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

MISSISSIPPI
DEPARTMENT OF
EDUCATION

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

MISSISSIPPI DEPARTMENT OF EDUCATION

Microsoft Teams Reminder

- Please mute yourself unless you have a question to reduce background noise

- Please cut the camera off to save bandwidth to reduce technical glitches

- Please ask questions throughout the presentation via chat or "raise hand" feature

- "Raise Hand" Feature

Just select **Show reactions** 🖐️ in the meeting controls, and then choose **Raise your hand** 🖐️ . Everyone in the meeting will see that you've got your hand up.
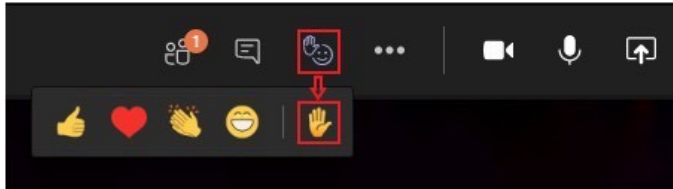
- "Chat" Feature
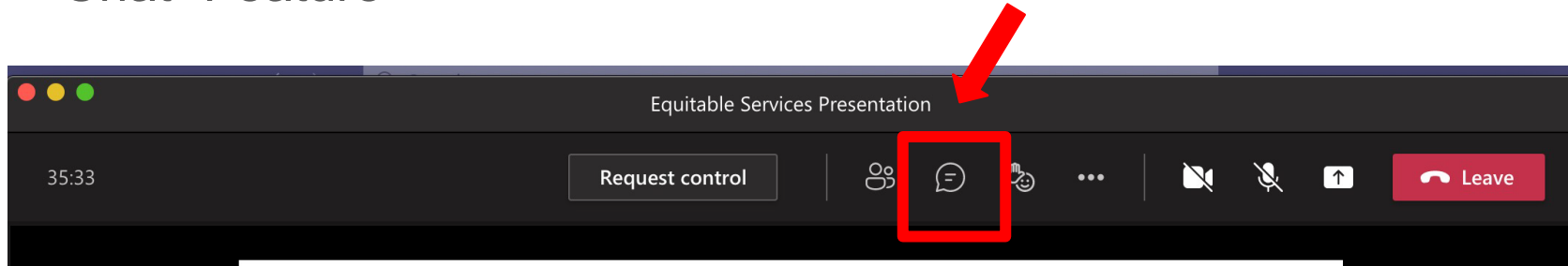
- To use the **chat** feature in Teams, simply click the "Chat" icon. The **chat box** will appear on the right. Type your message in the chat box and click the "Send" icon to send your question.

- 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, MDE Document Library, Technical Assistance Sessions, FY23 folder.

- Personnel Funding Options

- MSIS Personnel

- Questions

- The goal of this session is to provide LEAs specific information that should be provided within the ESEA and ESSER Applications in the Mississippi Consolidated Automated Performance-based System (MCAPS) or on file with the Office of Federal Programs.

- Our objective is to improve MSIS Personnel Data Quality by the December 2022 Snapshot.

Available Federal Funding Sources for Personnel

Title I-A Improving Academic Achievement of the Disadvantaged

- Support schools and LEAs that that serve high numbers or percentages of students from low-income families.

- School-wide Programs:

  -Activities funded can support entire school population

- Targeted Assistance Programs:

  - Activities funded can only support Title I eligible students and the teachers who serve them

- Provide low-income minority students greater access to effective teachers and school leaders

Title I-A – Supplement not Supplant (SNS)

- Supplement not supplant (SNS) is now tested through the LEA's methodology used to allocate State and local funds to each schools receiving assistance under this part to ensure that the school receives all the State and local funds it would otherwise receive if it were not receiving Title I funds

- LEAs are no longer required to identify an individual cost or services with Title I funds is supplemental or provide Title I services through a particular instructional method or particular instructional setting

- SNS is now a methodology so therefore, LEAs have greater flexibility to spend Title I, Part A funds

- For example:

