

## **Missouri Department of Elementary and Secondary Education Federal Programs**

### **The Elementary and Secondary Education Act (ESEA) of 1965 as amended by the Every Student Succeeds Act of 2015 (Public Law 114-95)**

#### **Title I Improving the Academic Achievement of the Disadvantaged**

Part A Improving Basic Programs Operated by Local Educational Agencies

Part C Education of Migratory Children

Part D Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent or At-Risk

#### **Title II Preparing, Training and Recruiting High-Quality Teachers and Principals, and Other School Leaders**

Part A Supporting Effective Instruction

#### **Title III Language Instruction for English Learners and Immigrant Students**

#### **Title IV 21<sup>st</sup> Century Schools**

Part A Student Support and Academic Enrichment Grants

#### **Title V Flexibility and Accountability**

Part B Rural Education Initiative

**Administrative Manual  
Revised July 2018**

# MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

## **Federal Programs**

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## **Introduction**

This Administrative Manual provides guidance for the federal programs listed on the cover page of this document.

Reauthorized in **2015 under Public Law 114-95 as Every Student Succeeds Act (ESSA)**, these programs were originally authorized under the Elementary and Secondary Education Act (ESEA) of 1965 (Public Law 89-10), the first major program of federal assistance to our nation's public elementary and secondary schools. These programs assist Local Education Agencies (LEAs) to close the achievement gap with accountability, flexibility, and choice.

## SECTION 1

### Acronyms

ASBR	Annual Secretary of the Board Report
BOA	Breakdown of Allocation
CAP	Corrective Action Plan
CEP	Community Eligibility Provision
CMIA	Cash Management Improvement Act
COE	Certificate of Eligibility
CSIP	Comprehensive School Improvement Plan
DESE	Department of Elementary and Secondary Education
ECSE	Early Childhood Special Education
EL	English Learner
ELD	English Language Development
ePeGS	electronic Plan and electronic Grants System
EOC	End-of-Course
ELLC	Emerging Language and Literacy Curriculum
ESEA	Elementary and Secondary Education Act
ESL	English as a Second Language
ESOL	English for Speakers of Other Languages
ESSA	Every Student Succeeds Act
FAIN	Federal Award Identification Number
FER	Final Expenditure Report
FIF	Family Interview Form
FTE	Full-Time Equivalency
FY	Fiscal Year
GPA	Grade Point Average
HLS	Home Language Survey
HiSET	High School Equivalency Assessment
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Program
LEA	Local Education Agency
MAP	Missouri Assessment Program
MELL	Migrant Education and English Language Learning
MEP	Migrant Education Program
MLPS	Missouri Language Proficiency Standards
MLS	Missouri Learning Standards
MOE	Maintenance of Effort
MOSIS	Missouri Student Information System
MPP	Missouri Preschool Program
MSIP	Missouri School Improvement Program
NABE	National Association for Bilingual Education
NCES	National Center for Education Statistics
NLP	Not Limited English Proficient
NRC	Not Receiving Services
OCR	Office of Civil Rights
PAC	Parent Advisory Council
PAR	Personal Activity Report
PAT	Parents as Teachers

PFS	Priority for Services
QAD	Qualifying Arrival Date
RCV	Receiving Services
REAP	Rural Education Achievement Program
RLIS	Rural and Low Income Schools
RPDC	Regional Professional Development Center
SEA	State Education Agency
SDAIE	Specially Designed Academic Instruction in English
SEI	Structured English Immersion
SIOP	Sheltered Instruction Observational Protocol
SMC	Self-Monitoring Checklist
SRSA	Small Rural School Achievement
TESOL	Teaching English as a Second Language
TMS	Tiered Monitoring System
U.S ED	United States Department of Education
WIDA	World-Class Instructional Design and Assessment
W-APT	WIDA-Access Placement Test

## Key Terminology

**Administration Pool** – Administration pool must be reasonable and necessary for Titles I.A, I.C, I.D, II.A, and V.B. No more than two percent of Title III and Title IV.A may be pooled for administration.

**Administrative Cost** – A combination of Administration Pool and Indirect Costs.

**Appropriately Certified** – Those who possess the required certificate for the grade level and/or content area for which they provide instruction.

**Attendance Center** – The geographic area served by a particular school.

**Breakdown of Allocation (BOA)** – A four-step process of the ESEA Consolidated Application used to determine which schools are eligible for Title I.A allocations and services and which ones will receive allocations and services.

**Bypass** – A means by which the United States Department of Education (U.S. ED) Secretary directly provides equitable services to nonpublic school students and teachers through a third-party provider. The Secretary implements a bypass if a State Education Agency (SEA) or Local Education Agency (LEA) has substantially failed or is unwilling to provide, or is prohibited by law from providing, the required equitable services for nonpublic school students.

**Capital Outlay** – Repairable items electrical or mechanical in nature or furniture costing \$1,000 or more per unit/set.

**Cash Management Improvement Act (CMIA)** – The CMIA was placed in operation to prevent interest earnings on federal funds. Section 31 CFR Part 205 “Rules and Procedures for Efficient Federal-State Funds Transfers” states that methods and procedures for payment must minimize the time elapsing between the transfer of funds from the U.S ED Treasury to the Department of Elementary and Secondary Education (DESE) and ultimately to the pass-through entity. Therefore, DESE must ensure that payments to the pass-through entity are for reimbursements only. To consider the funds “spent,” the payroll transactions should be recorded on the LEAs books **and** the funds delivered to the recipients.

**Carryover** – The portion of the allocation not expended by the end of the grant period which is added to the available funds in the following fiscal year.

**Community Eligibility Provision (CEP)** – An alternative to the household application for free and reduced price meals in LEAs and schools in high economic deprivation areas.

**Comprehensive School Improvement Plan (CSIP)** – The document derived from assessing the needs of the LEA and the results of a school improvement planning process. It outlines an LEA’s goals, objectives, strategies, and action steps with respect to the overall goal of helping all students achieve high standards.

**English Learner (EL)** – The term ‘EL’, when used with respect to an individual, means an individual:

1. who is aged 3 through 21;
2. who is enrolled or preparing to enroll in an elementary school or secondary school;
3. who was not born in the United States or whose native language is a language other than English:
  - a. who is a Native American or Alaska Native, or a native resident of the outlying areas; and,
  - b. who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or,
  - c. who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and,
4. whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual:
  - a. the ability to meet the state's proficient level of achievement on state assessments described in section 1111(b)(3);
  - b. the ability to successfully achieve in classrooms where the language of instruction is English; or,
  - c. the opportunity to participate fully in society.

**Equitable Services** – LEAs must provide eligible nonpublic school students, their teachers, and their families with services that are equitable to those services provided to eligible public school students, their teachers, and their families. This applies to Title I.A, Title I.C, Title II.A, Title III, Title IV.A, and Title IV.B.

**ESEA Consolidated Application Approval** – The date determined by a Federal Programs supervisor that the ESEA Consolidated Application is complete and acceptable.

**ESEA Consolidated Application Substantial Approval** – The ESEA Consolidated Application is considered to be substantially approved when the application has been successfully submitted in the electronic Plan and electronic Grant (ePeGS) Web Application. **LEAs may begin to obligate funds as of the substantial approval date even though the application may not yet have been approved by a Federal Programs supervisor.**

**Excess Funds** – Carryover funds that exceed the maximum carryover.

**Expenditure of Funds** – Payment for obligations made during a fiscal year.

**Feeder Pattern** – Allows LEAs to project the percent of economically deprived children in a middle or high school based on the average economic deprivation rate of all the attendance centers feeding into the middle or high school.

**Fiscal Year (FY)** – A twelve month period beginning July 1<sup>st</sup> and ending June 30<sup>th</sup>.

**Full-Time Equivalency (FTE)** – The amount of time an employee spends fulfilling his/her assignment. One FTE is a full-time employee. If not full-time, the FTE is usually expressed as a decimal to the nearest hundredth. As a data element in the ESEA Consolidated Application, FTE refers to salaried positions or those paid on an hourly rate rather than those receiving stipends for one-time events.

**General Federal Guidance** – A document to provide a reference to the fiscal requirements and procedures for responsible financial management of federal grant programs.

**Hold-Harmless (Title I.A)** – The percentage of a given fiscal year’s allocation guaranteed to the LEA the following fiscal year.

**Indirect Cost** – Costs which are not readily identified with the activities funded by the federal grant but are nevertheless incurred for the joint benefit of the programs.

**Instructional Paraprofessionals** – Those who possess, at a minimum, 60 college hours or have passed the Paraprofessional or ParaPro Assessment and who work under the direct supervision of an appropriately certified teacher to provide instructional assistance.

**Migrant Education and English Language Learning (MELL)** – A program designed to assist LEAs in planning and delivering services through Title I.C and Title III. The goal is to assist Missouri teachers in serving EL and migrant students with professional development and resources for planning and assessment.

**Missouri Learning Standards (MLS)** – Defines the knowledge and skills students need in each grade level and course for success in college, other post-secondary training and careers. These expectations are aligned to the Show-Me Standards, which define what all Missouri high school graduates should know and be able to do.

**Multiple Attendance Centers** – An LEA having two or more schools with at least one of the same grades.

**Obligation of Funds** – A purchase order, a contract, a service, or similar transaction during a given period that requires payment by the recipient. Funds may not be obligated before July 1<sup>st</sup> or the substantially approved date, whichever comes later.

**Overlapping Grade Spans** – An LEA having two or more schools with at least one of the same grades.

**Parent** – The term parent includes a legal guardian or other person standing in loco parentis (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the child’s welfare).

**Physical Inventory** – The verification of on-hand inventory quantities by taking an actual count every two years.

**Reallocated Funds** – Funds redistributed among eligible LEAs.

**REAP-Flex** – REAP-Flex authority provides flexibility to eligible rural LEAs to use funds out of Title II.A and Title IV.A, for purposes under Titles I.A, II.A, III, and IV.A. REAP LEAs without nonpublic requirements may flex 100% of these funds. Under REAP-Flex, an LEA must spend these funds on local activities authorized under one of these programs but does not have to meet the set-aside requirements of those programs.

**Salary Differential** – Allows LEAs to consider variations in personnel cost, such as seniority pay differentials or fringe benefit differentials as a set-aside cost rather than part of the funds allocated to the schools.

**School** – Individual attendance center as defined by the LEA. A list of schools for each LEA can be found on Step 1 of the BOA of the ESEA Consolidated Application.

**Schoolwide Pool** – An option for schoolwide programs to commingle federal, state, and local funds to upgrade the entire educational program.

**Schoolwide Program** – Allows LEAs to use the key elements of Title I.A to upgrade their entire educational program so all students can reach high educational standards. A school is eligible to implement a schoolwide program if at least 40% of the enrolled students are economically deprived, 40% of the school attendance center children are from economically deprived families or the school has an approved waiver from DESE.

**Single Attendance Area District** – An LEA without overlapping grades.

**Small Rural School Achievement (SRSA)** – Funding source for small rural schools that comes directly from the U.S. ED under Title V.B; therefore, these funds are not included in the ESEA Consolidated Application. LEAs may use these funds to support the programs included in the ESEA Consolidated Application.

**Targeted Assistance Program** – Title I.A funds must be used for serving children identified through multiple criteria as having the greatest educational need.

**Transferability** – Under ESEA, LEAs have additional flexibility to transfer all or any lesser amount of funds from Title II.A and Title IV.A into Title I.A, Title I.C, Title I.D, Title II.A, Title III.A, Title IV.A, and Title V.B.

**Well-Rounded Education** – Courses, activities and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civic and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject as determined by DESE or LEA with the purpose of providing all students access to an enriched curriculum and educational experience.

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## Parent Notification

The Elementary and Secondary Education Act (ESEA) requires notification to parents when any of the following situations exist in a Local Education Agency (LEA) receiving federal funds.

Additional information regarding these requirements can be found in this manual.

1. LEAs must annually disseminate [DESE's ESSA Complaint Procedures](#) to parents of students and appropriate nonpublic school officials or representatives.
2. At the beginning of each school year, a participating LEA must notify the parents of each student attending a school that receives Title I.A funds that they may request, and the LEA will provide in a timely manner, information regarding the professional qualifications of their child's classroom teachers and any paraprofessionals providing services to their child.
3. A school that receives Title I.A funds must provide all parents notice their child has been assigned, or has been taught for four or more consecutive weeks, by a teacher or a person who is not appropriately certified.
4. Within 30 days after the beginning of the school year, an LEA must inform parents their child has been identified for participation in a language instruction educational program.
5. Parents/guardians of students enrolled in a persistently dangerous school or students who are victims of violent criminal offense while on school property must be notified of their option to transfer their student to a school that is not designated persistently dangerous.
6. Testing Transparency – LEAs must make available to the public for each grade and each assessment required by the state, the following:
  - a. the subject matter assessed;
  - b. the purpose for which the assessment is designed and used;
  - c. the source of the requirement for the assessment (statutory cite);
  - d. the amount of time spent on the assessment;
  - e. the schedule for administering the assessment; and,
  - f. the time and format for disseminating results.

Additional information about parent involvement is available on the [Federal Programs](#) website.

## Comprehensive School Improvement Plan (CSIP)

LEAs applying for funding through the ESEA Consolidated Application should integrate the intended uses of federal funds covered under these programs into their CSIP. This will help ensure long-range planning for use of federal funds and focusing those funds to the LEAs identified needs.

## Fiscal and Compliance Audits

All Missouri LEAs are required to be audited annually and to submit a copy of the audit report to DESE. In addition, LEAs that expend more than \$750,000 of federal funds during the fiscal year must have a [Single Audit](#).

## ESEA Consolidated Application

LEAs applying for federal funds must annually submit the [ESEA Consolidated Application](#) in the electronic Plan and electronic Grant (ePeGS) Web Application.

**LEAs must submit the ESEA Consolidated Application by July 1<sup>st</sup> to ensure continuity of services.** Funds may not be obligated for a given year until July 1<sup>st</sup> **OR** the substantial approval date, whichever is later.

To receive substantial approval an LEA must submit the ESEA Consolidated Application. Once the ESEA Consolidated Application has been submitted, a [Federal Programs supervisor](#) will review the submitted application for compliance in areas such as the following:

1. ESEA Consolidated Application;
  - a. Appropriate set-asides from Step 3 of the Breakdown of Allocation (BOA), if applicable
  - b. All set-asides are budgeted in the budget grid
  - c. Full Time Equivalencies (FTEs) are reported on the Supporting Data Page
  - d. Number of Participating Children is reported on the Supporting Data Page
2. ESEA Consolidated Plan (beginning 2018-19 school year);
3. Nonpublic Consultation and Participation forms for Titles I.A, I.C, II.A, III.A, and IV.A, if applicable;
4. Title I.A Neglected Children form, if applicable;
5. Title I.D Delinquent Institution form, if applicable;
6. New lease purchase agreements, if applicable; and,
7. Class Size Reduction Worksheet for Title II.A, if applicable.

A [Federal Programs supervisor](#) will grant final approval after reviewing the ESEA Consolidated Application for accuracy and required documentation is received.

## **LEA Allocations**

DESE will compute and disseminate the allocations for each LEA. The allocation criteria used to distribute federal funds are available on the [ESEA Finance](#) website.

## **Reallocation**

Excess funds will be made available for reallocation to LEAs. For each program, eligible LEAs are those that did not have funds in excess of carryover limitations. The reallocation criteria is available on the [ESEA Finance](#) website.

## **Transferability**

Under ESEA, LEAs have additional flexibility to transfer all or any lesser amount of funds from Title II.A and Title IV.A into Title I.A, Title I.C, Title I.D, Title II.A, Title III.A, Title IV.A and Title V.B.

When an LEA transfers funds from one program to another, the transferred funds become funds of the program to which they are transferred. The transferred funds are subject to the rules and requirements of the programs to which the funds are transferred.

LEAs that have participating nonpublic schools may transfer funds from a program subject to equitable services requirements (for example, Title II.A and/or Title IV.A), but **MUST** engage in timely and meaningful consultation with appropriate nonpublic school officials **BEFORE** doing so. The final decision regarding the transfer of funds however; does remain with the LEA.

LEAs must calculate equitable services shares based on the total amount of funds available

under a program **AFTER** a transfer. An LEA cannot transfer funds to a particular program solely to provide equitable services and in turn, cannot retain funds solely for this purposes.

Although an LEA is not required to obtain agreement from nonpublic school officials **PRIOR** to a transfer of funds, the goal of consultation is agreement (ESEA 8501(c)(1)). With this said, we encourage LEAs to carefully consider the views of nonpublic school officials prior to making decisions regarding transfers. By engaging in timely and meaningful consultation **AND** developing positive relationships with nonpublic school officials, an LEA can facilitate creation of a cooperative environment and minimize problems and complaints.

For LEAs on Title I bypass, funds transferred into Title I become part of the data provided to NESI.

### **REAP-Flex**

REAP-Flex authority provides flexibility to eligible rural LEAs to use funds out of Title II.A and Title IV.A for purposes under Titles I.A, II.A, III, and IV.A. REAP LEAs without nonpublic requirements may flex 100% of these funds. Under REAP-Flex, an LEA must spend these funds on local activities authorized under one of these programs but does not have to meet the set-aside requirements of those programs. When funds are REAP-flexed, they retain their Title II.A and Title IV.A identity for accounting purposes.

### **Materials, Supplies and Equipment**

Except for summer programs, purchases of materials and supplies and equipment should be completed **by March 31<sup>st</sup>**. Materials, supplies and equipment purchased are intended for use during the current school year.

### **Budget Revisions**

LEAs may revise the consolidated budget as often as necessary; a revision must be submitted prior to obligation of funds. **Budget revisions may not be submitted after April 30<sup>th</sup>**.

### **Obligation of Funds**

The LEA may use grant funds only for obligations made during the grant period. The following table shows when an obligation is made for various kinds of property and services.

<b>IF THE OBLIGATION IS FOR--</b>	<b>THEN THE OBLIGATION IS MADE--</b>
Acquisition of real or personal property	On the date on which the State or LEA makes a binding written commitment to acquire the property. (including materials/supplies and miscellaneous items such as meeting registrations.)
Personal services by an employee of the State or LEA	When the services are performed.
Personal services by a contractor who is not an employee of the State or LEA	On the date on which the State or LEA makes a binding written commitment to obtain the services.

Performance of work other than personal services	On the date on which the State or LEA makes a binding written commitment to obtain the work.
Public utility services	When the State or LEA receives the services.
Travel	When the travel is taken.
Rental of real or personal property	When the State or LEA uses the property.
A pre-agreement cost that was properly approved by the State under the cost principles	On the first day of the project period.

LEAs may obligate funds budgeted in a submitted application, initial or revision, with a substantial approval date. Obligations not approved by DESE will be removed from the consolidated budget and will be paid with local funds.

### Administration Pool

The Administration Pool provides additional flexibility for LEAs to administer their programs. Administrative funds budgeted must be reasonable and necessary for Titles I.A, I.C, I.D, II.A, and V.B. No more than two percent of Title III and Title IV.A may be pooled for administration.

In the Missouri Student Information System (MOSIS), a program code of 21 must be used to designate the source of funds for salaries or stipends paid to any person from the Administration Pool. **Salaries and/or stipends for school principals and/or superintendents are NOT an allowable use of federal administrative funds.**

The following table may aid LEAs in distinguishing whether funds are for administration or coordination purposes.

Funding Source Administration Pool	Funding Source Program Funds
<b>ADMINISTRATION</b>	<b>COORDINATION</b>
Helps develop plans and application	Plans strategies
Supervises staff	Provides technical assistance
Oversees budget	Provides professional development
Monitors implementation	Develops and showcases model curriculum/lessons and teaching practices
Understands and informs staff of legal requirements	Mentors teachers
Helps develop strategies	Organizes and conducts program specific activities
Monitors program evaluation	Assists with program evaluation
Maintains required documentation	Maintains required documentation
	Does not evaluate professional staff

### Indirect Costs

Indirect costs are those costs which are not readily identified with the activities funded by the federal grant or contract but are nevertheless incurred for the joint benefit of those activities and other activities and programs of the subgrantee/recipient. Accounting, auditing, payroll, personnel, budgeting, purchasing, and operation/maintenance of plant are examples of services

which typically benefit several activities and programs and for which appropriate costs may be attributed to the federal program by means of an indirect cost allocation plan.

Indirect cost is an optional reimbursement for expenditures not otherwise included in the application budget. It is calculated by multiplying total direct costs for salaries, employee benefits, purchased services, materials, and supplies by the LEAs approved restricted indirect cost rate.

## Payment Request

LEAs must request funds in ePeGS on a reimbursement basis. Payment request must be submitted by 11:59 p.m. on the 1<sup>st</sup> or 21<sup>st</sup> day of the month the LEA wishes to receive payment. Additional information is available on the [ESEA Finance](#) website.

LEAs may request payment only after the initial ESEA Consolidated Application has been approved by a [Federal Programs supervisor](#). **A payment request and budget revision cannot both be in a submitted status at the same time.**

## Final Expenditure Report (FER)

An LEA must submit an FER on or before September 30<sup>th</sup>. FERs must reflect the actual expenditures/obligations that have incurred for the school year. If the LEA submits an FER for more than what has been expended, it will result in a refund due back to the DESE. The FER in ePeGS will reflect what was submitted in the approved budget. Expenditures will be reported by both object and function codes. Expenditures in approved object codes may not exceed 10% of the total amount budgeted within each of the approved programs. Additional information is available on the [ESEA Finance](#) website.

