

# MAFEPD Conference

Office of Federal Programs  
June 30, 2017



## Vision

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To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

## Mission

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To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

# **State Board of Education Goals 5-Year Strategic Plan for 2016-2020**

- ✓ All Students Proficient and Showing Growth in All Assessed Areas
- ✓ Every Student Graduates High School and is Ready for College and Career
- ✓ Every Child Has Access to a High-Quality Early Childhood Program
- ✓ Every School Has Effective Teachers and Leaders
- ✓ Every Community Effectively Using a World-Class Data System to Improve Student Outcomes
- ✓ Every School and District is Rated “C” or Higher



# Office of Federal Programs

## Vision

**The vision of Mississippi State Board of Education is to create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens.**

## Mission

In support of this vision, the mission of the Office of Federal Programs (OFP) is to provide leadership in the effective use of federal funds so that all students are prepared to compete in the global community.

### Goal 1

To collaborate across the agency in support of state initiatives

### Goal 2

To support district planning and implementation

### Goal 3

To evaluate and monitor performance

# Title IV, Part A

## Student Support and Academic Enrichment (SSAE) Program



## Title IV, Part A

## Application Requirements

## Allowable Uses of Funds

# Title IV, Part A - Purpose

The purpose of this subpart is to improve student academic achievement by increasing the capacity of States, local education agencies, and local communities to –

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

# Funding

Title IV is the 3<sup>rd</sup> largest program authorized by ESSA.

- Districts will receive a formula-driven amount of funds based on subpart 2 of Title I, Part A for the preceding fiscal year.
- No allocation to an LEA under this subsection may be made in an amount less than \$10,000.
- LEAs may form a consortium with other surrounding LEAs and combine the funds each agency receives to jointly carry out the activities described.



# Supplement, Not Supplant

SEAs and LEAs should be mindful that SSAE program funds may be used only to supplement, and not supplant, non-Federal funds that would otherwise be available for activities authorized under the SSAE program.

This means that, in general, SEAs and LEAs may not use SSAE program funds for the cost of activities in the three SSAE program content areas if the cost of those activities would have otherwise been paid with State or local funds in the absence of the SSAE program funds.

# LEA Allocations more than \$30,000

## Requirements

- Comprehensive Needs Assessments (once every 3 years)
- Specific allocations for safe and healthy students or well rounded education must be met:
  - 20% for well-rounded education
  - 20% for safe and healthy students
  - 60% can be spent in any way, but a portion must be spent on technology
- An annual report to the state is required.
- 15% technology equipment cap applies.
- No more than 2% allowed for administrative costs

# Allocations less than \$30,000

## Requirements

- A Needs Assessment is not required
- Specific allocations for safe and healthy students or well rounded education are not required
- An annual report to the state is not required
- MUST spend money in at least one of the three categories
- 15% technology cap still applies.
- No more than 2% allowed for administrative costs

# LEA Application Requirements



# LEA Assurances

Prioritize the distribution of funds to schools served by the LEA based on one or more of the following criteria—

1. Schools with the greatest need
2. Schools with highest percentages or numbers of children counted under concentration grants
3. Schools identified for comprehensive support (lowest achieving schools)
4. Schools identified for targeted support (schools with consistently under performing subgroups)
5. Persistently dangerous schools

# LEA Assurances

An LEA or consortium that receives \$30,000 or more, must use -

1. not less than 20 percent of funds to support well rounded education opportunities;
2. not less than 20 percent of funds to support safe and healthy schools; and
3. a portion of the funds to support the effective use of technology.

Comply with equitable services requirements for private school children

Annually report on the use of funds to the MDE

# Needs Assessment

An LEA or consortium that receives \$30,000 or more must conduct a comprehensive needs assessment designed to examine the need for improvement in –

- access to opportunities for well-rounded education for all students;
- school conditions for student learning in order to create a healthy and safe school environment; and
- access to personalized learning experiences supported by technology and professional development for the effective use of data and technology.

# Stakeholder Engagement

Must engage in consultation with stakeholders, including:

- Parents
- Teachers
- Principals
- Students
- School leaders
- Specialized instructional support personnel
- Local government representatives
- Others with relevant and demonstrated expertise
- Community-based organizations



# Allowable Activities



# Well-Rounded Educational Opportunities

- STEM
- Music & Arts
- Foreign Language Instruction
- Accelerated Learning Programs
  - AP & IB
- Dual Enrollment & Early College High School
- Civics Instruction
- College & Career Counseling
- Social Emotional Learning
- Environmental Education

# Safe and Healthy Students

- Drug and violence prevention
- Healthy and safety practices in school or athletic programs
- School-based health and mental health services
- Preventing bullying and harassment
- Healthy, active lifestyle, nutritional education
- Dropout Prevention
- Preventing use of alcohol, tobacco, marijuana, smokeless tobacco, and e-cigarettes
- Culturally responsive teaching and professional development of implicit bias

# Use of Technology

- Provide personalized learning
- Discover, adapt, and share high-quality resources
- Implement blended learning strategies
- Implement school and district-wide approaches to inform instruction, support teacher collaboration, and personalized learning

**Special Rule:** No more than 15% of Title IV funds in “effective use of technology” may be spent on devices, equipment, software, applications, platforms, digital instructional resources, and/or one-time IT purchases.

# Application Process

## 2017-18 Consolidated Application in MCAPS

1. Assurances
2. Sections for narrative information on well-rounded, safe & healthy students, and effective use of technology
3. Performance Goals
4. Budget sections – broken out for each program area

## Non-Regulatory Guidance:

<https://www2.ed.gov/policy/elsec/leg/essa/ssassaegrantguid10212016.pdf>

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