

The background of the cover features a faded, grayscale image of the Gateway Arch in St. Louis, Missouri, rising behind a park area with trees and a body of water in the foreground.

MISSOURI LEGISLATORS RETREAT

ISSUE BRIEF | 2021

MISSOURI LEGISLATORS RETREAT

Issue Brief / February 25 – 26, 2021

STATE OVERVIEW

Fast Facts

910,386

K-12 public school students¹

↑ .09%

expected enrollment change by 2028⁴

2,427

public schools¹

521

public school districts⁵

383,489

public postsecondary students²

23%

are enrolled in 2-year colleges²

39.6%

2-year public college graduation rate (in 6 years)³

68.2%

4-year public college graduation rate (in 6 years)³

¹Source

²Source

³Source

⁴Source

⁵Source

Value

Category

State Ranking

\$11,942.67

Per Pupil Expenditures

34

13.5¹

Student-Teacher Ratio

40

39%*²

NAEP 4th Grade Math

29

34%*²

NAEP 4th Grade Reading

31

32%*²

NAEP 8th Grade Math

28

33%*²

NAEP 8th Grade Reading

25

89.2%³

Public HS Grad Rate

9

*Represents the percent of students who scored at or above proficient on the National Assessment of Educational Progress (NAEP).

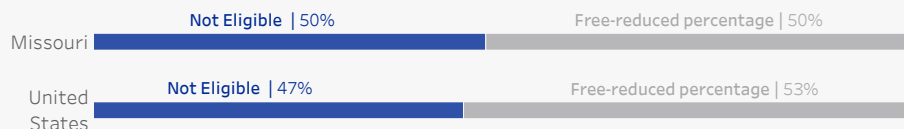
¹Source

²Source

³Source

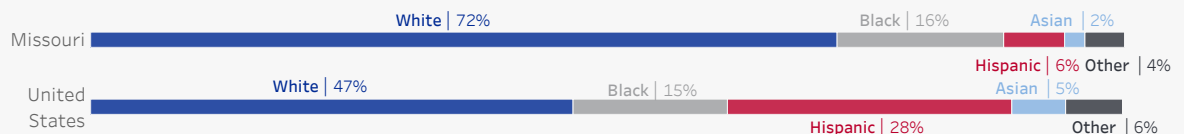
K-12 LEVEL OF FAMILY INCOME | 2017

Source



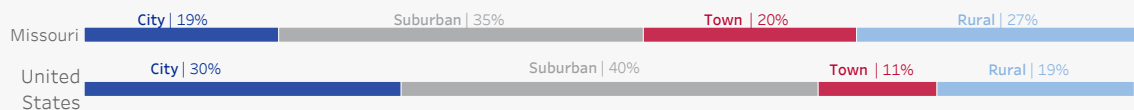
K-12 RACE & ETHNICITY | 2017

Source

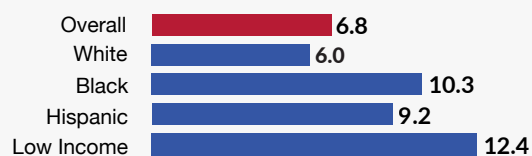


K-12 ENROLLMENT BY LOCALE | 2016

Source



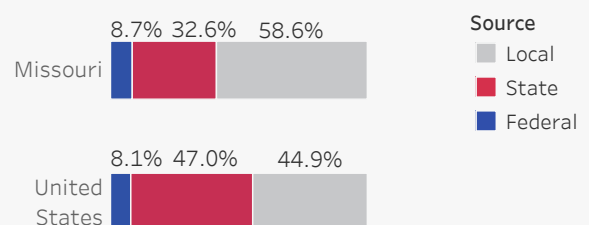
POTENTIAL AVERAGE MONTHS OF LEARNING LOST DUE TO VIRTUAL LEARNING VS. IN-PERSON LEARNING*



*Includes 0.05 standard deviation reduction for Black, Hispanic, and low-income students to account for recession impacts (~1 month of additional lost learning)
Source: US Census 2018

