

# Tracking List: Aligned Priority

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## HB101 - Modifies provisions governing workforce development in elementary and secondary education

### Sponsor

Rep. Bradley Pollitt (R)

### Summary

This bill provides a definition for a "school innovation team" and for a "school innovation waiver" and allows school innovation teams to submit a plan to the State Board of Education (SBE) for a state innovation waiver for a variety of purposes as outlined in the bill.

Plans submitted to the SBE must include the provision of law for which the waiver is being requested, as well as demonstrate the necessity of the waiver, provide measurable performance targets and goals, and demonstrate support for the plan, along with additional requirements as provided in the bill.

The bill provides the SBE specific criteria for the evaluation of submitted plans and permits the SBE to make modifications to the plan with the cooperation of the school innovation team.

School innovation waivers are only effective for three years beginning the school year following the approval and may be renewed. Only one waiver may be in effect per school at a time, and specific restrictions to statutory requirements relating to school start date, teacher certification, teacher tenure, or any requirement imposed by federal law, are applicable (Section 161.214, RSMo).

The bill increases the state school funding for attendance of a student enrolled in a virtual class from 94% to 95% (Section 162.1250).

The bill expands the definition of average daily attendance to include pupils that are between the age of three to five and meet the criteria set forth in the bill (Section 163.018).

Currently, Individual Career and Academic Plans (ICAP) are optional. This bill requires students to develop an ICAP which must be reviewed annually, by school personnel and the student's parent or guardian. The ICAP must now include a declaration of a student's postsecondary plan (Section 167.903). This bill requires students in public and private schools to complete the Free Application for Federal Student Aid (FAFSA) before being eligible for a certificate of graduation. Exemptions to this requirement include enlistment in the Armed Forces, or parental consent (Section 167.907).

The bill requires the Department of Higher Education and Workforce Development (DHEWD) to establish a procedure for high school students enrolled in career and technical education programs to complete an application for aid through the Employment and Training Administration of the United States Department of Labor under the federal Workforce Innovation and Opportunity Act.

The bill requires the Department of Elementary and Secondary Education (DESE) to ensure that by the 2021-22 school year 50% of DESE area career centers have the means and capability to allow students to complete the application for aid. The percentage increases to 70% for the 22-23 school year, 90% for the 2023-24 school year, and by the 2024-25 school year and thereafter DESE will ensure that 100% of the area career centers will have the means and capability to allow students to complete the application (Section 167.908).

Currently, a retired certificated or uncertified teacher receiving a retirement benefit may be employed full time for two years without losing their benefit. This bill would extend the time period to four years if the school district demonstrates a shortage.

The bill allows a retired teacher to be employed as a superintendent if they meet qualifications set forth in the bill.

The total number of retired members working for a school district shall not exceed, at any one time, the lesser of 10% of the total number of employees for that district or 10 employees (Section 169.141).

Section 169.596 has a delayed effective date of January 1, 2022 and Section 167.903 has an effective date of July 1, 2022. This bill is similar to HCS HB 2174 (2020).

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## **HB268 - Authorizes Greene County and any city within the county to, upon voter approval, levy a sales tax dedicated to early childhood education programs**

### **Sponsor**

Rep. Crystal Quade (D)

### **Summary**

This bill authorizes the governing body of any county of the first classification with more than 260,000 but fewer than 300,000 inhabitants or any city within the county to impose, upon voter approval, a sales tax not to exceed .25% on all retail sales within the county or city for the purpose of funding early childhood education. Upon enactment, this section would only apply to Greene County.

This bill is similar to HB 1480 (2020).

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## **HB356 - Modifies provisions relating to dual credit scholarships**

### **Sponsor**

Rep. Ben Baker (R)

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## **HB625 - Establishes the Competency-based Education Task Force**

### **Sponsor**

Rep. Doug Richey (R)

### **Summary**

This bill establishes the "Competency-Based Education Task Force", with two members to be appointed by the Speaker of the House of Representatives, whose mission is to study and develop competencybased education programs in public schools. The Task Force shall conduct interviews and at least three public hearings to identify promising Competency-Based Education Programs and obstacles of implementing such programs. Before December 1 of each year, the Task Force shall present its findings and recommendations to the Speaker of the House of Representatives, the President Pro Tem of the Senate, the Joint Committee on Education, and the State Board of Education.

This bill is similar to SB 35 (2021).

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## **HB865 - Authorizes the creation of county early childhood education boards and a property tax levy to provide funding for early childhood education services**

### **Sponsor**

Rep. Brenda Shields (R)

### **Summary**

This bill provides authorization for any county or city not within a county to levy a property tax to establish an early childhood education board which shall provide childhood education programs or services. The bill limits the levy to \$0.40 per \$100 of assessed valuation on real property and provides sample ballot language. The tax shall not go into effect unless approved by the qualified voters of such county or city. Under this bill, a childhood education board of directors shall consist of seven members with qualifications and structure of the board outlined in the bill. Boards established shall be empowered to establish or operate an early childhood education program or provide for early

childhood education services for children under 5 years of age, with control and responsibilities outlined in the bill. The board will be determined a "political subdivision" and may impose limitations on children to be served and services to be provided, with the primary goal to expand and improve early childhood education services.

