# VISION

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

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

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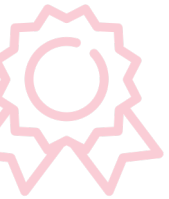
1 **ALL** Students Proficient and Showing Growth in All Assessed Areas

2 **EVERY** Student Graduates from High School and is Ready for College and Career

3 **EVERY** Child Has Access to a High-Quality Early Childhood Program

4 **EVERY** School Has Effective Teachers and Leaders

5 **EVERY** Community Effectively Uses a World-Class Data System to Improve Student Outcomes

6 **EVERY** School and District is Rated "C" or Higher

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Mississippi Connects is designed to help
teachers, administrators and technical staff provide a
rigorous, engaging and secure digital learning experience
to every public-school student in the state,
whether in a classroom or at home.

Mississippi Connects Components

Devices and Services

Laptops or tablets delivered to districts with all software, security and support features pre-loaded and configured for immediate use

Digital Curriculum and Learning Management Systems

High-quality instructional materials and online platforms for teaching and learning

Connectivity

Enhanced internet connectivity in areas of the state where students do not have broadband service

Professional Development

Training and technology support for educators, students and parents to be successful with digital learning

Telehealth and Teletherapy

Student access to telehealth and teletherapy services for their physical, social and emotional health
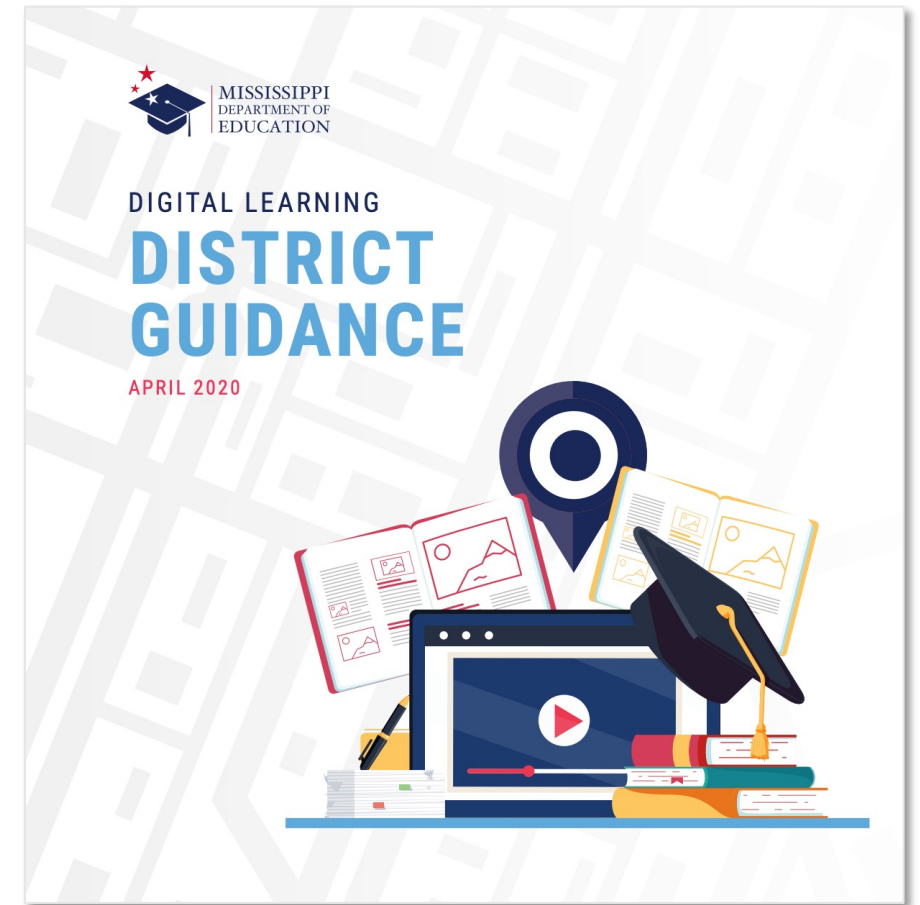
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Research and Innovation

