

CONSOLIDATED FEDERAL PROGRAMS

Missouri Department of Elementary and Secondary Education
Federal Grants Management

The No Child Left Behind Act of 2001 (Public Law 107-110)

Title I.A Improving the Academic Achievement of the Disadvantaged

Title I.C Education of Migrant Children

Title I.D Prevention and Intervention Programs for Delinquent and At-Risk Students

Title II.A Training and Recruiting High Quality Teachers and Principals

Title II.D Enhancing Education through Technology

Title III Language Instruction for Limited English Proficient and Immigrant Students

Title IV.A Safe and Drug-Free Schools and Communities

Title V Innovative Programs

Title VI.B Rural Education Initiative

Administrative Manual
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Introduction

This administrative manual provides information for the federal programs listed on the cover page of this document.

Reauthorized in 2001 under Public Law 107-110 as No Child Left Behind (NCLB), 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 school districts to close the achievement gap with accountability, flexibility, and choice.

In keeping with Missouri's Consolidated State Plan submitted to the U.S. Department of Education, the Department of Elementary and Secondary Education (DESE) has designed a consolidated application. We have made a sincere effort to simplify the school district's submission of required information and make the application procedure more accessible through an automated application. The alignment of federal project expenditures to the Missouri School Improvement Program (MSIP) Standards and Indicators will directly link these projects to the goals and strategies of a district's Comprehensive School Improvement Plan (CSIP).

This manual provides general guidelines applicable to all of the consolidated programs and program-specific guidelines that describe requirements of individual programs in the consolidated application.

Throughout this manual are boxes of information in bold print that emphasize requirements school district personnel need to know. If these requirements are not met, a district's program would not be in compliance. Lack of compliance can result in loss of federal education funds.

Section 1

Key Terminology

This section is provided to help you understand key terms used in this manual.

Adequate Yearly Progress (AYP) - Student achievement as related to annual benchmarks for proficiency in communication arts and math.

Administrative Costs - Expenditures associated with the management of a program. No more than two percent of Titles III and IV.A, and no more than eight percent of Titles I.A, II.A, II.D, V, and VI.B may be pooled for administration. *See Administrative Pool in General Guidelines section for examples of what may be included.*

Attendance Center - The geographic area served by a particular school.

Bilingual Education – A term describing educational programs that explicitly include the student’s native language in instruction. It is the approach of choice for schools where many ELL students share the same language, and where qualified bilingual teachers are available.

Breakdown of Allocation (BOA) - The part of the consolidated Federal Programs Application used to determine which buildings are eligible for Title I allocations and services and which ones will receive allocations.

Bypass - An arrangement with the U.S. Department of Education wherein nonpublic schools receive educational services through an agency other than a public school.

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

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.

Catalog of Federal Domestic Assistance (CFDA) - A government-wide compendium of federal programs, projects, services, and activities. It identifies financial and non-financial assistance programs by a standard code.

Certified Staff - School personnel who possess required qualifications to teach or administer.

Comprehensive School Improvement Plan (CSIP) - A written document, derived from the needs of the district and the results of a school improvement planning process, that outlines a district’s goals, objectives, and activities with respect to the overall goal of helping all students achieve high standards.

Core Disciplines - The six content areas set forth in the Show-Me Standards: Communication Arts, Mathematics, Science, Social Studies, Fine Arts and Health/Physical Education.

Core Academic Subjects NCLB - English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.

Distinguished Schools [Title I] - A designation made of schools which for three consecutive years:

- have exceeded the state's definition of adequate yearly progress
- have virtually all students meeting the state's advanced level of student performance
- have demonstrated significant improvement of gender equity in student achievement

Encumbrance of Funds - See Obligation of funds

English for Speakers of Other Languages (ESOL) – The currently accepted term for English-language programs that teach language skills to speakers from non-English language backgrounds. The approach of choice for schools where bilingual teachers are not available, and where ELL students represent many languages. Replaces the term “English as a Second Language” or ESL.

English Language Learners (ELL) - Refers to speakers of other languages in the process of learning English. This abbreviation may be used to indicate **LEP** students.

Excess Funds - Carryover funds that exceed the maximum carryover.

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

Final Approval - The date determined by the Federal Grants Management Director that the consolidated application is complete and acceptable.

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

High Quality Professional Development (Title II.A) - Each state was required to define high quality professional development for No Child Left Behind. Missouri's definition can be found in the Title II.A section.

Highly Qualified Teacher (Title II.A) - A teacher who has at least a baccalaureate degree, is appropriately certified, and can document content expertise.

Hold-harmless [Title I] - The percentage of a given fiscal year's allocation guaranteed to a school district the following fiscal year.

House Bill 474 - State Exceptional Pupil Aid reimbursed to school districts operating specialized reading instructional programs and used to pay a portion of a reading teacher's salary. These programs may be locally or Title I-funded and are subject to established guidelines.

Indirect Cost – Costs associated with implementing the programs that are not reflected in the program budgets may be reimbursed through the indirect cost provision. *See Indirect Costs in General Guidelines section for more information.*

Language Minority (LM) - Refers to a student whose linguistic background, such as country of birth or home environment, includes languages other than English.

Limited English Proficient (LEP) - The term 'limited English proficient', when used with respect to an individual, means an individual —

(A) who is aged 3 through 21;

(B) who is enrolled or preparing to enroll in an elementary school or secondary school;

(C)(i) who was not born in the United States or whose native language is a language other than English;

(ii)(I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and

(II) 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

(iii) 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

(D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual —

(i) the ability to meet the State's proficient level of achievement on State assessments described in section 1111(b)(3);

(ii) the ability to successfully achieve in classrooms where the language of instruction is English; or

(iii) the opportunity to participate fully in society.

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

Missouri School Improvement Program (MSIP) - A process through which school districts are evaluated based on classification standards.

MSIP Standards - The classification standards against which school districts are evaluated. They are grouped into Resource, Process, and Performance Standards.

MSIP Indicators - Specific, measurable objectives that determine a school's compliance with a given MSIP standard.

Multiple Attendance Center - A district that has two or more buildings with at least one of the same grades.

Obligation of Funds - A purchase order, a contract, or grant awarded, a service, or similar transaction during a given period that requires payment by the recipient. Funds

may not be obligated before July 1 or the substantially approvable date, whichever comes later.

One Full Academic Year - 3rd Wednesday in September to beginning of MAP window.

Paraprofessionals/Instructional Assistants – Non-certified staff who work under the direct supervision of a certified teacher.

Process Standards - The MSIP standards that correlate to the consolidated application budgets.

Protection of Pupil Rights Amendment (PPRA) – This amendment of 1974 provides parents the right to have some control over the disclosure of information about their children and requires the school district to obtain parental permission for students under the age of 18 to participate in the Safe and Drug-Free Schools and Communities Survey.

Public School Choice - This option relates to Title I buildings in year one and subsequent years of School Improvement status. All students enrolled in a school in improvement have the option to transfer to another public school in the district which has not been identified for school improvement.

Reallocated Funds - Funds redistributed among eligible districts.

REAP - See Small Rural School Achievement (SRSA)

Resource Teachers [Title I] - Staff who help the classroom teachers to work more effectively with their students.

School Improvement - Status of a building or district that has not made AYP in the same content area for two consecutive years.

Scientifically Based Research - Educational practices that independent and systematic research has shown to be effective in improving student performance.

Show-Me Standards - Academic criteria that outline the knowledge, skills, and competencies that all Missouri students are expected to reach. They are grouped into Knowledge (content) and Performance (process) Standards.

Single Attendance Center - A district that does not have the same grades in more than one building.

Small Rural School Achievement (SRSA) - Funding source for small rural schools that comes directly from the U.S. Department of Education under Title VI; therefore, these funds are not included in the Consolidated Federal Programs Applications. Districts may use these funds to support the programs included in the Consolidated Application. Districts eligible for these funds are also called REAP schools.

Standard - A clearly defined statement specifying the characteristics or abilities expected of an individual or organization.

Substantially Approvable - The consolidated application is considered to be in substantially approvable form when all of the required items have been received by DESE. School districts may begin to obligate funds as of the substantially approvable date (the date on which the final required item is received by DESE or July 1, whichever is later), even though the application may not yet have been given final approval.

Supplemental Educational Services (SES) - This option is for low-income families whose children attend a Title I building in its second or subsequent year of School Improvement. They may choose tutoring services from state-approved providers. If funds set aside for SES are insufficient to provide services to each child whose parents request the services, the district shall give priority to the lowest-achieving children.

Transferability - The flexibility a district has to move funds out of or into Titles II.A, II.D, IV.A, and V. A district may also move funds out of these titles into Title I.A.

ACRONYMS

AYP	Adequate Yearly Progress
BOA	Breakdown of Allocation
CFDA	Catalog of Federal Domestic Assistance
COE	Certificate of Eligibility
CSIP	Comprehensive School Improvement Plan
DESE	Department of Elementary and Secondary Education
DSIC	Department School Improvement Committee
EDGAR	Education Department General Administrative Regulations
ELL	English Language Learners
ESEA	Elementary and Secondary Education Act
ESL	English as a Second Language
ESOL	English for Speakers of Other Languages
FER	Final Expenditure Report
FIF	Family Interview Form
FTE	Full-Time Equivalency
GED	General Education Diploma
GEPA	General Education Provisions Act
GLE	Grade Level Expectations
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Educational Plan
LEA	Local Education Agency
LEP	Limited English Proficient
MAC II	Maculaitis Assessment of Competencies
MAP	Missouri Assessment Program
MELL	Migrant Education and English Language Learning
MEP	Migrant Education Program
MSIP	Missouri School Improvement Program
N or D	Neglected or Delinquent
NCLB	No Child Left Behind Act of 2001
PAC	Parent Advisory Council
PAT	Parents As Teachers
PPP	Practical Parenting Partnerships
RLIS	Rural Low Income Schools
RPDC	Regional Professional Development Center
SDFSC	Safe and Drug-Free Schools and Communities
SEA	State Education Agency
SES	Supplemental Educational Services
SRSA	Small Rural School Achievement

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Parent/Guardian Notification

NCLB requires notification to parents/guardians when any of the following situations exist in a district receiving Federal funds. Additional information regarding these requirements can be found in this manual.

1. Districts must annually disseminate Federal Programs Complaint Resolution Procedures to parents/guardians of students and appropriate private school officials or representatives.
2. At the beginning of each school year, a participating school district must notify the parents/guardians of each student attending a building that receives Title I funds that they may request, and the district 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 building that receives Title I funds must provide all parents/guardians notice that 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. When a school is identified for School Improvement, the district must notify the parents/guardians of all children in the identified Title I building of its School Improvement status. Yearly updates are provided to parents with available options until the building is no longer identified for improvement.
5. Within thirty days after the beginning of the school year, a district must inform parents/guardians that their LEP child has been identified for participation in a language instruction educational program.
6. 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.

NOTE: A sample of these items may be found under Parent Involvement on the Federal Grants Management web page.

Comprehensive School Improvement Plan

School districts applying for funding through the Consolidated Federal Programs Application must integrate the intended uses of federal funds covered under these programs into their Comprehensive School Improvement Plan (CSIP) required under the Missouri School Improvement Program (MSIP). This will help ensure long-range planning for use of the federal funds and targeting the funding to the district's identified needs. At the strategy level, districts must identify the MSIP Standard and Indicator (for example, Standard 7.2) for each strategy that includes federal resources. Additionally, districts must describe, either as part of the CSIP itself or in an annual operational plan linked directly to the CSIP, the action steps/activities to be taken to implement each strategy and specify the federal funding source.

The CSIP satisfies the NCLB requirement that districts provide a description of how each program will be used to meet identified needs.

Supplementing State and Local Funds

Under the No Child Left Behind Act, all federal funds must be used only to supplement, not supplant, the funds that would be available from nonfederal sources in the absence of these funds. The school district must maintain the level of state and local funding in participating schools it would have maintained had the federal funds not been available.

Districts 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:

- were required to be made available under other federal, state or local laws;
- were provided with non-federal funds in prior year;
- were provided to participating children, if those same services were provided with non-federal funds to non-participating children.

For the first two bulleted items, presumption of supplanting may be rebutted if the LEA demonstrates it would not have provided services with non-federal funds if the federal funds were not available. LEA cannot rebut the third item.

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

For more information, see the "Fiscal Requirements" link at:

<http://dese.mo.gov/divimprove/fedprog/financialmanagement/>

Maintenance of Fiscal Effort

A district may receive federal funds if DESE finds that the district's 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 percent of the combined fiscal effort or aggregate expenditures for the second preceding year. This requirement applies to all programs except Title V.

Compliance Reviewed: Compliance is verified each year by the Financial Management staff using specific data from the Annual Secretary of the Board Report.

Reduction in Case of Failure to Maintain Effort: DESE shall reduce the amount of the allocation in the exact proportion by which a district fails to meet the 90% maintenance requirement. DESE will use the measure most favorable to the district when determining penalty.

Waiver: The United States Department of Education Secretary may waive the requirements of this section if it is determined that a waiver would be equitable due to exceptional or uncontrollable circumstances, such as a natural disaster, or a precipitous decline in the financial resources of the district. For more information, see the "Fiscal Requirements" link at: <http://dese.mo.gov/divimprove/fedprog/financialmanagement/>

Fiscal and Compliance Audits

All school districts must arrange for an independent audit of their records, at least biennially, and provide a copy of the audit to the DESE School Finance Section by October 31 following the audit period. Districts expending \$500,000 or more in Federal funds in a year shall have a single or program-specific audit conducted for that year in accordance to OMB Circular A-133.

Consolidated Application

School districts applying for federal funds must annually submit the Consolidated Federal Programs Application online.

To access the online application, go to <https://k12apps.dese.mo.gov/webapps/logon.asp>

Funds may not be obligated for a given year until July 1 or the date a substantially approvable application is received by DESE, whichever comes later. Therefore, districts are encouraged to submit the application by July 1.

To receive a substantial approvable date, the school district must have submitted these components:

- Consolidated Federal Programs Application submitted online
- LEA Plan online (and revisions, if needed)
- Nonpublic participation forms for Titles I.A, II.A, and IV.A, if applicable
- Title I.D Neglected or Delinquent form, if applicable
- New lease purchase agreements, if applicable
- New Schoolwide Plan(s), if applicable

If required components are received by DESE separately, the approval date will be that on which the final component is received. For districts serving nonpublic schools with Title I funds, the application will not be approved unless services for them have been budgeted, or documentation indicates that services were declined, except for school districts on the bypass provision.