## Carryover and 9/30 (September 30) Report

The carryover amount will be reflected under Current Funds Available in ePeGS after the FER has been submitted and approved. Funds not used and carried over into the next fiscal year are subject to these limitations:

1. Title I.A – LEAs with a Title I.A allocation of \$50,000 or more may not carry over more than 15% of the funds allocated each year past September 30<sup>th</sup> of the following year. DESE may grant a waiver of this limitation once every three years if the LEAs request is reasonable and necessary. LEAs with an allocation of less than \$50,000 may carry over up to 100% of their allocation; and,
2. Title I.C, Title I.D, Title II.A, Title III, Title IV.A, and Title V.B may carry over up to 100% of their funds into the next fiscal year.

LEAs may view the information regarding their carryover by clicking on the actual carryover amounts for each program under Current Funds Available in ePeGS. LEAs with a carryover in excess of the limitation for Title I.A must submit a 9/30 report in ePeGS by October 31<sup>st</sup> that reflects their expenditures and obligations as of September 30<sup>th</sup>. Additional information is available on the [ESEA Finance](#) website.

## Accounting Requirements

**Separate and identifiable accounting records for receipts and expenditures in each program must be maintained.** The LEA may not commingle funds except as they are used in a schoolwide pool, early learning blended program or an administration pool. When funds are used in a schoolwide pool, an early learning blended program or an administration pool, the LEA must use a separate source code and project code for reporting expenses to each of these fiscal pools.

## Program Records

All records must be retained:

1. for three years from the date of submission of the FER; and,
2. until all litigation, claims, or audit findings involving the records have been resolved and the final action taken.
3. Records for equipment acquired with federal funds must be retained for 3 years after final disposition.

## Inventory Control

The following items are subject to the inventory management and control requirements:

1. Equipment items with an acquisition cost of \$1,000 or more per unit, and,
2. Items with an acquisition cost under \$1,000 per unit which is considered attractive or easily pilfered.

All capital outlay costing \$1,000 or more per unit/set and items costing under \$1,000 per unit which are considered attractive or easily pilfered are subject to specific inventory management and control requirements as follows:

1. Items acquired using federal monies shall be physically marked by source of funding and acquisition date;
2. Inventory must be current and available for review and audit. Equipment records must be maintained and include:
  - a. description of the equipment;
  - b. serial number or other identification number;
  - c. funding source of equipment [including Federal Award Identification Number (FAIN)]
    - i. located on Award Allocation Notification, or,
    - ii. located on DESE Payment Transmittal.
  - d. who holds the title, if applicable;
  - e. acquisition date;
  - f. cost of equipment;
  - g. percentage of federal participation in project costs for the federal award under which the equipment was acquired;
  - h. location of the equipment;
  - i. use and condition of the equipment; and,
  - j. any ultimate disposition date including the date of disposal and sale price of the equipment.
3. A physical inventory of the equipment must be taken and the results reconciled with the equipment records at least once every two years. A control system must be developed to ensure adequate safeguards to prevent loss, damage, or theft of the equipment. Any loss, damage, or theft must be investigated. Adequate maintenance procedures must be developed to keep the equipment in good condition.

Additional information and a sample Equipment Inventory template may be found on the [ESEA Finance](#) website.

## **Disposition of Capital Outlay**

When the original or replacement equipment acquired under a federal award is no longer needed for the original project or program the non-federal entity must dispose of the equipment as follows:

1. Items of equipment with current per unit fair market value of \$5,000 or less may be retained, sold or otherwise disposed of with no further obligation to the federal awarding agency. The disposition of such items should be noted on the equipment inventory maintained by the LEA.
2. Items of equipment with a current per-unit fair market value in excess of \$5,000 may be retained by the LEA or sold. The federal awarding agency is entitled to an amount calculated by multiplying the current market value or proceeds from the sale by the federal percentage of participation in the cost of the original purchase. If the equipment is sold, the federal awarding agency may permit the LEA to deduct and retain from the federal share \$500 or ten percent of the proceeds, whichever is less, for its selling and handling expenses. Proper sales procedures must be established to ensure the highest possible return.

## **Reporting Guidelines for Federally Paid Staff**

All federally funded FTEs must be reported in MOSIS. FTEs must be consistent with the ESEA Consolidated Application. Reporting guidelines for federally paid staff can be found on Exhibit 15 in the [Core Data/MOSIS Manual](#).

## **Time and Effort Documentation**

Records are required for all employees, including teachers, paraprofessionals, administrators, and other staff paid with federal funds to document the time and effort they spend within the program. The portion of the federally paid salary should be reflective of the actual activity, not budgeted, the individual has put forth for that federal program. Time and effort reporting is required when any part of an individual's salary is charged to a federal program or used as match for a federal program. Staff included in the consolidated schoolwide pool or early learning blended funding is exempt from time and effort documentation.

### Semi-Annual Certification

Where employees are expected to work solely on a single federal award or cost objective, charges for their salaries and wages will be supported by the completion of the Semi-Annual Certification Form. These certifications will be signed at least semi-annually by the employee or supervisory official having first-hand knowledge of the work performed by the employee. LEAs should keep these forms on file to certify staff funded with federal funds is conducting activities consistent with the purposes of the funding sources.

### Monthly Personnel Activity Report (PAR)

Personnel Activity Reports must be maintained for FTEs who work for more than one cost objective, including those funded through Administration.

### Substitute System for Time and Effort

DESE is authorized to approve LEAs to use a substitute system for time-and-effort reporting in accordance with the following guidelines. In permitting an LEA to use the substitute system, DESE must obtain from the LEA a management certification certifying only eligible employees will participate in the substitute system and the system used to document employee work schedules includes sufficient controls to ensure the schedules are accurate.

### Stipends and Extra-Duty Pay

When an LEA pays for extra duty beyond an employee's regular contract, the LEA must develop (before work is completed, include in contract) written documentation that indicates the extra work to be performed, the date(s) of performance, and the amount or rate to be paid to the employee. A contract if established must also be signed by the LEA and the employee to show the acceptance of the terms. In addition, the employee must complete time and effort documentation that supports the extra work beyond the employee's regular contract.

Additional information and sample forms are available on the [ESEA Finance](#) website.

## **Complaint Resolution Procedure**

LEAs must have Standard Complaint Resolution Procedure for ESEA programs. This procedure is used to resolve allegations of violations of federal requirements. The procedure should be made available to the public and a copy maintained in each school. DESE has adopted a written procedure in the event a complainant disputes an LEA decision.

The local LEA must disseminate annually, free of charge, [DESE's ESSA Complaint Procedures](#) to the parents of students and appropriate nonpublic school officials or representatives.

## **Tiered Monitoring Process**

The tiered monitoring process is implemented to ensure adequate monitoring of all LEAs with additional opportunities to monitor those LEAs with high-risk characteristics. The tiered process has three components: desk audit, desk monitoring, and on-site monitoring. All components, with the exception of the desk audit, are organized around a three-year timeframe. The process requires that all LEAs are placed within one of the three permanent cohorts. The cohort structure allows DESE to equalize the monitoring work across the state and across each of the regions. LEAs are added to or deleted from a cohort as they come into existence or close.

Implementation Timeline:

<b>Task</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>
Desk Audit	Cohorts 1,2,3	Cohorts 1,2,3	Cohorts 1,2,3	Cohorts 1,2,3
Desk Monitoring	Cohort 2	Cohort 3	Cohort 1	Cohort 2
On-site Monitoring	Cohort 1-20%	Cohort 2-20%	Cohort 3-20%	Cohort 1-20%
Clean-up	Cohort 3	Cohort 1	Cohort 2	Cohort 3

### Desk Audit

Desk Audits will be completed each year for each LEA by a [Federal Programs supervisor](#). The Desk Audits will consist of a review of the ESEA Consolidated Application, consolidated plans, nonpublic consultation forms, class size reduction worksheet, MOSIS and other documentation as required.

### Desk Monitorings

All LEAs in the desk monitoring cohort must complete and submit all four cycles of the Self-Monitoring Checklist (SMC) with supporting documents in the Tiered Monitoring System (TMS) in [DESE Web Applications](#) by the cycle due date. The due dates for the four cycles are October 15<sup>th</sup>, December 15<sup>th</sup>, February 15<sup>th</sup> and April 15<sup>th</sup>. The SMC will be evaluated for compliance by a [Federal Programs supervisor](#) and a Corrective Action Plan (CAP) will be written if necessary.

### On-site Monitoring

20% of each cohort will receive an on-site monitoring. To determine which LEAs will receive an on-site monitoring, DESE will use the following criteria: failure to meet Federal Program deadlines, the number of CAPs written during a desk monitoring, and/or the number of plans written by the LEA in response to the CAPs. The same SMC for the desk monitoring will be used for the on-site monitoring. Additional information about the SMC is available on the [Federal Programs](#) website.

**Federal Programs staff reserves the right to conduct desk monitorings and on-site monitorings outside an LEAs cohort year if deemed necessary.**

The ESEA Finance section will review fiscal compliance. Additional information is available on the [ESEA Finance](#) website.

**Title I.C programs will be monitored ON-SITE every three years using the SMC.**

### Findings of Noncompliance

When the DESE finds an LEA receiving funds under a federal program has failed to comply with legal requirements or with the approved application, corrective action must be taken immediately and documentation must be submitted to DESE within a designated period of time. Payments for programs in the ESEA Consolidated Application may be suspended until appropriate documentation is provided.

Failure to respond adequately with submitted documentation of corrective action may result in the following actions:

1. denial of the use of funds for activities not in compliance; and,
2. refund of the money determined to have been misused.

## **SECTION 3**

### **Title I.A - Improving Basic Programs Operated by Local Educational Agencies**

#### **Specific Guidelines**

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## Legislative Purpose

Title I.A was enacted to provide all children significant opportunity to receive a fair, equitable, and high-quality education and to close educational achievement gaps.

## Title I.A Local Education Agency (LEA) Plan

LEAs may receive Title I.A funds only if they have a state-approved Title I.A LEA plan for implementing the Title I.A program. This plan should outline how the LEA is using its Title I.A funds to assist low-achieving students in meeting the Missouri Learning Standards (MLS). The Title I.A LEA plan is to be developed with timely and meaningful consultation from teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (in LEAs that have charter schools), administrators (including administrators of programs described in other parts of Title I.A), other school personnel and with parents of children in served schools. Each LEA is required to review the Title I.A LEA plan annually and to make any necessary changes in the Compliance Plans (Federal and State) in [DESE Web Applications](#). Revisions to the plan should be made prior to obligation of funds and implementation of the activity.

## School Eligibility and the Breakdown of Allocation (BOA)

For Title I.A purposes, an LEA must rank all of its school attendance areas according to their percent of economic deprivation. Ranking does not apply to LEAs which are single attendance area districts or LEAs with multiple attendance centers with a total enrollment of less than 1,000 students.

The number of economically deprived children are those in families eligible for free and reduced priced lunches according to the income scale established by the National School Lunch Act (free and reduced lunch program) **OR** the Community Eligibility Provision (CEP).

All schools in an LEA using free and reduced lunch to determine economic deprivation counts must use the same time frame and data source. All schools in an LEA using CEP to determine economic deprivation counts must use the same time frame and data source.

In place of using actual free and reduced lunch counts in a middle or high school, an LEA may use the feeder pattern. The feeder pattern allows LEAs to project the percent of economically deprived children in a middle or high school based on the average economic deprivation rate of all the attendance centers feeding into the middle or high school. In order to use the feeder pattern LEAs must conduct outreach to middle and high schools to inform them of this option. The majority of the middle and high schools must approve the use of the feeder pattern. LEAs must indicate on Step 1 of the BOA they are using the feeder pattern.

LEAs must use Title I.A funds only in eligible school attendance centers. The BOA is completed as part of the ESEA Consolidated Application to determine which attendance centers are eligible for Title I.A allocations and services. Based on the economic deprivation percentages (free and reduced lunch counts or CEP counts derived from economic deprivation percent) in each school, LEAs must annually rank their schools from highest to lowest without regard to grade spans.

**The LEA must serve all schools with an economic deprivation percentage of 75% or higher.** LEAs may lower the economic deprivation percentage to 50% for all high schools served by the LEA. If funds remain after serving schools with 75% or higher free and reduced lunch counts, the LEA shall then rank and serve the remaining eligible attendance centers.

Eligibility for attendance centers below 75% economic deprivation is determined by selecting one

of the applicable methods found in Step 2 of the BOA in the ESEA Consolidated Application:

1. Exempt: Single attendance area district (no buildings with same grades).
2. Exempt: District with multiple attendance areas and with total enrollment of less than 1,000.
3. Areas with economic deprivation greater than or equal to the average of same or similar categories (grade span groupings).
4. Areas with economic deprivation greater than or equal to the district average:
  - a. ranked within entire district.
  - b. ranked by same or similar categories (grade span groupings).
5. Areas with economic deprivation greater than or equal to 35%:
  - a. ranked within entire district.
  - b. ranked by same or similar categories (grade span groupings).

Grandfather Clause: This exception may be made for only one year for a building that was eligible and served in the preceding fiscal year but is not eligible this year.

### **LEA Discretion**

LEAs may elect not to serve an eligible attendance center that has a higher percentage of children from economically deprived families if:

1. the school meets the comparability requirements;
2. it is receiving supplemental funds from other state or local sources that are spent in accordance with schoolwide or targeted assistance requirements; and,
3. the funds expended from other sources equal or exceed the amount of Title I.A funds that would be provided.

If the LEA chooses this option, it shall determine nonpublic student participation without regard to the fact the public school children in this attendance area are not participating in Title I.A.

### **Allocation Procedures for Eligible Attendance Centers**

Before determining the allocations for eligible attendance centers, LEAs must set aside sufficient funds in Step 3 of the BOA to provide comparable services to neglected children in local institutions and eligible homeless children in schools not served with Title I.A funds (see Addendum). In addition, LEAs may wish to set aside funds for lease, summer school, salary differentials and Title I.A LEA-wide costs (administration, parent involvement, preschool, foster care transportation, early learning blended, and professional development).

On Step 4 of the BOA, LEAs must allocate Title I.A funds to eligible attendance areas in rank order based on the percentage of the total number of children from economically deprived families in each attendance area. An LEA is not required to allocate the same per-child amount to each school, as long as the largest per-child allocation goes to the highest ranked attendance area and the next ranked attendance area receives an equal or smaller allocation per child.

LEAs that opt to serve schools having an economic deprivation rate below 75% and using grade span grouping may determine different per-child amounts for different grade spans as long as those amounts do not exceed the amount allocated to any school above 75% economic deprivation. Per-child amounts within grade spans may also vary as long as the LEA allocates higher per-child amounts to schools with higher economic deprivation rates than it allocates to schools with lower economic deprivation rates.

**LEAs with multiple attendance centers serving school(s) with an economic deprivation rate less than 35% must allocate to each funded school at least 125% of the LEAs allocation per economically deprived child.**

LEAs may reduce an attendance center's allocation by the amount of any supplemental state and local funds meeting the requirements of Title I.A.

### **Supplementing State and Local Funds**

Under the Every Student Succeeds Act (ESSA), all federal funds must be used only to supplement, not supplant, the funds that would be available from state and local sources in the absence of these funds.

LEAs shall demonstrate the methodology used to allocate state and local funds to each Title I school. The methodology must ensure each Title I school receives all of the state and local funds it would have received had the Title I funds not been available.

### **Maintenance of Effort (MOE)**

An LEA may receive federal funds if DESE finds the LEAs combined fiscal effort per student or its aggregate expenditures from state and local funds for free public education for the preceding year is not less than 90% of the combined fiscal effort or aggregate expenditures for the second preceding year.

Compliance is verified each year in ePeGS under ESEA MOE using specific data from the Annual Secretary of the Board Report (ASBR).

DESE shall reduce the amount of the allocation in the exact proportion by which an LEA fails to meet the 90% maintenance requirement, if the LEA has also failed to meet the requirement for 1 or more of the 5 immediately preceding fiscal years. DESE will use the measure most favorable to the LEA when determining penalty.

**Waiver:** The U.S. ED Secretary may waive the requirements of this section if it is determined a waiver would be equitable due to exceptional or uncontrollable circumstances, such as a natural disaster, a change in the organizational structure, or a precipitous decline in the financial resources of the LEA.

## Comparability of Services

LEAs having attendance centers with overlapping grade spans may receive funds under Title I.A only if state and local funds are used to provide services in Title I.A schools which, taken as a whole, are at least comparable to services provided in schools within the LEA which are not receiving Title I.A funds. If the LEA is serving all schools under Title I.A, the LEA may receive Title I.A funds if it will use state and local funds to provide services that, taken as a whole, are substantially comparable in each school. Each year, [ESEA Finance](#) staff will use specific student/teacher FTE data from the October cycle of the MOSIS/Core Data Report to verify compliance using option 1 below.

If the ESEA Finance staff cannot verify compliance by using option 1, the LEA may use options 2 or 3 to document compliance:

1. Student/Teacher FTE Ratios - Comparability is achieved when the student/teacher FTE ratios in Title I.A schools do not exceed 110% of the average for non-Title I.A schools;
2. Student/Teacher Salary Ratios - Comparability is achieved when the average per-pupil salary expenditure in Title I.A schools is at least 90% of the average in non-Title I.A schools; or,
3. State and local per-pupil expenditures - Comparability is achieved when the average per-pupil expenditure in Title I.A Schools is at least 90% of the average state and local per-pupil expenditures in non-Title I.A schools.

### Written Assurance Option

Instead of using the above test options, an LEA shall be considered to have met the requirements of comparability if the LEA has filed with DESE a written assurance that it has established and implemented:

1. a local educational agency-wide salary schedule;
2. a policy to ensure equivalence among schools in teachers, administrators, and other staff; and,
3. a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies.

For the purpose of determining compliance with the above requirements, the LEA must exclude:

1. staff salary differentials for years of employment; and,
2. schools with 100 or fewer students.

For the purpose of determining compliance with the above requirements the LEA may exclude:

1. state and local funds expended for excess costs of providing services to children with disabilities as determined by the LEA and ELs;
2. unpredictable changes in student enrollment or personnel assignments that occur after the beginning of a school year; and,
3. supplemental state or local funds for programs that meet the intent and purposes of Title I.A.

LEAs having attendance centers with overlapping grade spans shall develop written procedures for compliance and maintain records documenting compliance.

There is no waiver process for the comparability requirement.

More information on fiscal requirements is available on the [ESEA Finance](#) website.

## **Participation of Nonpublic School Children**

Since the passage of ESEA in 1965, LEAs have been required to provide equitable service to nonpublic school students, teachers, and, in some cases, other education personnel and parents and family members under a number of the ESEA programs. Title I.A requires a participating LEA to provide eligible children attending nonpublic elementary and secondary schools their teachers, and their families with Title I.A services or other benefits

The Title I.A program provides supplemental educational services so all children have a fair, equal, and significant opportunity to obtain a high-quality education. Generally, to qualify for assistance, the student must reside within a Title I.A served attendance area of the LEA and be failing, or at risk of failing, to meet student academic achievement standards.

### Ombudsman

To help ensure equitable services and other benefits for nonpublic school children, teachers, other educational personnel, and families, the DESE has designated an ombudsman to monitor and enforce ESEA equitable services requirements for Title I.A and Title VIII. The ombudsman serves as the primary point of contact for answering questions and concerns from nonpublic school officials and LEAs regarding the provision of equitable services. To contact the ombudsman call 573-526-4365.

### Allocations

Title I.A total allocations for LEAs are determined on the formula counts of children living within the LEA's boundaries. From the public school's allocation, the proportionate share for nonpublic schools is based on the percentage of nonpublic economically deprived children residing in the served attendance areas of the LEA's boundaries.

The LEA has final authority to calculate the number of children, ages 5 through 17, who are from economically deprived families and attend nonpublic schools by:

1. using the same measure of economic deprivation used to count public school children (free & reduced lunch count). This count may be collected for funding through School Food Services or collected through a survey form. If enrolled in the Free and Reduced Lunch Program, this method must be used;
2. using the results of a survey, to the extent possible, protects the identity of families of nonpublic school students, and allowing such survey results to be extrapolated if complete actual data are unavailable. This option allows a school to extrapolate the number of economic deprived nonpublic school children from actual data on a representative sample of nonpublic school children. The representative sample size should be large enough to reasonably conclude the economic deprivation estimate is accurate;
3. applying the economic deprivation percentage of each participating public school attendance area to the number of nonpublic school children who reside in that school attendance area. Using this method will automatically calculate the total number of economically deprived students from each school based on the LEA's percentage of economically deprived students; or,
4. using an equated measure of economically deprived children correlated with the measure of economically deprived children used to count public school children.

For example, an LEA with four Title I.A served public school attendance areas and a total Title I.A allocation of \$1,000,000 would determine the total amount available for all equitable service activities (proportionate share) as follows:

<b>Example of Determining the Amount of Title I.A Funds for Equitable Services</b>			
<b>Served Public School Attendance Centers</b>	<b>Number of Public School Economically Deprived Children</b>	<b>Number of Nonpublic School Economically Deprived Children</b>	<b>Total Number of Economically Deprived Children</b>
A	500	120	620
B	300	9	309
C	200	6	206
D	350	15	365
TOTAL	1,350	150	1,500
PROPORTIONATE SHARE	90%	10%	
	\$900,000	\$100,000	

To generate this allocation, the nonpublic schools must indicate through the Nonpublic Registration they choose to participate in Title I.A services. While allocations are determined on economic deprivation, services delivered to eligible students are based on educational deprivation determined through multiple criteria.

