

**NO CHILD LEFT BEHIND: IMPROVING TEACHER QUALITY  
HIGHER EDUCATION GRANTS  
2007-2008 PROGRAM**

- Program:** These guidelines provide directions for making application for federal funds available under the higher education portion of the No Child Left Behind: Improving Teacher Quality Program.
- Purposes:**
- 1) Professional development activities in core academic subject areas to ensure that:
    - a. Teachers and highly qualified paraprofessionals (and, when appropriate, principals) have subject matter knowledge in the academic subjects that the teachers teach (including knowledge of how to use computers and other technology to enhance student learning); and
    - b. Principals have the instructional leadership skills to help them work more effectively with teachers to help students master core academic subjects.
  - 2) Development and provision of assistance to Local Education Agencies (LEAs) and to their teachers, highly qualified paraprofessionals, or school principals, in providing sustained, highly qualified professional development activities that:
    - a. Ensure that those individuals can use challenging state academic content standards, student academic achievement standards, and state assessment to improve instructional practices and student academic achievement;
    - b. Include intensive programs designed to prepare individuals to provide instruction related to the professional development described in the preceding paragraph to others in their schools; and
    - c. Include activities of partnership between one or more LEAs, one or more of the LEAs' schools, and one or more Institutions of Higher Education (IHEs) for the purpose of improving teaching and learning at low-performing schools.
- Eligibility:** Eligibility is limited to partnerships comprised at a minimum of (1) a private or state IHE and the division of the institution that prepares teachers and principals; (2) a school of arts and sciences; and (3) a high-need LEA.
- Submission:** Proposals must be received at the Mississippi Board of Trustees of State Institutions of Higher Learning office by 5:00 p.m. on December 14, 2007.
- Funding:** Approximately \$1,000,000.00 is available for the 2007 Improving Teacher Quality Grants.

October 10, 2007

**BOARD OF TRUSTEES OF STATE  
INSTITUTIONS OF HIGHER LEARNING  
STATE OF MISSISSIPPI**

**NO CHILD LEFT BEHIND: IMPROVING TEACHER QUALITY  
STATE GRANT  
PROFESSIONAL DEVELOPMENT PROGRAM**

**REQUEST FOR PROPOSALS FOR THE ESTABLISHMENT OF  
SUMMER INSTITUTES FOR TEACHERS**

**Institutions of Higher Learning  
3825 Ridgewood Road  
Jackson, MS 39211-6453**

**NO CHILD LEFT BEHIND**

**Improving Teacher Quality State Grant  
Professional Development Program**

**Request for Proposals  
Summer Institutes for Teachers**

\*\*\*\*\*

**TABLE OF CONTENTS**

I. Background on the No Child Left Behind Act	4
II. Program Administration	4-5
III. Eligible Grant Applicants	5-6
IV. Program Component Priorities	6-7
V. Guidelines	7-8
VI. Evaluation Criteria	8-9
VII. Process for Approved Applications	9
VIII. Process for Disapproved Applications	9
IX. Grant Proposal Format	10-13
X. Tentative Schedule for Review/Approval/Disapproval of Proposals	14

**Appendices**

List of High-Need LEAs	Appendix A
Sample Cover Sheet	Appendix B
Budget Template	Appendix C
Assurance Statement	Appendix D
Certification For 50% Rule	Appendix E
List of LEAs with Inequitable Distribution of Highly-Qualified Teachers	Appendix F

## **Title II, Part A**

### **Improving Teacher Quality State Grant**

#### **Request for Proposals Summer Institutes for Teachers**

##### **I. Background on the No Child Left Behind Act (NCLB Act)**

The No Child Left Behind Act of 2001 (NCLB Act), which reauthorized the Elementary and Secondary Education Act of 1965 (ESEA), places a major emphasis upon teacher quality as a factor in improving student achievement. The new Title II programs focus on preparing, training, and recruiting high-quality teachers and principals and require states to develop plans with annual measurable objectives that will ensure that all teachers teaching in core academic subjects are highly qualified by the end of the 2005-2006 school year. The NCLB Act of 2001 requires reform of traditional teacher training and an innovative expansion of alternative routes to teacher licensure. It also requires more effective in-service training and professional development for teachers currently in the classroom.

Improving Teacher Quality State Grants (authorized in ESEA: Title II, Part A) is a state formula grant program. Under this program, funds are made available to state educational agencies (SEAs), local educational agencies (LEAs), and state agencies for higher education (SAHEs) to support and help shape state and local activities that aim to improve teacher quality and increase the number of highly qualified teachers and principals. The program focuses on the used practices grounded in scientifically based research in order to prepare, train, and recruit highly qualified teachers. This new program gives states and districts the flexibility to select strategies that best meet their particular needs. The goal is to improve teaching so as to raise student achievement in core academic subjects<sup>1</sup>.

##### **II. Program Administration**

The SAHEs administer a portion of Title II, Part A funds to make competitive subgrants to eligible partnerships comprised of no less than one institution of higher education (IHE) and a high-need LEA. The partnerships use the funds to conduct professional development activities in core academic subjects in order to ensure that highly qualified teachers, paraprofessionals, and, if appropriate, principals have subject matter knowledge in the academic subjects they teach or in computer-related technology to enhance instruction. The SAHEs must work in conjunction with the SEAs.

---

<sup>1</sup>“Core academic subjects” include English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.

Authority for the administration of the Improving Teacher Quality Grant Program, including the identification and evaluation of grant applications, resides with each state. In Mississippi, the Board of Trustees of State Institutions of Higher Learning (IHL) is the agency authorized to receive and to distribute federal funds appropriated for programs to be utilized by higher education. Applicants are advised that funding will be negotiable depending upon the proposed project's objectives, innovation, practicality, alignment with school districts' professional development priorities, and urgency of need. **The anticipated average funding per project is \$85,000.** The Board of Trustees is committed to assuring the equitable participation of public and private institutions and nonprofit organizations with demonstrated effectiveness. The Board is especially interested in proposals from institutions that will address the needs of all students, including the historically under-represented and under-served. The Board also supports the Graduate Teacher Scholarships in the summer which will pay student tuition expenses, provided the student is admitted to a graduate education program.

