**REQUEST FOR PROPOSALS**



**Early Learning Collaborative Council**

**Pre-Kindergarten Application**

**Cohort IV**

**Mississippi Department of Education**

**Office of Early Childhood**

**359 North West Street, Suite 111**

**Jackson, Mississippi 39201**

**Contact: Jill Dent, Ph.D.**

**Date: October 1, 2021**

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**GENERAL INFORMATION**

## 1**. MISSISSIPPI BOARD OF EDUCATION PROGRAM PURPOSE AND GOALS**

The Mississippi Department of Education (MDE), Office of Early Childhood, is seeking competitive written proposals for Cohort IV of the Early Learning Collaboratives.

The purpose of the *Early Learning Collaborative Act of 2013* is to provide funding to local communities to establish, expand, support, and facilitate the successful implementation of quality early childhood education and development services.

Several terms defined in the *Early Learning Collaborative Act* are used throughout this section and the application. These terms and their definitions are:

* Early Learning Collaborative: An "early learning collaborative" is a district or countywide council that writes and submits an application to participate in the voluntary pre-Kindergarten program.

An early learning collaborative is comprised, at a minimum:

* + **a public-school district (This entity must have at least one classroom.)**
	+ **and a local Head Start affiliate, if in existence. (This entity must have at least one classroom.)**

Other partners could include:

* + one or more licensed childcare centers,
	+ private or parochial schools,
	+ agencies or other organizations that work with young children and their families to provide resources and coordination even if those agencies or organizations are not pre-Kindergarten providers.
* Pre-Kindergarten Provider: A "pre-Kindergarten provider" is a public, private or parochial school, licensed childcare center or Head Start center that serves pre-Kindergarten children and participates in the voluntary pre-Kindergarten program.
* Lead Partner: A "lead partner" is a public-school district or other nonprofit entity with the instructional expertise and operational capacity to manage the early learning collaborative's pre-Kindergarten program as described in the collaborative's approved application for funds. The lead partner serves as the fiscal agent for the collaborative and shall disburse awarded funds in accordance with the collaborative's approved application. The lead partner must facilitate a professional learning community for the teachers in the pre-Kindergarten program and lead the collaborative. The lead partner ensures that the collaborative adopts and implements curriculum and assessments that align with the comprehensive early learning standards. The public-school district shall be the lead partner if no other qualifying lead partner is selected.

The MDE is tasked with specific duties in regard to the Mississippi pre-K legislation. According to legislation, the MDE shall:

1. Administer the implementation, monitoring and evaluation of the voluntary pre-K program.
2. Establish a rigorous and transparent application process for the awarding of funds.
3. Establish monitoring policies and procedures that, at a minimum, will include at least one site visit per year.
4. Provide technical assistance to Early Learning Collaboratives and their providers to improve the quality of pre-K programs.

The law also specifies that the MDE should evaluate the effectiveness of each Early Learning Collaborative and each pre-K provider. This evaluation is the Effectiveness Evaluation Plan for Early Learning Collaboratives and Other Pre-K Classrooms. This plan can be located at [Early Childhood Early Learning Guidelines 3's 4's 2018 FINAL with no mark-ups.pdf (mdek12.org)](https://www.mdek12.org/sites/default/files/Offices/MDE/OAE/OEER/Early%20Childhood/Early%20Childhood%20Early%20Learning%20Guidelines%203%27s%20%204%27s%202018%20FINAL%20with%20no%20mark-ups.pdf) pages 7 – 10.

The voluntary pre-K program is intended to improve quality and increase access to high-quality pre-K programs for four-year-old children. The MDE expects the pre-K program to accomplish and demonstrate the following outcomes:

* More children will enter Kindergarten ready to succeed in school.
* More families will have access to high-quality early education programs.
* Families will have access to information about pre-K program quality.
* Pre-K programs will receive resources and support to increase quality.
* High-quality pre-K programs will increase their collaboration with other early childhood education programs and related services.
* Pre-K programs will use curricula that are research-based and aligned with the MDE’s *Early Learning Standards for Classrooms Serving Infants Through Four-Year-Old Children.*
* Pre-K programs will implement an integrated, effective system of early childhood curriculum, instruction, assessment, and program evaluation.
* Pre-K programs will implement consistent and appropriate learning targets for children and demonstrate progress towards achieving these targets.

## 2. **ELIGIBILITY CRITERIA**

This solicitation is to provide information required to submit a response to this RFP. Please be aware that changes to previous requirements and/or eligibility may have been made.

Early learning collaborative councils eligible to be selected must:

* Use state-adopted early learning standards;
* Use evidence-based curriculum;
* Use age-appropriate assessments;
* Plan to serve students with disabilities as indicated under IDEA; and
* Meet all program criteria established by the Mississippi Department of Education (MDE) in the Mississippi Early Learning Guidelines for Classrooms Serving Three- and Four-Year-Old Children.

## 3. INFORMATIONAL WEBINAR

The MDE will host an informational session, **on October 13, 2021**, to assist potential grantee with furthering their understanding of the program and the proposal process. There is no cost for the webinar; however, registration is required. **The recorded webinar is not required to but is highly encouraged.** This webinar will be recorded and posted to the Request for Proposals webpage. **Please register for the webinar at this link:** [**https://gsmu.mdek12.org/Public/Course/Browse**](https://gsmu.mdek12.org/Public/Course/Browse)**.**

## 4. NOTICE OF INTENT TO APPLY

All entities planning to apply should submit a Notice of Intent to Apply (Attachment A, page 21). **The Notice of Intent to Apply should be received by the October 11, 2021 deadline.** The Notice of Intent to Apply is **not** required to apply but may be necessary to assist the MDE in planning purposes and preparation for proposal scoring. You must submit via email to: jdent@mdek12.org.

## 5. REQUESTS FOR INFORMATION

Questions concerning the RFP should be sent to Dr. Jill Dent @ jdent@mdek12.org.

The deadline for submitting written questions by email is **October 14, 2021, at 5:00 p.m. CST.** Copies of all questions submitted, and responses will be posted to MDE’s website [www.mdek12.org](http://www.mdek12.org/grants.htm) under the *Public Notices section/Request for Applications, Qualifications, and Proposals* and will be available to the general public on **October 18, 2021. No individual replies will be granted.**

Grantees shall acknowledge receipt of any amendment to the solicitation by signing and returning Attachment B (page 22) with the proposal. The acknowledgement must be received by the MDE by the time and at the place specified for receipt of proposals.