The LEA must always maintain control of the program funds as well as title to all materials, equipment, and property purchased with federal dollars.

#### Nonpublic Registration

In order to receive Title I.A services, nonpublic schools must submit the annual Nonpublic School Registration Form. The Nonpublic Registration Form will open in October of each year in [DESE Web Applications](#). The Nonpublic Registration Form must be submitted no later than November 30<sup>th</sup>.

The information from the Nonpublic Registration Form will be used for the following purposes:

1. To prepare a list of economically deprived schools. The teachers in these schools may be eligible for full or partial cancellation of loans they obtained under the federal Perkins Loans program and the National Direct Student Loan programs.
2. To enable nonpublic school participation in Title I.A programs under ESSA.
3. To generate a Nonpublic count used for Public School Special Education Individuals with Disability Act (IDEA) Part B allocation calculation. IDEA requires LEAs to set aside a proportionate share amount of IDEA funds for parentally placed nonpublic school students with disabilities.
4. To generate nomination applications for the MO Fine Arts Academy and the MO Scholars Academy.
5. For general statistical purposes related to projecting population shifts, changes in school-age population, etc.

Although submission of the Nonpublic Registration Form is voluntary, the nonpublic school official should give it careful consideration. Under regulations of the DESE State Board of Education, teachers in nonpublic schools that do not submit a registration form will not be considered for loan cancellation benefits, nor will services be provided to nonpublic schools under the above mentioned programs.

#### Nonpublic Registration Public School Verification

It is the responsibility of the public LEA to ensure the nonpublic schools are receiving equitable Title I.A services for the children residing in the LEA boundaries. Title I.A regulations state funds

for services to nonpublic school children are determined by the number of economically deprived nonpublic school children who reside in Title I.A participating public school boundaries.

LEAs are required to verify and accept the enrollment counts, economic deprivation counts and the economic deprivation methods submitted by the nonpublic schools serving children from the LEA's boundaries. On December 1<sup>st</sup> the Nonpublic Registration Public School Verification will open in [DESE Web Applications](#) for public schools. Public school officials must consult with nonpublic school officials to verify enrollment counts and economic deprivation counts by reviewing nonpublic students' addresses and economic deprivation surveys. Once the verification is complete the public school official will either accept or decline the values entered in the registration form. If the public school official declines any values, consultation should occur between public school and the nonpublic school official to determine if changes are needed. After consultation, the nonpublic school must go back into the registration form, update values (if necessary), and resubmit the registration form. The public school and nonpublic school will work together until all values are accepted.

### Consultation

Consultation with officials from the nonpublic schools is an essential requirement in the implementation by an LEA of an effective Title I.A program for eligible nonpublic school children, their teachers, and their parents and families. Title I.A services for nonpublic students must be developed in consultation with officials of the nonpublic school, regardless of whether or not the nonpublic school they attend is located in the LEA.

LEAs must have ongoing consultation with nonpublic schools who:

1. have students residing in the LEA served attendance centers;
2. indicated they wanted to participate in Title I.A services during the nonpublic registration process;
3. enrollment, economic deprivation method, and economic deprivation counts were accepted during the nonpublic registration verification process; and,
4. have students with an economic deprivation

To view a list of nonpublic schools which meet the above criteria, go to the Nonpublic Title I.A Report.

The consultation process between public and nonpublic school officials regarding the Title I.A program services should result in a Title I.A program designed to meet the education needs of eligible nonpublic school children. Consultation must include meetings between LEA officials and appropriate nonpublic school officials and must occur before the LEA officials make any decision that affects the opportunity for nonpublic school children to participate. In addition, consultation must be ongoing and occur in a timely and meaningful manner during the design, development, and implementation of the program. Both LEA and nonpublic school officials shall have the goal of reaching agreement on how to provide equitable and effective programs for eligible nonpublic school children, the results of which agreement shall be recorded in the Public/Private Design for Educational Services. Ultimately, the LEA officials make the final decisions regarding provision of services after consultation has occurred.

Consultation topics must include at a minimum:

1. how the children's needs will be identified;
2. what services will be offered;
3. how, where, and by whom the services will be provided;

4. how the services will be academically assessed and how the results of that assessment will be used to improve those services;
5. the size and scope of the equitable services to be provided to eligible nonpublic school children, the proportion of funds that is allocated for such services and how that proportion of funds is determined;
6. whether the LEA wishes to transfer funds from a program subject to equitable services to another program and the effects the transfer will have on the nonpublic school.
7. the method or sources of data that are used to determine the number of children from economically deprived families in participating school attendance areas who attend nonpublic schools;
8. how and when the LEA will make decisions about the delivery of services, including a thorough consideration and analysis of the views of the nonpublic school officials on the provision of services through a contract with potential third-party providers;
9. how, if the LEA disagrees with the views of the nonpublic school officials on the provision of services through a contract, the LEA will provide in writing to the nonpublic school officials an analysis of the reasons why the LEA has chosen not to use a contractor;
10. whether the LEA shall provide services directly or through a separate government agency, consortium, entity, or third-party contractor;
11. whether to provide equitable services to eligible nonpublic school children by:
  - a. creating a pool or pools of funds with all of the funds allocated based on all the children from economically deprived families in a participating school attendance area who attend nonpublic schools; or,
  - b. in the LEA's participating school attendance area who attend nonpublic schools with a proportion of funds allocated based on the number of children from economically deprived families who attend nonpublic schools;
12. when, including the approximate time of day, services will be provided;
13. whether to consolidate and use funds provided under Title I in coordination with eligible funds available for services to nonpublic school children under applicable programs (Title I.C, Title II.A, Title III.A, Title IV.A and Title IV.B) to provide services to eligible nonpublic school children participating in programs; and,
14. how nonpublic school parents and families will be involved equitably in services and activities.

The LEA must maintain and provide to DESE the Statement of Nonpublic School Consultation and Participation for Title I.A Form signed by an official of each nonpublic school affirming the required consultation has occurred and the program design is equitable with respect to eligible nonpublic school children.

#### Obligation of Funds

Funds allocated to the LEA for educational services and other benefits to eligible nonpublic school children, teachers, and other educational personnel, and families must be obligated in the fiscal year for which the funds are received by the LEA. The purpose of this requirement is to ensure the nonpublic receives the services they are entitled to in a timely manner.

If the LEA is unable to obligate all funds within this time frame, in a reasonable and responsible manner, the funds may remain available for the provision of equitable services during the subsequent school year. In determining how carryover funds will be used the LEA must consult

with the nonpublic school officials.

Further guidance on obligation of funds can be found on page 14.

### Multiple Criteria

In consultation with nonpublic school officials, the LEA must establish multiple educationally related, objective criteria to determine which nonpublic school children are eligible to receive services. Students may not qualify or disqualify for services based on a single criterion, therefore, a minimum of 3 criteria are required. Further guidance on multiple criteria can be found on page 35.

### Services

The Title I.A services provided by the LEA for nonpublic school participants are designed to meet their educational needs to supplement the educational services provided by the nonpublic school.

In order to be equitable, services must be:

1. provided in a timely manner;
2. provided directly or through contracts with public and private agencies, organizations, and institutions;
3. secular, neutral, and non-ideological; and,
4. provided at the public school, a neutral site at the nonpublic school, or another neutral site.

After timely and meaningful consultation with appropriate nonpublic school officials, the LEA must provide supplemental services to meet the specific educational needs of the participating nonpublic school students and teachers. The LEA may not use Title I.A funds to provide the core academic program of the nonpublic school. The services can be different from those provided to public school students and teachers, but must be allowable services under Title I. An LEA may provide services to nonpublic school students and teachers through an employee of the LEA or through a contract with a third-party provider, an individual, an education institution, or some other agency, in the provision of those services, is under the control and supervision of the LEA and is otherwise independent of the nonpublic school and any religious organization. An LEA may hire and pay nonpublic school teachers to provide federal supplementary services to nonpublic school students, but time spent providing such services must be separate from their contract hours with the nonpublic school. During this time they are employed by the LEA, the nonpublic school teachers must be independent of the nonpublic schools and any religious organizations, and must be under the LEA's direct supervision and control.

Nonpublic school teachers who have Title I.A served students in their classroom may participate in professional development activities paid with Title I.A funds. Nonpublic school teachers who do not have Title I.A served students in their classroom may not participate in professional development activities paid with Title I.A funds. The professional development activities should reflect the needs of the nonpublic school children being served by the Title I.A program and the skills and knowledge nonpublic school teachers need in the classroom to better instruct the Title I.A children. After the first year of a program, the student assessment results should determine the content of the next professional development program for nonpublic school teachers of Title I.A students.

### Parent and Family Engagement

Programs, activities, and procedures must be implemented with parents and families of participating nonpublic children (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children). Parent and family engagement shall include participation of nonpublic parents in ongoing and meaningful communication about student academic learning and other school activities, ensuring nonpublic parents and families:

1. play an integral role in assisting their child's learning;
2. become actively involved in their child's education; and,
3. become full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child.

The LEA shall ensure nonpublic parents and families have the opportunity to participate, on an equitable basis, in parent and family engagement services and activities.

An LEA must reserve and spend at least 1% of its Title I allocation to carryout required Title I parent and family engagement activities if the LEA's Title I allocation exceeds \$500,000. To determine the minimum amount it must spend on parent and family engagement activities, an LEA must calculate 1% of its total Title I allocation. The LEA then applies the proportionate share percentage for services to nonpublic school students to determine how much it must spend for parent and family engagement activities for the families and parents of eligible nonpublic students. The LEA must spend that amount from the proportion of its Title I allocation available for equitable services for nonpublic school students.

<b>EXAMPLE OF EQUITABLE SERVICES FOR PARENTS AND FAMILIES OF ELIGIBLE NONPUBLIC CHILDREN (Based on Table A)</b>			
<b>LEA's Title I allocation</b>	<b>1% for parent and family engagement</b>	<b>Proportionate share for equitable services for parents and families</b>	<b>Source of funds for equitable services for parents and families</b>
\$1,000,000	\$10,000	\$1,000 (\$10,000 X 10%)	\$100,000 - \$1,000=\$99,000 Remaining for instruction and professional development

Complaint Process for Noncompliance with Equitable Services

Complaints can be filed concerning violations of nonpublic services by DESE, LEA, and educational service agency, consortium of those agencies or entities. Following DESE's ESSA Complaint Procedure, the complaint must be written and submitted to DESE.

Additionally, a nonpublic school official has the right to file a complaint to the SEA asserting the LEA did not:

1. engage in consultation that was meaningful and timely;
2. give due consideration to the views of the nonpublic school official; or,
3. make a decision that treats the nonpublic school students equitably.

If the appropriate nonpublic school officials have requested DESE provide such services directly and demonstrated the LEA involved has not met the requirements for providing equitable services in accordance with [DESE's ESSA Complaint Procedures](#), DESE shall provide services directly or through contracts with public or nonpublic.

Evaluation

The LEA must review data annually to assess the effectiveness of its nonpublic Title I.A program

to improve Title I.A services. During consultation, the LEA and nonpublic school officials determine the standards that are to be used to measure the effectiveness of the Title I.A program, what assessment will be used to measure the agreed upon standards, and what constitutes annual progress for the Title I.A program in the nonpublic school. The LEA should meet with nonpublic school officials, teachers and parents of children in the Title I.A program in the spring to evaluate Title I.A services.

Documentation of this program evaluation must include:

1. meeting agendas;
2. sign-in sheets which show appropriate representation of public and nonpublic school personnel;
3. minutes of meetings which reflect:
  - a. a review of the student achievement data;
  - b. a review of the parents' evaluations/surveys;
  - c. a review of the program strengths and weaknesses (needs assessment);
  - d. a review of the school-parent compact; and,
  - e. documentation of recommendations and revisions of Title I.A services.

#### Title I.A Nonpublic Bypass Provision

Bypass is a means by which the U.S ED Secretary directly provides equitable services to nonpublic school students and teachers through a third-party provider, if the LEA or DESE has substantially failed or is unwilling to provide, or is prohibited by law from providing, equitable services for nonpublic school students.

The allocation for nonpublic services provided through the bypass provision is taken directly from the LEA's original allocation. The bypass amount is found as an Allocation Adjustment on the Current Funds Available page in the ESEA Consolidated Application. LEAs on bypass are prohibited by law from providing for the participation in Title I.A services; nonpublic consultation and services are provided by the third party contract through U.S ED.

A list of LEAs on bypass is available on the [Federal Programs website](#). An LEA designated as bypass can be found on Step 3 and 4 of the BOA in the ESEA Consolidated Application.

The LEA and the nonpublic school(s) with children residing in the LEA boundaries may request to be removed from bypass. All representatives must write and sign off on a plan which documents the public school will provide Title I.A services on an equitable basis. This plan and a request to be removed from bypass should be sent to the [Director of Federal Programs](#) at DESE. The request and plan will be reviewed to determine whether it meets the requirements of the law. Once accepted by DESE, the request and plan will be forwarded for approval to U.S. ED Secretary.

### **Types of Title I.A Programs**

There are three types of Title I.A programs an LEA may implement:

1. Targeted Assistance;
2. Schoolwide; and/or,
3. Schoolwide Pool.

### **Targeted Assistance**

In targeted assistance schools, funds must be used for serving children identified as having the

greatest educational need.

### Components of a Targeted Assistance Program

The Title I.A program assists targeted assistance schools in meeting the MLS in English language arts, math, and reading.

Each targeted assistance program must:

1. use Title I.A resources to help participating children meet state standards which may include programs, activities, and academic courses necessary to provide a well-rounded education;
2. use methods and instructional strategies to strengthen the academic program of the school through activities which may include:
  - a. expanded learning time, before- or after-school programs, and summer programs and opportunities; and,
  - b. a schoolwide tiered model to prevent and address behavior problems, and early intervening services, coordinated with similar activities and services carried out under IDEA.
3. coordinate with and support the regular education program, which may include services to assist preschool children in transition from early childhood programs such as Head Start, or Missouri Preschool Program (MPP) to elementary school programs;
4. provide opportunities for professional development with resources for teachers, principals, other school leaders, paraprofessionals, and if appropriate specialized instructional support personnel who work with eligible children in Title I.A targeted programs or in the regular education program;
5. provide strategies to increase the involvement of parents of eligible children; and,
6. coordinate and integrate federal, state, and local services and programs such as:
  - a. violence prevention programs;
  - b. nutrition programs;
  - c. housing programs;
  - d. Head Start programs;
  - e. adult education programs;
  - f. career and technical education programs; and,
  - g. comprehensive support and improvement activities or targeted support and improvement activities.
7. Provide to the LEA an assurance the school will:
  - a. help provide an accelerated, high-quality curriculum;
  - b. minimize the removal of children from the regular classroom during regular school hours for supplemental instruction; and,
  - c. on an ongoing basis, review the progress of eligible children and revise the targeted assistance program.

### Requirements for Targeted Assistance Programs

Each school conducting a targeted assistance program shall assist participating children to meet state standards by:

1. coordinating Title I.A resources with other resources;
2. reviewing, on an ongoing basis, the progress of participating children and revising the program, if necessary; and,
3. providing additional assistance such as an extended school year, before- or after-school programs, preschool programs, training for teachers regarding how to identify

students who need additional assistance, and training for teachers regarding how to implement the MLS in the classroom.

### Multiple Criteria

Students to be served by Title I.A are those identified by a school as not meeting the MLS, the basis of multiple, educationally related, objective criteria established by the LEA and the school. Students may not qualify or disqualify for services based on a single criterion; therefore, a minimum of three criteria are required. The multiple criteria used to identify students to be served are determined by each participating school and may vary from school to school within the LEA. More information on [multiple criteria](#) can be found on the Federal Programs website.

### Preschool through Grade 2

Students from preschool through grade 2 shall be selected on the basis of objective and developmentally appropriate measures. Parents as Teachers (PAT) data, developmentally appropriate assessment, teachers' objective checklist/academic indicators, parent checklist and other criteria such as classroom grades and other performance assessments may be used. **FOR PRESCHOOL ONLY**, parent income can be used as one of the criteria.

### Grades 3 through 12

Multiple criteria for grades 3-12 must include a weighted standardized test score. For those grade levels in which the Missouri Assessment Program (MAP) and End-of-Course (EOC) assessments are given, those scores must be used. The LEA may use teacher objective checklist/academic indicators, parent checklist or other criteria such as; classroom grades and other performance assessments to complete the multiple criteria requirement.

### Master Lists

Master lists must be maintained for all grades served containing the names of students who have the most need within a Title I.A targeted assistance school.

The master lists must indicate:

1. students selected to participate;
2. the criteria used for selection; and,
3. appropriate cut-off scores.

Children who could be served but who must be selected on the same basis as other children identified as eligible for Title I.A services include:

1. economically disadvantaged children;
2. children with disabilities;
3. migrant children; and,
4. ELs.

Other children who are also eligible for Title I.A services include:

1. children who have participated in Head Start, or a Title I.A preschool during the past two years;
2. migrant children who received services during the past two years;
3. homeless children attending any school in the LEA; and,
4. children in a local institution for neglected children, and youth attending a community day program.

A school may not use Title I.A funds to provide services that are required by state law to ELs or

children with disabilities. Title I.A must be in addition to Individualized Education Plan (IEP) instruction just as it is also supplemental to math and reading instruction in the regular classroom.

Additional information about student selection may be found in the Resources Section at the end of this manual.

### Late Enrollees

Multiple criteria selection procedures used for late enrollees must be comparable to those used to select Title I.A students at each grade level at the beginning of the year.

## **Schoolwide**

The purpose of the schoolwide program is to use the key elements of Title I.A to upgrade the entire educational program of a school so all students can reach high educational standards.

A school is eligible to implement a schoolwide program if at least 40% of the enrolled students are economically deprived or 40% of the school attendance center children are from economically deprived families. Eligibility is determined by the free and reduced lunch percentage for that school. Schools in which **less** than 40% of the enrolled students are economically deprived or **less** than 40% of the school attendance center children are from economically deprived families, may operate a schoolwide program if the school receives a waiver from DESE to do so. An eligible school, or school wishing to receive a waiver, after consulting with the LEA, must submit the [Title I Schoolwide Commitment Letter](#) to DESE stating the school's intent to implement a schoolwide program.

If an LEA requests to serve a school with less than 40% economic deprivation with a schoolwide model, the LEA must also submit a written request to the [Federal Programs section](#) requesting to waive the 40% threshold. The waiver must include a meeting agenda, and sign in sheets and minutes of meeting held with school staff. The minutes must document staff conversations about the success of their current targeted model and a description of how a schoolwide model will build upon their targeted model success or increase the level of success for their students. The meeting minutes must provide a description of how ALL students will be served in particular those most at risk of not meeting the challenging state academic standards.

The criteria DESE will use for approving a waiver request will include:

1. The LEA submits a meeting agenda, sign in sheet with staff signatures and meeting minutes.
2. The LEA describes the level of success of their current targeted model after reviewing school level data and looking at the schools comprehensive needs assessment.
3. The LEA describes how a schoolwide program will meet the needs of all students, including those most at risk of not meeting the challenging state academic standards.

Program decisions are to be made at the school level, in consultation with their LEA, determine how to use their funds in ways that best meet the needs of their students. Bringing these decisions to the school level helps discourage an LEA directed "one-size-fits-all" program and instead, affords a significant resource for schools to use in order to meet the needs of all their students.

Non-regulatory guidance "[Supporting School Reform by Leveraging Federal Funds in a Schoolwide Program](#)" is available for more information.

### Schoolwide Program Plan

A school operating a schoolwide program shall develop and submit a Schoolwide Program Plan which is a comprehensive plan that:

1. is developed during a one year period unless the LEA determines, in consultation with the school that less time is needed to complete all components of the schoolwide program;
2. is developed with the involvement of parents, school personnel and other members of the community;
3. remains in effect for as long as the school participates in Title I.A, being annually reviewed and revisions made as necessary;
4. is available to the LEA, parents and the public in an understandable and uniform format and to the extent practicable in a language the parents can understand;
5. if appropriate and applicable, is developed in coordination and integration with other federal, state, and local services, resources, and programs;
6. is based on a comprehensive needs assessment of the entire school that takes in to account information about the performance of children in relation to the MLS;
7. includes a description of schoolwide reform strategies that:
  - a. provide opportunities for all children to meet the MLS;
  - b. use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time (i.e. extended school year, before- or after-school, summer, preschool), and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;
  - c. address the needs of all children in the school, but particularly the needs of those at risk of not meeting the MLS through activities that may include:
    - i. counseling, school-based mental health programs, specialized instructional support, services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;
    - ii. preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as AP, IB, dual or concurrent enrollment, or early college high schools);
    - iii. implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services, carried out under IDEA;
    - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects; and,
    - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs; and,
8. includes a description of, if programs are consolidated, the specific state and local programs and other federal programs that will be consolidated in the schoolwide program.

### Use of Funds for Dual or Concurrent Enrollment Programs

A secondary school operating a schoolwide program may use funds to operate dual or

concurrent enrollment programs that address the needs of low achieving secondary students and those at risk of not meeting the challenging state academic standards.