### III. Eligible Grant Applicants

Eligibility is limited to partnerships comprised at a minimum of (1) a private or state IHE and the division of the institution that prepares teachers and principals; (2) a school of arts and sciences; and (3) a **high-need LEA**. (See Appendix A) An eligible partnership also may include another LEA, a public charter school, an elementary school or secondary school, an educational service agency, a nonprofit educational organization, another IHE, a school of arts and sciences within that IHE, the division of that IHE that prepares teachers and principals, a nonprofit cultural organization, an entity carrying out a pre-kindergarten program, a teacher organization, a principal organization, or a business.

A high-need LEA is defined as an LEA:

- (A) (i) that serves not fewer than 10,000 children from families with incomes below the poverty line; **or**  
(ii) for which not less than 20 percent of the children served by the agency are from families with incomes below the poverty line; **and**
- (B) (i) for which there is a high percentage of teachers not teaching in the academic subjects or grade levels that the teachers were trained to teach; **or**  
(ii) for which there is a high percentage of teachers with emergency, provisional, or temporary certification or licensing [Section 2102(3)].

Grant applications may be submitted by any degree-granting, higher education institution accredited by the Commission of Institutions of Higher Learning of the Southern Association of Colleges and Schools and by nonprofit organizations of demonstrated effectiveness. Each grant application must include signatures of endorsement of the project director, the chief academic officer for the applicant's higher education institution, and the official authorized to contractually commit for the institution. This endorsement will constitute the institution's commitment to support the project and to provide all administrative services necessary to assure the project's success and institutional accountability. The SAHE will make awards to eligible partnerships comprised of at least one institution of higher education and one high-need LEA. If working in collaboration,

the application should include signatures of endorsement of each institution with only one institution designated as grantee of the funds. All applicants must also demonstrate collaboration in the development and implementation of the grant when entering an agreement or agreements for service with an LEA. This agreement should provide evidence that the proposed project reflects the needs of the teachers as determined jointly by the LEA(s) and the institution(s) of higher education. Documentation of collaborative planning meetings with the IHE and the LEA is requested.

#### **IV. Program Component Priorities**

The Board of Trustees of State Institutions of Higher Learning established the following program component priorities for activities within the State of Mississippi. These priorities comply with the Improving Teacher Quality Program.

- A. Priority consideration will be given to innovative projects that partner with a high-need LEA(s) to address the needs of highly qualified teachers in the academic core subject areas.
- B. Priority consideration will be given to projects that develop and provide assistance for LEAs and their teachers and staff utilizing professional development activities that are sustained, intensive, and of high quality. Activities must be linked to scientific based professional development strategies that have shown to increase student academic achievement. Projects must provide in-service training for middle and secondary (grades 6-12) teachers. The proposed in-service training should explain how the project will improve and integrate teaching skills with content knowledge in core academic subject areas for teachers (i.e., how the project will assist teachers in improving the performance of students on nationally normed tests in core academic subject areas).
- C. Priority consideration will be given to projects that involve partnerships between an LEA or/and a consortium of LEAs or schools and an IHE or IHEs. Such projects should render professional development activities that support core academic subject areas.
- D. Priority consideration will be given to collaborative efforts that meet the goals of school reform and serve the needs of teachers employed in schools. All projects must demonstrate an awareness of state-level and district-level plans for professional development and the Mississippi Department of Education's curriculum frameworks in core academic subject areas. For additional information on curriculum frameworks in core academic subject areas please visit the website <http://www.mde.k12.ms.us/Curriculum/index1.htm>.
- E. Priority consideration will be given to projects that include strategies to address inequitable distribution of highly qualified teachers in high-poverty, low-performing LEAs where teachers are working to meet Highly-qualified requirements. Priority will also be given for those projects that develop lesson plans for website usage and distribution.

## V. Guidelines

The proposal must contain the specific goals and objectives pertaining to the teaching of core academic subjects, the target population, the target geographic region (proposals that support activities in areas of critical teacher shortage are encouraged), and the partnership arrangement. Proposals for core academic subject teacher training activities must adhere to the criteria contained in this RFP.

The project director (PD) must address how proposed activities will accomplish the following objectives:

- 1) Professional development activities in core academic subject areas to ensure that:
  - a. Teachers and highly qualified paraprofessionals (and, when appropriate, principals) have subject matter knowledge in the academic subjects that the teachers teach (including knowledge of how to use computers and other technology to enhance student learning); and
  - b. Principals have the instructional leadership skills to help them work more effectively with teachers to help students master core academic subjects.
- 2) Development and provision of assistance to LEAs and to their teachers, highly qualified paraprofessionals, or school principals, in providing sustained, highly qualified professional development activities that:
  - a. Ensure that those individuals can use challenging state academic content standards, student academic achievement standards, and state assessment to improve instructional practices and student academic achievement;
  - b. Include intensive programs designed to prepare individuals to provide instruction related to the professional development described in the preceding paragraph to others in their schools; and
  - c. Include activities of partnership between one or more LEAs, one or more of the LEAs' schools, and one or more IHEs for the purpose of improving teaching and learning at low-performing schools.
  - d. Delineate strategies for addressing the equitable distribution of highly qualified and experienced teachers across all schools in the LEAs.

Projects must adhere to the following requirements:

- 1) *Project Duration.* Projects must have a summer participant/teacher component that is a minimum of 20 days in duration and includes a minimum of two follow-up components within the academic year.
- 2) *Project Size.* Projects must demonstrate that the resources requested are adequate to meet the needs of the population that the project proposes to serve.
- 3) *Project Evaluation.* Proposals must include a plan for the evaluation of the impact of the project.
- 4) *Participant Selection Process.* Proposals must include a procedure for recruiting and selecting project participants. **Participants must be willing to sign a commitment agreement to stay in the teaching profession for a minimum of one year after participating in the proposed professional development activity.**
- 5) *Participant Compensation Rate.* Participant compensation rate will be a maximum of \$80 per day. This stipend is provided to cover anticipated costs of attendance. **Degree-seeking participants should apply to the Office of Financial Aid for the Graduate Teacher Scholarship if they desire to be reimbursed for tuition expenses.**

Letters of Commitment and Letters of Support:

- 1) Each proposal should contain a letter of commitment from the applicant's principal indicating intent to support the activities of the institute.
- 2) Each proposal must contain letters of support from the lead institution's dean of education and the superintendent(s) of the LEA(s).
- 3) Each proposal must include the 50% Rule documentation (see Appendix E).
- 4) Each proposal must have a teacher commitment policy indicating a minimum of a one year commitment in the K-12 education profession.