## 6. **PROPOSAL FORMATTING AND SUBMISSION INFORMATION**

Developed by the MDE, this proposal information package contains all the forms and instructions necessary to apply for a grant under the Early Learning Collaborative Council Pre-Kindergarten Application. Please review the enclosed materials and carefully follow the instructions for completing the grant proposal. Before submission, review the proposal requirements to ensure that all sections and documents are complete.

##  7. FORMATTING DIRECTIONS

Proposals must be submitted utilizing the format described here in the Request for Proposals (RFP). **The following components must be included, in the following order, in all proposals that are submitted. Failure to submit the required completed forms with signatures will result in the rejection of the proposal. The narrative portions of the proposal should not exceed 50 pages.**

**REQUIRED ELEMENTS submitted in this order:**

* **Notice of Intent to Apply (Attachment A, pg. 21) —*Required Signature***
* **Acknowledgment of RFP Amendments (Attachment B, pg. 22) —*Required Signature***
* **Proposal Transmittal, Standard Terms and Conditions, Assurances and Certifications Form Signatures, and Grant Application Cover Page (Part 1, pg. 23)—*Required Signature(s)***
* **Grant Checklist (Part 2, pg. 24)**
* **Assurances/Certificates (Form 2, pg. 51 - 53)—*Required Signature(s)***
* **Standard Terms and Conditions (Form 3, pg. 54-56)—*Required Signature(s)***
* **Conflict of Interest (Form 4, pg. 57)—*Required Signature(s)* *for ALL partners***
* **Partner Identification Form (Appendix A, pg. 58) —*Required Signature(s) for ALL partners***
* **Budget Summary Form (Appendix B, pg. 59)**
* **Matching Funds Chart (Appendix C, pg. 60)**
* **Letters of Support *for ALL partners***

Grantees are encouraged to submit using the following parameters:

* Submitted on 8.5” x 11” white paper using 12-point Arial font;
* Formatted using 1” margins on all sides;
* Portrait setting
* Grantee’s name and page number within the footer in the lower right-hand corner)
* All responses should be single-spaced and typed in the boxes provided within this application (pg. 25-43).

The proposal contained in this document is formatted as a fillable form. Grantees should only complete the sections of the form where information can be entered. It is not necessary to include the information and instruction sections of the RFP in the submitted application. Text boxes will expand as information is entered, but grantees should be aware of the page limits for the entire proposal as well as each section. Although the pagination in this document will automatically update as the document is completed, page numbers of the forms will change as pages are added. Required forms, resumes, and reference letters that are to be included in the body of the proposal are not subject to page limitations.

* **Part 1** is the **Proposal Transmittal, Standard Terms and Conditions, Assurances and Certifications, Form Signatures and Grant Application Cover Page** (page 23), which shall serve as the cover page of the proposal. The grantee and all partners shall complete and sign the form and attach to the proposal in response to the RFP.
* **Part 2** is the **Grant Checklist** (page 24), which enables the grantee and MDE to ensure that all sections have been completed properly.
* **Part 3** is the **Proposal**, which includes three sections. Please tab and label each section.
1. Eligibility (pages 25- 28),
2. Program Requirements (pages 29 – 43), and
3. Budget & Narrative (pages 44 – 50).
* **Part 4** is the **Forms/Appendices** (pages 51 – 60). There are five required appendices—
1. Cohort IV Partner Identification Form (page 58) and Letters of Support
2. Cohort IV Budget Summary Form (page 59)
3. Cohort IV Matching Funds Chart (page 60)
4. 501c3 and Charities’ Registration, (must be provided by grantee)
5. Schedule of Findings and Questioned Costs, (must be provided by grantee),
6. Minutes and List of Previous Council Meetings (must be provided by grantee).

Only the Appendices indicated in this RFP should be included in the proposal. Any other information included as an attachment will not be considered in the proposal evaluation.

**This grant competition is highly competitive.** Grantees should ensure that all guidelines and requirements are met before submitting proposals. Please note that the MDE staff will not grant permission to grantees to change the criteria established in the proposal. This includes extending the date and time proposals are due.

## 8. SUBMISSION AND DELIVERY OF PROPOSALS

**Please submit proposal via the shipping instructions in the solicitation or by electronic submission on or before the required deadline date to: RFXS@mdek12.org.** The subject line must include the name of the solicitation (Early Learning Collaborative Council Pre-Kindergarten Application Cohort IV) for which you are applying.

**One (1)** original copy of the sealed proposal must be received **by 2:00 p.m. CST on November 5, 2021** at the following address based upon the delivery method used:

**Ship Proposals to**: Monique Corley, Director

**(FedEx, UPS, etc.)**  Office of Procurement

 Mississippi Department of Education

 **Early Learning Collaborative Council Pre-**

 **Kindergarten Application Cohort IV**

359 North West Street

 Jackson, MS 39201

 **(DO NOT OPEN)**

## 9. RISK OF DELIVERY

* The grantee is responsible for ensuring the competitive proposals are received in the Office of Procurement by the deadline and assumes all risks of delivery.
* Proposals and modifications received after the time designated in the RFP will be considered **late** and will not be considered for award. Proposals must be received by the deadline to be considered.
* At the time of receipt of the proposals, the proposals will be date stamped, and recorded in the Office of Procurement.
* Incomplete proposals will not be evaluated and will not be returned for revisions. No faxed submission will be accepted.
* The proposals must be signed by the lead partner and partners’ authorized official to bind the grantee to the proposal provisions.
* The grantee is responsible for submitting the appropriate number of copies.

The MDE is required to enforce the established submission deadline to ensure fairness to all grantees. Faxed proposals are not acceptable and will not be reviewed by the MDE.

It is the responsibility of the grantee to ensure and verify, via the delivery service, that the **proposal** package, in its entirety, is received by the deadline. Due to the periodic disruptions to normal mail delivery, we strongly encourage you to utilize an alternative method (e.g., a commercial carrier such as Federal Express or UPS, U.S. Postal Service Express mail, or a courier service) to deliver proposal packages to the MDE.

**Supplemental or revised proposal information, either from the grantee or another source, will not be accepted. A proposal package must contain every element intending to be submitted.** Grantees are encouraged to carefully review the procedures for submitting their materials. No changes or additions to a proposal will be accepted after the deadline.