Digital Curriculum

Professional Development

Assemble Building Blocks

DIGITAL LEARNING DISTRICT GUIDANCE APRIL 2020

MISSISSIPPI CONNECTS
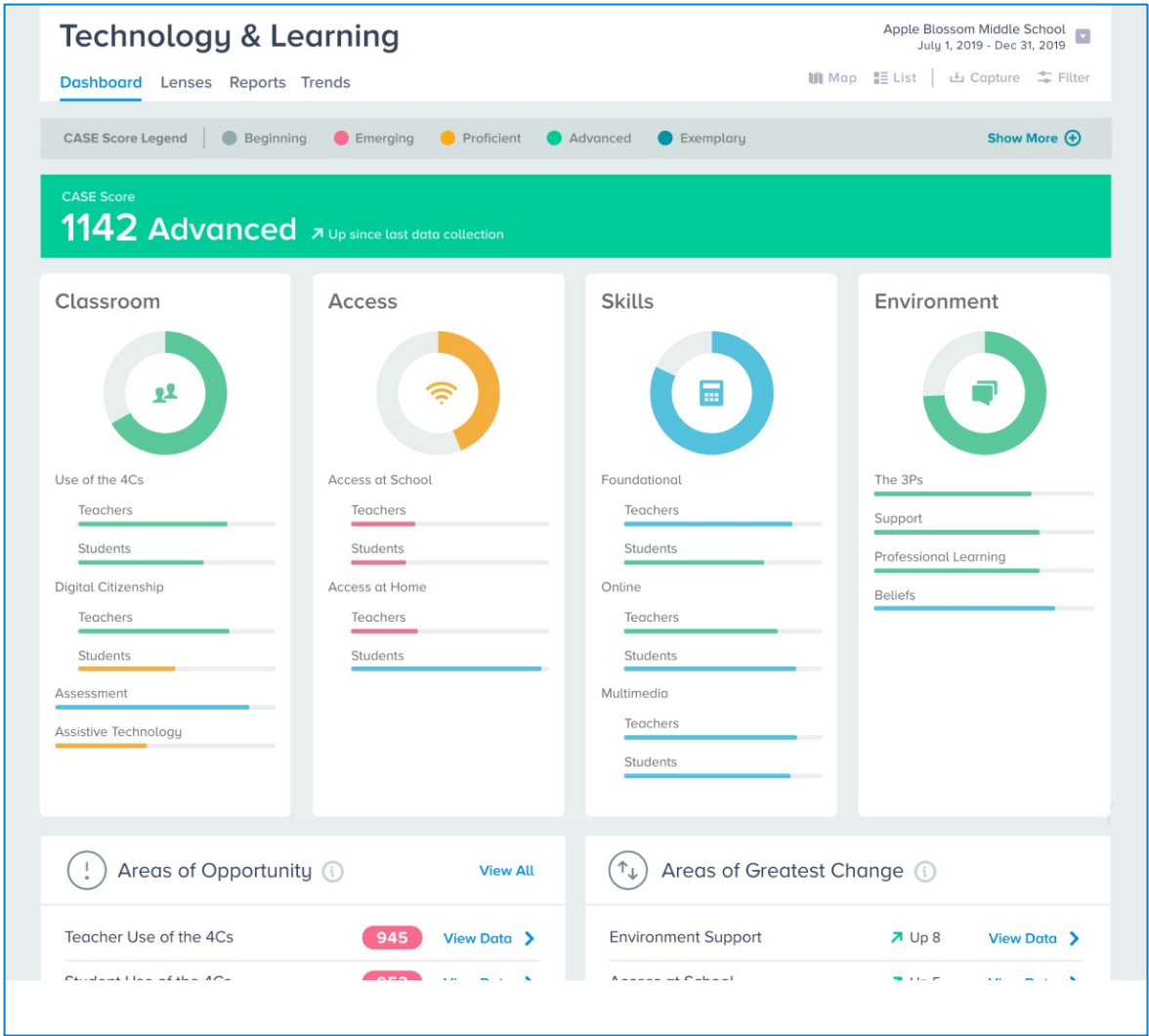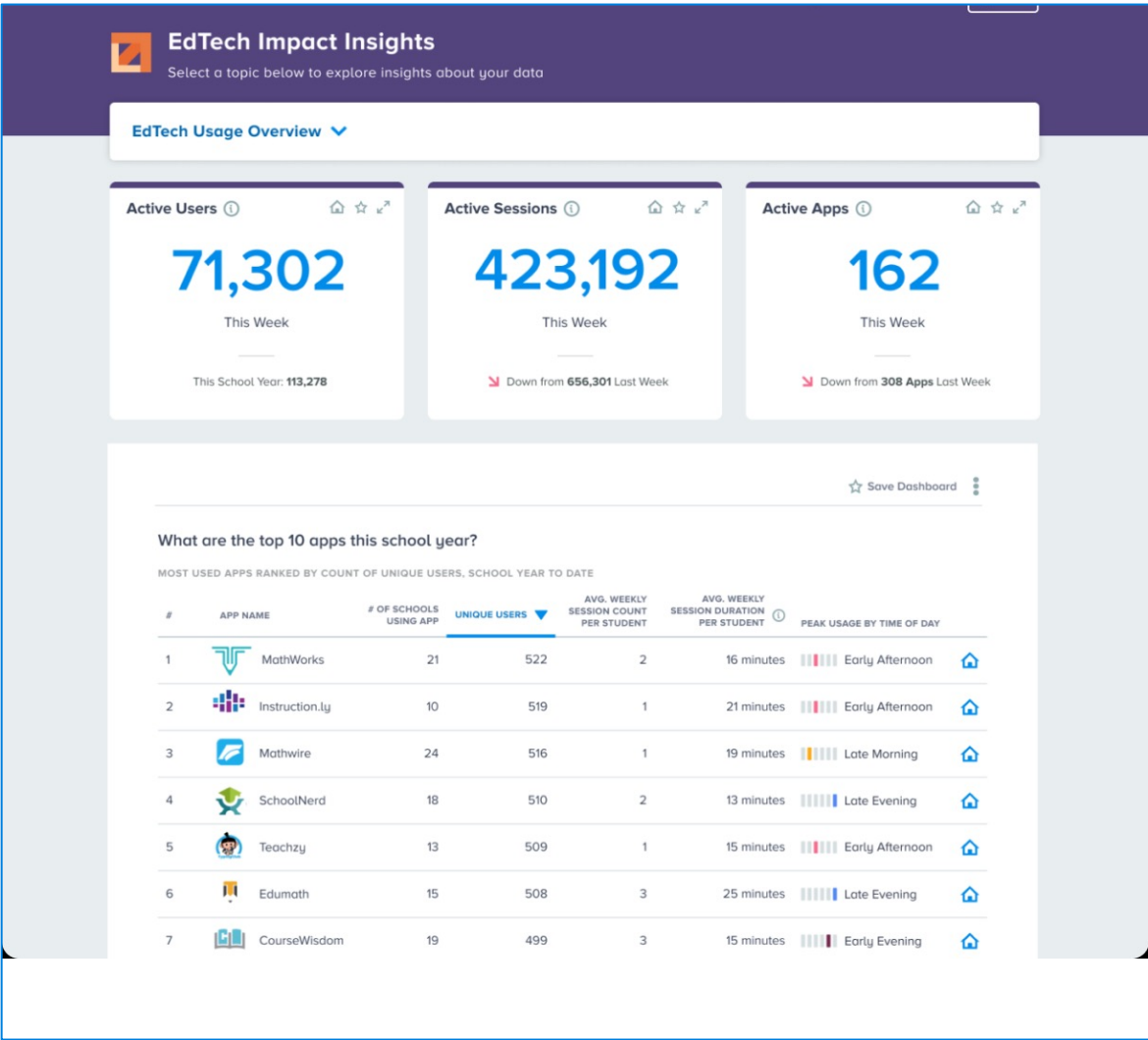
Classroom
The 4Cs, Digital Citizenship, Assessment, Assistive Technology
