



Tab 3

GEER Excels Recommendations

Coordinating Board for Higher Education
June 16, 2021

BACKGROUND

The Coronavirus Response and Relief Supplemental Appropriations Act was signed into law on December 27, 2020. The act includes additional funds for the Governor's Emergency Education Relief (GEER) Fund. Governors may use GEER funds for purposes including providing subgrants to institutions of higher education that have been most significantly impacted by the coronavirus.

GEER Excels awards will fund projects that will allow institutions to continue to provide educational services to students, support the on-going functionality of the institution, and drive progress toward recovery from the economic impacts of COVID-19, either in terms of meeting specific workforce needs or removing barriers to student success. The preliminary request for proposals (RFP) was issued on March 1, and a call with public institutions was scheduled for March 5 to receive feedback and answer questions. After the call, the final RFP and application materials were disseminated. Institutions had until April 1 at 5:00 p.m. to submit their proposal. The DHEWD received 22 applications requesting \$19.66 million, and summaries of the proposals have been attached for your consideration.

CURRENT STATUS

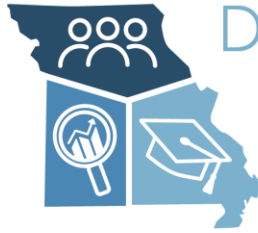
Staff from DHEWD and the Department of Economic Development reviewed the proposals and scored them using the attached rubric. Staff reviewed scoring with the Commissioner, who followed up with institutions to seek additional information, clarify proposals, and propose modifications to the proposals. While the GEER Excels Proposal Summaries in Attachment D reflect the institutions' initial proposal, the Funding Recommendations in Attachment E reflect the modified proposals.

RECOMMENDATION

Staff recommend that the Coordinating Board for Higher Education approve the attached list of funding recommendations for GEER Excels.

ATTACHMENTS

- A. FY 2021 GEER Excels Request for Proposals
- B. FY 2021 GEER Excels Application
- C. FY 2021 GEER Excels Scoring Rubric
- D. FY 2021 GEER Excels Proposal Summaries
- E. FY 2021 GEER Excels Funding Recommendations



DEPARTMENT OF HIGHER EDUCATION & WORKFORCE DEVELOPMENT

GEER Excels

2021 Request for Proposals

The Missouri Department of Higher Education and Workforce Development (DHEWD) is pleased to provide this GEER Excels Request for Proposals (RFP). We look forward to receiving your submissions. Please send questions and submissions to Samantha Dickey at Samantha.Dickey@dhewd.mo.gov.

Background Information

The Coronavirus Response and Relief Supplemental Appropriations Act was signed into law on December 27, 2020. The act includes additional funds for the Governor's Emergency Education Relief Fund. Governors may use GEER funds for purposes including providing subgrants to institutions of higher education that have been most significantly impacted by the coronavirus. Additional information about GEER funds, including the USDE's [Frequently Asked Questions](#) about the Governor's Emergency Education Relief Fund, is available on the U.S. Department of Education [website](#).

General Information

Purpose. GEER Excels awards will fund projects that will allow institutions to continue to provide educational services to students, support the on-going functionality of the institution, and drive progress toward recovery from the economic impacts of COVID-19, either in terms of meeting specific workforce needs or removing barriers to student success.

Who May Seek Funding. Public institutions of higher education, including community colleges, State Technical College of Missouri, and public universities, may submit proposals. For purposes of this grant program, multi-campus systems are considered a single institution.

Maximum Awards. Each institution may request up to \$1 million.

Number of Awards. DHEWD staff expect to award funding for 10 projects, although that number may vary based on the dollar amount of each funded project.

Allowable Activities. Requests can include funds for equipment, construction/renovation, professional development, enhanced student services that promote a student's emotional and physical well-being outside the context of the formal instructional program, and other expenses directly related to economic recovery, as well as for making grants to cover the cost of lost wages

for incumbent workers who enroll in training programs, provided that such costs cannot be offset by Missouri One Start or another program. Funds may not be used to offset administrative overhead associated with managing the grant.

Funding. Funding will be released to reimburse institutions for project expenditures incurred on or after March 13, 2020. Institutions must submit the GEER Excels Reimbursement Form and supply copies of all invoices to the Missouri Department of Higher Education and Workforce Development to receive reimbursement.

Performance and Project Reporting. Funding recipients must report on performance on October 30, January 30, April 30, and June 30 annually until the program has achieved its objectives. DHEWD may invite grant recipients engaging in similar activities to meet periodically to provide updates, identify best practices, problem-solve, and celebrate successes.

Proposal Requirements

Applicants must complete the GEER Excels application form. You do not need to submit any additional documents unless you are asked to do so by the review committee.

Timeline

- March 1, 2021:** Preliminary request for proposals issued
- March 5, 2021:** Final RFP and supporting documents issued
- April 1, 2021:** 5:00 p.m.: Deadline to submit proposals to Samantha.Dickey@dhewd.mo.gov.
- April 1-30, 2021:** Review committee evaluates proposals
- TBD:** CBHE meeting to review and approve staff recommendations; likely early May; awards will be made as soon thereafter as practicable
- September 30, 2022:** Deadline to spend grant funds; note that DHEWD may impose an earlier deadline to submit final requests for reimbursement to allow time for processing and comply with other agencies' requirements

Review and Award Process

Proposals will be scored by a committee comprised of staff from DHEWD and the Department of Economic Development. The committee will score proposals based on a standardized rubric (attached). The committee's recommendations will be conveyed to the Coordinating Board for Higher Education, which will make final ranking and funding recommendations.

Funding

DHEWD reserves the right to recommend funding for a project in whole or in part, to request additional information, to reject any of the proposals submitted, and to re-issue this RFP and accept new proposals if the review committee determines that doing so is in the best interest of the state of Missouri. In the event that available funds exceed the total amount requested by all institutions, DHEWD may invite institutions to submit requests for additional funding.

All costs incurred in preparation of proposals submitted in response to this RFP shall be borne by the institutions that apply for funding.

Short Name of Project

0

Institution

0

Project Plan

Activity	Milestone	Approximate Date by which Milestone will be Achieved

Project Budget

Expense for Which Funds are Being Requested	Approximate Date Expense will be Incurred	Amount Requested

TOTAL \$ -

Short Name of Project

0

Institution

0

COVID-19 Impact

Percent of undergraduate students served by the institution who are eligible to receive Pell Grants

Percent change in enrollment (headcount; fall 2019 versus fall 2020)

If your institution or region experienced a unique additional impact of COVID-19, describe it here.

If funded, how will this proposal allow your institution to provide educational services in a COVID-19 and post-COVID-19 environment?

If funded, how will this proposal support the ongoing functionality of your institution?

Student Impact

How many students will this proposal impact in the 2021-2022 academic year?

0

Cost per student impacted

#DIV/0!