A secondary school using funds for dual or concurrent programs may use such funds for any of the cost associated with such program including the cost of:

1. training for teachers and joint professional development for teachers in collaboration with career and technical educators from institutions of higher education where appropriate for the purpose of integrating rigorous academics;
2. tuition and fees, books, required instructional materials for such program and innovative delivery methods; and,
3. transportation to and from such programs.

### Schoolwide Pool

By consolidating funds from federal, state, and local sources, a schoolwide program school can address its needs using all available resources. This gives a school more flexibility in how it uses available resources to meet the specifically identified needs of its students.

Consolidating federal funds in a schoolwide program has other advantages, too.

1. A school that chooses to consolidate and use funds from different federal programs under this section shall not be required to maintain separate fiscal accounting records, by program, that identify the specific activities supported by those particular funds as long as the school maintains records that demonstrate the schoolwide program, considered as a whole, addresses the intent and purposes of each of the federal programs were consolidated to support the schoolwide program. *[Section 1114(a)(3)(C)]*
2. A school that consolidates federal funds in its schoolwide program is not required to meet most of the statutory and regulatory requirements of the specific federal programs included in the consolidation. However, the school must ensure it meets the intent and purposes of the federal programs included in the consolidation so the needs of the students are met. *[Section 1114(a)(3); 34 CFR 200.29(a), (b), (d)]*

Consolidating funds in a schoolwide program means a school treats the consolidated funds like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated schoolwide pool to support any activity of the schoolwide program without regard to which program contributed the specific funds used for a particular activity. A schoolwide school must identify in its schoolwide plan which programs are included in its consolidation. *[Section 1114(b)(27)(B)]*

Keep in mind an LEA must ensure such a school meets the supplement not supplant requirement as it relates to a schoolwide program, i.e. each school operating a schoolwide program must receive all the state and local funds it would otherwise receive to operate its educational program in the absence of Title I.A or other federal education funds. *[Section 1114(a)(2)(B)]*

**LEAs may implement targeted assistance, schoolwide and schoolwide pool programs in different schools.**

## **Preschool**

Research indicates that preschools are an effective early intervention strategy. To help all children succeed in kindergarten and primary grades, Title I.A funds may provide preschool education. Title I.A preschool programs are designed for educationally disadvantaged three and four-year-old children. Educationally disadvantaged children are defined as children whose educational attainment is below the level appropriate for children of their age.

### Selection of Students

LEAs may serve three and four-year-old children in a Title I.A preschool; but in case of limited resources, four-year-olds should receive priority. Multiple criteria must be used to identify children for participation in a Title I.A targeted assistance preschool and also in a schoolwide program when a waiting list exists. Each criterion must be objective, developmentally appropriate, and educationally related. PAT data, developmentally appropriate assessment, teachers' objective checklist/academic indicators, parent checklist and other performance assessments may be used. **FOR PRESCHOOL ONLY**, parent income can be used as one of the criteria.

### Certification

A teacher employed in a Title I.A preschool program must have an Early Childhood Education certificate or an Early Childhood Special Education certificate. A paraprofessional employed in a Title I.A preschool must have at least sixty college hours or have passed the ParaPro Assessment or Paraprofessional Assessment.

### Curriculum

Activities in the Title I.A preschool must be developmentally appropriate and the Missouri Early Learning Goals should be incorporated into the instructional activities.

Teachers must implement one of the following curriculum models:

1. Creative Curriculum;
2. Emerging Language and Literacy Curriculum (ELLC);
3. High/Scope; or,
4. Project Construct

Teachers must receive training directly from the curriculum source.

### Schedule

The preschool should adopt the same starting and ending dates as other schools in the LEA and should align its schedules, as practicable, with the LEA's calendar throughout the school year, including professional development and teacher work days.

Based on a community needs assessment and resources available, a Title I.A preschool program should be at least 4 days per week, and, if possible, 5 days per week. While a full-day program is preferable, a half-day program would serve children for at least 2 1/2 hours per day.

### Caseloads

It is recommended a full time teacher have no more than ten students per session. It is also recommended that a full time teacher and a paraprofessional have no more than twenty students per session.

### Parent Involvement

Parent involvement opportunities must be offered to assist parents to be partners in their child's

education. Activities to help parents and their children in the transition to kindergarten must be provided. It is recommended that a PAT parent educator trained in working with three to five-year-old children be assigned to work with the families with children in the Title I.A preschool. This parent educator should be a member of the early childhood team and be the liaison for all parent involvement.

#### Collaboration

Regardless of when the program is implemented, schools are encouraged to pursue collaborative arrangements with local childcare agencies and Head Start especially for students who are attending a preschool program for half days only.

#### Funding and Allowable Uses

The LEA may use a portion of its Title I.A allocation for funding a Title I.A preschool. No additional Title I.A funds are provided to an LEA for implementing the preschool program. If the LEA chooses to fund a Title I.A preschool, they must also serve a K-12 attendance center. The LEA's Title I.A program cannot be a preschool program only.

The following costs are allowable expenditures from the LEA's Title I.A allocation: salaries and benefits of Title I.A preschool teachers and paraprofessionals, student supplies, snacks, educational field trips, parent involvement activities, professional development for teachers or paraprofessionals, lease of a modular unit for a classroom, and developmentally appropriate play equipment. Transportation for preschool students is an allowable expenditure with Title I.A funds if there is an additional cost for transporting preschool students above the cost of transporting K-12 students. Staff of a Title I.A preschool should be included in all LEA sponsored professional development as applicable.

#### Early Learning Blended Funding

As LEA's assess early learning programs for children ages three to five to determine the need within their community, exploring the opportunities of blending early learning funds and services may be advantageous. Blended funding occurs when two or more funding sources are pooled to support educational cost to ensure consistency, eliminate duplication of services, allow for maximum flexibility of funds, and reduce burden. Additional guidance on blended funding is available on the [Early Learning](#) website.

#### Coordination of Preschool Activities

Each LEA receiving Title I.A funds shall develop agreements and coordinate its activities with Head Start agencies and, to the extent possible, other early childhood developmental programs such as the MPP. These activities are designed to increase coordination between the LEA and the Head Start agency and, if feasible, other entities carrying out early childhood education programs serving children who will attend the schools of the LEA.

Coordination activities include:

1. developing and implementing a systematic procedure for receiving records regarding such children transferred with parental consent to the LEA;
2. establishing channels of communication between school staff and other early childhood educators;
3. conducting meetings involving parents/guardians, kindergarten or elementary teachers, and early childhood educators to discuss developmental and other needs of individual children;
4. organizing and participating in joint transition related training of school staff, Head Start

- staff, and where appropriate, other early childhood education program staff; and,
5. linking the educational services provided by the LEA with the services provided by MPP and local Head Start agencies.

## **Eligible Children**

1. not over age 21 who are entitled to a free public education through grade 12; or
2. pre-school age children

## **Facilities**

LEAs must make every effort to use existing facilities to meet the needs of the proposed activities. However, the LEA may lease mobile units or rent a facility if existing facilities are not adequate for Title I.A services. The length of the lease for a mobile unit or facility may not extend beyond the end of the project period. The LEA is responsible for carrying out the lease agreement.

The lease agreement must include the dollar cost per period, number of teaching stations or classrooms, square feet of instructional space, other included facilities and equipment, and installation responsibility. Delivery and set-up costs are allowable Title I.A expenses, but site preparation, including wiring and plumbing, is the responsibility of the LEA.

Facilities leased with Title I.A funds must be accessible to physically disabled persons and meet all applicable standards for the purpose of assuring accessibility as required by Public Law 90-480.

Title I.A funds may not be used to modify existing facilities to meet the standards, nor may Title I.A funds be used to build walks, ramps, rails, or other external structures. Any facilities leased with Title I.A funds must meet the standards of the Asbestos Hazard Emergency Response Act and the Environmental Protection Agency.

## **Materials and Supplies**

Title I.A funds may be used to purchase supplemental instructional materials and supplies for the exclusive use of Title I.A students in a targeted assistance program and must be located in Title I.A targeted assistance classrooms only.

In a schoolwide setting, materials and supplies may not be supplemental, but must reflect the needs listed in the needs assessment and be addressed in the schoolwide plan.

## **Title I.A Funds and Technology**

Title I.A funds may be used to purchase technology-related equipment, materials, and supplies (such as computers, monitors, printers, software and licenses).

The guidelines for purchasing technology-related equipment with Title I.A **targeted funds** include:

1. purchases must support the instruction of challenging academic achievement standards;
2. purchases must be for the exclusive use of Title I.A participants;
3. purchases must be “reasonable and necessary” for the Title I.A program; and,
4. technology/equipment must be located in Title I.A classrooms only.

The guidelines for purchasing technology-related equipment with Title I.A **schoolwide funds**

include:

1. purchases must support the instruction of challenging academic achievement standards; and,
2. purchases must be “reasonable and necessary” for the Title I.A program.

## **Coordination of Instruction**

Every effort should be made to coordinate the entire Title I.A program with any other program that serves participating children. The Title I.A program should coordinate with any program that could remove barriers to the academic success of Title I.A children. In addition, Title I.A teachers should be given time to coordinate with regular classroom teachers. Title I.A must not use a separate curriculum but will assist Title I.A children to meet the same state standards as other children.

## **Comprehensive Services** [Section 1115 (e)(2)]

Health, nutrition, and other social services for students who are eligible for Title I.A instructional activities may be approved under the following conditions:

1. a comprehensive needs assessment has been conducted; and,
2. collaborative partnerships have been established with local service providers.

If funds are not reasonably available from other public or private sources to provide such services, then a portion of Title I.A funds may be used as a last resort to provide:

1. basic medical equipment, such as eyeglasses and hearing aids;
2. compensation of a coordinator;
3. family support and engagement services;
4. integrated student supports; and,
5. professional development necessary to assist teachers, specialized instructional personnel, other staff, and parents/guardians in identifying and meeting the comprehensive needs of eligible children.

## **Instructional and Staff Guidelines**

### Assignment of Personnel

Title I.A staff may:

1. serve only students eligible to participate in a targeted assistance program;
2. assume duties beyond classroom instruction that are assigned to non-Title I.A personnel, as long as the proportion of time does not exceed that of non-Title I.A personnel;
3. not be pulled away from Title I.A duties to serve as substitutes;
4. participate in general professional development and school planning activities; and,
5. teach collaboratively with regular classroom teachers.

### Instructional Time and Caseloads

1. Title I.A staff should spend enough time with each student in supplemental settings to allow the student to develop the same skills their peers have mastered. The goal is always to have students succeed so they can exit supplemental services. Students receiving services should be assessed often in formal and informal ways to monitor progress and guide instruction.
2. Title I.A staff should have at least the same number of instructional and planning minutes per week as classroom staff.

3. A full-time caseload for certified teachers is 30 to 60 students. Fewer students may be served if the teacher is working one-on-one with students or with very small groups of up to three students.
4. Paraprofessionals do not have a caseload since students would be counted in the Title I.A or classroom teacher's enrollment numbers.
5. It is recommended a certified teacher provide instruction in groups of no more than 10, or up to 20 students, if a paraprofessional or an additional classroom teacher is present.

#### Qualifications of Title I.A Teachers and Instructional Coaches

Teachers and instructional coaches paid with Title I.A funds must be appropriately certified for the grade level and content area they are teaching. These requirements would apply to all teachers and instructional coaches in a schoolwide program (even those not paid with Title I.A funds). The [MOSIS/Core Data Manual](#) describes the certification requirements for the appropriate course codes.

#### Qualifications of Title I.A Instructional Paraprofessionals

Instructional paraprofessionals must have a minimum of 60 semester hours of college credit with a certified transcript on file, **OR** have passed the ParaPro Assessment **OR** the ParaProfessional Assessment. These requirements would apply to all paraprofessionals in a schoolwide program (even those not paid with Title I.A funds).

Exceptions to paraprofessional requirements:

1. one who is proficient in English and another language and who provides services primarily to enhance the participation of children as a translator;
2. one who is a personal assistant and primarily attends to the physical needs of a student; and,
3. one whose duties consist solely of conducting parental involvement activities.

LEA's may use Title I.A funds to support ongoing training and professional development for teachers and paraprofessionals to meet certification requirements.

#### Duties of Title I.A Paraprofessionals

Paraprofessionals provide instructional support services under the direct supervision of an appropriately certified teacher. The paraprofessional must be in close and frequent proximity of the appropriately certified teacher. They should not provide direct instruction or introduce new skills, concepts or academic content to students.

Paraprofessionals paid with Title I.A funds may:

1. provide one-on-one tutoring for eligible students, if the tutoring is scheduled at a time when the student would not otherwise receive instruction from a teacher;
2. assist with classroom management, such as organizing instructional materials;
3. provide instructional assistance in a computer laboratory;
4. conduct parental involvement activities;
5. provide instructional support in a library or media center;
6. act as a translator; and,
7. participate in professional development activities.

## Delivery of Services

Methods to deliver services for Title I.A instruction include but are not limited to:

1. Before- or after-school services
  - a. Supplemental services provided before- or after-school.
2. Class Size Reduction
  - a. Reducing class size by adding an additional appropriately certified teacher.
  - b. The Missouri School Improvement Program (MSIP) requirements for class size must be met before adding additional teachers.
3. Early Literacy Learning
  - a. Tier II and III intervention for struggling readers provided by a Reading Recovery/Early Literacy teacher.
4. Instructional Coaching (Reading, Math or Science)
  - a. Assistance to teachers to improve instruction.
5. Neglected Institution
  - a. Educational services for students in an institution for neglected youth.
6. Preschool
  - a. Services provided to three and four-year-old children.
7. Pull-out
  - a. Students pulled from regular classroom for supplemental instruction.
  - b. Although pull-out of Title I.A children should be minimized, at certain times it may meet the needs of some children.
  - c. When using this method, children should not always be pulled from the same core courses.
  - d. Children must receive the core instruction before being pulled out for supplemental instruction.
8. Push-in
  - a. Supplemental instruction provided in a regular classroom.
  - b. A Title I.A teacher or paraprofessional may work within the regular classroom to provide supplemental instruction. In a targeted model the Title I.A teacher or paraprofessional must target services appropriate to those children identified as needing additional assistance.
9. Reading Recovery
  - a. Tier III intervention for struggling readers provided by a Reading Recovery teacher.
  - b. Title I.A may fund certified Reading Recovery teachers.
10. Summer programs
  - a. Transition programs or jump start before the start of school is allowed.
11. Teaching Methods Coaching
  - a. Assistance for teachers with teaching methods and pedagogy.

## **Parents Right-to-Know**

At the beginning of each school year, an LEA must notify parents/guardians of each student who attends a school receiving Title I.A funds informing them they may request, information regarding the professional qualifications of their child's classroom teachers.

The teachers' qualifications will include, at a minimum, the following:

1. whether the teacher has met state certification and licensing criteria for the grade levels and subject areas in which the teacher is providing instruction;

2. whether the teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived;
3. whether the teacher is teaching in the field of discipline of the certification of the teacher; and,
4. whether their child is provided services by paraprofessionals and, if so, their qualifications.

In addition to the above information parents may request, a school that receives Title I.A funds must provide to each individual parent:

5. information on the level of achievement and academic growth of their student, if applicable and available, on each of the state academic assessments required under Title I.A; and,
6. timely notice their child has been assigned, or has been taught, for four or more consecutive weeks by a teacher who has not met applicable state certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

The notices and information provided to parents must be provided in a timely manner, in a format and language that is easily understood by all parents and include appropriate contact information as to where parents can request this information.

## **High-Quality Professional Development**

Each LEA receiving Title I.A funds must provide high-quality professional development that leads to effective teaching practices, supportive leadership, and improvement of student results. The primary goal of high-quality professional development is to enable all children to meet the MLS. [The Standards for Professional Learning](#) outline that the purpose for professional learning is to develop the knowledge, skills, practices and dispositions to enable students to perform at higher levels. Title I.A funds used for professional development purposes may be combined with funds provided under Title II.A and other sources to provide professional development for Title I.A staff.

The professional development activities must, at a minimum include professional learning that increases educator effectiveness and results for all students; and,

1. occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment;
2. requires skillful leaders who develop capacity, advocate, and create support systems for professional learning;
3. requires prioritizing, monitoring, and coordinating resources for educator learning;
4. uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning;
5. integrates theories, research, and models of human learning to achieve its intended outcomes;
6. applies research on change and sustains support for implementation of professional learning for long-term change; and,
7. aligns its outcomes with educator performance and student curriculum standards.

## **Parent and Family Engagement**

Programs, activities, and procedures for the engagement of parents and families must be implemented. Parent and family engagement shall include participation of parents and families in ongoing and meaningful communication about student academic learning and other school

activities, ensuring parents and families:

1. play an integral role in assisting their child's learning;
2. become actively involved in their child's education; and,
3. become full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child.

#### LEA Parent and Family Engagement Policy

Each LEA must have a written parent and family engagement policy jointly developed with, agreed with, and distributed to parents and family members of participating children. The policy is incorporated into the Title I.A LEA Plan. The policy describes how the LEA will:

1. involve parents and family members in the joint development of the Title I.A LEA plan;
2. provide coordination, technical assistance, and other support to assist schools in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education;
3. coordinate parent and family engagement strategies, to the extent feasible and appropriate, with other federal, state and local laws and programs;
4. conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy, including:
  - a. the identification of barriers to greater participation, especially by parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background;
  - b. the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and,
  - c. strategies to support successful school and family interactions;
5. use the findings of the evaluation to design evidence-based strategies for more effective parental involvement; revise, if necessary, parent and family engagement policy; and,
6. involve parents in the activities of the Title I.A-served schools.

If the LEA has a policy apart from Title I.A that involves all parents, that policy may be amended to meet these requirements.

**For LEA's with allocations over \$500,000, one percent of the allocation must be set aside, budgeted and utilized for parent and family engagement activities that are appropriate and consistent with the LEA Parent and Family Engagement policy incorporated in the Title I.A LEA Plan. Ninety percent of the one percent must be distributed to Title I.A served schools, with priority given to high-need schools.**

#### School Parent and Family Engagement Policy

In addition to the LEA's Parent and Family engagement policy, each Title I.A school must jointly develop with parents of participating children a written parent and family engagement policy. The school policy shall be distributed to parents and made available to the local community. The school policy must be reviewed annually and updated as needed to meet the changing needs of parents, families and the school. Parents shall be notified of the policies in an understandable and uniform format. To the extent practicable, the policy shall be provided in a language the parents can understand. If the school has a parent and family engagement policy, that policy

may be amended to meet the federal policy requirements

The written policy must address all of the following requirements.

### Policy Involvement

Each school **shall**:

1. convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation in Title I.A, and to explain the requirements of Title I.A , and the rights of the parents to be involved;
2. offer a flexible number of meetings, such as meetings in the morning or evening and may provide, with Title I.A funds transportation, childcare, or home visits as such services relate to parental involvement;
3. involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I.A, including the school parent involvement policy and the joint development of the schoolwide program plan;
4. provide parents of participating children:
  - a. timely information about Title I.A programs,
  - b. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the MAP assessment,
  - c. opportunities, as appropriate, to participate in decisions relating to the education of their children,
  - d. responses to suggestions in a timely manner; and,
5. if requested by parents:
  - a. provide opportunities for regular meetings to formulate suggestions, and
  - b. include comments from parents of participating children who find any aspect of the schoolwide plan unsatisfactory when it is submitted to the LEA.

### Shared Responsibilities for High Student Academic Achievement

As a component of the school-level Title I.A parent and family engagement policy, each school participating in Title I.A must jointly develop with parents of participating children a school-parent compact. The compact will outline how parents, the entire school staff, and students will share the responsibility for improving student achievement and describe how the school and parents will build and develop a partnership to help children achieve the MLS.

The school-parent compact **must**:

1. describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the MLS, and the way in which each parent will be responsible for supporting their child's learning, such as monitoring attendance, homework completion, and television watching; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their child and positive use of extracurricular time; and
2. address the importance of communication between teachers and parents on an ongoing basis through, at a minimum:
  - a. parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;

- b. frequent reports to parents on their child's progress;
- c. reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and,
- d. ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language the family members can understand.

#### Building Capacity for Involvement

To ensure effective involvement of parents and to support a partnership with the Title I.A school, parents, and the community to improve student academic achievement, each LEA and participating school **must**:

1. provide assistance to parents of children served by the school or LEA with such topics as: understanding the MLS, the MAP test and local assessments, understanding how to monitor a child's progress and knowing how to work with teachers to improve the performance of their child;
2. provide parents the training and materials necessary to improve their child's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate to foster parental involvement;
3. educate, with parental assistance, all school personnel in valuing parent contributions; how to reach out to, communicate with and work with parents as equal partners, implementing and coordinating parent programs, and building ties between home and school;
4. coordinate and integrate parent involvement programs and activities with other federal, state and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their child;
5. ensure information related to school and parent programs, meetings, and other activities is sent to the parents of Title I.A children in a format and to the extent practicable, in a language parents can understand; and,
6. provide other reasonable support, for parental involvement activities as parents may request.

The LEA and participating school may:

1. involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training;
2. provide necessary literacy training with Title I.A funds if the local educational agency has exhausted all other reasonably available sources of funding for such training;
3. pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
4. train parents to enhance the involvement of other parents;
5. arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;
6. adopt and implement model approaches to improving parental involvement;
7. establish an LEA-wide Parent Advisory Council (PAC) to provide advice on all matters related to parental involvement in Title I.A programs; and,

8. develop appropriate roles for community-based organizations and businesses in parent involvement activities.