District Allocations

DESE will compute and disseminate the allocations for each school district. The allocation criteria used to distribute federal funds is available on the Federal Program website under [Financial Management, Allocations](#).

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. For each program, DESE will reallocate excess funds to eligible LEAs based upon the proportionate amount of funds allocated to the LEA for that program for the current year.

Transferability

Under No Child Left Behind, districts have additional flexibility by allowing the transfer of funds out of or into Titles II.A, II.D, IV.A and V. A transfer may also be made into Title I from any of those titles. All districts (if not identified for Title I School Improvement) may transfer up to 50 percent of Titles II.A, II.D, IV.A and V. An LEA that has been identified for improvement may transfer up to 30 percent if the transferred funds will be used only for school improvement activities. An LEA that has been identified for corrective action may not transfer any funds.

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.

REAP-Flex

REAP-Flex authority provides flexibility to eligible rural LEAs to use funds out of Titles II.A, II.D, IV.A and V for purposes under Titles I, II.A, II.D, IV.A and V. REAP districts may transfer up to 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.

Materials and Supplies

Except for summer programs, purchases of materials and supplies should be completed by March 31.

Budget Amendments

An amendment must be submitted and approved prior to obligation of funds.

A school district may amend the approved budget up to four times throughout the fiscal year. Amendments should be submitted prior to April 30.

Obligation of Funds

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

IF THE OBLIGATION IS FOR--	THEN THE OBLIGATION IS MADE--
Acquisition of mobile units	On the date the school district makes a binding written commitment to acquire the property
Rental of real or personal property	When the school district uses the property
Personal services by an employee of the school district	When the services are performed
Personal services by a contractor who is not an employee of the school district	On the date the school district makes a binding written commitment to obtain the services*
Performance of work other than personal services	On the date the school district makes a binding written commitment to obtain the work
Public utility services	When the school district receives the services
Travel	When the travel is taken

***If this commitment is made before the grant period, the district must include in the commitment letter or contract the following type of statement: "The provision of payment for these services is contingent on the availability of federal funds and approval for the use of those funds by DESE."**

Administrative Pool

The administrative pool provides additional flexibility for districts to administer their programs. Administrative costs are limited to no more than eight percent of the amount budgeted for Titles I.A, II.A, II.D, V, and VI.B (excluding indirect cost and dollar amounts budgeted under 6500 and 6600). Districts may use up to two percent of Titles III and IV.A budgets for administrative costs. No Title I.C. funds may be used for administrative costs.

In the district's core data collection system, a program code of 21 must be used to designate the source of funds for salaries or stipends paid to any person from the administrative pool.

All partially-funded FTEs must maintain time and effort logs.

The following graphic may aid districts in distinguishing whether funds are for administration or coordination purposes.

ADMINISTRATION	COORDINATION
<ul style="list-style-type: none"> • Helps develop plans and application • Supervises staff • Oversees budget • Monitors implementation • Understands and informs staff of legal requirements • Helps develop strategies • Monitors program evaluation • Maintains required documentation 	<ul style="list-style-type: none"> • Plans strategies • Provides technical assistance • Provides professional development • Develops and showcases model curriculum/lessons and teaching practices • Mentors teachers • Organizes and conducts program specific activities • Assists with program evaluation • Maintains required documentation • Does not evaluate professional staff
<p>Funding Sources Administrative Pool</p>	<p>Funding Sources Program Funds</p>

Indirect Costs

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

Final Expenditure Report (FER)

A school district with an approved application must submit an estimated FER by May 15. The FER is accessed through the Consolidated Application Menu. If revisions are needed, the final FER should be submitted no later than 30 days after the ending date of the project.

Reported expenditures in approved object codes may not exceed 10 percent of the total amount budgeted within each of the approved programs. Expenditures in excess of the approved budget or of the allowable variations must be paid with local funds.

Carryover and 9/30 (September 30) Report

The carryover amount will be reflected on the Allocations screen of the application after the FER has been submitted and approved. Funds not used and carried over into the next fiscal year are subject to these limitations:

- Title I.A—districts with a Title I.A allocation of \$50,000 or more may not carry over more than 15 percent of the funds allocated each year past September 30 of the following year. DESE may grant a waiver of this limitation once every three years if the district's request is reasonable and necessary. Districts with an allocation of less than \$50,000 may carry over up to 100 percent of their allocation.
- Title I.C—no carryover allowed; funds must be used within each fiscal year.
- Title IV.A—districts may carry over a maximum of 25 percent of their Title IV.A allocation each year. DESE may grant a waiver of this limitation any year if the requested use of funds is reasonable and necessary.
- Titles II.A, II.D, III, V, and VI.B may carry over up to 100 percent of their funds into the next fiscal year.

Districts may view the information regarding their carryover by clicking on the actual carryover amounts for each program on the Allocations screen of the application. Districts with a carryover in excess of those limitations for Title I.A and Title IV.A must submit a 9/30 report by mid-October that reflects their expenditures and obligations as of September 30. This report is accessed and submitted through the menu of the Consolidated Application.

Payment Schedule

Funds will be transferred to a school district according to a payment schedule based on the approved budget. The final payment will be transferred upon DESE approval of the Final Expenditure Report (FER).

Accounting Requirements

Separate and identifiable accounting records for receipts and expenditures in each program must be maintained. The school district may not commingle funds except as they are used in a schoolwide program or an administrative pool. When funds are used in a schoolwide program or an administrative pool, the school district must develop a separate source code for reporting expenses to each of these fiscal pools.

Program Records

All records must be retained:

- for three years after the close of the fiscal year in which funds were expended
- until any pending audits have been completed
- until all findings and recommendations arising from audits or monitorings have been completely resolved.

Title I Funds and Technology

Title I funds may be used to purchase technology-related equipment, materials, and supplies (such as computers, monitors, and printers). The guidelines for purchasing technology-related equipment with Title I funds include:

- Purchases must support the instruction of challenging academic achievement standards.
- Purchases must be supplemental to what the school district provides for all students.
- Purchases must be for the exclusive use of Title I participants.
- Purchases must be “reasonable and necessary” for the Title I program.
- Technology/equipment purchased with Title I Targeted Assistance funds must be located in Title I classrooms only.
- Purchases must be addressed in the district’s Technology Plan, including appropriate professional development in the use of technology in instruction.
- Schoolwide projects must include intended equipment expenditures in their Schoolwide plans.

If you have any questions, please contact your Federal Grants Management Supervisor at (573) 751-3468.

Inventory Control

All capital outlay costing \$1000 or more per unit/set is 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. The following information must be included to be in compliance:
 - a. description of the property, including manufacturer’s model number, if any
 - b. manufacturer’s serial number or other identification number
 - c. identification of the funding source under which the property was acquired
 - d. acquisition date and unit cost
 - e. source of property (company name)
 - f. percentage of federal funds used in the purchase of the property
 - g. present location, use, condition of the property, and date the information was reported
 - h. all pertinent information on the ultimate transfer, replacement, or disposition of the equipment
3. Inventory must be updated as items are purged or new purchases are made.
4. Adequate safeguards must be in effect to prevent loss, damage, or theft of the property. Any loss, damage, or theft must be investigated and fully documented. The school district is responsible for replacing or repairing lost, damaged, destroyed, or stolen property. If stolen property is not recovered, the school district should submit copies of the investigative report and insurance claim to DESE. Replaced equipment is automatically considered property of the originally funded program and should be inventoried accordingly.
5. Adequate maintenance procedures must be implemented.
6. A physical inventory of items must be taken and the results reconciled with the inventory records at least once every two years.

Reconciling the inventory at least once every two years ensures its accuracy.

A sample Equipment Inventory may be found under Publications and Forms on the Federal Grants Management web page and in the resources section of this manual.

Disposition of Capital Outlay

Equipment with an acquisition cost of **less than \$5,000** which is no longer effective may be purged or transferred to the school district at no cost upon DESE approval. Records of transferred equipment must be retained for three years from date of transfer.

The written request to purge or transfer must include:

- item
- date of acquisition
- original cost
- reason for purge or transfer
- anticipated use

School districts must request from DESE disposition instructions for capital outlay with an acquisition cost of **\$5,000 or more** per unit.

Documentation Related to Payment of Staff

All federally funded FTEs must be recorded on Core Data. FTEs must be consistent with the approved application. Districts must keep documentation, such as time and effort logs or classroom schedules, for partial FTEs and for individuals receiving stipends.

Single Funding Certification

Where employees are expected to work solely on a single Federal program, charges for their salaries and wages will be supported by the completion of the Single Funding Certification Form. These certifications will be signed at least each semester by the employee or building principal. Districts should keep these forms on file to certify that all staff fully funded with federal funds are conducting activities consistent with the purposes of the funding sources.

The suggested language for this may be found under [Publications and Forms](#) –Single Funding Certification on the Federal Grants Management web page and in the resources section of this manual.

Complaint Resolution Procedures

School districts must have board-adopted Standard Complaint Resolution Procedures for NCLB programs. These procedures are used to resolve allegations of violations of requirements under the federal programs. The procedures should be made available to the public and a copy maintained in each building. DESE has adopted written procedures in the event that a complainant disputes a school district decision.

A sample of the Complaint Resolution Procedures is available under [Publications and Forms](#) on the Federal Grants Management web page.

Districts must annually disseminate the complaint procedures to parents of students and appropriate private school officials or representatives.

Monitoring

Each district will be required to complete and submit a Consolidated Federal Programs Self-Monitoring Checklist to the Federal Grants Management Section in September of the school year the district is scheduled for an MSIP review. DESE staff will monitor all districts on the MSIP review cycle.

Completing this self-monitoring checklist each year is helpful in verifying compliance with federal regulations.

This form is available under Publications and Forms on the Federal Grants Management web page and in the resource section of this manual.

Findings of Noncompliance

When DESE finds that a school district 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 reasonable period of time (generally within two months). DESE may suspend further payments of programs in the consolidated application until appropriate documentation is provided.

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

- denial of the use of funds for all or part of the cost of the program activity not in compliance
- refund of the money determined to have been misused.

Participation of Nonpublic School Children

School districts must make available equitable services to eligible nonpublic school children, their teachers, or other educational personnel. Districts must ensure that total expenditures, less administrative costs, are equal on a per-pupil basis. Services to nonpublic school children must be performed at the public school, a neutral site at the nonpublic school, or neutral grounds.

Before making any budgeting decisions and prior to application submission, school districts must engage nonpublic school officials in timely and meaningful consultation concerning their participation.

Documentation of consultation and the Public/Private Design for Educational Service must be completed and kept on file. Relevant programs are Title I.A, Title I.C, Title II.A, Title III, and Title IV.A.

An appropriate time for initial consultation would be in the spring as many nonpublic schools are closed for the summer. Communication should be ongoing throughout the school year.

The public school district controls funds, employment, and contracts used to provide services to nonpublic students and teachers.

No funds may go directly to the nonpublic schools.

Services shall be provided by employees of a public agency or through contract with an individual, association, agency, or organization independent of the private school and any religious organization. The public school district makes the final decisions with respect to the services provided to nonpublic children with federal funds from the consolidated federal programs.

Statewide Bypass Provision for Nonpublic Services

Because of the state's statutory restrictions on the use of public funds for services to nonpublic school children, Missouri annually requests a statewide bypass for funding Title II.D and Title V services for children in nonpublic schools. The bypass, if granted by federal officials, enables the awarding of a contract by the federal government to an agency other than DESE to administer the bypass and provide services for participating nonpublic schools in Missouri. A public school district should not, therefore, plan to provide Title II.D or Title V services to nonpublic school children when preparing its application.

Section 3
Title I.A Improving the Academic Achievement of the
Disadvantaged

Specific Guidelines

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Legislative Purpose

Title I was enacted to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and assessments. This can be accomplished by meeting the educational needs of low-achieving children, closing the achievement gap between high- and low-performing children, high standards for all students, enriched and accelerated instruction, decentralized decision making, improved accountability, high quality professional development, coordination and integration of services, expanded family involvement, extended learning time, and early intervention.

Local Educational Agency (LEA) Plan

A school district may receive Title I funds only if the district has a state-approved LEA plan for implementing the Title I program. This plan is to help low-achieving students meet the Show-Me Standards. The LEA plan is to be developed in consultation with teachers, principals, administrators, other appropriate school personnel, and parents of children in schools served with Title I funds. Each district is required to review the LEA plan annually and to make any necessary changes in the district's Comprehensive School improvement Plan (CSIP).

Revisions to the LEA plan should be made prior to obligation of funds and implementation of the activity. Revisions are made online and submitted for approval.

Building Eligibility and the Breakdown of Allocation (BOA)

For Title I purposes, low-income children counted within each building are those in families eligible for free and reduced lunches according to the income scale established by the National School Lunch Act. In place of using actual free and reduced lunch counts in a middle or high school, a district may use the feeder pattern. The feeder pattern allows districts to project the percent of low-income children in a middle or high school based on the average poverty rate of all the attendance centers feeding into the middle or high school. Districts should indicate on Step 1 of the BOA that they are using the feeder pattern.

A school district must use Title I funds only in eligible school attendance centers. The Breakdown of Allocation (BOA) is completed as part of the Consolidated Federal Programs Application to determine which attendance centers are eligible for Title I allocations and services. Based on the low-income percentages (free and reduced lunch counts) in each building, districts must annually rank their buildings from highest to lowest without regard to grade spans. The district must serve all buildings with a low-income percentage of 75 percent or higher.

A district must serve all buildings with a percentage of low-income children of 75 percent or higher. This requirement pertains even to districts exempt from ranking.

If funds remain after serving schools with 75 percent or higher free/reduced counts, the district shall then rank and serve the remaining eligible attendance centers.

Eligibility for attendance centers below 75 percent economic deprivation is determined by choosing one of the following methods found in Step 3 of the BOA in the application:

1. Exempt: K-8 or K-12 single attendance area district (no buildings with same grades).
2. Exempt: District with multiple attendance areas (two or more buildings having at least one of the same grades) 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 grade spans.
4. Areas with economic deprivation greater than or equal to the district average:
 - a. Ranking within entire district.
 - b. Ranking by same or similar grade spans.
5. Areas with economic deprivation greater than or equal to 35%:
 - a. Ranking within entire district.
 - b. Ranking by same or similar grade spans.
6. Areas with economic deprivation greater than or equal to 25% (Desegregation schools only):
 - a. Ranking within entire district.
 - b. Ranking by same or similar grade spans.
7. 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. Contact your Grants Management supervisor to utilize the Grandfather Clause.