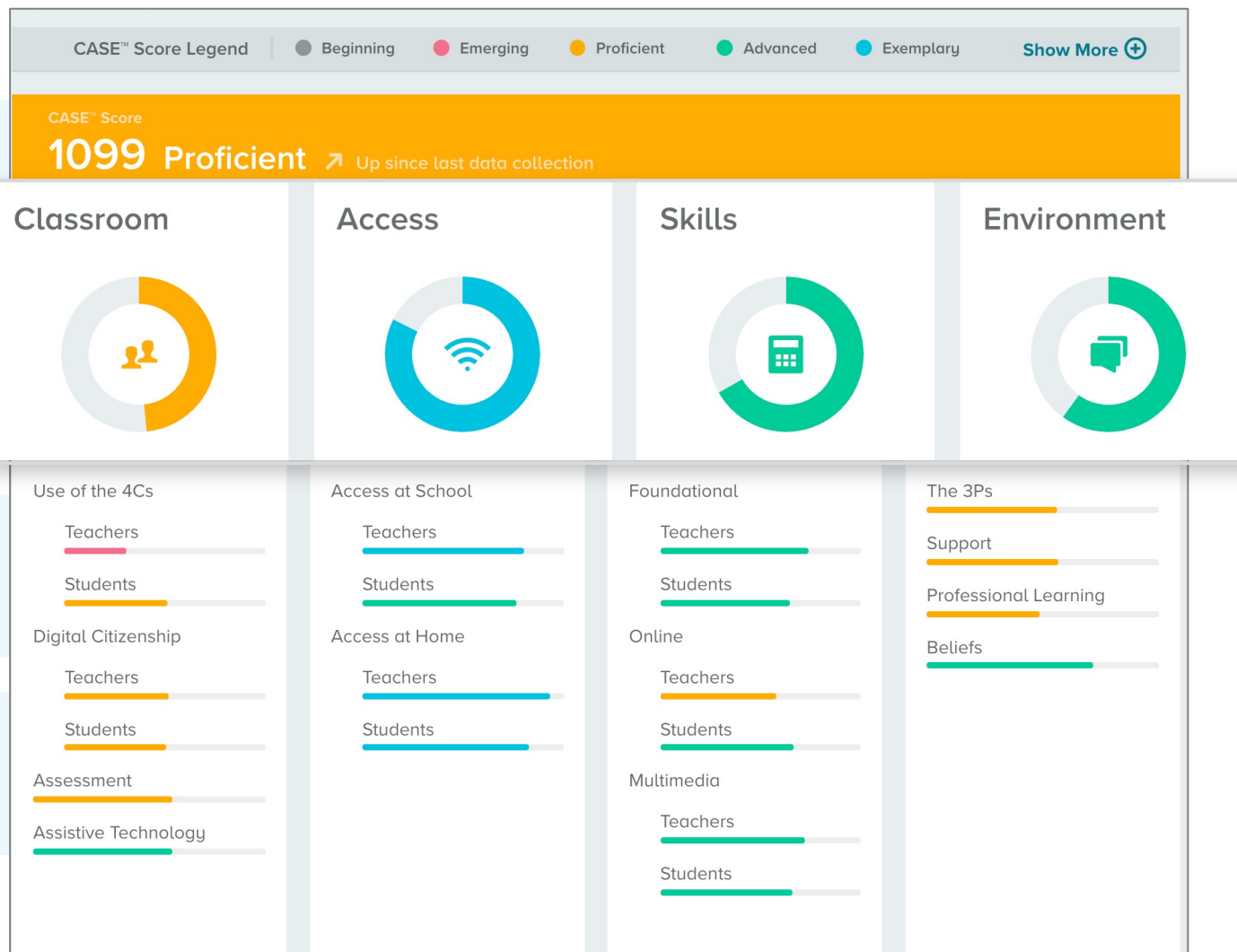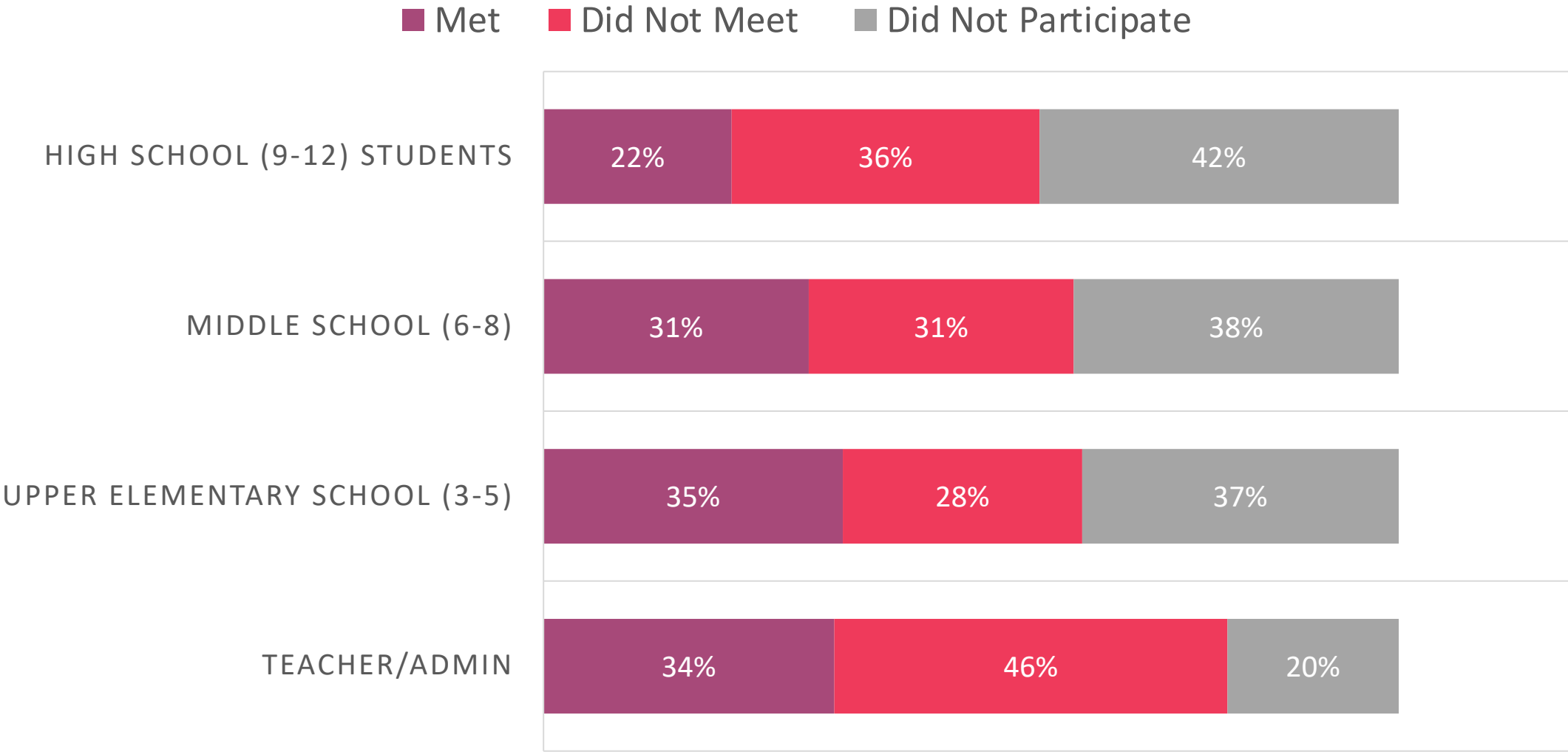
Access
Access at School, Access at Home

