

Course	Number of high schools not offering the course in the last three years	Percentage of high schools not offering the course in the last three years	Number of Juniors and Seniors lacking access to course during the 2016-17 school year
Trigonometry	124	23.6%	10,508
Calculus	151	28.7%	3,833
Statistics	290	55.1%	13,537
Physics	451	85.7%	26,761
Advanced Biology	76	14.4%	2,211

To overcome the lack of course availability, MO-DESE intends to improve access to advanced coursework for all students, but particularly for minorities and economically disadvantaged students and for those whose rural or small school settings reduce their access. MO-DESE may also subsidize fees for AP and IB courses. Furthermore, where advanced coursework, including advanced mathematics and science are locally unavailable, MO-DESE will subsidize course fees for the Missouri Virtual Instruction Program.

1. Awarding Subgrants (ESEA section 4103(c)(2)(B)): Describe how the SEA will ensure that awards made to LEAs under Title IV, Part A, Subpart 1 are in amounts that are consistent with ESEA section 4105(a)(2).

MO-DESE will ensure no allocation is below \$10,000 through its internal fiscal and performance management controls.

Title IV, Part B: 21st Century Community Learning Centers

Many young people and families stand to benefit from extended opportunities for learning, both academic and otherwise, as well as opportunities for meaningful engagement with others. MO-DESE supports these students and families through grants to establish and expanded 21st Century Community Learning Centers. These competitive grants are awarded across the state but the priority will be to support communities in which a Comprehensive Support and Improvement School is located.

2. Use of Funds (ESEA section 4203(a)(2)): Describe how the SEA will use funds received under the 21st Century Community Learning Centers program, including funds reserved for State-level activities.

MO-DESE will

- i. reserve no less than 93 percent of the amount allotted to the state for making awards to eligible entities to implement a 21st CCLC program.

- ii. reserve no more than two percent of the amount made available to the state for the administrative costs of carrying out the SEA responsibilities of the program and convening of a rigorous peer-review process for competitive applications received for consideration of awards.
- iii. reserve no more than five percent of the amount made available to the State for activities such as monitoring, technical assistance, training, capacity building, comprehensive evaluations and other possible activities as listed under Section 4202(c).

Awarding Subgrants (ESEA section 4203(a)(4)): Describe the procedures and criteria the SEA will use for reviewing applications and awarding 21st Century Community Learning Centers funds to eligible entities on a competitive basis, which shall include procedures and criteria that take into consideration the likelihood that a proposed community learning center will help participating students meet the challenging State academic standards and any local academic standards.

Priority for awarding 21st Century Community Learning Centers grants is given to applicants proposing to primarily serve students who attend schools that are implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d); or other schools determined by the LEA to be in need of intervention and support; or schools that enroll students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities, or who lack strong positive role models. Each award will be funded at an amount of not less than \$50,000 federal funds and will be of sufficient size, scope, and quality to give reasonable promise of meeting the purposes of the 21st CCLC program. All funds will be awarded on a competitive basis.

Measurable goals and objectives for the 21st Century Community Learning Center Program include the following:

Goal 1: Support or increase student achievement and sense of competence in the areas of English language arts, mathematics, and science.

Objective 1.1: At least 50 percent of youth per site will maintain and/or increase their grades in English language arts during the school year as measured by pre-/post-grades entered into Kids Care Center.

Objective 1.2: At least 50 percent of youth per site will maintain and/or increase their grades in math during the school year as measured by pre-/post-grades entered into Kids Care Center.

Objective 1.3: At least 50 percent of youth per site will maintain and/or increase their grades in science during the school year as measured by pre-/post-grades entered into Kids Care Center.

Objective 1.4: At least 70 percent of youth per site will report a medium to high level of reading efficacy as measured by items on the youth survey (average score of 3.5 or higher).

Objective 1.5: At least 70 percent of youth per site will report a medium to high level of math efficacy as measured by items on the youth survey (average score of 3.5 or higher).