District Discretion

The school district may elect not to serve an eligible attendance center that has a higher percentage of children from low-income families if the school meets the comparability requirements, is receiving supplemental funds from other state or local sources that are spent in accordance with schoolwide or targeted assistance requirements, and the funds expended from other sources equal or exceed the amount of Title I funds that would be provided. If the district chooses this option, it shall determine private student participation without regard to the fact that the public school children in this attendance area are not participating in Title I.

Allocation Procedures for Eligible Attendance Centers

Before determining the allocations for eligible attendance centers, the school district must set aside sufficient funds to provide comparable services to neglected or delinquent children in local institutions and eligible homeless children who do not attend participating schools (see Addendum 1). In addition, the district may wish to set aside funds for salary differentials, and Title I district-wide costs (administration, preschool, parent involvement, and professional development). If required, a district should set aside funds for Public School Choice and Supplemental Educational Services or Highly Qualified Teachers and Paraprofessionals.

School districts must allocate Title I funds to eligible attendance areas in rank order based on the percentage of the total number of children from low-income families in each attendance area. A district 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.

School districts that opt to serve schools having a poverty rate below 75 percent 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 percent

poverty. Per-child amounts within grade spans may also vary as long as the district allocates higher per-child amounts to schools with higher poverty rates than it allocates to schools with lower poverty rates.

A school district with multiple attendance centers serving school(s) with a poverty rate less than 35 percent must allocate to each funded school at least 125 percent of the district's allocation per low-income child.

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

Comparability of Services

Districts having multiple attendance centers may receive funds under Title I only if state and local funds are used to provide services in Title I schools which, taken as a whole, are at least comparable to services provided in schools within the district which are not receiving Title I funds. If the district is serving all schools under Title I, the district may receive Title I 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, the Federal Financial Management staff will use specific student/teacher FTE data from the October cycle of the Core Data Report to verify compliance using option 1 below.

If the Federal Financial Management staff cannot verify compliance by using option 1, the school district 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 schools do not exceed 110 percent of the average for non-Title I schools.
2. Student/Teacher Salary Ratios - Comparability is achieved when the average per-pupil salary expenditure in Title I schools is at least 90 percent of the average in non-Title I schools.
3. State and local per-pupil expenditures - Comparability is achieved when the average per-pupil expenditure in Title I Schools is at least 90 percent of the average state and local per-pupil expenditures in non-Title I schools.

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

- staff salary differentials for years of employment
- buildings with 100 or fewer students.

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

- state and local funds expended for excess costs of providing services to children with disabilities as determined by the district and bilingual education for children of limited English proficiency (LEP)
- unpredictable changes in student enrollment or personnel assignments that occur after the beginning of a school year
- supplemental state or local funds for programs that meet the intent and purposes of Title I

DESE will, as required by federal regulation, withhold funds or require refunds from school districts that fail to comply with comparability requirements.

Participation of Nonpublic School Children

Except when the bypass provision is invoked, the school district must provide educational services to educationally deprived nonpublic school children residing in a participating attendance area. Services may be provided directly or through contracts with public and private agencies, organizations, and institutions. Services may be provided at the public school, a neutral site at the nonpublic school, or another neutral site. If there is more than one nonpublic school with economically deprived children residing in the participating attendance area, the district, after consultation with the nonpublic schools, has two options for managing the funds:

- the school district may use funds generated by economically deprived nonpublic children to serve the educationally deprived children from the school in which they are enrolled, or
- the school district may pool all funds generated by economically deprived nonpublic children to serve the educationally deprived children from nonpublic schools.

The school district shall ensure the following:

- educational services shall be secular, neutral, and non-ideological
- educational services for nonpublic school children shall be based on their educational needs as identified in consultation with personnel from nonpublic schools
- expenditures for educational services to eligible nonpublic school children shall be equal to the proportion of funds allocated to a participating attendance center based on the number of children from low-income families residing in the school attendance area who attend nonpublic schools

Services for Nonpublic School Children

School district officials will consult with appropriate nonpublic representatives in a timely manner during the design and development of programs for nonpublic school children on the following issues:

- how educationally deprived children and their needs will be identified
- what services will be offered to meet the identified needs
- how and where the services will be provided
- how the services will be assessed
- the number of educationally deprived children who will be served
- the proportion of funds allocated for the services

Consultation must occur before the school district makes any decision affecting the opportunities of nonpublic school children to participate in Title I programs. The end result of those consultations will be a signed Title I.A Nonpublic Participation Form and a completed Public/Private Design for Educational Service document that reflects the needs of the nonpublic school children. In consultation with nonpublic school officials, the district must also establish criteria to determine which nonpublic school children are eligible and, within the eligible group, which children will be served. If the district, in consultation with nonpublic school officials, determines that it is inappropriate to select nonpublic children on the basis of state standards, the district must select nonpublic school children who are at risk of failing to meet high levels of achievement comparable to those required by the state's standards.

Annually, an LEA must contact officials of nonpublic schools with children who reside in an eligible and participating school within the LEA, regardless of whether or not the nonpublic school they attend is located in the LEA. The LEA must maintain and provide to DESE a Title I.A Nonpublic Participation Form signed by an official of each nonpublic school affirming that the required consultation has occurred.

Title I Nonpublic Bypass Provision

A bypass generally provides for the delivery of services through a contracting agency. Nonpublic school administrators dissatisfied with the services provided through the public schools may request consideration of a bypass. The request should be sent to DESE, who will forward it to the Office of the Secretary, U.S. Department of Education.

Also, the authorized representatives from a public school district and the nonpublic school serving children that reside in that public school district may request to be removed from the bypass. All representatives should meet and write a plan which documents that the public school will provide services to nonpublic school children that will meet their needs and are equitable. This plan and a request to be removed from bypass should be sent to the Director of Federal Financial Management 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 the Office of the Secretary, U.S. Department of Education.

Facilities

Districts must make every effort to use existing facilities to meet the needs of the proposed activities. However, the district may lease mobile units or rent a facility if existing facilities are not adequate for Title I services. The length of the lease for a mobile unit or facility may not extend beyond the end of the project period. The school district 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 expenses, but site preparation, including wiring and plumbing, is the responsibility of the district.

Facilities leased with Title I 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 funds may not be used to modify existing facilities to meet the standards, nor may Title I funds be used to build walks, ramps, rails, or other external structures.

Any facilities leased with Title I funds must meet the standards of the Asbestos Hazard Emergency Response Act and the Environmental Protection Agency.

Targeted Assistance Programs

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

Eligible Children

Eligible children are:

- not over age 21 who are entitled to a free public education through grade 12
- pre-school age children

Children to be served by Title I are those identified by a building as not meeting the state's Show-Me Standards on the basis of multiple, educationally related, objective criteria established by the district and the building. The multiple criteria used to identify children to be served are determined by each participating building and may vary from building to building within the district.

Data from objective evaluations, Parents as Teachers screenings, teacher rating scales, and parent questionnaires may be used.

Children from preschool through grade 2 shall be selected solely on the basis of objective and developmentally appropriate measures. Data from objective evaluations, Parents as Teachers screenings, teacher rating scales, and parent questionnaires may be used.

Multiple criteria for grades 3-12 must include a weighted standardized test score. For those grade levels in which the MAP is given, MAP scores must be used. If the district uses a standardized test for grades in which the MAP is not administered, those scores must be used as one of the multiple criteria. Other criteria may include a teacher checklist of skills, classroom grades, and other performance assessments.

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 targeted assistance school.

The master lists must indicate:

- students selected to participate
- the criteria used for selection
- 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 services include:

- economically disadvantaged children
- children with disabilities
- migrant children
- children with limited English proficiency

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

- children who have participated in Head Start, Even Start, Early Reading First, or a Title I preschool during the past two years
- migrant children who received services during the past two years
- homeless children attending any school in the district
- children who are receiving services in institutions or community day programs for neglected and delinquent youth.

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

A building may not use Title I funds to provide services that are required by state law to LEP children or children with disabilities. Title I must be in addition to LEP and IEP instruction just as it is also supplemental to math and reading instruction in the regular classroom.

Late Enrollees

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

Components of a Targeted Assistance Program

The Title I program assists targeted assistance schools in meeting the Show-Me Standards in communication arts and math.

Each targeted assistance program must:

- use Title I resources to help participating children meet state standards
- ensure that instructional strategies for participating students are incorporated into the district CSIP
- use effective methods and instructional strategies, based on scientifically based research, that strengthen the core academic program of the school and that ----
 - give primary consideration to providing extended learning time, such as an extended school year, before-and after-school programs, preschool programs, and other opportunities;
 - minimize removing children from the regular classroom during regular school hours for instruction; and
 - provide accelerated, high-quality instruction, including applied learning;
- 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, Even Start, Early Reading First, or Missouri Preschool Project to elementary school programs
- provide instruction by highly qualified teachers
- provide opportunities for professional development for teachers, principals, and paraprofessionals who work with participating children or in the regular education program
- provide strategies to increase parental involvement, which may include family literacy services
- coordinate and integrate Federal, State, and local services and programs

Requirements for Targeted Assistance Programs

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

- coordinating Title I resources with other resources
- reviewing, on an ongoing basis, the progress of participating children and revising the program, if necessary
- providing additional assistance such as an extended school year, before- and 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 grade level expectations and the Show-Me Standards in the classroom

Parents must be involved with staff in reviewing the program and in making suggestions for improvement.

Materials and Supplies

Title I funds may be used to purchase instructional materials and supplies if purchases are **supplemental to what the school district provides for all students** and are for the exclusive use of Title I students in a targeted assistance program. Computers previously purchased with Title I funds must be labeled as Title I equipment and be located in Title I targeted assistance classrooms only.

Schoolwide Programs

The purpose of the schoolwide program is to use the key elements of Title I to upgrade the entire educational program of a school so that all students can reach high educational standards. Districts are encouraged to consolidate Federal, State, and local funds to accomplish this.

A building is eligible to implement a schoolwide program if at least 40 percent of the enrolled students are economically deprived. Eligibility is determined by the previous January free and reduced lunch percentage for that building. An eligible school, after consulting with the district, must submit notification to DESE of its intent to implement a schoolwide program. Program decisions are to be made at the building level: buildings, in consultation with their district, determine how to use their funds in ways that best meet the needs of their students. Bringing these decisions to the building level helps discourage a district-directed "one-size-fits-all" program and, instead, affords a significant resource for school buildings to use to meet the needs of their students.

One year of planning and preparation is required unless the school staff demonstrates to DESE that they have received high quality technical assistance that allowed them to be prepared in less than a year.

Consolidation of Funds in a Schoolwide Program

A schoolwide program building may combine funds/resources from other Federal education programs, in addition to its Title I, Part A funds/resources, to upgrade the entire educational program in the school. If a schoolwide program exercises this authority, it is exempt from many statutory and regulatory provisions of the programs whose funds/resources it combines as long as it meets the intent and purposes of those programs. To ensure that the needs of the intended beneficiaries of those programs are addressed, the building must be able to demonstrate that its schoolwide program contains sufficient activities to reasonably address those needs and thus meet the intent and purposes of each program.

A school district must be able to show the amount of funds from each Federal education program for each grant year that the district allocated to a schoolwide program. To satisfy Federal reporting requirements and cash management and availability of funds requirements, the district must be able to show that the Federal funds were expended by the schoolwide

program. Federal funds combined in a schoolwide program lose their specific program identity and may be used for any costs of the schoolwide program. To demonstrate that the Federal funds in a schoolwide program have been expended, the LEA may use any reasonable method. For example, the district could allocate expenditures of Federal funds in a schoolwide program building in proportion to the Federal funds provided to the building.

Services to children in a schoolwide program are not required to be supplementary. However, a school participating in a schoolwide program shall use these funds **only** to supplement the amount of funds that would be available from non-Federal sources for the school, including funds for special education children and LEP students. Schoolwide projects do not generate additional funding.

A building participating in a schoolwide program is not required to identify students for services under NCLB, but if receiving HB 474 funds, the school must use multiple criteria to identify the students most in need of reading assistance.

Components of a Schoolwide Program

The following components must be included in a schoolwide program:

1. A comprehensive needs assessment of the entire school based on information about the performance of children in relation to the Show-Me Standards.
2. A description of schoolwide reform strategies that:
 - a. provide opportunities for all children to meet the proficient and advanced levels of student performance on the MAP
 - b. use effective methods and instructional strategies based on scientifically based research that strengthen the core academic program in the school, increase the amount and quality of learning time (i.e., extended school year, before-after school, summer, preschool), provide an enriched and accelerated curriculum, and include strategies for meeting the needs of underserved populations, including females, migrant, homeless and LEP children
 - c. address the needs of all children in the school, particularly the low-achieving children
 - d. determine if the needs of all children are being met
 - e. are consistent with and designed to implement the State improvement plan and district's CSIP
3. Instruction by highly qualified teachers.
4. Professional development for teachers, principals, and paraprofessionals, and if appropriate, pupil services personnel, parents, and non-instructional staff.
5. Strategies to attract high-quality teachers to high-need schools.
6. Strategies to increase parental involvement, such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, Missouri Preschool Project, to local elementary school programs.
8. Strategies ensuring teacher use of academic assessments to plan for the improvement of individual student performance and the overall instructional program.
9. Activities to ensure that students experiencing difficulty mastering the Show-Me Standards will be provided effective and timely additional assistance which must include:
 - a. measures to identify, on a timely basis, students' difficulties

- b. use of Title I funds, to the extent feasible, to provide training for teachers in how to identify difficulties and provide assistance
- c. teacher-parent conferences for parents of students not meeting the standards to discuss what the school and parents will do to help the students improve performance, and what other resources might be available to assist students
- d. coordination and integration of federal, state, and local services and programs including violence prevention, nutrition, and housing programs; Head Start; adult, vocational, and technical education; and job training.

Schoolwide Program Plan

An eligible building that desires to operate a schoolwide program shall develop, in consultation with the school district and other technical assistance providers, a comprehensive plan for reforming the total instructional program in the building.

The schoolwide plan must include the nine components outlined on the preceding pages and must:

- describe how the school will use Title I and other resources to implement the required components
- identify district, state, and other federal programs that will be included in the schoolwide program
- describe how the school will provide individual student academic assessment results to parents in a language they can understand, including interpretation of the results

A committee of parents/guardians, community members, teachers, principals, other program administrators, and, if appropriate, pupil services personnel, other building staff and secondary school students must be involved in the development of the plan. The schoolwide plan should be reviewed and revised as necessary by the schoolwide committee, and the revisions submitted online to DESE for approval. The plan must be available to the school district, parents/guardians, and the public.