2021 GEER Excels Scoring Rubric

Disqualifiers

Proposals that do not include clear, credible statements regarding either of the following will not be considered or scored:

Proposal articulates how the project allows the institution to provide educational services during a COVID-19 and post-COVID-19 environment

Proposal articulates how the project supports the ongoing functionality of the institution

Scoring for Qualified Proposals

	Maximum Points	Points Assigned
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Proposal provides a detailed, credible plan for substantially contributing to economic recovery	25	
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Proposal includes specific, measurable, attainable, relevant, time-based goals	20	
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Proposal includes a detailed, realistic budget	15	
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Proposal is well-written, follows the format requested, and reflects substantial thought and planning	10	
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COVID-19 impact

Institution serves more than 50% Pell-eligible undergraduate students	15	
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Institutions experienced an enrollment decline of at least 5% since March 2020	5	
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Proposal articulates a unique additional impact of COVID-19	5	
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Cost per additional student served as a result of funding, annually

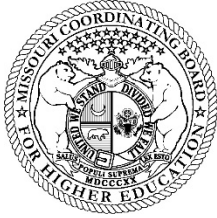
In top quartile of proposals (lowest cost per student served)	5	
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In second quartile of proposals	4	
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In third quartile of proposals	3	
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In lowest quartile of proposals (highest cost per student served)	2	
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Total Points	100	
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Crowder College ACCESS

Coordinating Board for Higher Education
June 16, 2021

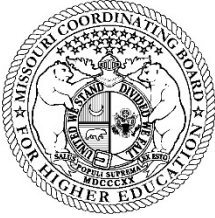
BACKGROUND

The COVID-19 pandemic has exposed access limitations for Crowder College (CC) students, faculty, and staff. Students' perceptions of a potentially heavier workload and lack of internet access prevented some from adapting to distance education. Our faculty had to reorganize tutorials/seminars/lectures and practical classes to fit the necessary digital format. Our employees had to work remotely, some of which did not have internet access and were forced to rely on their phones/other devices as hotspots to do their work. CC quickly provided flexible delivery methods and digital platforms to all students, faculty, and staff. Faculty and staff positions were vacant longer due to the limitations in the human resources processes due to the pandemic. CARES funding restrictions limited our solutions. Therefore, CC proposes Project Access as a series of proactive measures to address some of the gaps/limitations of students, faculty, and staff. Project Access aims to provide seamless institutional document management for our students, faculty, and staff with more completers enrolling and working at CC. The success of Project Access will lead to more well-rounded students and retained workforce.

PROPOSED SOLUTION

CC operates on a Continuous Tactical Improvement model focused on three educational development stages for student success. Those three stages are 1) access, 2) persistence to graduation, and 3) completion of training, certificate, or degree. It became apparent during the pandemic, the major roadblock for our current and future students, faculty, and staff lacked holistic access to CC. Our persistence to graduation and completer numbers have increased over recent years. However, the pandemic has created challenges to maintain student, staff, and faculty access and retain them at the highest level. To meet this need, CC has increased our focus on access for all. After a total review of all CC access points, we have identified areas where access would improve with implementing new policies and procedures supplemented by additional software and technology.

Adding technology to support increased communication and learning outcomes will lead to improved access, retention, and completion. Project Access will support our goal of increasing access and retention for those who enroll and work at CC.



East Central College Center for Career Advancement and Student Wellness

Coordinating Board for Higher Education
June 16, 2021

BACKGROUND

COVID 19 significantly challenged students at East Central College and their ability to continue their education. They stand at risk of significant decline in lifetime earnings without the opportunity to move back into an upwardly mobile path. In significantly high-risk populations, such as those in Adult Education programs, enrollment plummeted.

The pandemic also created a delay in students enrolling in career training programs which affects the workforce in east central Missouri, specifically in high-demand careers in manufacturing and health care. The resulting job vacancies and continued retirements are leaving a severe gap in knowledge in area business and industry that prevents them from growing and remaining competitive in a global economy.

Additionally, individuals employed in travel, tourism, hospitality, and retail industries experienced greater unemployment and layoffs during the pandemic. Prospective students intimidated by a long-term investment in education while needing to continue to work are not necessarily interested in an associate degree. High-risk residents are on the brink of long-term economic instability.

The pandemic severely impacted students away from campus, with counseling requests and reports of mental health challenges more than doubling through the end of 2020, when compared to the same period in 2019.

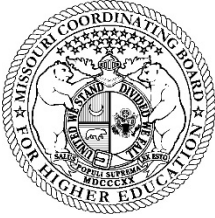
PROPOSED SOLUTION

East Central College will create a Center for Career Advancement and Student Wellness in a renovated, dedicated space on campus. The mission of the Center is to support students' needs and their well-being with access to multiple resources at a strategically placed hub in the center of campus.

While enrolled at ECC, students can work with a Social Services Navigator to receive assistance through supportive services for student emotional and physical wellbeing during the pandemic and after. The navigator provides and liaises support from several areas of the college and the community.

A Career Navigator will provide comprehensive career and academic advising to guide students toward the completion of additional credentials, certificates, and degrees in high demand occupations in the ECC service region and assist with job search activities.

Several student groups will benefit from the Center: unemployed and under skilled workers, current ECC students, students in the Adult Education and Literacy program and incumbent workers needing to have their current job skills enhanced. Classrooms within the center are available for use as needed. Processes will be established to support students who need focused, intentional training, advisement, social services, and counseling.



Harris-Stowe State University

Creating a Tech Hub at Harris-Stowe State University

Coordinating Board for Higher Education
June 16, 2021

BACKGROUND

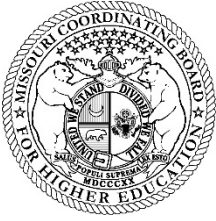
The Federal Reserve reports that African American families' median and mean wealth is less than 15 percent that of White families, at \$24,100 and \$142,500, respectively. As wealth gaps continue to persist and widen between African Americans and their White counterparts, initiatives that establish, reestablish, and advance African American owned small businesses are gap eliminating opportunities that create economic mobility. Yet, access to fundamental tools including capital, expert advice, and business skills training that are essential to innovation and entrepreneurship success are, mostly, elusive to aspiring African American business owners. In addition, the coronavirus pandemic further contributes to an already widening wealth gap as increased joblessness and permanent job loss has impacted African Americans at higher rates than Whites. The US Bureau of Labor Statistics, in September 2020, listed African American adult joblessness at 12.1 percent compared to 7 percent for White adults.

Research from the RAND Corporation has indicated that ex-offenders participating in education programs have a 43% lower likelihood of returning to prison and a 13% higher chance of receiving post-release employment. Harris-Stowe proposes to expedite the qualification/certification of ex-offenders for gainful employment that is imperative for their stability and immediate success. Harris-Stowe proposes that a Certificate in Entrepreneurship will be a part of a sequence of credentials that ex-offenders can accumulate over time to build qualifications and help them move along a career pathway or up a career ladder to different and potentially higher paying jobs.

PROPOSED SOLUTION

HSSU has identified four specific areas of focus we believe are essential to meeting work force needs and removing barriers to student success:

1. Develop and enhance instructional spaces within the School of Business with technological tools and services that will allow options for delivering both remote and in-person course content.
2. Use technology to create opportunities for online peer engagement, mentoring, and collaborative team-projects.
3. Ensure that all remote learners have reliable and predictable access to academic resources, campus support services, and opportunities for peer engagement by equipping them with critical hardware, software and connectivity.
4. Establish a certificate completion program in Entrepreneurship to assist HSSU scholars and ex-offenders in earning credentials that meet workforce demands and increase the number of minority small business owners who contribute to Missouri's economy.



