

**Title VI
Rural and Low-Income School Program
Application**

FY 2010



**Mississippi Department of Education
Office of Innovative Support**

**Release Date
October 21, 2009**

**Due Date
December 1, 2009**

Uses of Funds

- Districts and schools receiving these funds may use them for any of the following:
 - Teacher recruitment and retention, including the use of signing bonuses and other financial assistance.
 - Teacher professional development, including programs that train teachers to utilize technology to improve teaching and to train special needs teachers.
 - Educational technology, including software and hardware, as described in Section 2402 (a) of the Title II legislation.
 - Parental involvement activities.
 - Activities and programs that prevent violence and the illegal use of alcohol, tobacco, and drugs in and around schools as authorized under Title IV- Part A, Safe and Drug Free Schools and Communities.
 - Activities authorized under Title I- Part A, Improving Basic Programs Operated by Local Educational Agencies.
 - Activities authorized under Title III- Language Instruction for Limited English Proficient and Immigrant Students.

- Districts should restrict their use of administrative funds to no more than the district's assigned indirect cost rate.

- Funds will become available **December 2009** (pending successful budget revision), must be obligated by **September 30, 2011**, and liquidated by **December 31, 2011**.

Criteria for Funding

Eligibility

- A district may apply for funds if 20% or more of the children ages 5 through 17 years served by the local educational agency are from families with incomes below the poverty lines. In addition, all schools served by the agency must be designated with a school locale code of 6, 7 or 8.

Accountability under REAP

- An LEA that fails to meet its State's definition of AYP after three years may continue to receive RLIS funds but only if the LEA agrees to use the funds to carry out the requirements of section 1116 of the ESEA. (*See Accountability Guidance page 10-11*)

Funding

- Applicants shall be selected for awards based on the average daily attendance (ADA) as reported by the Office of Management Information Systems (MIS), Mississippi Department of Education. All qualifying applicants will receive awards based on a prescribed formula that serves equal or greater concentrations of children from families with incomes below the poverty line.

Disbursement

- Approximately \$5,500,000 in total funds are available for Mississippi schools, which will be disbursed to qualifying districts based on a per pupil amount as recorded by ADA records for the month of March 2008.

Applications

- Applications for Rural and Low-Income School program funds must be received by the Mississippi Department of Education, Office of Innovative Support, Suite 111, P.O. Box 771, 359 North West Street, Jackson, Mississippi 39205-0771, **no later than 3:00 p.m. December 1, 2009.**
- Any questions regarding the application process should be addressed to Barbara Greene, Title VI Coordinator or Tollie Thigpen, Division Director for Special Populations; Office of Innovative Support at (601-359-3499).

Application Requirements

- A completed application includes all of the following components in sequential order:
 - ❑ A completed application cover page, including all required signatures.
 - ❑ Signed assurances with original signatures.
 - ❑ A complete Project Narrative (maximum of three pages)
 - ❑ Budget pages

Assurances

The applicant hereby assures that, in accordance with the state, the agency submitting this application will adhere to the following assurances.

According to Mississippi Department of Education (MDE) policy:

1. The grantee adheres to the applicable provisions of the Education Department General Administrative Regulations (EDGAR): 34 CFR Subtitle A, Parts 1-99. The grantee adheres to the applicable regulations of the Office for Civil Rights, U.S. Department of Education: 34 CFR Subtitle B, Parts 100-199. The grantee shall be an equal opportunity employee and shall perform to all applicable requirements; accordingly, the applicant shall neither discriminate nor permit discrimination in its operations or employment practices against any person or group of persons on the grounds of race, color, religion, national origin, handicap or sex in a manner prohibited by law. Further, the applicant agrees to comply with the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975 and the Americans with Disabilities Act.
2. The grantee adheres to Office of Management and Budget (OMB) Circular A-87 (Cost Principles for State, Local, and Indian Tribal Governments). The grantee assures that salary and wage charges will be supported by proper time reporting documentation that meets the requirements of OMB Circular A-87.
3. The grantee agrees that the MDE, or any of its duly authorized representatives, at any time during the term of this agreement, shall have access to, and the right to audit examine any pertinent books, documents, papers, and records of grantee related to grantee's charges and performances under this agreement. Such records shall be kept by grantee for a period of five years after the final payment under this agreement, unless the MDE authorizes their earlier disposition. Grantee agrees to refund to MDE any overpayments disclosed by any such audit. However, if any litigation, claim, negotiation, audit, or other action involving the records has been started before the expiration of the five-year period, the records shall be retained until completion of the action and resolution of all issues, which arises from it.
4. The grantee assures that it possesses legal authority to apply for and receive funds under this agreement.
5. The grantee certifies they have not been barred from contracting or otherwise doing business with the State or Federal Governments.
6. This agreement shall not be modified, altered, or changed except by mutual agreement by an authorized representative(s) of each party to this agreement, and must be confirmed in writing through MDE grant modification procedures.

7. The grantee shall perform all services as an independent grantee and shall discharge all of its liabilities as such. No act performed or representation made, whether oral or written, by grantee with respect to third parties shall be binding on the MDE.
8. The MDE, by written notice, may terminate the grant, in whole or in part, if funds supporting the grant are reduced or withdrawn. To the extent that the grant is for services, and if so terminated, the MDE shall be liable only for payment in accordance with payment provisions of the grant is for services rendered prior to the effective date of termination. The MDE, in whole or part, may terminate the grant for cause by written notification. Furthermore, the MDE and the grantee may terminate the grant for cause by written notification. Furthermore, the MDE and the grantee may terminate the agreement, in whole or in part, upon mutual agreement. Either the Mississippi Department of Education or the contractor may terminate this agreement at any time by giving written notice to the other party of such termination and specifying the effective date thereof. The contractor shall be paid an amount which bears the same ratio to the total compensation as the services actually performed bear to the total service of the contractor covered by the agreement, less payments of compensation preciously made.
9. This agreement, and all matters or issues collateral to it, shall be governed by, and constructed in accordance with, the laws of the State of Mississippi.
10. Grantee shall not assign or subcontract in whole or in part, its rights or obligations under this agreement without prior written consent of MDE. Any attempted assignment without said consent shall be void and of no effect.
11. The LEA further assures that any and all technology purchase made with funds received from this grant are in accordance with the MDE approved technology plan and meet the minimum technical specifications set forth by MDE.

Furthermore,

12. The school District has approved, agreed with, and will follow all assurances associated with the FY10 Consolidated Federal Program Application.

December 8, 2009

Signature of Business Manager

Date

December 8, 2009

Signature of Federal Program Coordinator

Date

December 8, 2009

Signature of Superintendent

Date

December 8, 2009

Signature of Board President

Board Approval Date

Project Narrative

(May be no more than three pages in length)

Describe in detail the need for the project, the goals and objectives relating to:

- Increased student academic achievement;
- Decreased student dropout rates; or
- Such other factors as the Local educational agency may choose to measure.

The following components must be included in the narrative:

- A summary of your comprehensive needs assessment
- A summary of the LEA's academic achievement on state assessments
- Indicate if you have been designated as in need of improvement

NOTE: An LEA that fails to meet its State's definition of adequate yearly progress (AYP) after three years may continue to receive RLIS funds, but only if the LEA agrees to use the funds to carry out the requirements of section 1116 of the ESEA.

Attached are the five required performance goals and indicators as identified by the *No Child Left Behind Act of 2001*. Below the goals and indicators your district will address using Title VI funds list the objectives of each indicator and the activities for implementation of those indicators.