The information contained in the plan shall be translated into any language that a significant percentage of parents/guardians of participating children in the school speak as their primary language. The plan, if appropriate, should be developed in coordination with programs under Reading First, Early Reading First, Even Start, the Carl Perkins Act, the Head Start Act, and other programs that might be part of a comprehensive plan to assist all students in reaching the Show-Me Standards.

The schoolwide plan must be approved before the district will be allowed to budget money for the schoolwide project.

A district may implement both targeted assistance and schoolwide projects. Advantages of schoolwide projects include the opportunity to provide high quality professional development for all teachers and paraprofessionals and parent education for parents/guardians of all students in the schoolwide building.

Coordination of Instruction

Every effort should be made to coordinate the entire Title I program with any other program that serves participating children. The Title I program should coordinate with any program

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

Comprehensive Services

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

- A comprehensive needs assessment has been conducted.
- Collaborative partnerships have been established with local service providers.
- Funds are not available from other providers.
- The need likely contributes to the student's educational deprivation.
- The student is economically deprived.

Allowable services include the provision of basic medical equipment, such as eyeglasses and hearing aids, and professional development necessary to assist teachers, pupil services personnel, other staff, and parents/guardians in identifying and meeting the comprehensive needs of eligible children.

Preschool

Research indicates that preschools are an effective early intervention strategy. To help all children succeed in kindergarten and primary grades, Title I funds may provide preschool education. Title I early childhood education 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. The selection of participants must be based on a multiple criteria process developed by the district. Districts are encouraged to include PAT (Parents as Teachers) screening information as a component of their multiple criteria.

Selection of Students

Multiple criteria must be used to identify children for participation in a Title I targeted assistance preschool and also in a schoolwide program when a waiting list exists. Each criterion must be objective, developmentally appropriate, and educationally related. Data from Parents as Teachers screenings, the DIAL-III, Brigance K1, and Early Screening Profiles (ESP) may be used.

Certification

A teacher employed in a Title I early childhood program must have an Early Childhood Education certificate or an Early Childhood Special Education (ECSE) certificate. A paraprofessional employed in a Title I early childhood program must have at least sixty college hours (or have passed the ParaPro assessment).

Curriculum

Activities in the Title I early childhood program must be developmentally appropriate, and the Missouri Early Childhood Standards should be incorporated into the instructional activities. Teachers should implement one of the following curriculum models:

- Project Construct
- High/Scope
- Creative Curriculum
- Head Start with Missouri Early Childhood Standards

Schedule

Based on the community needs assessment and resources available, a Title I preschool program should serve four-year old children at least 4 days per week, and, if possible, 5 days per week. A district may also serve three-year old children; but in the case of limited resources, four-year olds should receive priority. A half-day program would serve children for at least 2 1/2 hours per day. For more information on the impact of scheduling on preschool children, see The High/Scope Perry Preschool Project at: <http://secure.highscope.org/Content.asp?ContentId=63>

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

For answers to any questions regarding preschool scheduling, contact your Grants Management Supervisor.

Caseloads

A full time teacher may have no more than ten students per session. A full time teacher and a paraprofessional may have no more than fifteen students per session. Two certified teachers or one certified teacher with two paraprofessionals may serve up to 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 the regular school program 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 preschool. This Parent Educator should be a member of the early childhood team and be the liaison for all parent involvement.

Types of Title I Preschools

A school district may establish any of these four types of Title I preschools:

1. **Targeted assistance:** A preschool may be established at a building which qualifies for Title I services. Children are determined eligible for this program if they qualify based upon multiple criteria and reside in the school attendance area.
2. **Schoolwide:** A preschool program may be implemented as a component of a schoolwide program. In this model, the preschool program is operated within a building having an approved schoolwide plan. All children in the attendance area, of the appropriate age, are eligible to participate in the preschool program. However, multiple criteria may need to be utilized to select students if the number wanting to participate exceeds the number allowed by caseload guidelines and facilities.
3. **Districtwide:** If a district currently has attendance centers eligible for Title I funds, the district may elect to start a districtwide preschool. All children in the district, of the appropriate age, are evaluated using the same multiple criteria to determine which

children qualify for the program. Based upon this evaluation, the children with the greatest need in the district are placed in the program.

4. **Cooperative:** Title I funded early childhood programs may be coordinated with locally funded early childhood programs, early childhood special education programs, or Head Start programs. Information about cooperative early childhood programs is available on the federal programs website <http://dese.mo.gov/divimprove/fedprog>.

If a cooperative preschool model is implemented, the district must contact DESE's Federal Grants Management and ECSE sections, to determine an equitable proration of costs for the program and source of funding to be used to cover these costs.

Extended School Year Programs

An extended school year program could operate for several weeks, during the time the district summer school is scheduled, or through the entire summer break. The same certification and caseload requirements apply.

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. A limited number of competitive grants are available to schools wanting to provide childcare within the district. Information about these grants may be obtained by contacting the Early Childhood Section, Department of Elementary and Secondary Education.

Early Childhood Exit Assessment

As part of Missouri's effort to enhance early childhood education, the Department of Elementary and Secondary Education conducts an assessment of Missouri students served through Title I preschool, the Missouri Preschool Program (MPP), and Early Childhood Special Education as they exit those programs. Department staff, as well as staff from other state agencies, uses the results to inform efforts to create and implement policies that support children's readiness to succeed in school.

To accomplish the goals of the Early Childhood Exit Assessment (School Entry Assessment profile), the Department assesses all kindergarten-eligible students to determine "what they know and can do" as they exit early childhood programs. Teachers involved in the project use an observation-based instrument to collect data on their students' exit-level knowledge and skills. The observational assessment for all children will occur across the school year and conclude during the last six weeks of their program.

Although this assessment is designed to provide state-level program evaluation information, we will provide results to districts/agencies.

Funding and Allowable Uses

A district may use its Title I allocation for funding a Title I preschool; no additional Title I funds are provided for implementing the preschool program. Other sources of funds for a preschool include Missouri Preschool Project (MPP, a competitive state grant), local funding, and ECSE.

The following costs are approvable expenditures from the district's Title I allocation: Title I preschool teacher's and paraprofessional's salaries and benefits, student supplies, snacks, educational field trips, parent involvement activities, student transportation to and from preschool, teacher's or paraprofessional's professional development, lease of a modular unit for a classroom, and for the first year of a new preschool project, developmentally appropriate play equipment. Staff of a Title I preschool should be included in all district sponsored inservice that is appropriate for them.

Coordination of Preschool Activities

To the extent possible, each school district receiving Title I funds shall coordinate its activities with Head Start agencies or other early childhood developmental programs such as the Missouri Preschool Project and the Early Reading First program.

Coordination activities may include:

- developing and implementing a systematic procedure for receiving records of students who will transfer to the district
- establishing channels of communication between school staff and other early childhood educators
- conducting meetings involving parents/guardians, kindergarten or elementary teachers, and early childhood educators to discuss developmental and other needs of individual children
- organizing and participating in transition related activities for children, their parents and school staff, Head Start staff, Early Reading First staff, and where appropriate, other early childhood program staff
- linking the educational services provided by the district with the services provided by Missouri Preschool Programs, local Head Start agencies and Early Reading First programs

Instructional and Staff Guidelines

Title I Reading

In alignment with recent research and No Child Left Behind guidelines, effective and systematic reading instruction should include the following five essential components:

- phonemic awareness
- phonics
- vocabulary development
- reading fluency, including oral reading skills
- reading comprehension strategies

Delivery Systems

Delivery systems for Title I reading and math instruction include but are not limited to

1. Extended learning time
 - before school
 - after school
2. In-class/Push-in
 - A Title I teacher or paraprofessional may work within the regular classroom to provide supplemental instruction. The Title I teacher or paraprofessional must target services appropriate to those children identified as needing additional assistance

3. Literacy Coach

- The primary role of the Title I literacy coach is to help the classroom teachers work more effectively with their students. Working together, the coach and classroom teachers determine alternative instructional strategies for Title I students. In addition, the literacy coach usually:
 - conducts specific instructional diagnostic evaluation of participating students,
 - assesses participating student progress on a regular basis,
 - develops prescriptive instructional programs to be implemented by the regular classroom teacher,
 - conducts limited demonstration teaching to model alternative instructional strategies,
 - identifies, procures, and/or develops modified curriculum materials to meet the needs of participating children, and
 - promotes increased parental involvement of participating children.

Title I Instructional Coaches must:

- be Highly Qualified Teachers,
- have appropriate grade level certification, and
- receive appropriate coaches training as approved by the district.*

*Literacy coaches must have training and successful experience in teaching research-based Reading.

4. Pull-out

- Although pull-out of Title I children should be minimized, it may, at times, meet the needs of some children.

5. Reading Recovery and Early Literacy Learning (ELL) and Early Literacy Learning

- Title I may fund certified Reading Recovery teachers.

6. Family literacy

- Title I may fund educational activities to promote literacy in families of Title I students. A parent coordinator may be employed to plan and implement literacy and other parent/guardian involvement activities.

7. Preschool

- Activities should be developmentally appropriate and teachers shall be appropriately certified.

8. Summer programs

- Given the current level of state reimbursement provided for summer school programs, using Title I funds for a summer school provided by the district is no longer an option. Transition programs before the start of school, such as for preschoolers going into kindergarten or kindergarteners going into first grade, is allowable.

Qualifications of Title I Teachers

Each district shall ensure that all teachers newly hired are highly qualified and that all teachers within the district are highly qualified by the end of the 2005-2006 school year. Staff qualifications for Title I are as follows:

- All Title I teachers must have a baccalaureate degree and a Missouri teacher's certificate for the grade level(s) to which assigned
- Preschool teachers must have PK-3 or Early Childhood Special Education certification
- Title I reading teachers must have Reading Specialist certification or a Master's Degree in Reading
- Language arts and math, or those providing tutoring, must have appropriate grade level certification

Qualifications of Title I Paraprofessionals

Districts are encouraged to continue the requirement that all paraprofessionals newly hired have a minimum of 60 semester hours of college credit with a certified transcript on file; however, they may hire someone without the 60 hours who has taken and passed the ParaPro Assessment.

Districts shall ensure that all existing paraprofessionals in a schoolwide program (even if not paid with Title I funds) hired before January 8, 2002, will meet the requirements in the preceding paragraph by January 2006. The requirement may be met through college credit or by taking and passing the ParaPro Assessment.

Information regarding the ParaPro Assessment may be found on our Federal Programs web page by [clicking on Instructional Improvement](#).

Exceptions to paraprofessional requirements:

- one who is proficient in English and another language and who provides services to participating children as a translator
- one whose duties consist solely of conducting parental involvement activities
- one who is a personal assistant to a child with a disability.

Duties of Title I Paraprofessionals

Paraprofessionals paid with Title I.A funds must follow these guidelines:

- work under the direct supervision of a teacher when providing any instructional services
- 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
- 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
- may conduct parental involvement activities
- may serve as a translator
- shall be included in professional development activities
- shall work with no more than 5 students at a time

A paraprofessional may not be hired to work with students in a computer laboratory or provide assistance in a library media center.

Compliance Verification and Use of Funds

Districts may use Title I, Title II.A, and other funds to support ongoing training and professional development for teachers and paras to meet certification requirements.

If all Title I teachers and paraprofessionals are not appropriately certified, a district must use at least 5% of its Title I funds for professional development to ensure that they are all highly qualified by the end of school year 2005-06.

Each district, at a minimum, shall annually require the principal of each participating schoolwide or targeted assistance school to have written verification that the school is in compliance regarding teacher and paraprofessional requirements. Copies of the verifications must be maintained at each school and at the main district office and must be available to the general public on request.

Assignment of Personnel

Title I staff may:

- in a targeted assistance program serve only students eligible to participate
- assume limited duties that are assigned to similar non-Title I personnel, including duties beyond classroom instruction or that do not benefit participating children, so long as the proportion of time does not exceed that of personnel not paid by Title I
- participate in general professional development and school planning activities
- collaboratively teach with regular classroom teachers, if such collaborative teaching directly benefits participating children
- not be pulled away from Title I duties to serve as substitutes

Instructional Time and Caseloads

- Title I staff should have the same number of instructional and planning minutes per week as classroom staff. As much as is feasible, this planning time should be devoted to regularly scheduled and documented collaboration with classroom teachers. Enough time should be spent with each student in supplemental settings to allow the student to develop the same skills that their age peers have mastered. This instruction may be given in groups of 3-10. The goal must always be to have students succeed so they can exit supplemental services before the year is over. Students receiving services should be assessed often in formal and informal ways to monitor progress and guide instruction.
- A full-time caseload for certified teachers is generally from 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. For example, a minimum caseload for Reading Recovery teachers is 19 (4 one-on-one Reading Recovery students and at least 15 others in small groups the rest of the day).
- Paraprofessionals do not have a caseload since students would be counted in the Title I or classroom teacher's enrollment numbers.
- A certified teacher may provide instruction in groups of no more than 10, or up to 15 students if a paraprofessional or an additional classroom teacher is present.

Reading First Exceptions

The usual Title I caseload will be waived for a building implementing its Reading First grant. All Title I reading and language arts teachers should receive the same Reading First training

as the classroom teachers and reading coaches. They are required to work in the classrooms during the reading instruction time, assisting classroom teachers and coaches in working with those children needing additional one-on-one or small group help. For the remainder of the day, Title I reading/language arts teachers will then resume their usual schedule. Reading First does not impact Title I math teachers.

Parents Right to Know

At the beginning of each school year, a participating school district must notify the parents/guardians of each student attending a building that receives Title I funds that the parents/guardians may request, and the district will provide in a timely manner, information regarding the professional qualifications of their child's classroom teachers.

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

- whether the teacher has met state certification criteria for the grade levels and subject areas in which the teacher is providing instruction
- the baccalaureate degree major and any other graduate degree or certification, including field of discipline, the teacher holds
- whether their child is provided services by paraprofessionals and, if so, their qualifications

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

- information on their child's achievement level in each of the state academic assessments
- notice that their child has been assigned, or has been taught, for four or more consecutive weeks by a substitute teacher or a person who is not appropriately certified.

The notices and information provided to parents must be in a format and language that is easily understood by all parents.

High Quality Professional Development

Each school district receiving Title I funds must provide high quality professional development to improve the teaching of academic subjects, with the primary goal being to enable all children to meet the Show-Me Standards. The professional development activities must be designed by principals, teachers, and other school staff. Title I funds used for professional development purposes may be combined with funds provided under Title II.A, Title V and other sources to provide professional development for Title I staff.