Source

PER PUPIL EXPENDITURE BY FUNDING SOURCE: 2016-17



Source



STUDENT PERFORMANCE IN MISSOURI

Missouri's public schools use the [Missouri Learning Standards](#) (MLS) content standards which are aligned to [Show-Me Standards](#). The Show-Me Standards are a frame of reference for student performance and expectations of high school graduates. To assess students' progress in mastering MLS, Missouri uses the Missouri Assessment Program (MAP). Annually, all students in grades three through eight take the MAP in English Language Arts (ELA) and Mathematics. Additionally, fifth and eighth grade students participate in a Science assessment. At the high school level, Missouri administers the MAP End-of-Course exams, which assess student content acquisition in Algebra I, English II, Biology, and Government.

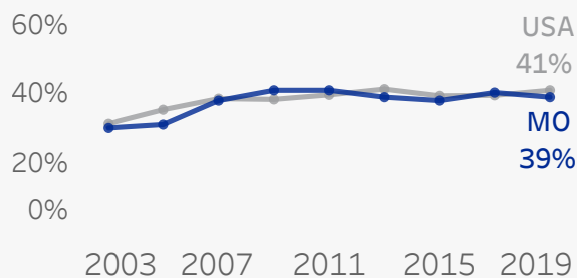
The National Assessment of Educational Progress (NAEP) is administered nationally every two years. The purpose of the NAEP is to measure student achievement and to report change in performance over time. Each year students and schools are randomly selected to participate as a representative sample of the state. In Missouri, students in grades four and eight will participate in Math and Reading NAEP assessments; additionally, students in grade eight will be assessed in US History and Civics.

ELEMENTARY AND MIDDLE SCHOOL ACHIEVEMENT

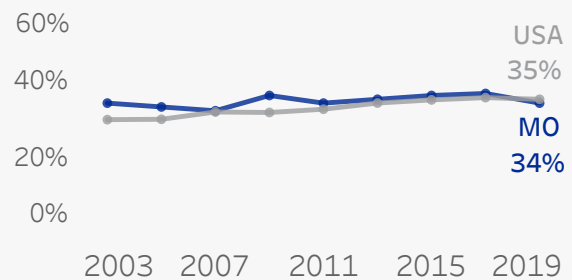
Over the past 16 years, proficiency rates on the NAEP Reading and Math assessments in grades four and eight across the country have remained fairly flat. The following graphs compare proficiency rates over time in Missouri to the national average.

NAEP PROFICIENCY RATES | 2003–2019

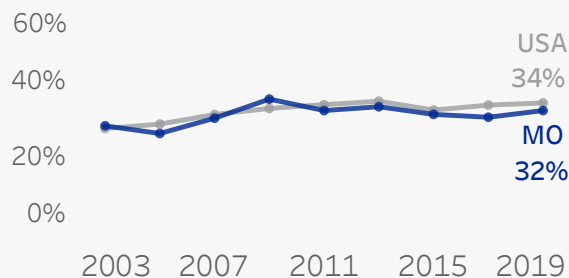
Grade 4 | Math



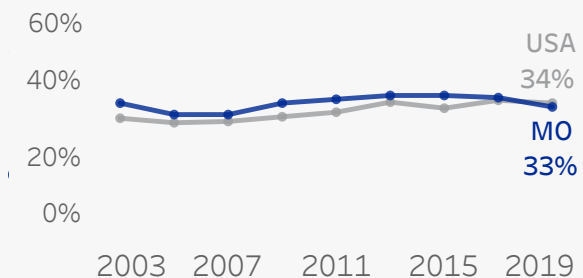
Grade 4 | Reading



Grade 8 | Math



Grade 8 | Reading



Source: [NAEP](#)



