

OFP University MCAPS & CFPA

mdek12.org



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DEPARTMENT OF
EDUCATION

September 29, 2021



State Board of Education STRATEGIC PLAN GOALS



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

EVERY School Has Effective
Teachers and Leaders

4



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

5



EVERY School and District is
Rated “C” or Higher

6



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

Session Overview

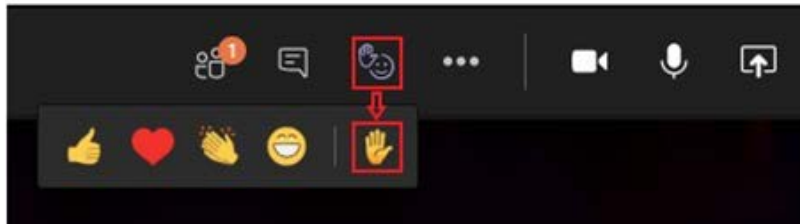


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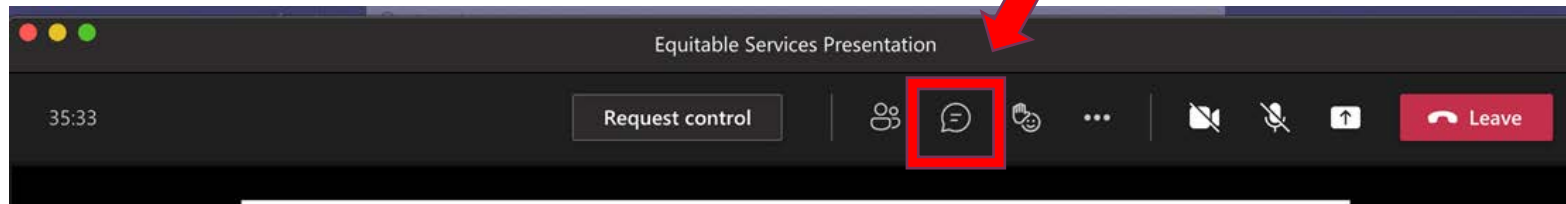
- Please mute yourself unless you have a question to reduce background noise
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- Please ask questions throughout the presentation via chat or “raise hand” feature

- "Raise Hand" Feature

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- "Chat" Feature



- To use the **chat** feature in Teams, simply click the "Chat" icon. The **chat box** will appear on the right. Type your message in the chat box and click the "Send" icon to send your question.

- This session will be recorded to increase availability and access to the technical assistance session.
- Recording will be available as a resource.
- Technical assistance sessions are updated in MCAPS, the MDE Document Library, and the Technical Assistance Sessions folder

- Overview of Possible Activities for ESEA Programs
- Resources
- Questions

- The goal of this session is to provide LEAs with an overview of the ESEA Programs and the FY22 Mississippi Consolidated Automated Performance-based System (MCAPS).
- Our objective is to improve the “District Contact Returned Not Approved” rates by 50% for the FY22 Funding Application.

Overview and Possible Activities for ESEA Programs



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- FY19 funds must be obligated by September 30, 2021, and liquidated by November 30, 2021. Last day to request FY19 funds is December 2021.
- FY20 funds was extended to September 30, 2022 (obligated) and liquidated by November 30, 2022.
- LEAs will be able to apply for a Carryover waiver for FY21, even if they have requested a waiver previously in the last past three years.

Title I, Part A

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Title I, Part A Coordinator

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The purpose of this title is 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 state academic assessments. This purpose can be accomplished by:

[ESEA Sec. 1001 \[20 U.S.C. 6301\]](#)



1. Ensuring that high-quality academic assessments, accountability systems, teacher preparation and training, curriculum, and instructional materials are aligned with challenging State academic standards so that students, teachers, parents, and administrators can measure progress against common expectations for student academic achievement.
2. Meeting the educational needs of low-achieving children in our Nation's highest-poverty schools, limited English proficient children, migratory children, children with disabilities, Indian children, neglected or delinquent children, and young children in need of reading assistance.

ESEA Sec. 1001 [20 U.S.C. 6301]

3. Closing the achievement gap between high- and low-performing children, especially the achievement gaps between minority and nonminority students, and between disadvantaged children and their more advantaged peers.



4. Holding schools, local educational agencies, and States accountable for improving the academic achievement of all students, and identifying and turning around low-performing schools that have failed to provide a high-quality education to their students, while providing alternatives to students in such schools to enable the students to receive a high-quality education.

ESEA Sec. 1001 [20 U.S.C. 6301]



5. Distributing and targeting resources sufficiently to make a difference to local educational agencies and schools where needs are greatest.

6. Improving and strengthening accountability, teaching, and learning by using State assessment systems designed to ensure that students are meeting challenging State academic achievement and content standards and increasing achievement overall, but especially for the disadvantaged.

ESEA Sec. 1001 [20 U.S.C. 6301]



7. Providing greater decision-making authority and flexibility to schools and teachers in exchange for greater responsibility for student performance.

8. Providing children an enriched and accelerated educational program, including the use of schoolwide programs or additional services that increase the amount and quality of instructional time.