## **VI. Evaluation Criteria**

Proposals that satisfy eligibility criteria will be evaluated by the staff of the IHL Office of Academic and Student Affairs and by a panel of outside reviewers. Proposals will be evaluated according to how well they meet the following criteria:

- A. Address program priorities (**See IV. Program Component Priorities** and **V. Guidelines**);
- B. Establish partnerships;

- C. Propose a realistic time frame;
- D. Implement an effective management structure;
- E. Utilize qualified management staff;
- F. Propose a cost-effective budget;
- G. Implement an effective evaluation plan;
- H. Ensure a high-need LEA is a principal partner;
- I. Demonstrate the support of the local education agency and the coordination of all Title II funds; and
- J. Institutionalize the proposed activities.

#### **VII. Process for Approved Applications**

- A. Upon approval of an application, the applicant will be notified in writing. **See Tentative Schedule for Review/Approval/Disapproval of Proposals (Section X, Page 11).**
- B. IHL reserves the right to have the authority to make the final decision on each proposal selected for funding.

#### **VIII. Process for Disapproved Applications**

- A. Upon disapproval of an application, the applicant will be notified in writing. **See Tentative Schedule for Review/Approval/Disapproval of Proposals (Section X, Page 11).**
- B. Applicants may request in writing from the Director of Academic Student Affairs the documentation of the process by which proposals were evaluated. Justification of the request should be included.
- C. If the applicant desires a formal hearing with the Assistant Commissioner for Academic and Student Affairs, the request must come from his or her chief academic officer to the Assistant Commissioner for Academic and Student Affairs. The Commissioner of Higher Education will have authority to make the final decision regarding an appeal.

#### **IX. Grant Proposal Format**

Each proposal will be evaluated using a 100-point rating system. The proposal format and point system are described below.

**A. Cover Sheet (no points)**

A sample cover sheet is attached as Appendix A.

**B. Abstract (15 points)**

An abstract of not more than 500 words should begin the text of the application. The applicant should state whether this proposal renews a project or proposes a new project. The abstract should summarize the goals of the project, the need for the proposed project, expected outcomes, and anticipated target populations. Any local educational agencies or other organizations participating should be listed by name. Finally, the abstract should indicate the dollar amount of the grant request.

**C. Project Narrative (70 points)**

The project narrative should describe the following:

1) Project Goals and Objectives (20 points)

Clarify in this section the merits of the proposal, quality of the goals and objectives, the population(s) to be served, and the impact of the proposal activities. **The impact of the proposed activities should show direct correlation with the evaluation process.**

2) Proposed Activities (20 points)

Present in this section a clear description of the procedures to be implemented and the projected time line for proposal accomplishment.

3) Cooperative Agreements (10 points)

Include a description of the proposed region schools' professional development plans and how this proposal will assist them in achieving the objectives of their plan in partnership with this project. Letters of intent to cooperate from school districts, local businesses, other state or federally funded projects with similar goals, and other organizations should be enclosed with the grant application. Cooperative agreements are required as a part of the regulations of the NCLB Act.

4) Evaluation and Dissemination (20 points)

Explain how the proposed activities are aligned with the Mississippi Department of Education Curriculum Frameworks in core academic subject areas.

Explain how the proposal will be monitored throughout its duration and how its level of final success will be determined.

Explain how the proposed activities will be used to assist teachers in developing lesson plans. Describe how these lesson plans will be disseminated and publicized.

**D. Resources (15 points)**

The resource section should address each of the following:

1) Resource Management (5 points)

Explain what resources the applicant currently has that can be used to support proposal activities in terms of equipment, services, budget management, consultant services, etc.

2) Key Personnel (5 points)

Outline in narrative form the depth of experience and expertise of key personnel. Complete vitae of all professional staff actively associated with the project and/or accountable for its performance should be attached to the proposal. The vitae should not exceed two pages each and should reflect activities that are related to the implementation and success of the proposal.

3) Budget (5 points)

Budget categories should reflect the requirements of the proposed activity. However, the following categories will be typically included as separate expenditures: personnel services (salaries and fringe benefits for institutional payroll employees only), contractual services, and commodities (distinguish between office supplies versus instructional materials and equipment). Institutions are encouraged to cost-share to the maximum extent possible to increase the number of grants that can be funded. Consultant(s) fees should not exceed \$250 per day plus reimbursement for travel, food, lodging, etc. Identify the tasks for which consultant services will be used and provide an estimate on the amount of time (days, weeks, etc.) that the consultant will develop toward the task(s). When teachers are participating in renewal activities, the stipend for teachers will be no more than \$80 per day. The recommended unrestricted indirect cost rate that sub-award applications may request is 5%. **Preference will be given to sub-grant applications that charge**

**lower levels of administrative costs.** The sub-grant applications must show that administrative costs are reasonable and necessary for the proper implementation of the grant. (See Appendix C)

**Section 2132(c) of the NCLB law requires that no single participant in an eligible partnership, (i.e., no single high-need LEA, no single IHE and its division that prepares teachers and principals, no single school of arts and sciences, and no other single partner), may “use” more than 50 percent of the subgrant. The provision focuses not on which partner receives the funds, but on which partner directly benefits from them. (See Appendix E)**

#### **D. Statement of Assurance (no points)**

Each proposal should include the following:

- 1) A statement affirming that grant funds made available through the Improving Teacher Quality Grant will be used to supplement non-federal funds and, to the extent practical, increase the level of funds from non-federal sources for higher education program activities.
- 2) A statement affirming that if grant funds are awarded to the applicant's institution, the institution agrees to follow all state and federal guidelines which include, but are not limited to:
  - a) Conducting a programmatic and/or financial audit;
  - b) Submitting a quarterly invoice;
  - c) Submitting all reports as directed within the time frame assigned.
  - d) Attending all called meetings (appropriate person[s]).
  - e) Not exceeding line item totals in the approved budget without prior written permission from the Director of Academic Student Affairs or designee. (Any transfer of funds within budget categories will also require prior written approval by the Director of Academic Student Affairs or designee. **Failure to request and receive prior written approval of line item transfers and changes in the approved budget will result in the transfer and/or change being null and void.**)
- 3) By completing the Assurance Statement the applicant agrees to the assurances stated above. (See Appendix D)
- 4) If the prospective project director or project co-director(s) has received support from Title II in the past five years, briefly describe the earlier

project(s) and outcomes or present progress. This description should provide sufficient detail to permit a reviewer to reach an informed conclusion regarding the value of the results achieved. Include the Title II award number, amount and period of support, the title of the project, a summary of the results of the completed work, and a **list** of publications and formal presentations that acknowledged the Title II award.

**X. Tentative Schedule for Review/Approval/Disapproval of Proposals**

	<b><u>Deadline</u></b>
1) Request for proposals mailed	October 31, 2006
2) Receipt of proposals	December 15, 2006
3) Notification of proposal approval or denial sent to project directors	January 26, 2007
4) Acceptance of proposal or request for formal appeal hearing if proposal is rejected	January 31, 2007

**APPENDIX A  
LIST OF HIGH-NEED LEAs**

<b>Central Delta</b>		<b>Mississippi Valley State University</b>	<b>Region</b>	<b># Students</b>
<b>Region</b>	<b>County</b>	<b>Affiliation/Organization</b>		
	Holmes	Holmes County School District	Central	3927
	Holmes	Durant Public School District	Central	616
	Humphreys	Humphreys County School District	Central	2267
	Leflore	Greenwood Public School District	Central	3741
	Leflore	Leflore County School District	Central	3118
	Sharkey/Issaquena	South Delta School District	Central	1561
	Sunflower	Sunflower County Schools	Central	2034
	Sunflower	Indianola School District	Central	3047
	Tallahatchie	East Tallahatchie School District	Central	1654
	Tallahatchie	West Tallahatchie School District	Central	1342
	Washington	Leland School District	Central	1348
	Washington	Hollandale School District	Central	1200
	Washington	Western Line School District	Central	2285
	Washington	Greenville Public School District	Central	7649
	Yazoo	Yazoo County School District	Central	1709
	Yazoo	Yazoo City Municipal School District	Central	3008
	Quitman	Quitman County Schools	Central	1690
<b>North Delta Region</b>		<b>Delta State University</b>		
	Bolivar	Shaw School District	North	804
	Bolivar	North Bolivar School District	North	1063
	Bolivar	West Bolivar School District	North	1340
	Bolivar	Cleveland School District	North	3937
	Bolivar	Benoit School District	North	294
	Bolivar	Mound Bayou School District	North	822
	Coahoma	Clarksdale Separate School District	North	3097
	Coahoma	Coahoma Agricultural High School	North	310
	Coahoma	Coahoma County School District	North	2085
	Marshall	Holly Springs School District	North	1905
	Panola	North Panola School District	North	2091
	Panola	South Panola School District	North	4635
	Sunflower	Drew School District	North	877
	Tate	Senatobia School District	North	1698
	Tate	Tate County School District	North	2948
	Tunica	Tunica County School District	North	2005
	Yalobusha	Coffeetown School District	North	792
	Yalobusha	Water Valley Schools	North	1302
<b>South Delta Region</b>		<b>Alcorn State University</b>		
<b>County</b>	<b>Affiliation/Organization</b>	<b>Region</b>	<b># Students</b>	
Adams	Natchez-Adams School District	South	5069	
Amite	Amite County School District	South	1621	

Claiborne	Claiborne County School District	South	2011
Copiah	Hazlehurst City School District	South	1791
Covington	Covington County School District	South	3558
Jefferson	Jefferson County School District	South	1714
Jefferson-Davis	Jefferson-Davis School District	South	2401
Lawrence	Lawrence County School District	South	2459
Marion	Marion County School District	South	2775
Montgomery	Montgomery County School District	South	636
Montgomery	Winona Separate School District	South	1550
Pike	McComb School District	South	2953
Walthall	Walthall County School District	South	2720
Warren	Vicksburg-Warren School District	South	9180
Wilkinson	Wilkinson County School District	South	1660
			116299

**APPENDIX B**  
**Sample Cover Sheet**

*Send one original and six copies to:*  
**Office of Academic and Student Affairs**  
**No Child Left Behind Summer Institute for Teachers**  
**Title II Proposal**  
**Institutions of Higher Learning**  
**3825 Ridgewood Road**  
**Jackson, MS 39211-6453**

A. LEGAL APPLICANT/RECIPIENT

- |                        |                   |
|------------------------|-------------------|
| 1) Institution         | 8) Fax Number     |
| 2) Project Director(s) | 9) E-mail Address |
| 3) Street /P.O. Box    |                   |
| 4) City                |                   |
| 5) State/Zip Code      |                   |
| 6) Contact Person      |                   |
| 7) Telephone Number    |                   |

B. TITLE OF PROJECT

C. AREA OF PROJECT IMPACT (names of cities, counties, colleges/universities, local school districts, private industries, nonprofit organizations, etc.)

D.