The professional development activities must:

- support instructional practices that address the challenging state standards and create a school environment conducive to high achievement in the academic subjects
- support LEA and Schoolwide Plans
- draw on other available resources
- where appropriate, include strategies for developing curricula and teaching methods that integrate academic and vocational instruction

- include strategies for identifying and eliminating gender and racial bias in instructional materials, methods, and practices
- coordinate with the district's plan for professional development.

Parent Involvement

Programs, activities, and procedures for the involvement of parents/guardians must be implemented in order for a district to receive a Title I allocation. Parental involvement shall include participation of parents in ongoing and meaningful communication about student academic learning and other school activities, ensuring that parents/guardians --

- play an integral role in assisting their child's learning;
- are encouraged to be actively involved in their child's education at school
- are 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
- are notified of the Adequate Yearly Progress (AYP) status of their child's school building.

District Parent Involvement Policy

Each district must have a written parent involvement policy jointly developed with, agreed with, and distributed to parents of participating children. The policy must be approved by the district board of education and should describe how the district will meet the six requirements to build parents' capacity:

- (1) Involve parents in the joint development of the CSIP and in the process of school improvement;
- (2) Provide coordination, technical assistance, and other support to assist schools in planning and implementing effective parental involvement activities to improve student achievement;
- (3) Build the schools' and parents' capacity for strong parental involvement by assisting parents in understanding such topics as the State's academic content and achievement standards, academic assessments, how to monitor a child's progress, and how to work with educators, by providing materials and training to help parents work with their children (including literacy and technology training) and by educating teachers, pupil personnel, principals, and other staff in the value and utility of the contributions of parents and how to work with parents;
- (4) Coordinate parental involvement strategies with those under other programs, such as Head Start, Reading First, Early Reading First, Even Start, Parents as Teachers, Home Instruction for Preschool Youngsters, and State-run preschool programs (providing support for parental involvement activities as parents request it) and Title III language instructional programs;
- (5) Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parent involvement policy, including 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; use the findings of the evaluation to design strategies for more effective parental involvement; revise, if necessary, parent involvement policies; and
- (6) Involve parents in the activities of the Title I-served schools.

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

For districts with allocations over \$500,000, one percent of the allocation is budgeted and utilized for parent involvement activities, including promoting family literacy and parenting skills; 95% of the 1% is distributed to the buildings.

School Parent Involvement Plan

In addition to the district policy, each Title I building must jointly develop with and distribute to parents of participating children a written parent involvement plan. The plan must be updated periodically to meet the changing needs of parents and the school and be in a format and language readily understood by parents and district personnel. If the building already has a plan for involving all parents, that plan may be revised to meet the federal requirements.

The written plan must address all of the following requirements and must be distributed to parents.

1. Strategies for Communication (Policy Involvement)

Each building **must**:

- hold an annual meeting to inform parents of their school's participation in Title I, explain Title I requirements, and explain parents' right to be involved
- offer a flexible number of meetings at various times and, if necessary, use Title I funds to provide transportation, child care, or home visits as these services relate to Title I parental involvement
- involve parents in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, including the school parent involvement policy and the joint development of the schoolwide plan
- provide parents of participating children:
 - timely information about Title I programs
 - a description and explanation of the curriculum in use at the school, the forms of assessment used to measure student progress, and the proficiency levels students are expected to meet
 - an interpretation of the school's annual performance report
 - if requested by parents, regular meetings to formulate suggestions and to participate, when appropriate, in decisions relating to the education of their children and timely responses to the suggestions made by parents that have been offered in the meetings
- include comments from parents of participating children who find any aspect of the schoolwide plan unsatisfactory when it is submitted to the school district

2. Shared Responsibilities for High Student Academic Achievement

As a component of the school-level Title I parent involvement plan, each school participating in Title I must jointly develop with parents of participating children a school-parent compact. The compact will outline how parents, the entire teaching 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 Show-Me Standards.

The school-parent compact **must**:

- 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 Missouri's student academic achievement standards, and the ways in which each parent will be responsible for supporting their children'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 children and positive use of extracurricular time; and
- address the importance of communication between teachers and parents on an ongoing basis through, at a minimum —
 - 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;
 - frequent reports to parents on their children's progress; and
 - reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.

3. Building Capacity for Involvement

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

- provide assistance to participating parents with such topics as: understanding the Show-Me Standards, 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
- provide parents the training and materials necessary to improve their child's achievement, such as literacy training and using technology, as appropriate to foster parental involvement
- educate, with parental assistance, all school personnel in valuing parent contributions, communicating and working with parents as equal partners, implementing and coordinating parent programs, and building ties between home and school
- coordinate and integrate the Title I parent involvement program and activities with other existing parent involvement programs, such as Head Start, Reading First, Early Reading First, Even Start, Parents as Teachers, Practical Parenting Partnerships, public preschool programs, and encourage and support parents in more fully participating in the education of their children
- ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of Title I children in a format and language they can understand

The district and participating school **may**

- may involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training
- may provide necessary literacy training from funds received under this part if the local educational agency has exhausted all other reasonably available sources of funding for such training;

- may 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;
- may train parents to enhance the involvement of other parents;
- may 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;
- may adopt and implement model approaches to improving parental involvement;
- may establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section;
- may develop appropriate roles for community-based organizations and businesses in parent involvement activities; and
- provide such other reasonable support for parental involvement activities under this section as parents may request.

To the extent appropriate and feasible, inform parents and parent organizations of the existence and purpose of Missouri Parent Information Center (PIRC) and opportunities for parents to learn about child development and child rearing issues

Accessibility

To the extent that is practical, districts and schools must provide full opportunities for the participation of LEP parents, parents with disabilities, and migrant parents. Facilities used for parent involvement activities should be accessible to all parents. To allow greater parent participation, Title I funds may be used, if needed, for transportation to the activities and for child care.

Neglected Programs

Any district in which a locally administered facility for neglected children is located will receive from DESE the Annual Survey of Children in Local Institutions for Neglected or Delinquent Children or in Correctional Institutions, Title I, 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 form must be returned to Federal Financial Management by the designated date each year (usually in November). The returned forms will be used to complete a list of eligible institutions that is forwarded to the U.S. Department of Education. If a new facility has opened, the district may request this form from DESE so that funds will be generated for these children.

The allocation for a neglected student program comes from Title I.A and will be accounted for separately. The amount of the neglected allocation can be found by clicking on the Title I.A Allocation Details on the Title I.A budget screen in the Consolidated Federal Programs Application. A Report of Expenditures and Services form will be mailed to districts receiving neglected funds; the district's completed form should be submitted to DESE by June 30.

Funds for neglected students should be spent on services comparable to those provided to other public school children. Many of the students identified as neglected will be enrolled in the regular public school but may receive additional services as well.

Standards and Assessment

Title I programs in Missouri will focus on assisting Title I students in meeting the Show-Me Standards. The Missouri Assessment Program (MAP) must be used to assess the academic progress of Title I children in communication arts and math. Assessment results, including interpretation as necessary, shall be provided to parents, school staff, and community.

Adequate Yearly Progress (AYP)

AYP measures the percent of students who are proficient in communication arts and math on the MAP. Building and subgroups with the appropriate cell size must make the annual goal in order to make AYP. The annual goals can be found on the AYP grid that is included each year with the district's Annual Performance Report (APR).

For determining Adequate Yearly Progress, both math and communication arts MAP scores will be evaluated, regardless of Title I services provided.

Annual Title I Evaluation

Each Title I school must review data annually to assess the effectiveness of its Title I program. Those attending this annual evaluation should include Title I teachers and paraprofessionals, classroom teachers, and building administrators who will decide what is effective and what needs to be changed.

Documentation of this program evaluation should include:

- Appropriate representation of school personnel
- Agenda
- Sign-in sheet from attendees
- Review of student achievement data
- Review of parents' evaluation
- Review of program strengths and weaknesses
- Documentation of recommendations and revisions
- Buildings have been notified regarding their Adequate Yearly Progress (AYP) status

Schools should also meet with Title I parents in the spring term to evaluate Title I services and the district's and school's parent involvement policy. Input from parents, such as a survey, should be considered as part of the annual Title I evaluation.

School Improvement - Building

School improvement decisions for buildings will be based on not meeting the AYP annual objective for two consecutive years in the same content area – communication arts or math. Buildings will have the opportunity to review data before the identification is final. A school that is identified for school improvement must, in consultation with parents and the district, develop or revise a school plan in ways that have the greatest likelihood of improving student performance. The plan must be a two-year plan and must be implemented during the first year of school improvement. It must:

- incorporate strategies based on scientifically based research to address specific areas that caused the failure

- adopt policies and practices concerning the school's core academic subjects that have the greatest likelihood of raising student achievement to meet the state proficient level
- assure that the school will spend not less than 10% of its Title I funds on professional development annually
- establish annual measurable objectives for continuous and substantial progress to ensure that each subgroup will meet proficiency by 2014
- provide effective parent involvement
- incorporate, as appropriate, extended-time activities
- incorporate a teacher mentoring program

Year One

- complete and implement their school improvement plan
- notify parents if their child's school is in school improvement
- provide the school choice option (if applicable)

Year Two

- continue to implement the school improvement plan
- continue to make public school choice available (if applicable)
- make supplemental educational services available

A building must be in school improvement for two years and must make AYP both of those years to exit from school improvement. If a building makes substantial progress but does not make AYP both years, that building may stay in school improvement for a third year. If the building does not make progress, it goes into corrective action after two years in school improvement.

Corrective Action - Building

After providing assistance, the school district may take corrective action at any time in a BUILDING identified for school improvement. After the third consecutive year following a building's identification, the district must take corrective action unless it decides that failure to make progress is due to extenuating circumstances. In that case corrective action may be delayed for one year only. Corrective action must be consistent with state and local law, must be made public, and may include:

- replacing building staff
- instituting and implementing a new curriculum including relevant professional development
- significantly decreasing management authority in the building
- appointing outside experts to advise the building
- extending school year or school day
- restructuring internal organization of the building

School Improvement - District

DESE will annually review assessment results of each DISTRICT receiving Title I funds to determine progress toward meeting AYP. DESE will identify districts that must revise their CSIP plan to assist low performing children to become proficient in communication arts and math. Districts will be given the opportunity to review preliminary data before identification for school improvement or corrective action becomes final.

Corrective Action - District

Corrective action may include:

- withholding Title I funds
- implementing a curriculum that is aligned with state standards and grade level expectations

Section 4
Title I.C Education of Migrant Children

Specific Guidelines

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Legislative Purpose

Title I.C aids schools with migrant students. 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 Show-Me Standards 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.

Migrant/English Language Learners (MELL) Support Services

MELL is a network of resource people available to assist local school districts 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. The MELL director's office is in Jefferson City and recruiters and instructional specialists are available through Regional Professional Development Centers. Visit <http://www.mo-mell.org/> for additional information on available services.

Identifying, Recruiting, and Enrolling Migrant Children Eligibility

A child is eligible for Title I.C services based on the following:

- is 3 through 21 years of age and has not graduated from high school or does not hold a GED certificate
- is a migrant agricultural worker, including dairy worker or migrant fisher, or has a parent, spouse, or guardian who is a migrant worker
- performs, or has a parent, spouse, or guardian who performs, qualifying agricultural or fishing employment as a principal means of livelihood
- has moved across school district boundaries within the preceding 36 months to seek or obtain, or to accompany or join a parent, spouse, or guardian to seek or obtain, temporary or seasonal employment in agricultural or fishing work

Qualifying Employment

Any temporary or seasonal agricultural or fishing work can be considered qualifying employment if it constitutes a principal means of livelihood for the workers and their families.

An

- **Agricultural** — any activity directly related to the production or processing of crops, dairy products, poultry or livestock for initial commercial sale or personal subsistence; the cultivation or harvesting of trees; and fish farms.
- **Fishing** — any activity directly related to catching or processing fish or shellfish for initial commercial sale or personal subsistence.
- **Seasonal** — relates to agricultural or fishing activities dependent upon natural cycles, such as planting, cultivating, and harvesting food.
- **Temporary** — relates to agricultural or fishing activities that are not permanent and usually last 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 an industrial survey has been completed by the agricultural business indicating a turnover rate of 50% in a twelve-month period.

Recruiting and Enrolling

MELL personnel are responsible for assisting with the recruitment and enrolling of migrant students. MELL personnel must complete Family Interview Forms (FIFs) to obtain health, social, and educational information and Certificates of Eligibility (COEs) to verify the migratory status of children. The signature of the recruiter on the COE verifies the accuracy of the information. It formally confirms that parents or guardians have been advised of available MELL services, of the maintenance and transmittal of the children's records through the state database, and that the children will participate in the program for as long as they are eligible unless parents or guardians withdraw permission. Districts should retain copies of all COEs for eight years.

The MELL personnel enter COE information into the state database system. This meets the legal requirement for interstate and intrastate coordination that helps provides the educational continuity for migrant children.

At the beginning of each succeeding school year, each school district receives from the MELL office a master list of all migrant children enrolled during the previous year. This list verifies that each child still resides in the state, and the state database is accurately updated.

COEs and FIFs must be completed and submitted to the regional MELL recruiters as soon as possible after enrollment. These forms are used to determine state funding in initial and subsequent years.

Responsibilities of School Districts

Districts 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, districts may receive support from Missouri's MELL Program.

See Section 12—Resources or more information on the MELL regions and personnel

All school districts must

- identify all migrant children through the age of 21, obtain documentation of their eligible migrant status and priority for service, and provide the information to the regional MELL recruiter
- have written procedures to ensure that eligible students are identified for services
- assess the educational, health, and social needs of the identified migrant children and develop objectives to address those needs so that migrant children meet the Show Me Standard
- provide advocacy to allow children and families gain access to health, nutrition and social services
- review existing programs and resources to determine which can help meet the needs of migrant children and assure that the children have access to them
- develop supplemental instructional programs for migrant children
- maintain and regularly update educational and health records of migrant children and provide information for entry into the state database and transmittal to schools where the children will next enroll

- provide professional development for regular and special teachers to improve the quality of education for migrant children
- inform district personnel of their required participation in inservice training provided by the MELL program
- provide opportunities for participation of migrant parents in the educational activities of their children
- establish a Parent Advisory Council (PAC) to consult with school district officials and staff in the planning, implementation, and evaluation of the project
- provide transition for secondary students to post secondary education or employment
- provide needs assessment, evaluation, financial, and other information needed for DESE to carry out its duties

Priority for Services

In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who are failing, or most at risk of failing, to meet the State's challenging academic content and achievement standards, and whose education has been interrupted during the regular school year.