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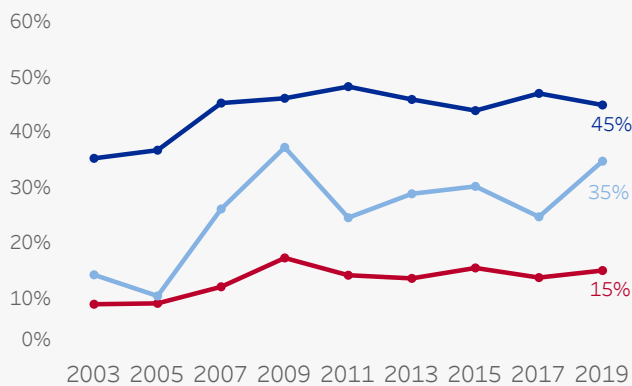
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ACHIEVEMENT GAP

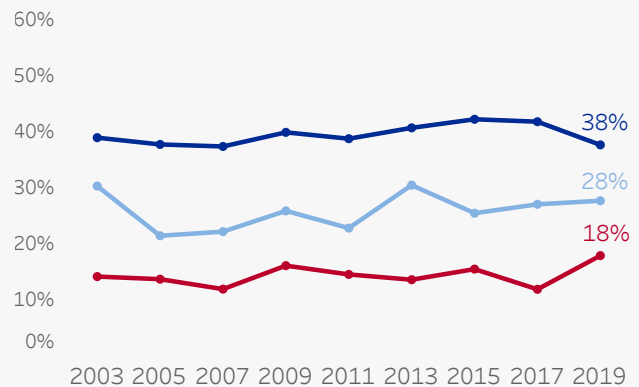
Average rates can mask variation among subgroups. When proficiency rates are disaggregated by race and economic status, disparities in achievement can be seen. Achievement gaps among races/ethnicities on standardized assessments in states across the country have persisted across years with few signs of narrowing. The following charts show the gaps in performance by race/ethnicity on NAEP testing in Missouri since 2003, as well as a comparison of NAEP scores in surrounding states and Missouri.