E. TOTAL NUMBER OF LEAs IMPACTED (Indicate if classified as a high-need LEA)

F. ESTIMATED NUMBER OF PERSONS BENEFITING

Teachers _____ (Directly)	Teachers _____ (Indirectly)
Students _____ (Directly)	Students _____ (Indirectly)

## APPENDIX C Budget Template

Name of Institution: Project Director's Name:	Budget Request Amount	In-Kind Contribution
<b>I. Personnel Services</b>		
A. Salaries		
1. Director		
2. Instructors		
3. Other (Explain)		
4. Clerical/Secretarial		
5. Fringe Benefits		
<b>II. Total Personnel Services (Institutional Payroll Budget Only)</b>		
A. Professional Travel		
B. Subsistence (Explain)		
<b>Total Travel (Institutional Employee Travel Only)</b>		
<b>III. Contractual Services</b>		
A. Graduate Tuition for participants		
B. Stipends for participants		
C. Consultant Services/Fees/Travel (funds budgeted for non-employee services)		
D. Postage		
E. Telephone/Fax		
F. Participants' Travel		
G. External Evaluator (fee for services restricted)	3,000	
H. Other Services (Explain)		
<b>Total Contractual Services</b>		
<b>IV. Commodities</b>		
A. Office Supplies		
B. Instructional Materials for participants		
C. Printing		
D. Other (Explain)		
<b>Total Commodities</b>		
<b>V. Equipment (Explain)</b>		
<b>Total Equipment</b>		
<b>VI. Administrative Costs</b>		
<b>TOTAL BUDGET</b>		

**APPENDIX D**

**ASSURANCE STATEMENT**

**THE APPLICANT CERTIFIES THAT:**

To the best of my knowledge and belief, data in this application is true and correct, and the applicant will comply with the assurances listed herein.

\_\_\_\_\_  
(Type Project Director's Name and Title)

\_\_\_\_\_  
(Signature)

\_\_\_\_\_  
(Type Authorized Institutional  
Representative's Name and Title)

\_\_\_\_\_  
(Signature)

## APPENDIX E

### MISSISSIPPI INSTITUTIONS OF HIGHER LEARNING NO CHILD LEFT BEHIND PROGRAM

### CERTIFICATION FOR 50% RULE

THIS CERTIFICATION FORM SHALL BE SUBMITTED WITH THE FINAL FINANCIAL REPORT FOR EACH NO CHILD LEFT BEHIND GRANT. NO ADDITIONAL GRANT FUNDS WILL BE RELEASED UNTIL THIS FORM IS RECEIVED BY THE MISSISSIPPI INSTITUTIONS OF HIGHER LEARNING.

\*I-27 Sub-grantees must keep records that fully show:

- The amount of funds under the sub-grant;
- How the sub-grantee uses the funds;
- The total cost of project activities;
- The share of the cost provided from other sources; and
- Other records to facilitate an effective audit.

\*I-29 through I-34. Section 2132(c) of the Higher Education Act requires that “no single partner in an eligible partnership (i.e., no single high-need local education agency (LEA), no single institution of higher education (IHE) and its division that prepares teachers and principals, no single school of arts and sciences, and no single other partner) may “use” more than 50% of the sub-grant. The provision focuses not on which partner receives the funds, but on which partner directly benefits from them. Examples are listed below.

- Tuition grant funds are considered to be used by the LEA since the funds benefit the teacher participants. Grant funds that pay for books, materials and supplies, and other participant support costs are considered to be used by the LEA.
- IHE faculty time paid by the grant, costs to develop professional development materials, expenses incurred to conduct the professional development may be treated as funds used by the division of the IHE that bears these costs.
- Grant funds paid as salaries to mentor teachers or adjunct teachers who are employed by a school district may be considered as “used” by the LEA.
- Grant funds paid as contracts to IHE employees to mentor teachers or provide other services in the grant are considered to be used by the division of the IHE that bears these costs.
- Indirect costs are attributable to the partner that “uses” the corresponding funds as direct costs. In most cases, this would be the IHE.

Please refer all questions to Ms. Pearl Strickland Pennington, 601-432-6482 or e-mail at [ppennington@ihl.state.ms.us](mailto:ppennington@ihl.state.ms.us)

\*This information is found in the “Improving Teacher Quality State Grants, Title II, Part A, Non-Regulatory Guidance,” revised August 3, 2005, Academic Improvement and Teacher Quality Programs, Office of Elementary and Secondary Education, U.S. Department of Education.

**MISSISSIPPI INSTITUTIONS OF HIGHER LEARNING  
NO CHILD LEFT BEHIND PROGRAM**

**CERTIFICATION FOR 50% RULE**

Please list the grant partners separately in the chart below and identify the total amount of funds allocated to each partner and the percentage of the total grant funds to be used by each partner.

Institution:

Project Title:

Project Director:

Total Grant Funds Awarded

Total Grant Funds Used

Partners	Total of Grant Funds Used	Percent of Grant Funds Used
----------	---------------------------	-----------------------------

Date Prepared:

Fiscal Agent's Signature:

Phone:

Fiscal Agent's E-mail:

Project Director's Signature:

Phone:

Project Director's E-mail:

Return this form to:

Ms. Pearl Strickland Pennington  
Director of Academic Student Affairs  
Office of Academic and Student Affairs  
Mississippi Institutions of Higher Learning  
3825 Ridgewood Road  
Jackson, MS 39211