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## **HB973 - Modifies the calculation of average daily attendance for early childhood education programs**

### **Sponsor**

Rep. Brenda Shields (R)

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## **HB1071 - Makes the early learning quality assurance report program permanent**

### **Sponsor**

Rep. Brenda Shields (R)

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## **SB33 - Establishes the Competency-based Education Grant Program and Competency-based Education Task Force, and allows school districts and charter schools to receive funding for high school students taking competency-based credits**

### **Sponsor**

Sen. Lauren Arthur (D)

### **Summary**

SB 33 - This act establishes the Competency-Based Education Grant Program. By application, the Department of Elementary and Secondary Education shall award grants from the fund to eligible school districts for the purpose of providing competency-based education programs. The Department shall facilitate the creation, sharing, and development of course assessments, curriculum, training and guidance for teachers, and best practices for the school districts that offer competency-based education courses.(Section 161.380)This act establishes the Competency-Based Education Task Force to study and develop competency-based education programs in public schools. The Task Force shall conduct interviews and at least three public hearings to identify promising competency-based education programs and obstacles to implementing such programs. Before December 1 of each year, the Task Force shall present its findings and recommendations to the Speaker of the House of Representatives, the President Pro Tempore of the Senate, the Joint Committee on Education, and the State Board of Education.(Section 161.385)Under this act, school districts and charter schools shall receive state school funding under the foundation formula for high school students who are taking competency-based courses offered by their school district or charter school.Attendance of a student enrolled in a competency-based course shall equal the product of the district or charter school's prior year average attendance percentage multiplied by the total number of attendance hours normally allocable to a non-competency-based course of equal credit value.(Section 162.1255)This act is similar to SB 582 (2020) and SCS/SB 445 (2019).

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## **SB167 - Modifies the calculation of average daily attendance for early childhood education programs**

### **Sponsor**

Sen. Lauren Arthur (D)

### **Summary**

SB 167 - Under current law, pupils between the ages of three and five who are eligible for free and reduced price lunch and attend an early child education program that is operated by and in a district or by a charter school providing full-day kindergarten, or that is under contract with a district or charter school, shall be included in the district's or charter school's calculation of average daily attendance. The total number of such pupils included in the calculation shall not exceed 4% of the total number of pupils who are eligible for free and reduced price lunch and are included in the calculation of average daily attendance.Under this act, for the 2021-2022 school year, the total number of qualifying pupils, those ages three through five, included in the calculation of average daily attendance shall not exceed 4% of the total number of non-qualifying pupils ages 5 through 18 who are eligible for free and reduced price lunch and who are included in the calculation of average daily attendance.For the 2022-

2023 school year, the percentage increases to 6%. For the 2023-2024 school year, the percentage increases to 8%. For the 2024-2025 school year, and for each school year thereafter, the percentage shall be 10%. This act is identical to SB 931 (2020).

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## **SB265 - Modifies provisions related to workforce development in elementary and secondary education**

### **Sponsor**

Sen. Karla Eslinger (R)