### Accessibility

To the extent practical, LEA's and schools must provide opportunities for the informed participation of parents and family members, (including parents and family members of English Learners (ELs), parents and family members with disabilities, and parents and family members of migratory children) including providing information and school reports in a format and, to the extent practicable, in a language parents can understand.

### **Summer School**

Title I.A funds may be used to fund a summer school for Title I.A eligible students. Transition programs or jump start before the start of school is allowed. There are not additional funds for a Title I.A Summer School; therefore, funds from the original allocation must be set aside on Step 3 of the BOA. An approved Title I.A Summer School Plan is required and due to DESE by April 30<sup>th</sup> of the program year.

### **Annual Title I.A Meeting**

At the beginning of the school year an annual meeting must be convened, at a convenient time, to which all parents of participating children are invited and encouraged to attend. The purpose is to inform parents of their school's participation in Title I.A, to explain Title I.A requirements, and to state the right of parents to be involved.

### **Neglected Programs**

If a locally administered facility for neglected children is located within the boundaries of an LEA, the LEA is responsible for submitting to DESE the Annual Survey of Children in Local Institutions for Neglected or Delinquent Children or in Correctional Institutions, Title I.A, ESEA (Form MO 500-0294). This form, completed by the administrative officer of the facility/institution, requests information about the legal status of the facility, the type of children served (neglected or delinquent), and the number of long-term residents. The data for each institution must be submitted in Compliance Plans (Federal and State) in [DESE Web Applications](#) by November 30<sup>th</sup>. The information will be used by the U.S. ED and DESE in computing allocations for Neglected or Delinquent Institutions. If a new facility has opened, the LEA must notify ESEA Finance so the institution can be added to DESE's database and funds may be generated for these children.

The allocation for a neglected student program comes from Title I.A and will be accounted for separately through function code 1254. The neglected allocation can be found on the Current Funds Available page by clicking on the allocations and accessing the Allocation Details – Title I.A.

Funds for neglected students should be spent on services comparable to those provided to other public school children, even in schools not served with Title I.A funds. Many of the students identified as neglected will be enrolled in the regular public school but may receive additional services as well.

## **Annual Title I.A Evaluation**

Each Title I.A school must conduct an annual evaluation. Data should be collected throughout the school year and reviewed as a whole in the spring to:

1. determine the effectiveness of the program;
2. determine the strengths and weaknesses of the program; and,
3. establish needed program improvements.

Title I.A teachers and paraprofessionals, classroom teachers, school administrators, and parents should be involved in the evaluation process. Input from parents, such as a survey, must be considered as part of the annual Title I.A evaluation.

Documentation of this program evaluation must include:

1. meeting agendas;
2. sign in sheets denoting roles of participants; and,
3. minutes of meetings which reflect:
  - a. review of student achievement data;
  - b. review of parents' evaluations;
  - c. review of program strengths and weaknesses (needs assessment);
  - d. review of school-parent compact; and,
  - e. documentation of recommendations and revisions

Results of each school's annual evaluation should be compiled and analyzed to update and revise the Compliance Plans (Federal and State) which are due April 30<sup>th</sup>.

## **SECTION 4**

### **Title I.C - Education of Migratory Children**

#### **Specific Guidelines**

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## Legislative Purpose

Title I.C aids schools with migrant students enrolled. The program focuses on helping migratory children overcome the educational barriers that result from repeated moves, allowing them the opportunity to succeed in regular school programs, attain grade-level proficiency, and achieve the MLS established for all children in the state.

Title I.C Migrant Education projects must be designed to provide advocacy and outreach activities for migrant children and their families that help them gain access to other education, health, nutrition, and social services available through local, state, and federal programs; overcome cultural and language barriers and social isolation; prepare for successful transition to post-secondary education or employment; and benefit from state and local systemic reforms.

## Definition of a “Migratory Child”

According to sections 1115(b)(1)(A) (incorporated into the Migrant Education Program (MEP) by virtue of sections 1304(c)(2)) and 1309(2) of ESSA and section 200.81(e) and 200.103(a) of federal regulations, a child is a “migratory child” and is eligible for the MEP if all of the following conditions are met:

1. The child is not older than 21 years of age; and
2. The child is entitled to a free public education (through grade 12) under state law or is below the age of compulsory school attendance; and
3. The child is a migratory agricultural worker or a migratory fisher or has a parent, spouse, or guardian who is a migratory agricultural worker or a migratory fisher; and
4. The child moved within the preceding 36 months in order to seek or obtain qualifying work, or to accompany or join the migratory agricultural worker or migratory fisher identified in paragraph three above, in order to seek or obtain qualifying work; and
5. The child has moved from one LEA to another

## Qualifying Move

A qualifying move:

1. is across LEA boundaries; and
2. is a change from one residence to another residence; and
3. is made in order to obtain qualifying work; and
4. occurred in the preceding 36 months.

## Qualifying Employment

Qualifying work means temporary employment or seasonal employment in agricultural work or fishing work.

1. **Agricultural work** — The production or initial processing of crops, dairy products, poultry or livestock; as well as the cultivation or harvesting of trees, that is performed for wages or personal subsistence.
2. **Fishing work** — The catching or initial processing of fish or shellfish; as well as the raising or harvesting of fish or shellfish at fish farms that is performed for wages or personal subsistence.
3. **Seasonal employment** — Employment that occurs only during a certain period of the year because of the cycles of nature and that, by its nature, may not be continuous or carried on throughout the year.
4. **Temporary employment** — Employment that lasts for a limited period of time, usually a

few months, but no longer than 12 months. Some such work, though available on a year-round basis, may still be temporary if the worker is not likely to remain permanently at the job because of working conditions, intermittent periods of slack demand, or if DESE has determined the position to be temporary due to a significant turnover rate.

## **Recruiting and Enrolling**

Migrant Education and English Language Learning (MELL) recruiters are responsible for assisting with the identification of migrant students. MELL recruiters must complete a Family Interview Form (FIF) to obtain health, social, and educational information and a Certificate of Eligibility (COE) to verify the migratory status of children. The signature of the State Director of Migrant Education or designee on the COE verifies the accuracy of the information. It formally confirms parents or guardians have been advised of available MEP services, of the maintenance and transmittal of the children's records through the state migrant database, and the children will participate in the program for as long as they are eligible unless parents or guardians withdraw permission. LEA's should retain copies of all COEs for eight years.

DESE enters COE information into the state database system. This meets the legal requirement for interstate and intrastate coordination that helps provide the educational continuity for migrant children.

At the beginning of each succeeding school year, each LEA receives from DESE's Office of Quality Schools MELL Section, a master list of all migrant children enrolled during the previous year. This list verifies each child still resides in the state and the state migrant database is accurately updated.

## **Responsibilities of LEA's**

LEAs enrolling significant numbers of migrant students are eligible to receive Title I.C funds for supplemental instructional projects. To help meet these students' unique needs, LEAs may receive support from the MELL Program.

All LEAs must:

1. Have written procedures to ensure eligible students are identified for services. The migrant education procedure addresses: screening and identification of potential migrant students, notification to the Supervisor of Migrant Identification and Recruitment of the presence of potentially eligible students, completion of parent survey form or questions on an enrollment form asking the family if they have moved in the past three years, if they have worked in agriculture and if they have moved to seek or obtain that work;
2. Provide documentation of a procedure to identify and help recruit those students who have family members who have been or are engaged in temporary or seasonal agricultural-related work residing in the LEA throughout the school year;
3. Assess the educational, health, and social needs of the identified migrant children and develop objectives to address those needs so migrant children meet the MLS;
4. Provide advocacy to allow children and families to gain access to health, nutrition and social services;
5. Review existing programs and resources to determine which can help meet the needs of migrant children and assure the children have access to them;
6. Develop supplemental instructional programs for migrant children;
7. Maintain and regularly update educational records of migrant children and provide information for entry into the state MOSIS database and transmittal to schools where the

children will next enroll;

8. Maintain and regularly update health records of migrant children and provide information when requested;
9. Provide professional development for regular and special teachers to improve the quality of education for migrant children;
10. Inform LEA personnel of their required participation in professional development provided by the MELL Program;
11. Provide opportunities for participation of migrant parents in the educational activities of their children;
12. Establish a PAC to consult with LEA officials and staff in the planning, implementation, and evaluation of the project;
13. Provide transition for secondary students to post-secondary education or employment; and,
14. Provide needs assessment, evaluation, financial, and other information needed for DESE to carry out its duties.

### **Continuation of Services**

There are three circumstances in which the LEA may continue to provide services to children whose eligibility has ended:

1. a child who ceases to be a migratory child during a school term shall be eligible for services until the end of such term;
2. a child who is no longer a migratory child may continue to receive services for one additional school year, but only if comparable services are not available through other programs; and,
3. secondary school students who were eligible for services in secondary school may continue to be served through credit accrual programs until graduation.

### **Allowable Uses of Funds**

Migrant students' needs should be addressed through existing programs and resources. When such available resources are exhausted, however, Title I.C may be used for the following:

1. before- or after-school tutoring;
2. supplemental instruction;
3. preschool;
4. school supplies for students, if needed and if no other resources are available;
5. professional development;
6. hiring paraprofessionals;
7. supplemental translation services;
8. hiring home/school liaison; and,
9. family literacy programs.

The home/school liaison coordinates activities between home and school, facilitating the school staff's ability to meet the needs of migrant students and the parents' ability to be more involved in their children's education. Specific responsibilities may include the following:

1. assess student needs on an ongoing basis and intervene as their advocate;
2. facilitate migrant students participation in extracurricular activities;

3. assist parents in understanding the school's expectations of them and their children;
4. assist limited English proficient parents in communicating with school personnel;
5. establish contact with school and community services such as PAT, Head Start, Family Services, county health, and WIC; and,
6. assist students and their families to obtain necessary health and social services.

## **MELL Support Services**

MELL is a network of resource people available to assist LEAs in organizing and implementing programs for migrant children and English Language Learners. Recruiters assist in identifying, recruiting, and enrolling migrant children or children of migrant parents. MELL Instructional specialists assist in the development of appropriate instructional programs for migrant children and English language learners. MELL is a section of DESE located in the Office of Quality Schools and instructional specialists are available through Regional Professional Development Centers (RPDC).

## **Developing an Instructional Project for Migrant Children**

### Needs Assessment and Priority for Service

LEAs must assess migrant students' needs, determine priority for service, determine services already available and additional services needed.

### Planning Instructional Services

Instructional programs must be supplemental to existing educational programs. They may be developed for the following groups: preschoolers, elementary school students, secondary school students, and youth who have dropped out of school. Priority is given to the group having the largest number of children or youth with greatest needs. To assist migrant students in meeting the MLS, programs should use effective instructional strategies that:

1. give primary consideration to providing extended learning time, such as extended school year and before- or after-school programs;
2. support an accelerated, high-quality curriculum, including applied learning;
3. minimize removing children from the regular classroom for supplemental instruction.

### Serving Migrant Students with Limited English Proficiency

Migrant students who are also EL are eligible for services on the same basis as other children; selection for services must be based on multiple, education-related objective criteria.

Title I.C funds may not be used to provide services required for ELs by other laws (e.g., Title VI of the Civil Rights Act or the Equal Educational Opportunities Act). Instructional materials for English Language Learners may be borrowed from the MELL offices.

### Serving Migrant Students with Disabilities

Migrant children with disabilities are entitled to receive special education services regardless of the duration of their residency in the LEA. Activities must be coordinated to increase program effectiveness, eliminate duplication, and reduce fragmentation of services for the students.

### Serving Migrant Students in Title I.A Schoolwide Programs

In planning a schoolwide program that includes migrant students, an eligible school may combine Title I.C funds with other federal, state, and local funds as long as migrant students' educational needs have been met. Schoolwide staff must consult with parents of migrant children or organizations representing those parents, address the identified unique needs of the children,

and document services to address those needs have been provided.

### Serving Migrant Students in Nonpublic Schools

LEAs must offer instructional services to eligible migrant students attending nonpublic school. LEAs must consult with nonpublic school officials about equitable services. Nonpublic students meeting the priority of services requirements (refer to Title I.C requirements) must be served before other nonpublic migrant students.

### Nonpublic Registration

In order to receive Title I.C services nonpublic schools must submit the annual Nonpublic Registration Form. The Nonpublic Registration Form will open in October of each year in [DESE Web Applications](#). The Nonpublic Registration Form must be submitted no later than November 30<sup>th</sup>.

The information from the Nonpublic Registration Form will be used for the following purposes:

1. To prepare a list of economically deprived schools. The teachers in these schools may be eligible for full or partial cancellation of loans they obtained under the federal Perkins Loans program and the National Direct Student Loan programs;
2. To enable nonpublic school participation in Title I.C programs under ESSA;
3. To generate a Nonpublic count used for Public School Special Education IDEA Part B allocation calculation. IDEA requires LEAs to set aside a proportionate share amount of IDEA funds for parentally placed nonpublic school students with disabilities;
4. To generate nomination applications for the MO Fine Arts Academy and the MO Scholars Academy; and,
5. For general statistical purposes related to projecting population shifts, changes in school-age population, etc.

Although submission of the Nonpublic Registration Form is voluntary, the nonpublic school official should give it careful consideration. Under regulations of the DESE State Board of Education, teachers in nonpublic schools that do not submit a registration form will not be considered for loan cancellation benefits, nor will services be provided to nonpublic schools under the above mentioned programs.

### Nonpublic Registration Public School Verification

It is the responsibility of the public LEA to ensure the nonpublic schools are receiving equitable Title I.C services for the children residing in the LEA boundaries. Children who attend private school are eligible to receive Title I.C services if they: 1) meet the statutory and regulatory definition of a migrant child; 2) meet the priority for services criteria in section 1304(d); and 3) have special educational needs identified through the State's comprehensive needs assessment and service delivery plan.

LEAs are required to verify and accept the enrollment counts, economic deprivation counts and the economic deprivation methods submitted by the nonpublic schools serving children from the LEAs boundaries. On December 1<sup>st</sup> the Nonpublic Registration Public School Verification will open in [DESE Web Applications](#) for public schools. Public school officials must consult with nonpublic school officials to verify enrollment counts and economic deprivation counts by reviewing nonpublic students' addresses and economic deprivation surveys. Once the verification is complete the public school official will either accept or decline the values entered in the registration form. If the public school official declines any values, consultation should occur between public school and the nonpublic school official to determine if changes are

needed. After consultation, the nonpublic school must go back into the registration form, update values (if necessary), and resubmit the registration form. The public school and nonpublic school will work together until all values are accepted.

#### Serving Migrant Preschool Children

The families of all preschool migrant children should be included in the LEAs PAT program, regardless of the duration of their residency, as well as any preschool program the LEA is implementing. Title I.C may fund a preschool for migrant children if no other preschool is available in the community.

#### Serving Migrant Youth Who Have Dropped Out of School

LEAs in which migratory youth ages 16 through 21 reside, but are not enrolled, are encouraged to notify the regional MELL recruiter. Through interagency collaboration, arrangements may be made to provide an evening HiSET or English as a Second Language (ESL) class and transportation.

#### Automatic Eligibility for Free Lunches

In June of 2004, Public Law 108-265 reauthorized and amended the Richard Russell School Lunch Act and the Child Nutrition Act to make migrant children automatically eligible for free school lunches and breakfasts once documentation of their status as migrant children has been provided to the LEA where the school food services are to be furnished. Once the LEA has been notified by the DESE the child qualifies for migrant status, the LEA must notify the household of the child's free meal eligibility. There is no need to complete a free and reduced price meal application.

### **Parent Involvement**

Parent involvement is required and generally follows the same guidelines as for Title I.A.

#### Local Parent Advisory Councils (PACs)

A migrant PAC must be established in those LEAs where projects extend for the duration of the school year. At least one meeting should be held annually during which school officials consult with the PAC regarding the operation of the project. While the majority of the membership of the PAC must consist of migrant parents or guardians, it may also include teachers, counselors, librarians, administrators and others who know the needs of the migratory children. All migrant parents and guardians should be encouraged to become members, and meetings should be scheduled at their convenience.

Local PACs have the following rights and responsibilities:

1. request from the regional MELL personnel a program for training the members to carry out their responsibilities;
2. request a copy of the Title I.C statutes, federal regulations, and state guidelines;
3. request a copy of any report resulting from state monitoring of the local project; and,
4. make recommendations to the LEA for planning, implementing, and evaluating the project.

#### Regional PACs

Regional MELL personnel will schedule at least one regional PAC meeting each year for the purpose of providing Title I.C staff the opportunity to consult with project parents and staff. Each project school is required to send one or more parent representatives from the local PAC. A migrant teacher or administrator may also attend, as long as the majority of the voting members

of the regional PAC are parents.

Regional PAC members have the following rights and responsibilities:

1. review local programs applications and make recommendations for changes;
2. review the state's administration of Title I.C and make recommendations for changes;
3. review the evaluation design including the objectives to be measured and the methodology for collecting and reporting data; and,
4. recommend actions to be taken by DESE to remedy problems at the local or regional levels.

## **Public Information**

LEAs must disseminate information about the program to the parents of the children to be served as well as to the general public. The dissemination may be in the form of newsletters, general press releases or articles in the school newspaper. It is recommended a specific mailing be sent to parents of participating children. If they are limited English proficient, information should be disseminated in their native language, if possible.

## **Evaluation**

LEAs must ensure MAP assessments record appropriately the migrant status of students. Based on test results, LEAs, with input from their PACs, should revise their migrant instructional services as needed.

### Assessments of Short-Term Projects

For migrant preschools of short duration, such as those which serve children of apple harvesters or other seasonal workers, an alternative teacher constructed skills rating procedure is appropriate.

This skills-based process of instructional management and evaluation would follow these steps:

1. Immediately upon the student's arrival, all needs assessment and test information available is reviewed;
2. The Brigance Inventory or some other brief academic measure may be administered to obtain helpful information. A written plan is made for presenting skills to be mastered;
3. Instruction is offered based on the skills determined to be most critical. Frequent consultations with the student's other teachers provide additional direction;
4. Informal evaluation is conducted to determine the student's progress on skills mastered and new skills critical for further instruction. Records of skills presented and mastered are completed; and,
5. At the end of the program or when a student withdraws, student achievement is summarized to evaluate the effectiveness of the program.

Overall, the Title I.C project should be designed to address objectives for improving English proficiency, academic proficiency, self-concept development, attendance, parental involvement, promotion, credit accrual for graduation, and referral for needed health services. Data collected is used to determine the degree to which the program has measurable positive influences on migrant children.

## **Priority for Services (PFS)**

Missouri LEAs receiving Migrant funds must target those funds to provide services to migratory

students who are failing, or at risk of failing to meet the state’s challenging content and academic achievement standards **and** whose education has been interrupted. [Public Law 114-95, ESSA, Section 1304(d)]

### Identifying PFS Students

DESE has determined the following indicators **shall** be used to identify the students who should receive PFS:

A migratory child who:

1. is failing; or
2. is most at risk of failing to meet the state’s challenging content standards and student academic standards; and,
3. whose education has been interrupted.

### Prioritization of Priority for Services Students

When LEAs have identified a significant number of PFS students, they have the flexibility to further prioritize PFS students by ranking the indicators either by number or weight to ensure services to the neediest of the PFS students **first**.

### Educational Interruption

An “educational interruption” occurs when a child, has changed schools or missed a "significant" amount of school time (e.g., ten days or more) due to the child’s or family’s migrant lifestyle. This determination is made on a “rolling” basis, that is, **at the time an eligible migratory child is identified and enrolls in school, the preceding 12 month enrollment history should be reviewed for significant absences.**

An “educational interruption” **must** be documented as resulting from the child’s or family’s migratory lifestyle upon review of all the following data sources by appropriate staff:

1. attendance records that reflect changing schools, late enrollment, significant absences during the regular school year; and
2. appropriate Qualifying Arrival Date (QAD).

Other supporting documentation such as medical records, issues with housing and transportation, truancy records or any situation resulting from the migratory lifestyle.

### Graduation/Promotion Requirements

These indicators are included to target migratory students with an educational interruption, who have scored at Proficient or Advanced on the MAP, have the appropriate age/grade placement, are not ELs and have not been retained, **but** remain at risk of failing to meet state graduation/promotion requirements as a result of low grade point averages (GPAs) and/or insufficient required credits. Such students should be served **first** to ensure their academic progression is monitored and services are provided as needed to make certain these students are promoted or graduate.

### LEA Requirements

LEAs must:

1. develop, implement, maintain and revise as needed a PFS Action Plan that describes how the LEA/Consortium will use MEP funds and other resources to address the unique needs of PFS migratory students **first**, before expending funds on other migratory children and to document the services these students receive. This plan should also include a component to evaluate the impact of services provided on student achievement

(see Sample Action Plan);

2. target the areas of need for migratory children identified through local and state needs assessment processes when designing a PFS Action Plan;
3. coordinate with local, state, and federal programs when developing a PFS Action Plan in order to satisfy the supplement, not supplant requirement and to optimize the use of MEP funds. LEAs must determine the students' needs and identify all available services that can address the needs. They should then coordinate with programs and agencies that provide services that meet the identified needs and ensure migratory children have access to appropriate programs and services. MEP funds are then used to supplement, not supplant programs and services available through other federal, state or local entities;
4. utilize the state-designated indicators to identify students who must receive PFS; and
5. document the services provided to PFS students by continuously capturing and recording data onsite (to monitor student progress) and reporting the data using existing data elements. (See Documenting/Reporting Services and Student Data)

#### Priority for Services Action Plan

DESE must ensure LEAs receiving Title I.C funds comply with No Child Left Behind, Section 1304 (d). The development, implementation, and maintenance of a PFS Action Plan will document services to the neediest migratory students **first**, before expending funds on other migratory children.