9. Promoting schoolwide reform and ensuring the access of children to effective, research based instructional strategies and challenging academic content.

ESEA Sec. 1001 [20 U.S.C. 6301]



10. Significantly elevating the quality of instruction by providing staff in participating schools with substantial opportunities for professional development.

11. Coordinating services under all parts of this title with each other, with other educational services, and, to the extent feasible, with other agencies providing services to youth, children, and families.

12. Affording parents substantial and meaningful opportunities to participate in the education of their children.

ESEA Sec. 1001 [20 U.S.C. 6301]



- Devices and software for students to access digital learning materials and collaborate with peers, and related training for educators (including accessible devices and software needed by students with disabilities)
- Equipment, materials, and training needed to compile and analyze student achievement data to monitor progress, alert the school to struggling students, and drive decision making

[ESEA SEC. 1112. \[20 U.S.C. 6312\] \(b\)\(2\) and SEC. 1114. \[20 U.S.C. 6314\] \(b\)\(7\)\(A\)](#)



- Increased learning time (extended school year, before, during and/or after school)
- Counseling, school-based mental health programs, mentoring services, and other strategies to improve students' nonacademic skills

[ESEA SEC. 1112. \[20 U.S.C. 6312\] \(b\)\(2\) and SEC. 1114. \[20 U.S.C. 6314\] \(b\)\(7\)\(A\)](#)



- Activities designed to increase access and prepare students for success in high-quality advanced coursework to earn postsecondary credit while in high school (e.g., Advanced Placement, International Baccalaureate, early college high schools, and dual or concurrent enrollment programs)

[ESEA SEC. 1112. \[20 U.S.C. 6312\] \(b\)\(2\) and SEC. 1114. \[20 U.S.C. 6314\] \(b\)\(7\)\(A\)](#)



- Instructional coaches to provide high-quality, school-based professional development
- Response-to-intervention strategies intended to allow for early identification of students with learning or behavioral needs and to provide a tiered response based on those needs

[ESEA SEC. 1112. \[20 U.S.C. 6312\] \(b\)\(2\) and SEC. 1114. \[20 U.S.C. 6314\] \(b\)\(7\)\(A\)](#)



- Career and technical education programs to prepare students for postsecondary education and the workforce
- School climate interventions (e.g., anti-bullying strategies, positive behavior interventions and supports)
- Evidence-based strategies to accelerate the acquisition of content knowledge for English learners

[ESEA SEC. 1112. \[20 U.S.C. 6312\] \(b\)\(2\) and SEC. 1114. \[20 U.S.C. 6314\] \(b\)\(7\)\(A\)](#)



- High-quality preschool or full-day kindergarten and services to facilitate the transition from early learning to elementary education programs
- Recruitment and retention of effective teachers, particularly in high-need subjects

[ESEA SEC. 1112. \[20 U.S.C. 6312\] \(b\)\(2\) and SEC. 1114. \[20 U.S.C. 6314\] \(b\)\(7\)\(A\)](#)



A State educational agency (SEA) or local educational agency (LEA) shall use Federal funds received under Title I, Part A only to supplement the funds that would, in the absence of such Federal funds, be made available from State and local sources for the education of students participating in programs assisted under Title I, Part A, and not to supplant such funds.

[\(ESEA SEC. 1118 \[20 U.S.C. 6321\] \(b\)\)](#)

Title I, Part A

Parent and Family Engagement (PFE)
Section 1116



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A local educational agency (LEA) that receives funds under this part must adhere to certain guidelines, which includes conduct outreach to all parents and family members and implement programs, activities, and procedures for the involvement/engagement of parents and family members in programs assisted under this part consistent with this section. These programs, activities, and procedures must be planned and implemented with meaningful consultation with parents and families of participating children.

SEC. 1116. PARENT AND FAMILY ENGAGEMENT



- District Level Policies- Section 1116 (a)(2)
- School Level Policies-Section 1116(b)
- School Level Compacts-Section 1116(d)
- Build Capacity-Section 1116(e)
- Identify barriers for economically disadvantaged or disabled, families who have limited English Proficiency, limited literacy, and or any racial or ethnic minority background.
Section 1116(2)(D)(i)

LEAs must inform parents of English Learners identified for participation in the Language Instruction Educational Program (LIEP).

[ESEA Section 1112 \[20 U.S.C. 6312\] \(e\)\(3\)\(A\)\(B\)](#)





- Training school staff on engagement strategies
- Programs that reach families at home and in the community
- Providing information on best practices for parent and family engagement activities

[\(ESEA Sec. 1116 \[20 U.S.C. 6318\] \(a\)\(3\)\(D\)\)](#)



- Sub-granting with entities that have a proven history of success with engaging parents
- Any other appropriate activities to build the capacity of parents and engage them in their child's growth

[\(ESEA Sec. 1116 \[20 U.S.C. 6318\] \(a\)\(3\)\(D\)\)](#)



- Family Literacy Activities
- Google Classrooms
- Canvas Active Student
- Active Parents
- Parent Portal