Objective 1.6: At least 70 percent of youth per site will report a medium to high level of interest and engagement in STEM as measured by questions on the youth survey (total score of 3.0 or higher).

Goal 2: Develop and maintain a quality program that includes a safe and supportive environment, positive interactions, and meaningful opportunities for engagement.

Objective 2.1: All sites will score at least an average 2.9 on the Program Quality Assessment tool.

Objective 2.2: All sites will score at least an average 3.0 on the Organizational Context Leading Indicators of Staffing Model and Continuous Improvement.

Objective 2.3: All sites will score at least an average 3.0 on the Instructional Context Leading Indicators of Academic Press and Engaging Instruction.

Objective 2.4: All sites will score at least an average 3.0 on the External Relationships Leading Indicators of Family Communication and School Alignment.

Goal 3: Enhance youth's college-and-career readiness skills and behaviors, including positive school behaviors, personal and social skills, and commitment to learning.

Objective 3.1: At least 50 percent of youth per site will meet or exceed the school district's average rate of school-day attendance.

Objective 3.2: At least 50 percent of total youth enrolled in the afterschool program per site will have at least 60 days of attendance in the afterschool program.

Objective 3.3: At least 50 percent of youth per site will have no in-building or out-of-school suspensions.

Objective 3.4: At least 70 percent of youth per site will indicate a medium to high level of personal and social skills as measured by the youth survey (average score of 3.5 or higher).

Objective 3.5: At least 70 percent of youth per site will indicate a medium to high level of commitment to learning as measured by the youth survey (average score of 3.5 or higher).

MO-DESE uses multiple measures to measure program effectiveness including: student grades, teacher surveys and an annual evaluation process at both the SEA and LEA level.

The 21st Century Community Learning Center (CCLC) program will be made available as a competitive grant. MO-DESE will review all applications submitted for completeness and applicant eligibility. MO-DESE will use a rigorous peer-review process consisting of qualified reviewers using a weighted rubric to evaluate and score each application based on the quality of the proposed activities and the evidence provided to demonstrate the capability of the applicant to implement the proposed program. Reviewers will use both objective analysis and subjective judgment in conducting a comparative assessment of the application in accordance with the evaluation criteria specified in the application guidance (i.e. need for program, program design including how the center will help participating students meet the challenging academic standards, cost of program, program evaluation, partnerships, etc.).

G. Title V, Part B, Subpart 2: Rural and Low-Income School Program

The statistical landscape of Missouri schools is that eight percent of the 547 LEAs serve fifty percent of the public school students. While that statistic illustrates the level of student concentration in large districts, it also implies that the other ninety-two percent of districts tend to be rural, outstate, and small, often facing significant economic disadvantage. The Rural and Low-Income School Program will be used by MO-DESE to provide compensatory grant funds to offset the competitive and allocation disadvantages of these districts.

1. Outcomes and Objectives (*ESEA section 5223(b)(1)*): Provide information on program objectives and outcomes for activities under Title V, Part B, Subpart 2, including how the SEA will use funds to help all students meet the challenging State academic standards.

The purpose of Title V.B.2 is to provide for equity in cases where rural or low-income schools receive allocations insufficient for their needs and are at a competitive disadvantage for other grants. The allowable uses of Title V.B.2 include alignment with the purposes of

- Title I, Part A
- Title II, Part A
- Title III
- Title IV, Part A or Part B

Each of those title programs attempts to improve student achievement through either school improvement, support of English learners or access to a well-rounded education. Because Title V.B.2 is an equity mechanism with allowable uses aligned to other specific Titles under ESEA as modified by ESSA, the program goals for Title V.B.2 will be the same as the program goals associated with the chosen allowable use.

LEAs have needs assessments and associated plans with each of these title programs. Clearly, those LEAs that are disadvantaged due to poverty, size or rural setting require some additional support to meet their students' needs through those plans.

MO-DESE will ensure that LEAs use Title V.B.2 for purposes of improving academic achievement by requiring LEAs to indicate how Title V.B.2 funds will be aligned to the work