Comprehensive Needs Assessment Summary:

The District uses a multi-criteria needs assessment to determine student eligibility for all Title funded programs and to determine how available federal funds should be expended. The District invites administration, staff, teachers, parents, and community leaders to participate in the completion of the yearly needs assessment. In addition, the District also allows stakeholders to complete a needs assessment which addresses competitive funded programs such as Title VI to determine which additional programs and activities should be offered.

The District has identified the need for the continued funding of a district-wide initiative to provide an after-school tutorial program to improve student performance on local and state assessments in the areas of Reading/Language Arts and Mathematics. 38% of responses on the Title VI Needs Assessment cited that activities and programs needed to improve basic educational programs were paramount when deciding how Title VI funds should be expended.

A district-wide initiative will offer after-school tutorial services to students in grades 3-6. The after-school tutorial program will be operated during the second semester of the 2009-2010 school year and continued into the 2010-2011 school as funding permits. Tutorial sessions will be held for one (1) hour per day on Monday, Tuesday, and Thursday of each week. Sessions will be held during the second semester and will run approximately thirty-one (31) days. Tutoring will not be conducted on weekends or holidays. The salary and benefits for approximately thirty (30) teachers, ten (10) paraprofessionals, five (5) secretaries, and ten (10) bus drivers will be paid with Title VI funds.

The District will use Title VI funds to purchase the EZ Tracker Progress monitoring system to help track instructional strengths and weaknesses and student academic progress throughout the year. EZ Tracker is a supplemental program. The District uses Star Reading and Star Mathematics as its Response to Intervention (RTI) assessment tool.

The District will use district funds to supplement the after-school tutorial program with necessary supplies and equipment.

Transportation will be offered to any student participating in the after-school program as a means for helping make the program a success. In addition, the District is committed to providing all students with a safe educational environment, which includes an adequate and safe mode of transportation home from school each day.

Title VI funds will also be used to fund the salary and benefits for one (1) Title VI computer lab aide at Picayune Memorial High School during the spring semester of the 2009-2010 school year and the fall semester of the 2010-2011 school year. If Title VI funds are available, the salary and benefits for the VI aide will be funded into the spring semester of the 2010-2011 school year. This aide will provide tutorial/remediation services to secondary students assigned to learning strategy classes. The District is trying to better prepare students for taking and/or retaking subject area tests during the school year.

LEA's Academic Achievement on State Assessments:

The District will use Title VI funds to support an after-school tutorial program for students in grades 3-6. After comparing 2008 and 2009 state testing results, it was found that students in third grade at all schools had a negative gain in the area of Language Arts and had fallen below the state average for those students scoring Proficient and Advanced by 5 percentage points. All other grades experienced a positive percentage growth at the District level and met or exceeded the State average for students scoring Proficient and Advanced in Language Arts.

The greatest effort for improving student test scores in Language Arts will be at the third grade level.

In Mathematics, sixth grade students had a significant increase for those students scoring Proficient and Advanced and surpassed the State average by 7 percentage points. Unfortunately, all elementary schools experienced a decrease in grade 5, and each fell below the State average for students scoring Proficient and Advanced in Mathematics by a minimum 4 percentage points.

The greatest effort for improving student Mathematics scores through an after-school program will be in the fifth grade.

The District will use Title VI funds to purchase the EZ Tracker Progress monitoring system to help track instructional strengths and weaknesses and student academic progress throughout the year. EZ Tracker is a supplemental program. The District uses Star Reading and Star Mathematics as its Response to Intervention (RTI) assessment tool.

LEA has been designated as In Need of Improvement:

Picayune School District has one school identified as “In Need of Improvement.” AYP determinations for the 2009-2010 school year have determined that Picayune Junior High School is in Year One of improvement. AYP was met in Language Arts/Reading and Mathematics for all groups except the subgroup “Students with Disabilities.” An improvement plan is being developed by Picayune Junior High School and will be submitted to the MDE, Office of Innovative Support for approval prior to the February 2010 deadline.

Picayune School District has not been designated for improvement.