■ WHITE ■ BLACK ■ HISPANIC

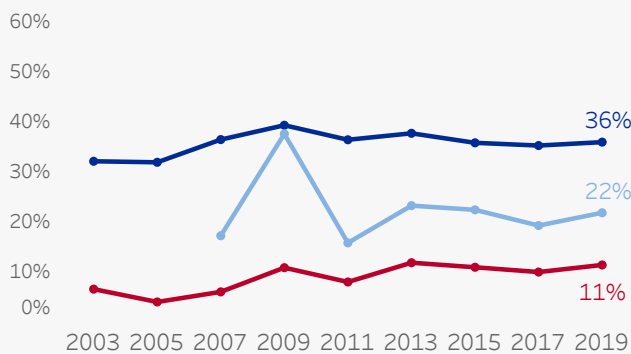
GRADE 4 | MATH



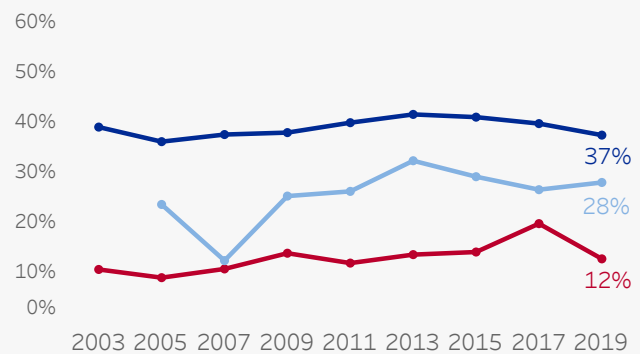
GRADE 4 | READING



GRADE 8 | MATH



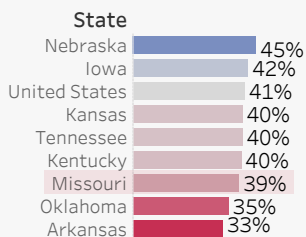
GRADE 8 | READING



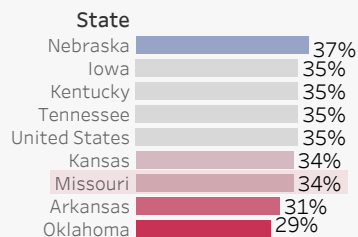
Source

NATIONAL NAEP PROFICIENCY RATES, SELECTED STATES | 2019

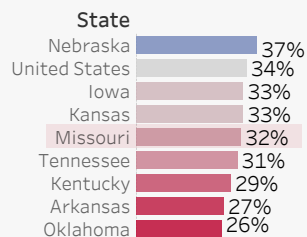
Grade 4 | Math



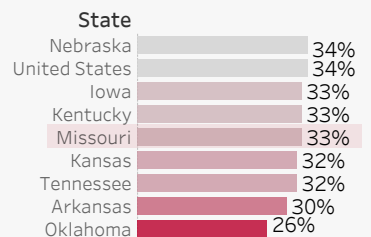
Grade 4 | Reading



Grade 8 | Math



Grade 8 | Reading



Source



CHILD CARE & EARLY LEARNING

To understand the accessibility of early childhood learning opportunities across the state, it is important to consider both enrollment and the source of care. While three and four-year old Black children are enrolled in early childhood centers at similar rates to white children, there is a gap in the quality of these programs. Studies show that only 15 percent of Black children are enrolled in early child care programs that are considered “high-quality” as compared to 24 percent of white children.

This has a direct impact on whether children are prepared to enter kindergarten. Research has indicated that preschool enrollment alone does not result in increased achievement in later years of life; however, high-quality preschool programs show significant impact on later achievement, with even higher impacts in districts with a high population of Black students.

In 2021, the Office of Childhood was announced within the Department of Elementary and Secondary Education (DESE). This office will consolidate several early childhood programs across state government into a single office, streamlining programs and reducing duplication in order to best serve children and their families.

Impact of COVID-19

Under the “Stay Home Missouri” order issued on April 6, 2020, child care programs were exempt from closing. Application renewals due in April, May, June, and July were extended for 90 days. Additional Child Care & Development Block Grant (CCDBG) funding totaling \$66,542,726 was allocated to the state through the CARES Act. This benefited unemployed low-income families with a temporary Child Care Subsidy benefit. Financial support was also given to child care providers.

Child Care Development Block Grant

The Child Care Development Block grant is federal funding that provides financial assistance to low-income families to access child care so parents can work or attend a job training or educational program. This funding is also known as the Child Care and Development Fund (CCDF). Missouri received a \$40 million increase in discretionary CCDBG funding in FY 2018. In 2016, there were 5,894 child care providers utilizing CCDF funding, with the majority of these being family homes and centers.

School Funding

Schools in Missouri are funded by a pool of local, state, and federal dollars. Federal funding plays a relatively small role in schools (8.7 percent), with total state funds making up about 33 percent of funding, and local dollars accounting for over 58 percent of the total. The average per-pupil expenditure in Missouri in 2019-2020 was \$11,249.

Missouri uses a foundation formula funding model, which distributes funding based on several factors, including student attendance and local property taxes. Due to budget shortfalls from the COVID-19 pandemic, budget cuts were made in 2020 which included restrictions to both public schools and higher education.

Cares Act

Through the Coronavirus Aid, Relief, and Economic Security Act (CARES) additional funding was allocated to the Elementary and Secondary School Emergency Relief (ESSER) Fund and Governor’s Emergency Education Relief (GEER) Fund. Funding through the Emergency Assistance for Non-public Schools was allocated to charter and private schools.

PERCENTAGE OF 3 AND 4-YEAR-OLD CHILDREN ENROLLED IN PRESCHOOL: 2018

| | | |
|---------------|-------------------|-------------------|
| Missouri | All | 47.9% |
| | Asian | Insufficient Data |
| | Black | 40.3% |
| | Hispanic | 50.0% |
| | Two or more races | 29.2% |
| | White | 50.3% |
| United States | All | 48.4% |
| | Asian | 56.5% |
| | Black | 51.8% |
| | Hispanic | 41.4% |
| | Two or more races | 49.7% |
| | White | 50.3% |

