



Preparing Missourians to Succeed

A Blueprint for Higher Education

Public Hearing #9 – Cape Girardeau (DRAFT)

Focus: Education challenges in the rural setting. Also: Completion strategies: Early college, transition, retention, alternative pathways, career maps, block scheduling and accelerated certificate/degree completion, excellence. Also: Preparing the next generation of teachers.

June 4, 2015

Southeast Missouri State University

BACKGROUND

Higher education is quickly evolving in Missouri as the state's colleges and universities prepare students for the future. By 2018, an estimated 60 percent of all jobs in the state will require some form of postsecondary education.

Missouri has set a goal to increase the percentage of working age adults with a two- or four-year degree or professional certificate to 60 percent by the year 2025. Currently, about 49 percent of Missourians have a college degree or certificate.

Knowledgeable and skilled citizens are key to a strong economy, but the benefits of higher education extend far beyond meeting the state's workforce needs. Individuals who earn a postsecondary degree enjoy higher incomes and lower unemployment rates. They make healthier lifestyle choices and live longer lives. They are more likely to vote and volunteer in their communities.

The Missouri Coordinating Board for Higher Education is responsible for designing a coordinated plan to address the state's higher education needs. The last plan was adopted in 2008.

To keep pace with the state's higher education needs, the Missouri Department of Higher Education will spend the next year developing a new coordinated plan: *Preparing Missourians to Succeed: A Blueprint for Higher Education*. The final plan will be presented to the coordinating board for approval in December 2015.

The *Blueprint for Higher Education* will focus on four main areas:

- **Accessibility:** Improve college readiness and make higher education opportunities available to all students across the state.
- **Affordability:** Keep the cost of higher education within reach for Missouri families.
- **Quality:** Ensure students acquire the knowledge and skills they need for a rapidly changing world and workplace and support the need for resources to provide quality educational opportunities.
- **Completion:** Help students stay the course to finish a certificate or degree program.

AGENDA

Convene – Steering Committee Co-Chairs *Deb Hollingsworth and Jim Anderson*

Welcome – *Dr. Ken Dobbins*, President, Southeast Missouri State University

Dr. Deborah Below, Vice President for Enrollment Management and Dean of Students, Southeast Missouri State University

John Mehner, President and Chief Executive Officer, Cape Girardeau Chamber of Commerce

Presentation: Completion Strategies by Senior Associate for HCM Strategists *Dr. Jimmy Clarke*

Panel: Completion Strategies – Facilitated by *Dr. Clarke*

Dr. Jon Bauer, President, East Central College

Dr. Deborah Below, Vice President for Enrollment Management and Dean of Students, Southeast Missouri State University

Dr. Jeff Lashley, President, Moberly Area Community College

Dr. Rusty Monhollon, Assistant Commissioner for Academic Affairs, Missouri Department of Higher Education

Discussion with Completion Strategies Panel

Panel: Education Challenges in the Rural Setting – Facilitated by Missouri State Representative *Kathy Swan*

Dr. Steven Kurtz, President, Mineral Area College

Alvin McFerren, Superintendent, Scott County Central Public Schools

Dr. Wes Payne, President, Three Rivers Community College

Discussion with Education Challenges Panel

Presentation: Evolving Concepts in Education Delivery by Assistant Commissioner for Academic Affairs with Missouri Department of Higher Education *Dr. Rusty Monhollon*

Panel: Preparing the Next Generation of Teachers – Facilitated by *Dr. Monhollon*

Dr. Carole Basile, Dean of Education, University of Missouri – St. Louis

Dr. Glenn Coltharp, Vice President of Academic Affairs, Crowder College

Dr. Sherry Copeland, Assistant Superintendent, Cape Girardeau Public Schools

Dr. Alexander Cuenca, Assistant Professor of Social Studies Education, St. Louis University

Discussion with Preparing the Next Generation Pane

Public Comment

Adjourn

STEERING COMMITTEE ATTENDANCE

Vicki Schwinke, Chief Academic Officer and Dean of Student Affairs - Academic & Student Affairs, State Technical College of Missouri, Linn (for Don Claycomb)