Continuation of Services

Notwithstanding any other provision of this part

- a child who ceases to be a migratory child during a school term shall be eligible for services until the end of such term;
- 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;
- secondary school students who were eligible for services 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:

- before/after school tutoring
- supplemental instruction
- preschool
- school supplies for students, if needed and if no other resources are available
- professional development
- hiring certified teachers and paraprofessionals
- hiring translator
- hiring home/school liaison
- 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:

- assess student needs on an ongoing basis and intervene as their advocate
- facilitate migrant students in extracurricular activities
- assist parents in understanding the school's expectations of them and their children
- assist limited English proficient parents in communicating with school personnel

- establish contact with school and community services such as Parents as Teachers, Head Start, Family Services, county health, and WIC
- assist students and their families to obtain necessary health and social services

Developing an Instructional Project for Migrant Children Needs Assessment and Priority for Service

Districts must assess migrant students' needs, determine priority for service, and 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 Show-Me Standards, programs should use effective instructional strategies that

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

Serving Migrant Students with Limited English Proficiency

Migrant students who are also English Language Learners (ELL) 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 English Language Learners 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 school district. Activities must be coordinated to increase program effectiveness, eliminate duplication, and reduce fragmentation of services for the students.

Serving Migrant Students in Title I 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 that services to address those needs have been provided.

Serving Migrant Students in Nonpublic Schools

School districts must offer instructional services to eligible migrant students in the nonpublic school. Districts must confer with nonpublic schools to inform the staff of how to assess the students' needs and determine if migrant students enrolled there meet priorities for service.

Serving Migrant Preschool Children

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

Each preschooler enrolled in a Migrant preschool should be pre/post tested using the Brigance Preschool Screen or the Dial-3.

Serving Migrant Youth Who Have Dropped Out of School

School districts 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 GED or 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 school district where the school food services are to be furnished. Once the district has determined that the child qualifies for migrant status, the district 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 school districts 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:

- request from the regional MELL personnel a program for training the members to carry out their responsibilities
- request a copy of the Title I.C statutes, federal regulations, and state guidelines
- request a copy of any report resulting from state monitoring of the local project
- make recommendations to the school district 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:

- review local programs applications and make recommendations for changes

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

Public Information

School districts 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 that 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

Districts must ensure that MAP assessments record appropriately the migrant status of students. Based on test results, districts, 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:

- Immediately upon the student's arrival, all needs assessment and test information available is reviewed. 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.
- Instruction is offered based on the skills determined to be most critical. Frequent consultations with the student's other teachers provide additional direction.
- 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.
- 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.

Section 5

Title I.D Prevention and Intervention Programs for Delinquent and At-Risk Students

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Legislative Purpose

The purpose of Title I.D is to support district programs that collaborate with locally operated delinquent correctional facilities in these ways:

- to carry out high quality educational programs to prepare children and youth for secondary school completion, training, employment, or further education
- to provide activities to facilitate the transition of children and youth from the correctional program to further education or employment
- to operate programs in local schools for children and youth returning from correctional facilities and programs which may serve other at-risk students.

Required Form

The annual Survey of Children in Local Institutions for Neglected or Delinquent Children or in Correctional Institutions, Title I, ESEA is mailed to all LEAs in November. If a locally administered institution for delinquent children is located within an LEA, it is that LEA's responsibility to forward this form to the institution. 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 form must be returned to Federal Financial Management by the designated date each year (usually in November). The returned forms will be used to complete a list of eligible institutions that is forwarded to the U.S. Department of Education. Allocations are determined based on collected counts.

Allowable Uses of Funds

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:

- programs to transition children and youth returning to public schools from delinquent facilities to help them remain in school and complete their education
- dropout prevention programs for at-risk youth, including pregnant and parenting teens, children and youth who have come in contact with the juvenile justice system, children and youth at least one year behind their expected grade level, migrant and immigrant youth, students with limited English proficiency, and gang members
- coordination of health and social services, such as day care, alcohol and other drug counseling, and mental health services, if needed, to allow these students to complete their education
- special programs to meet the unique academic needs of participating children and youth, including vocational and technical education, special education, career counseling, curriculum-based youth entrepreneurship education, and assistance in securing student loans or grants for postsecondary education
- programs providing mentoring and peer mediation.

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 school district. After these needs are addressed, the local school district may use any remaining Title I.D funds to provide services for other students at risk of dropping out of school.

Delinquent Institution Plan

The district in which an eligible delinquent institution is located, and which wishes to use Title I.D funds to operate prevention and intervention programs for delinquent or other at-risk youth, must submit a plan for DESE review once every three years.

The delinquent institution's instructional plan consists of 13 components that will describe:

- how the program will be assisted with Title I funds
- the formal agreements between the district and correctional facilities and alternative school programs serving youth involved with the juvenile justice system
- as appropriate, how participating schools will coordinate with facilities working with delinquent youth to ensure such youth are participating in an education program comparable to one operated by the district
- the services to be provided by participating schools for youth returning from correctional facilities and, as appropriate, for other at-risk students (although encouraged to do so, a district is not required to operate a program of support for returning youth if more than 30 percent of the youth attending the facility will reside outside the boundaries of the district upon leaving the facility)
- 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
- 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 prenatal health care and nutrition services, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility
- as appropriate, any partnerships with local businesses to develop training, curriculum-based youth entrepreneurship education, and mentoring services for participating students
- as feasible, how the program will involve parents 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
- how the program will be coordinated with other federal, state, and local programs, such as programs under Title I of Public Law 105-220 and vocational and technical education programs serving at-risk students
- 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
- as appropriate, how schools will work with probation officers to assist in meeting the needs of youth returning from correctional facilities
- the efforts participating schools will make to ensure personnel in correctional facilities working with youth are aware of a student's existing individualized education program
- 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.

Financial Records

The amount of the delinquent allocation may be found by clicking on the Title I Allocation Detail. Each fall, the Federal Financial Management staff will contact the LEA regarding total funds available, allocation plus carryover, for the delinquent institutions located within their district. Delinquent funds must be accounted for separately. Any portion of the delinquent allocation not budgeted for delinquent services may NOT be used for any other purpose. If services are not provided to delinquent youth in local institutions or other at-risk students, DESE may reduce the district's allocation by the amount generated by the non-participating institution. A Report of Expenditures and Services will be submitted to DESE by June 30.

Accountability

DESE may reduce or terminate funding for these projects if a school district does not show progress in reducing dropout rates for male students and for female students over a three-year period. Facilities for delinquent youth are required to demonstrate, after receiving assistance for three years, that there has been an increase in the number of youth returning to school, obtaining a secondary school diploma or its recognized equivalent, or obtaining employment after youth are released.

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. The disaggregation shall not be 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 and 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:

- maintain and improve educational achievement
- accrue credits for grade promotion and graduation
- make the transition to a regular school program or other education program operated by the LEA
- complete secondary school or its equivalent and obtain employment after leaving the correctional facility or institution for neglected or delinquent children and youth
- participate in postsecondary education and job training programs, as appropriate

Section 6

Title II.A Training and Recruiting High Quality Teachers and Principals

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Legislative Purpose

The purpose of Title II.A is to increase student academic achievement by improving teacher and principal quality through high quality professional development and to increase the number of highly qualified teachers and principals.

Needs Assessment

In collaboration with the district's professional development committee, the district must conduct an annual assessment to determine needs for professional development and for hiring additional teachers who are highly qualified. The needs assessment must involve teachers, including Title I teachers, and address professional development in subject matter knowledge and teaching skills as well as instructional leadership skills for principals in order to give students the opportunity to meet the Show Me Standards.

The results of this needs assessment must be reflected in the district's CSIP goals and strategies.

High Quality Professional Development Criteria

High quality professional development meets all the following criteria:

- actively engages teachers over time
- is directly linked to improved student learning so that all children may meet the Show-Me Standards at the proficient level
- is directly linked to district and building school improvement plans
- is developed with extensive participation of teachers, parents, principals, and other administrators
- provides time and other resources for learning, practice, and follow-up
- is supported by district and building leadership
- provides teachers with the opportunity to give the district feedback on the effectiveness of participation in this professional development activity

Some types of activities that might be considered high-quality professional development if they meet the above requirements are:

- study groups
- grade-level collaboration and work
- content-area collaboration and work
- specialization-area collaboration and work
- action research and sharing of findings
- modeling
- peer coaching
- vertical training

Topics for high-quality professional development may include:

- content knowledge related to standards and classroom instruction
- instructional strategies related to content being taught in the classroom
- improving classroom management skills
- a combination of content knowledge and content-specific teaching skills
- the integration of academic and vocational education

- research-based instructional strategies
- strategies to assist teachers in providing instruction to children with limited English proficiency to improve their language and academic skills
- instruction in the use of data to inform classroom practice
- instruction in methods of teaching children with special needs
- strategies for improving student behavior
- instruction in linking secondary and post-secondary education
- involving families and other stakeholders in improving the learning of all students
- strategies for integrating technology into instruction
- research and strategies for the education and care of preschool children
- research and strategies for closing achievement gaps between diverse group of students

An activity must meet all seven of the first criteria for professional development and at least one in each of the other two sets of criteria.

One-day workshops and short-term conferences or workshops are not considered high quality professional development, unless they are part of an ongoing program or plan, and may not be funded with federal funds. A district may still fund some of these activities out of professional development or other available funds, but they are not considered high quality. Finally, professional development activities should be regularly evaluated for impact on teacher effectiveness and improved student learning.

Allowable Uses of Funds

Because in Title II.A, NCLB combined the purposes of the former Title II and Class-Size Reduction, II.A funds may be used for both high quality professional development and the hiring of supplemental highly qualified teachers, especially class-size reduction teachers.

Allowable uses are as follows:

- Professional development for teachers and paraprofessionals in the core areas of English, reading or communication arts, science, math, fine arts, foreign language, civics, government, economics, arts, history, and geography.
- Professional development for teachers, principals, and paraprofessionals in effective instructional strategies, methods, and skills, including but not limited to the following topics: collaborative teaching, alternative learning styles, improving student behavior, early intervention strategies, parent involvement strategies, use of data to drive instruction, technology integration, and team-teaching strategies.
- Training in how to address the needs of students with disabilities, students with special learning needs (including gifted and talented), and students with limited English proficiency.
- Professional development for principals and superintendents in educational leadership skills.
- Initiatives to promote retention of highly qualified teachers and principals through mentoring by exemplary staff and support during their first three years of employment.
- Hiring highly qualified regular and special education teachers to reduce class size, especially in the early grades.
- Hiring highly qualified regular and special education teachers who are in addition to district-funded staff.
- Recruiting highly qualified teacher and principals (such as participation in job fairs or development of promotional materials).
- Recruiting minorities, individuals with disabilities and others from under represented groups.

Section 7

Title II.D: Enhancing Education through Technology

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Legislative Purpose

The purpose of Title II.D is to improve student academic achievement through the use of technology in elementary and secondary schools while assisting every student in becoming technologically literate by the end of eighth grade. It must also provide research-based professional development resulting in effective integration of technology resources with classroom instruction.

State-Approved Educational Technology Plans

To be eligible for funding, districts must have a long-range strategic educational technology plan on file with the Instructional Technology Section at DESE. Title II.D funds must be used to support the goals of the district's technology plan.

Districts are required to spend at least 25 percent of these funds on professional development in integrating technology into classroom instruction.

Allowable Uses of Funds

In addition to the required professional development, the following uses are allowable with Title II.D funds:

- Additional professional development in effectively integrating technology in classroom instruction
- Purchase of technology to enable teachers to increase student academic achievement, including technology literacy and utilization of distance learning strategies not otherwise available
- Development of public-private partnerships designed to increase access to technology for students and teachers, with special emphasis on the access of technology for high-need schools
- Developing or acquiring technology or effective curricula that include integrated technology designed to help students meet State academic achievement standards
- Using technology to connect schools and teachers with parents and students to promote meaningful parental involvement; to foster increased communication about curricula, assignments, and assessments; and to assist parents to understand the technology used in their child's education so that parents are able to reinforce at home the instruction received at school
- Preparing and paying teachers in elementary and secondary schools as technology leaders who can serve as experts and train other teachers in the effective use of technology
- Acquiring connectivity linkages, resources, and services for use by school staff to improve student academic achievement
- Using technology to collect, manage, and analyze data to inform and enhance teaching and school improvement efforts
- Evaluating the effectiveness of education technology programs funded under Title II.D, especially the integration of technology in the curriculum and instruction, increasing the ability of teachers to teach, and enabling students to meet State academic achievement standards
- Developing, enhancing, or implementing information technology courses.

Section 8
Title III Language Instruction for Limited English Proficient and Immigrant Students

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Legislative Purpose

Title III ensures that English Language Learners (ELL), including immigrant children and youth, attain English proficiency, develop high levels of academic achievement in English, and meet the Show-Me standards by achieving high levels in the core academic subjects, in educational settings taught in English only. Parent and community involvement must also be promoted.

LEP Census

Districts are required each October to complete and submit online to DESE the LEP Census. Districts are also required to submit information regarding the number of immigrant students. These reported enrollment numbers are used in the Title III allocation formula.

Enrollment

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

- proof of residency in the district (not in the U.S.), including legal guardianship for students under the age of 18
- 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."

Accountability

Districts and buildings are accountable for increases in English proficiency and core academic content knowledge of ELL based on the Maculaitis Assessment of Competencies (MAC II) and adequate yearly progress based on the MAP.

Allowable Uses of Funds

Districts must use their Title III funds to increase English language proficiency and achievement in core academic areas. Allowable uses include

- hiring ESOL-endorsed teachers to provide scientifically based, high-quality language instruction
- hiring paraprofessionals to work under the direct supervision of certified or ESOL-endorsed teachers (see "Duties of Title III paraprofessionals")
- providing high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel
- upgrading program objectives and effective instruction strategies
- identifying, acquiring, and upgrading curricula, instruction materials, educational software, and assessment procedures
- developing and implementing language instruction that is coordinated with other relevant programs and services (e.g. Title I.A, Title I.C, Gifted, etc.)
- providing community participation programs, family literacy services, and parent outreach and training activities to ELL and their families
- providing tutorials and supplemental instruction in academic or vocational programs
- supplementing early childhood programs for ELL

General Requirements for Districts

Policy

Districts must have a written policy to ensure ELLs 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 district to revamp its entire program for ELLs.

The district must also provide for every ELL to be assessed for English language proficiency each year. Missouri's English language proficiency assessment is the MAC II. English Language Learners should be given the MAC II for the two years they are considered to be in monitoring status following transition from an ESL program.