Grantees are strongly encouraged to submit only the requested information. Readers will have limited time to evaluate proposals; and for that reason, their consideration of the proposal against the selection criteria will focus solely on the required sections of the proposal; and the appendices. Supplementary materials such as videotapes, CD-ROMs, publications, press clippings, and testimonial letters will not be reviewed nor will they be returned to the grantee.

Before proposals are forwarded to the readers, MDE staff will review proposals for formatting and submission requirements. To be read and scored, all proposals must follow the formatting and proposal submission directions. Please be advised that **proposals that fail to contain any of the required elements will not be given to readers for scoring.** Please see the *Required Elements Checklist* (*Supplemental Form A*) for mandatory proposal components. Those grantees may reapply during a future grant competition, if funding is available.

## 10. CONDITIONS OF SOLICITATION

The MDE reserves the right to accept, reject, or negotiate regarding submitted proposals based on the evaluation criteria contained RFP. The final decision to award a grant rests solely with the MDE.

The grantee should note the following:

1. The MDE will not be liable for any costs associated with the preparation of proposals incurred by the grantee.
2. The selection of a grantee is contingent upon favorable evaluation of the proposal; approval of the proposal by the review panel selected by MDE, approved budget and the State Board of Education approval.
3. The selection of a grantee is contingent upon successful negotiation of any changes to the proposal as required by MDE.
4. The MDE also reserves the right to accept any proposal submitted for grant award, without negotiation. Therefore, grantees are advised to propose their most favorable terms initially.

Grantees will be required to assume full responsibility for meeting all specified requirements stated in the RFP.

## 11. ACCEPTANCE OF PROPOSALS

The Mississippi Department of Education (MDE) reserves the right, in its sole discretion, to waive minor irregularities in proposals. A minor irregularity is a variation of the RFP that does not affect the proposal or the competitiveness, give one party an advantage or benefit over other parties, or adversely impacts the interest of the MDE.

## 12. REJECTION OF PROPOSALS

Proposals that do not conform to the requirements of this RFP will be rejected by the Mississippi Department of Education. Proposals will be rejected for reasons below:

* The proposal is received late. Late proposals will be maintained unopened in the procurement file.
* The proposal contains unauthorized amendments to the requirements outlined in the RFP.
* The proposal required signatures have not been obtained.
* The proposal contains misleading signatures, statements or references.
* The proposal is incomplete or contains irregularities that make the proposal indefinite or ambiguous.
* Proposals that do not meet and conform to all requirements as outlined in *Supplemental Form A, Required Elements Checklist* on page 20.
* The grantee has previously been cited with major and/or significant deficiencies by the MDE in one or more programs or included on the debarment list.
* Required forms and attachments are not included in the proposal, including Grant Checklist.
* The proposal is determined non-responsive.
* The grantee owes the State money.
* The grantee did not perform prior services in a proper, workmanlike, and/or dignified manner.
* The Format and Procedure for Delivery of Proposals Section was not followed.
* In person delivery.

## 13. DISPOSITION OF PROPOSALS

All proposals become the property of the state of Mississippi.

**Protest/Complaint Policy**

When an award complaint is issued, the complaint must be submitted in writing to the Mississippi Department of Education, Office of Early Childhood.

Complaints should be sent to the Office of the Superintendent. The mailing address is: Mississippi Department of Education, PO Box 771, Jackson, Mississippi 39205-0771.

## 14. CONFLICT OF INTEREST

**Each subgrantee/partner must maintain a written conflict of interest policy.**

## 15. TENTATIVE TIMELINE OF ACTIVITIES

The Early Learning Collaborative Council Pre-Kindergarten Application expects to recommend approval of new grantees at the December 2021 meeting of the State Board of Education (SBE). All new grantees approved for funding by the SBE at that time must attend subsequent mandatory meetings for grantees. An award and non-award letter will be sent to grantees confirming the SBE’s action. The award letter will include specific information on these tentative meeting dates and times. Important tentative dates and activities related to this round of proposals are listed below.

|  |  |
| --- | --- |
| **Important Dates** | **Activity** |
| October 1, 2021October 8, 2021 | RFP Issued Email and Post to MDE Website/Newspaper |
| October 11, 2021 | Deadline for Notice of Intent to Apply |
| October 13, 2021 | Workshop |
| October 14, 2021 | Deadline for submitting questions |
| October 18, 2021 | Questions will be posted to the MDE website |
| November 5, 2021, by 2:00 p.m. | Proposals deadline by 2:00 PM CST |
| November 9 – 12, 2021 | Evaluation of proposals |
| November 16- 18, 2021 | Interviews with programs |
| January 20, 2022 | State Board of Education approval |
| January 21, 2022 | Notification of awards and non-awards  |
| January 28, 2022 | Budget Revisions due (if needed) |

## 16. DETAILS

1. **Eligibility Criteria**

Grantees must demonstrate that they meet the components of the Early Learning Collaborative and are eligible to apply prior to having their application reviewed. Those components are as follows:

An early learning collaborative is comprised, at a minimum:

* a public-school district (This entity must have at least one

classroom.)

* and a local Head Start affiliate, if in existence. (This entity must

have at least one classroom.)

Other partners could include:

* one or more licensed childcare centers,
* private or parochial schools,
* agencies or other organizations that work with young children and

their families to provide resources and coordination even if those

agencies or organizations are not pre-Kindergarten providers.

**Applications that do not meet requirements in this section, and the Eligibility and Program Requirements on pages 25-43 will be disqualified from the competition and will not be reviewed.**

1. **Good Standing**

Grantees that previously received a grant award must be in good standing with MDE to receive a grant award through this RFP. If a grantee is not in good standing, then its Proposal will not proceed to Phase 2 of the proposal process.

1. **Program Activities**

Each eligible entity receiving an award will use the funds to carry out activities that advance student achievement and support student success, including

Grantees will be responsible for submitting information to the MDE in a timely manner. Throughout the year grantees will report information about the program to respond to the NIEER benchmark reporting components and collaborative data, such as, number of children served, site information, teacher information, tax-credit information, request for funding submissions, etc. Failure to respond after several attempts may impact immediate funding requests.

Each year collaborative sites will be monitored, and a CLASS observation will be conducted in every classroom.

All sites will receive a monitoring visit at least once during the school year between November and May. Representatives from the MDE will utilize the Early Learning Collaborative Monitoring Tool. CLASS observations will be completed at least once annually. All sites are required to complete at least 2 (fall and spring) Comprehensive Early Learning Assessments-CELA (Brigance III).