Skills
Foundational Skills, Online Skills, Multimedia Skills

Environment
Use of 3Ps, Professional Learning, Technical Support, Beliefs

CASE™ Score Legend | ● Beginning | ● Emerging | ● Proficient | ● Advanced | ● Exemplary | Show More ⊕

CASE™ Score
1099 Proficient ↗ Up since last data collection

Classroom	Access	Skills	Environment

Use of the 4Cs
- Teachers
- Students

Digital Citizenship
- Teachers
- Students

Assessment

Assistive Technology

Access at School
- Teachers
- Students

Access at Home
- Teachers
- Students

Foundational
- Teachers
- Students

Online
- Teachers
- Students

Multimedia
- Teachers
- Students

The 3Ps

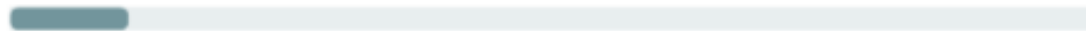Support

Professional Learning

Beliefs

- **Access:** 92% of students report having access to a device at home, but only 59% of students have access to a school-issued device nightly
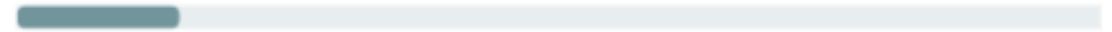

70%

Yes

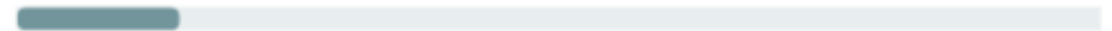59% Can take it home every night

11% Can sometimes take it home

30%

No

15% Have one, but can't take it home

15% Don't have one

- **Skills:** 63% of teachers report frequently curating digital content for their students

- **Classroom:** Half of teachers responded that they **never** utilize the 4Cs – **critical thinking, communicating, collaborating, creativity** – in digital instruction

- BrightBytes has begun conducting data-walkthroughs and webinars to assist districts analyze data and set goals

- Data used by Digital Learning Coaches to guide school Digital Action Plans and coaching supports for teachers

- Collect again in the fall and spring, with the goal to increase participation to everyone

- *NOTE: As teachers' understanding of digital learning expectations grow, their responses will become more self-critical*

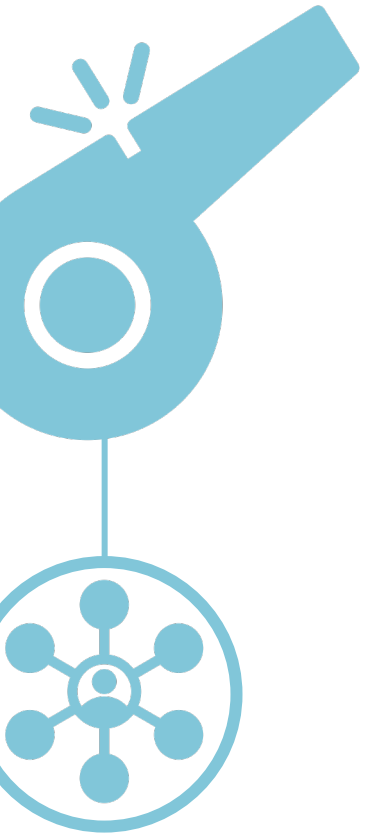# Digital Learning Coach (DLC) Program

To provide **individualized supports to build educator capacity** for the delivery of effective digital instruction through rigorous, engaging and secure digital learning experiences

Classroom Observations

Observe teachers as they provide instruction

Used to inform customized supports

Coaching Conferences

Pre- and Post-observation conferences with teacher

Set goals

Provide strategies and resources
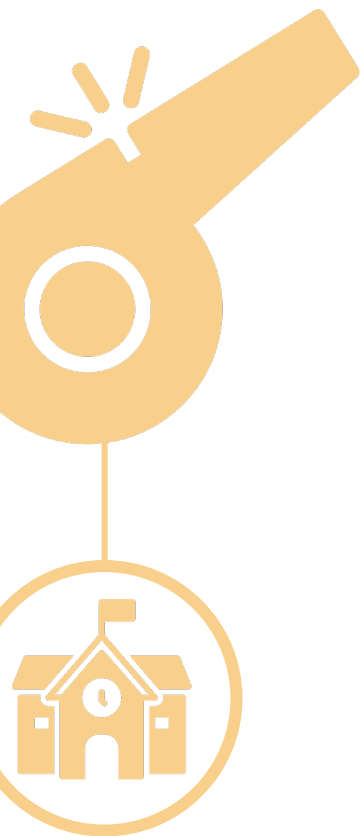
Collaborative Lesson Planning

Virtual support

Incorporate best practices, digital tools, and identify/ create digital content

Modeling and Co-Teaching

Assist with the delivery of digital instruction

Assist with the implementation of digital tools and content

mdek12.org/DLCoaches

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Digital Learning Action Planning

Review data with principal

Create a Digital Learning Action Plan to guide digital learning supports and set goals