Jefferson College Clearing Barriers to Access Workforce Training

Coordinating Board for Higher Education
June 16, 2021

BACKGROUND

A). Workforce Demand - Veterinary Technology. Jefferson College is the only public institution that provides training in Veterinary Technology in the east, and southeast portions of Missouri. To meet a growing demand for Veterinary Assistants, we must expand our physical spaces (classrooms, labs, and animal holdings). We cannot increase cohort sizes without increasing physical spaces. B). Workforce Demand - Radiologic Technology. Jefferson College is stepping up to meet the regional demand left by the closing of a program at one of our sister community colleges. To meet the need of increased cohort sizes, it is critical that we address physical space limitations (classrooms and labs). C). Streamlining access to high demand health care programs. There is a definite need to create a clearly articulated pathway that lays out a specific step-by-step process for high school students to matriculate to our Bi-Level Nursing Program. Our community health care facilities continue to be challenged to create a sufficient pipeline of both entry-level and highly trained patient care workforce to meet their needs.

PROPOSED SOLUTION

A. Remodeling of space with our large animal barn facility to permit a cohort of up to 48 students. The current facility is poorly functioning and does not allow for larger numbers and physical distancing. B. Investment for physical space remodeling to permit for a cohort size of 25 radiologic technology students. This appropriation of funds would permit purchasing of equipment for expanded laboratory and classroom spaces above our current cap of 17 students. Hiring of full-time clinical coordinator to meet the needs of the enlarged clinical footprint. C. Creation of a health care pre-nursing pathway to include: a pre-nursing navigator to advise high school, current JC students, curriculum creation for patient care technician program, remodeling of space to create a patient care technician classroom, and hiring of patient care technician faculty for year one. The pre-nursing navigator would provide the necessary proactive advising including wrap-around services to help our large number of first-generation and returning students to meet their goal of being a health care provider.



Lincoln University Technology Based Campus Outreach and Education

Coordinating Board for Higher Education
June 16, 2021

BACKGROUND

During the pandemic Lincoln University (LU) transitioned to virtual learning. This rapid transition exposed deficiencies in our ability to effectively provide educational and support services virtually. Our proposal increases educational effectiveness and support services for virtual and face-to-face students.

Virtual classes led to declining course attendance and grades. Faculty reported high-levels of student disengagement and disinterest in academic work. LU lacked the resources to support high-impact virtual learning practices and increased hands-on experience for face-to-face learners.

LU Student Success Center supports students struggling academically. Communication with students is difficult because we lack integrated texting services with our student management system. Implementing a texting service to contact students and intervene earlier in academic struggles increases academic success.

A recent survey indicated 55% of students reported anxiety and 36% depression. 38% of these students sought out no assistance. 23% of students reported suicidal ideation, less than a third seeking help. Among minority students, there is hesitancy to seek out mental health services. Without support and interventions, there are increased severity in mental health issues. Implementing 24-hour telehealth services supports student's mental health.

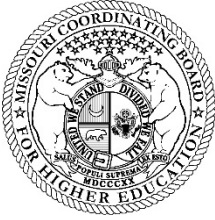
Our top priority is implementing flexible class options and meaningful supports that create seamless student interactions.

PROPOSED SOLUTION

LU proposes wrap-around solutions using technology to create meaningful educational and support experiences for students. Using high-impact technology in the classroom, increased faculty training, improved intervention with at-risk students, and access to 24-hour mental health services will allow us to address our deficiencies.

HyFlex classrooms allows professors to interact with students in-seat and online synchronously. Recorded lectures support students who learn asynchronously. Using Augmented and Virtual Reality students will be able to be immersed in the learning environment in new and innovative ways across all majors. The Anatomage Table and iWorx programs provide hands-on experience for health and human performance, science, and nursing instruction. Milo Simulation Classroom supports police academy students in de-escalation techniques and prepares them to best serve our community. Laptops increase accessibility for faculty to teach and connect with their students from anywhere. Twilio texting increases rapid intervention for at-risk students. TalkCampus is an online global mental health support network accessible 24/7 that provides students instant access to peers experiencing like circumstances and trained support volunteers are also on hand. Vixplex enhances campus communication during emergencies.

Our holistic approach to Technology Based Campus Outreach and Education will support academic and personal success of our students.



Metropolitan Community College Public Safety: Improved strategies to provide relevant post-pandemic training for the state of Missouri

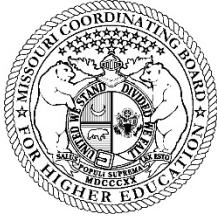
Coordinating Board for Higher Education
June 16, 2021

BACKGROUND

The Metropolitan Community College (MCC) Public Safety Institute seeks to propel their Fire Science Technology, Police Science, and Emergency Medical Technician (EMT) programs into an optimal post-pandemic learning environment. There is a critical need for highly trained individuals in these three areas using modern and mobile training facilities and equipment. Our program graduates will support the infrastructure as well as the economic recovery for Missouri as we emerge from the pandemic impact. It is imperative that the Public Safety Institute programs obtain updated and state-of-the-art equipment in order to provide enhanced simulated learning opportunities for students and develop new virtual delivery options to highlight real-world learning experiences. In a post COVID environment, these programs remain critical to the state's infrastructure and will need to adapt to a renewed focus on community health considerations.

PROPOSED SOLUTION

Having state-of-the-art equipment in a post-pandemic training environment, will allow MCC to meet the post-COVID needs for Missouri, as well as attract additional students to these fields of study. The purchase of modern and updated equipment will enhance student learning and also increase opportunities for students seeking employment after the completion of the programs. Moreover, the additional equipment will allow for increased access to training offered through our Workforce and Economic Development division, further expanding our reach to the community. Additional simulators, mobile learning spaces, and virtual educational options will ensure continued access to high quality public safety training for students and professionals seeking Continuing Education Units (CEU) with an increased focus on flexibility and safety for both students and industry partners.



Missouri Southern State University Leggett and Platt Multi-Purpose Center Remediation

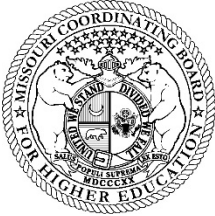
Coordinating Board for Higher Education
June 16, 2021

BACKGROUND

The MSSU Leggett and Platt (L&P) multipurpose facility is - or has historically been - the largest and most flexible high-capacity venue in the Joplin region. In fact, it is the only such facility following the shuttering of the city conference center. L&P hosts MSSU athletic competitions (basketball) as well as numerous economic, community and academic gatherings year-round, including regional Chambers of Commerce events, business and community expos, speaker series, employee recruiting events, economic recognition ceremonies, school commencement ceremonies, and small business/entrepreneurship events. We also hold academic courses and co-curricular events every semester in the center. Each year, L&P hosts an average of 50 gatherings aimed at enhancing MSSU students' physical well-being, as well as K-12 school and community camps led by our students and attended by the children of the region. The facility serves as a tornado/weather shelter and importantly, in the era of COVID, is designated as a Red Cross and FEMA field hospital site and the primary distribution location for COVID vaccinations by state and regional health authorities as well as by the National Guard. However, the facility has recently been rendered unusable for many of these events because the retractable seating, original to the date of construction, is no longer functional or safe.