- Using the four goals from Mississippi's Family Engagement Framework and Toolkit best practice activities may be established.
- Welcome and Empower ALL Families
- Increase Student Success
- Build Leadership and Capacity
- Develop Community Investment and Partnerships



- Collaborating, or providing sub grants to schools to enable schools to collaborate with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement



- This may include activities that have been shown to be effective at increasing family and community engagement in the school.
- Additional personnel (Parent Liaisons)
- Volunteer groups



- Family Literacy Activities
- Parent Trainings to build capacity
- Travel associated with PFE
- Transportation for Parents for PFE activities



- Activities that promote parental, family and community participation in language instruction educational programs(LIEP) for parents, families and communities of English learners.
- Family literacy nights
- Cultural Heritage activities



- U.S. Department of Education Guidance provided guidance on using federal funds for conferences and meetings. Education Department General Administrative Regulations (EDGAR) 4th edition on pages 301-302 outlines consideration in providing light refreshments for activities.



1. Is it necessary?
2. Is it substantive and integral to the overall purpose of the conference or meeting?
3. Is the is the cost of the light refreshment reasonable?
4. Has the LEA carefully documented that it is both reasonable and necessary?

MDE has set the maximum amount that can be used for light refreshments for activities to **not exceed \$1.00 per person.**





- COVID-19 has opened the doors of change on the way we deliver service.
- What are the:
- Social and emotional needs of parents and families?
- Distance learning needs of parents and families?
- Needs of district personnel?



- ABCs of the Early Warning System (EWS)
- Read at Home Plan
- Family Engagement Framework and Toolkit
- Access for All
- Parent's Guide for Understanding MTSS
- Family Guides for Student Success

Title I, Part A, Neglected

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LEAs shall reserve such funds as are necessary to provide services comparable to those provided to children in schools funded under this part to serve children in local institutions for neglected children.

(ESEA sections 1113(c)(3)(A)(ii) and (B)(i-ii))

- This reservation is required only for districts with identified, eligible facilities in the local attendance areas.
- Facility eligibility is determined when the Annual Count, also known as the October Count, is conducted.

Use of funds are allowable based on:

- Consultation between district and neglected facility personnel regarding students' academic needs
- Alignment with Title I, Part A guidelines

Title I, PART C



MIGRANT EDUCATION PROGRAM

Bryan P. Lieb, Esq., Program Coordinator

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ESEA Title I, Part C, defines a migrant child:

- Birth-21 years old, has not graduated high school or obtained GED, and
- Parent(s), guardian(s), spouse (or the child him/herself) is a migratory agricultural or fishery worker, and
- Has moved within the past 3 years from one school district to another to obtain temporary/seasonal employment in migrant work.



ESEA Title I, Part C establishes the purposes of the MEP:

- Addresses the uniquely challenging educational needs of migrant children
- Ensures that migrant children receive full and appropriate opportunities to meet challenging state standards and do not suffer academically due to moving between states and between LEAs
- Helps migrant children overcome cultural and language barriers, social isolation, health-related problems, and other factors inhibiting success in school

Migrant Students & MSIS Data

District Reporting Protocols

Mississippi school districts must include the “**Employment Survey**” in registration materials for newly enrolling students (students who did not attend school in the district last school year).

The Employment Survey is a key tool for Mississippi’s MEP to identify migrant families and students. The Mississippi Migrant Education Service Center (MMESC), based at MSU in Starkville, is MDE’s state-wide operating agency for the MEP. MMESC Recruiters live throughout the state and cover different regions.

Let’s look at the Survey form:



Mississippi Department of Education Employment Survey

Complete and Return to School

| |
|--|
| School Name: |
| Parent/Guardian Name(s): |
| Address: |
| Telephone Number(s): |
| Email: |
| <p>1. Have you moved to a new town to find work within the last 3 years?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No (If you answered "No," <u>STOP HERE</u>. If you answered "Yes," continue.)</p> |
| <p>2. Did you or anyone in your household find work in agriculture or fishing (examples: planting or preparing fields for crops; harvesting crops; picking fruit or vegetables; processing fruit or vegetables; planting or cutting trees; greenhouse, cotton gin, poultry farm or dairy work; or farming/ harvesting/ processing chicken, catfish, beef, pork, shrimp, crab, crawfish, oysters, or other shellfish or fish)?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No (If you answered "No," <u>STOP HERE</u>. If you answered "Yes," continue.)</p> |
| <p><i>If you answered "Yes" to both questions above, a state education representative may contact you to find out whether your child is eligible for additional educational services.</i></p> |
| <p>What is the best time to get in touch with you? <input type="checkbox"/> During the day <input type="checkbox"/> Evening/night</p> |

For School Use Only

Date received from family: _____

Do not email forms. Call 662-325-1815 and your MMESC Recruiter will pick up returned forms.