Source



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| <i>Funding Source</i> | <i>Amount Allocated in Missouri</i> | <i>Designated Usage</i> |
|--|-------------------------------------|---|
| Elementary and Secondary School Emergency Relief Fund (ESSER) | <u>\$208,443,300.</u> | Under the ESSER Fund, established as part of the Education Stabilization Fund in the CARES Act, State educational agencies (SEAs) will award subgrants to local educational agencies (LEAs) to address the impact that the Novel Coronavirus Disease 2019 (COVID-19) has had, and continues to have, on elementary and secondary schools across the Nation. 90 percent of these funds must be distributed based on the Title I formula (FY19), with equitable services provided to non-public schools. SEAs may set aside up to 10% for the following allowances: "...for administrative costs and the remainder for emergency needs as determined by the state educational agency to address issues responding to coronavirus, which may be addressed through the use of grants or contracts." |
| Higher Education Fund | \$220,392,760 | Of the \$1.4 trillion allocated by the CARES Act, approximately \$14 billion was given to the Office of Postsecondary Education as the Higher Education Emergency Relief Fund, or HEERF. The Federal government requires that of these funds, which are allocated at the institutional level, more than \$6 billion must go directly to students in the form of emergency financial aid grants (HEERF-student share) for expenses related to the disruption of campus operations due to the COVID-19 crisis. |
| Coronavirus Relief Fund | <u>\$2,379,853,017.</u> | <p>State funding allocations were based on relative population using census data. Local governments with populations of at least 500,000 received a direct payment from the federal government. State payments were reduced by the local payment.</p> <p>CRF funds must be used for costs that:</p> <ul style="list-style-type: none"> ■ Are necessary expenditures incurred due to COVID-19; ■ Were not accounted for in the budget most recently approved as of the date of enactment of this section; and ■ Were incurred during the period from March 1, 2020, to December 30, 2020. <p>Governor Parsons allocated over \$100 Million of these funds to <u>higher education and workforce development.</u></p> |
| Governors Emergency Relief Fund (GEER) | <u>\$54,643,115.</u> | <p>Under the Governor's Emergency Education Relief Fund (GEER Fund), the U.S. Department of Education (Department) awards grants to Governors for the purpose of providing local educational agencies (LEAs), institutions of higher education (IHEs), and other education related entities with emergency assistance as a result of the Novel Coronavirus Disease 2019 (COVID-19).</p> <p>In July, Governor Parsons allocated \$23.6 of the GEER Fund to public colleges and universities to support:</p> <ul style="list-style-type: none"> ■ Staff, infrastructure and technology to support distance education, or remote learning; ■ Academic support for libraries, laboratories, and other academic facilities; ■ Institutional support for activities related to personnel, payroll, security, environmental health and safety, and administrative offices; and/or ■ Student services that promote a student's emotional and physical well-being outside the context of the formal instructional program. |

MISSOURI TEACHER LANDSCAPE TEACHER PREPARATION

There are 43 colleges and universities in Missouri with approved educator preparation programs. These programs must meet four standards around development of professional knowledge and skills, clinical experience, recruitment and retention of candidates, and a commitment to quality and diversity.



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In order to teach, an initial professional certificate is required which is valid for four years. During this initial certification, teachers must complete four years of teaching experience with supports in place including one year of beginning teacher assistance, two years of mentorship, yearly evaluations, and a professional development requirement. After the four years, teachers are eligible to receive their Career Continuous Professional Certificate (CCPC) which has no expiration.

TEACHER RECRUITMENT AND RETENTION

As is true in much of the country, Missouri has experienced persistent teacher shortages in content areas such as math, special education, science, and foreign language, with shortages varying based on geographic location in the state. Currently, five percent of full-time teaching positions are either vacant or held by unqualified persons.

Missouri's teacher workforce diversity has also been a challenge. Over 90 percent of the overall workforce is white and over 75 percent of the workforce is female, while the student population is a slightly over 70 percent white and about 15 percent Black.

To support first- and second-year teachers during COVID-19, DESE is sponsoring the Beginning Teacher Community of Practice program which includes programming aligned with areas of potential learning losses identified by the Missouri Educator Evaluation System (MEES) Teacher Candidate Assessment.

