

3. School Conditions (*ESEA section 1111(g)(1)(C)*): Describe how the SEA agency will support LEAs receiving assistance under Title I, Part A to improve school conditions for student learning, including through reducing: (i) incidences of bullying and harassment; (ii) the overuse of discipline practices that remove students from the classroom; and (iii) the use of aversive behavioral interventions that compromise student health and safety.

MO-DESE is developing a robust online content delivery system that will include professional development that addresses positive social and behavioral practices to support LEAs in improving school conditions. LEAs will be made aware of this content through the SSOS. When mature, this system will tie the MO-DESE's data collection systems such as Core Data, consultant logs, teacher\leader evaluation, system reviews and tiered monitoring with access for all district staff to online curricula materials, career\technical education supports, common formative assessments, educator evaluation tools, self-assessment tools, professional development focusing on leadership, effective teaching and learning practices including social\behavioral practices, etc. The Virtual Learning Platform, currently under development, is an online portal that will provide MO-DESE endorsed, evidenced-based training. The materials in the virtual platform are organized to provide maximum flexibility of access of all users, from totally self-directed to highly directed and structured. During the development period, MO-DESE will continue to provide professional development for LEAs in the Multi-tiered System of Support that includes Positive Behavior Interventions and Supports.

4. School Transitions (*ESEA section 1111(g)(1)(D)*): Describe how the State will support LEAs receiving assistance under Title I, Part A in meeting the needs of students at all levels of schooling (particularly students in the middle grades and high school), including how the State will work with such LEAs to provide effective transitions of students to middle grades and high school to decrease the risk of students dropping out.

MO-DESE's online content delivery system will include material from the Missouri Comprehensive School Counseling Program Curriculum that will support LEAs in providing students with effective transitions to middle and high school grades. The Missouri Postsecondary Success Project (MPSS) is a college-and-career competency framework educators may use to systematically embed these competencies into course content. These competencies are integral to both in-school and postsecondary success by supporting students to be career-equipped, lifelong learners who are socially and emotionally engaged. This training is available to any LEA free of charge in both face-to-face and electronic formats.

#### Title I, Part C: Education of Migratory Children

Missouri's migratory children face challenges not often seen by others. MO-DESE provides grants to schools to meet the needs of migratory students. Further, a team of regionally based Migrant English Language Learner (MELL) Instructional Specialists serve to support schools through student recruitment, parent engagement, and teacher training. MO-DESE provides technical assistance to schools to connect with supports and services outside MO-DESE's area of responsibility.

5. Supporting Needs of Migratory Children (*ESEA section 1304(b)(1)*): Describe how, in planning, implementing, and evaluating programs and projects assisted under Title I, Part C, the State and its local operating agencies will ensure that the unique educational needs of migratory

children, including preschool migratory children and migratory children who have dropped out of school, are identified and addressed through:

- i. The full range of services that are available for migratory children from appropriate local, State, and Federal educational programs;
- ii. Joint planning among local, State, and Federal educational programs serving migratory children, including language instruction educational programs under Title III, Part A;
- iii. The integration of services available under Title I, Part C with services provided by those other programs; and
- iv. Measurable program objectives and outcomes.

LEAs that receive migrant funds document that a needs assessment has been conducted for each identified child that resides within district boundaries. LEAs are required to provide the methods used to identify the unique needs of migrant children. Methods used by LEAs to identify needs include, but are not limited to family interviews, language proficiency assessments, skills checklists, teacher referrals, surveys and questionnaires, input from parents, support staff referrals, attendance records, and the review of academic records. Eligible children who reside within the boundaries of a school district receiving migrant funds receive direct services through MO-DESE's Migrant Education Program (MEP). Students who do not live within the boundaries of an LEA receiving migrant funds are provided services through regionally-based MELL Instructional Specialists. The MEP employs regionally based migrant education Instructional Specialists who work with school districts that do not receive migrant funds in developing and conducting needs assessments. The MEP also conducts a needs assessment protocol for all children attending migrant summer school.

- i. Migratory students are eligible for all services provided by LEAs from appropriate local, state and federal education programs, and LEAs that receive funding under Title I, Part C are monitored by a representative of the state agency as part of the Tiered Monitoring system at least every three years. As part of that monitoring process, LEAs are required to document the inclusion of migratory students' educational programs that best fit their needs.
- ii. The state director of Migrant Education also supervises the Title III, Part A program and is required to provide for coordination between the two programs. The state migrant director is also part of the MO-DESE Office of Quality Schools, which administers other federally funded educational programs.
- iii. The administration of the Title I, Part C program is part of the consolidated planning system. Budgets and plans for all federally funded programs are evaluated and approved as a consolidated unit.
- iv. English Language Arts
  - a) The gap in proficiency in English language arts on the state standardized test between migrant students participating in supplemental supports during the regular school year and non-migrant students will decrease by three percent annually.