Or convey by regular mail, or fax to:

MMESC - P.O. Box 1575 Mississippi State, MS 39762 (fax: 662-325-0864)

For MMESC Use Only

School District: _____ Date received from school: _____



Departamento de Educación de Mississippi Encuesta de Trabajo

Complete y retorne a la escuela

| |
|--|
| Nombre de la Escuela: |
| Nombre del padre, madre o guardián: |
| Domicilio/Dirección: |
| Número de teléfono(s): |
| Correo electrónico (email): |
| <p>1. ¿Usted o alguien en su familia se ha mudado a un pueblo nuevo para encontrar trabajo en los últimos 3 años?</p> <p><input type="checkbox"/> Sí <input type="checkbox"/> No (Si contestó "NO," <u>PARE DE CONTESTAR AQUÍ</u>. Si contestó "Sí", continúe.)</p> |
| <p>2. ¿Usted o alguien en su familia encontró trabajo en agricultura o la pesca? (Por ejemplo: preparando la tierra para plantar y cultivar frutas o verduras, tales como el camote, cortando o pizcando otras frutas o verduras; procesando la fruta o verdura; plantando pino; trabajando en un vivero; moliendo algodón; en una granja criando pollos/huevos o ganado, ordeñando vacas; o en la pollera procesando pollo, pescado, carne de res, puerco, camarón, langosta, ostión, o cualquier otro tipo de comida del mar).</p> <p><input type="checkbox"/> Sí <input type="checkbox"/> No (Si contestó "NO," <u>PARE DE CONTESTAR AQUÍ</u>. Si contestó "Sí", continúe.)</p> |
| <p><i>Si usted contestó "Sí" a las dos preguntas de arriba, un representante del departamento de educación lo contactará para saber si su hijo/a es elegible para servicios educacionales adicionales.</i></p> |
| <p>¿Cuál es el mejor tiempo para comunicarse con usted?</p> <p><input type="checkbox"/> Durante el día <input type="checkbox"/> En la tarde/Noche</p> |

For School Use Only

Date received from family: _____

Do not email forms. Call 662-325-1815 and your MMESC Recruiter will pick up returned forms.

Or convey by regular mail, or fax to:

MMESC - P.O. Box 1575 Mississippi State, MS 39762 (fax: 662-325-0864)

For MMESC Use Only:

School District: _____ Date received from school: _____

Employment Survey in English and Spanish. At enrollment, provide to newly enrolling students (not to returning students).

Other languages available if needed (contact [MMESC](#)).

Download the [Survey](#).

Note that the Employment Survey has been updated. The outdated version, called the *Identification and Recruitment Parent Survey*, displays pictures of agricultural work and should no longer be used by districts.

The current Employment Survey can be obtained from the “Resources” section of the [MMESC website](#)

Districts cannot make their own questions to assess migratory eligibility and must use the official Employment Survey approved by MDE.

Send all completed Surveys to MMESC. Surveys should not be emailed over unsecured email, but may be faxed (662-325-0864), mailed (P.O. Box 1575, Mississippi State, MS 39762), or call MMESC for pick-up.

The district does not decide if the student is a migratory student. MMESC makes this decision after contacting the family. MMESC will convey a list of qualifying students to the district.

Once the district is in possession of the verified Migrant list sent by MMESC, it may mark the Migrant indicator for the listed students in the district's School Administration Package (SAP)

An official migrant student list is sent to federal programs directors monthly. It is critical to reporting requirements to ensure that the Migrant indicator accurately reflects the information sent by MMESC.

The SAP communicates this data to MSIS.

The screenshot shows the 'Mississippi Student Information System - View Student Record - Production - Enter Mode' window. The form is divided into several sections: Demographics, Address, Indicators, and Aliases. A red arrow points to the 'Migrant?' checkbox in the 'Indicators' section.

Demographics

District: [] School: [] MSIS ID: [] Last Name: [] First Name: [] MI: [] SSN: [] Birthdate: []

Grade Level: [] Gender: [] Race: [] Grad Year: [] Graduation Type: [] Immunization Status: [] Birth State: [] Parent/Guardian: []

Race: [] Race: [] Race: [] Race: []

Address 1: [] Address 2: [] County: [] City, State Zip: []

Indicators

District: [] School: [] CTE?: [] Tech Prep?: [] Sp Ed?: [] 504?: [] CEIS?: [] IEP?: [] LEP?: [] Gifted Type: []

Title: [] Title: [] Title: [] Title: [] Title: [] Title: [] Title: [] Title: [] Title: []

Elig?: [] Read?: [] Math?: [] Lang?: [] Science?: [] Social?: [] Support?: [] Homeless?: [] Negl/Delq?: [] Migrant?: [] Immigrant?: []

Aliases

Last Name: [] First Name: [] MI: []

Mark the Migrant indicator in your School Administration Package (SAP) ONLY when receiving the verified Migrant list from MMESC. Migrants are not always Immigrants.

Accurate reporting by districts is essential to MDE's compliance with federal requirements to serve Mississippi's Migrant student population. Districts must maintain documentation in the student's cumulative files. MDE will conduct periodic data checks to verify the Migrant students. MDE will continue to work through MMESC to assist districts in meeting MEP reporting requirements.

Title I, Part D

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- To carry out high-quality education programs that prepare children and youth to complete high school, enter training or employment programs, or further their education;
- To provide activities that facilitate the transition of such children and youth from the correctional program in an institution to further education or employment; and
- To operate dropout prevention programs in local schools for children and youth who are at-risk of dropping out or youth returning from correctional facilities.