PROPOSED SOLUTION

We propose to use the requested funds to replace the North and South zone seating areas (other areas remain working and functional) so that they may be safely and effectively extended and retracted, allow for social distancing (currently too many seats are unusable to develop viable social distancing plan), and enable us to resume our status as an emergency site to respond better to public health and economic stimulus needs. Being able to adapt venue layout will also make the facility more feasible for use by the business, PreK-12 and civic community, as well as by possible organizations that may wish to rent the venue for their events. Our COVID-contingency plan which prohibits mass gatherings has hindered revenue generation to support the facility's ongoing maintenance, so we are eager to again make it available for external stakeholders. In addition, we will add additional speakers that will ensure that audio announcements are able to be heard from a 360-degree perspective. These speakers will augment a new audio system installed by the institution two years ago. The project can be completed in three months, from order to final installation, and our intent, if granted the funds, would be to initiate the project immediately.



Missouri State University – West Plains West Plains Nursing Expansion

Coordinating Board for Higher Education
June 16, 2021

BACKGROUND

Missouri has a nursing shortage. MERIC data projects an increase of 12,000 registered nurses statewide from 2018 to 2028 with more than 5,500 annual openings and an average wage of more than \$65,000. The Missouri Hospital Association's 2021 [COVID-19 Workforce Report](#) articulates how the pandemic has exacerbated the problem. With an aging nursing workforce and new job pressures brought on by the pandemic, year-end 2020 job postings for RNs in Missouri reached a staggering 35,690. Demand (as measured by job postings and vacancies) in Missouri for RNs has increased by 98.5%, but the number of RNs has only increased by 17%. The shortage is even greater in rural Missouri. The Missouri State Board of Nursing 2020 Missouri Nursing Workforce Report (<https://pr.mo.gov/boards/nursing/2020-workforce-report.pdf>) indicates the rate of nurses per 10,000 residents in rural counties is 77, compared to 118 in micropolitan and metropolitan counties. The problem is especially great in south central Missouri. Six of the counties in MSU-WP's seven-county service area have less than the rural average rate of 77 nurses per 10,000 residents, and four of those counties have less than 50 nurses per 10,000 residents.

PROPOSED SOLUTION

MSU-WP will address the need for additional nurses by expanding its Associate of Science in Nursing Degree Program, regular two-year RN track. The track will increase admission capacity from the current approval of 25 students each semester to 35 students. This will be a growth in enrollment by 40 students per year upon approval and implementation (for a maximum enrollment in both ASN tracks of 170 students). The main barrier to growing MSU-WP's nursing program, is the lack of a sufficiently large classroom space in Looney Hall. The state board of nursing has indicated that MSU-WP must find additional physical space before they will authorize additional enrollment in the nursing program. MSU-WP will address this barrier by constructing a 2,000 square foot addition to Looney Hall that will include a 100-seat flat floor lecture style classroom. If this application is approved,



Missouri Western State University Interprofessional Healthcare Capacity and Engagement

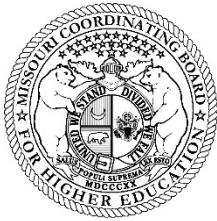
Coordinating Board for Higher Education
June 16, 2021

BACKGROUND

MWSU programs in Nursing, Social Work, Health Information, Physical Therapist Assistant, Exercise Science, and Population Health are essential in meeting the region's healthcare workforce needs. In the past year, COVID-19 adversely affected the lives and learning of our students; many of their clinical and internship experiences were cancelled. As a result, skills development relied almost entirely on classroom and lab experiences with limited space for the expanded need. The MO Hospital Association, the MO Society for Respiratory Care, and local employers need more professionals with strong clinical skills, the ability to collaborate in teams, and the resilience to work in a COVID-19 environment. During the pandemic, students have experienced financial challenges, difficulty concentrating and engaging in the learning process, increased social isolation, and increased stress, anxiety, and depression.

PROPOSED SOLUTION

MWSU will create interprofessional, technology enhanced spaces to better prepare our graduates with the knowledge, skills, and attitudes for collaboration, safe patient care, and strong community engagement as they enter the workforce. An Interprofessional Lab (IPL) will provide space and equipment for both a new Respiratory Therapy Program to meet critical workforce shortages and a common area for all students in health career programs to practice skills and simulation together. Patient care simulation using high fidelity manikins and isolation equipment will provide more "real life" experiences in the care of people with infectious disease such as COVID-19. An Engagement Center will allow students of all disciplines to build relationships and develop IP competencies through student-lead health and wellness programming. Interview rooms and other classroom spaces will allow students to build skills in interviewing, counseling, and telehealth. Technology and software will allow students to practice conducting simulated epidemiologic investigations for public health, such as for COVID-19 tracking and contact tracing. This plan aligns with MWSU's mission for applied learning supporting workforce development.



Moberly Area Community College Enabling Workforce Growth at MACC in the Year of the Pandemic

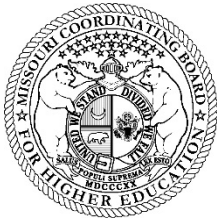
Coordinating Board for Higher Education
June 16, 2021

BACKGROUND

MACC has been recognized by its communities as a leader in the delivery of workforce programs needed for economic development. Chambers of Commerce, Economic Development Councils, and industry have recognized the college as an agile provider of well-trained workforce. The State awarded MACC a MoExcel's grant for 2020 to expand the Mechatronics program and establish a makerspace for Columbia-area entrepreneurs. The \$935,655 awarded was a significant part of more than doubling the Mechatronics space and in creating the 5,000 square foot makerspace, MACCLab; however, several issues created by the Pandemic slowed the completion resulting in significant cost overruns with increased construction costs of the project thus impacting the college's financial health by diminishing reserves. In addition, the new Veterinary Technology program was originally slated to be hosted in its entirety at the University of Missouri College of Veterinary Medicine. As the Pandemic impacted the university's budget, they revised their commitments to the program. So, MACC moved the program to its Mexico site which entailed renovating space for the program and purchasing most of the needed equipment. All of these expenses had to come from college reserves.

PROPOSED SOLUTION

The solution that MACC proposes is that unexpected expenses resulting from the Pandemic be replaced with funds from the Governor's Emergency Education Relief Fund. Replacing the reserve funds will increase the overall financial health of the college and allow MACC to continue being responsive to the needs of each of our communities. Increasingly, industry, K-12 Career Centers, universities, offices of economic development, and local chambers of commerce are thinking of MACC when a workforce need arises. The college prides itself on covering its sixteen-county service region through involvement in the economic development of each of the college's sites (Kirksville, Hannibal, Mexico, Moberly, and Columbia.) In addition, all credit and many non-credit workforce courses are offered in virtual and hybrid format as are student services. By keeping the college reserves at a healthy level, MACC will be able to continue the development of new programs specifically designed to serve each of our community's workforce needs (e.g., a certificate for Wind Energy Technician in Kirksville; expansion of the Nursing program in Hannibal, and the development of the Agriculture Technology program in Mexico.) These new programs will serve immediate needs in their communities thus further contributing to the economic resilience of northeast Missouri.



