.2(8))
- Establish state and institution-specific performance measures by July 1, 2008 (§ 173.1006.1)
- Conduct institutional mission reviews every 5 years (§ 173.030(7))
- Review and approve applications from institutions for statewide missions (§ 173.030(8))
- Issue annual report to Governor and General Assembly (§ 173.040)
- Report to Joint Committee on Education (§ 173.1006.2)

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<sup>1</sup> Requirement established in 1988 and required determining in that year the number of students then receiving maximum Pell grants and using that figure in subsequent year appropriation requests. Apparently, this has never been done.

<sup>2</sup> This was a one-time requirement to be completed by August 1996 in connection with the establishment of Linn State Technical College. There is no statutory requirement to keep the assessment updated.

## **Academic Programs**

- Review public and independent academic programs and approve public programs (includes out-of-state coming to Missouri) (§§ 173.005.2(1) & (11))
- Recommend to governing boards the development, consolidation or elimination of programs, degree offerings, physical facilities or policy changes deemed in the best interests of the institutions or the state (§ 173.030(2))
- Approve out-of-district courses offered by community colleges (§ 163.191.4)
- Establish competencies for entry-level courses associated with an institution's general education core curriculum (§ 173.005.2(7))
- Determine extent to which courses of instruction in the Constitution of the U.S. and of MO and in American history should be required beyond high school and in colleges and universities (§ 170.011.1)
- Establish guidelines that facilitate transfer of students between institutions (§ 173.005.2(7))
- Administer the Studies in Energy Conservation Fund in collaboration with Department of Natural Resources and, subject to appropriations, establish full professorships of energy efficiency and conservation (§ 640.219.1)
- Promulgate rules to ensure faculty credentials and student evaluations are posted on institutional websites (§ 173.1004)
- Cooperate with the Department of Corrections to develop a plan of instruction for the education of offenders (§ 217.355)

## **Institutional Relationships**

- Coordinate reciprocal agreements between or among institutions at the request of one or more of the parties (§ 173.030(5))
- Encourage cooperative agreements between public 4-year institutions that do not offer graduate degrees and those that do offer them for purposes of offering graduate degree programs on the campuses of the public 4-year institutions that do not otherwise offer graduate degrees (§173.005.2(2))
- Approve new state supported senior colleges or residence centers (§ 173.005.2(4))
- Establish admission guidelines consistent with institutional missions (§ 173.005.2(5))
- Establish guidelines to help institutions for institutional decisions relating to residence status of students (§ 173.005.2(6))
- Conduct binding dispute resolutions with regard to disputes among public institutions that involve jurisdictional boundaries or the use or expenditure of any state resources (§ 173.125)
- Impose fines on institutions that willfully disregard state policy (§ 173.005.2(10))
- Receive biennial reports from all public institutions on the number and language background of all teaching assistants, including a copy of the institution's current policy for selection of graduate teaching assistants (§ 170.012.4)
- Promulgate model conflict of interest policy that is to govern all public institutions of higher education that do not have their own after January 1, 1992 (§ 173.735)
- Enforce provisions of the Missouri Returning Heroes Education Act, which limits the amount of tuition public institutions can charge combat veterans (§ 173.900.4)
- Promulgate rules for the refund of all tuition and incidental fees or the awarding of a grade of "incomplete" for students called into active military service, voluntarily or involuntarily, prior to the completion of the semester (§ 41.948.5)

- Provide an annual report to the state board of education (DESE) on the performance of graduates of public high schools in the state during the student's initial year in the public colleges and universities of the state (§ 173.750.1)
- Promulgate instructions and recommendations for implementing eye safety in college and university laboratories (§ 173.009)
- Exercise oversight of Linn State Technical College (§ 178.638)
- Establish standards for the organization of community colleges (§ 178.770)
- Approve establishment of community college subdistricts and redistricting (§ 178.820)
- Supervise the two-year community colleges (§ 178.780) to include:
  - Establishing their role in the state
  - Setting up the form of surveys to be used for local jurisdictions to use in determining need and potential for a community college
  - Administering the state financial support program
  - Formulating and putting into effect uniform policies as to budgeting, record keeping, and student accounting
  - Establishing uniform minimum entrance requirements and uniform curricular offerings
  - Making a continuing study of community college education in the state
  - Being responsible for their accreditation, annually or as often as deemed advisable, and in accordance with established rules