[ESEA Section 1401 \[20 U.S.C. 6421\]](#)

- These funds are allocated only to districts with identified, eligible facilities in the local attendance areas.
- Facility eligibility is determined when the Annual Count, also known as the October Count, is conducted.

- Coordination of health and social services, if there is a likelihood that these services will improve the possibility of this student population completing their education (*including day cares, drug and alcohol counseling, and mental health services*)
- Special programs to meet the unique academic needs of these students (*CTE, special education, career counseling*)

(ESEA SEC. 1424. [20 U.S.C. 6454])

- Dropout prevention programs serving at-risk children
- Mentoring programs
- Programs that serve children and youth returning to local schools from correctional facilities, assist with their transition, and help them remain in school to complete their education

(ESEA SEC. 1424. [20 U.S.C. 6454])

A program under Title I, Part D that supplements the number of hours of instruction students receive from State and local sources shall be considered to comply with the supplement, not supplant requirement of section 1118 (as applied to this part) without regard to the subject areas in which instruction is given during those hours.

[ESEA SEC. 1415. \[20 U.S.C. 6435\] \(b\)](#)

Title II, Part A

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To increase student academic achievement consistent with the challenging state academic standards; improve the quality and effectiveness of teacher, principals, and other school leaders; increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

[\(ESEA SEC. 2001 \[20 U.S.C. 6601\]\)](#)

- High-quality professional development on techniques for the effective use of technology
- High-quality, evidence-based professional development for teachers to effectively integrate technology into curricula and instruction
- High-quality, evidence-based professional development for teachers to effectively engage parents, families, and community partners

[\(ESEA Sec. 2103 \[20 U.S.C. 6613\] \(b\)\(3\)\)](#)

- Provide in-service training for all school personnel (*recognizing trauma, mental illness, etc.*)
- Develop programs and activities that increase educators' ability to meet the needs of all learners
- New teacher, principal, and school leader mentoring and induction programs
- Recruit qualified individuals from other fields to become educators

(ESEA Sec. 2103 [20 U.S.C. 6613] (b)(3))

"Other school leaders" means a principal, assistant principal, other individual who is -

(A) an employee or officer of an elementary school or secondary school, LEA, or other entity operating an elementary school or secondary school; and

(B) responsible for the daily instructional leadership and managerial operations in the elementary school or secondary school building.

[\(ESEA Sec. 2103 \[20 U.S.C. 6613\] \(b\)\(3\)\)](#)

Title II requires that funds available under a subgrant be used to supplement, or add to the level of federal, state, and local public funds that, in the absence of such availability, would have been expended or spent for programs for preparing, training, and recruiting high-quality teachers, principals, or other school leaders and in no case to supplant, or replace such federal, state, or local funds.

[ESEA SEC. 2301. \[20 U.S.C. 6691\]](#)

Title III

LANGUAGE INSTRUCTION FOR ENGLISH LEARNERS AND IMMIGRANT STUDENTS

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The purposes of Title III includes:

1. to help ensure that English learners, including immigrant children and youth, attain English proficiency and develop high levels of academic achievement in English;
2. to assist all English learners, including immigrant children and youth, to achieve at high levels in academic subjects so that all English learners can meet the same challenging State academic standards that all children are expected to meet;

[ESEA SEC. 3102. \[20 U.S.C. 6812\]](#)

The purposes of Title III includes:

3. to assist teachers (including preschool teachers), principals and other school leaders, State educational agencies, local educational agencies, and schools in establishing, implementing, and sustaining effective language instruction educational programs designed to assist in teaching English learners, including immigrant children and youth;

[ESEA SEC. 3102. \[20 U.S.C. 6812\]](#)

The purposes of Title III includes:

4. to assist teachers (including preschool teachers), principals and other school leaders, State educational agencies, and local educational agencies to develop and enhance their capacity to provide effective instructional programs designed to prepare English learners, including immigrant children and youth, to enter all-English instructional settings; and

[ESEA SEC. 3102. \[20 U.S.C. 6812\]](#)

The purposes of Title III includes:

5. to promote parental, family, and community participation in language instruction educational programs for the parents, families, and communities of English learners.

[ESEA SEC. 3102. \[20 U.S.C. 6812\]](#)

When accepting Title III funds, the LEA agrees to expend the funds to improve the education of English learners by assisting the children to learn English and meet the challenging State academic standards. In carrying out activities with such funds, the LEA shall use effective approaches and methodologies for teaching English learners and immigrant children and youth for the following purposes:

1. Developing and implementing new language instruction educational programs and academic content instructional programs for English learners and immigrant children and youth, including early childhood education programs, elementary school programs, and secondary school programs.

[ESEA SEC. 3115. \[20 U.S.C. 6825\] \(a\)\(1\)](#)

2. Carrying out highly focused, innovative, locally designed activities to expand or enhance existing language instruction educational programs and academic content instructional programs for English learners and immigrant children and youth.