## APPENDIX F: List of LEAs with Inequitable Distribution of Highly-Qualified Teachers

Dist	District Name	NOT Approp. Count	Approp. Count	Approp. Percent	NOT Approp. Percent	EC Licensed	IC Licensed	Long Term Substitute Teacher	Teaching Out Of Field	Teaching With No License	District Teacher Total
2902	ICC & AHS	0	0	0	0	0	0	0	0	0	0
1402	Coahoma AHS	0.35	20.9	98.35	1.65	0	0	0	0.17	0.18	23
1821	PETAL SCHOOL DIST	4.39	214.57	98	2	1.93	0	0	2.46	0	226
5300	OKTIBBEHA CO SCHOOL DI	1.44	61.33	97.71	2.29	0	0	0	1.44	0	64
2420	Biloxi Public Schools	10.1	410.95	97.6	2.4	3.01	0.94	0	6.15	0	424
5530	Poplarville School Dis	3.55	134.67	97.43	2.57	0	0.69	0	2.86	0	144
3021	OCEAN SPRINGS SCHOOL D	8.87	315.13	97.26	2.74	0	4.03	0	3.84	1	329
3620	OXFORD SCHOOL DIST	5.39	190.77	97.25	2.75	0	0	0	5.39	0	199
1320	WEST POINT SCHOOL DIST	5.72	195.19	97.15	2.85	1.92	0	0	3.8	0	203
4620	Columbia School Distri	3.17	88.56	96.54	3.46	0.99	0	0	2.18	0	96
8020	LOUISVILLE MUNICIPAL	6.8	189.99	96.54	3.46	1.98	1.02	0	3.03	0.77	204
6120	PEARL PUBLIC SCHOOL DI	7.76	215.4	96.52	3.48	1	1	0	5.08	0.68	230
4420	COLUMBUS MUNICIPAL SCH	11.61	311.05	96.4	3.6	3.04	3.3	0	4.36	0.91	330
5720	MCCOMB SCHOOL DIST	6.82	179.35	96.34	3.66	0	1	0	5.82	0	195
4120	Tupelo Public School D	17.91	455.54	96.22	3.78	1	1.02	0	14.9	0.99	486
8113	WATER VALLEY SCHOOL DI	2.91	73.3	96.18	3.82	0	0.99	0	1.92	0	77
7200	TUNICA SCHOOL DIST	4.95	122.82	96.13	3.87	0	1.04	0	2.89	1.02	129
420	KOSCIUSKO SCHOOL DIST	5.18	128.28	96.12	3.88	2.06	1	0	1.63	0.49	136
4320	BROOKHAVEN SCHOOL DIST	7.82	187.79	96	4	0.88	0	0	6.94	0	200
2000	George Co. School Dist	9.94	238.32	96	4	2.96	2.02	0	2.9	2.06	251
4400	LOWNDES CO SCHOOL	14.04	330.13	95.92	4.08	5.02	0	0	9.02	0	350

	DIST											
2423	PASS CHRISTIAN PUBLIC	4.41	98.8	95.73	4.27	0	0	0	4.41	0	104	
3400	Jones County School Di	21.48	480.37	95.72	4.28	9.08	3.01	0	7.45	1.94	513	
5500	PEARL RIVER CO SCHOOL	7.43	163.02	95.64	4.36	2.84	3	0	1.59	0	173	
1212	Quitman School Dist	6.67	145.62	95.62	4.38	2.97	1.32	0	2.38	0	155	
2400	HARRISON CO SCHOOL DIS	33.55	687.3	95.35	4.65	4.04	3.02	0	18.39	8.1	731	
5020	PHILADELPHIA PUBLIC SC	3.43	68.73	95.25	4.75	0	0	0	2.41	1.02	76	
6920	Senatobia City Schools	4.89	97.42	95.22	4.78	2.96	0.85	0	1.08	0	106	
2422	Long Beach School Dist	9.96	194.47	95.13	4.87	2	0	0	6.96	1	216	
2421	Gulfport Schools	21.79	411.48	94.97	5.03	0.99	0	0	19.84	0.96	442	
200	ALCORN SCHOOL DIST	14.15	261.56	94.87	5.13	2.95	0.88	0	9.01	1.31	284	
220	CORINTH SCHOOL DIST	6.44	118.96	94.86	5.14	0.98	0	0	3.59	1.87	129	
5711	North Pike School Dist	5.26	93.72	94.69	5.31	0	0	0	4.36	0.9	101	
4600	Marion County Schools	8.96	159.68	94.69	5.31	2.99	3	0	2.97	0	171	
5921	Boonville School Dist.	4.86	85.33	94.61	5.39	0	0	0	3.87	0.99	91	
7700	Wayne County Schools	14.08	241.85	94.5	5.5	3.05	3.95	0	7.08	0	261	
5000	NESHOBA CO SCHOOL DIST	9.94	159.8	94.14	5.86	6.07	2	0	1.87	0	174	
3700	Lamar Co. Schools	26.51	425.58	94.14	5.86	3.06	0	0	22.43	1.02	460	
3800	Lauderdale County Scho	22.65	360.26	94.08	5.92	1.02	3.64	0	17.99	0	389	
6100	Rankin County	57.52	909.42	94.05	5.95	7.95	9.56	0	39.35	0.66	983	
4300	LINCOLN COUNTY SCHOOLS	9.87	153.73	93.97	6.03	1.72	1.86	0	4.82	1.47	168	
3600	Lafayette County Schoo	8.74	135.03	93.92	6.08	2.01	0.35	0	6.38	0	151	
5920	BALDWYN PUBLIC SCHOOLS	4.46	68.18	93.86	6.14	0	1	0	2.32	1.14	75	
7012	South Tippah School Di	11.14	169	93.82	6.18	0.99	2.04	0	4.76	3.35	187	
8200	YAZOO CO SCHOOLS	7.71	116.91	93.81	6.19	0	0	0	4.23	3.48	132	
5900	PRENTISS CO SCHOOL DIS	12.35	183.87	93.71	6.29	0	0	0	10.21	2.14	197	
6220	FOREST MUNICIPAL	5.15	75.84	93.64	6.36	0	0	0	5.15	0	85	
4700	MARSHALL CO SCHOOL DIS	11.78	173.38	93.64	6.36	2.04	3.77	0	4.99	0.98	189	