Identification

All districts must choose one of the following ways to identify students who come from non-English backgrounds:

- Home Language Survey, or
- district enrollment form that includes at least two questions regarding language background and usage such as "Does the student use a language other than English?" and "Is a language other than English used in the home?"

All students enrolled in the district should complete one of the above.

Program entry

All language minority students must be screened upon enrollment in the district. Parental permission is not required to assess a student's English Language Proficiency. The screening must use an English Language Proficiency Assessment which assesses reading, writing, speaking, listening and includes comprehension. Students not proficient in reading, writing, speaking, and listening must be placed in an ESOL program.

Instructional Methods

Schools districts are responsible for providing a language instruction educational program that increases the English proficiency and academic achievement of ELLs. This is true whether or not the districts receive funds from the state or federal level. The expectations are to hold ELL students 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 ELL students, 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.

Below are brief descriptions of typical ESOL approaches:

1. Content-Based ESOL

In this approach, ESOL teachers use instructional materials, learning tasks, and classroom techniques from academic content areas as the vehicle for developing language, content, cognitive, and study skills. The second language is used as a medium of instruction for mathematics, science, social studies, and other academic subjects. Instruction is usually given by an ESOL teacher.

2. Pull-Out ESOL

The least effective ESOL method is to periodically remove, or pull out, ELL students from the classroom. Unfortunately, in many districts this seems to be the only reasonable alternative. Often only one or two qualified ESOL teachers must reach a number of students scattered across several buildings and grade levels. During the pull-out time, teachers may work one-on-one with students, or group them according to ability or grade level. The detrimental effects of pull-out can be mitigated when the ESOL teacher collaborates effectively with regular classroom teachers, who employ helpful content-based strategies.

Bilingual Education

Three approaches to bilingual education are described below since it is clear that a properly implemented bilingual classroom is the most effective, long-term educational setting for ELL students. Furthermore, elements of successful bilingual classrooms can be implemented in other classroom settings as well. As before, the types are listed from most to least effective. [All things being equal, these three methods are more effective, in the long term, than the most successful ESOL method.]

1. Bilingual Immersion

When fully implemented, this method provides varying percentages of instruction in either English or a second language for the student's entire school career, grades K-12. Typically, students begin school with most of each day's instruction given in the "minority" (non-English) or native language. By graduation, slightly more than half of daily instruction is in English, with the remainder in the native language. Needless to say, these programs require teachers who are not only qualified in content area(s) but highly proficient (in verbal and literacy skills) in two languages as well. The main outcome of this approach is students who demonstrate high academic competence in two languages.

2. Two-Way Developmental Programs

This is essentially a broad heading for programs where both language minority and language majority students are in the same classroom. It can include immersion programs, as well as late-transition programs. An immersion differs from a two-way approach mainly in that the former can be implemented without necessarily having a population of language minority students present (in other words, a school of monolingual English-speaking students can have a French immersion program). The goal is still for participating students to become bilingual through long-term structured use of both English and another language.

3. Late and Early Transition Programs

Both of these kinds of programs begin with daily instruction split between the minority and majority languages, and then transition students into all English instruction at some point in time. In contrast with two-way bilingual programs, late- and early-transition programs are specifically designed for speakers of non-English languages since the purpose is to have students successfully function in an all-English classroom. Late-transition, also called maintenance, programs may go for as long as six years, but were originally conceived as K-12 programs. Early-transition, also called transitional, programs are usually designed to move bilingual students into English classrooms after 2-3 years.

Concurrent Methods

Within the district-selected English language instructional program(s), these options may be utilized to support academic language proficiency:

- 1. Team-Teaching** — In schools where the classroom and instructional approach permit, team-teaching may be a useful way to “mainstream” ELL students 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** — This term refers to a room where only ELL students 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** — For various reasons (number of staff, physical facilities, etc.), some school districts 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.
- 4. Newcomer Centers** — Larger school districts 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 district’s 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 districts 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 that 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 LEP modifications, (for example, ESOL American History or ESOL Chemistry).

Program transition

District 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 advanced in ESOL reading, writing, speaking, and listening on the Missouri Language Proficiency 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. (See exit criteria at www.mo-mell.org)

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 state standards for student achievement (the Show-Me Standards) and language proficiency (Missouri Language Proficiency Standards), program evaluation should be based at least in part on how well ELLs 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.

Parental Requirements

Districts using Title III funds must implement an effective means of outreach to parents of ELLs. 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 Show-Me standards.

Districts 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 district must inform parents within two weeks of the child's placement in such a program.

School districts 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 LEP students;
- (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 ESOL program and the expected rate of graduation from secondary school;
- (7) How the program will meet the objectives of an individualized education program for a child with a disability; and
- (8) Their rights, including written guidance that:
 - a. Specifies the right that parents have to have their child immediately removed from a language instruction educational program upon their request,
 - b. Describes the options that 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.

Separate notifications

Districts are required to provide notice to the parents of ELLs 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. This notice is to be provided no later than 30 days after this failure occurs.

Format and language of the notices to parents

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

Instructional Guidelines

Highly Qualified Teachers and Paraprofessionals

Districts are required to have a full-time certified teacher with ESOL endorsement if there are more than 20 ELL students enrolled in the district. All teachers for ELLs must be fluent in English and any other language used by that program, including written and oral communication skills. Paraprofessionals may be employed to assist the ESOL teacher. Districts with fewer than 20 ELLs (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.

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, districts may hire someone without the 60 hours who has taken and passed the ParaPro Assessment.

Districts shall ensure that all existing paraprofessionals paid out of Title III funds hired before January 8, 2002, will meet the requirements in the preceding paragraph by January 2006. The requirement may be met through college credit or by taking and passing the ParaPro Assessment.

Information regarding the ParaPro Assessment may be found on the Federal Programs web page.

Exceptions to paraprofessional requirements:

- one who is proficient in English and another language and who only provide services to participating children as a translator
- one whose duties consist solely of conducting parental involvement activities
- 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:

- work under the direct supervision of a teacher when providing any instructional services
- 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
- 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
- may conduct parental involvement activities
- may serve as a translator
- shall be included in professional development activities
- shall work with no more than 5 students at a time

Instructional Time

Full-time teachers paid out of Title III funds must have a minimum of 1,375 minutes of instructional time per week with identified ELLs and must have a planning time like other teachers. Those teaching less than full time or are partially funded through Title III, must provide instructional time in proportion to their funding.

A maximum of one-fifth of the required instructional time may be devoted to coordinated communication and or planning time with classroom teachers. The planning time must be routine and documented.

Student Placement

District 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-ELL 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 a two-year follow-up after a child is no longer receiving services both for taking the MAC II and for monitoring progress in core academic areas.

There are many school districts 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 districts are under the same obligations regarding the assessment of ELLs as any other district. For such districts, there are other options. One is to have a neighboring district, or local “tester,” administer a standardized test that it already uses. Districts may request loaned copies of proficiency tests from CISE at <http://www.cise.missouri.edu/>

Biennial Evaluation

Districts must have on file and be able to make available for public record a biennial evaluation report. Visit <http://www.mo-mell.org/> for more information on that report.

Missouri Assessment Program (MAP)

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

- ELL students may be counted in their subgroup for two years after they no longer receive ESL services.
- ELL students who have been in this country less than one year may have translators when taking the MAP math test but not for communication arts.
- ELL students 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. ELL students are still required to take the MAC II, the state’s English-proficiency assessment.
- ELL students who have been in this country less than one year will not be included in any AYP calculations.

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 ELL students and the MAP may be directed to the DESE Assessment section: 573-751-3545.

MAC II Assessment

All ELLs must be assessed each year for English Language Acquisition. MAC II is the statewide assessment tool to measure the yearly English language proficiency progress of ELL students. It is to be given during a designated window of time during late winter. MAC II assesses proficiency in speaking, listening, reading, writing, and comprehension. It should be given to ELL students for two years after the student has been deemed proficient in English.

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.

Migrant Education/English Language Learners (MELL) Support Services

Regional MELL personnel are available to provide the assistance to school districts. Visit <http://www.mo-mell.org/> for additional information on available services.

Section 9
Title IV.A Safe and Drug-Free Schools and Communities

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Legislative Purpose

The purpose of the Safe and Drug-Free Schools and Communities Act is to support programs that prevent violence in and around schools and the illegal use of alcohol, tobacco, and other drugs; to involve parents and communities in the selection of activities and evaluation of their effectiveness; and to coordinate activities with related Federal, State, school, and community efforts and resources to foster a safe and drug-free learning environment that supports student academic achievement.

Consultation

A district shall develop its application through timely and meaningful consultation with State and local government representatives, representatives of schools to be served (including nonpublic schools), teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).

On an ongoing basis, the district shall consult with such representatives and organizations in order to seek advice regarding how best to coordinate activities with other related strategies, programs, and activities being conducted in the community.

Parental Consultation

Districts also must have meaningful and ongoing consultation with, and input from, parents in the development of the district's application and administration of programs or activities.

Comprehensive School Improvement Plan

The district's Comprehensive School Improvement Plan (CSIP) must reflect its drug and violence prevention goals. The district must also make available to the public a report of its progress toward attaining the objectives specified in the CSIP. The application for funds must be directly related to this plan.

Principles of Effectiveness

For a program or activity to meet the principles of effectiveness, such program or activity shall

- be based on an assessment of objective data regarding the incidence of violence and illegal drug use in the elementary and secondary schools and communities to be served, including an objective analysis of the current conditions and consequences regarding violence and illegal drug use, including delinquency and serious discipline problems, among students who attend such schools (including nonpublic students who participate in the drug and violence prevention program);
- be based on an established set of performance measures aimed at ensuring that the elementary and secondary schools and communities to be served have a safe, orderly, and drug-free learning environment;
- be based on scientifically based research demonstrating that the program to be used will reduce violence and illegal drug use;
- be based on an analysis of the data reasonably available at the time, of the prevalence of risk factors, including high or increasing rates of reported cases of child abuse and domestic violence; protective factors, buffers, assets; or other variables in schools and communities;
- include meaningful and ongoing consultation with, and input from, parents in the development of the application and administration of the program or activity.

Needs Assessment

A district must conduct a needs assessment based on objective data regarding the incidence of both violence and illegal drug use in the schools and communities to be served. Objective data generally means information not influenced by emotion, surmise, or personal opinion. Examples of objective data include information from records that detail the number of referrals to law enforcement for bringing a firearm to school or results from student surveys about the proportion of students engaged in binge drinking. To the extent possible, data used in the assessment should be focused on the drug use and violence problems in the district or neighborhood. Based on this needs assessment, districts must target services and activities on high-need schools and students.

Performance Measures

Programs or activities funded by Title IV.A must be based on an established set of performance measures. A performance measure permits a quantitative assessment of progress. Local performance measures should be directly related to the results of the local needs assessment and linked to the performance measures established by the State. An analysis of data collected as part of the needs assessment should help focus attention on the most problematic issues and guide the development of performance measures that relate to improvement in those areas. The number of performance measures should be based on individual needs and reflect adequately the outcomes to be achieved. A few well-chosen performance measures are probably sufficient for most programs.

Evaluation

Based on the performance measures, the program or activity shall undergo a periodic evaluation to assess its progress toward reducing violence and illegal drug use in schools being served. The results of such evaluation shall be used to refine, improve, and strengthen the program, and to refine the performance measures. In addition, the results must be made available to the public upon request, with public notice that results can be obtained.

Student Survey

A district is required to conduct a student survey every two years to determine the incidence and prevalence, age of onset, and other data of drug use and violence in the schools and communities being served. DESE will send out information about the Safe and Drug-Free Schools and Communities student survey which is conducted online, including the time period and grade levels to be surveyed.

If the district chooses to use a different survey, the district must first receive approval from DESE. For any survey using federal funds, including the SDFSC Student Survey, parental permission is required to survey students under the age of eighteen.

Scientifically Based Research Programs

A list of identified exemplary and promising programs based on the report of the Expert Panel for the U.S. Department of Education is included on the federal programs application for Title IV.A.

Allowable Uses of Funds

A district may use Title IV.A funds to carry out activities that comply with the principles of effectiveness, such as the following:

- A. Age appropriate and developmentally based activities that address the consequences of violence and the illegal use of drugs, as appropriate; promote a sense of individual responsibility; teach

students that most people do not illegally use drugs; teach students to recognize social and peer pressure to use drugs illegally and the skills for resisting illegal drug use; teach students about the dangers of emerging drugs; engage students in the learning process; and incorporate activities in secondary schools that reinforce prevention activities implemented in elementary schools.

- B. Activities that involve families, community sectors, and a variety of drug and violence prevention providers in setting clear expectations against violence and illegal use of drugs and appropriate consequences for such behavior.
- C. Dissemination of drug and violence prevention information to schools and the community.
- D. Professional development and training for, and involvement of, school personnel, pupil services personnel, parents, and interested community members in prevention, education, early identification and intervention, mentoring, or rehabilitation referral, as related to drug and violence prevention.
- E. Drug and violence prevention activities that may include the following:
 - 1. Community-wide planning and organizing activities to reduce violence and illegal drug use, which may include gang activity prevention.
 - 2. Acquiring and installing metal detectors, electronic locks, surveillance cameras, or other related equipment and technologies.
 - 3. Reporting criminal offenses committed on school property.
 - 4. Developing and implementing comprehensive school security plans or obtaining technical assistance concerning such plans, which may include obtaining a security assessment or assistance from the School Security and Technology Resource Center at the Sandia National Laboratory located in Albuquerque, New Mexico.
 - 5. Supporting safe zones of passage activities that ensure that students travel safely to and from school, which may include bicycle and pedestrian safety programs.
 - 6. The hiring and mandatory training based on scientific research, of school security personnel (including school resource officers) who interact with students in support of youth drug and violence prevention activities that are implemented in the school.
 - 7. Expanded and improved school-based mental health services related to illegal drug use and violence, including early identification of violence and illegal drug use, assessment, and direct or group counseling services provided to students, parents, families, and school personnel by qualified school-based mental health service providers.
 - 8. Conflict resolution programs, including peer mediation programs that educate and train peer mediators and a designated faculty supervisor, and youth anti-crime and anti-drug councils and activities.
 - 9. Alternative education programs or services for violent or drug abusing students that reduce the need for suspension or expulsion or that serve students who have been suspended or expelled from the regular educational settings, including programs or services to assist students to make continued progress toward meeting the State academic achievement standards and to reenter the regular education setting.
 - 10. Counseling, mentoring, referral services, and other student assistance practices and programs, including assistance provided by qualified school-based mental health services providers and the training of teachers by school-based mental health services providers in appropriate identification and intervention techniques for students at risk of violent behavior and illegal use of drugs.
 - 11. Programs that encourage students to seek advice from, and to confide in, a trusted adult regarding concerns about violence and illegal drug use.
 - 12. Drug and violence prevention activities designed to prevent truancy.

