

## **End of School Year 2019-20 Guidance & Considerations for Local Education Agencies**

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### **Federal Programs: Consolidated Application Programs**

#### **Where can I find any Federal Programs deadline extensions?**

DESE will extend some of the required deadlines for programs in the Consolidated Federal Programs Application by one month. To view those specific dates and for additional information on the 2020-21 Consolidated Federal Programs Application, see the link below.

For more information:

- COVID-19 webpage, [“LEA Deadlines” tab](#)

#### **Does building closure materially alter any of the program requirements for the Consolidated Federal Programs?**

No, all program requirements are still in effect. This includes continuing to serve special populations. Any deadline extensions are stated in this guidance above. We encourage LEAs to adapt how they meet these requirements by using virtual and/or remote methods.

For more information:

- [Administrative Manual July, 2018 – Program Guidance](#)
- [Program Contacts](#)

**Will LEAs need to continue to serve foster children, homeless children and youth, Neglected and Delinquent children and youth, English language learners, and nonpublic children, teachers and their families until the end of the scheduled school year?**

Yes, required services and activities must be continued through the end of the locally board-approved school year. How those services and activities are delivered can be modified by virtual and/or remote methods to include appropriate social distancing and health care practices.

The U.S. Department of Education (USED) Office of Civil Rights (OCR) has issued guidance at the link below to assist LEAs in meeting their obligations to serve these special populations.

For more information:

- [Administrative Manual July, 2018 – Program Guidance](#)
- [Program Contacts](#)
- [USDE OCR Guidance](#)

**Title I.A.: Improving Basic Programs Operated by Local Education Agencies**

**Will the 15% carryover restriction be enforced for Title I.A. funds moving into the 2020-21 grant year?**

No, the waivers granted from USED to DESE through the CARES Act will allow LEAs to ask DESE to waive the 15% carryover limitation. LEAs may request this waiver even if they have done so in one of the last two years.

For more information:

- [Administrative Memo QS-20-004](#)
- [Program Contacts](#)

**Title I.C.: Migrant Education Program**

**How can a Title I.C. program consult with the Parent Advisory Council to design and implement the program for the 2020-21 year?**

To meet this requirement, district Migrant programs can meet virtually (online or by phone) with parents or send out information to parents requesting feedback and concerns regarding their student or the Migrant program. Documentation can consist of copies of materials that were discussed and a record of the parents that participated.

For more information:

- The Parent Advisory Council for the migrant program has provided for appropriate consultation in the planning, implementation and evaluation of the LEA's migrant program. ([ESEA, 1304\(c\)\(3\); 1306\(a\)\(1\)\(B\)\(ii\); and 1118](#))
- [Administrative Manual July, 2018 – Program Guidance](#)

### **How can the requirement for Parent Involvement be met?**

The requirement for Parent Involvement can be met by holding virtual meetings or events (online or by phone) for parents or by distributing materials and supplies for parent education. It is important to remember that documentation sent to parents must be provided in a language or format that the parents can comprehend.

For more information:

- The LEA involves migrant parents in policy development, parent-school compacts and capacity-building activities. ([ESEA, 1304\(c\)\(3\)\(a\)](#))
- [Administrative Manual July, 2018 – Program Guidance](#)

### **Title I.C. Requirement: Coordination and Integration**

#### **How can an LEA provide Title I.C. services to students during the remaining school year?**

This requirement can be satisfied through virtual meetings (online or by phone).

For more information:

- LEA coordinates and integrates Title I.C services in order to increase program effectiveness, to eliminate duplication and to reduce fragmentation of the instructional program. The LEA provides evidence instructional services are being provided to migrant students. ([ESEA, 1112\(b\)\(1\)\(E\)](#))
- [Administrative Manual July, 2018 – Program Guidance](#)

### **English Language Acquisition, Language Enhancement and Academic Achievement Act**

#### **Have any identification procedures for English learners changed due to extended school closures due to COVID-19?**

The requirement remains in place to identify and serve English learners through the end of the school year. DESE has revised the identification procedures for English learners. The link to these changes can be found below.

For more information:

- View the “Provisional Identification and Placement Procedures for Missouri English Learners During Periods of Extended School Closures Due to COVID-19 – Grades K-12” here: [Identification of English Learners during school closures](#).
- [Administrative Manual July, 2018 – Program Guidance](#)

#### **How do LEAs consider and respond to parent recommendations for the education of Title III served students?**

This requirement can be met through virtual meetings (online or by phone). A roll call of participants must be kept and minutes taken.

For more information:

- Administrators, Title I teachers, and EL teachers meet at least annually to consider and respond to parent recommendations. ([ESEA, 3115\(d\)\(6\)\(B\); 3116\(b\)\(4\)\(C\)](#))
- [Administrative Manual July, 2018 – Program Guidance](#)

### **Title III: Family/Community Involvement**

#### **How can LEAs continue to provide parental, family and community involvement activities in their Title III program?**

This requirement can be met by holding virtual meetings or events (online or by phone) or by providing information to parents in a format and language they can comprehend.