### **Summary**

SB 265 - This act modifies provisions related to workforce development in elementary and secondary education. **SCHOOL INNOVATION WAIVERS** (Section 161.214) Under this act, any school intervention team, which shall mean a group of persons representing certain schools as set forth in the act, may submit a state innovation waiver plan to the State Board of Education for certain purposes, including improving student readiness for employment, higher education, vocational training, technical training, or any other form of career and job training, increasing the compensation of teachers, or improving the recruitment, retention, training, preparation, or professional development of teachers. A school innovation waiver shall mean a waiver granted by the State Board to certain schools, set forth in the act, in which such schools are exempt from a specific requirement imposed by current law, or any regulations promulgated by the State Board or the Department of Elementary and Secondary Education. Any school innovation waiver granted to a school district or group of school districts shall be applicable to every elementary and secondary school within the school district or group of school districts unless the plan specifically provides otherwise. Any plan for a school innovation waiver shall include certain information, including the specific provision of law for which a waiver is being requested, and an explanation for why such provision of law inhibits the ability of the school or school district to accomplish the goal stated in the plan. The plan shall also demonstrate that the intent of the law can be addressed in a more effective, efficient, or economical manner and that the waiver or modification is necessary to implement the plan. In evaluating a plan submitted by a school innovation team, the State Board shall consider whether the plan meets certain criteria set forth in the act. The State Board may propose modifications to the plan in cooperation with the school innovation team. Any waiver granted under this act shall be effective for no longer than three school years, but school innovation waivers may be renewed. No more than one school innovation waiver shall be in effect with respect to any one elementary or secondary school at one time. The State Board shall not authorize the waiver of any statutory requirements relating to teacher certification, teacher tenure, or any requirement imposed by federal law. **STUDENT CAREER AND ACADEMIC PLANS** (Section 167.903) Current law allows any student, prior to his or her ninth grade year at a public or charter school, to develop a personal plan of study with help from the school's counselors, which shall be reviewed regularly, as needed by school personnel and the student's parent or guardian and updated based upon the needs of the student. Under this act, such students shall be required to develop an individual career and academic plan, rather than a personal plan of study, with his or her school's counselors. Such plan shall be reviewed once per semester by school personnel and the student's parent or guardian. Each student, prior to the completion of the second semester of his or her twelfth grade year, shall include, as part of such plan, a declaration as to his or her post-secondary plans. This provision shall become effective on August 28, 2022. **FREE APPLICATION FOR FEDERAL STUDENT AID** (Section 167.907) Under this act, no student shall receive a certificate of graduation from any public or private school unless he or she has completed and submitted the Free Application for Federal Student Aid (FAFSA). A student shall be exempt from such requirement if such student submits to the school a written confirmation of a commitment to enlist in the armed forces or a written document or form signed by the student's parent or guardian, attesting that they understand what the application is and have chosen not to file such application. This provision shall become effective on August 28, 2022. This provision is similar to HB 1349 (2020). **AID FOR CAREER AND TECHNICAL EDUCATION PROGRAMS** (Section 167.908) The Department of Higher Education and Workforce Development shall, by rule, establish a procedure for providing the means and capability for high school students enrolled in career and technical education (CTE) programs to complete an application for aid through the United States Department of Labor, Employment and Training Administration. The Department shall work with school districts that deliver CTE programs to educate students on the value of the aid available to them through the federal Workforce Innovation and Opportunity Act, and shall meet certain thresholds set forth in the act. **CAREER PATHWAYS SYSTEMS** (Section 168.021) Under current law, certificates of license to teach in the public schools shall be granted by the State Board, which shall issue an initial visiting scholars certificate based on

verification from the hiring school district that the applicant will be employed as part of a business-education partnership initiative designed to build career pathways systems for students in a grade or grades not lower than the ninth grade. This act repeals the requirement that the hiring school district verify that the applicant will be employed as part of a business-education partnership initiative, but rather requires such district to verify that the applicant will be employed to build career pathways systems for students. This provision is similar to HCS/HB 2435 (2020) and a provision in HCS/SS/SCS/SB 528 (2020). PUBLIC SCHOOL RETIREMENT SYSTEM OF MISSOURI (PSRS) and PUBLIC EDUCATION EMPLOYEE RETIREMENT SYSTEM OF MISSOURI (PEERS) (Section 169.596) Current law provides that a retired certificated teacher receiving a retirement benefit from the Public School Retirement System of Missouri (PSRS) may, without losing his or her retirement benefit, teach full time for up to two years for a school district covered by PSRS, provided that no such retired teacher shall be employed as a superintendent. Current law also caps the total number of such teachers to the lesser of ten percent of the total teacher staff for that school district, or five certificated teachers. Under this act, such teacher may be employed full time for up to four years for a school district covered by PSRS, without losing his or her retirement benefit. This act also repeals the provision prohibiting such teacher from being employed as a superintendent, and repeals the cap on the number of retired certificated teachers that may be employed. Under this act, a retired certificated teacher receiving a retirement benefit from PSRS may only be employed as a superintendent if he or she has been retired for at least twelve months prior to such employment, unless immediate employment is necessary due to death, disability, or termination for cause of the superintendent who held the position being filled. Current law also provides that any person receiving a retirement benefit from the Public Education Employee Retirement System of Missouri (PEERS) may, without losing his or her retirement benefit, be employed full time for up to two years for a school district covered by PEERS, provided that the school district has a shortage of noncertificated employees. The total number of retired noncertificated employees shall not exceed the lesser of ten percent of the total noncertificated staff of the school district, or five employees. This act permits such employee to be employed for up to four years, rather than two. The total number of retired members working for a school district under PSRS or PEERS, including certificated and noncertificated employees, shall not exceed the lesser of ten percent of the total number of employees for that district or ten employees. This provision is similar to HB 2291 (2020) and HB 2460 (2020). This act is substantially similar to SB 830 (2020) and HB 2174 (2020).

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## **SB448 - Modifies requirements for a visiting scholars certificate of license to teach**

### **Sponsor**

Sen. Caleb Rowden (R)

### **Summary**

SB 448 - Under current law, the State Board of Education may grant an initial visiting scholars certificate of license to teach to an applicant based on verification from a hiring school district that the applicant will be employed as part of a business education partnership initiative, as well as other criteria as described in existing law. This act includes as an alternative to employment in such an initiative that the hiring district may verify that the applicant will be employed as part of an initiative to fill vacant positions in hard-to-staff schools or subject areas. This act is identical to HB 2435 (2020).

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