Grantees will be supplied online tools to assist with professional development and reporting capabilities. Grantees will be responsible for utilizing the professional development tools supplied and required to submit collaborative information online in the reporting tool.

The grantee fully understands and assures compliance with the Standard Terms and Conditions and Assurances and Certifications (Part 4, pages 51 - 56) and requirements contained in the RFP, in accordance with state and federal regulations requirements and MDE policy and requirements pertaining to this program.

The grantee also assures that all guidelines and requirements of implementing the Early Learning Collaborative Act will be followed including the Mississippi Early Learning Guidelines for Classrooms Serving Three- and Four-Year-Old Children and utilization of the Mississippi Early Learning Standards, all data requested will be submitted in a timely manner, and all guidance in the RFP will be followed and implemented.

Grantees are also obligated under Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, and the Individuals with Disabilities Education Act to ensure that their proposed program activities are outlined and are accessible to persons with disabilities.

## 17. GRANT PERIOD

A subgrant award is made available for an approved project period up to three years contingent upon the availability of continued funding, and evidence of progress as documented in the annual evaluation report. The grant period will be January 1, 2022 to June 30, 2024. The first term of the grant (January 1, 2022 to June 30, 2022) will be considered a planning period. No later than grant year two, August 2022, pre-Kindergarten children will be served in classrooms.

## 18. AWARD AMOUNTS

Funds are subject to appropriations by the state government. The total of the award/s divided among grantees will be in the amount of $6,446,250 per year. All grants will be awarded up to three years contingent upon proper implementation of the proposed project and completion and submission of all required documentation and future appropriations. Funding to eligible school districts/organizations is subject to State Board of Education approval**. The Mississippi Department of Education reserves the right to negotiate grant award amounts with all Grantees.**

When determining the amount to be requested, grantees are required to consider the needs of the community and the number of students to be served. All grantees must submit budgets. Recipients will receive funding each year pending appropriations. Once an early learning collaborative's plan is approved and funded, the collaborative and prekindergarten providers shall receive funds on an ongoing basis unless the collaborative’s prekindergarten providers no longer meet the criteria to participate in the program.

The MDE total grant award to be divided among grantees is $6,446,250. Funding per child is based on the length of the program day. The budget allocation is created by the number of four-year-old children (by September 1st of a given year) that will be served in the collaborative. Funding will be provided to Early Learning Collaboratives on the basis of $2,500 per student enrolled in a full-day program and $1,250 per student enrolled in a half day program proposed in the collaborative’s application.

* Full-day programs must include no less than 1,080 hours per school year, or six hours per day for 180 days, for $2,500 in state funding per child with at least a $2,500 local match per child.
* Half-day programs must include no less than 540 hours per school year, or three hours per day for 180 days, for $1,250 in state funding per child with at least a $1,250 local match per child.

It is the intent of MDE to award approximately 2,578 pre-K slots for 4-year-old children through this grant competition.

## 19. USE OF FUNDS

Funds are used for program implementation, as well as for operating expenses such as:

* Personnel and personnel benefits;
* Staff development and training;
* Consultants, subcontractors and evaluators; and
* Classroom equipment, materials, and supplies.
* Specific categories of allowable expenses include hiring additional and/or more qualified teaching staff, purchasing appropriate educational materials, purchasing equipment or technology used for educational purposes, providing professional development, administering age-appropriate child assessment, and transporting students using no more than 10% of total budget.
* Specific categories of non-allowable expenses include costs associated with writing the application, costs for entertainment, land acquisition, capital improvements/permanent renovations not required to maintain licensing requirements, tuition for staff to pursue required teaching degrees, stationary playground equipment, supervisory salary and fringe benefits, cost of substitute teachers, cost to attend out of state conferences (lodging, transportation, meals), and indirect cost.

Please see Section III – Budget & Narrative (page 44-50) for further guidance to develop the budget component of this proposal.

Subgrantees should be aware that funds must be used in a manner consistent with all requirements of the statute and must be used only to supplement, not supplant, any federal, state, local, or non-federal funds available to support activities.

## 20. BUDGET REQUIREMENTS

All grantees’ budgets must meet the following requirements:

* June 1st is the last day to modify budget
* June 30th last day to spend for previous year with liquidations by July 12
* Budget requests due 1st of each month
* Please see the complete list on pages 44-45

## 21. RESPONSIBILITIES OF A FISCAL AGENT

The following are some of the expectations, roles, and responsibilities of a fiscal agent:

1. As the official subgrant recipient, all awards must be adopted by the Local Board of Education for LEAs or the Board of Directors for non-LEAs.
2. Administer the subgrant from award to closeout in accordance with all applicable laws and regulations.
3. Serve as the organizational representative and point-of-contact for all business management aspects of the award agreement.
4. Apply appropriate management controls using management systems, checklists, and records, including, but not limited to:
5. Internal Controls
6. Safeguard assets; ensure reliability of accounting data and subgrant terms and conditions
7. Operating Controls
8. Fiduciary procedural manuals; budgetary control
9. Accounting Controls
10. Implement controls to ensure reliability of recorded financial data;
11. Maintain appropriate level of transaction review and authorization;
12. Develop and implement proper procurement procedures and cash management procedures that are well defined; and
13. Develop procedures that facilitate timely review and audit of financial activity.
14. Compliance Controls
15. Consider mechanisms to monitor and review compliance with subgrant terms (i.e., ensure grant funds are disbursed only to eligible recipients);
16. Ensure **all** expenditures and disbursements are consistent with the objectives of the subgrant award and comply with applicable federal, state, and local laws and regulations governing the program and use of funds.
17. Document Control System
18. Develop written documentation of adequate internal operating and accounting controls that demonstrate evidence of controls related to grant compliance.
19. Assemble appropriate staff resources and communicate all compliance requirements and resources of the subgrant.

6. Keep abreast of changes in policies, procedures or requirements and continue to advise program staff of subgrant requirements.

7. Request any further “prior approvals” when identified.

8. Submit subgrant reimbursement requests no later than July 1 with liquidations

 by July 12, 2022, 2023, 2024.

1. Eligibility of Expenditures
	1. Adhere to the list of eligible activities for which funds under the program may be spent, as well as allowable cost objectives in applicable cost principles; and
	2. Ensure that transactions are made in a reasonable and prudent manner, are allowable and allocable, and avoid double charging and ensure that credits are applied appropriately.