LEAs must provide their plans when applying for Title I.C funds. The supporting documentation, which verifies the plan is being implemented as described in the project application, must be maintained at the local level and may be requested by the state under special circumstances and during program monitoring and audits.

#### Documenting/Reporting Services and Student Data

LEAs, in collaboration with their data departments, should develop a document (i.e., electronic or manual spreadsheet/log) to record pertinent student data and services.

**The document should be used to continuously track and monitor the academic progress of students served**, as well as to verify program compliance for monitoring and audit purposes.

The document should include:

1. a list of students who meet the PFS criteria that includes student identifying information such as name, student number, date of birth, grade, and QAD;
2. identification of each student's PFS indicator(s);
3. enrollment data [Educational Interruptions];
4. attendance data [Educational Interruptions]; and,
5. service(s) provided to address the need(s) identified by the indicator(s).

LEAs may develop PFS Action Plans that differentiate services being provided to eligible students identified for PFS based on:

1. the availability of MEP funds;
2. the number of eligible students enrolled at a particular site;
3. whether MEP personnel are based at one school, serve children at multiple schools, or serve children in the home;
4. the availability of resources at schools; and/or,
5. the unique programmatic needs as identified by single and multi-LEA MEPs.

Examples of services that can be provided are:

1. monitoring attendance with the development and implementation of appropriate interventions to increase attendance;
2. providing supportive services;
3. delivering individualized and/or small group instruction/tutoring based on students' needs;
4. conducting formal and informal student academic assessments and developing individual academic intervention plans based on identified needs;
5. ensuring access to literacy resources for the student and the family;
6. ensuring access to other available federal, state and local resources; or,
7. ensuring access to any service that will address the unique needs of a migratory child.

PFS migrant children are currently, and will continue to be reported via MOSIS.

### **Sample “Priority for Services” Action Plan**

To comply with ESEA, Section 1304(d) requirements, \_\_\_\_\_ LEA/Title I.A Migrant Education Program, will utilize Migrant Education Program funds and other available resources to address the unique needs of PFS migratory students **first**, before expending funds on other migratory children.

#### **PFS migratory students are students who:**

1. are failing, or are most at risk of failing, to meet the state’s challenging academic content and achievement standards and,
2. whose education has been interrupted during the regular school year.

An “educational interruption” occurs when a child, in the preceding 12 months, has changed schools or missed a "significant" amount of school time (e.g., ten days or more) during the regular school year (defined as August through June) due to the child’s or family’s migrant lifestyle. This determination is made on a “rolling” basis, that is, **at the time an eligible migratory child is identified and enrolls in school, the preceding 12 month enrollment history will be reviewed for significant absences.**

The LEA will develop and provide to all schools with sufficient numbers of enrolled migrant students, a Migrant Data Report that will provide MAP results, retention, GPA, EL status, absenteeism, age/grade discrepancy, and credit accrual data for all students enrolled in a particular school.

PFS students will be flagged with an asterisk on the report.

PFS migratory students will be provided with one or more of the following Migrant Support Services based on the student’s individual needs, and available resources:

1. Administration of formal, informal, and alternative student assessments and analysis of test data and student performances;
2. Monitoring of attendance, follow-up assistance, and implementation of interventions to increase students’ attendance;
3. Referrals to other programs and/or community agencies (i.e., reading coach, guidance counselor, EL Programs, community health center);
4. Access to individual and/or small group supplementary instruction provided by a highly qualified teacher;

5. Access to computer assisted and/or on-line instruction;
6. Participation in before-, during-, and after-school tutoring;
7. Participation in Extended Learning Programs and/or Extended School Year Programs;
8. Access to family literacy resources, training, and follow-up assistance; and,
9. Access to take-home reading materials and reading incentive programs.

Migrant advocates, aides, and school social workers will document services which have been provided to PFS migratory students on a PFS Report that will be maintained at school sites for program audits, and copies forwarded on a semi-annual basis to the Migrant Education Program Supervisor.

On an on-going basis, school and LEA Migrant Education Program personnel will evaluate the educational performances of PFS migratory. The LEA will annually review and analyze student MAP assessment, promotion, retention, and graduation data as part of the Title I.A Migrant Education Program Annual Needs Assessment and Evaluation.

## **SECTION 5**

### **Title I.D - Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk**

#### **Specific Guidelines**

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## **Legislative Purpose**

The purpose of Title I.D is to support the operation of local educational agency programs that involve collaboration with locally operated correctional facilities:

1. to carry out high-quality education programs to prepare children and youth for secondary school completion, training, employment, or further education;
2. to provide activities to facilitate the transition of such children and youth from the correctional program to further education or employment; and,
3. to operate programs in local schools, including schools operated or funded by the Bureau of Indian Education, for children and youth returning from correctional facilities, and programs which may serve at-risk children and youth.

## **Definition of a Delinquent Institution**

The term “institution for neglected or delinquent children and youth is defined as a public or private residential facility for the care of children who have been adjudicated to be delinquent or in need of supervision.

## **Required Submissions**

If a locally administered facility for delinquent children is located within the boundaries of an LEA, the LEA is responsible for submitting to DESE the Annual Survey of Children in Local Institutions for Neglected or Delinquent Children or in Correctional Institutions, Title I.A, ESEA (Form MO 500-0294). This form, completed by the administrative officer of the facility/institution, requests information about the legal status of the facility, the type of children served (neglected or delinquent), and the number of long-term residents. The data for each institution must be submitted in Compliance Plans (Federal and State) in [DESE Web Applications](#) by December 15<sup>th</sup>. The information will be used by U.S. ED and DESE in computing allocations for Delinquent Institutions. If a new facility has opened, the LEA must notify ESEA Finance so the institution can be added to DESE’s database and funds may be generated for these children.

Allocations to LEAs are based on the number of youth residing in local institutions as reported on the Annual Survey of Children in Local Institutions for Neglected or Delinquent Children or in Correctional Institutions. The allocation can be found on the Current Funds Available page by clicking on the allocations and accessing the Allocation Details – Title I.D in ePeGs.

## **Requirements for LEAs Serving a Delinquent Institutions**

Each LEA desiring assistance under Title I.D must complete the Title I.D Plan. This plan is accessible in Compliance Plans (Federal and State) in [DESE Web Applications](#), and must be submitted yearly by the due date.

The LEA must address for each eligible delinquent institution within its boundaries, the following:

1. A description of the program of facility to be assisted;
2. the formal agreements between the LEA and correctional facilities or alternative school programs serving youth involved with the juvenile justice system;
3. as appropriate, how participating schools will coordinate with facilities serving delinquent youth to ensure they are participating in an education program comparable to that operated directly by the LEA;
4. a description of the program operated by participating schools to facilitate the successful transition of youth returning from correctional facilities, and, as appropriate, the types of

services that such schools will provide those students and other at-risk children and youth served by the LEA;

5. the characteristics (including learning difficulties, substance abuse problems, and other special needs) of youth returning from correctional facilities and, as appropriate, other at-risk students, and how the school will coordinate existing educational programs to meet these students' unique educational needs;
6. as appropriate, how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, and other at-risk students, including:
  - a. prenatal health care and nutrition services;
  - b. parenting and child development classes;
  - c. child care;
  - d. targeted reentry and outreach programs;
  - e. referrals to community resources; and,
  - f. scheduling flexibility.
7. as appropriate, a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for youth returning from correctional facilities, through means such as:
  - a. participating in credit-bearing coursework while in secondary school,
  - b. enrollment in postsecondary education;
  - c. participation in career and technical education programming, and;
  - d. mentoring services;
8. as feasible, how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent further involvement of their children in delinquent activities;
9. how the program will be coordinated with other federal, state, and local programs, such as programs under Title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk students;
10. if applicable, how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs;
11. as appropriate, how schools will work with probation officers to assist in meeting the needs of youth returning from correctional facilities;
12. the efforts participating schools will make to ensure personnel in correctional facilities working with youth are aware of a student's existing IEP; and,
13. as appropriate, the steps participating schools will take to find alternative placements for youth interested in continuing their education but unable to participate in a regular public school program.

## **Allowable Uses of Funds**

The total funds generated by each institution can be found in ePeGS on the Current Funds Available page by clicking on the original allocation for Title I.D-LEA. Title I.D funds used for instruction must supplement the instructional hours students receive from state and local resources. The Title I.D allocation must be used only for prevention and intervention programs to serve youth who are delinquent or at risk of dropping out of school.

These funds may be used in any of the following ways:

1. assist in the transition of youth returning to local schools from correctional facilities to help them remain in school and complete their education;
2. dropout prevention programs for at-risk youth;
3. coordination of health and social services, such as day care, alcohol and other drug counseling, and mental health services, if needed, to allow students to complete their education;
4. special programs to meet the unique academic needs of participating students, including career and technical education, special education, career counseling, curriculum-based youth entrepreneurship education, and assistance in securing student loans or grants for postsecondary education; and,
5. programs providing mentoring and peer mediation;
6. pay for success initiatives.

Supportive and transitional programs operated with Title I.D funds must be designed primarily to meet the needs of youth in delinquent institutions and those returning to the local LEA. After these needs are addressed, the local LEA may use any remaining Title I.D funds to provide services for other students at risk of dropping out of school.

## **Accountability**

DESE may:

1. reduce or terminate funding for these projects if an LEA does not show progress in increasing the number of students attaining a regular high school diploma or its recognized equivalent; and,
2. require correctional facilities or institutions to demonstrate, after receiving assistance for three years, that there has been an increase in the number of youth returning to school, attaining a regular high school diploma or its recognized equivalent, or attaining employment after release.

## **Evaluation**

Annually, each state agency and LEA must evaluate their prevention and intervention programs for youth who are delinquent or at risk of dropping out. Participation data must be disaggregated by gender, by race/ethnicity, and by age while protecting individual student privacy. The disaggregation is not required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.

Evaluations should use multiple and appropriate measures of student progress. The results must be submitted to DESE through the TMS in [DESE Web Applications](#) during the appropriate cycle and be used to plan and improve subsequent programs for participants.

The evaluation should be used to determine the program's impact on the ability of participants to:

1. maintain and improve educational achievement, including graduating on-time, if applicable;
2. accrue credits for grade promotion and graduation;
3. make the transition to a regular school program or other education program operated by the LEA;
4. complete high school or its equivalent and obtain employment after leaving the

- correctional facility or institution for neglected or delinquent children and youth; and,
5. participate in postsecondary education and job training programs, as appropriate.

## **SECTION 6**

### **Title II.A – Supporting Effective Instruction**

#### **Specific Guidelines**

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## Legislative Purpose

The purpose of Title II.A is to provide sub grants to LEAs to:

1. increase student achievement consistent with the MLS;
2. improve the quality and effectiveness of teachers, principals, and other school leaders
3. increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and,
4. provide economically deprived and minority students greater access to effective teachers, principals and other school leaders.

## Title II.A Plan

LEAs receiving Title II.A funds must submit the Title II.A Plan in Compliance Plans (Federal and State). The plan includes a description of:

1. activities that align with MLS;
2. systems of professional growth and improvement;
3. how the LEA will prioritize funds to targeted and comprehensive schools; and,
4. how the LEA will use data and ongoing consultation to continually update and improve activities.

In the plan the LEA assures:

1. equitable services will be provided for nonpublic schools; and,
2. professional development activities provided under Title II.A will be coordinated with other federal, state and locally provided professional development activities.

## Consultation

In developing the Title II.A plan, the LEA shall:

1. meaningfully consult and seek advice for improving the LEAs Title II.A funded activities from teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (in an LEA that has charter schools), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of Title II.A; and,
2. coordinate Title II.A activities with other related strategies, programs, and activities being conducted in the community.

The LEA must also engage in timely and meaningful consultation with nonpublic schools located within the LEA boundaries to provide for equitable participation of nonpublic school teachers and other educational personnel in nonpublic schools. The LEA must maintain and provide to DESE the Statement of Nonpublic School Consultation and Participation for Title II.A Form signed by an official of each nonpublic school affirming the required consultation has occurred and the program design is equitable with respect to nonpublic school teachers and other educational personnel.

Historically, LEAs were required to conduct a needs assessment to engage key stakeholders. While Title II.A of ESSA does not require the same formal needs assessment, such an assessment may help ensure Title II.A funds are used strategically to maximize educator effectiveness and student outcomes.

Non-regulatory guidance "[Building Systems of Support for Excellent Teaching and Leading](#)" is

available for more information.

## **High-Quality Professional Development Criteria**

The primary goal of high-quality professional development is to enable all children to meet the MLS. [The Standards for Professional Learning](#) outline that the purpose for professional learning is to develop the knowledge, skills, practices and dispositions to enable students to perform at higher levels.

Professional development activities must, at a minimum include professional learning that increases educator effectiveness and results for all students; and

1. occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment;
2. requires skillful leaders who develop capacity, advocate, and create support systems for professional learning;
3. requires prioritizing, monitoring, and coordinating resources for educator learning;
4. uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning;
5. integrates theories, research, and models of human learning to achieve its intended outcomes;
6. applies research on change and sustains support for implementation of professional learning for long-term change; and,
7. aligns its outcomes with educator performance and student curriculum standards.

## **Allowable Uses of Funds**

An LEA that receives Title II.A shall use the funds to develop, implement and evaluate comprehensive programs and activities that address the learning needs of all students, including children with disabilities, ELs, and gifted and talented students and may include:

1. developing or improving a rigorous, transparent, and fair evaluation and support system for teachers, principals, or other school leaders that:
  - a. is based in part on evidence of student achievement, which may include student growth; and,
  - b. shall include multiple measures of educator performance and provide clear, timely, and useful feedback to teachers, principals, or other school leaders;
2. developing and implementing initiatives to assist in recruiting, hiring, and retaining effective teachers, particularly in economically deprived schools with high percentages of ineffective teachers and high percentages of students who do not meet the MLS, to improve within LEA equity in the distribution of teachers, such as initiatives that provide:
  - a. expert help in screening candidates and enabling early hiring;
  - b. teacher, paraprofessional, principal, or other school leader advancement and professional growth,
  - c. and an emphasis on leadership opportunities, multiple career paths, and,
  - d. new teacher, principal, or other school leader induction and mentoring programs that are designed to:
    - i. improve classroom instruction and student learning and achievement; and,
    - ii. increase the retention of effective teachers, principals, or other school leaders.
  - e. the development and provision of training for school leaders, coaches, mentors, and evaluators on how accurately to differentiate performance, provide useful feedback,

- and use evaluation results to inform decision making about professional development, improvement strategies, and personnel decisions; and,
- f. a system for auditing the quality of evaluation and support systems;
3. recruiting qualified individuals from other fields to become teachers, principals, or other school leaders, including mid-career professionals from other occupations, former military personnel, and recent graduates of institutions of higher education with records of academic distinction who demonstrate potential to become effective teachers, principals, or other school leaders;
  4. providing high-quality, evidence based, personalized professional development for teachers, instructional leadership teams, principals, or other school leaders, focused on improving teaching and student learning and achievement, including supporting efforts to train teachers, principals, or other school leaders to:
    - a. effectively integrate technology into curricula and instruction (including education about the harms of copyright piracy);
    - b. use data to improve student achievement and understand how to ensure individual student privacy is protected;
    - c. effectively engage parents, families, and community partners, and coordinate services between school and community;
    - d. help all students develop the skills essential for learning readiness and academic success;
    - e. develop policy with school, local educational agency, community, or state leaders; and,
    - f. participate in opportunities for experiential learning through observation;
  5. developing programs and activities that increase the ability of teachers to effectively teach children with disabilities, including children with significant cognitive disabilities, and ELs, which may include the use of multi-tier systems of support and positive behavioral intervention and supports, so such children with disabilities and ELs can meet the challenging state academic standards;
  6. providing programs and activities to increase:
    - a. the knowledge base of teachers, principals, or other school leaders on instruction in the early grades and on strategies to measure whether young children are progressing; and,
    - b. the ability of principals or other school leaders to support teachers, teacher leaders, early childhood educators, and other professionals to meet the needs of students through age 8, which may include providing joint professional learning and planning activities for school staff and educators in preschool programs that address the transition to elementary school;
  7. providing training, technical assistance, and capacity building in local educational agencies to assist teachers, principals, or other school leaders with selecting and implementing formative assessments, designing classroom-based assessments, and using data from such assessments to improve instruction and student academic achievement, which may include providing additional time for teachers to review student data and respond, as appropriate;
  8. carrying out professional development for school personnel in:
    - a. the techniques and supports needed to help educators understand when and how to refer students affected by trauma, and children with, or at risk of, mental illness;
    - b. the use of referral mechanisms that effectively link such children to appropriate

- treatment and intervention services in the school and in the community, where appropriate;
- c. forming partnerships between school-based mental health programs and public or private mental health organizations; and,
  - d. addressing issues related to school conditions for student learning, such as safety, peer interaction, drug and alcohol abuse, and chronic absenteeism;
9. providing training to support the identification of students who are gifted and talented, including high-ability students who have not been formally identified for gifted education services and implementing instructional practices that support the education of such students, such as:
    - a. enrichment, acceleration, and curriculum compacting activities; and,
    - b. dual or concurrent enrollment programs in secondary school and postsecondary education;
  10. supporting the instructional services provided by effective school library programs;
  11. providing training for all school personnel, including teachers, principals, other school leaders, specialized instructional support personnel, and paraprofessionals, regarding how to prevent and recognize child sexual abuse;
  12. developing and providing professional development and other comprehensive systems of support for teachers, principals, or other school leaders to promote high-quality instruction and instructional leadership in science, technology, engineering, and mathematics subjects, including computer science;
  13. developing feedback mechanisms to improve school working conditions, including through periodically and publicly reporting results of educator support and working conditions feedback;
  14. providing high-quality professional development for teachers, principals, or other school leaders on effective strategies to integrate rigorous academic content, career and technical education, and work-based learning (if appropriate), which may include providing common planning time, to help prepare students for postsecondary education and the workforce; and,
  15. carrying out other activities that are evidence based, to the extent the state (in consultation with local educational agencies in the state) determines such evidence is reasonably available, and identified by the local educational agency that meet the purpose of this title.

## **Supplement Not Supplant**

LEAs are required to maintain documentation needed to rebut supplanting. This documentation should include local board of education action, budget histories and information, and fiscal or programmatic documentation to confirm that, in the absence of federal funds, the LEA would have eliminated staff or other services in question.

Presume supplanting occurred if federal funds were used to provide services that:

1. were required to be made available under other federal, state or local laws;
2. were provided with nonfederal funds in the prior year;
3. were provided to participating children if those same services were provided with nonfederal funds to nonparticipating children.

For the first two bulleted items, the presumption of supplanting may be rebutted if the LEA demonstrates it would not have provided services with nonfederal funds if the federal funds were

not available. The LEA cannot rebut the third item.

If a supplant finding is made, the LEA will be required to pay for the services which supplant state and local services from its own funds, or refund to the U.S. DE the amount of funds expended in violation of this policy.

## **Nonpublic**

For all federal programs, equitable services shall be consistent with the number of eligible children. This means the LEA must allocate the same amount per pupil for all students, both public and nonpublic. The Hold-Harmless requirements from 2001 are no longer applicable.

In order to receive Title II.A services nonpublic schools must submit the annual Nonpublic Registration Form. The Nonpublic Registration Form will open in October of each year in [DESE Web Applications](#). The Nonpublic Registration Form must be submitted no later than November 30<sup>th</sup>.

The information from the Nonpublic Registration Form will be used for the following purposes:

1. To prepare a list of economically deprived schools. The teachers in these schools may be eligible for full or partial cancellation of loans they obtained under the federal Perkins Loans program and the National Direct Student Loan programs.
2. To enable nonpublic school participation in one or more federal programs under ESSA. These federal programs include: Title I.A - Improving the Academic Achievement of the Disadvantaged; Title I.C – Education of Migratory Children; Title II.A – Teacher and Principal Preparing, Training and Recruiting Fund; Title III – Language Instruction for ELs and Immigrant Students; and Title IV.A – Student Support and Academic Enrichment Grants.
3. Nonpublic count used for Public School Special Education IDEA Part B allocation calculation. IDEA requires LEAs to set aside a proportionate share amount of IDEA funds for parentally placed nonpublic school students with disabilities.
4. To generate nomination applications for the MO Fine Arts Academy and the MO Scholars Academy.
5. For general statistical purposes related to projecting population shifts, changes in school-age population, etc.

Although submission of the Nonpublic Registration Form is voluntary, the nonpublic administrator should give it careful consideration. Under regulations of the DESE State Board of Education, teachers in nonpublic schools that do not submit a registration form will not be considered for loan cancellation benefits, nor will services be provided to nonpublic schools under the above mentioned programs.

### Nonpublic Registration Public School Verification

It is the responsibility of the public LEA to ensure the nonpublic schools are receiving equitable Title I.A services for the children residing in their LEA. For Title I.C, Title II.A, Title III, and Title IV.A the LEA must ensure equitable services are being provided for the nonpublic schools that sit within the boundaries of the LEA. Title I.A regulations state that funds for services to nonpublic school children are determined by the number of economically deprived nonpublic school children who reside in Title I.A participating public schools. Funds to be spent in other federal Programs are determined by the enrollment counts of nonpublic school children.

