BOARD OF TRUSTEES
MISSISSIPPI INSTITUTIONS OF HIGHER LEARNING

NO CHILD LEFT BEHIND ACT OF 2001
Public Law 107-110
Title II, Part A, Improving Teacher Quality State Grants

REQUEST FOR PROPOSALS FOR THE ESTABLISHMENT OF SUMMER INSTITUTES FOR TEACHERS
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: A. Professional development activities in core academic subject areas to ensure that:
   1. 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 technology to enhance student learning); and
   2. Principals have the instructional leadership skills to help them work more effectively with teachers to help students master core academic subjects.

B. 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:
   1. Ensure that those individuals can use challenging state and national academic content standards to include the Common Core State Standards being implemented 2014-15, student academic achievement standards, and state assessments to improve instructional practices and student academic achievement;
   2. 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
   3. Include activities of partnerships 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 (see Appendix B).

Submission: Proposals must be received at the Mississippi Board of Trustees of State Institutions of Higher Learning office by 12:00 noon on Monday, November 24, 2014. All proposals, including any additional materials, must be submitted electronically to: slee@mississippi.edu. Proposals submitted that do not meet the submission guidelines will not be accepted.

Funding: Approximately $800,000.00 is available for the 2015-2016 Improving Teacher Quality Grants.
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Title II, Part A
Improving Teacher Quality State Grant

Request for Proposals
2015-2016 Summer Institutes for Teachers

I. Background on the No Child Left Behind Act (NCLB Act)
In January of 2002, the No Child Left Behind Act of 2001 (NCLB Act), became law. Title II, Part A of this legislation authorized Federal Awards to State Agencies for Higher Education (SAHEs) for an Improving Teacher Quality competitive grant program. The intent of this program is for partnerships to use funds to increase the academic achievement of all students by conducting research based professional development activities in core academic subjects\(^1\) to ensure that teachers, highly qualified paraprofessionals, and principals have subject-matter knowledge in the academic subjects they teach, including technology to enhance instruction. The goal is to improve teaching so as to raise student achievement in core academic subjects.

The Improving Teacher Quality Program provides an excellent opportunity for the education community to make contributions toward a seamless P-20 educational system in Mississippi by improving literacy content knowledge and instructional strategies for teachers in grades K-12. By bringing collegiate faculty in academic and educational disciplines together with teachers and principals, an education environment can be provided in which creative and effective ideas and method of teaching and learning can flourish. The results of these efforts are improved teaching and improved student achievement.

Providing teachers in grades 6-12 with the proven effective instructional literacy strategies and deepening their expertise in their content area will have a direct impact on improving student achievement in these grades and therefore help reduce the number of students needing remedial courses in their first year of college. These instructional strategies will focus on helping educators with implementing the Common Core State Standards.

II. Program Administration
The SAHEs administer a portion of Title II, Part A funds to make competitive sub grants 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 and related technology to enhance instruction. The SAHEs must work in conjunction with the LEAs.

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.

\(^1\) “Core academic subjects” include English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.
The anticipated average funding per project is $90,000.
The Board of Trustees is committed to assuring the equitable participation of public and private institutions and non-profit 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 underserved. The Board also supports Graduate Teacher Scholarships in the summer which will pay tuition expenses, provided the student is fully admitted to a graduate education program and has applied for financial aid.

III. Eligible Grant Applicants
Eligibility is limited to partnerships comprised at a minimum of:
A. A private or state IHE and the division of the institution that prepares teachers and principals;
B. A school of arts and sciences; and
C. A high-need LEA. (See Appendix B) 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, a teacher organization, a principal organization, or a business.

A high-need LEA is defined as an LEA:
A. That serves not fewer than 10,000 children from families with incomes below the poverty line; or for which not less than 20 percent of the children served by the agency are from families with incomes below the poverty line (see appendix B); and
B. 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 for which there is a high percentage of teachers with temporary certification or licensing (see appendix F).

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. **All projects must adequately address the Common Core State Standards**, which were adopted by the Mississippi Department of Education for full implementation in 2014-15. At a minimum, teachers must:

1. Know how to plan intentionally for rigorous and deep learning experiences,
2. Know how to design and utilize formative assessment that ensures retention and the ability to apply learning,
3. Be able to create a learning environment that fosters deep thinking, engagement of students, integration of subject areas, and problem-based learning experiences.
4. Be able to analyze and use a variety of data to drive instructional practice.
5. Must embrace continuous professional learning.