9. Prepare necessary reports:

1. Source Documentation
2. Appropriately support transactions entered into the subgrantee’s system
3. Documentation tracks each subgrant transaction and supports the validity of financial data reported; and
4. Maintain separate funding lines for funds
5. Audit Trail
	1. The lowest level of detail the system should provide is documentation that supports all transactions (e.g., invoices, contracts, purchase orders);
	2. The overall recordkeeping system should be able to trace financial statement balances through the subgrantee’s general ledger, cash books and other journals; and
	3. Amounts claimed on financial statements and reports accurately reflect the accounting books and records from which they were prepared.

10. Use feedback from site visits by the MDE to enhance the program, show organizational strength, and demonstrate commitment to the project.

11. Keep the MDE and the public aware and informed about grant project progress.

12. Evaluate the extent to which measurable project objectives are being met.

13. Liquidate all obligations incurred under the award within the set deadline.

14. Ensure and oversee the performance of final audits and resolution of findings.

15. Establish adequate system for records retention.

## 22. PROGRAM REPORTS AND EVALUATION

Grantees will be responsible for submitting information to the MDE in a timely manner.  Throughout the year grantees will report information about the program to respond to the NIEER benchmark reporting components and collaborative data, such as, number of children served, site information, teacher information, tax-credit information, request for funding submissions, etc.  Failure to respond after several attempts may impact immediate funding requests.  CLASS observation will be conducted in every classroom.

All sites will receive a monitoring visit at least once during the school year between November and May. Representatives from the MDE will utilize the Early Learning Collaborative Monitoring Tool.

Grantees will be supplied online tools to assist with professional development and reporting capabilities.  Grantees will be responsible for utilizing the professional development tools supplied and required to submit collaborative information online in the reporting tool.

##  23. PROPOSAL REVIEW AND SELECTION PROCESS

This section covers the criteria a grantee must address when submitting a proposal. The proposal is the organization’s program operating plan, not simply a proposal. The stated plan must be implemented with fidelity upon SBE approval. When completing the proposal, please remember that subgrantees will not be permitted to change the program’s scope (i.e., type of services and/or target population) that is originally outlined in the proposal, scored by reviewers during the proposal review process, and approved by the SBE. This is designed to provide basic fairness to grantees for competitive subgrants.

Eligible proposals received by the stated submission deadline will be evaluated using the selection criteria described in the following section. Proposals will be rated and ranked by a review team composed of MDE staff and/or external members. Proposals receiving the greatest number of points will be recommended to the State Board of Education for funding. MDE will fund applications in the order of their rank until funds are exhausted.

Proposals submitted by the specified time in the specified format and containing the parts described in the Format and Procedure for Delivery of Proposal section shall be evaluated by an Evaluation Committee selected by the MDE. Evaluation will be according to the Pre-K RFP Rubric.

Application review will take place in three stages.

* **Stage 1**: The first part of each application will be reviewed for eligibility according to the rubric. If grantees are deemed not eligible, the application will not be reviewed by the team of reviewers and will be rejected. Eligibility components are contained in respective sections (Part 1 – page 23; Part 2 – page 24; Part 3 -Section I.A.1 & 2 – page 25; Section I.C. – page 27; Section II.F. – page 38; Section II.G. – page 38; and Part 4 – page 51-60).
* **Stage 2**: Reviewers will score parts 2 and 3 of each eligible application using the remainder of the rubric. Rubric scores for each of the three parts will be added to determine which grantees will make it to the interview round. Please see the table below for point values.
* **Stage 3**: Finalists will be invited to an interview round. Interviews will be conducted online. Interview scores will be added to the rubric scores to determine a final ranking. MDE will fund applications in the order of their rank until funds are exhausted.

Application review is expected to be completed **November 9-12, 2021**, and finalist need to be prepared to accept invitations and participate in the interviews that will take place **November 16-18, 2021,** if the application has reached the point threshold to be offered an interview. Award announcements will be made **January 21, 2022.**

**Evaluation Criteria**

***Rubric Point Values for Proposals (Part 3)***

|  |  |  |
| --- | --- | --- |
| **Section** | **Available Points** | **Required to Make Interview Round** |
| 1. Eligibility\*
 | 10 | 7 |
| 1. Program Requirements\*
 | 45 | 30 |
| *Preference Points* | *4* |  |
| 1. Budget & Narrative\*
 | 20 | 12 |
| **Rubric TOTAL** | **79** |  |
| Interview | 25 |  |
| **Grand Total** | **104** |  |

\*Any score of “ineligible” will disqualify the application from further review.

Upon completion of the evaluation process and approval by MDE State Board of Education, the grantees will be notified of the award or non-award. The grant award documents will be prepared and forwarded to the lead partner for review and signature.

## 24. FORMS

Each of the forms in this section must be included for each submission and can be found on the MDE website under the Request for Proposals tab. Please follow the instructions detailed in the previous sections, as well as on the individual forms, when completing the attachments. Any questions should be submitted to jdent@mdek12.org.

##  SUPPLEMENTAL FORM A – REQUIRED ELEMENTS CHECKLIST

The proposal **mus**t include **all** the required components listed on this form to proceed to Phase 2 of the proposal process. Proposals without all required components and forms will not be reviewed (Phase 2). **The narrative portions of the proposal should not exceed 50 pages.**

**REQUIRED ELEMENTS submitted in this order:**

* **Notice of Intent to Apply (Attachment A, pg. 21) —*Required Signature***
* **Acknowledgment of RFP Amendments (Attachment B, pg. 22) —*Required Signature***
* **Proposal Transmittal, Standard Terms and Conditions, Assurances and Certifications Form Signatures, and Grant Application Cover Page (Part 1, pg. 23)—*Required Signature(s)***
* **Grant Checklist (Part 2, pg. 24)**
* **Assurances/Certificates (Form 2, pg. 51 - 53)—*Required Signature(s)***
* **Standard Terms and Conditions (Form 3, pg. 54-56)—*Required Signature(s)***
* **Conflict of Interest (Form 4, pg. 57)—*Required Signature(s)* *for ALL partners***
* **Partner Identification Form (Appendix A, pg. 58) —*Required Signature(s) for ALL partners***
* **Budget Summary Form (Appendix B, pg. 59)**
* **Matching Funds Chart (Appendix C, pg. 60)**
* **Letters of Support *for ALL partners***

**FORMATTING and SUBMISSION DIRECTIONS**

**Grantees must:**

* Include **one** **(1)** completed **original** proposal with original signatures preferably in blue ink, secured solely by a single binder clip at the top
* **Assemble the proposal and submit in the order as noted above**

Grantees are encouraged to submit proposals using the following parameters:

* Submitted on 8.5” x 11” white paper using 12-point Arial font;
* Formatted using 1” margins on all sides;
* Portrait setting
* Grantee’s name and page number within the footer in the lower right-hand corner
* All responses should be single-spaced and typed in the boxes provided within this application (pg. 25-43) and (pg. 47-49).