Deb Hollingsworth, Vice President of External Affairs, AT&T (retired), St. Louis

Dalton Wright, Chair, Missouri Coordinating Board for Higher Education, Lebanon (*Ex-officio member*)

Dr. David Russell, Commissioner, Missouri Department of Higher Education, Jefferson City (*Ex-officio member*)

Dr. Rusty Monhollon, Assistant Commissioner of Academic Affairs, Missouri Department of Higher Education, Jefferson City (*Ex-officio member*)

Betty Sims, Chair, Missouri Coordinating Board for Higher Education, St. Louis (*Ex-officio member*)

Jim Anderson, Vice President of Marketing and Public Affairs, CoxHealth, Springfield

Pat Dillon, Community Liaison, Mosaic Life Care, St. Joseph

Brian Crouse, Vice President of Education, Missouri Chamber of Commerce and Industry, Jefferson City

Dr. Jon Bauer, Vice Chair, Missouri Community College Association, and President, East Central Community College, Union

Gena Boling, President, Missouri Association of Student Financial Aid Personnel, Rolla

Berla Bieller, Retired Teacher, Guidance Counselor, Broseley

Dr. Johndavid Kerr, President, Missouri Association of Faculty Senates, and Professor, Harris-Stowe State University, St. Louis

Dr. Arlen Dykstra, Provost and Senior Vice President for Academic Affairs, Missouri Baptist University, St. Louis

Robin Coffman, Chief of Staff, Missouri Department of Elementary and Secondary Education, Jefferson City

Dr. Michael Bleich, Missouri Nurses Association, and President and Maxine Clark and Bob Fox Dean and Professor, Goldfarb School of Nursing at Barnes Jewish College, St. Louis

Dr. Ron Slepitz, President, Avila University, and Immediate Past Chair, Independent Colleges and Universities of Missouri, Kansas City

Rep. Kathy Swan, State Representative, and Owner, JCS/Tel-Link, Cape Girardeau

PUBLIC ATTENDANCE

There were 36 members of the public in attendance.

MEETING SUMMARY

Deb Hollingsworth, and Jim Anderson, co-chaired the Steering Committee and gave an overview of the agenda and how the hearing would proceed.

WELCOME

John Mehner, President and Chief Executive Officer, Cape Girardeau Chamber of Commerce

- Accessibility, affordability, quality and completion for four-year, two-year, certificate and specialized higher education makes up what is critical in our job market.
- Cape Girardeau has a very robust Business Retention and Expansion program. We spend a lot of time talking to our existing employers, asking them and assessing with them, what they are doing right, what are their barriers to growth, what they would like to change, and in what ways can we help them be more successful. The answer is more and more that qualified workers are harder to find and harder to retain.
- This final blueprint will need to be reviewed every few years to keep up with how quickly the market is changing.
- We have to change perception on work. We have to communicate that all work is important and valuable no matter the title.
- Building the bond between higher education and business should start locally, maybe through local chambers.

Dr. Ken Dobbins, President, Southeast Missouri State University

Dr. Debbie Below, Vice President for Enrollment Management and Dean of Students, Southeast Missouri State University

- We have increased the use of endowed scholarships at SEMO.
- There is opportunity for growth, but it will come from students who do not have the resources to attend college.
- Access Missouri is the only need-based program in the state.
- We must make A+ need-based. Students with the highest need do not receive funds from A+ because of Pell. 50 percent of A+ money goes to students whose family can already afford to send them to college.
- We need to change how we fund student aid in Missouri in order to reach our Big Goal. Now it is too difficult for students to work their way through college and graduate without debt.
- SEMO has articulation agreements with 13 community colleges. Students that come in with an associate degree do not take any general education classes. Most financial aid, both merit-based and need-based, for four-year universities goes to first-time, full-time students coming into the institution.