North Central Missouri College Applied Convergent Technology for Workforce Development

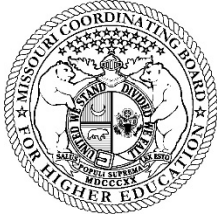
Coordinating Board for Higher Education
June 16, 2021

BACKGROUND

NCMC's 16-county service region's two major employment sectors (Manufacturing and Agriculture) have significant demand for maintenance and service technicians. Robotics, electronics, and associated automation skills are technician and specialist positions frequently sought by regional manufacturers/advanced manufacturers, food processors, production agriculture, precision agriculture practitioners, and agricultural service operations. There has been a consistent need for customized training for incumbent workers and a severe shortage of entry-level employees with skill training in the aforementioned areas. Customized training for incumbent workers, dislocated workers, and workers who are targeted for 'skilling up' to positions requiring enhanced technical training will continue to exist as technologies and production systems advance. However, that only fills a partial need for the employers we serve. Attracting the interest of high school students and young adults to positions in manufacturing, as well as production jobs in ag production and high-tech food processing is much more difficult. The education and training delivery model in this program (Applied Convergent Technology) has features to attract the attention of younger audiences to well-paying opportunities in the realm of convergent technology.

PROPOSED SOLUTION

This project will provide career technical education in the form of coursework, credentials, certificates, and AAS degrees for NCMC students in Applied Convergent Technology as well as customized training for incumbent workers in manufacturing and agricultural production locations throughout NCMC's 16-county service region. The facility remodeling and equipment for this project are for NCMC's completion of its new satellite campus. NCMC has established the site for this project with the purchase of land and a former auto dealership in Savannah. Funding for the initial phase to renovate the exterior, remodeling to create classrooms, and updating offices/restrooms is being obtained. Funds from the GEERS Excel grant will replace HVAC and electrical infrastructure and provide equipment for the Applied Convergent Technology lab space (formerly the service/parts department). Welding, Robotics, Electrical, CNC, skill simulators, and other hands-on training will take place in this remodeled and repurposed space. This training initiative features a mobile training unit that can also be used for demonstration and hands-on activities at area high schools and other events. In totality, the NCMC programs will be made available to existing businesses, incumbent workers, dislocated workers, under-employed workers, and high school students who are in the career exploration process.



Northwest Missouri State University Building Back Better Bearcats after COVID-19

Coordinating Board for Higher Education
June 16, 2021

BACKGROUND

Students at Northwest Missouri State University (Northwest) have been negatively impacted, both academically and financially, by the COVID-19 pandemic. Northwest is proposing to assist current Bearcats by facilitating recovery and building resilience, mitigating performance and security gaps currently being experienced by students from all backgrounds.

Academic performance and engagement were significantly impacted when the pandemic forced university students into an unplanned virtual structure. Due to the impact of COVID-19, eligibility in academic scholarship programs dropped, forcing an undue financial burden on many students receiving aid dollars. Northwest currently offers twelve merit-based scholarship programs that utilize GPA to determine eligibility. Based on the impact of COVID-19, Northwest recognizes the need to adjust scholarship criteria to support students with affordability.

Secondly, the forced migration to an online teaching model exposed a significant gap in the educational infrastructure at Northwest, particularly in terms of virtual education. Students unable to attend class or wellness visits due to a COVID contact or other issues were often denied the same level of service afforded to in-person attendees.

PROPOSED SOLUTION

Northwest is proposing two activities to assist in student recovery from the COVID-19 pandemic while building institutional capacity for virtual learning and wellness checks. First, Northwest will utilize GEER funding to lower the renewal GPA requirements for merit scholarships by 0.5 points for Fall 2021. This adjustment acknowledges the academic and financial hardships endured by students, and will help fund the renewal award to 100% of students who qualify based on the revised criteria (estimated to be 500).

The second activity proposed will convert five academic classrooms into “virtual classrooms”, allowing Northwest students the ability to participate in in-person classes, in real time, without physically being in the classroom. Students will use already-provided laptop computers and cameras to participate in traditional classes alongside their in-person peers. The classrooms will be installed at Northwest-Kansas City and in three academic buildings on the primary Northwest campus. The Northwest Wellness Center will also receive virtual infrastructure upgrades, allowing wellness staff to provide remote wellness checks and counseling with students on- or off-campus.



Ozarks Technical Community College Respiratory Therapy Expansion

Coordinating Board for Higher Education
June 16, 2021

BACKGROUND

There is a shortage of respiratory therapists in Missouri. MERIC data predict that the demand for respiratory therapists in Missouri will grow nearly 28% by 2026, with annual vacancies numbering 220 statewide. In the southern part of the state, the demand is expected to grow nearly 40% in that same period, with the greatest need in rural Missouri. For the last three years of IPEDS completion data, Missouri institutions have produced an average of only 163 respiratory therapy graduates annually. There has been a significant shortage of respiratory therapists for many years, but that shortage has become even more dire during the COVID-19 global pandemic. The shortage of qualified respiratory therapists during COVID-19 left local hospitals and health systems unable to adequately respond to community health needs. In support of Missouri's current COVID-19 response and future preparedness, and to ensure a positive contribution to the overall economic health of southwest Missouri, additional trained respiratory therapists are needed. By providing this increased access to education and training opportunities in the high-wage, high-demand career field, OTC will address a critical gap in both healthcare and workforce development in southwest Missouri.

PROPOSED SOLUTION

Recently, the Missouri Coordinating Board of Higher Education approved OTC to offer a bachelor of science degree in respiratory therapy at both the Springfield and Waynesville locations. This approval paves the way for OTC to expand its existing, nationally-recognized respiratory therapy program and to begin addressing the significant workforce shortage of qualified respiratory therapists in the region. Through increased capacity at OTC Springfield and expansion of the program to OTC Waynesville, the respiratory therapy program will graduate an additional 30 respiratory therapists each year. These graduates will enter a high-growth job field with, according to Bureau of Labor Statistics 2019 wage data, earnings over \$54,000 in the state of Missouri. Through the expansion of this program, an increased number of graduates will be available to fill significant employment shortages and address regional healthcare needs.



St. Charles Community College SCC on the MOVE (Missouri Operations, Vehicles & Equipment)

Coordinating Board for Higher Education
June 16, 2021

BACKGROUND

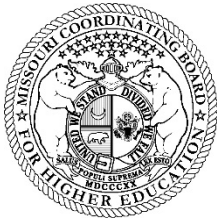
The transportation and movement of products and goods throughout the region, nation and even the world is critical to the health and wellbeing the economy. Missouri is increasingly becoming identified as a strategic distribution hub which includes an intersection of modes which includes road, rail, air and water. This initiative focuses on addressing the skilled workforce gap within Commercial Truck Driving.