****

## ATTACHMENT A - NOTICE OF INTENT TO APPLY

 , 2021

Dear Dr. Dent:

This notice confirms that (organization) is interested in applying for the Early Learning Collaborative Council Pre-K grant and intends to submit a proposal by the **October 11, 2021** deadline.

Organization Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Superintendent/Director/Fiscal Agent\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Address\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

City\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_State\_\_\_\_\_\_\_\_\_\_\_\_\_\_Zip\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Phone\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Sincerely,

Authorized Signature

Title of Authorized Person

***Please complete and email this form to Jill Dent at*** jdent@mdek12.org***.***

## ATTACHMENT B – ACKNOWLEDGEMENT OF RFP AMENDMENTS

I acknowledge all amendments to this RFP. The responses to questions will be treated as amendments to the RFP and will require acknowledgment.

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Grantee Signature Date

**PROPOSAL FORMS**

## Part 1 – Proposal Transmittal, Standard Terms and Conditions, Assurances and Certifications Form Signatures, and Grant Application Cover Page

The proposal cover page must be signed by the Collaborative Lead Partner and all partner’s representatives.

|  |  |
| --- | --- |
| Collaborative Name |  |
| Lead Partner Name |  |
| Contact Name |  |
| Physical Address |  |
| City |  | Zip |
| Mailing Address |  |  |  |
| Phone Number |  |
| E-mail Address |  |

By my signature below, I hereby represent that I am authorized to and do bind the grantee to the provisions of the attached proposal. The undersigned offers and agrees to perform the scope of work outlined in Part 3 – Proposal (pages 25 – 43) in accordance with provisions set forth in the Request for Proposals (RFP). Furthermore, the undersigned fully understands and assures compliance with the Standard Terms and Conditions and Assurances and Certifications (Part 4, pages 51 – 56) and requirements contained in the RFP, in accordance with state and federal regulations requirements and MDE policy and requirements pertaining to this program. The grantee also assures that all guidelines and requirements of implementing the Early Learning Collaborative Act will be followed including the *Mississippi Early Learning Guidelines for Classrooms Serving Three- and Four-Year-Old Children* and utilization of the *Mississippi Early Learning Standards*, all data requested will be submitted in a timely manner, and all guidance in the RFP will be followed and implemented.

The grantee certifies that the information submitted on this proposal is true and correct. The undersigned is fully aware of the evaluation criteria to be utilized in awarding the grantee agreement. The signatures below are required to determine eligibility. **Duplicate this page as needed to obtain all partner’s signatures.**

|  |  |  |
| --- | --- | --- |
|  |  |  |
| Lead Partner Authorized Official's Signature |  | Date |
|  |  |  |
| Lead Partner Authorized Official's Typed Name | Entity | Position |
|   |  |  |
| Authorized Partner’s Signature |  | Date |
| Authorized Partner's Typed Name | Entity | Position |
|  |  |  |
| Authorized Partner's Signature |  | Date |
| Authorized Partner's Typed Name | Entity | Position |

## Part 2 – Grant Checklist

2021 - 2022 Pre-K ELC RFP CHECKLIST INSTRUCTIONS: Complete the checklist. Failure to include items marked with “\*” will cause the application to be rejected. Failure to include items marked with “†” will negatively affect the application’s score.

Lead Partner Name: Click or tap here to enter text.

|  |  |  |
| --- | --- | --- |
| **Item** | **For Grantee Use** | **For MDE Use** |
| Part 1 – Proposal Transmittal, Standard Terms and Conditions, Assurances and Certifications Form Signatures, and Grant Application Cover Page\* (page 23) | [ ]  Signed, completed, and attached. | [ ]  Signed, completed, and attached.[ ]  Not completed.[ ]  Not signed.[ ]  Not attached. |
| Part 2 – Grant Checklist\*(page 24) | [ ]  Completed and attached. | [ ]  Completed and attached.[ ]  Not completed or not attached. |
| Part 3 – Proposal\* *Complete and attach the application.* | [ ]  1 proposal attached. | [ ]  1 proposal attached.[ ]  No (or too few) proposals attached. |
| Part 4 – Appendices *Complete and attach the appendices in the order appearing on this checklist.* | [ ]  Appendix A - Cohort IV Partner Identification Form (pg. 58) and Letters of Support \*[ ]  Appendix B - Cohort IV Budget Summary Form\* (pg. 59)[ ]  Appendix C - Cohort IV Matching Funds Chart\* (pg. 60)[ ]  Appendix D -501c3 and Charities’ Registration\*[ ]  Appendix E - Schedule of Findings and Questioned Costs†[ ]  Appendix F - Minutes and List of Previous Council Meetings†  | [ ]  All relevant appendices attached.[ ]  Some or all appendices are missing. |

## Part 3 – Proposal

The proposal shall consist of a narrative that provides a description of the following sections:

1. Eligibility,
2. Program Requirements, and
3. Budget & Narrative

###  Eligibility

The narrative shall not exceed 50 pages. All pages of the narrative must be one-sided, single-spaced and in 12-point (Arial) font.

**This section may be no more than 10 pages total.**

1. Organizational Structure of Lead Partner

All applications must designate a Lead Partner that fulfills the legal requirements, as defined by the *Early Learning Collaborative Act*. Please respond to the following questions so that reviewers may determine whether the Lead Partner meets requirements.

|  |
| --- |
| 1. Name of Lead Partner: Click or tap here to enter text.