CAREER READINESS

CAREER & TECHNICAL EDUCATION

In the 2019-2020 school year, 64 percent of all Missouri high school students were enrolled in at least one career education program. Thousands of students participate in Career & Technical Student Organizations (CTSOs), including Future Business Leaders of America (FBLA), SkillsUSA, Future Farmers of America (FFA), and Family, Career & Community Leaders of America (FCCLA).

There are workforce development programs incorporated into high school curriculum to support students. Examples of these include:

- Career Ready 101 helps individuals explore careers, master work readiness skills, and prepare for a successful job search across 57 high school career and technical centers.
- WorkKeys Assessment and Career Readiness provides credentialing indication of skills mastery for various industries and occupations, and is accepted by over 5,000 Missouri employers.
- High School Equivalency Exam costs are covered for first time takers of the exam through the Department of Social Services' Division of Youth Services, Job Corps, High School Option students, and Department of Corrections test takers.
- Jobs for America's Graduates (JAG) helps at-risk students graduate from high school and transition to postsecondary education and employment through a voluntary in-school program credited as an elective. Funding has been allocated to allow for virtual curriculum development for students that don't have district JAG programs.
- Springfield School District has expanded "Launch", their virtual learning program, to more districts. This program provides workforce training.

LOCAL PARTNERSHIPS

Missouri is currently ranked second in the nation for completion of registered apprenticeships.

| Partnership | Type of Partnership | Description |
|---|--|---|
| <u>Metropolitan College</u> (Kentucky) | Community College-Industry | Partnership between UPS, the University of Louisville, and Jefferson Community and Technical College that allows student to have their undergraduate tuition paid while working as a package handler for UPS. |
| <u>High School Academies at Reynoldsburg High School</u> (Ohio) | Local Business-Higher Education- High School | High school broken up into four interest-based academies: business, education, leadership and law, or STEM fields. These academies take advantage of community college partnerships and community business partners to shape offerings. Partners have included Mount Carmel Health System, Battelle Memorial Institute, and KnowledgeWorks. |



SCHOOL ACCOUNTABILITY

The Missouri School Improvement Plan (MSIP) is the accountability measure for school improvement and accompanies the Every Student Succeeds Act (ESSA) State Plan. [MSIP 5](#) is the current plan that was established in the 2012-2013 school year. Five performance standards are measured for K-12 districts: academic achievement, subgroup achievement, college and career readiness, attendance rate, and graduation rate. Kindergarten through grade eight districts are measured within the same areas but also on high school readiness.

Turnaround Schools

The [School Turnaround Act \(SB.365\)](#), passed in 2019, requires DESE to establish [school turnaround programs](#) to assist public and charter schools that need intervention. It has been found that, in order to address [school turnaround support](#), instruction, wraparound services, and funding must be prioritized.

SCHOOL CHOICE

Each year the National Alliance for Public Charter Schools compares state charter laws against the 21 essential components of their model charter public school law. The resulting annual rankings are intended to guide states in designing and implementing charter policies that promote robust accountability, adequate flexibility, equitable funding, and responsible growth for charter schools.

In Missouri, over [25,000 students attend approximately 66 public charter schools](#). In 2020, the National Alliance [ranked](#) Missouri's charter school policy 27th out of 45 states. Missouri's rating is largely [attributable](#) to the inequitable operational funding received from state and federal sources, limited authorizing options, and the autonomy and accountability provided to charter schools.

All [charter schools in Missouri](#) can be located in the Kansas City Public Schools district, St. Louis Public School district, an unaccredited school district, three-year provisionally accredited school district, or in accredited districts with local school board sponsorship. When compared to their local traditional public school districts, St. Louis charter schools [received](#) \$900 less per student and Kansas City charter schools received \$800 less per student in 2019; this is due to funding allocations being based on historical property tax data and less local revenue funding.

Missouri [charter school students make up](#) 48 percent of the Kansas City public school student population and 39 percent of the St. Louis market share. Of this, 70 percent of the top 20 schools within both districts are charter schools. Charter school students are less likely to transfer between schools during the school year.