Revisit plan throughout the year

Learning Walks

Completed by coach and district/school staff

Capture a snapshot of learning in each classroom

Used to inform school-wide customized supports

Professional Development/PLCs
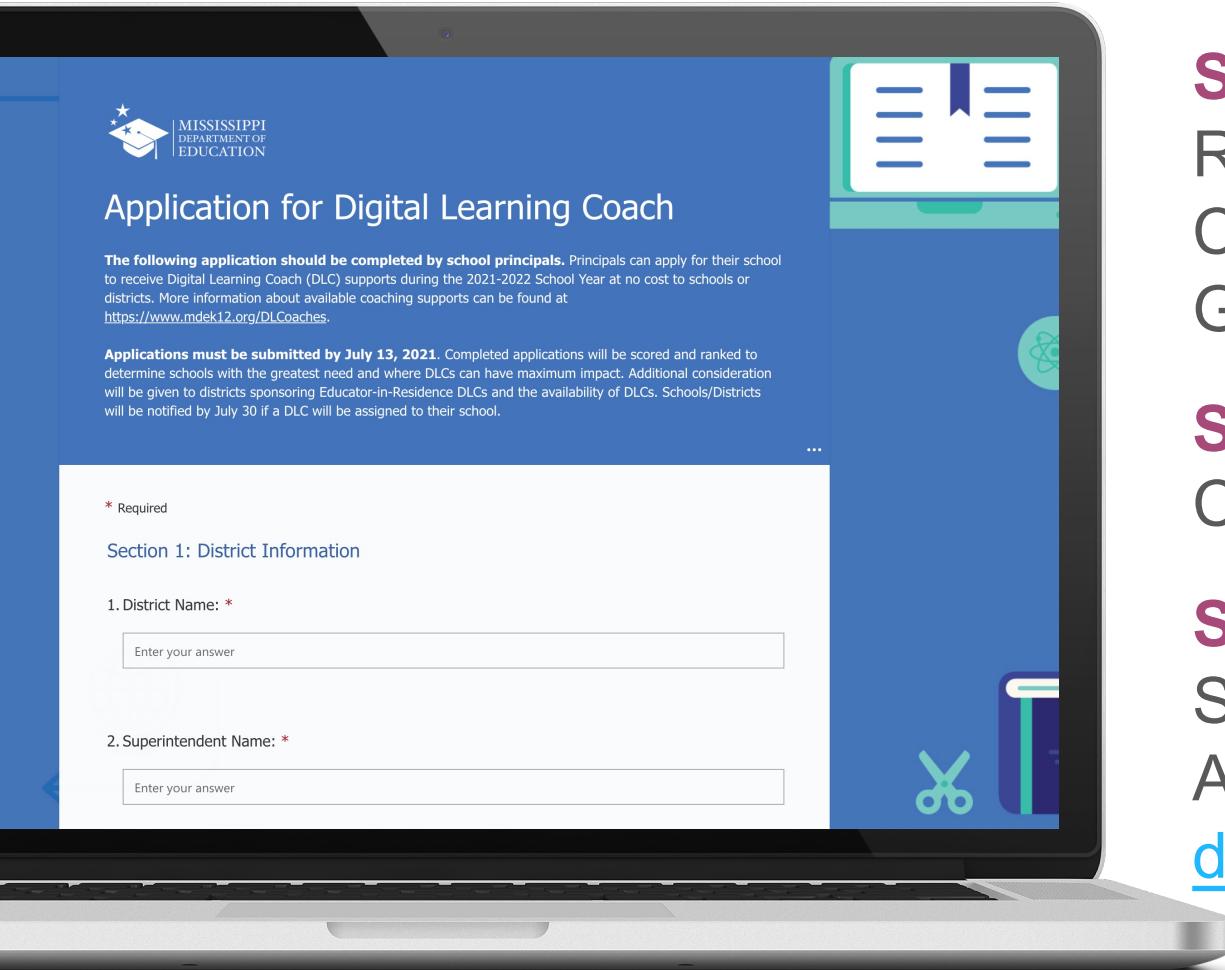
Provide 60- or 90-minute sessions for the individual school or entire district

Limit of 2 sessions per semester

*EIR districts: 1 additional session per semester

mdek12.org/DLCoaches

Step 1:
Review the Application for Digital Learning Coach and Digital Learning District Guidance

Step 2:
Complete electronic application

Step 3:
Submit signed Application Approval and Administrator Acknowledgements to
dlcoachingapp@mdek12.org

mdek12.org/DLCoaches

Cohort Coaching

First round application coach assignments announced July 30

Coaches meet with principals in August to review data & create plans

"Boots on the Ground" in September

Digital Teacher Academy

Teachers attend monthly trainings led by DLCs and other experts

Become tech leaders and mentors in their schools

Teacher application coming in August

Instructional Technologist Trainings

Create collaborative community for professional learning

Create and share resources

Meetings will begin in September

MISSISSIPPI DEPARTMENT OF EDUCATION

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Office of Federal Programs

2021 MASS/Summer Convention

mdek12.org

Judy K. Nelson
Executive Director

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The Mississippi Department of Education (MDE) is requesting a waiver from the U. S. Department of Education according to section 8401 of the Elementary and Secondary Education Act of 1965 (ESEA) for the following provisions:

- Section 1127(b) of Title I, Part A of the ESEA so that the MDE may waive, more than once every three years, if necessary, the 15 percent carryover limitation in ESEA section1127(a) for FY 2021 Title I, Part A funds.