Completion Strategies Presentation – by Senior Associate for HCM Strategists, *Dr. Jimmy Clarke*

- Strategy Labs looks at ways states and institutions can become more productive. It is about real-time learning and real-time changes. We look at four steps to improving:
 - Outcomes-based funding
 - Financial aid

- Business practices
- Different types of delivery
- Lumina has embraced all 50 states into Strategy Labs.
- Strategy Labs provides these resources:
 - Non-partisan, evidence-based policy expertise
 - Opportunities to convene people together to facilitate discussions
 - Advising policymakers
 - Provide research under a number of different topics
- The focus of Strategy Labs is at the state policy level. We work directly with governors' offices, legislators, commissioners of higher education, and systems level persons that can move forward the agenda of education attainment.
- Implementing policy is entirely dependent upon institutions. A feedback loop has to be in existence.
- Oregon has a public service announcement to communicate the importance of education to the community. Oregon Learns (formed and operated by foundation funding) is a subdivision of the Oregon Business Council (a public policy oriented group).
- Oregon's goal is 40-40-20 by 2025:
 - 40 percent of citizenry have a four-year degree
 - 40 percent of citizenry have a two-year degree
 - 20 percent of citizenry have a high school diploma
- We must think out of the box. The factory system we have for education will no longer work.
- To have an efficient policy, teachers and faculty must be in the conversation.
- How significant are faculty in Lumina Foundation's paradigm and what kind of dialogue are you having with them particularly with associations at the state level? Are policy makers and decision groups included in those conversations?
 - Lumina has numerous grant programs and efforts that include and operate directly with faculty.
- The state policy agenda that Lumina endorses is easily understood in three buckets:
 - Improving student outcomes
 - Setting ambitious attainment goal (examples: Oregon, Tennessee, Kansas and Missouri)
 - Have a statewide plan in place (example: Indiana)
 - Data information system
(What information would you like to have so that you understand the attainment gaps?)
(Is attainment across the board? Should certain sectors do more? Should certain campuses sustain where they are?)
 - Adopting accountability metrics and dashboards (examples: Illinois, Washington)
 - Supporting efforts to define learning outcomes (example: Degree Qualification Profile)
 - Creating user friendly tools (example: Colorado)
 - User friendly data for parents and students (example: Young Invincibles has a list.)

- Aligning investments
 - Outcomes-based funding
 - Time to degree and importance (example: Arizona has 3+1 model. Allows students to take three years in community college and complete a bachelor degree in the last year at a four-year university. This cuts down costs to the state and to the student. It is limited in program offerings.)
 - Comprehensive state aid (Who is succeeding with the aid dollars?) (examples: Indiana's 21st Scholar program, Oklahoma Promise)
- Creating smarter pathways
 - Full-time enrollment and progression (example: Hawaii's Fifteen to Finish)
 - Guided Pathways (example: Georgia State University)
 - Transfer agreements
 - Credit hour limits
 - Prior learning assessment
 - Competency-based education
 - Online learning opportunities
 - Adult students

Completion Strategies Panel – Facilitated by *Dr. Clarke*

Dr. Jon Bauer, President, East Central College

- ❖ We focus on three things:
 - Recruitment
 - Retention
 - Completion
- ❖ A+ is a successful program that makes sure students and their parents can start planning as a freshman in high school. A+ addresses student debt.
- ❖ Reverse Transfer will help with completion rates.
- ❖ ECC puts students in majors based on their interests.
- ❖ The more a student is in developmental classes; the harder it is to get them into fundamental classes and on to completion.
- ❖ We are looking at alternative math courses than the college algebra pathway.
 - We need to find four-year partners that will accept the new math pathway instead of just algebra.

Dr. Debbie Below, Vice President for Enrollment Management and Dean of Students, Southeast Missouri State University

- ❖ Completion:
 - Increasing access – through academic support centers and college pipeline programs.
 - Degree works – How does the degree connect to the business? Are you meeting societal and workplace needs? Is the student getting connected to the major as soon as possible?
 - Experiential learning – connecting students to the major outside of the classroom.