7011	NORTH TIPPAH SCHOOL DI	5.4	78.71	93.58	6.42	0	0	0	3.38	2.02	89
4500	MADISON CO SCHOOL DIST	39.14	567.59	93.55	6.45	3.98	8.73	0	24.4	2.03	623
2300	Hancock Co. Schools	17.45	250.02	93.48	6.52	5.08	2	0	10.37	0	276
4920	Winona Separate School	5.97	85.44	93.47	6.53	0.96	0	0	1.97	3.04	93
5620	Richton School Distric	3.56	49.42	93.28	6.72	0	0.34	0	2.66	0.56	55
3022	Pascagoula Schools	34.2	473.95	93.27	6.73	0.98	2	0.85	29.35	1.87	509
5412	South Panola Schools	18.79	260.16	93.26	6.74	7.96	2.01	0	6.31	2.51	287
5600	PERRY CO SCHOOL DIST	6.82	94.2	93.25	6.75	0.98	2.61	0	2.9	0.33	105
7100	Tishomingo Co. Spec.	15.16	205.97	93.14	6.86	3.04	0.99	0	7.71	3.42	231
3711	Lumberton Public	4.23	56.03	92.98	7.02	0.99	1	0	1.27	0.97	63
2900	ITAWAMBA CO SCH DIST	16.21	214.12	92.96	7.04	6.86	0.84	0	7.66	0.85	244
2220	GRENADA SCHOOL DIST	20.3	267.86	92.96	7.04	5.06	1.02	0	13.44	0.78	291
1800	Forrest Co School Dist	12.55	165.37	92.95	7.05	7.08	2.65	0	2.82	0	184
400	ATTALA CO SCHOOL DIST	6.02	79.14	92.93	7.07	0	2.06	0	2.96	1	90
2320	BAY ST LOUIS WAVELAND	10.93	142.55	92.88	7.12	2.99	0	0	5.94	2	158
3000	Jackson County	35.16	457.79	92.87	7.13	5.99	1.02	0	25.14	3.01	526
1820	HATTIESBURG PUBLIC SCH	22.19	288.31	92.85	7.15	9.01	9.2	0.99	2	1.98	318
1700	DESOTO CO SCHOOL DIST	104.37	1339.45	92.77	7.23	34.09	24.53	0	35.73	10.02	1467
130	NATCHEZADAMS	19.92	248.68	92.58	7.42	0	2.04	0	16.88	1	272
1300	CLAY CO SCHOOL DIST	1	12.42	92.55	7.45	0	1	0	0	0	14
4821	Amory School District	8.62	105.69	92.46	7.54	1.02	3.24	0	3.45	0.91	119
7300	UNION CO SCHOOL DIST	12.29	150.46	92.45	7.55	0	0.91	0	9.96	1.42	169
6400	Simpson County	16.65	203.66	92.44	7.56	1.87	7.7	0	5.1	1.98	227
3020	Moss Point Schools	17.49	212.88	92.41	7.59	5.03	8.11	0	3.39	0.96	234
3300	JEFFERSON DAVIS CO SCH	11.26	136.7	92.39	7.61	0	4.99	0	6.27	0	152
1600	COVINGTON CO SCHOOLS	16.38	197.64	92.35	7.65	5.89	3.02	0	6.73	0.74	220
3112	WEST JASPER CONSOLIDAT	8.85	106.6	92.33	7.67	3.88	0	0	4.97	0	118
1000	Choctaw Co. Schools	9.78	117.6	92.32	7.68	1.99	0	0	6.81	0.98	132
1520	HAZLEHURST CITY SCHOOL	6.91	82.37	92.26	7.74	1.02	1.96	0	3.93	0	90

5800	PONTOTOC COUNTY SCHOOL	16.47	195.81	92.24	7.76	2.01	1.02	0	7.53	5.91	218
5712	South Pike School Dist	9.92	115.17	92.07	7.93	2.01	3.95	0	3.96	0	128
4820	ABERDEEN SCH DIST	9.79	112.56	92	8	3.06	1.88	0	3.85	1	124
7800	WEBSTER CO SCHOOL DIST	10.08	115.43	91.97	8.03	0.99	1.7	0	6.4	0.99	128
4100	Lee Co School District	29.84	332.09	91.76	8.24	2.69	6.96	0	20.19	0	375
3420	LAUREL SCHOOL DISTRICT	19.51	207.44	91.4	8.6	1.95	3.87	0	10.82	2.87	232
920	Houston School Distric	11.49	120.77	91.31	8.69	0	3.02	0	7.45	1.02	133
4000	LEAKE CO SCHOOL DIST	14.82	155.41	91.29	8.71	6.13	4.76	0	3.51	0.42	176
5131	UNION PUBLIC SCHOOL DI	4.56	47.49	91.24	8.76	0.98	1.01	0	2.03	0.54	55
4800	MONROE CO SCHOOL DIST	14.15	147.05	91.22	8.78	0	0	0	14.15	0	164
6600	Stone County	15.11	150	90.85	9.15	6.07	1.96	0	7.08	0	167
921	OKOLONA SEP SCH DIST	5	49	90.74	9.26	1.02	0	0	2.21	1.77	57
3820	Meridian Public School	41.69	404.83	90.66	9.34	5.9	8.81	0	26.98	0	451
1900	Franklin County School	10.19	98.4	90.62	9.38	1.01	0	0	9.18	0	113
614	CLEVELAND SCHOOL DIST	22.06	210.6	90.52	9.48	3	9.7	0	8.87	0.49	235
4220	Greenwood Public	20.94	199.7	90.51	9.49	4.96	12.45	0	3.53	0	224
5320	Starkville Sch Dist	26.97	255.73	90.46	9.54	5.81	2.91	0	16.29	1.96	286
3200	JEFFERSON CO SCHOOL DI	9.76	92	90.41	9.59	0	6	0	0.88	2.88	103
6500	SMITH CO SCHOOL DIST	19.48	183.41	90.4	9.6	5.03	3.95	0	9.5	1	203
3500	KEMPER CO SCHOOL DIST	7.34	68.96	90.38	9.62	0	4.74	0	0.61	1.99	77
700	CALHOUN CO SCHOOL DIST	16.04	148.64	90.26	9.74	1	0.98	0	12.25	1.81	174
3900	LAWRENCE CO SCHOOL DIS	16.63	153.44	90.22	9.78	4.03	5.76	0	5.82	1.02	172
2500	HINDS CO SCH DIST	33.01	295.85	89.96	10.04	13.62	11.61	0	6.78	1	335
7900	WILKINSON CO SCH DIST	9.11	80.77	89.86	10.14	1.02	5.07	0	2.62	0.4	95
2521	Clinton Public Schools	30.59	270.78	89.85	10.15	0	1.98	0	28.61	0	315
7400	Walthall Co School Dis	18.43	159.06	89.62	10.38	3.96	5.61	0	7.56	1.3	182
5820	Pontotoc City Schools	15.02	128.69	89.55	10.45	3.73	0	0	9.5	1.79	150