ESEA Goals and Indicators

1. Performance Goal 1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
 - 1.1. Performance Indicator: The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading/language arts on the State’s assessment. (Note: These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(C)(i).)
 - 1.2. Performance Indicator: The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the State’s assessment. (Note: These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(C)(i).)
 - 1.3. Performance Indicator: The percentage of Title I schools that make adequate yearly progress.

Picayune School District will use Title VI funds to address Performance Goal 1 and Performance Indicators 1.1 and 1.2 by providing after-school tutorial services during the spring semester of the 2009-2010 school year. All students in grades 3-6 will be allowed to participate in this program. The goal is to improve student performance in the areas of Language Arts/Reading and Mathematics and to increase the number of students scoring proficient and advanced on the MCT II tests.

At Picayune Memorial High School, Title VI computer lab aide’s salary and benefits will be funded through this program. This aide will provide tutorial services to students who are identified as Limited English Proficient and in need of remediation.

The District will use Title VI funds to purchase the EZ Tracker Progress monitoring system to help track instructional strengths and weaknesses and student academic progress throughout the year. EZ Tracker is a supplemental program. The District uses Star Reading and Star Mathematics as its Response to Intervention (RTI) assessment tool.

2. Performance Goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
 - 2.1. Performance Indicator: The percentage of limited English proficient students, determined by cohort, who have attained English proficiency by the end of the school year.
 - 2.2. Performance Indicator: The percentage of limited English proficient students who are at or above the proficient level in reading/language arts on the State’s assessment, as reported for performance indicator 1.1.
 - 2.3. Performance Indicator: The percentage of limited English proficient students who are at or above the proficient level in mathematics on the State’s assessment, as reported for performance indicator 1.2.

Performance Goal 2 and Performance Indicators 2.1, 2.2, and 2.3 will be addressed by the funding of a Title VI computer lab aide's salary and benefits at Picayune Memorial High School. This aide will be responsible for the operation of a computer lab that will provide tutorial and remedial services to students who are identified as Limited English Proficient.

3. Performance Goal 3: By 2005-2006, all students will be taught by highly qualified teachers.
 - 3.1. Performance Indicator: The percentage of classes being taught by "highly qualified" teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in "high-poverty" schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA).
 - 3.2. Performance Indicator: The percentage of teachers receiving high-quality professional development. (as the term, "professional development," is defined in section 9101 (34).)
 - 3.3. Performance Indicator: The percentage of paraprofessionals (excluding those with sole duties as translators and parental involvement assistants) who are qualified. (See criteria in section 1119(c) and (d).)

Picayune School District is in compliance with all "NCLB" guidelines concerning the "highly qualified" status of its teachers and paraprofessionals. The District develops a yearly professional development plan. All teachers are provided high-quality professional development opportunities and activities. Those teachers who do not meet the definition of "highly qualified" have a plan in place stating what he/she must do to become "highly qualified." No Title VI funds will be used to address Performance Goal 3 or its Performance Indicators.

4. Performance Goal 4: All students will be educated in learning environments that are safe, drug free, and conducive to learning.
 - 4.1. Performance Indicator: The number of persistently dangerous schools, as defined by the State.

Title VI funds will be used to address Performance Goal 4 by providing an after-school tutorial program. This program will be conducted at four of the District's five elementary schools. All students participating will be provided an afternoon sack and transportation home daily.

5. Performance Goal 5: All students will graduate from high school.
 - 5.1. Performance Indicator: The percentage of students who graduate from high school each year with a regular diploma, --disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; --calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.
 - 5.2. Performance Indicator: The percentage of students who drop out of school, --disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; --calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

Title VI funds will be used to address Performance Goal 5 and Performance Indicators 5.1 and 5.2 by funding the salary and benefits of a Title VI computer lab aide at Picayune Memorial High School responsible for the operation of a remediation computer lab. Students at risk will be assigned to or have the opportunity to work in the computer lab as a means to improve their scores on subject area exams. The District also anticipates increasing the yearly graduation rate by providing remediation to at-risk students.