Each of the above components should be easily identifiable by project reviewers.

B. **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.**

C. **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 proposal 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).

D. **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. Copies of LEAs professional development plan should be on file with the project directors.

E. **Priority consideration will be given to documented 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 Common Core State Standards. Additional information can be found at [http://www.mde.k12.ms.us/Curriculum/index1.htm](http://www.mde.k12.ms.us/Curriculum/index1.htm).

F. **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 (Appendix F).** 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 Common Core State Standards, 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 Common Core State Standards teacher training activities must adhere to the criteria contained in this RFP (See page 6, A.).

The Project Director (PD) must address how proposed activities will accomplish the following objectives:

A. Professional development activities in core academic subject areas to ensure that:

1. Teachers and highly qualified paraprofessionals (and, when appropriate, principals) have knowledge in the core academic subject area that the teachers teach (including knowledge of how to use technology to enhance student learning); and,
2. Principals have the instructional leadership skills to help them work more effectively with teachers to help students master core academic subjects.
3. 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.

B. 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 (one day equals 8 hours including lunch) in duration and includes a minimum of two follow-up, Saturday sessions (8 hours including lunch) within the academic year. Follow up components should be directly related to summer institutes. If working lunches are not indicated in the daily activity log and teacher leave for lunch, the activity log must document an 8 hour day.
   2. **Project Size.** Projects must demonstrate that the resources requested are adequate to meet the needs of the population to be served. Participant enrollment must equal a minimum of 60% of the enrollment of the original projection.
   3. **Project Evaluation.** Proposals must include a plan for the evaluation of the impact of the project. The cost for external project evaluation ($4000.00) must be included in the budget. The cost associated with the external evaluation of the project includes all travel and other expenses incurred by the external evaluator.
   4. **Participant Selection Process.** Proposals must include a procedure for recruiting and selecting participants. Participants must be willing to sign a commitment agreement to stay in education as a classroom teacher for a minimum of one year after participating in the project. All participants, other than those participating in leadership institutes, must be classroom teachers. Guidance counselors, librarians, and non-core subject area teachers are not considered to be classroom teachers and should not be included as participants. All participants must have a contract for the 2015-2016 school year. Retired teachers cannot be included.
   5. **Participant Compensation Rate.** Participant compensation rate will be a maximum of $100.00 per day. This stipend is provided to cover anticipated costs of attendance and is not intended to be a salary. 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.

C. Letters of Commitment and Letters of Support:
   1. Each proposal must 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/chair and partnering discipline dean/chair and the superintendent(s) of the LEA(s)
   3. Each proposal must include the 50% Rule documentation (see Appendix E). A copy of this documentation with original signatures must be mailed to: Office of Grants and Compliance, Mississippi Institutions of Higher Learning, 3825 Ridgewood Road, Jackson, MS 39211
   4. Each proposal must include a teacher commitment policy indicating a minimum of a one year commitment in the K-12 education profession as a classroom teacher.
VI. Evaluation Criteria

Proposals that satisfy eligibility criteria will be evaluated by a panel of external reviewers and the staff of the IHL Office of Academic and Student Affairs. Proposals will be evaluated according to 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;
J. Institutionalize the proposed activities.

VII. Process for Approved Applications

A. Upon awarding of the grant proposal, the applicant will be notified in writing. See Tentative Schedule for Review/Approval/Disapproval of Proposals (Section X, Page 13).
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 non-awarding of the grant proposal, the applicant will be notified in writing. See Tentative Schedule for Review/Approval/Disapproval of Proposals (Section X, Page 13).
B. Applicants may request in writing from the Director of Academic Affairs the documentation of the process by which proposals were evaluated. Justification of the request should be included.
C. If the applicant desires to appeal the decision of the reviewers, a formal hearing with the Associate Commissioner for Academic and Student Affairs, the request must come from his or her chief academic officer to the Associate 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 115-point rating system. The proposal format and point system are described below:

A. Cover Sheet  
   The cover sheet is attached as Appendix A. (0 points)

B. Abstract  
   An abstract of not more than 500 words should begin the text of the application.
   The abstract should:
   1. State whether the proposal renews a project or proposes a new project;
   2. Summarize the need for the proposed project, the goals of the project, expected outcomes, and anticipated target populations;
   3. List the names of all local participating educational agencies or other organizations; and
   4. Include the total dollar amount of the grant request. (15 points)