- ❖ Co requisite remediation is important.
- ❖ Goal 2025 is on every national agenda for any meeting of higher education.
- ❖ Faculty needs to understand how they affect student success.
- ❖ One-time, need-based grants for students who are at risk of needing to leave because of finances.
- ❖ Connect students to their major during their first year.
- ❖ All our efforts are action plans and action projects.
- ❖ Through the Completion Academy, our English faculty and Math faculty did a pilot and adopted the co requisite models. We removed the label of remedial or developing from the courses.

Dr. Jeff Lashley, President, Moberly Area community College

- ❖ MACC participated in the Completion Academy through MDHE. It was very positive.
- ❖ We looked at the following areas:
 - Placement
 - Developed a Compass workshop to help students prepare for the exam.
 - Instituted a writing appeal for our Composition I course.
 - Piloted putting the incoming students' GPAs with their Compass score.
 - We have boot camps students can take before taking the placement.
 - Guided Pathways
 - Developed six academic maps

Dr. Rusty Monhollon, Assistant Commissioner for Academic Affairs, Missouri Department of Higher Education

- ❖ The Coordinating Board for Higher Education, for the past eight years, has made attainment its number one priority.
- ❖ We are on the right track with Reverse Transfer and Best Practices.

Steering Committee discussion with panel members

- ❖ Is initiative fatigue or confusion over new initiatives on your campuses?
 - Lashley – I think we get past it with faculty. Our new strategic plan is built around new initiatives. We are not trying to fit new initiatives into our existing strategic plan.
 - Bauer – Faculty and professionals see the data and alternatives to make the data change gets them excited to implement initiatives. You must have senior leadership.
 - Below – There is a lot of passion around the new initiatives right now. We have worked on retention for a long time and the Completion Academy gave us focus.
- ❖ What can K-12 do to help institutions with their attainment? Do you talk to the districts that send students to community college?
 - Bauer – We talk to our high schools. They understand what we are using as assessment tools.
 - Lashley – With ACT being a requirement in the junior year, we already put the Compass exam in most of our high schools. We are working with two high schools right now where they are taking our fundamentals curriculum and putting it in place for any senior who did not score enough to be ready for college algebra.

- ❖ MACC has a program called You Can Too where we bring every sixth, seventh and eighth grader in Moberly Area Public Schools to campus for a portion of a day.
 - We are hoping to get them aware of college and aware of what it takes to go to college. They hear from speakers that have been successful.
 - Eighth graders come into our Job Store. They are given a packet and they try to live their life based on their job, their salary and the expectations in their packets.
- ❖ Does SEMO have any initiatives outside the classroom and outside of your academic schedule that you are utilizing on campus to help with degree attainment and retention efforts?
 - We attended the Completion Academy in September 2013. The initiatives mentioned earlier are going so well that our president wanted to host a larger meeting. In January 31 of 2014, we held the meeting and the group decided on three priorities:
 - We needed a program that would provide targeted support for first generation students who are low income. We now tag roughly 200 students as they come through the door; and they get additional messaging and additional academic support.
 - The use of data to predict success in both majors and courses.
 - We made a concerted effort to improve the amount of tutoring and supplemental instruction available to students.

Education Challenges in the Rural Setting Panel – Facilitated by Missouri State Representative, *Kathy Swan*

Dr. Steven Kurtz, President, Mineral Area College

Dr. Wes Payne, President, Three Rivers Community College

Alvin McFerren, Superintendent, Scott County Central Public Schools

- ❖ In Cape Girardeau, 70-75 percent of the public high school graduates go on to some type of college. Thirty miles south only 50 percent were going on to further education. We raised that graduation rate.
- ❖ If we give kids the opportunity, we tell them that they can do it, and we give them the tools and resources; those things can make a huge difference in our children's' lives.
- ❖ Describe the impact of the rural geography on access to education and the technological barriers.
 - Payne – We have a large majority of our students rely on some type of federal financial aid. There are some extreme poverty levels in our area. It is very hard for these students to afford the technology that is required to complete a degree.
 - Kurtz – When talking about the restrictions of the geography you have to include the socioeconomic situation. If you are rural and rich, geography is not a barrier (this is the rare exception). When you get into the extremely rural counties, ten miles is a barrier.
 - There is an access barrier to location.
 - We have spent huge amounts of money in technology. Most online students that we serve, take advantage of our facilities to complete their work.
 - We have made extreme strides in broadband availability, but have not conquered the technological barrier.
 - McFerren – We routinely put on college nights for high school students. These are great for rural parents and students because they don't know how to start to get into higher education. We give help with FAFSA forms.
 - The A+ program is beneficial to rural students and needs to continue to be funded.