Accountability under REAP

What accountability provisions apply to the REAP programs?

Under both the Small, Rural School Achievement (SRSA) program and the Rural and Low-Income School (RLIS) program, the following accountability provisions apply:

- Each year that a local educational agency (LEA) receives a grant under the SRSA program or exercises REAP-Flex authority, or receives a grant under the RLIS program, the LEA must administer an assessment that is consistent with the assessment requirements in section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA).
- Once an LEA has received three or more years of funding under either REAP grant program, or has exercised REAP-Flex authority for three or more years, or a combination thereof specific accountability requirements take effect.
 1. The State educational agency (SEA) must examine whether the participating LEA is making adequate yearly progress (AYP), as defined in section 1111(b)(2) of the ESEA.
 2. If the LEA *is* making AYP after the third year of its participation in REAP, the LEA may continue to receive a REAP grant, or exercise REAP-Flex authority, assuming that it still meets the eligibility requirements of these programs. The LEA continues to have the broad flexibility available under REAP.
 3. If an LEA is *not* making AYP after the third year of its participation in REAP, the LEA may continue to receive a REAP grant, or exercise REAP-Flex authority (assuming that it still meets the eligibility requirements of these programs), *only if it uses its REAP funds or REAP-Flex authority to carry out the requirements of section 1116 of the ESEA.*

How do the REAP accountability provisions apply to an LEA that does not receive funds under Part A of Title I?

Regardless of whether or not it receives funds under Part A of Title I, every LEA is required to have in place a system to measure whether it is making adequate yearly progress. If a REAP LEA is *not* receiving funds under Part A of Title I, and fails to make AYP after the third year of its participation in REAP, the special REAP accountability limitations take effect. Specifically, to continue participating in REAP; the LEA must examine the causes of its failure to make AYP. All future REAP expenditures by the LEA or use of applicable funding under REAP-Flex must address the specific weaknesses that resulted in the LEA's failure to make AYP. In other words, all REAP funds and any exercise of REAP-Flex authority must focus on improving the academic program so that the LEA will make AYP. Although non-Title I LEAs that participate in REAP do not have to meet all of the specific requirements of section 1116 of the ESEA, they must meet the intent of this provision by implementing scientifically-based strategies that will help the LEA make AYP by specifically addressing those areas that caused the LEA not to make AYP?

How do the REAP accountability provisions apply to an LEA that also receives funds under Part A of Title I?

If a REAP LEA also receives funds under Part A of Title I, the REAP accountability provisions apply as follows:

1. If a Title I LEA has participated in REAP for three years and has failed to make AYP for the last two years, the LEA may continue to participate in REAP only if it spends all of its REAP funds and exercises REAP-Flex authority to meet the specific requirements of section 1116 of the ESEA. Such an LEA is in improvement status and all REAP funds and applicable funding under REAP-Flex must be spent in accordance with the LEA's improvement plan under section 1116.
2. If a Title I LEA has participated in REAP for three years and has failed to make AYP for only the past year, that LEA is not yet in improvement status under Part A of Title I. Thus, the LEA does not yet have to meet the specific requirements of section 1116. However, all of the LEA's REAP funds and any exercise of REAP-Flex authority must be used to address the specific weaknesses that resulted in the LEA's failure to make AYP. If the LEA then fails to make AYP for a second year, the specific accountability requirements in section 1116 take effect.

What does it mean that an LEA must use its funds to meet the requirements of section 1116?

Districts that receive funds under Part A of Title I and that have been identified for improvement must spend their REAP funds (and any applicable funds if they are using the REAP-Flex authority) for activities that support the improvement plan that they developed under section 1116.