[ESEA SEC. 3115. \[20 U.S.C. 6825\] \(a\)\(2\)](#)

3. Implementing, within an individual school, schoolwide programs for restructuring, reforming, and upgrading all relevant programs, activities, and operations relating to language instruction educational programs and academic content instruction for English learners and immigrant children and youth.

[ESEA SEC. 3115. \[20 U.S.C. 6825\] \(a\)\(3\)](#)

4. Implementing, within the entire jurisdiction of a local educational agency, agencywide programs for restructuring, reforming, and upgrading all relevant programs, activities, and operations relating to language instruction educational programs and academic content instruction for English learners and immigrant children and youth.

[ESEA SEC. 3115. \[20 U.S.C. 6825\] \(a\)\(4\)](#)

1. to increase the English language proficiency of English learners by providing effective language instruction educational programs that meet the needs of English learners and demonstrate success in increasing:
 - a) English language proficiency; and
 - b) Student academic achievement;

2. to provide effective professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals and other school leaders, administrators, and other school or community-based organizational personnel, that is:
 - a) designed to improve the instruction and assessment of English learners;

- b) designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
- c) effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers; and

- d) of sufficient intensity and duration (which shall not include activities such as 1-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom, except that this subparagraph shall not apply to an activity that is one component of a long-term, comprehensive professional development plan established by a teacher and the teacher's supervisor based on an assessment of the needs of the teacher, the supervisor, the students of the teacher, and any local educational agency employing the teacher, as appropriate; and

3. to provide and implement other effective activities and strategies that enhance or supplement language instruction educational programs for English learners, which:
 - a) shall include parent, family, and community engagement activities; and
 - b) may include strategies that serve to coordinate and align related programs.

1. Upgrading program objectives and effective instructional strategies.
2. Improving the instructional program for English learners by identifying, acquiring, and upgrading curricula, instructional materials, educational software, and assessment procedures.

(ESEA SEC. 3115. [20 U.S.C. 6825](d))

3. Providing to English learners—
 - a) tutorials and academic or career and technical education; and
 - b) intensified instruction, which may include materials in a language that the student can understand, interpreters, and translators.

(ESEA SEC. 3115. [20 U.S.C. 6825](d))

4. Developing and implementing effective preschool, elementary school, or secondary school language instruction educational programs that are coordinated with other relevant programs and services.
5. Improving the English language proficiency and academic achievement of English learners.

[\(ESEA SEC. 3115. \[20 U.S.C. 6825\]\(d\)\)](#)

6. Providing community participation programs, family literacy services, and parent and family outreach and training activities to English learners and their families—
 - a) to improve the English language skills of English learners; and
 - b) to assist parents and families in helping their children to improve their academic achievement and becoming active participants in the education of their children.

(ESEA SEC. 3115. [20 U.S.C. 6825](d))

7. Improving the instruction of English learners, which may include English learners with a disability, by providing for—
 - a) the acquisition or development of educational technology or instructional materials;
 - b) access to, and participation in, electronic networks for materials, training, and communication; and
 - c) incorporation of the resources described in subparagraphs (A) and (B) into curricula and programs, such as those funded under this subpart.

[\(ESEA SEC. 3115. \[20 U.S.C. 6825\]\(d\)\)](#)

8. Offering early college high school or dual or concurrent enrollment programs or courses designed to help English learners achieve success in postsecondary education.
9. Carrying out other activities that are consistent with the purposes of this section.

(ESEA SEC. 3115. [20 U.S.C. 6825](d))

Title III requires that funds available under a subgrant be used to supplement, or add to the level of federal, state, and local public funds that, in the absence of such availability, would have been expended or spent for programs for English Learners (ELs) and Immigrant students and in no case to supplant, or replace such federal, state, or local funds.

[ESEA SEC. 3115. \[20 U.S.C. 6825\] \(g\)](#)

Title IV, Part A

Student Support and Academic Enrichment (SSAE)

Kerry Thomas

Program Coordinator

The Student Support and Academic Enrichment (SSAE) program is used to improve student academic achievement by increasing the capacity of States, local educational agencies, schools, and local communities to:

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

A Local Educational Agency (LEA) that receives ***at least \$30,000*** in SSAE program funds must conduct a comprehensive needs assessment that includes, at a minimum, a focus on the three content areas. Based on the results of that assessment, the LEA must use:

- At least 20% of funds for activities to support well-rounded educational opportunities;
- At least 20% of funds for activities to support safe and healthy students; and
- A portion of funds for activities to support effective use of technology

Well Rounded Educational Opportunity

- Social emotional learning
- Science, Technology, Engineering, Mathematics (STEM)
- Accelerated learning programs
- Advanced Placement & IB programs
- Dual enrollment & early college high school
- College and career counseling

Safe and Healthy Students

- School-based health and mental health services
- Healthy and safety practices in school or athletics
- Preventing bullying and harassment
- Preventing the use of alcohol and drugs
- Dropout prevention

Effective Uses of Technology

- Purchase devices, equipment, software, applications, platforms, digital instructional resources, and/or one-time IT purchases
- Professional development for teachers on using software programs, online learning programs (Canvas, Zoom, Google Classroom, etc.)
- Personalized learning using technology

Effective Uses of Technology

Special Rule

- No more than 15% of funds for activities to support the effective use of technology may be used “for purchasing technology infrastructure as described in subsection (a) (2) (B), which includes technology infrastructure purchased for the activities under subsection (a) (4) (A).” To clarify, LEAs or consortiums of LEAs may not spend more than 15% of funding in this content area on devices, equipment, software applications, platforms, digital instructional resources and/ or other one-time IT purchases.