C. Project Narrative  
   The project narrative should describe the following:
   1. Project Goals and Objectives (85 points)
   2. Evaluation Plan
   3. Project Resources (Appendix A)
   4. Project Implementation Schedule
   5. Project Evaluation Process (Section X, Page 13)

D. Narrative  
   The narrative should describe:
   1. Project Goals and Objectives (20 points)
   2. Project Evaluation Plan
   3. Project Resources
   4. Project Implementation Schedule
   5. Project Evaluation Process

E. Appendix A  
   The appendix should include:
   1. Project Goals and Objectives
   2. Project Evaluation Plan
   3. Project Resources
   4. Project Implementation Schedule
   5. Project Evaluation Process

F. Project Summary  
   The project summary should include:
   1. Project Goals and Objectives
   2. Project Evaluation Plan
   3. Project Resources
   4. Project Implementation Schedule
   5. Project Evaluation Process

G. Project Evaluation  
   The project evaluation should include:
   1. Project Goals and Objectives
   2. Project Evaluation Plan
   3. Project Resources
   4. Project Implementation Schedule
   5. Project Evaluation Process

H. Project Evaluation Process  
   The project evaluation process should include:
   1. Project Goals and Objectives
   2. Project Evaluation Plan
   3. Project Resources
   4. Project Implementation Schedule
   5. Project Evaluation Process

I. Project Evaluation Process  
   The project evaluation process should include:
   1. Project Goals and Objectives
   2. Project Evaluation Plan
   3. Project Resources
   4. Project Implementation Schedule
   5. Project Evaluation Process

J. Project Evaluation Process  
   The project evaluation process should include:
   1. Project Goals and Objectives
   2. Project Evaluation Plan
   3. Project Resources
   4. Project Implementation Schedule
   5. Project Evaluation Process

K. Project Evaluation Process  
   The project evaluation process should include:
   1. Project Goals and Objectives
   2. Project Evaluation Plan
   3. Project Resources
   4. Project Implementation Schedule
   5. Project Evaluation Process

L. Project Evaluation Process  
   The project evaluation process should include:
   1. Project Goals and Objectives
   2. Project Evaluation Plan
   3. Project Resources
   4. Project Implementation Schedule
   5. Project Evaluation Process

M. Project Evaluation Process  
   The project evaluation process should include:
   1. Project Goals and Objectives
   2. Project Evaluation Plan
   3. Project Resources
   4. Project Implementation Schedule
   5. Project Evaluation Process

N. Project Evaluation Process  
   The project evaluation process should include:
   1. Project Goals and Objectives
   2. Project Evaluation Plan
   3. Project Resources
   4. Project Implementation Schedule
   5. Project Evaluation Process

O. Project Evaluation Process  
   The project evaluation process should include:
   1. Project Goals and Objectives
   2. Project Evaluation Plan
   3. Project Resources
   4. Project Implementation Schedule
   5. Project Evaluation Process

P. Project Evaluation Process  
   The project evaluation process should include:
   1. Project Goals and Objectives
   2. Project Evaluation Plan
   3. Project Resources
   4. Project Implementation Schedule
   5. Project Evaluation Process

Q. Project Evaluation Process  
   The project evaluation process should include:
   1. Project Goals and Objectives
   2. Project Evaluation Plan
   3. Project Resources
   4. Project Implementation Schedule
   5. Project Evaluation Process

R. Project Evaluation Process  
   The project evaluation process should include:
   1. Project Goals and Objectives
   2. Project Evaluation Plan
   3. Project Resources
   4. Project Implementation Schedule
   5. Project Evaluation Process

S. Project Evaluation Process  
   The project evaluation process should include:
   1. Project Goals and Objectives
   2. Project Evaluation Plan
   3. Project Resources
   4. Project Implementation Schedule
   5. Project Evaluation Process

T. Project Evaluation Process  
   The project evaluation process should include:
   1. Project Goals and Objectives
   2. Project Evaluation Plan
   3. Project Resources
   4. Project Implementation Schedule
   5. Project Evaluation Process

U. Project Evaluation Process  
   The project evaluation process should include:
   1. Project Goals and Objectives
   2. Project Evaluation Plan
   3. Project Resources
   4. Project Implementation Schedule
   5. Project Evaluation Process

V. Project Evaluation Process  
   The project evaluation process should include:
   1. Project Goals and Objectives
   2. Project Evaluation Plan
   3. Project Resources
   4. Project Implementation Schedule
   5. Project Evaluation Process