Sign the Assurances found in Forms and attach as Part 1 & 2. Designation of one of the following entities as a lead partner will determine eligibility for the application.Lead Partner is[ ]  A public school district[ ]  A non-profit entity***If a non-profit entity,*** provide evidence of the organization’s non-profit status by attaching the organization’s 501c3 determination letter and a current Mississippi charities’ registration certificate in Appendix D. |

The Lead Partner must serve four-year-old children in a classroom by directly providing pre-K instruction to four-year-old children. A school district or organization that only provides support services to others engaged in pre-K instruction does not meet the definition of serving four-year-old children in a classroom. Compliance with this component will determine eligibility for the application.

|  |
| --- |
| 1. Does or will the Lead Partner serve four-year-old children in a classroom?

Click or tap here to enter text. |

1. Capacity to Fulfill Duties of Lead Partner

Lead Partners must have the “instructional expertise and operational capacity” to implement the collaborative’s proposed plan. Please answer the following questions to demonstrate instructional and operational capacity.

|  |
| --- |
| 1. Please describe the previous success the Lead Partner has had in implementing early childhood education programs for four-year-old children. Include the history of these efforts, the size of these efforts, and the child outcomes associated with these efforts.

If the Lead Partner has never implemented early childhood education programs for four-year-old children, provide evidence that the Lead Partner is capable of implementing such programs successfully. Evidence may include a track record of success implementing programs for children between ages 5-8, newly hired experts with high-quality experiences, or other evidence.Click or tap here to enter text. |

|  |
| --- |
| 1. Please describe the Lead Partner’s experience in successfully managing projects with multiple partners.

Click or tap here to enter text. |

|  |
| --- |
| 1. Please describe the perspective, from a fiscal capacity, of the Lead Partner’s experience in successfully managing large grant programs. Include details about the Lead Partner’s ability to manage cash flow with grants operating on a reimbursement basis, ability to complete financial reporting in a timely manner, and ability to work with several contractual partners. Include as Appendix E the Lead Partner’s Schedule of Findings and Questioned Costs from its most recent audit.

Click or tap here to enter text. |

|  |
| --- |
| 1. Please describe the Lead Partner’s experience with implementing professional learning communities and other high-quality professional development programs.

Click or tap here to enter text. |

|  |
| --- |
| 1. Please describe the Lead Partner’s experience managing student data for large-scale education projects, including using a student data package for managing and reporting student information.

Click or tap here to enter text. |

|  |
| --- |
| 1. If the Lead Partner is a non-profit, please provide a brief history of the non-profit, including a summary of the non-profit’s accomplishments.

If the Lead Partner is a school district, please list the district’s accountability rating for the previous school year (or the last rating issued), the percentage of children passing the third-grade reading test, and a brief summary of the district’s academic accomplishments. If the district has been taken over by the state in the last five years, please list the year the district went into conservatorship and its current status.Click or tap here to enter text. |

|  |
| --- |
| 1. Briefly describe the personnel who will serve in leadership roles for the program within the Lead Partner. List each person’s name, title, experience, and role in leading the program.

For the primary point of contact for the program (for example, the pre-K coordinator or manager), describe what other responsibilities this person has and the expected number of weekly hours this person will devote to the pre-K program. The coordinator of the program should have knowledge of child development and expectations of four-year-old children, be able to coordinate a grant program, work cooperatively with all collaborative partners, and be a resource and support for the teachers. This person will need to be responsive to MDE, the requirements of the RFP, and the application the collaborative submits to MDE. (Two preference points will be awarded for applications that include a pre-K coordinator or manager who devotes no less than 80% of their time to the ELC project.)Click or tap here to enter text. |

1. Partners Within the Proposed Collaborative

Grantees must apply for funding on behalf of a qualified early learning collaborative. Please remember the following requirements as each will determine eligibility for the application:

* The collaborative may be a school district-wide or a countywide collaborative. Collaboratives may include more than one school district.
* Each collaborative must be led by a qualified Lead Partner.
* Each collaborative must have at least two partners who meet the definition of a “pre-Kindergarten provider.” This means that at least two partners must apply to operate classrooms for four-year-old children.
* At least one partner must be a public school district. A Head Start center, if one exists within the boundaries of the collaborative, must also be a partner. Licensed childcare partners are strongly encouraged.
* A collaborative may have as many partnering providers as it can manage.
* Organizations that do not meet the definition of a provider may participate in the collaborative once the collaborative has at least two partnering providers but cannot receive funds intended to provide classroom services.
1. Below, please list each partner, their provider type, and whether the provider will serve four-year-old children. For each listed partner, a Partner Identification Form (Appendix A, page 58) must be completed and attached along with a letter of support.

| **Name of Partner** | **Partner Type** | **Will this partner operate classrooms for four-year-old children?** |
| --- | --- | --- |
| Lead Partner: Click or tap here to enter text. | LEA | [ ]  Yes[ ]  No |
| Partner: Click or tap here to enter text. | LEA | [ ]  Yes[ ]  No |
| Partner: Click or tap here to enter text. | LEA | [ ]  Yes[ ]  No |
| Partner: Click or tap here to enter text. | LEA | [ ]  Yes[ ]  No |
| Partner: Click or tap here to enter text. | LEA | [ ]  Yes[ ]  No |
| Partner: Click or tap here to enter text. | LEA | [ ]  Yes[ ]  No |
| Partner: Click or tap here to enter text. | LEA | [ ]  Yes[ ]  No |
| Partner: Click or tap here to enter text. | LEA | [ ]  Yes[ ]  No |
| Partner: Click or tap here to enter text. | LEA | [ ]  Yes[ ]  No |

###

### Program Requirements

**This section may be no more than 30 pages total.** Suggested page limits are provided for each subsection.

1. History of and Commitment to Collaboration

Collaboratives in the initial phase of implementation of the pre-K program must demonstrate existing strong local collaboration among early education stakeholders. Please respond to the following questions about the history of and commitment to collaboration in the grantee’s area. *The suggested page limit for this subsection is 5 pages.*

|  |
| --- |
| 1. Prior to the founding of the proposed collaborative council, what efforts did partners make to collaborate? Be specific by including names of partners, projects that required collaboration, and dates of previous efforts.

Click or tap here to enter text. |

|  |
| --- |
| 1. Did members/partners of the collaborative participate in any of the following programs?
* [ ]  Excel by 5
	+ List participating partners: Click or tap here to enter text.
* [ ]  SPARK
	+ List participating partners: Click or tap here to enter text.
* [ ]  Mississippi Building Blocks
	+ List participating partners: Click or tap here to enter text.
* [ ]  Other formal collaboration program: Click or tap here to enter text.
	+ List participating partners: Click or tap here to enter text.
 |

|  |
| --- |
| 1. Briefly describe the history of the proposed collaborative council, including the date it was founded, why it was founded, and its mission. Attach the minutes of the most recent meeting of the council as well as a list of previous meeting dates in Appendix F. You will create your own Appendix F which must include the required elements (meeting minutes).