SSAE program funds shall be used to supplement, and not supplant, non-Federal funds that would otherwise be used for activities authorized under the SSAE program.

- The 21st CCLC program supports the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. The program helps students meet state and local student standards in core academic subjects, such as reading and math. Additionally, it offers the families of students opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development.

- Any public or private organization is eligible to apply for a 21st CCLC subgrant. Examples of entities eligible to apply include, but are not limited to:

| | |
|---|------------------------------------|
| School Districts (LEAs) | Charter Schools |
| Indian tribe or tribal organization | City or county government agencies |
| Faith and community-based organizations | For-profit corporations |

- The approved grant period of 4 years is contingent upon the availability of continued funding, evidence of documented progress, increased student achievement, and adherence to the annual program Assurances.
- Grants for eligible organizations will range from \$50,000 - \$400,000 per year.
- Recipients will receive funding at 100% for the first and second years, 80% for year three, and 60% for year four pending congressional appropriations.

- Computer hardware and software required for the 21st CCLC program
- Supplies and materials required for the 21st CCLC program
- Programs that promote parental engagement and family literacy
- Telecommunications and technology education programs

- Remedial education activities and academic enrichment learning programs
- Tutoring services and mentoring programs
- Mathematics and science education activities
- Arts and music education activities
- Recreational activities

Title V, Part B



**Small Rural School Achievement (SRSA)
Rural and Low-Income Schools Program RLIS**

Kerry Thomas
Program Coordinator

The Rural Education Initiative is designed to address the unique needs of small, rural local education agencies (LEAs) that frequently lack the personnel and resources needed to compete effectively for Federal competitive grants and receive formula grant allocations under other programs in amounts too small to be effective in meeting their intended purposes.

[ESSA Sec. 5202](#)

Small, Rural School Achievement Program (SRSA)

- The purpose of the Small, Rural School Achievement (SRSA) program is to provide rural LEAs with financial assistance to fund initiatives aimed at improving student academic achievement.
- Local education agencies (LEAs) are entitled to funds if they meet basic eligibility and application requirements. Awards are issued annually, and award amounts are determined using a formula.

Link to SRSA allocation formula [here](#).

Rural and Low-Income School Grant Program (RLIS)

- The purpose of the Rural and Low-Income School (RLIS) grant program is to provide rural districts with financial assistance for initiatives aimed at improving student achievement. The grant is non-competitive, and eligibility is determined by statute.
- Awards are issued annually to state education agencies (SEAs), which make sub-grants to local education agencies (LEAs) that meet the applicable requirements (based on poverty level and locale codes from Census data).

- Teacher recruitment and retention activities (ESEA sec. 2103(b)(3))
- Activities allowable under Title I, Part A; Title II, Part A; Title III; Title IV, Part A
- Activities allowable under Title IV, Part B (21st Century Community Learning Centers) - **SRSA only**
- Parent and family engagement activities (ESEA sec. 1116(a)(3)(D)) - **RLIS only**

[SRSA: ESSA sec 5212](#)

[RLIS: ESSA sec 5222](#)

- Dual eligibility occurs when an LEA meets the eligibility requirements for both grants: SRSA and the Rural and Low-Income School (RLIS) grant. Dual-eligible LEAs must choose one grant under which to receive funds each fiscal year.
- Dual-eligible LEAs that choose to participate in RLIS may exercise the [Alternative Fund Use Authority](#). All grantees wishing to use the Alternative Fund Use Authority must notify SEAs by the date established by the SEAs. LEAs eligible only for RLIS cannot exercise the Alternative Fund Use Authority.

SRSA and RLIS program funds shall be used to supplement, and not supplant, non-Federal funds that would otherwise be used for activities authorized under the SSAE program.

[ESSA sec 5232](#)

Equitable Services



Bryan Lieb, State Ombudsman

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- Federal education funding aims to increase the educational achievement of all students in public and private schools. “Equitable share” represents the portion of federal funding benefitting participating private school students and teachers.
- The funds are not paid directly to the private school. For First Amendment reasons, Congress decided the LEA would act as program administrator for the equitable services provided to participating private schools in the LEA’s attendance area.

Process begins in January for the school year beginning in August:

- Search
- Contact (Participation?)
- MCAPS calculates equitable share(s)
- Consultation – Planning – Affirmation (use forms)
- When school starts: Service Provision – ongoing consultation
- Assessment (as would occur in District)

- Services tailored to needs of the Private School's students.
- Needs may differ from those of the District.
- Allowable activities under Titles I-A, I-C,* II-A, III-A, IV-A and IV-B, depending on which programs the Private School elects to participate in. *For I-C (Migrant) inform MMESC for service provision.