W. Project Evaluation Process  
   The project evaluation process should include:
   1. Project Goals and Objectives
   2. Project Evaluation Plan
   3. Project Resources
   4. Project Implementation Schedule
   5. Project Evaluation Process

X. Project Evaluation Process  
   The project evaluation process should include:
   1. Project Goals and Objectives
   2. Project Evaluation Plan
   3. Project Resources
   4. Project Implementation Schedule
   5. Project Evaluation Process

Y. Project Evaluation Process  
   The project evaluation process should include:
   1. Project Goals and Objectives
   2. Project Evaluation Plan
   3. Project Resources
   4. Project Implementation Schedule
   5. Project Evaluation Process

Z. Project Evaluation Process  
   The project evaluation process should include:
   1. Project Goals and Objectives
   2. Project Evaluation Plan
   3. Project Resources
   4. Project Implementation Schedule
   5. Project Evaluation Process
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. **Scientifically-based Research and Decision Process**  
   This section should provide a description of the documentation of research to support project activities.

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

4. **Cooperative Agreements**  
   Cooperative agreements are required as a part of the regulations of the NCLB Act and should include:  
   a. A description of the proposed region’s professional development plans and how this proposal will assist them in achieving the objectives of their plan in partnership with this project.  
   b. 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.

5. **Evaluation and Dissemination**  
   Describe the plan that will be used to evaluate the program. The evaluation plan must:  
   a. Explain how the proposed activities are aligned with the Common Core State Standards adopted by the Mississippi Department of Education for English/Language Arts and Mathematics.  
   b. Explain how the proposal will be monitored throughout its duration and how its level of final success will be determined.  
   c. Explain how the proposed activities will be used to assist teachers in developing lesson plans. Describe how the lesson plans will be disseminated and publicized.  
   d. Include measurable objectives for improved student achievement on state and local assessments. Evaluation should include both qualitative and quantitative measures.  
   e. Explain plans to disseminate and publicize proposal activities and/or research findings at the state or national level.

**D. Resources**  
(15 points)

The resource section should address each of the following:

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

2. **Key Personnel**  
   Outline in narrative form the depth of experience and expertise of key personnel. **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 reflect activities that are related to the implementation and success of the proposal and **must not exceed two pages each**.

3. **Budget**  
   a. Budget categories should reflect the requirements of the proposed activity. The following categories will be included as separate expenditures:  
      1). personnel services (salaries and fringe benefits for institutional payroll employees only),  
      2). contractual services and justifiable commodities (distinguish between office supplies versus instructional materials).  
      a. Institutions are encouraged to cost-share to the maximum extent possible.  
      b. Consultant(s) fees may not exceed $200 per day plus reimbursement for travel and lodging, 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).
c. When teachers are participating in renewal activities, the stipend for teachers will be no more than $100 per day.

d. 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)

f. Travel and conference expenses for the director and selected participants should be limited to reasonable expenses for participants at state and local meetings that are integral to the project and must be included in the original proposal. Out-of-state travel is strongly discouraged and can be included only when strong justification is provided.

g. Equipment must be clearly justified as essential for the project operation. The purchase of equipment is strongly discouraged and can be included only when strong justification is provided.

h. 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 sub grant. The provision focuses not on which partner receives the funds, but on which partner directly benefits from them. (See Appendix E)

E. Statement of Assurance (0 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 on or before the expected due date;
   c. Submitting all reports as directed within the time frame assigned.
   d. Attending all called meetings.
   e. Not exceeding line item totals in the approved budget without prior written permission from the Director of Academic Affairs. (Any transfer of funds within budget categories will also require prior written approval by the Director of Academic Affairs or her 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 University Assurance Statement the applicant agrees to the assurances stated above. (See Appendix D). A copy of this documentation with original signatures must be mailed to:
   Office of Grants and Compliance
   Mississippi Institutions of Higher Learning
   3825 Ridgewood Road
   Jackson, MS 39211
X. Tentative Schedule for Review/Approval/Disapproval of Proposals