Prior to COVID-19 components within the infrastructure of the Supply Chain were becoming recognizably stressed. However, as a result of COVID-19 key stress points cracked and even fractured in several areas further demonstrating a critical need for a qualified workforce to support the infrastructure demands of the Supply Chain. According to the American Transportation Research Institute's October 2020 Critical Issues In the Trucking Industry -2020 the driver shortage remained the highest industry issue for the fourth year. This is supported by Aaron Huff's, CCJ senior editor November 11, 2020 article "Driver shortage credited for buoying freight economy in 2020 and likely into 2021"; which indicates the industry has about 80,000 fewer available drivers compared to a year ago. Compounding that Huff indicates, that due to COVID-19 restrictions about a 40% drop in CDL training with many programs still closed.

PROPOSED SOLUTION

Based on data from the Occupational Information Network (O*NET) and a sample summary of six Standard Occupational Classification (SOC) codes (47-2071, 47-4051, 53-3032, 53-3033, 53-7081, 53-7051) requiring (or desiring) a CDL, there is an overall projected growth 10.25% at a national level and a 11.65% in Missouri within these occupations (projected growth period 2018 to 2028). This is supported by the fact that job openings for Truck Drivers are projected, in both the Northeast and St. Louis Regions Top 20 in demand occupations for the same time period. Overall, in 2028 O*NET projects nationally 4,149,900 jobs within these six SOC codes.

In response to this current and anticipated need, SCC proposes to develop and implement a Commercial Driving Program. This program would initially offer the participant the opportunity to gain the skills needed to obtain a Commercial Driver's License (CDL) additional certifications will be considered and/or reviewed based on participant and industry demand. The process will include leveraging a variety of instructional delivery strategies in order to increase access; while still creating, implementing and sustaining a quality program. As a component of this initiative it would provide participants a career pathway opportunity into SCC's Supply Chain and Logistics program.



St. Louis Community College STLCC COVID Recovery – Pathways to Health Science Careers

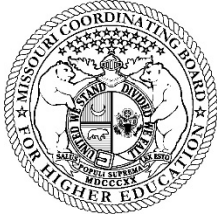
Coordinating Board for Higher Education
June 16, 2021

BACKGROUND

The impact of COVID-19 on the St. Louis economy has been significant. Until early 2020, unemployment was very low and employers were willing to train unskilled workers to fill their needs. However, since March 2020, many unskilled jobs have been eliminated and may not be replaced. For example, the hospitality unemployment rate is 13.5% compared to 6.2% in St. Louis (Federal Reserve of St. Louis, Feb 2021). Fall 2019 to Fall 2020 enrollment at STLCC dropped 12% district-wide. Declines for African Americans was 32% at our Florissant Valley campus and 30% at Forest Park according to STLCC's Institutional Research and Planning Office. The pandemic is widening equity gaps as more low-income students and students of color leave higher education. Students' incomes appear to have had major impacts on whether they continued at community colleges or left completely during the COVID-19 pandemic, according to analysis from the Community College Research Center at Teachers College of Columbia University. Many community college students are parents working at home and caring for children. They work in industries ravaged by the pandemic and have less access to technology. These students lack resources to retool careers into the post-COVID workforce.

PROPOSED SOLUTION

STLCC will provide a recovery strategy for addressing the economic impacts of COVID-19 with targeted outreach, career assistance, and training to individuals in populations disproportionately affected by the pandemic. STLCC will recruit from displaced workers, unemployed and underemployed workers, recent high school graduates and others to participate in a new program to introduce potential students to STLCC's career training and academic offerings. This assistance will include supportive services for students interested in career training in high demand sectors with a focus on health science careers on Forest Park and Florissant Valley campuses. STLCC will expand the capacity of some high-demand programs to serve these new students with new equipment purchased for the Center for Health Sciences building (Forest Park) to accommodate increased enrollment. Equipment will also be purchased for a new Respiratory Therapist baccalaureate degree program (Florissant Valley). The success of the program will be measured by the number of students recruited from target populations who enroll into the outreach program and formalize enrollment into STLCC education and training programs. This targeted outreach will be offered in summer 2021 for 50 students, fall 2021 and spring 2022 with rolling programs of 50 students and in summer 2022 for 50 students.



Southeast Missouri State University Improving Critical Care Nursing Education

Coordinating Board for Higher Education
June 16, 2021

BACKGROUND

There is an urgent need for trained critical care nurses in southeast Missouri, who are essential in the care of critically ill COVID-19 patients. The lack of critical care nurses has contributed to one regional hospital declining 892 patient transfer requests from surrounding facilities in the past year. The University is situated in a rural, medically underserved area of Missouri which is dependent on the baccalaureate trained nurses to fill this need. During the COVID-19 pandemic, nursing students were not permitted to continue in-person, clinical experiential learning in the hospital setting, initially forcing students to rely on simulated clinical experiences which are currently not equipped to provide critical care experiences. The current simulation center has space for a critical care room, but the current technology is dated and without the equipment necessary to provide these simulations; nor is remote access possible for distance learning or remote debriefing. The unique challenges and impact of COVID-19 on nursing education necessitate development of alternative learning pedagogies and enhancement of the simulation center to ensure adequate training for the next generation of nurses. Additionally, the updates and expansion of the simulation center will provide opportunities to offer much-needed critical care training for practicing nurses.

PROPOSED SOLUTION

To improve the number of critical care nurses in the southeast Missouri region, the nursing curriculum will integrate critical care training for nursing students and will partner with regional hospitals to facilitate the critical care training needed for practicing nurses. Simulation will provide essential realistic patient experiences that allow the students and nurses to hone their skills in a safe environment while enhancing the learning process. Funding this request will allow for the University to replicate a realistic critical care environment in which to train nurses to manage critically ill patients. The use of high-fidelity simulated models, simulated ventilator-supported patients, pairing with monitors used in clinical settings, and simulation recording will be used to increase the realism of the critical care area. Technology improvements will focus on allowing remote access to simulation, review, and debriefing on or off-site. This project will be utilized throughout the undergraduate curriculum to improve the students' ability to assume roles in critical areas upon graduation. Additionally, our partnership with Southeast Health will allow their current nurses to advance their knowledge and confidence in critically ill patients' management of care and assist in them becoming a certified critical care nurse.



State Fair Community College Paramedic/Surgical Technician Training

Coordinating Board for Higher Education
June 16, 2021

BACKGROUND

Currently, there is a critical shortage of credentialed health care workers in Missouri, especially in rural locations that have been hard hit by the COVID-19 pandemic. Areas that average a single hospital for every two counties must provide healthcare for a large, sparsely populated region. One example of the strain placed on rural healthcare is ambulance/paramedic services. Where hospitals are not easily accessible due to distance, an ambulance may represent the only access to healthcare many rural Missourians have. Paramedics in rural Missouri are in high demand. Due to shortages, many Paramedics work in multiple ambulance districts. If a single paramedic takes ill or is injured, multiple districts can suffer.

There is a strong need for Surgical Technologists in area hospitals, however there is a lack of qualified candidates and hospitals struggle to fill these positions. At one hospital, 70% of the Surgical Technologists had no prior knowledge of the anatomy and instrumentation that are critical to their jobs. This places a burden on the hospital to perform in-house training. Upon hire, a Surgical Technologist must undergo a six-month orientation before they have the skill and knowledge to perform in their roles. This costs time, money, and staffing resources.