- Section 421(b) of the General Education Provisions Act (GEPA) extends the period of availability of FY 2020 funds for programs in which MDE participates under its approved consolidated State plan **until September 30, 2022**.

- FY 2020 funds for programs in which MDE participates under its approved consolidated State plan **until September 30, 2022 includes:**

  - Title I, Part A of the ESEA (Improving Basic Programs Operated by LEAs),including the portions of the SEA's Title I, Part A award used to carry out section1003 school improvement, section 1003A direct student services, if applicable, and Title I, Part D, Subpart 2

  - Title I, Part C of the ESEA (Education of Migratory Children)

- Title I, Part D, Subpart 1 of the ESEA (Neglected, Delinquent, or At Risk)
- Title II, Part A of the ESEA
- Title III, Part A of the ESEA
- Title IV, Part A of the ESEA
- Title IV, Part B of the ESEA
- Title V, Part B, Subpart 2 of the ESEA
- McKinney-Vento Education for Homeless Children and Youth Program

- As part of the waiver process under the federal Every Student Succeeds Act, local education agencies and the public are invited to provide comments between July 2, 2021, to July 23, 2021.

- For those wishing to comment on the requested waiver, please email comments to federalprograms2@mdek12.org. Indicate **"ESEA Fiscal Waiver"** in the subject line.

- The MDE will consider all comments.

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- The Office of Federal Programs has granted substantial approval as authorized by 34 CFR 76.708 to the LEA's FY22 Consolidated Federal Programs Application (CFPA).

- LEA may obligate funds for activities outlined in the application budget.

- This is only a preliminary approval; the FY22 CFPA will still be reviewed and LEAs will receive final approval by MDE staff.

- Any obligations that are not allowable under the program will be subject to questioned costs during an audit or monitoring of the program.

- While a substantially approvable status allows for the obligation of funds, an LEA may not request reimbursements for FY22 without an approved FY22 CFPA which includes both the LEA Plan and Funding Application.

- The period of obligation for these funds is July 1, 2021-September 30, 2023.

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- 144 out of 146 LEAs have received "Substantial Approval" for FY22.

- Check the FY22 Funding Application History Log for confirmation of substantial approval.

- Deadline for submission of the FY22 CFPA is Wednesday, **September 8, 2021.**

- FY19 Funds must be obligated by September 30, 2021, and final liquidation by December 2021.

- **FY19 Funds will no longer be accessible after September 30, 2021.**

- Unliquidated funds of $1,000 or more in any program is an indicator of risk.

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LEA must reserve at least **20 percent of funds** to address **learning loss** through the implementation of **evidence-based interventions** and ensure that those **interventions respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups** (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).

Remaining LEA funds may be used for a wide range of activities to address needs arising from the coronavirus pandemic, including any activity authorized by the **ESEA**, the Individuals with Disabilities Education Act (**IDEA**), Adult Education and Family Literacy Act (**AEFLA**), or Carl D. Perkins Career and Technical Education Act of 2006 (Perkins CTE).

Section 2001(3) specifically authorizes an LEA to use funds to develop strategies and implement public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) on **reopening and operating schools to effectively maintain the health and safety of students, educators, and other staff**, as well as:

- coordinating preparedness and response efforts with State, local, Tribal, and territorial public health departments to prevent, prepare for, and respond to COVID-19;

- training and professional development on sanitizing and minimizing the spread of infectious diseases;

- purchasing supplies to sanitize and clean the LEA's facilities;

- **repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards;**

- **improving indoor air quality;**

- addressing the needs of children from low-income families, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth;

- developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;

- planning for or implementing activities during long-term closures, including providing meals to eligible students and providing technology for online learning;

- purchasing educational technology (including hardware, software, connectivity, assistive technology, and adaptive equipment) for students that aids in regular and substantive educational interaction between students and their classroom instructors, including students from low-income families and children with disabilities;

- providing mental health services and supports, including through the implementation of evidence- based full-service community schools and the hiring of counselors;

- planning and implementing activities related to summer learning and supplemental after-school programs;

- addressing learning loss; and

- other activities that are necessary to maintain operation of and continuity of services, including continuing to employ existing or hiring new LEA and school staff.

- ARP ESSER Funds may be used for pre-award costs dating back to March 13, 2020, when the national emergency was declared.

- Period of availability including 12-month Tydings Amendment period is September 30, 2024.

- A "Construction Approval Form" is required for all capital improvements including major building repairs and renovations and bus purchase.