LEAs are required to verify and accept the enrollment counts, economic deprivation counts and

the economic deprivation methods submitted by the nonpublic schools serving children from the LEAs boundaries. On December 1<sup>st</sup> the Nonpublic Registration Public School Verification will open in [DESE Web Applications](#) for public schools. Public school officials must consult with nonpublic school officials to verify enrollment counts and economic deprivation counts by reviewing nonpublic student address and economic deprivation surveys. Once the verification is complete the public school official will either accept or decline the values entered in the registration form. If the public school official declines any values the nonpublic school official must go back into the registration update values and resubmit the registration form. The public school and nonpublic school will work together until all values are accepted.

The LEAs nonpublic schools' allotments are determined by dividing the total Title II.A allocation by the total enrollment of public and nonpublic students. This results in a per pupil amount. The per pupil amount is multiplied by the enrollment count in each nonpublic school to get the allocation for that school. The allocation can be found in the ESEA Nonpublic Details Report in ePeGS, under Report Menu. LEAs must notify participating nonpublic schools of their Title II.A professional development allocation. Educational services or other benefits shall be secular, neutral, and non-ideological in nature.

## SECTION 7

### Title III - Language Instruction for English Learners and Immigrant Students

#### Specific Guidelines

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## **Legislative Purpose**

Title III ensures ELs including immigrant children and youth, attain English proficiency, develop high levels of academic achievement in English, and meet the MLS by achieving high levels in the core academic subjects, in educational settings taught in English. Parent and community involvement must also be promoted.

ELs succeed better in programs that specifically address their needs. Federal legislation requires LEAs provide appropriate services. Based on the Civil Rights Act of 1964 and federal court decisions, the Federal Office of Civil Rights (OCR) has outlined components of a successful program for students learning English. Programs are to be:

1. based on a sound education theory - LEAs must meet the educational needs of ELs with an effective, research-based instructional program;
2. adequately supported, with adequate and effective staff and resources, so the program has a realistic chance of success; and,
3. periodically evaluated and, if necessary, revised.

OCR does not require or advocate a particular program of instruction for ELs and nothing in federal law requires one form of instruction over another as long as it meets OCR outlined components. Therefore, LEAs have the flexibility to develop programs that appropriately meet the needs of their students.

## **Definition of EL**

The term 'EL', when used with respect to an individual, means an individual:

1. who is aged 3 through 21;
2. who is enrolled or preparing to enroll in an elementary school or secondary school;
3. who was not born in the United States or whose native language is a language other than English;
  - a. who is a Native American or Alaska Native, or a native resident of the outlying areas; and,
  - b. who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or,
  - c. who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
4. whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual:
  - a. the ability to meet the state's proficient level of achievement on state assessments described in section 1111(b)(3);
  - b. the ability to successfully achieve in classrooms where the language of instruction is English; or,
  - c. the opportunity to participate fully in society.

## **Definition of Immigrant**

Designation for students who are aged 3 through 21, were not born in any state; and have not been attending one or more schools in any one or state for more than 3 full academic years.

## **Reporting ELs and Immigrant Students**

LEAs are required to report ELs in the October, December, April, and June MOSIS Student Core

files. The October Student Core File is used in the Title III allocation formula. For allocation purposes, the number of students in grades PK-12 enrolled on the last Wednesday in September whose English language proficiency was below that of grade and age level peers and only those students that are coded as Receiving Services (RCV) and Not Receiving Services (NRC) are included. The NRC code should only be used for students whose parents have opted them out of the program. This number does not include those ELs that have exited the category, even those in year 1 monitoring status, year 2 monitoring status, year 3 accountability, or year 4 accountability. Students who are not ELs should be coded as Not Limited English Proficient (NLP). LEAs are required to keep a list of those students reported in the October Cycle for monitoring purposes.

LEAs are required to report immigrant students in the October MOSIS Student Core file. For allocation purposes, all students who are coded as "Y" in the immigrant field in MOSIS are included in the immigrant count. LEAs are required to keep a list of those students reported in the October Cycle for monitoring purposes.

## **Enrollment**

Any school aged child residing within the boundaries of an LEA is eligible to attend the appropriate local school. An LEA may require only two kinds of information for enrollment:

1. proof of residency in the LEA (not in the U.S.), including legal guardianship for students under the age of 18; and,
2. proof of required vaccinations.

Schools should not explicitly or implicitly ask for any information related to U.S. residency, including Social Security numbers, passports, visas, or "green cards."

## **Title III Plans**

All LEAs receiving Title III funds must submit a Title III plan through the Compliance Plans (Federal and State). This plan must address the required components listed on the Title III plan checklist and be submitted before the application is approved and before funds are expended.

## **Allowable Uses of Title III EL Funds**

LEAs must use their Title III funds for professional development and/or language instruction educational programs based on scientific research.

Allowable uses include:

1. Professional development for classroom teachers, ESL staff, and administrators on effective instruction for ELs;
2. Professional materials related to effective instruction for ELs beyond LEA-provided funds;
3. Registration and expenses to ESL-specific conferences (TESOL, MELL, NABE, etc.);
4. Peer coaching to develop teacher expertise in providing effective instruction to ELs;
5. Stipends for teachers to obtain ESL endorsement;
6. Implementation of English Language Proficiency (ELP) Standards;
7. Additional enhancements to ESL services beyond the core program including supplemental staff;
8. Summer learning opportunities;
9. Instructional materials to support additional ESL services:
  - a. Native language reading and resource materials;

- b. Leveled readers and trade books in addition to core textbook;
- c. English Language Development (ELD) software;
- 10. Transportation to before-school, after-school or Saturday ESL-specific tutoring programs;
- 11. Stipend for teacher for before-school, after-school or Saturday ESL-specific tutoring programs;
- 12. Salaries for certain paraprofessionals that provide services beyond Lau requirements;
- 13. English language classes for parents;
- 14. Parental involvement programs that are above and beyond general school functions such as parent-teacher conferences and interpreters for family nights;
- 15. Electronic devices, such as electronic translators and audio equipment; and,
- 16. Capital outlay (instructional resources and parent education)

### **Allowable Uses of Title III Immigrant Funds**

Title III Immigrant funds should be used for enhanced instructional opportunities for immigrant children and youth which may include: family literacy and parent outreach; provision of tutorials, mentoring and academic or career counseling; identification and acquisition of curricular materials; and other instructional services that are designed to assist immigrant children and youth to achieve in elementary and secondary schools in the United States.

### **Supplement Not Supplant**

All LEAs must systematically identify and assess the educational needs of students whose native or home language is different than English. LEAs must provide appropriate programs to address these learners' unique needs. These services should be documented to show LEA compliance.

For LEAs that receive Title III funds, the U.S.ED and the Office of English Language Acquisition have issued guidance to provide information on several funding issues, including "supplement not supplant" requirements under Title III of the ESEA. The guidance is available on the [EL](#) website.

Title III funds must be used to supplement the level of federal, state, and local funds that, in the absence of Title III funds, would have been expended for programs for ELs and immigrant children and youth. In general, services provided with Title III funds must be in addition to, and not replace or supplant, the services students would otherwise receive.

Questions to ask when considering whether Title III funds can be used without violating the supplement not supplant requirement are:

1. What is the instructional program/service provided to all students;
2. What does the LEA do to meet Lau requirements;
3. What services is the LEA required by other federal, state, and local laws or regulations to provide; and,
4. Was the program/service previously provided with federal, or state, and local funds?

DESE assumes supplanting exists if Title III funds are used to provide services the LEA is required to make available under state or local laws, or other federal laws or if those services were provided in the prior year with state, local, or other federal funds. Presumption of supplant is rebuttable if the LEA can demonstrate (written documentation such as budget information, planning documents, class-size data from previous years and upcoming year, board minutes, or other materials) it would not have provided the services in question with non-federal funds had the federal funds not

been available.

In planning for next year, make sure the use of Title III funds is consistent with this guidance:

1. LEAs are required to provide core language instruction educational programs and services for ELs. Therefore, the uses of Title III funds for salaries of teachers who provide core services for ELs would violate the supplement not supplant provision in section 3115(g) of the Act. Services include translators for required communication;
2. The cost of administering state assessments may not be paid with Title III funds. These unallowable costs include pay for substitute teachers during test administration, scoring or reporting of assessment results, training, and materials or equipment; and,
3. LEAs are responsible for identifying ELs who may need language education services, regardless of their receipt of federal funds. The development and administration of screening or placement assessments may not be paid for out of Title III or Title I.A federal funds.

## Policy

LEAs must have a written policy to ensure ELs access to an equitable education. Procedures must be in place to ensure student identification, needs assessment, and provision of appropriate services.

Engaging in these activities may cause the LEA to revamp its entire program for ELs. The LEA must also ensure every EL student is assessed for English language proficiency each year using the state designated assessment.

## Identification

A uniform initial identification procedure must be used with all students enrolling in a Missouri LEAs.

Missouri defines “EL” as

1. any student identified by the Home Language Survey (HLS) and who has not attained a Composite Score Level 4.7 on the ACCESS for ELs 2.0 assessment; or,
2. any newly-enrolled student who has been administered the ACCESS for ELs 2.0 assessment by another Missouri LEA and who has not attained a Composite Level 4.7 score. The procedure to identify ELs is based on the following steps:

### Step 1. Home Language Survey

Each LEA must have, as part of its enrollment packet, a HLS. A HLS is to be given to all newly enrolled students (PreK-12) and used to identify students who may not be proficient in English. The HLS is designed to identify, for possible further evaluation:

1. Students who communicate in a language other than English; or
2. Students whose families use a primary language other than English in the home; or,
3. Students who use a language other than English in daily non-school surroundings.

It is strongly recommended the process for identifying and screening ELs be completed within a timely fashion following the opening of school or enrollment of a new student. Such a timeframe should be within 30 days. A sample [Home Language Survey](#) is online on the EL website.

**Note:** Having another language spoken in the home or routinely used in other settings is *not* an automatic identification of a student as EL. The administration of the WIDA-ACCESS Placement

Test (W-APT) is the next step to determine the students who should be referred for placement in a language instruction educational program.

If the HLS indicates a language other than English and that there is a possible language barrier, then the student must be formally screened using the W-APT.

Students are to be coded properly in MOSIS, the state's student data management system. The completed HLS should be kept for every student in the student's cumulative folder.

### Step 2. Initial English Language Proficiency Screening

Students who are newly enrolled in the LEA and are potential ELs must be formally screened to help determine whether or not the student is in need of a language instruction educational program.

Missouri is a member of the [WIDA Consortium](#). DESE has adopted the W-APT screening tool to help determine eligibility for placement in an ELD program. The screening tests assess English language proficiency in all four domains of language development – listening, speaking, reading, and writing – as well as comprehension, and evaluate Social and Instructional English as well as academic language corresponding to the subject areas of Language Arts, Mathematics, Science, and Social Studies. The screening test score is used to determine the student's initial ELP level, and to assist in determining the initial tier placement for the ACCESS for ELs 2.0 assessment.

Additionally, other screenings, observations and consultations should be used to inform development of the student's program of services.

If the student's *Grade Adjusted Composite Proficiency Level* on the screening test is less than Level 5, then the student is identified as an EL. The student must be offered an English language instruction educational program (also known as bilingual or ESL programs).

If the student scores a Composite Score of Level 6.0 on the screening test, then the student is considered English proficient and no further ELP services are required. Students are to be coded in MOSIS as NLP.

In sum, the WIDA screening test serves to identify ELs, and assists in placement into an appropriate language instruction educational program that meets the needs of the student. In addition, screening test scores provide an initial tier/level placement on the annual ELP assessment, ACCESS for ELs 2.0. Finally, the ELP level determined on the screening test identifies students as ELs in student enrollment systems. Note: Screening results are to be placed into the student's permanent folder.

## **Annual Assessment**

Each Missouri LEA must annually assess the English proficiency of all ELs. The ACCESS for ELs 2.0 is the English language proficiency assessment DESE has selected to meet the requirement of ESEA to annually assess Missouri's students who are eligible for EL services. ACCESS for ELs 2.0 assesses proficiency in speaking, listening, reading, writing, and comprehension. It must be administered to ELs.

ESSA does not require testing of former EL students in the monitoring status. All ELs who are coded as RCV and NRC in MOSIS and who are enrolled (or dually enrolled) in a Missouri LEA or charter school are administered the assessment. Students who have exited the EL program (no

longer require services) and are within the 2-year monitoring period are not administered this assessment.

## **Parental Requirements**

LEAs using Title III funds must implement an effective means of outreach to parents of ELs. Parents must be informed about how they can be active participants in assisting their children to learn English, achieve at high levels in core academic subjects, and meet the MLS.

LEAs must inform parents of a child identified for participation in a language instruction educational program supported by Title III not later than 30 days after the beginning of the school year. For a child who enters school after the beginning of the school year, the LEA must inform parents within two weeks of the child's placement in such a program.

LEAs using Title III funds must inform parents of:

1. the reasons for identifying their child as being limited English proficient and for placing their child in a language instruction educational program for ELs;
2. the child's level of English proficiency in reading, writing, speaking, and listening, including how the level was assessed and the status of the child's academic achievement;
3. The method of instruction that will be used in the program, including a description of other alternative programs;
4. How the program will meet the educational strengths and needs of the child;
5. How the program will help the child learn English and meet academic achievement standards;
6. The expected rate of transition from an English for Speakers of Other Languages (ESOL) program and the expected rate of graduation from secondary school;
7. How the program will meet the objectives of an IEP for a child with a disability; and,
8. Their rights, including written guidance that:
  - a. Specifies the right parents have to have their child immediately removed from a language instruction educational program upon their request,
  - b. Describes the options parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available, and
  - c. Assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered.

## **Parental Notification**

LEAs are required to provide notice to the parents of ELs participating in a Title III language instruction educational program of any failure of the program to make progress on the annual measurable achievement objectives described in section 3122 of Title III of the ESEA Act. This notice is to be provided no later than 30 days after this failure occurs.

The required notices described must be provided in an understandable and uniform format and, to the extent practical, in a language the parent can understand.

## **Parents Rights**

Parents have the right to choose whether or not their child receives Title III Supplemental ESL services. It is important to advise parents that if they choose to "opt out" of Title III services that, in accordance with the federal legislation (ESEA), students are still required to participate in the ACCESS for ELs 2.0 assessment until the state definition of Proficient is achieved. Parents may

be contacted regarding the student's performance or lack of performance, and the student may be assessed at a later date to determine progress in English language acquisition.

If parents wish to refuse regular ESL services, LEAs can require the parents to attend a conference with the ESL teacher and an administrator where recent assessment results, student work, academic strengths and needs will be shared and discussed. LEAs can require the parents to sign a waiver from the type of ESL program the LEA is offering. Parents, however, do not have the right to exempt their child from needed support. Therefore, regular classroom teachers with help from an ESL teacher will utilize ESL strategies and resources in the mainstream classroom. Students will be monitored on their progress.

## **Instructional Guidelines**

LEAs are required to have a full-time certified teacher with ESOL endorsement if there are more than 20 ELs enrolled in the LEA. Paraprofessionals may be employed to assist the ESOL teacher. LEAs with fewer than 20 ELs (and no ESOL-endorsed teacher) may employ paraprofessionals to assist in the provision of services, but they must work under the direct supervision of qualified classroom teachers.

## **Teacher English Fluency**

Teachers in any Title III language instructional program must be fluent in English and any other language used for instruction and must have good written and oral communication skills.

## **Title III Paraprofessionals**

### Qualifications of Title III Paraprofessionals

All paraprofessionals must have a minimum of 60 semester hours of college credit with a certified transcript on file; however, LEAs may hire someone without the 60 hours who has taken and passed the ParaPro Assessment or the Paraprofessional Assessment.

LEAs shall ensure all existing paraprofessionals paid out of Title III funds hired before January 8, 2002, will meet the requirements in the preceding paragraph. The requirement may be met through college credit or by taking and passing the ParaPro Assessment or the Paraprofessional Assessment.

Information regarding the Paraprofessional Assessment is available at:

<https://dese.mo.gov/educator-quality/educator-preparation/assessments>

Exceptions to paraprofessional requirements:

1. one who is proficient in English and another language and who only provide services to participating children as a translator;
2. one whose duties consist solely of conducting parental involvement activities; or,
3. one who is a personal assistant to a child with a disability

### Duties of Title III Paraprofessionals

Paraprofessionals paid with Title III funds must follow these guidelines:

1. work under the direct supervision of a teacher when providing any instructional services;
2. may provide one-on-one tutoring for eligible students, if the tutoring is scheduled at a time when the student would not otherwise receive instruction from a teacher;
3. may assume limited duties that are assigned to similar personnel, including duties beyond classroom instruction, so long as the amount of time spent on such duties is the same

- proportion of total work time to similar personnel in the same school;
4. may conduct parental involvement activities;
  5. may serve as a translator;
  6. shall be included in professional development activities; and,
  7. shall work with no more than 5 students at a time.

## **Accountability**

LEAs and schools are accountable for increases in English proficiency and core academic content knowledge of ELs based on the state designated ELP assessment and adequate yearly progress based on the MAP.

## **Types of Language Instruction Educational Programs**

Schools/LEAs are responsible for providing a language instruction educational program that increases the English proficiency and academic achievement of ELs. This is true whether or not the LEAs receive funds from the state or federal level. The expectations are to hold ELs to the same academic content and academic achievement standards established for all children.

### English for Speakers of Other Languages (ESOL)

For the majority of educational contexts that include ELs, an ESOL approach is the only practical one because there are so many other languages represented by students that having a bilingual teacher for each language is impractical.

### Programs that Focus On Developing Students' Literacy in Two Languages

1. Two-way immersion program or Two-way bilingual program
  - a. The goal is to develop strong skills and proficiency in both home language (L1) and English (L2)—for this reason, may also be called **dual language program**.
  - b. Includes students from L2 background and students with L1 background.
  - c. Instruction is in both languages, typically starting with a smaller proportion of instruction in L2, and gradually moving to half of the instruction in each language.
  - d. Students typically stay in the program throughout elementary school
2. Developmental bilingual program, Late exit transitional program, or Maintenance bilingual education program
  - a. The goal is to develop some skills and proficiency in L1 and strong skills and proficiency in L2 (English). Content taught in both languages, with teachers fluent in both languages. These programs may also be called dual language programs.
  - b. Instruction at lower grades is in L1, gradually transitioning to English; students typically transition into mainstream classrooms with their English-speaking peers.
  - c. The variations among programs focus on different degrees of literacy in L1, but students generally do continue to receive some degree of support in L1 after the transition to L2 classrooms.
3. Transitional program, Early exit bilingual program, or Early exit transitional program
  - a. The goal is to develop English proficiency skills as soon as possible, without delaying learning of academic core content.
  - b. Instruction begins in L1, but rapidly moves to English (L2).
  - c. Students typically are transitioned into mainstream classrooms with their English speaking peers as soon as possible.
4. Heritage language program or Indigenous language program

- a. The goal is literacy in two languages.
  - b. Content taught in both languages, by teachers fluent in both languages.
  - c. Typically targets non-English speakers with weak literacy skills in L1.
  - d. Known by the name Indigenous Language Program particularly in American Indian educational communities, the program supports endangered languages and serves students with weak or no receptive and productive skills in the language.
5. Targeted at students with little to no background in the language.
- a. In foreign language programs, the language is the only content area taught.
  - b. In foreign language immersion programs, other content areas may be taught in the target language
  - c. The goal is to develop proficiency in a second language.

#### Programs that focus on developing students' literacy solely in English

1. Sheltered English instruction or Content-based ESL program
  - a. The goal is proficiency in English while learning content in an all-English setting.
  - b. Students from various linguistic and cultural backgrounds can be in the same class.
  - c. Instruction is adapted to students' proficiency in English, and is supported by visual aids and L1 support as available.
  - d. Fully developed prototypes of this program include Sheltered Instruction Observational Protocol (SIOP), and Specially Designed Academic Instruction in English (SDAIE)
2. Structured English immersion (SEI)
  - a. The goal is fluency in English, usually serving only English language learners in the classroom.
  - b. All instruction is in English, adjusted to the proficiency level of students so subject matter is comprehensible.
  - c. Teachers should have some receptive skills in the students' home language(s) and generally use sheltered instructional techniques.
3. Pull-out English as a ESL or ELD
  - a. The goal is to develop fluency in English.
  - b. EL students leave mainstream classroom part of the day to receive ESL instruction, often focused on grammar, vocabulary, and communication skills, not academic content.
  - c. There typically is no support for students' home languages.
4. Push-in ESL program
  - a. The goal is fluency in English.
  - b. Students are served in a mainstream classroom, receiving instruction in English with some native language support if needed
  - c. The ESL teacher or an instructional aide provides clarification, translation if needed, and uses ESL strategies.