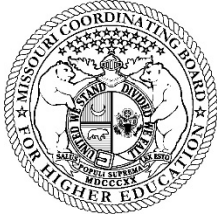
PROPOSED SOLUTION

Working alongside healthcare partners, we will implement new programs of study to expand access to workforce training in these occupations, (1) Surgical Technologist and (2) Paramedics. Because of the rural area and access limitations, the programs will be designed for both classroom and mobile delivery taking the educational experience to the student. These programs allow for interdisciplinary training opportunities that our current students have not had, thus some of the proposed equipment will be shared with existing health science students. Student support will be provided in multiple ways such as hot spots, technology, mobile labs and intrusive advising. State Fair Community College already has recruitment processes in place to maximize collaboration with Local Workforce Development Boards in developing community outreach initiatives and identifying candidates for skills and job training programs.

A collaborative effort by area employers, education and training providers, and workforce development partners will be established and provide continual feedback on program successes and opportunities for improvement.

These programs are approved for A+ and Fast Track. This and other financial incentives will contribute to successful enrollment in these programs.

These programs afford a diverse workforce to the employer while providing stable job opportunities in the uncertain time of COVID-19.



State Technical College of Missouri Expanding Mental Health Services on Campus

Coordinating Board for Higher Education
June 16, 2021

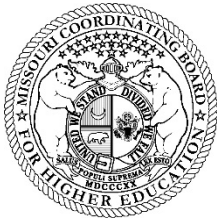
BACKGROUND

State Technical College of Missouri has experienced unprecedented growth over the last four years. Enrollment has grown from 1,256 in fall 2017 to 1,927 in fall 2020. While the student body has grown by 52%, we have not been able to keep pace with staffing considerations. We currently have two staff to assist with all retention services. They also provide initial triage and mental health assessment referring students to V.A.S.T. through Capital Region Center for Mental Wellness for diagnosis and treatment. While this is a positive relationship, traveling to Jefferson City, finding appointments that fit into their schedule, as well as the providers' schedule, has been challenging. Perhaps most challenging is the waiting period for an appointment, sometimes up to three weeks. This delay in treatment can escalate students who are struggling into a potential threat to themselves or others on campus.

In 2019, the Association for University and College Counseling Center Directors noted that 87.3% of directors surveyed reported an increased demand for counseling services by students in the last year. State Tech has seen a similar increase in the demand for services. We are concerned in our ability to serve a growing student population with our current structure.

PROPOSED SOLUTION

State Technical College of Missouri proposes creating a campus mental health center that provides a centralized space for students to seek care for emotional and physical well-being concerns outside the context of the formal instructional program. Our plan is to renovate existing space on campus to create a welcoming atmosphere where students feel comfortable accessing counseling services. In addition, we would propose to add a Triage Specialist. When implemented effectively, triage can help counseling centers strategically match students to the resource that best fits their needed level of care with little to no wait time and lead to creative counseling solutions. We would also propose adding a licensed mental health professional to the team. The mental and emotional health of students has been of increasing concern. According to the American College Health Association, 32% say they have felt so depressed that it was difficult to function. Finally, in an effort to provide 24/7 wrap around services to our students, we would propose adding a confidential emotional health and wellbeing support platform that students could access via an app, telephone, or web. Our goal is to provide additional services that allows our students to complete a degree and enter the workforce.



Three Rivers College Infrastructure, Transportation, and Student Services Project

Coordinating Board for Higher Education
June 16, 2021

BACKGROUND

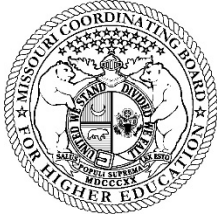
Southeast and South Central Missouri have experienced challenges with workforce shortages during the COVID-19 pandemic. The construction and transportation industries have felt the impact. Contractors in the horizontal and vertical construction segments have a need for trained workers in both regions. Trucking and logistic companies in both regions are desperate for Class A CDL drivers. Currently, students who successfully complete Three Rivers College's construction and CDL programs are finding jobs, having multiple job offers in most cases. We need to increase our training capacity for both programs in order to meet the needs in both regions.

Student services at Three Rivers College have been impacted by the COVID-19 pandemic. Online enrollment has roughly doubled, causing a challenge for providing student services to that population. Mental health is a concern, with more students in the virtual environment it makes it difficult to provide services to ensure their wellbeing. Counseling services need to be expanded to offer virtual sessions in order to better serve online students. Eliminating barriers and providing assistance to at risk students is another concern. We need to have capability to detect and address these barriers early on. It is critical to helping students in the virtual environment.

PROPOSED SOLUTION

Training capacity needs to be increased for both the construction and CDL programs. This will be accomplished through the purchase of equipment and the coverage of tuition costs of students. Equipment will be purchased for a construction lab that will allow students to complete hands on elements needed to prepare them for the workforce, expanding current capacity. Equipment and the coverage of tuition costs of students is proposed for the CDL program. CDL equipment will be the purchase of two tractors and trailers, substantially increasing training capacity. Both programs are short-term trainings designed to get students both prepared and into the workforce as quickly as possible.

To address the mental health of online students, current services will be increased to include virtual counseling sessions through a licensed and qualified professional. This will provide an outlet for that student population. To help quickly identify and provide support to at risk students, the purchase of Starfish software is proposed. Starfish will greatly enhance Three Rivers College's holistic advising capabilities, enabling early detection of at risk students. It also provides tools to communicate and address student barriers, improving overall student success in an online environment.



Truman State University Professional Programs Capacity Expansion

Coordinating Board for Higher Education
June 16, 2021

BACKGROUND

COVID-19 has exacerbated problems for higher education and workforce development that were already present in the region, but vulnerable to shocks from unanticipated events. While Truman had begun the transition to more online programming and expanded professional education programs prior to the outbreak, the pandemic shifted priorities to immediate online instructional needs, such as classroom and video conferencing necessitated by the pandemic. Addressing the recruitment of new students while investing in new programming can be a zero-sum game in the context of a national crisis. COVID-19 has also had profound impacts on healthcare, small businesses, and even larger industries in Missouri. Nursing remains the most in-demand employment area in Missouri and in great need while we recover from the pandemic. At the same time, certified accountants are highly prized for their contributions to industry and small business vitality. This initiative aims to grow capacity in these two professional areas with a particular emphasis on classroom technology and online delivery flexibility. Doing so will have the twin benefits of improving the University's overall enrollment and fiscal position while making a truly impactful contribution to the Missouri workforce in two critical areas.

PROPOSED SOLUTION

Truman can increase capacity in Nursing by 20 seats annually with three additional faculty and specific training equipment and infrastructure needed for growth. While peak enrollment may take a couple years, the introduction of new faculty would have an immediate impact on existing students and would move Nursing toward an expanded capacity sorely needed in rural Missouri. Similarly, Truman's existing Accountancy program serves 37 students and requires completion of undergraduate pre-requisites. Our goal is to double its size by creating an asynchronous online pathway. Truman's expansion will allow for not only the completion of the degree by working adults with undergraduate accounting credit, but also afford an opportunity for students without an undergraduate degree in Accounting to acquire credits toward CPA requirements. The program can double its capacity within the first 3-4 years by adding 3 faculty to convert and deliver Truman's existing curriculum for online delivery. With the increased revenue, Truman can easily sustain these employees after the appropriation expires. The net effect would be an increase in incoming students of 60 per year across these two disciplines and the beginning of placement of more excellent nurses and accountants in Missouri jobs within two years.