For more information:

- The LEA promotes parental, family and community engagement in programs for English learners. ([ESEA, 3115](#))
- [Administrative Manual July, 2018 – Program Guidance](#)

### **Title IV Part A: Student Support and Academic Enrichment Grants**

#### **Will LEAs be allowed to use all Title IV funds on technology infrastructure and spend funds without regard to the needs assessment completed for the 2019-20 school year?**

Yes, the waivers granted from USED to DESE through the CARES Act will allow LEAs to spend Title IV.A funds that best meet the needs of the LEAs current situation. LEAs receiving funds over \$30,000 are not required to spend funds in each of the three categories for Title IV.A, nor will the expenditures need to relate back to the needs found in the completed needs assessment. LEAs receiving funds of \$30,000 or less already have the authority to spend funds without regard to the categories and had no needs assessment requirement.

For more information:

- COVID-19 webpage, [School Calendars, Finance and Funding](#) section (April 6)
- [Administrative Memo QS-20-004](#)
- [Administrative Manual July, 2018 – Program Guidance](#)
- [Program Contacts](#)

### **MOSIS/Core Data Used for Accountability**

#### **How will Graduate Follow-Up data be reported?**

Graduate Follow-Up data is a lagging indicator and is reported for the prior year graduates. Students who graduate in 2020 will be reported in *February 2021* Student Core submission.

#### **How and when should graduate data be recorded?**

Graduate data will be recorded in the June 2020 Student Core submission.

**What Exception Code will be used for students enrolled in required EOC classes (Algebra I, English II, Biology and American government)?**

DESE will assign EOC exception codes to students who were included in the pre-code and included in the Course Completion file submitted as part of the June Student Core.

Districts and charters must pay careful attention to accuracy of the data that is reported in Course Completion file.

For more information:

- [MOSIS/Core Data Manual](#)
- [Administrative Memo FAS-20-002](#)

**Comprehensive and Targeted Schools**

**Will schools identified for Comprehensive or Targeted status be able to exit identified status this year?**

Schools identified for Comprehensive or Targeted status will not be able to exit identification this year. Schools must be able to demonstrate that they have met the step size targets outlined in Appendix A of the ESSA Consolidated State Plan in order to exist identified status.

**Will identified schools need to modify their plan for the 2020-21 school year?**

Identified schools should review their accountability plans to see if changes need to be made to ensure that they are reaching all students.

**Will Comprehensive and Targeted schools continue to receive funds and direct services during the 2020-21 school year?**

Schools will continue to receive an allocation and direct services including DCI and MLDS in the 2020-21 school year.

For more information:

- [ESSA Consolidated State Plan](#)

**Parents as Teachers (PAT)**

Virtual and Telecommunication Service Delivery

- Guidance is available in OLIVER on the [Parents as Teachers National Center](#) website.
- [Recorded webinars](#), a Q & A document and [guidance](#) is available on the DESE Early Learning webpage.
- The [Missouri Parents as Teachers Association](#) is hosting weekly regional calls every Monday to facilitate conversations among programs around virtual service delivery.

<b>Missouri Preschool Program (MPP)</b>	
2019-20 Final Report 2019-20 Final Expenditure Report (FER) 2020-21 Renewal Application 2020-21 Budget	<ul style="list-style-type: none"> <li>• The Final Report, FER, Renewal Application and Budget are available in <a href="#">ePeGS</a> and are due May 15, 2020.</li> <li>• <a href="#">Guidance</a> is available on the DESE MPP webpage.</li> </ul>
<b>Child Care Development Fund Grants (CCDF)</b>	
2019-20 Final Program Report 2019-20 Final Expenditure Report (FER) 2020-21 Renewal Application 2020-21 Budget	<ul style="list-style-type: none"> <li>• The <a href="#">Final Program Report</a> and <a href="#">Renewal Application</a> are available in PDF format and are due May 15, 2020.</li> <li>• The FER and Budget are available in <a href="#">ePeGS</a> and are due May 15, 2020.</li> <li>• <a href="#">Guidance</a> is available on the DESE CCDF webpage.</li> </ul>
<b>Early Learning Blended Programs</b>	
2019-20 Final Program Report 2020-21 Blended Funding Plan 2020-21 Budget 2019-20 Final Expenditure Report (FER)	<ul style="list-style-type: none"> <li>• The <a href="#">Final Program Report</a> is available in PDF format and is due May 15, 2020.</li> <li>• The Blended Funding Plan and Budget are available in <a href="#">ePeGS</a> and are due July 1, 2020.</li> <li>– The FER is available in <a href="#">ePeGS</a> and is due October 1, 2020.</li> <li>– <a href="#">Guidance</a> is available for the DESE Blended Funding webpage.</li> </ul>