#### Other programs

1. Team-Teaching
  - a. In schools where the classroom and instructional approach permit, team-teaching may be a useful way to "mainstream" ELs and avoid frequent pull-out sessions. This technique may work especially well at the secondary level when the ESOL teacher can also teach the subject matter. Team-teaching incorporates collaboration, joint

- planning and cross-curricular themes into instructional programs.
2. “Sheltered” classrooms
    - a. This term refers to a room where only ELs are taught. Students are taught the same curriculum as their peers, but in a context where the teacher can employ techniques designed to help make the content understandable to them. These techniques include language simplification and additional contextual clues
  3. Resource classrooms
    - a. For various reasons (number of staff, physical facilities, etc.), some LEAs have found that strategically placing an ESOL Resource Classroom in a school facilitates student progress. These rooms are probably most effective at middle and high school grades, where students take separate content classes. They can also serve as an actual ESOL classroom for part of the day. At other times, students may drop in to discuss readings, complete tests, and work on projects, or do individualized units of coursework. Students may continue to use a resource classroom after they have transitioned from an ESOL program.
  3. Newcomer Centers
    - a. Larger LEAs and those with a steady influx of students new to both school and the U.S. have had success with newcomer centers. Depending on need and the LEAs resources, a center may serve as a kind of “chamber of commerce” for the school and community. Centers provide a safe and supportive context for students before they move into a regular school. Some LEAs bring all new students to a single site for assessment and initial English instruction, and may keep them there from six months to a year. Additional classes may be offered to help students adjust culturally, socially and academically.

## “ESOL” Credits

There are no restrictions on how many ESOL classes a school may accept for credit towards graduation. Students completing “sheltered ESOL” content classes should receive content credit. ESOL classes should qualify for communication arts credit. Mainstream courses may reflect EL modifications, (for example, ESOL American History or ESOL Chemistry).

## Program Transition

LEA planning should include clear criteria for student placement (e.g., “beginning,” “intermediate,” “advanced”), and for transitioning and follow-up. Students should *not* be transitioned until they score at least a composite score of 5 on the ACCESS for ELs 2.0 assessment and until they can perform at grade level without modifications and, as a group, show similar dropout and retention rates. Entry and transition decisions should be based on multiple measures. Schools are required to monitor progress on a quarterly basis for two years after a child is no longer receiving direct ESOL services.

## Monitoring

When a student is exited from the ESL program, the teachers in the student's new setting, with coordinated support of the ESL teacher, should assess the student's academic performance with a view to observing English mastery (reading, writing, speaking, and listening) for a minimum of two years. Administrators should follow up on the placement's impact within the first grading period of the transfer and continue periodic monitoring for two years after exit from the EL program.

While monitoring a former EL, if at any time during the monitoring period there are indications

limited English language proficiency is affecting the student's academic performance and meaningful participation in the educational program, the student may be reassessed and reentered into the ESL program. The student should then be recoded as EL in MOSIS, provided ESL services, and again administered the ACCESS for ELs 2.0 assessment annually until exited.

## **Program Evaluation**

Once an instructional approach has been chosen and implemented, there must be a means in place to determine its effectiveness. Programs that do not prove successful after a biennial review must be modified and improved.

Since Missouri has adopted the Missouri Language Proficiency Standards (MLPS), program evaluation should be based at least in part on how well ELs are progressing towards statewide expectations for all students.

Other program components to be evaluated may include but are not limited to the effective use of technology, teacher instruction, materials, and coordination with the grade level or subject matter curriculum.

## **Student Placement**

LEA planning should include clear criteria for student placement (e.g., "beginning," "intermediate," "advanced"), and for transitioning and follow-up. Students should not be transitioned until they can, among other things, keep up with non-EL peers in the regular program, participate in the school curriculum without the use of modified or simplified English materials, and as a group show similar dropout and retention rates. Part of entry and transition decisions should be based on "objective measures." Schools are required to monitor the student's progress in the core academic areas for two years after they have met the LEA criteria to exit EL services.

There are many LEAs that enroll small numbers of students (fewer than 20) from year to year. Some years there may be no new or continuing students at all. In these cases, the cost of maintaining a standardized instrument may not be justified. However, these LEAs are under the same obligations regarding the assessment of ELs as any other LEA. For such LEAs, there are other options. One is to have a neighboring LEA, or local "tester," administer a standardized test it already uses.

## **Missouri Assessment Program (MAP)**

All Missouri students must take the MAP. However, there are some special provisions for EL students:

1. ELs may be counted in their subgroup for four years after they no longer receive ESL services;
2. ELs who have been in this country less than one year may have translators when taking the MAP math test but not for communication arts; and,
3. ELs who have been in this country less than one year may take the MAP communication arts test, but they are NOT required to do so. ELs are still required to take the state designated ELP assessment.

Certain accommodations may be made in administering the MAP. These accommodations may be found in the Examiner's Manual and the Test Coordinator's Manual, available from the DESE Assessment Section. They include Administration Accommodations (Admin), Timing Accommodations (Time), Response Accommodations (Resp) and Setting Accommodations

(Set). In any case, questions about specific ELs and the MAP may be directed to DESE's Assessment section at 573-751-3545.

### **Nonpublic Participation**

Nonpublic schools are eligible to receive Title III services. Consultations with nonpublic school officials must occur during the design and development stages of the education programs, as well as throughout the period of implementation.

### **MELL Support Services**

MELL is a network of resource people available to assist LEAs in organizing and implementing programs for migrant children and English Language Learners. Recruiters assist in identifying, recruiting, and enrolling migrant children or children of migrant parents. [MELL Instructional specialists](#) assist in the development of appropriate instructional programs for migrant children and English language learners. MELL is a section of DESE located in the Office of Quality Schools and instructional specialists are available through Regional Professional Development Centers (RPDC).

## **SECTION 8**

### **Title IV.A - Student Support and Academic Enrichment Grant**

#### **Specific Guidelines**

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## **Legislative Purpose**

The purpose of Title IV.A is to improve students' academic achievement by increasing the capacity of states, LEAs, schools and local communities to:

1. Provide all students with access to a well-rounded education;
2. Improve school conditions for student learning; and,
3. Improve the use of technology in order to improve the academic achievement and digital literacy of all students.

## **Title IV.A Plan**

LEAs are required to submit a plan to receive a Title IV.A allocation. An LEA may apply for funds in consortium with one or more surrounding LEAs. During the design and development of its plan, an LEA or consortium of LEAs must engage in consultation with stakeholders in the area served by the LEA. Such stakeholders must include, but are not limited to, the following:

1. Parents;
2. Teachers;
3. Principals;
4. Students;
5. School leaders;
6. Charter school teachers, principals, and other school leaders, when applicable;
7. Specialized instructional support personnel;
8. Local government representatives;
9. Others with relevant and demonstrated expertise; and
10. Community-based organizations.

An LEA or consortium of LEAs must continue to consult with the stakeholders identified above to improve the activities it conducts and coordinate implementation with other related activities conducted in the community.

## **Needs Assessment**

Conducting a needs assessment is an important and required aspect of the Title IV.A program. The needs assessment must be comprehensive and examine areas for improvement related to students' access to well-rounded educational opportunities, learning conditions that cultivate a safe and healthy environment for students and effective use of technology. LEAs that receive an allocation of \$30,000 or greater must conduct a comprehensive needs assessment at least once every three years. When embarking on the local needs assessment, LEAs must engage in timely and meaningful consultation with a broad range of stakeholders and should examine relevant data to understand students' and schools' most pressing needs, including the potential root causes of such needs. In addition, if the LEA has recently conducted a needs assessment that corresponds to Title IV.A sections, the LEA may want to consider how to best incorporate the information from the completed needs assessment into the comprehensive needs assessment for the Title IV.A program.

## **Nonpublic**

The LEA must engage in timely and meaningful consultation with nonpublic schools located within the LEA boundaries to provide for equitable participation of nonpublic school students, teachers and other educational personnel in nonpublic schools. The LEA must maintain and provide to DESE the Statement of Nonpublic School Consultation and Participation for Title IV.A

Form signed by an official of each nonpublic school affirming the required consultation has occurred and the program design is equitable with respect to nonpublic school students, teachers and other educational personnel.

## Allowable Uses of Funds

An LEA that receives an allocation of at least \$30,000 in Title IV.A funds must conduct a comprehensive needs assessment that includes, at a minimum, a focus on the three areas identified in the table below. Based on the results of that assessment, the LEA must use:

1. At least 20 percent of funds for activities to support well-rounded educational opportunities (*ESEA* section 4107);
2. At least 20 percent of funds for activities to support safe and healthy students (*ESEA* section 4108); and,
3. A portion of funds for activities to support effective use of technology (*ESEA* section 4109).

Within each of these areas, LEAs have broad flexibility to use the Title IV.A program funds for a variety of activities to improve student outcomes and address the opportunity gaps identified through the needs assessment.

LEAs that receive less than \$30,000 do not need to conduct a comprehensive needs assessment and must focus on, at a minimum, one of the areas below:

**Title IV.A Examples of Allowable Uses of Funds**

<b>Well-Rounded Educational Opportunities</b> ( <i>ESEA</i> section 4107)	<b>Safe and Healthy Students</b> ( <i>ESEA</i> section 4108)	<b>Effective Use of Technology</b> ( <i>ESEA</i> section 4109)
<ul style="list-style-type: none"> <li>• Improving access to foreign language instruction, arts, and music education</li> <li>• Supporting college and career counseling, including providing information on opportunities for financial aid through the early FAFSA</li> <li>• Providing programming to improve instruction and student engagement in science, technology, engineering and mathematics (STEM), including computer science, and increasing access to these subjects for underrepresented groups</li> <li>• Promoting access to accelerated learning opportunities including Advanced Placement (AP) and International Baccalaureate (IB) programs, dual or concurrent enrollment programs and early college high schools</li> <li>• Strengthening instruction in American history, civics, economics, geography, government education, and environmental education</li> </ul>	<ul style="list-style-type: none"> <li>• Promoting community and parent involvement in schools</li> <li>• Providing school-based mental health services and counseling</li> <li>• Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline</li> <li>• Establishing or improving dropout prevention</li> <li>• Supporting re-entry programs and transition services for justice-involved youth</li> <li>• Implementing programs that support a healthy, active lifestyle (nutritional and physical education)</li> <li>• Implementing systems and practices to prevent bullying and harassment</li> <li>• Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse</li> <li>• Establishing community partnerships</li> </ul>	<ul style="list-style-type: none"> <li>• Supporting high-quality professional development for educators, school leaders, and administrators to personalize learning and improve academic achievement</li> <li>• Building technological capacity and infrastructure</li> <li>• Carrying out innovative blended learning projects</li> <li>• Providing students in rural, remote, and underserved areas with the resources to benefit from high-quality digital learning opportunities</li> <li>• Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology</li> </ul>

Note: This table provides examples of allowable activities and is not an exhaustive list. Please consult the [statute](#) for more information.

Title IV.A may not be used for medical services, drug treatment, or rehabilitation. Title IV.A may be used for integrated student supports, specialized instruction support services or referral to treatment for impacted students which may include students who are victims of crime or who illegally use drugs.

An LEA or consortium shall not use more than 15% of Title IV.A funds for purchasing technology infrastructure.

These funds must be used to supplement not supplant nonfederal funds that would otherwise be available for activities authorized under Title IV.A.

Non-Regulatory Guidance [“Student Support and Academic Enrichment Grants”](#) is available for more information.

## **Parental Consent**

An LEA receiving funds under Title IV.A shall obtain prior written, informed consent from a parent of each child who is under 18 years of age to participate in any mental-health assessment or service that is conducted in connection with an elementary or secondary school. The LEA shall provide the parent written notice describing in detail the mental health assessment or service, including the purpose for the assessment or service, the provider of the assessment or service, when the assessment or service will begin, and how long the assessment or service will last.

The written, informed consent will not be required in the following instances:

1. an emergency, where it is necessary to protect the immediate health and safety of the child, other children, or LEA personnel;
2. the LEA actively seeks parental consent but the consent cannot be reasonably obtained including cases of a child;
  - a. whose parent has not responded to the notice; or,
  - b. who has attained 14 years of age and is an unaccompanied youth as defined in the McKinney-Vento Homeless Assistance Act.

## **Internet Safety**

The LEA must have and enforce a policy of internet safety, with respect to all devices with internet capability, which protects against access to visual depictions that are:

1. obscene;
2. child pornography; or
3. harmful to minors.

## **SECTION 9**

### **Title V.B - Rural Education Initiative**

#### **Specific Guidelines**

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## **Legislative Purpose**

The purpose of Title V.B is to address the unique needs of rural LEAs that frequently lack the personnel and resources needed to compete effectively for federal competitive grants and that receive formula grant allocations in amounts too small to be effective in meeting their intended purposes.

## **Eligibility**

### Subpart I - Small, Rural School Achievement Program (SRSA)

The SRSA program including the application process and payment process are handled directly through the U.S. Office of Education. The monitoring process is handled through DESE.

An LEA is eligible for SRSA funds if their average daily attendance is fewer than 600 students; or serve only schools that are located in counties that have a population density of fewer than 10 persons per square mile; and all schools served by the LEA are designated with a School Locale Code of 41, 42 or 43 as determined by the U.S. ED's National Center for Education Statistics (NCES), or be located in an area of the State defined as rural by a state government agency.

### Subpart II - Rural and Low-income School Program (RLIS)

An LEA is eligible for the RLIS Program if 20% or more of the children ages 5 through 17 are from families with incomes below the economic deprivation line, and all of the schools served by the LEA are designated with a School Locale Code of 32, 33, 41, 42, or 43 as determined by the U.S. ED Secretary. Due to these specific criteria, the LEAs eligibility may change from year to year. The RLIS Program is part of the ESEA Consolidated Application.

### Dual Eligibility

If an LEA is eligible for funding under both Subparts I and II, the LEA may receive funding under either subpart for a fiscal year but may not receive funds under both subparts for the fiscal year. LEAs with dual eligibility must notify US.ED of its preference to participate in either SRSA or RLIS.

An LEA with dual eligibility notifies US.ED of its choice based on whether or not it submits an SRSA application. If the dual eligible LEA applies for SRSA in accordance with the application submission procedures it will receive a SRSA award. If the dual eligible LEA chooses not to submit an SRSA application or its application is not submitted in accordance with the application submission procedures, it will be included automatically in the list of RLIS-eligible LEAs. A dual eligible LEA may exercise the REAP-Flex authority even if the LEA chooses to participate in RLIS instead of SRA. An LEA that is only eligible for RLIS, may not participate in REAP-Flex.

## **Allowable Uses of Funds**

### Subpart I - Small, Rural Achievement Programs (SRSA)

LEAs may use SRSA funding to carry out activities authorized under any of the following programs:

1. Title I.A;
2. Title II.A;
3. Title III;
4. Title IV.A.

Subpart II - Rural and Low-income School Program (RLIS) The LEA may use RLIS funds for the

following:

1. Parental involvement activities;
2. Activities authorized under Title I.A;
3. Activities authorized under Title II.A;
4. Activities authorized under Title III; and,
5. Activities authorized under Title IV.A

Additional information is available on the [ESEA Finance](#) website.

## SECTION 10

### Resources

- [Early Learning](#)
- [Early Learning Blended Funding](#)
- [Federal Programs](#)
- [Equipment Inventory Sample](#)
- [ESEA Finance](#)
- [ESSA Complaint Procedures - LEA](#)
- [ESSA Complaint Procedures - Nonpublic](#)
- [ESEA Tiered Monitoring](#)
- [Federal Programs Calendar](#)
- [Forms and Applications](#)
- [Foster Care](#)
- [Function Code Descriptions](#)
- [Federal Legislation & Guidance](#)
- [Homeless Children and Youth](#)
- [Migrant Education, English Language Learning, Immigrant and Refugee](#)
- [MOSIS Core Data Manual \(Exhibit 15 – Reporting Guidelines for ESEA\)](#)
- [Parental Involvement](#)
- ["Parents Right-to-Know" Sample Letter](#)
- [Personnel Activity Report \(PAR\)](#)
- [Public/Private Design for Education Service](#)
- [Report Card Draft](#)
- [Semi-Annual Certification](#)
- [Student Selection-Multiple Criteria](#)
- [Summer School Plan](#)
- [Title I.A Funds and Technology](#) 06-11-07

## **SECTION 11**

### **Addendum – Title I.A Set-Asides for Homeless**

#### **Specific Guidelines**

##### **Homeless Children and Youth Identification**

Section 725(2) of the McKinney-Vento Act defines “homeless children and youths” as individuals who lack a fixed, regular, and adequate nighttime residence. The term includes—

1. Children and youth who are:
  - a) sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason (sometimes referred to as “doubled-up”);
  - b) living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations;
  - c) living in emergency or transitional shelters; or,
  - d) abandoned in hospitals;
2. Children and youth who have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings;
3. Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
4. Migratory children who qualify as homeless because they are living in circumstances described above.

The first category may include some individuals who have moved in with others, and consideration of each individual case, along with the permanency of the situation, will be needed in order to identify those who are homeless.

The McKinney-Vento Act no longer includes children and youth who are awaiting foster care placement in the definition of “homeless children and youth.” For all non-“covered” states, this change is effective on December 10, 2016. This means that after the effective date, children who are awaiting foster care placement will no longer be considered homeless and will therefore not be eligible for McKinney-Vento services unless they meet the revised definition of “homeless children and youth.”

The Elementary and Secondary Education Act of 1965 (ESEA), as amended by the ESSA, includes new provisions for ensuring the educational stability of children in foster care.

If LEAs have further questions regarding homeless qualifications, please contact the State Homeless Coordinator at 573-522-8763.

##### **Mandatory Reservations of Funds**

Under section 1113(c)(3)(A) of the ESSA, an LEA shall reserve such funds as are necessary under Title I.A to provide services to homeless students who attend non-Title I.A schools that are comparable to those provided to students in Title I.A schools.

Title I.A funds may be used to provide a wide variety of services to homeless students. These services may include providing educationally related support services to children in shelters and

other locations where homeless children live. Services should be provided to assist homeless students to effectively take advantage of educational opportunities. In addition to serving homeless children and youths who attend non-Title I.A schools, the homeless set-aside may be used to provide services to homeless students in Title I.A schools that are not ordinarily provided to other Title I.A students. [ESSA section 1113(c)(3)(C)(ii)]

For example, to help homeless students effectively take advantage of educational opportunities, an LEA may use Title I.A funds to provide, where appropriate, items or services including, but not limited to:

<ul style="list-style-type: none"> <li>• Items of clothing, particularly if necessary to meet a school's dress or uniform requirement;</li> <li>• Clothing and shoes necessary to participate in physical education classes;</li> <li>• Student fees that are necessary to participate in the general education program;</li> <li>• Personal school supplies such as backpacks and notebooks;</li> <li>• Birth certificates necessary to enroll in school;</li> <li>• Immunizations;</li> <li>• Food (during school activities);</li> <li>• Medical and dental services;</li> <li>• Eyeglasses and hearing aids;</li> <li>• Counseling services to address anxiety related to homelessness that is impeding learning;</li> </ul>	<ul style="list-style-type: none"> <li>• Outreach services to students living in shelters, motels, and other temporary residences;</li> <li>• Extended learning time (before- or after-school, Saturday classes, summer school) to compensate for lack of quiet time for homework in shelters or other overcrowded living conditions;</li> <li>• Tutoring services, especially in shelters or other locations where homeless students live;</li> <li>• Parental involvement specifically oriented to reaching out to parents of homeless students;</li> <li>• Fees for AP and IB testing;</li> <li>• Fees for college entrance exams such as SAT or ACT; and,</li> <li>• GED testing for school-age students</li> </ul>
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Two principles govern the use of Title I.A, funds to provide such services to homeless students. First, the services must be reasonable and necessary to assist homeless students to take advantage of educational opportunities. [ESSA section 1113(c)(3)(A); 2 CFR § 200.403(a)]. Second, Title I.A, Part A funds must be used only as a last resort when funds or services are not available from other public or private sources, such as the USDA's National School Lunch Program and Breakfast Program, public health clinics, or local discretionary funds (sometimes provided by the PTA) used to provide similar services for economically disadvantaged students generally. [ESEA section 1115(e)(2)].

Below are some methods that may be used to calculate your Title I.A set-aside:

**Method #1 – Reserve the set-aside amount on what you would be eligible for if you were applying for a McKinney-Vento subgrant.** In Missouri, the competitive McKinney-Vento Homeless application allows school districts to apply for funding based on the number of homeless children and youth being educated in the district up to a maximum level of \$400 per homeless child. **If your district has not identified any homeless children and youth, a minimum of \$400 should be set-aside in case a homeless student should arrive in your district.**

**Method #2 – Reserve the set-aside amount based on a percentage.** A specific percentage of funds for homeless children and youth can be reserved based on your Title I.A allocation, or

on your district's economic deprivation data. Generally, if you have a higher economic deprivation percentage, you will have a higher number of homeless children and youth.

**Method #3 – Reserve the set-aside amount based on your homeless student count and Title I.A, Part A per-pupil allocation.** To reserve funds by using this method you will need to take your homeless children and youth count multiplied by your Title I.A, Part per-pupil allocation.

**Method #4 – Reserve the set-aside amount based on homeless student's needs.** Based on your district's prior years expenses related to fulfilling the requirements set out in Section 722(g)(6) of McKinney-Vento, set-aside an amount that will allow you to provide appropriate services.

**Method #5 – Reserve based on free and reduced lunch count.** Statistically, 10% of children living in economic deprivation will experience homelessness within any given year.\* Using your free and reduced lunch count, you could estimate the number of students in your district that may experience homelessness during the school year.

For example:

Your free and reduced lunch count =100 students

10% of whom could become homeless =10 students

Your Title I.A per pupil allocation is \$869 per student

Using this method, your Title I.A Homeless set-aside would be: \$8,690.00

*\*Burt, Martha and Laudan, Aron. American's Homeless II: Populations and Services, The Urban Institute, 2000.*