A district that does not receive funds under Part A of Title I and is not subject to the Title I accountability requirements or for a district that receives funds under Part A of Title I but has not yet been identified for improvement so it is not yet subject to the requirements of section 1116 is in compliance with this requirement if it spends its REAP grant (and any applicable funds if the district is using the REAP-Flex authority) to support research-based activities that specifically address the areas that caused the district to fail to make AYP.

District #	DISTRICT NAME	ALLOCATION
4820	ABERDEEN SCHOOL DIST	\$39,841.00
300	AMITE CO SCHOOL DIST	\$32,535.00
4821	AMORY SCHOOL DIST	\$49,122.00
400	ATTALA CO SCHOOL DIST	\$31,770.00
5920	BALDWIN SCHOOL DISTRICT	\$25,041.00
500	BENTON CO SCHOOL DIST	\$34,915.00
5921	BOONEVILLE SCHOOL DIST	\$35,825.00
4320	BROOKHAVEN SCHOOL DIST	\$80,225.00
700	CALHOUN CO SCHOOL DIST	\$65,909.00
800	CARROLL COUNTY SCHOOL DIST	\$24,783.00
1000	CHOCTAW CO SCHOOL DIST	\$42,564.00
1100	CLAIBORNE CO SCHOOL DIST	\$47,679.00
1420	CLARKSDALE MUNICIPAL SCHOOL DIST	\$93,220.00
614	CLEVELAND SCHOOL DIST	\$91,272.00
1400	COAHOMA COUNTY SCHOOL DISTRICT	\$43,194.00
8111	COFFEEVILLE SCHOOL DIST	\$16,512.00
4620	COLUMBIA SCHOOL DISTRICT	\$48,857.00
220	CORINTH SCHOOL DIST	\$51,335.00
1600	COVINGTON CO SCHOOLS	\$85,549.00
2620	DURANT PUBLIC SCHOOL DIST	\$14,979.00
3111	EAST JASPER CONSOLIDATED SCH DIST	\$30,505.00
6811	EAST TALLAHATCHIE CONSOL SCH DIST	\$37,072.00
6220	FOREST MUNICIPAL SCHOOL DIST	\$40,045.00
1800	FORREST COUNTY SCHOOL DISTRICT	\$63,476.00
1900	FRANKLIN CO SCHOOL DIST	\$37,056.00
2000	GEORGE CO SCHOOL DIST	\$111,231.00
2100	GREENE COUNTY SCHOOL DISTRICT	\$54,305.00
4220	GREENWOOD PUBLIC SCHOOL DISTRICT	\$75,460.00
2220	GRENADA SCHOOL DIST	\$120,011.00
2300	HANCOCK CO SCHOOL DIST	\$111,164.00
7611	HOLLANDALE SCHOOL DIST	\$21,832.00
2600	HOLMES CO SCHOOL DIST	\$89,526.00
920	HOUSTON SCHOOL DIST	\$49,814.00
2700	HUMPHREYS CO SCHOOL DIST	\$48,221.00
6721	INDIANOLA SCHOOL DIST	\$65,786.00
3200	JEFFERSON CO SCHOOL DIST	\$37,329.00
3300	JEFFERSON DAVIS CO SCHOOL DIST	\$50,825.00
3400	JONES CO SCHOOL DIST	\$214,118.00
3500	KEMPER CO SCHOOL DIST	\$33,523.00
420	KOSCIUSKO SCHOOL DISTRICT	\$57,756.00
3420	LAUREL SCHOOL DISTRICT	\$76,712.00
3900	LAWRENCE CO SCHOOL DIST	\$59,275.00
4000	LEAKE CO SCHOOL DIST	\$86,516.00