### **Financial Aid<sup>3</sup>**

- Administer the Access Missouri Financial Assistance Program (§ 173.1103.1)
- Administer Higher Education Academic Scholarship Program (“Bright Flight”) (§ 173.250.3)
- Administer the A+ Scholarship program (Executive Order 10-16, January 29, 2010)
- Administer the Nurse Education Incentive Program (§ 335.203)
- Administer the Advanced Placement Incentive Grant (§ 173.1350)
- Administer the Kids’ Chance Scholarship Program for children of workers who were seriously injured or killed as result of a workmen’s compensation-related event (need based) (§ 173.256.1)
- Administer the Public Safety Officer or Employee Grant Program for certain categories of employees permanently disabled or their spouses or children or survivors in the event of the employee’s death (§ 173.260.2 & .4)
- Administer the Marguerite Ross Barnett Competitiveness Scholarship Program for part-time students who work (need based) (§ 173.262.3)
- Administer the Missouri Teaching Fellows Program for educational loan repayments, to include maintaining a program coordinator position to identify, recruit, and select potential applicants for the program (§ 168.700)
- Administer the Improving Teacher Quality Grant Program (§§ 168.585(1), 173.050(2), Pub. Law 107-110, Title II of the Elementary and Secondary Education Act: The No Child Left Behind Act of 2001)
- Administer the Missouri Prospective Teacher Loan Fund (§§ 168.580.4, .585 & .590)
- Administer the Minority Teaching Scholarship Program (§ 161.415)
- Administer the Minority and Underrepresented Environmental Literacy Program (§ 173.240)

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<sup>3</sup> Entries in italics historically have not had funds appropriated to them by the General Assembly and so require no ongoing activity by the department.

- *Administer the Missouri Educational Employees' Memorial Scholarship Program for children of educational employees who died while employed by a MO school district (need based; funded by voluntary donations from paychecks of employees of public school districts) (§ 173.267.4)*
- *Administer the Higher Education Artistic Scholarship Program (§ 173.724.3)*
- *Administer the Higher Education Graduate Study Scholarship Program, for areas of study designated by the CBHE as it determines reflect manpower needs for the state (§ 173.727.3)*
- Administer the Advantage Missouri Trust Fund, which provides loans and a loan forgiveness program for students in approved educational programs who become employed in occupational areas of high demand in the state; responsibilities include annually designating occupational areas of high demand and the degree programs or certifications that lead to employment in those areas (§§ 173.775.2 & 173.781)
- Make provisions for institutions to award tuition and fee waiver to certain students who have been in foster care or other residential care under the department of social services (§ 173.270.1)
- Request information from public or private institutions to determine compliance with the requirement that no student receiving state need-based financial assistance receive financial assistance that exceeds the student's cost of attendance (§ 173.093)
- *Administer the Undergraduate Scholarship Program (for math and selected sciences and teacher education in math, science and foreign languages) (§ 173.198.1)*
- *Administer the Graduate Fellowship Program (for math, selected sciences and foreign languages) (§ 173.199.1)*
- Administer the Veteran's Survivor Grant (§ 173.234.1)
- Administer the Vietnam Veteran's Survivor Grant (§ 173.236.1)
- Disseminate procedures for receiving annual certifications from all postsecondary institutions that they have not knowingly awarded financial aid to a student who is unlawfully present in the U.S. (§ 173.1110.3)

#### **State Guaranty Agency under the Federal Family Education Loan Program<sup>4</sup>**

- Administer Missouri Student Loan Program (§§ 173.100 to .120 & .130 & .150 to .187; also Title IV, Part B of the Higher Education Act of 1965, as amended (20 U.S.C. §§ 1071 to 1087-2), and its implementing regulations in 34 C.F.R. §§ 433A, 485D & 682).

Responsibilities include:

- Establishing standards for determining eligible institutions, eligible lenders and eligible borrowers
- Processing applications
- Loan disbursement
- Enrollment and repayment status management
- Default awareness activities
- Collecting on defaulted borrowers
- School and lender training
- Financial literacy
- Providing information to students and families on college planning, career preparation, and paying for college
- Administering claims
- Provide marketing and customer assistance

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<sup>4</sup> As a result of provisions in the recently enacted Healthcare and Education Affordability Reconciliation Act, no new FFELP loans will be issued after June 30, 2010. However, the Guaranty Agency's statutory and regulatory obligations will continue as to loans still outstanding and guaranteed before that date.