A. Requests for Proposals
   September 15, 2014

B. Technical Assistance Meeting – 1:00 PM
   October 3, 2014

C. Receipt of proposals by 12:00 Noon
   November 24, 2014

D. Notification of Awarded Proposals
   January 9, 2015

E. Acceptance or Denial from Awardees
   (and date for requested hearing of denied projects)
   February 2, 2015

F. Meeting for Project Directors/Budget Managers
   (This meeting is **required** for all awardees)
   April 10, 2015

Proposals must be received by **12:00 Noon on November 24, 2014**. All proposals, including any additional materials, **must be submitted electronically** to: slee@mississippi.edu. Proposals received after **12:00 Noon** on November 24, 2014 will not be considered. Two hard copies of the complete proposal, including all original signatures and additional materials should be submitted to the Office of Academic and Student Affairs on or before December 1, 2014. Proposals should be mailed to:

Dr. Susan P. Lee, Director of Academic Affairs  
MS Institutions of Higher Learning  
3825 Ridgewood Road  
Jackson, MS  39211
APPENDIX A
Cover Sheet

A. LEGAL APPLICANT/RECIPIENT

1. Institution: __________________________________________________________

2. Project Director (Only One Director): ____________________________________

3. Telephone Numbers - Office: _______________  Cell: ________________

4. Fax Number: ________________________________________________________

5. Email Address: ______________________________________________________

6. Physical Location of Proposed Institute

7. University Contact Person for Contractual Signature: ____________________

8. Street /P.O. Box: _____________________________________________________

9. City: ________________________________________________________________

10. State/Zip Code: _____________________________________________________

B. TITLE OF PROJECT: __________________________________________________

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

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

E. ESTIMATED NUMBER OF PERSONS BENEFITING:

   Teachers _________ (Directly)    Teachers _________ (Indirectly)

   Students _________ (Directly)   Students _________ (Indirectly)
APPENDIX B

Will be sent as soon as MDE has sent updated information
### Name of Institution:

### Project Director’s Name:

<table>
<thead>
<tr>
<th>Personnel Services</th>
<th>Budget Amount</th>
<th>Cost Share</th>
</tr>
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<tbody>
<tr>
<td>I. Salaries</td>
<td></td>
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<tr>
<td>A. Director</td>
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<td>B. Instructors</td>
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<td>C. Clerical Support</td>
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<td>D. Graduate Assistant</td>
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<td>E. Other – must attach detailed explanation</td>
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<td>F. Fringe Benefits</td>
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#### Total Personnel Services

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<th>Travel</th>
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<td>A.</td>
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<td></td>
</tr>
</tbody>
</table>

**strong justification**

#### Total Travel

### Contractual Services

<table>
<thead>
<tr>
<th>Services</th>
<th>Budget Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Tuition</td>
<td></td>
</tr>
<tr>
<td>B. Stipends</td>
<td></td>
</tr>
<tr>
<td>C. Consultant Services/Fees/Travel</td>
<td></td>
</tr>
<tr>
<td>D. Postage</td>
<td></td>
</tr>
<tr>
<td>E. Telephone/Fax</td>
<td></td>
</tr>
<tr>
<td>F. External Evaluator (Includes Expenses)</td>
<td>$4,000.00</td>
</tr>
<tr>
<td>G. CEU Credit</td>
<td></td>
</tr>
<tr>
<td>H. Other Services</td>
<td></td>
</tr>
</tbody>
</table>

**Total Contractual Services**

### Commodities

<table>
<thead>
<tr>
<th>Commodities</th>
<th>Budget Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Office Supplies</td>
<td></td>
</tr>
<tr>
<td>B. Instructional Materials</td>
<td></td>
</tr>
<tr>
<td>C. Printing</td>
<td></td>
</tr>
<tr>
<td>D. Other – must attach detailed explanation</td>
<td></td>
</tr>
</tbody>
</table>

**Total Commodities**

### Administrative Costs

<table>
<thead>
<tr>
<th>Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>VI.</td>
</tr>
</tbody>
</table>

### TOTAL BUDGET
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]

This form should be included in your electronic proposal submission. A copy of this form should be submitted to:

Office of Grants and Compliance
Mississippi Institutions of Higher Learning
3825 Ridgewood Road
Jackson, MS 39211
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 Dr. Susan P. Lee, 601-432-6522 or e-mail at slee@mississippi.edu

*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:

Phone:

Project Director’s Signature:

Project Director’s E-mail:

This form should be included in your electronic proposal submission. A copy of this form should be submitted to:

Ms. Shirley Kelly
Office of Grants and Compliance
Mississippi Institutions of Higher Learning
3825 Ridgewood Road
Jackson, MS 39211
APPENDIX F: Will be updated as soon as information is received from MDE