13. Age-appropriate, developmentally-based violence prevention and education programs that address victimization associated with prejudice and intolerance, and that include activities designed to help students develop a sense of individual responsibility and respect for the rights of others, and to resolve conflicts without violence.
 14. Consistent with the fourth amendment to the Constitution of the United States, the testing of a student for illegal drug use or the inspecting of a student's locker for weapons or illegal drugs or drug paraphernalia, including at the request of or with the consent of a parent or legal guardian of the student.
 15. Emergency intervention services following traumatic crisis events, such as a shooting, major accident, or a drug-related incident, that have disrupted the learning environment.
 16. Establishing or implementing a system for transferring suspension and expulsion records, consistent with the General Education Provisions Act, by a district to any public or nonpublic elementary or secondary school.
 17. Developing and implementing character education programs, as a component of drug and violence prevention programs, that take into account the views of students and the parents of the students for whom the program is intended.
 18. Establishing and maintaining a school safety hotline.
 19. Community service, including community service performed by expelled students, and service-learning projects.
 20. Conducting a nationwide background check of each district employee, regardless of when hired, and prospective employees for the purpose of determining whether they have been convicted of a crime that bears upon their fitness to be responsible for the safety or well being of children, to serve in the particular capacity in which they are or will be employed.
 21. Responding to the needs of students who are faced with domestic violence or child abuse.
 22. Programs to train school personnel to identify warning signs of youth suicide and to create an action plan to help youth at risk of suicide.
- F. The evaluation of any authorized activities and the collection of objective data used to assess program needs, program implementation, or program success in achieving program goals and objectives.

No more than 40 percent of the funds available may be budgeted on line 6.6, school safety, on the application.

Limitation

Not more than forty percent of the funds available to a district may be used to carry out the activities described in clauses (2) through (6) above, of which not more than fifty percent of such amount may be used to carry out the activities described in clauses (2) through (5) above. If, however, the district chooses to use the entire forty percent for clause 6, it may do so.

***Exception:** A district may use Title IVA funds described in clauses (2) through (5) above only if funding for these activities is not received from other Federal agencies.*

Prohibited Activities

Construction, medical services, and drug treatment and rehabilitation are prohibited activities. Pupil services, or referral to treatment for students who are victims of, or witnesses to, crime or who illegally use drugs, are allowed. No give away items or incentives are allowed with Title IV.A funds.

Message and Materials

Drug and violence prevention programs must convey a clear and consistent message that the illegal use of drugs and acts of violence are wrong and harmful.

Parental Consent

Districts must make a reasonable effort to inform parents/guardians of students of the contents of programs or activities funded through Title IV.A. Districts must withdraw a student from any program or activity supported with Title IV.A funds upon written request from the parents or legal guardians of students.

Reporting

Each district receiving Title IV.A funds shall submit to DESE such information that is required to complete the state report, including a description of how parents were informed of, and participated in, violence and drug prevention efforts. Such information shall be made readily available to the public.

Persistently Dangerous Schools

Under No Child Left Behind, the challenge for accountability is to ensure that students feel and are safe in school. The criteria for being determined a persistently dangerous school includes the following:

- A. In each of three consecutive years:
 1. The school has a federal and/or state gun-free schools violation; or
 2. A violent criminal offense is committed on school property which includes but is not limited to school buses or school activities; and
- B. In any two years within the three-year period listed above, the school experienced expulsions by local board action, for drug, alcohol, weapons or violence that exceed one of the following rates:
 1. More than five expulsions per year for a school of less than 250 students;
 2. More than ten expulsions per year for a school of 250 students but less than 1,000 students;
 3. More than fifteen expulsions per year for a school of 1,000 or more.

Parents of students enrolled in a persistently dangerous school or students who are victims of violent criminal offense while on school property have the option to transfer their student to a school that is not designated persistently dangerous. (Violent criminal offenses are the same offenses that districts report to local law officials as identified in Missouri Safe Schools legislation. ~ 160.261, RSMo does not include third degree assault.)

Any building that meets one of the criteria in any year may receive technical assistance for preparing and implementing a plan to prevent the building from meeting the criteria a second year.

Section 10
Title V Innovative Programs

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Legislative Purpose

The purposes of this program are the following:

- To support local education reform efforts consistent with and supportive of statewide education reform efforts
- To provide funding to implement promising educational reform programs and school improvement programs based on scientifically based research
- To meet the educational needs of all students, including at-risk youth
- To develop and implement education programs to improve school, student, and teacher performance, including professional development activities and class size reduction.
- To provide a continuing source of innovation and educational improvement, including support for library services and instructional media materials

Allowable Uses of Funds

Title V innovative assistance programs must be tied to promoting challenging academic achievement standards, be used to improve student academic achievement, and be part of an overall education reform strategy. The following supplementary, innovative activities are allowable:

1. Programs and activities that expand learning opportunities through best practice models designed to improve classroom learning and teaching
2. Implementing research-based academic programs
3. Programs to recruit, train, and hire highly qualified teachers to reduce class size, especially in the early grades, and professional development activities carried out in accordance with Title II that give teachers, principals, and administrators the knowledge and skills to help students meet challenging State and local academic content and achievement standards
4. Technology activities related to implementation of school-based reform efforts, including professional development to assist school personnel (including library media personnel) in using technology effectively in the classrooms and school library media centers
5. Development or acquisition and use of instructional and educational materials (including media center materials and services); academic assessments; reference materials; computer software and hardware for instructional use; and other curricular materials used to improve student academic achievement
6. Promising education reform projects (related to specific goals in district's Comprehensive School Improvement Plan)
7. Programs to improve academic achievement of educationally disadvantaged students, including dropout prevention activities
8. Programs to improve literacy skills of adults, including family literacy and adult education programs, especially for parents of students served in the local educational agency
9. Programs for the educational needs of gifted and talented students
10. Support for academic assessment and improvement in Title I schools identified for School Improvement
11. Community service programs led by qualified school personnel
12. Activities to promote consumer, economic and personal finance education
13. Activities supporting public school choice
14. Hiring and supporting school nurses
15. School-based mental health services
16. Alternative educational programs for expelled or suspended students, including assistance for them to reenter the regular educational setting
17. Preschool programs

18. Joint school-community academic intervention programs, as well as counseling programs conducted during the school day, for those most at risk of not meeting challenging State academic standards or of dropping out of school
19. CPR training in schools
20. Establishment of smaller learning communities
21. Strengthening parental and community involvement
22. Service learning activities
23. School safety programs
24. Supplemental educational services for eligible students in schools and/or districts identified for school improvement

The district should analyze the CSIP needs assessment in developing Title V-funded strategies/action steps.

Evaluation

Title V activities must be evaluated annually to see that they contribute to the improvement of student achievement and are part of an overall reform strategy. The evaluation findings should be used to make revisions in the program/activities for the subsequent year. Documentation of annual evaluations must be made available to DESE during a monitoring of Federal Programs.

Systematic Consultation

The school district must agree to engage in systematic consultation with parents of students (not including those parents employed by the school district), teachers, administrators, and other local groups deemed appropriate in planning for use of the district's Title V funds.

Those involved in systematic consultation must be made aware of all the allowable uses of funds. Documentation must be kept of this consultation.

Since this systematic consultation is required, it is included in a monitoring, and the district should maintain records to document it. The documentation should include dates of consultation, names and roles of those participating, and recommendations discussed.

Section 11

Title VI.B Rural Education Initiative/Rural Education Achievement Program (REAP)

Specific Guidelines

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Legislative Purpose

The purpose of Title VI.B is to address the unique needs of rural districts 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)

A LEA is eligible for SRSA funds if their average daily attendance is fewer than 600 and all schools served by the LEA are designated with a School Locale Code of 7 or 8 as determined by the U.S. Office of Education. For the SRSA program, the grant allocation process, application process and payment process are handled directly through the U.S. Office of Education.

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

A district is eligible for the RLIS Program if it is not eligible for SRSA funding and if 20% or more of its school-age population are from families with incomes below the census poverty line, and all of the schools served by the district are designated with a School Locale Code of 6, 7 or 8 as determined by the U.S. Office of Education. Due to these specific criteria, a district's eligibility may change from year to year. The RLIS Program is part of the consolidated application.

Allowable Uses of Funds

Subpart I - Small, Rural Achievement Programs (SRSA)

The LEA may use SRSA funding to carry out activities authorized under any of the following programs: Title I.A, Title II.A, Title II.D, Title III, Title IV.A, Title IV.B and Title V.

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

The LEA may use RLIS funds for the following:

- Teacher recruitment and retention (subject to state law)
- Professional development
- Educational technology
- Parental involvement activities
- Activities authorized under Safe and Drug-Free Schools and Communities (restrictions on security expenditures do not apply here)
- Activities authorized under Title I.A
- Activities authorized under Title III

Accountability

DESE must determine, after the third year that a district participates, whether the district has met the state's definition of adequate yearly progress. DESE may permit districts that meet the definition of adequate yearly progress to continue to participate and may permit a district that did not meet the definition of adequate yearly progress to continue to participate only if it agrees to use its consolidated funds for school improvement activities.

Section 12 Resources

DESE Federal Programs Page

<http://www.dese.mo.gov/divimprove/fedprog/index.html>

Consolidated Federal Programs Self-Monitoring Checklist

http://dese.mo.gov/divimprove/fedprog/grantmgmnt/publication_and_forms.html

Publications and Forms

http://dese.mo.gov/divimprove/fedprog/grantmgmnt/publication_and_forms.html

Complaint Resolution Procedures

Draft Report Card

Federal Programs Calendar of "Things to Do"

Single-Funding Certification

Student Selection-Multiple Criteria

Principles of Effectiveness

Sample Letter "Parents Right to Know" Requirement

Public/Private Design for Education Service

Sample Equipment Inventory

Coding Guide

NCLB-Benefits Private School Students & Teachers

Legislation & Guidance

<http://dese.mo.gov/divimprove/fedprog/grantmgmnt/index.html>

Title I Preschool Program Guidance

<http://www.dese.mo.gov/divimprove/fedprog/index.html>

MELL Regions & Personnel

<http://www.mo-mell.org/>

Section 13
Addendum 1

TITLE I SET-ASIDES FOR HOMELESS
Specific Guidelines

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Homeless Children and Youth Identification

A homeless individual is one who:

- A. lacks a fixed, regular, and adequate nighttime residence; and
- B. includes--
 - i. children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
 - ii. children and youths 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 (within the meaning of section 103(a)(2)(C));
 - iii. children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.

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 probably be needed in order to identify those who are homeless.

In 1995, the U.S. Department of Education issued non-regulatory guidance, which included the following:

- Children in foster care should not be considered homeless unless they are temporarily placed in foster care because of lack of shelter space.
- Children who are runaways should be considered homeless even if their parents have provided or are willing to provide a home for them.
- Children who are "throwaway children" should be considered homeless until a fixed, regular, and adequate residence is established for them.
- All abandoned children are homeless until a fixed, regular, and adequate residence is established.
- Children who live with friends or relatives because of loss of housing or other similar situation should be considered homeless.
- Children living in "doubled up" families may be considered homeless if the family is doubled up or tripled up because of loss of housing or a similar situation.
- School aged, unwed mothers or mother-to-be who reside in a home for unwed mothers should be considered homeless if they have no other available living accommodations.
- Migrant children should not be considered homeless unless they meet the definition in the McKinney Act.

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

Mandatory Reservations of Funds

Section 1113(c) (3) (A) states, "A local educational agency shall reserve such funds as necessary under this part to provide services comparable to those provided to children in schools funded under this part to serve homeless children who do not attend participating schools, including providing educationally related support services to children in shelters and other locations where children may live."

The LEA must set aside funds for services to homeless children on Step 4 of the Title I Breakdown of Allocation form. School districts must establish their own methods for allocating Title I, Part A, set asides for homeless children and youth who are not attending Title I schools. Generally, these methods involve conducting a needs assessment for homeless students in the school district or basing the set-aside amount on a formula, such as a per pupil expenditure. Determining an appropriate amount requires coordination between the Title I Coordinator and Homeless Coordinator.

Methods for Reserving Funds

Below are some methods that may be used to calculate your Title I, Part 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 does not identify 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, Part A allocation, or on your district's poverty data. Generally, if you have a higher poverty 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, 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, 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.

Your district should indicate the method that you have chosen to set aside an amount for homeless children and youth, under the Comments Section of Step 4, Breakdown of Allocation.

Homeless children and youth often face unique barriers when accessing educational programs and striving for academic success, ensuring that these students receive "comparable" services may require additional programming that is not provided to other Title I students. For instance, Title I, Part A, states that it is appropriate to provide educationally-related support services, such as tutoring, to children at shelters or other places where homeless children may live, such as motels. [20 USC 6313(c)(3)(A)] In addition, Guidance from the U.S. Department of Education states that LEAs may use reserved funds to provide homeless students with services that are not ordinarily provided to other Title I students and that are not available from other sources. The Guidance offers an example of using reserved funds to provide clothing to meet a school's dress or uniform requirements. Hence, in determining appropriate expenditures for the funds set aside for homeless students, it is important to note that *comparable* services do not mean services that are necessarily *identical* to other Title I, Part A, services.

In addition to serving homeless students not enrolled in Title I schools, U.S. Department of Education Guidance states that set asides also can be used to provide services to homeless students who *are*

attending Title I schools. In determining the set-aside amount, LEAs should allow for the provision of services to homeless students who attend Title I schools that will meet the unique needs of these children above and beyond the regular Title I programs at those schools, as well as for the provision of services to homeless students who do not attend Title I schools.

Suggestions for Services

After assessing the needs of homeless students, the homeless coordinator and Title I Coordinator, along with other district-level administrators, may consider funding the following:

- Before-school, after-school, and/or summer programs
- Outreach services to students living in shelters, motels, and other temporary residences to help identify homeless children and youth and advise them of available school programming
- Basic needs such as clothing, uniforms, school supplies, and health-related needs
- Counseling services
- The hiring of teachers, aides, and tutors to provide supplemental instruction to students whose achievement is below grade level
- The work of the local liaison
- Parental involvement programs that make a special effort to reach out to parents in homeless situations
- Research-based programs that benefit highly mobile students
- Data collection to assess the needs and progress of homeless and other highly mobile students