- Compliance
- Provide information on types of financial assistance available to pursue a postsecondary education (§ 167.278)
- Act as a lender of last resort for students or schools that cannot otherwise secure loans (§ 173.110.3)
- Enter into agreements with and receive grants from U.S. government in connection with federal programs of assistance (§173.141)

### **Proprietary Schools**

- License and oversee all for-profit MO certificate or degree granting schools (§ 173.604.1)
- License and oversee some not-for-profit MO certificate or degree granting schools (§§ 173.604.1 & 173.616.1)
- License and oversee out-of-state higher education institutions offering instruction in MO (public out-of-state are exempt but go through program approval similar to in-state publics) (§§ 173.602 & 173.005.2(11)(b))
- License and oversee certain types of student recruitment by non-MO institutions (§ 173.602)
- Require annual recertification (§ 173.606.1)

### **Assignments in Statute to Serve on other State Boards**

- MOHELA (both the commissioner and a CBHE member) (§ 173.360)
- Missouri Higher Education Savings Program (MOST) (§ 166.415.1)
- Missouri Workforce Investment Board (§ 620.511.3)
- Holocaust Commission (§ 161.700.3(1))
- Commission on Autism Spectrum Disorders (§ 633.200.3(6))
- Interagency Advisory Committee on Energy Cost Reduction & Savings (§ 8.843)
- Minority Environmental Literacy Advisory Committee (§ 173.240.7)
- Missouri Area Health Education Centers Council (§ 191.980)

## AGENDA ITEM SUMMARY

### AGENDA ITEM

Waiver of Tuition and Fees for Foster Care or Residential Care Students  
Coordinating Board for Higher Education  
June 9, 2011

### BACKGROUND

During the 2009 legislative session, a program was established directing the Coordinating Board to make provisions for public institutions of higher education to grant a tuition and fee waiver for certain foster care or residential care students taking undergraduate courses at those institutions. The intent of this agenda item is to seek approval of the criteria for student eligibility and award priority as necessary for the operation of this program.

### DISCUSSION

Under this program, a waiver is only required when funding is available to reimburse the institution. Consequently, in addition to determining eligibility, it is also necessary to establish criteria by which applications from eligible students should be prioritized. For FY11, \$100,000 was appropriated for this program, but it was placed in the budget of the Department of Social Services (DSS). For FY12, another \$188,848 was appropriated for this purpose, again placed in the budget of DSS.

Last year, MDHE staff met with representatives of DSS to discuss how to implement this program given the shared responsibility of the two agencies. Subsequent to that meeting, MDHE developed and shared a draft description of a process for administering the tuition waivers and a draft application for eligible foster and residential care students to submit. Recently, DSS representatives proposed administering this program through a private contractor that already manages a federally funded Educational Training Voucher program that is administered by DSS and is targeted to the same population of students. However, the MDHE remains responsible for certifying the eligibility of all students that receive a waiver. Consequently, in order for this plan to move forward, the CBHE needs to approve criteria for eligibility and for prioritization in the event the appropriation for the waiver program is insufficient to cover waivers for all eligible applicants.

#### *Eligibility criteria*

The criteria provided in the statute state that the waiver is for any student who:

- (1) Is a resident of this state;
- (2) Has graduated within the previous three years from high school or passed the GED examination; and
- (3) Has been in foster care or other residential care under the department of social services on or after:
  - (a) The day preceding the student's eighteenth birthday;
  - (b) The day of the student's fourteenth birthday, if the student was also eligible for adoption on or after that day; or
  - (c) The day the student graduated from high school or received a GED.

- (4) Applies to and is accepted at the institution not later than:
  - (a) The third anniversary of the date the student was discharged from foster or other residential care, the date the student graduated from high school, or the date the student received a GED, whichever is earliest; or
  - (b) The student's twenty-first birthday;
- (5) Applies for other student financial assistance, other than student loans, in compliance with federal financial aid rules, including the federal Pell grant; and
- (6) Completes a minimum of one hundred hours of community service or public internship within a twelve-month period beginning September first for each year in which the student is receiving a tuition and fee waiver award under this section.