- b) Annually, 80 percent of teachers of migrant students participating in migrant-sponsored professional development will report on a survey that they applied the English language arts strategies provided by the state MEP into their instruction.
  - c) Annually, 80 percent of migrant parents participating in parent involvement activities (such as Parent Advisory Council meetings) will report on a parent survey that the activity helped them support their children’s reading achievement.
- v. Mathematics Achievement
- a) The gap in proficiency in mathematics on the state standardized test between migrant students participating in supplemental supports during the regular school year and non-migrant students will decrease by three percent annually.
  - b) Annually, 80 percent of students receiving language-of-mathematics instruction will demonstrate a nine percent gain on LEA-approved semester assessment.
  - c) Annually, 80 percent of migrant students will demonstrate a nine percent gain on a LEA-approved pre/post assessment (such as the Math MATTERS™ summer assessment) of mathematics skill development.
  - d) Annually, 80 percent of teachers of migrant students participating in migrant-sponsored professional development will report on a survey that they applied the mathematics strategies from the training to their instruction.
  - e) Annually, 80 percent of migrant parents participating in parent involvement activities (such as Parent Advisory Council meetings) will report on a parent survey that the activity helped them support their children’s mathematics achievement.
- vi. School Readiness
- a) Annually, 80 percent of migrant parents participating in family literacy activities will report on a parent survey that the strategies helped them prepare their children for school.
  - b) Annually, 80 percent of migrant children ages four or five and not in kindergarten will receive referrals to appropriate early childhood education services as indicated on the LEA migrant report.
- vii. High School Graduation
- a) The four-year and extended graduation rates for migrant students will increase by 0.5 percent annually.
  - b) Annually, 80 percent of teachers of migrant students participating in migrant-sponsored professional development will report on a survey that they applied the college-and-career readiness strategies from the training to their instruction.

- c) Annually, 80 percent of migrant parents participating in parent involvement activities related to high school graduation will report on a parent survey that the activity helped them support their children in making progress toward high school graduation.
  - d) Annually, 80 percent of staff involved in providing support services will report on a staff survey that the services met the needs of migrant students.
6. Promote Coordination of Services (ESEA section 1304(b)(3)): Describe how the State will use Title I, Part C funds received under this part to promote interstate and intrastate coordination of services for migratory children, including how the State will provide for educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another, whether or not such move occurs during the regular school year.

MO-DESE has determined that the Migrant Student Information Exchange (MSIX) provides a viable method to both share student information and serve student needs. The MEP is responsible for promoting inter-and intra-state coordination of services for migrant children, including the provision of educational continuity through a timely transfer of pertinent school records and relevant health information. Missouri participates in and contributes student information to the national MSIX to input, report and share accurate and timely migrant student information across the state and across the country. MO-DESE will also provide assistance to LEAs in acquiring and sending pertinent school records. As part of the MSIX system, MO-DESE has thoroughly reviewed the security protocols required for protection of personally identifiable student information. MO-DESE has received approval from the Missouri State Auditor's Office for participation in MSIX as a part of a comprehensive review of data security.

7. Use of Funds (ESEA section 1304(b)(4)): Describe the State's priorities for the use of Title I, Part C funds, and how such priorities relate to the State's assessment of needs for services in the State.

In accordance with ESEA, Section 1304, programs for migratory children in Missouri must give priority of services to children who have made a qualifying move within the previous one-year period and who are failing, or are most at risk of failing, to meet the state's academic standards, or who have dropped out of school.

Key factors that are considered by the Missouri MEP in determining "failing" or "at risk of failing" include, but are not limited to, the following:

- scored at Below Basic on the state assessment
- is an EL (students coded LEP)
- has an age and or grade discrepancy
- was retained
- is at risk of failing to meet the state graduation requirements in one of the following areas
  - an unweighted GPA of 2.0 or below

- has insufficient credits for promotion or graduation

Weighted allocation determinations take into account the number of migratory children that meet the above criteria.

The qualifying arrival date from the students Certificate of Eligibility is used to identify the students with a qualifying move within the previous one-year period.

### **C. Title I, Part D: Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk**

MO-DESE provides grants to support students who have been placed by courts and agencies in facilities operated by the Missouri Department of Youth Services and the Missouri Department of Corrections. The programs support educational services while students are placed and support transition programs when students move out of those placements.

1. Transitions Between Correctional Facilities and Local Programs (ESEA section 1414(a)(1)(B)): Provide a plan for assisting in the transition of children and youth between correctional facilities and locally operated programs.

MO-DESE provides technical assistance to the Department of Corrections, the Division of Youth Services (part of the Department of Social Services), and LEAs concerning transitional services that will enable neglected or delinquent youth to reenter school successfully and/or to find employment after they leave the institution and return to the local community. Detailed transition plans will be included and required for LEAs and agencies to complete in their application for funding.

MO-DESE continues to provide in-service training on programs and activities that other state agencies and LEAs may use to promote transitional services. These programs and activities are designed to assist the LEA and other agencies in developing a working relationship to accomplish a high-quality transitional program for the neglected or delinquent population.

In order to apply for funds associated with this program, the Department of Corrections and the Division of Youth Services must complete an application that describes the type of transition services that will be used for students transitioning from the institution(s) to schools served by LEAs, postsecondary institutions, or vocational and technical training programs.

These programs include, but are not limited to

- replacement programs that allow adjudicated or incarcerated youth to audit or attend courses on college, university, or community college campuses or through programs provided in institutional settings;
- work-site schools in which institutions of higher education and private or public employers partner to create programs to help students make a successful transition to postsecondary