  - Kindergarten Teacher

  - Algebra I Teacher

  - Music Teacher or other Arts Specialists

  - Assistant Principal

  - Reading Coach

  - Mental Health Personnel

Title II-A Preparing, Training, & Recruiting High Quality Teachers, Principals, and Leaders

- Increase student achievement consistent with the challenging State academic standards

- Improve the quality and effectiveness of teachers, principals, and other school leaders

- Increase the number of teachers, principals and other school leaders effective in improving student academic achievement

- Provide low-income minority students greater access to effective teachers and school leaders

Presumptions of Supplanting

1. Providing services required under state or local law.

2. Providing same services as those provided in prior school year with state or local funds.

3. Providing the same services in federal and non-federal programs.

In consideration of the SNS provisions of Title II-A, examples of allowable personnel include, but are not limited to:

- Class-size Reduction Teacher

- Professional Development Coordinator

- Academic Coach

- Professional Learning Specialist

- Digital Literacy Coach

Title III Language Instruction for English Learners and Immigrant Students

- Ensure English learners attain proficiency and academic achievement in English

- Assist English learners to achieve at high levels in academic subjects

- Assist teachers, and school leaders in establishing, implementing, and sustaining effective educational programs

- Assist teachers, school leaders, and SEAs to develop capacity to provide effective instructional programs to prepare English learners to enter all-English instructional settings

- Promote Language learner parental, family, and community participation in language instruction educational programs

Presumptions of Supplanting

1. Providing services required under state or local law.

2. Providing same services as those provided in prior school year with state, local, or federal funds.

3. Providing the same services in federal and non-federal programs.

In consideration of the SNS provisions of Title III, examples of allowable personnel include, but are not limited to:

- EL teacher

- EL tutor

- Assistant EL Coordinator

Title IV-A Student Support and Academic Enrichment

- Funds are designed to:

    - Provide all students *access* to a <u>Well-Rounded</u> education

    - Improve school conditions for student learning, <u>Safe & Healthy Students</u>

    - <u>Effectively use Technology</u> increasing student achievement and digital literacy

- Must be a Title I LEA

    - Funds can be distributed to LEAs non-Title I schools

Presumptions of Supplanting

1. Providing services required under state or local law.

2. Providing same services as those provided in prior school year with state or local funds

3. Providing the same services in federal and non-federal programs

In consideration of the SNS provisions of Title IV-A, examples of allowable personnel include, but are not limited to:

- Music Teacher or other Arts Specialists

- AP Teacher

- STEM Teacher

- World Languages Teacher

- SRO

- School Nurse

- Mental Health Personnel

Title IV-B 21st Century Learning Centers

- Support academic enrichment and student support services that supplement the regular school day activities

  - Expanded Learning Time

  - Summer School

- Competitive Grant through the Office of Federal Programs

Presumptions of Supplanting

1. Providing services required under state or local law.

2. Providing same services as those provided in prior school year with state, local, or federal funds.

3. Providing the same services in federal and non-federal programs.

In consideration of the SNS provisions of Title IV-B, examples of allowable personnel include, but are not limited to:

- After-School Teacher

- Summer School Teacher

- 21st CCLC Coordinator

- After-School/Summer Art Teacher or other Arts Specialist

- Mental Health Personnel

Title V-B Rural and Low-Income Schools

- Designed to address the needs of rural, low-income schools

- LEAs that receive RLIS grants may use the funds to carry out the following types of activities:

  - Parental involvement activities

  - Title I-A (Improving Basic Programs Operated by local education agencies)

  - Title II-A (Supporting Effective Instruction)

  - Title III (Language Instruction for English Learners and Immigrant Students)

  - Title IV-A (Student Support and Academic Enrichment)

Presumptions of Supplanting

1. Providing services required under state or local law.

2. Providing same services as those provided in prior school year with state, local, or federal funds.

3. Providing the same services in federal and non-federal programs.

In consideration of the SNS provisions of Title V-B, examples of allowable personnel include, but are not limited to:

- EL Tutor

- Digital Literacy Coach

- STEAM Teacher

- School Nurse

- Mental Health Personnel

The purpose of the Schedule is to reflect the work assignments of the employee. At a minimum, the first period block must be completed for each staff member. Individuals in non-teaching positions may require only one period block to show the work assignment.