#### *Prioritization criteria*

As mentioned previously, waiver awards will need to be prioritized in order to ensure proper administration if the appropriation is insufficient to approve waivers. Based on the experience of the contractor with this population of students and in an attempt to ensure students that receive a waiver are likely to be retained and complete a postsecondary credential, the following prioritization criteria in rank order of highest to lowest are being recommended.

- (1) Eligible applicants not otherwise eligible for Educational Training Vouchers.
- (2) Eligible applicants who were adopted after the age of 14.
- (3) Eligible applicants who have at least 60 hours of college credit.

## **CONCLUSION**

In order for this program to become operational for the fall 2011 semester, it is crucial that the Coordinating Board approve these criteria at this time. While details concerning the promotion, application and implementation of the program continue to be addressed by the staffs of the two agencies and the contractor, action on these criteria is a precursor to completing those discussions. Establishing these criteria ensure compliance with the statutory provisions of the program and provide a solid basis for the initial operation of the program.

## **STATUTORY REFERENCE**

Section 173.270, RSMo

## **RECOMMENDED ACTION**

**It is recommended that the Coordinating Board approve the eligibility and prioritization criteria set forth above for the operation of the Foster Care and Residential Care Tuition Waiver Program.**

## **ATTACHMENT**

Section 173.270, RSMo, Foster Care and Residential Care Tuition Waivers

# *Missouri Revised Statutes*

## **Chapter 173: Department of Higher Education** **Section 173.270**

August 28, 2010

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173.270. 1. The coordinating board for higher education shall make provisions for institutions under the board's jurisdiction to award a tuition and fee waiver for undergraduate courses at state institutions of higher education for any student, beginning with incoming freshmen in the 2010 fall semester or term, who:

- (1) Is a resident of this state;
- (2) Has graduated within the previous three years from high school or passed the GED examination; and
- (3) Has been in foster care or other residential care under the department of social services on or after:
  - (a) The day preceding the student's eighteenth birthday;
  - (b) The day of the student's fourteenth birthday, if the student was also eligible for adoption on or after that day; or
  - (c) The day the student graduated from high school or received a GED.

2. To be eligible for a waiver award, a student shall:

- (1) Apply to and be accepted at the institution not later than:
  - (a) The third anniversary of the date the student was discharged from foster or other residential care, the date the student graduated from high school, or the date the student received a GED, whichever is earliest; or
  - (b) The student's twenty-first birthday;
- (2) Apply for other student financial assistance, other than student loans, in compliance with federal financial aid rules, including the federal Pell grant;
- (3) Apply to the coordinating board for higher education for a determination of eligibility. Application shall be on forms and in a manner prescribed by rule of the coordinating board; and

(4) Complete a minimum of one hundred hours of community service or public internship within a twelve-month period beginning September first for each year in which the student is receiving a tuition and fee waiver award under this section. The department of higher education, in collaboration with participating state institutions of higher education, shall by rule determine the community service and public internships that students may participate in to meet the requirements of this subdivision. A student may fulfill this requirement by completing the necessary community service or public internship hours during the summer.

3. The tuition and fee waiver provided by this section shall be awarded on an annual basis, subject to appropriation to reimburse the institution, and shall continue to be available, if the student is otherwise eligible under this section, as long as the student remains in good academic standing at the state institution of higher education. The institution shall monitor compliance with subdivision (4) of subsection 2 of this section and report it to the department of higher education.

4. The waiver provided by this section for each eligible student may be used for no more than four years of undergraduate study and may only be used after other sources of financial aid that are dedicated solely to tuition and fees are exhausted.

5. No student who is enrolled in an institution of higher education as of August 28, 2009, shall be eligible for a waiver award under this section.

6. Any rule or portion of a rule, as that term is defined in section 536.010, that is created under the authority delegated in this section shall become effective only if it complies with and is subject to all of the provisions of chapter 536 and, if applicable, section 536.028. This section and chapter 536 are nonseverable and if any of the powers vested with the general assembly pursuant to chapter 536 to review, to delay the effective date, or to disapprove and annul a rule are subsequently held unconstitutional, then the grant of rulemaking authority and any rule proposed or adopted after August 28, 2009, shall be invalid and void.