- Section 2004(b) and (c) contains both State and LEA maintenance of equity requirements for FY2022 and FY2023 (MS Fiscal Years)

- Maintenance of equity (MOEquity) ensures:

  - An LEA does not disproportionately reduce State and local per-pupil funding in high-poverty schools.

  - An LEA does not disproportionately reduce the number of full-time-equivalent (FTE) staff per-pupil in high-poverty schools.

- Under section 2004(c) of the ARP Act, as a condition of receiving ARP ESSER funds, an LEA may not, in each of FY 2022 or 2023—

  - Reduce combined State and local per-pupil funding for any high-poverty school by an amount that exceeds the total reduction, if any, of combined State and local per-pupil funding for all schools in the LEA.

  - Reduce the number of FTE staff per-pupil in any high-poverty school by an amount that exceeds the total reduction, if any, of FTE staff per-pupil in all schools in the LEA.

- FY 2022
  - July 1, 2021 – June 30, 2022
- FY 2023
  - July 1, 2022 – June 30, 2023

- The LEA must comply with all reporting requirements at such time and in such manner and containing such information as required by the State and/or USDE.

- MDE anticipates the release of the ARP ESSER Application by July 19, 2021, with a submission deadline of August 20, 2021.

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Executive Director

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Letitia Johnson

Bureau Director

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- House Bill 852 authorizes a teacher pay raise:
  - $1,110 to teachers holding a certification level A license with 0-2 years of experience
  - $1,000 to all other teachers
  - $1,000 for assistant teachers
- House Bill 1047:
  - Null and void for FY2021-2022 due to conflicting language between House Bills 1047 and 852.
  - The caps of twenty (20) for the certified academic language therapist (CALT) and thirty-five (35) for the licensed school nurse (NCSN) remain in place
  - The entire section adding any licensed athletic trainer who has met the requirements and acquired Board Certification for the Athletic Trainer from the Board of Certification, Inc. and who is employed by a local school board or the State Board of Education as an athletic trainer and not as an administrator is also void

- EEF Teacher Procurement Card Program appropriated $20,000,000 for FY22
  - EEF Card allocation amount for each state funded teacher will be $632 compared to $405 for FY21

- The Accounting Manual for School Districts has been revised for FY2021-FY2022

- A business manager advisory council comprised of business managers from different geographical areas within the state was formed to complete this task

- Please ensure that your district financials are aligned with the updated coding per the revisions to the Accounting Manual

- The new manual has been posted to the Mississippi Department of Education, Office of School Financial Services (SFS) webpage

Group One	Group Two	Group Three
Stacey Graves, DeSoto County School District	South Delta School District	Jennifer Clanton, Hattiesburg School District
Quitman City School District	Melissa Barnes, Rankin County School District	Sheila Copeland, Jefferson Davis County School District
Holly Rogers, Columbus School District	Debbie Jones, Financial Consultant	Amber Geiser, Long Beach School District
	Barry McKenzie, Madison County School District	
	Sharolyn Miller, Jackson Public School District	

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Group Three (continued)

Bonnie Granger,
Financial Consultant

Stephen May,
Forrest AHS School District

William Wheat,
Petal School District

School Financial Services (SFS)

Dr. Felicia Gavin,
Chief of Operations

Sheila Franklin-Buie,
Accounting and School Financial Services, Executive Director

Letitia Johnson,
School Financial Services, Bureau Director

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Mississippi Adequate Education Program (MAEP)

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Base Student Cost – consist of four major components: instruction, administration, operation & maintenance of plant, and ancillary support. Includes any adjustments for health insurance, teacher pay raise, retirement increase, etc.

Average Daily Attendance (ADA) – grades K-12 of months 2 and 3 of the preceding year; excludes self-contained Special Education ADA (54, 56, 58)

High Growth – any district that has positive growth in ADA each year over the 3-year period prior to the appropriation, the average percent of growth in ADA is added to the ADA

At-Risk – 5 percent of the base student cost multiplied by the number of free lunch participants on November 30 of preceding year

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Components of MAEP

Local Contribution – the amount of funding calculated from the assessment data and the value of millage of the district

Hold Harmless- ensures that a district receives an allocation equal to the amount of funding they received in FY2002

Add On Programs – includes transportation, vocational or technical education, special education, gifted education, alternative school, extended school year, university-based, and bus driver training

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School Year	Average Daily Attendance (ADA) (Months 2 & 3) with High Growth	Average Daily Membership (ADM) (Months 2 & 3)	Base Student Cost (BSC)	MAEP Appropriations
FY18	445,994.95	469,331	$ 5,381.52	$ 2,221,038,129
FY19	440,334.07	464,337	$ 5,522.66	$ 2,224,163,336
FY20	432,786.67	456,684	$ 5,626.22	$ 2,246,145,998
FY21	425,063.75	450,370	$ 5,829.35	$ 2,286,005,944
FY22 *	425,688.91	430,532	$ 5,874.08	$ 2,298,941,644

* Adjustment allowed due to SB2149, actual ADA 410,014.22

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