- Technology for the rural high schools takes resources.
- ❖ Please share specific instances of poverty in your community and how it effects education.
 - McFerren – We recently entered into the CPE program which is a program where all students eat free. Too many students come to school every day without lunch money. How can students learn if they are hungry?
 - Kurtz – The number one reason that students fail to persist during a semester is not the academic challenge or the difficulty of processing through the system. It is life happens as a result of their socioeconomic situation that they are facing and the first thing they give up is college.
 - Payne – Today we receive the same amount from the state as we did in 2001, but tuition has doubled. Students are relying on student loans to live, which leads to large default rates.
- ❖ Please discuss the business climate, workforce needs, impact on your school district/college in and your response as a result.
 - Kurtz – Predictions are that population is increasing. We are trying to attract business to our region. We are trying to get a technology school on our campus, but we do not have what we need for adults.
 - Payne – We partner with Cape Technical College, which is through Cape Central High School.
 - A trained or trainable workforce is a great importance for a community.
 - You do not drive farming equipment anymore; you program it. A company may need someone trained to operate a specific piece of equipment.
 - McFerren – Many of my district commute for work.
 - We need to keep it student focused.
- ❖ We know that culture in the rural setting plays a significant role and is a challenge with some families not wanting their children to attend college because they do not want them to move away. Would you describe the role that the family culture has and the attitudes toward education (K-12 and higher education)? How would you address breaking the circular barrier, rural geography, lack of technology, poverty and family culture?
 - Payne – Some families believe that college is out of reach. We rely on federal grants to help us recruit, retain and graduate underserved, first generation students.
 - Even with accessibility, completion is still an issue.
 - Most four-year degrees must be obtained on a four-year campus or online.
 - Kurtz – Changing culture fundamentally takes determination and time; and you do it through education.
 - Through educating the populace about the value of education, about the availability of education, and through ensuring that it is available; over time you can change the culture. As you change the culture, you begin to change the environment. As you change the environment, you begin to change the community. As you begin to change the community, you begin to change and improve the state.
 - It begins with educating people about what is possible.
 - McFerren – Encouragement to parents and students that kids can leave the nest.
 - It is not easy to break a cycle.
 - Most students now know about the A+ program.

- ❖ Without the A+ program as an option and Dual Credit, a lot of these students would not be going to college.

Evolving Concepts in Education Delivery Presentation – by Assistant Commissioner for Academic Affairs with Missouri Department of Higher Education, *Dr. Rusty Monhollon*

- ❖ We want to make sure we provide a quality product and do it at a reasonable price.
- ❖ The interaction between teacher and student underpins the whole academic enterprise and the decisions we make in higher education:
 - How curricula are developed
 - Which campus buildings are built, where they are located and what amenities they might include
 - How to provide appropriate access to libraries and technology
 - Tutoring and mentoring
 - Accessing the product
- ❖ Higher education is a people intensive enterprise.
 - 80 percent of all instructional costs at an institute of higher education are tied up in faculty.
 - If we don't touch the faculty, then we have 20 percent of our instructional cost that we need to trim.
 - If we reduce faculty salaries, reduce the amount of tenured faculty, it becomes an issue with quality.
- ❖ We have to come to terms with what is changing. That is the impact of modern technology on the academic enterprise.
 - Where learning takes place.
 - The mode in which it takes place.
 - The division of labor in how education is produced and then delivered to the consumers.
- ❖ What is online education?
 - The virtual university or virtual college is where the students and the instructor never meet face to face and all instruction takes place asynchronous.
 - Probably most familiar with blended or hybrid learning. A combination of online courses, lecture, content that students receive from a distance – away from the traditional classroom setting – yet still have on campus or face to face meetings.
- ❖ Competency-based education.
- ❖ Learning and using technology to its fullest advantage is a team sport. You have to bring a lot of different people, from across various disciplines and backgrounds, together to create the platform/content.
 - Faculty experts
 - Experts to put it in a form that is accessible to students
 - Driven by learning outcomes
 - Does require transparency
 - Has the potential to open up competition