- Individuals providing services must be under the control of the LEA, can be LEA staff, third party contractors, or private school teachers contracted with the LEA working outside of ordinary instructional time.

- The LEA must maintain control of funds and spend funds to provide services. Funds are never handed over to the private school. Warn the private school not to make purchases. Reimbursement of the private school is not allowed, except for payments to individual teachers for allowable professional development expenses.

- The LEA retains ownership of all materials, equipment and supplies. The private school merely uses these items for allowable programmatic uses. Equipment must remain in the inventory of the LEA and be picked up if not utilized over the summer.
- Services provided must be secular, neutral and nonideological.

McKinney- Vento Homeless Assistance Act

LaDewayne Harris, Program Coordinator

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The purpose of the McKinney-Vento Homeless Assistance Act is to facilitate the enrollment, attendance, and success in school of homeless children and youths.

Each LEA is required to have a designated Homeless Liaison.

[McKinney-Vento Homeless Assistance Act \(42 U.S.C. 11431 et seq.\)](#)

Homeless Reservation

- Once an LEA takes the Title I Set Aside for Homeless Reservation (mandatory), those funds may be used in the same manner as McKinney-Vento funds.

- Tutoring
- Academic programs and educational support services
- Basic and emergency supplies
- Counseling services
- Intervention programs

- Mentoring
- Homework assistance
- Before-school, after school and/or summer programs
- Homeless awareness activities

ESSER Programs

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- ESSER Funds
 - Generally, an activity is an allowable use of funds if the funds intended to **prevent, prepare for, or respond to the COVID-19 pandemic**, including its impact on **social, emotional, mental health, and academic needs of students**.
- ESSER II and ARP ESSER
 - Includes two additional allowable activity
 - **School facility repairs and improvements** to enable operation of schools to **reduce risk of virus transmission and exposure** to environmental health hazards, and to support student health needs.

- Inspection, testing, maintenance, repair, replacement, and upgrade projects to **improve the indoor air quality** in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- A construction approval form must be submitted for prior approval.
- The purchase of a school bus must be submitted on the construction approval form for prior approval as well.

The ESSER Fund does not contain a supplanting prohibition. As a result, ESSER funds may take the place of State or local funds for allowable activities. However, the program does contain a Maintenance of Effort (MOE) requirement, which is designed to keep States from substantially reducing their support for K-12 education.

- Develop and make publicly available a plan for the safe return to in-person instruction and continuity of services.
 - The LEA must regularly, but no less frequently than **every six months**, review and, as appropriate, revise its plan for the safe return to in-person instruction and continuity of services.
 - The LEA must seek and take public input into account in determining necessary revisions.
- LEA must reserve not less than 20 percent of its ARP ESSER allocation to address academic impact of lost instructional time.

- LEA must reserve not less than 20 percent of its ARP ESSER allocation to address academic impact of lost instructional time
- 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**

- Maintenance of Equity for High-Poverty Schools
 - LEAs may not in FY22 or FY23 reduce the combined State and local-
per pupil funding for any high-poverty school served by the LEA or
reduce the number of **full-time equivalent (FTE) staff** per-pupil
 - The Office of Federal Programs will provide additional guidance and
training on Maintenance of Equity.

Examples of Use of Funds under ESSER

- Contract with universities, agencies, or organizations to develop emergency response plans/crisis management plans and professional development
- Provide tutoring and summer learning
- Provide support for new teachers, improve teacher retention, and job satisfaction
- Stipends to teachers in high-demand certification areas or serving in high-need schools

Examples of Use of Funds under ESSER

- Professional learning experiences to school leadership teams on school improvement best practices
- Purchase manipulatives required for at-home learning activities to ensure continuity of learning
- Online access for virtual learning and access to high-quality instructional materials
- Hire additional staff to provide supports to students (literacy coaches, math coaches, Master teachers, etc.)

Examples of Use of Funds under ESSER

- Provide parent academies
- Expand classroom libraries so every child has access to books
- Purchase high-quality, evidence-based interventions
- Partner with local community organizations to serve as hotspot hubs
- Counseling, telehealth, mentoring, and therapeutic services and supports to address student well-being
- Development opportunities and informational resources to parents, students, and community members on student well-being

Examples of Use of Funds under ESSER

- Development opportunities and informational resources to parents, students, and community members on student well-being
- Facility improvements necessary for upgrading ventilation and air conditioning systems
- Long-term outdoor classroom spaces
- Handwashing stations throughout facility

Examples of Use of Funds under ESSER

- Professional development to staff on parent engagement strategies
- Staff professional development on effective communication strategies to enhance staff relation
- Access to rapid testing for students and employees
- Professional development on how to effectively coach, model and provide feedback in a virtual environment

Resources

- Every Student Succeeds Act (January 2020)
- MDE Document Library: [MDE Document Library \(mdek12.org\)](https://www.mdek12.org/OFP/Home)
- MDE Website: <https://www.mdek12.org/OFP/Home>



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