Prorate the Minutes per funding source, just as salaries are prorated. For instance, entries for a secretary who works eight hours per day and whose salary is paid 50% with Title I funds, 25% from special Education 92-142 funds, and 25% from District funds would be represented as follows:

8 hours x 60 minutes – 480 minutes work day

480 minutes x .50 = 240 minutes (Title I)

480 minutes x .25 = 120 minutes (Special Education)

480 minutes x .25 = 120 minutes (District Funds)

Respond to this field in each period block line in terms of the school where the work assignment (identified by the Course/Work Area Code) is performed. Employees may work at more than one school site. **Use school "001" for staff of the district administrative office.**

(Required field) Special Program Codes are used to indicate that all or part of the employee's salary is paid from federal or special state funds.

| Special Program Code	Description
0	No Special Funds, Regular Minimum
1	Title I Funds
2	Vocational Education Funds (CTE)
3	Title III Funds
4	Title II Funds
5	SPED
6	Gifted Funds
7	Title IV Funds
8	ESSER Funds
9	Other Special Funds

MSIS Personnel

General/Schedule Employee Entry

Reports for MSIS Personnel

District Approval of Personnel Data

- Please correct MSIS Personnel Coding before December MSIS upload (Month 3)

- December Snapshot is VERY IMPORTANT

- Data Quality is an indicator of Risk
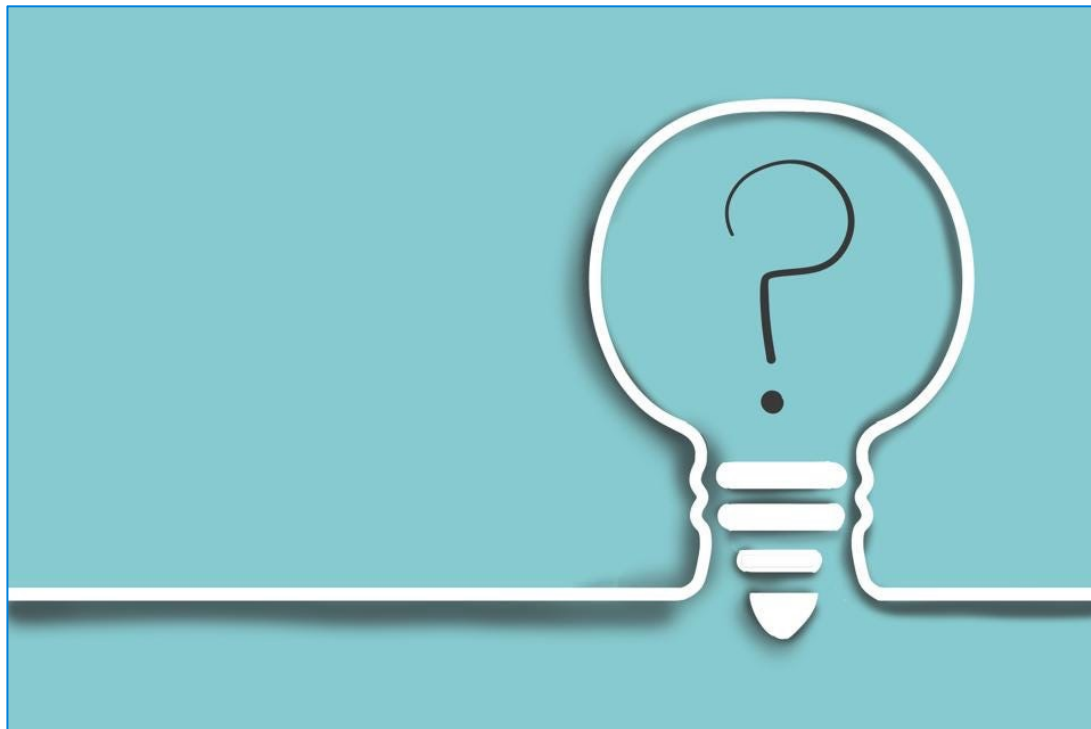
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