- ❖ Technology is not going to fix our problems. It may consist in fixing the problem. To fully realize the potential this technology can do, we will have to invest in it.
- ❖ We have to be open to changing the model of the university; whereas, faculty has been responsible for course concept, course development, identifies course materials, identifies the learning outcome and assessments. We could divide these tasks to others in the institution. Instruction can become much more individualized.
- ❖ Missouri does not have a technology plan for higher education.
 - MOREnet has not kept up without the state subsidy.
 - Technology requires a quick rate of change.
 - You will not have education in the next decade, without having a technology platform structure for Missouri.
 - We need to figure out how four-year, two-year and independent institutions can come together to cut the costs of technology.
 - We need to communicate to our legislators that Missouri needs a technological plan that will deliver economical broadband internet to small business and homes regardless of zip code.

Evolving Concepts in Education Delivery Panel – Facilitated by *Dr. Monhollon*

Dr. Carole Basile, Dean of Education, University of Missouri – St. Louis

- ❖ Educator preparation today is incredibly complex.
- ❖ The cost of educator preparation has increased substantially given the costs of testing.
- ❖ We see a 30 percent decrease of people going into teaching. We see lower retention rates. We see more criticism of the workplace/schools. We see more online certifications.
- ❖ We need better partnerships between K-12 schools, institutions, and state departments.

Dr. Sherry Copeland, Assistant Superintendent, Cape Girardeau Public Schools

- ❖ Cape Girardeau is a One to One district.
- ❖ We are looking at Northland CAPs program for technology.
- ❖ Teachers should be facilitators of learning not alone on a stage.
- ❖ Urban cities pay more so we are losing teachers to bigger cities.

Dr. Alex Cuenca, Assistant Professor of Social Studies Education, St. Louis University

- ❖ Educator preparation requires redefinition of a quality teacher.
- ❖ Schools of Education should be a priority.

Dr. Glenn Coltharp, Vice President of Academic Affairs, Crowder College

- ❖ There is a teacher shortage throughout Missouri, depending on the area for discipline needed.
- ❖ High schools could have some type of teacher cadet programs and work with higher education institutions in identifying what the needs are for quality educator preparation students.
- ❖ Very few of the models align.
- ❖ The Missouri Advising Board for Educator Preparation has come about due to concerns that have surfaced with teacher education requirements.
- ❖ Teacher preparation is a unique structure, taught at the higher education level; yet controlled at the K-12/DESE level.