University of Central Missouri Medical Career Pathways Curriculum Expansion

Coordinating Board for Higher Education
June 16, 2021

BACKGROUND

The healthcare fields have seen a significant increase in demand for skilled nurses and biotechnicians due to COVID-19. While this increased demand has continued, there has also been a decrease in access to healthcare facilities for training/educational opportunities. This decreased access means that existing faculty members are increasing their clinical supervisory hours by having to take the same number of students into these facilities, but at greater frequency due to smaller group sizes. These health and safety measures by healthcare providers/partners will continue for the foreseeable future, but it has also resulted in the need for additional nursing faculty to the existing programs to help address targeted curriculum.

The Association of American Medical Colleges (AAMC) stated there is a nationwide shortage of primary care physicians (2021). COVID-19 has contributed to this shortage. Family Nurse Practitioners (FNP) provide care to individuals and families filling this critical void, particularly in rural communities. Registered nurses who were out of practice for a length of time were called upon to work during the pandemic. Refresher courses are limited.

Additionally, dual credit, undergraduate and graduate students experiencing economic challenges from individual and/or parental job insecurity have made traditionally curriculum delivery difficult.

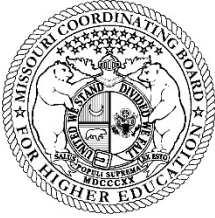
PROPOSED SOLUTION

UCM School of Nursing proposes to re-open the Post Master's FNP certificate program. The availability of this program will attract nursing professionals with graduate degrees and allow the completion of an FNP program in a shorter amount of time. The FNP provides the necessary curriculum for these nurses to be able to treat patients at any stage of life. A Coordinator is needed to manage the track and to provide instruction in MSN classes and FNP specialty courses.

The school of nursing will establish an RN refresher course for actively licensed individuals who have been out of practice for a length of time.

UCM School of Nursing will augment clinical instruction by purchasing a bladder scanner, a high-fidelity newborn simulation manikin, and a high-fidelity pediatric (one-year old) simulation manikin. The availability of a proposed plan of didactic modules coupled with a clinical component is an integral part of preparing these individuals for re-entry into the workforce. Clinical rotations were affected by COVID-19, which decreased opportunities for students.

The biotechnology certificate program will provide needed curriculum to prepare students for the biomedical workforce and provide dual credit teachers with 18 hours of graduate level courses to expand dual credit curriculum offerings.



University of Missouri System

Non-credit professional and continuing education

Coordinating Board for Higher Education
June 16, 2021

BACKGROUND

The COVID-19 pandemic and corresponding recession had a rapid and significant impact on Missouri's workforce. From March to April 2020, the number of Missourians receiving unemployment benefits increased by 1,076%. While the economy shows signs of improvement, significant and diverse challenges remain that require coordinated statewide action.

Employers in rural areas of the state – areas where only about one-third of Missourians have an associate degree or higher – are struggling to find employees to support the adoption of digital technologies. Additionally, low-wage leisure and hospitality workers – including in the Central, Ozark, South-Central, Kansas City and St. Louis regions – have been among the hardest hit and contributed significantly to Kansas City's 12% decrease in job openings. These challenges are exacerbated by preexisting racial disparities that have only widened during the pandemic and as the economy recovers.

To remain competitive, Missourians disproportionately impacted by the pandemic need a means to pivot and re-skill in an environment where 63% of employers report having no jobs available for those without experience. For many, enrolling in a traditional degree program is an unrealistic and out-of-reach option for myriad reasons. Less conventional, "just-in-time" educational opportunities will be essential to Missourians' ability to bounce back.

PROPOSED SOLUTION

The UM System proposes a coordinated effort to expand and enhance the non-credit professional and continuing education initiatives across its four universities, leveraging their strengths and maximizing their resources to respond to the unique economic challenges facing the regions they serve.

Increasing Digital Fluency: MU will develop a 12-week boot camp on programming, GIS, and health informatics; and establish a new consortium with employers. UMSL and UMKC will enhance and expand non-credit offerings in high-demand areas like data analytics, web design and managing remote teams and collaborations. S&T will leverage community partnerships to connect individuals with online course training.

Getting Missourians Back to Work: UM universities will invest in non-credit opportunities to make them more easily accessible to Missourians with some college but no degree. In addition to offering more courses, UMSL and UMKC will launch new non-credit portals, which make existing programs easier to find. New courses in soft skills such as leadership, project/personnel management, supply chain, and diversity competencies will be offered; and S&T will create a new management and workforce development certificate from non-credit courses. UMSL and UMKC will weave non-credit offerings into degree pathways to allow students to seamlessly transfer from non-credit to credit-bearing offerings.

Tab 3 Attachment E
GEER Excels Funding Recommendations

Institution	Funded Priority*	Recommended Funding
Crowder College	Course evaluation, retention, and analytics software	\$ 352,469
East Central College	Success navigators and renovation of space to create center	\$ 871,761
Harris-Stowe State University	Program development, professional development, equipment, and software	\$ 453,118
Jefferson College	Radiologic technology program	\$ 221,118
Lincoln University	Law enforcement and healthcare	\$ 382,388
Metropolitan Community College	Vehicles and equipment to expand public safety programs	\$ 893,743
Missouri Southern State University	Expenses related to emergency response/preparedness	\$ 123,118
Missouri State University-West Plains	Design and construction of facility for nursing program	\$ 953,118
Missouri Western State University	Simulation/skills equipment; furniture; technology, hardware, and software; programming, and education supplies	\$ 442,152
Moberly Area Community College	Expansion of vet tech program	\$ 213,118
North Central Missouri College	Equipment costs	\$ 494,893
Northwest Missouri State University	Equip six virtual classrooms	\$ 303,118
Ozarks Technical Community College	Infill/remodeling of facilities, equipment, program supplies, professional development and training	\$ 772,850
St. Charles Community College	Personnel, lease, equipment, and supplies	\$ 953,118
St. Louis Community College	Equip respiratory care teaching facility	\$ 632,218
Southeast Missouri State University	Supplies and equipment	\$ 492,940
State Fair Community College	Surgical technical program	\$ 428,186
State Technical College of Missouri	Expanded mental health services	\$ 273,118
Three Rivers College	Comercial drivers license program, Starfish software, and counseling sessions	\$ 749,118
Truman State University	Expanded nursing program	\$ 549,543
University of Central Missouri	Expanded family nurse practitioner program and biotech and gene/cell lab	\$ 491,664
University of Missouri System	Course development and design, salaries, supplies and outreach	\$ 953,118
	TOTAL	\$ 11,999,987

*The president/chancellor of each institution has received a detailed list of funded priorities. The list above is an abbreviated summary of that information.