Missouri Charter Public School Association, a recognized advocacy organization, has outlined increased funding opportunities, enrollment of the children of employees, pension plan selection for employees, summer school attendance requirements, and charter school expansion as their [legislative priorities](#).

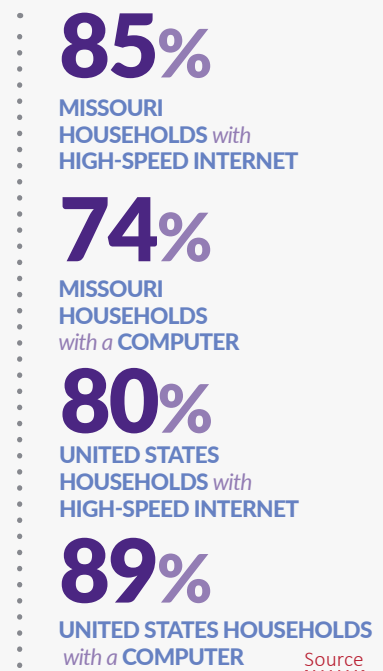
VIRTUAL LEARNING

[Missouri Course Access and Virtual School Program](#) (MOCAP) offers high quality courses for ninth through 12th grade students through an interactive online learning platform. These courses can be applied toward local school graduation and are aligned with the Missouri Learning Standards. [Alternative Methods of Instruction guidelines](#) have been distributed for the 2020-2021 school year. Alternative Methods of Instruction Plans were previously required for days of unexpected school and/or district closure. During the 2020-2021 school year, schools are allowed to submit [AMI-X plans](#) to be approved for alternative learning patterns in light of COVID-19.

RESOURCE DISPARITIES

DIGITAL DIVIDE

States have done remarkable work in recent years to ensure that schools are connected to wireless internet, as [99 percent of K-12 schools in the United States are now on scalable connections](#). These developments are great news for students and educators as they integrate internet and technological resources to enhance learning in the classroom. The current pandemic has illustrated that many students lack access to the internet outside of the classroom. Though an already pressing problem, the inequities we see in internet access are exacerbated when students must learn remotely full-time.

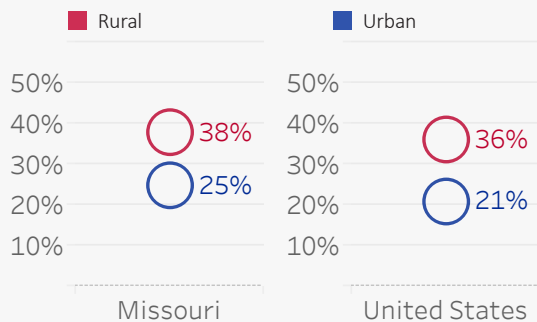




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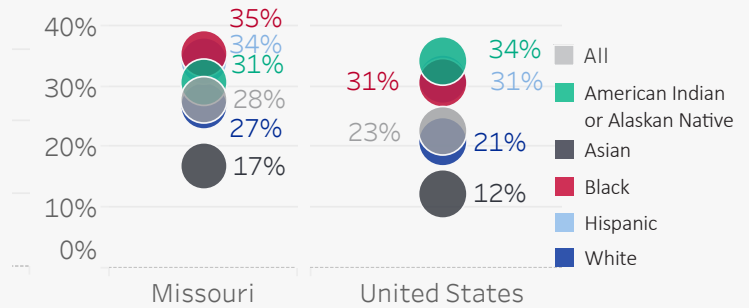
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SHARE OF HOUSEHOLDS WITHOUT HIGH-SPEED HOME INTERNET



Source

SHARE OF HOUSEHOLDS WITHOUT HIGH-SPEED HOME INTERNET BY RACE/ETHNICITY: 2018



Source

Of Americans who don't have access to fixed broadband, the majority are low-income and live in rural communities. Three [best practices](#) for bridging the digital divide include: affordable broadband availability, access to digital skills training, and affordable equipment. In 2020 Missouri put forth multiple pieces of [legislation](#) to address the digital divide through infrastructure and funding, including the extension of the [Missouri Broadband Grant](#) program through 2027.