1211	ENTERPRISE SCHOOL DIST	6.68	56.98	89.51	10.49	5.02	0	0	1.66	0	64
1100	CLAIBORNE CO SCHOOL DI	12.72	105.32	89.22	10.78	1.85	3.01	0	3.01	4.85	122
5200	NOXUBEE CO SCHOOL DIST	14.59	118.11	89.01	10.99	3.98	2.02	0	5.57	3.02	134
900	CHICKASAW CO SCHOOL DI	4.28	34.32	88.91	11.09	1.02	1	0	1.28	0.98	39
2700	HUMPHREYS CO SCHOOL DI	10.71	82.16	88.47	11.53	2.96	5.03	0	2.46	0.26	95
5100	NEWTON CO SCHOOL DIST	14.61	111.73	88.44	11.56	3.03	1	0	9.6	0.98	129
5130	Newton Municipal	9.55	72.89	88.42	11.58	6.06	2.02	0	1.47	0	84
7620	GREENVILLE PUBLIC	48.99	374.16	88.42	11.58	4.07	18.12	0	19.82	6.98	424
4520	Canton Public Schools	23.16	174.49	88.28	11.72	5.68	13.7	0	3.64	0.14	204
1802	Forrest County A.H.S.	5.07	37.66	88.13	11.87	1.73	0	0	3.34	0	45
7611	Hollandale School Dist	8.55	60.74	87.66	12.34	1.04	5.02	0	1.5	0.99	69
6200	SCOTT CO SCHOOL DIST	31.09	216.59	87.45	12.55	5.1	6.48	0	5.71	13.8	252
800	CARROLL CO SCHOOL DIST	9.67	67.14	87.41	12.59	2.97	3.71	0	1.99	1	81
6811	EAST TALLAHATCHIE CONS	13.53	91	87.06	12.94	0.84	4.92	0	3.36	4.41	109
7613	Western Line School Di	17.47	112.9	86.6	13.4	4.7	2.13	0	4.79	5.85	139
616	MOUND BAYOU PUBLIC SCH	6.65	42.74	86.54	13.46	0.99	2.04	0	1.5	2.12	50
6900	TATE CO SCHOOL DIST	20.79	133.62	86.54	13.46	3.76	10.89	0	3.12	3.02	159
2520	Jackson Public Schools	245.03	1551.71	86.36	13.64	18.61	110.35	0	105.57	10.5	1837
5520	Picayune	31.35	197.92	86.33	13.67	3.92	7.87	0	4.93	14.63	234
4111	Nettleton School Distr	13.4	84.39	86.3	13.7	7.86	1	0	4.54	0	103
7500	VICKSBURG WARREN SCHOO	68.07	423.81	86.16	13.84	9.72	15.29	0	36.15	6.91	501
2100	Greene County Schools	18.26	106.61	85.38	14.62	6.24	0.83	0	10.19	1	132
6700	SUNFLOWER CO SCHOOL DI	15.67	84.19	84.31	15.69	5.06	8.97	0	0.64	1	101
4900	MONTGOMERY CO SCHOOL D	6.34	34.04	84.3	15.7	1.04	0	0	3.32	1.98	41
1420	CLARKSDALE MUNICIPAL S	31.9	160.26	83.4	16.6	4.9	19.15	0	5.84	2.01	194
300	AMITE CO SCHOOL DIST	12.25	61.31	83.35	16.65	4.94	3.02	0	2.26	2.03	75

611	WEST BOLIVAR SCHOOL DI	12.71	61.52	82.88	17.12	1.97	2.9	0	4.86	2.98	77
2600	Holmes Co. School Dist	30.92	141.99	82.12	17.88	0.8	19.23	0	6.86	4.03	175
6720	DREW SCHOOL DIST	6.96	31.03	81.68	18.32	0	4.95	0	2.01	0	39
7612	LELAND SCHOOL DIST	13.21	58.37	81.55	18.45	0	0.96	0	2.92	9.33	79
7320	New Albany Schools	27.35	119.49	81.37	18.63	12.09	0.8	0	12.81	1.65	153
2620	DURANT PUBLIC SCHOOL D	7.35	32.07	81.35	18.65	0	6.04	0	1.31	0	41
6721	Indianola School Distr	27.22	114.43	80.78	19.22	5.88	14.4	0	5.82	1.12	146
1400	COAHOMA CO SCHOOL DIST	21.79	90.42	80.58	19.42	2.04	14.61	0	4.62	0.52	117
500	Benton Co School Dist	16.95	70.21	80.55	19.45	9.04	0	0	4.93	2.98	91
4720	HOLLY SPRINGS SCHOOL D	23.55	95.38	80.2	19.8	8.04	3.61	0	11.73	0.17	123
2502	HINDS CO AHS	4.1	15.91	79.51	20.49	0.9	1.86	0	1.34	0	21
5411	NORTH PANOLA SCHOOLS	30.9	107.29	77.64	22.36	8.73	18.51	0	1.67	1.99	139
1500	COPIAH CO SCHOOL DIST	38.09	130.04	77.34	22.66	15.32	6.65	0	16.12	0	174
8111	COFFEEVILLE SCHOOL DIS	12.21	38.32	75.84	24.16	7.32	0	0	2.11	2.78	53
4200	LEFLORE CO SCHOOL DIST	42.74	129.65	75.21	24.79	5.53	22.21	0	14.85	0.15	176
3111	EAST JASPER CONSOLIDAT	19.72	57.55	74.48	25.52	5.97	10.79	0	2.96	0	80
8220	YAZOO CITY SCHOOLS	36.78	99.63	73.04	26.96	3.95	25.67	0	3.16	4	141
613	NORTH BOLIVAR SCHOOL D	19.03	40.78	68.18	31.82	1.02	11.69	1.02	3.89	2.43	61
6000	QUITMAN CO SCHOOL DIST	33.04	68.8	67.56	32.44	15.02	13.96	1.02	0	4.06	102
615	SHAW SCHOOL DIST	16.25	31.2	65.75	34.25	1.91	14.06	0	0.28	0	48
6812	WEST TALLAHATCHIE S.D.	31.35	54.94	63.67	36.33	8.85	17.67	0	4.83	0	87
6312	SOUTH DELTA SCHOOL DIS	32.42	51.43	61.34	38.66	9.26	22.38	0	0.78	0	87
612	BENOIT SCHOOL DISTRICT	10.15	12.77	55.72	44.28	1.65	4.59	0	2.11	1.8	26