Steering Committee discussion with panel members

- ❖ Please name one thing to make teacher preparation less complex that will add a great deal of benefit to the students and the quality of instruction.
 - Copeland – For K-12, we need to find what the right instructional strategy is at the right time, to deliver to each child. We are not teaching to the group anymore.
 - Coltharp – The state has leaned more on testing to determine what is good. I am not sure a test can measure a student's teaching ability. Along with the knowledge level, we need to know if they are a good teacher. Testing fees is also an issue.
 - Basile – This is not that simple. Teacher education is a field of study. We have not addressed the context.
 - Cuenca – Context is one way to reduce the variety of education. The practice of law in a rural area is the same as an urban area. Education is not the same. Higher education has to treat us differently and allow us to be that kind of flexible. Higher education needs to work with K-12 to improve teacher preparation.
- ❖ Relatable and creditable should be requirements for teachers/educators. We need to look at adaptability – How do you teach students to be flexible in the field of education? What support does the state give and what policies do we need?
- ❖ What characteristics make a great teacher? Student teaching is not a very robust program. Students need to get out and see what communities look like. Students need better experience.
- ❖ The system is producing uneven numbers of teachers in certain career fields that we need in our schools. What do we need to do to provide incentives to students to elect the teaching profession early? How do we attract more students to the education field? Do we have enough and the right kind of clinical experiences for them? When should students be brought into teacher education?
 - Copeland – The CAPS program is working on giving those experiences to juniors and seniors in high school. Programs in elementary and secondary education is anywhere from 127 hours to 225 hours (That's students that know they are going into education from day one). That is a commitment.
 - SEMO no longer does block scheduling for teacher education. Can we use education as a platform for career education in high schools?
 - Coltharp – It is getting better with distribution. Higher education is doing better at talking to students about which fields are needed.
 - We are looking at adding some certificate programs in certain area that a student has a degree then decides to teach.
- ❖ There will be a large retirement of teachers in the near future. It takes an extra semester to a year of extra courses to be a teacher. We are doing a lot to prepare teachers, now how do we assure that? Will we be able to meet our demand for teachers and will they be successful?
 - Cuenca – What is a failing school? We need to re-engage K-12 in a more productive way than in the past.
 - We need to utilize our education schools to do something different. Higher education must reassert its voice in K-12.
 - We are making education economics, and we should expand the thoughts on education.
 - Basile – We forget teacher preparation is a developmental process that we keep adding to. We shouldn't do that.

- Higher education and K-12 should really partner and think about teachers as developmental.
 - Students need to achieve, not just grow. We need to use professional development schools better for teachers.
- ❖ Why does one major require a number of credits over another major? Can we shift to an apprenticeship model?
- Basile – Residency models are great but it is not affordable. We have the studio school model where these 10 or so students will be in your school for the next few years and the school should treat these students as faculty. Those students have a mentor.
 - Copeland – Feedback of unprepared teachers are not getting back to the institutions.
 - Basile – Can 41 institutions teach quality education preparation? We do not have 41 medical schools or law schools.
 - Will that affect the teacher shortage? We can sun set some programs.
 - We need to be clear on what we mean by quality.
 - Content knowledge of teachers has been very poor. The conversation needs to be about more than just the basics.

PUBLIC COMMENT

- ❖ Dianna Rogers-Adkinson – Teacher Preparation in the State of Missouri
- What are appropriate metrics? How do we convince someone to choose our field and give them tools that will help them be successful? Many are underprepared students that want to become educators.
 - To some the MoGEA exam is a big barrier.
 - We need to prepare them for the metric exams and the social/emotional ability to be a quality educator.
 - We need grants so students can leave college debt free. Consider grants that balloon each year.
- ❖ Karissa Anderson – State Funded Aid
- The key to completion for low-income students is adequate funding.
 - For the 2016-2016 school year, the annual cost of attendance at University of Missouri – Columbia is over \$25,000. The maximum publicly funded aid available to a low-income student is \$12,775. That is a gap of over \$12,000.
 - Access Missouri has consistently seen budget cuts.
 - Adequate funding is imperative to completion.
- ❖ Karina Arango – Bright Flight
- Increasing need-based aid such as Access Missouri, rather than increasing merit-based aid such as Bright Flight, will ensure that Missouri helps students that need additional support the most.
 - If Missouri must have a program that is merit-based, it should be distributed equitably and fairly. In its current structure, Bright Flight does not serve an economically or geographically diverse group of students.

- Private high school students are twice as likely to receive Bright Flight to their public school peers.
- It is disproportionately awarded to public high school students in wealthier school districts. Bright Flight's current structure overlooks those students attending under-resourced and impoverished high schools.
- Bright Flight is inequitable because students from rural areas are severely underrepresented as recipients of the award.
- Bright Flight should be designed so that students at each high school compete only with their own classmates for the award. The program should be restructured to serve the top students at each school.

ADJOURN

Note: The comments provided in this document do not represent a verbatim transcription of the comments received verbally and may incorporate some close paraphrasing by the record-keeper.