18 TO 24-YEAR-OLDS ENROLLED IN AN INSTITUTION OF HIGHER EDUCATION: 2018

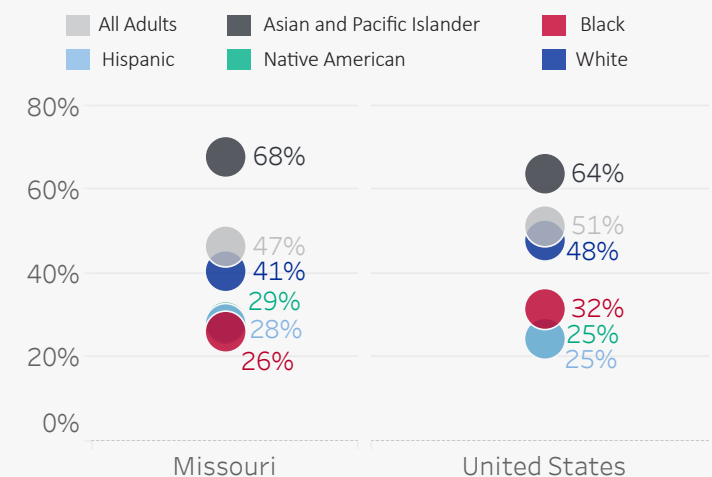
| | | |
|---------------|--------------------|-------------------|
| Missouri | American Indian/.. | Insufficient Data |
| | Asian | 69.0% |
| | Black | 30.4% |
| | Hispanic | 41.3% |
| | Two or more races | 37.7% |
| | White | 40.3% |
| United States | American Indian/.. | 29.2% |
| | Asian | 66.2% |
| | Black | 37.0% |
| | Hispanic | 36.7% |
| | Two or more races | 42.1% |
| | White | 44.1% |

Source

More than [1.2 million Missourians](#), almost 20 percent, do not have access to high-speed internet or broadband. About half of these persons live in rural areas of the state. Missouri is currently [ranked 32nd](#) nationally in broadband access, according to Broadband Now.

[Since 2019](#), the University of Missouri System has coordinated a statewide effort regarding broadband infrastructure and its usage for applications called the [Broadband Initiative](#), with three targets: economic opportunity, educational access and excellence, and health and well-being. [Bollinger County](#) was selected as a test community in 2020 where four out of five residents have no broadband access and

PERCENTAGE OF RESIDENTS 25 TO 64-YEARS-OLD WITH A POSTSECONDARY DEGREE OR CREDENTIAL: 2018



Source

only two percent of computers owned have access to high-speed internet. Additionally, Governor Mike Parson [addressed](#) the issue connected to broadband infrastructure by allocating \$50 million in CARES funding to healthcare and education.

HIGHER EDUCATION ACCESS AND COMPLETION

Higher education enrollment and completion is a key indicator for an individual's future success and economic prosperity, as well as their ability to contribute to society and the global economy. However, gaps persist in who is accessing and completing higher education.



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Nationally, COVID-19 has had a negative impact on postsecondary enrollment, with overall enrollment down over four percent for the fall of 2020 and first-time student enrollment down by 13 percent. While community colleges typically see a bump in enrollment during a nationwide crisis, due to their comparable affordability and more convenient location, these institutions are seeing an enrollment drop of around 19 percent.

Additionally, there are gaps in educational attainment across the country along the lines of race and ethnicity. Attainment is a key metric because having some form of education beyond high school – whether it be a certificate, associate degree, bachelor's degree, or graduate degree – makes an individual more likely to secure a job that pays a living wage. Policymakers must work to narrow equity gaps in higher education attainment in order to ensure that all graduates are able to find success and economic stability.



**4% DECLINE
NATIONALLY**

- & -

**5.2% DECLINE
IN MISSOURI**

in higher education institution enrollment since the onset of COVID-19.