District #	DISTRICT NAME	ALLOCATION
4100	LEE COUNTY SCHOOL DISTRICT	\$176,084.00
4200	LEFLORE CO SCHOOL DIST	\$75,185.00
7612	LELAND SCHOOL DIST	\$28,643.00
8020	LOUISVILLE MUNICIPAL SCHOOL DIST	\$73,179.00
4400	LOWNDES CO SCHOOL DIST	\$143,416.00
3711	LUMBERTON PUBLIC SCHOOL DISTRICT	\$22,800.00
4600	MARION CO SCHOOL DIST	\$65,771.00
4700	MARSHALL CO SCHOOL DIST	\$87,742.00
5720	MCCOMB SCHOOL DISTRICT	\$75,707.00
616	MOUND BAYOU PUBLIC SCHOOL	\$17,233.00
130	NATCHEZ-ADAMS SCHOOL DIST	\$108,069.00
5000	NESHOBA COUNTY SCHOOL DISTRICT	\$79,044.00
4111	NETTLETON SCHOOL DIST	\$36,722.00
7320	NEW ALBANY PUBLIC SCHOOLS	\$56,765.00
5100	NEWTON COUNTY SCHOOL DISTRICT	\$51,185.00
5130	NEWTON MUNICIPAL SCHOOL DISTRICT	\$27,514.00
613	NORTH BOLIVAR SCHOOL DISTRICT	\$20,383.00
5411	NORTH PANOLA SCHOOLS	\$46,008.00
5711	NORTH PIKE SCHOOL DIST	\$58,887.00
5200	NOXUBEE COUNTY SCHOOL DISTRICT	\$53,644.00
921	OKOLONA SEPARATE SCHOOL DIST	\$19,888.00
5300	OKTIBBEHA COUNTY SCHOOL DISTRICT	\$23,006.00
2423	PASS CHRISTIAN PUBLIC SCHOOL DIST	\$38,768.00
5600	PERRY CO SCHOOL DIST	\$34,880.00
5020	PHILADELPHIA PUBLIC SCHOOL DIST	\$30,114.00
5520	PICAYUNE SCHOOL DIST	\$94,996.00
5820	PONTOTOC CITY SCHOOLS	\$60,114.00
6000	QUITMAN CO SCHOOL DIST	\$37,697.00
1212	QUITMAN SCHOOL DIST	\$56,835.00
5620	RIGHTON SCHOOL DIST	\$20,154.00
6200	SCOTT CO SCHOOL DIST	\$101,159.00
6500	SMITH CO SCHOOL DIST	\$80,728.00
6312	SOUTH DELTA SCHOOL DISTRICT	\$30,529.00
5412	SOUTH PANOLA SCHOOL DISTRICT	\$121,219.00
5712	SOUTH PIKE SCHOOL DIST	\$52,579.00
7012	SOUTH TIPPAAH SCHOOL DIST	\$71,550.00
5320	STARKVILLE SCHOOL DISTRICT	\$107,761.00
6700	SUNFLOWER CO SCHOOL DIST	\$46,095.00
5131	UNION PUBLIC SCHOOL DIST	\$24,376.00
7400	WALTHALL CO SCHOOL DIST	\$67,075.00
8113	WATER VALLEY SCHOOL DISTRICT	\$34,536.00
7700	WAYNE CO SCHOOL DIST	\$101,868.00
7800	WEBSTER CO SCHOOL DIST	\$48,109.00
611	WEST BOLIVAR SCHOOL DIST	\$25,730.00

District #	DISTRICT NAME	ALLOCATION
3112	WEST JASPER CONSOLIDATED SCHOOLS	\$43,782.00
1320	WEST POINT SCHOOL DIST	\$88,442.00
6812	WEST TALLAHATCHIE SCHOOL DISTRICT	\$25,012.00
7613	WESTERN LINE SCHOOL DISTRICT	\$51,472.00
7900	WILKINSON CO SCHOOL DIST	\$36,311.00
4920	WINONA SEPARATE SCHOOL DIST	\$34,727.00
8220	YAZOO CITY MUNICIPAL SCHOOL DIST	\$70,254.00
8200	YAZOO CO SCHOOL DIST	\$46,028.00