

- 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

education and employment; and

- essential support services to ensure the success of the youth such as
  1. re-entry orientation programs, including transition centers in high schools;
  2. pupil services, including counseling, psychological, and social work services designed to meet the needs of neglected or delinquent children and youth;
  3. tutoring and mentoring programs;
  4. instruction and training at alternative schools and learning centers;
  5. services of in-school advocates on behalf of individual neglected or delinquent youth;
  6. information concerning and assistance in obtaining available student financial aid; and
  7. job placement services.

2. Program Objectives and Outcomes (*ESEA section 1414(a)(2)(A)*): Describe the program objectives and outcomes established by the State that will be used to assess the effectiveness of the Title I, Part D program in improving the academic, career, and technical skills of children in the program.

MO-DESE has established the following objectives for the Title I, Part D. program to ensure that the program results in improving the academic, career and technical skills of students being served:

- Educational services will be improved for children and youth in local and state institutions for neglected or delinquent children and youth so that such children and youth have the opportunity to meet the same challenging state academic content standards that all children in the state are expected to meet.
  - Each LEA desiring assistance under this program must complete an application that includes a description about how the participating schools will coordinate with facilities working with delinquent children and youth.
  - Each LEA must ensure that neglected and delinquent youth will have access to an educational program comparable to the local school they would attend.
  - The LEA application must contain a description of the applicant's assessment plan, including which assessments are administered, the purpose of the assessment, how the assessment is administered, and how assessment data will be used to improve the program.
  - Only those students attending a public school, although they live in the institution, will take the state assessments.
  - Agencies and LEAs are required to submit a report biannually that reflects growth toward performance and assessment goals and targets.
  - The agency or LEA is responsible for evaluating the results of the data and maintaining this information on file.

- Needed services will be provided for such children and youth so they can make a successful transition from institutionalization to further schooling or employment.
- The LEA, with technical support from the SEA, will provide students who are at-risk with accurate information about the costs and consequences of dropping out of school.
- Schools districts and charter LEAs will work with students, families and available community resources to assist students who drop out and children and youth returning from correctional facilities or institutions for neglected or delinquent children and youth to complete their high school education and, when possible, to obtain postsecondary education.

Additionally, MO-DESE collects demographic information used to monitor the number of students participating in the neglected or delinquent services.

**D. Title II, Part A: Supporting Effective Instruction**

The Office of Educator Quality (OEQ), a subsection of MO-DESE, provides rapid response to clients seeking certification and has gone beyond the simple act of ensuring that teachers are properly licensed. OEQ has been in pursuit of four primary efforts to improve the quality of educators and educational leaders. First, standards for teacher and leader evaluation have been adopted and are the basis for the model evaluation systems for these two classes of educators. The system addresses appropriate evaluation methods at all points in the professional career. Second, MO-DESE has developed its own Educator Equity Plan to address the statewide needs of teacher supply. Third, educator preparation institutions receive an Annual Performance Report- Educator Preparation Programs (APR-EPP) that provides information to the public on the quality of each preparation program in each Missouri institution. MO-DESE, while not responsible for higher education, does have authority to license educator preparation programs. Finally, the Missouri Leadership Development System (MLDS) is under development. It is currently ready to address the needs of emergent educational leaders and will be further developed to address the needs of educational leaders at all stages of their careers on a statewide basis. All Missouri students deserve access to a sufficient quantity of high-quality educators to meet their educational needs.

1. Use of Funds (ESEA section 2101(d)(2)(A) and (D)): Describe how the State educational agency will use Title II, Part A funds received under Title II, Part A for State-level activities described in section 2101(c), including how the activities are expected to improve student achievement.

The strategies below are offered to ensure that all students have access to excellent teachers and leaders. Training and support are provided on developing local equity plans that address strategies for ensuring that low-income and minority students have greater access to effective teachers and leaders. Strategies are also offered for building leadership capacity in the state and providing support for the use of the Beginning Teacher Assistance Programs (BTAP) and Professional Learning Guidelines. Support and training will also be provided to LEAs on the use of effective evaluation systems.

Strategy	Timeline	Funding Sources
Host Equity Labs that provide assistance to LEAs in drafting local	2016-2017	Title II A