Click or tap here to enter text. |

|  |
| --- |
| 1. How often will the collaborative council meet? (Collaborative councils must meet *at least* monthly.)

Click or tap here to enter text. |

|  |
| --- |
| 1. How will the proposed council make decisions? Who will set the agenda for each meeting?

Click or tap here to enter text. |

|  |
| --- |
| 1. What will be within the scope of decision-making power for the council? In other words, what decisions will the council make versus the Lead Partner or each individual provider?

Click or tap here to enter text. |

|  |
| --- |
| 1. Which council members participated in the writing of the application, and what were their roles?

Click or tap here to enter text. |

1. Need for Pre-Kindergarten

To be funded, collaboratives must demonstrate a need for pre-Kindergarten services by showing either low academic achievement in the school districts participating in the collaborative or a high number and percentage of children without quality pre-Kindergarten options. *The suggested page limit for this subsection is 2 pages.*

|  |
| --- |
| 1. For each school district in the proposed collaborative list the following data points:
* 2018-2019 Kindergarten readiness rate

Click or tap here to enter text.* Percentage of children retained due to the third-grade reading test

Click or tap here to enter text. * Describe the district grade assignments. (If a district has a D or F grade assignment, they will be awarded two preference points within the rubric.)
 |

|  |
| --- |
| 1. Describe the need for pre-Kindergarten services in the proposed collaborative’s area. Include the following data points that highlight the following:
* The collaborative areas lack of access to pre-Kindergarten services meeting state standards,
* The percent of students meeting the free and reduced lunch program requirements,
* Percent of students in the district that are performing below levels 4 and 5 on the state administered assessment,
* retention rates in the district that exceed five percent,
* underserved special populations (race/ethnicity, gender, socioeconomic status, disability, migrant, homeless status, students with a parent in the military, and students in foster care),
* and percent of students in the district that are English Language Learners.

Click or tap here to enter text. |

1. Children Served, Classrooms, Class Size, and Teacher-Child Ratio

Please remember the following requirements when answering questions related to children served, classrooms, class size, and teacher-child ratios:

* Children eligible to be served in the program with grant funds must be four years of age by September 1.
* Collaboratives may propose to serve as many children as necessary to meet the demand for pre-K in their communities and as they have the capacity to serve. The number of classrooms proposed should be sufficient for the number of children the collaborative expects to serve.
* At least two of the partners in a collaborative must operate a pre-K classroom, which means that the collaborative must have, *at a minimum*, two classrooms—1 at each of 2 partners.
* No more than twenty, but no less than five, children may be served in one class.
* Mississippi requires teacher-child ratios of one adult for every ten children. This means that a class between 5-10 children may have one adult, but a class of 11-20 children must have at least two adults. If three-year-old students will be combined in these classrooms, the class must have at least five four-year-old students and the ratio of one teacher to seven children must be met with no more than 14 children (two teachers) in the classroom. Keep in mind that this project will not provide a student allocation for three-year-old children.
* No waivers for teacher-child ratios will be issued for pre-K.

*The suggested page limit for this subsection is 4 pages.*

1. Complete the following chart to explain collaborative’s proposal for children served, classrooms, class size, and teacher-child ratio. **Please include all public school district, Head Start and childcare classrooms.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Partner Name** | **Number of Children to Be Served** | **Number of Classrooms** | **Maximum Class Size Per Class** | **Teacher-Child Ratio** |
| Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
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| Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| **TOTAL** | Click or tap here to enter text. | Click or tap here to enter text. | **--** | **--** |

1. Complete the following chart to explain whether classrooms will be new classrooms meeting state standards or current classrooms that will be improved to meet state standards. **Please include all public school district, Head Start and childcare classrooms.** (Total classrooms should match the number of classrooms per partner listed in C.1.)

|  |  |  |  |
| --- | --- | --- | --- |
| **Partner Name** | **Number of New Classrooms** | **Number of Improved Classrooms** | **Total Classrooms** |
| Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
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|  |
| --- |
| 1. What is the total percentage of four-year-old children in the collaborative’s community that the collaborative will serve? (Please calculate this using the proposed number of children served as the numerator and last year’s entering Kindergarten class for each school district in the collaborative as the denominator.)

Click or tap here to enter text. |

|  |
| --- |
| 1. How will program funds enhance current services?

For new classrooms, calculate the percentage of *additional* children that will now have access to a quality option. (For example, a collaborative adding seats for 25% of its children may move from 50% of children served to 75% of children will be served. This is a 50% increase from the status quo.)For improved classrooms, describe how funds will be used to enable these classrooms to reach state standards. Calculate the percentage of children that will now have access to a classroom meeting state standards.Click or tap here to enter text. |

1. Staff Qualifications

Instructional staff, including teachers and assistant teachers, must hold specific qualifications to participate in a collaborative classroom. These qualifications are:

Teachers

* Hold a Bachelor’s degree in early childhood education, child development, or related field; **OR**
* Hold a Bachelor’s degree in any field *AND* a specialization in early childhood education (12 hours of early childhood education coursework or the equivalent).
* Hold a valid state license to teach pre-K if teaching in a public school.

Assistant Teachers

* Hold an Associate’s degree in early childhood education, child development, or related field; **OR**
* Hold an Associate’s degree in any field *AND* a specialization in early childhood education (12 hours of early childhood college course credit, CDA, Montessori certificate, or other equivalent certification).

Each classroom must have a qualified teacher. A classroom of 11-20 children must have at least one qualified teacher and one qualified assistant teacher. No classroom may be staffed only with assistant teachers. *The suggested page limit for this subsection is 4 pages.*

1. Please complete the following chart to show how many teachers the collaborative will need to hire to meet requirements.

| **Partner Name** | **Number of Teachers Required** | **Currently Employed Teachers Meeting Requirements** | **Number of Teachers to Be Hired to Fulfill Requirements** |
| --- | --- | --- | --- |
| Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
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| **TOTAL** | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |

1. Please complete the following chart to show how many assistant teachers the collaborative will need to hire to meet requirements.

| **Partner Name** | **Number of Assistant Teachers Required** | **Currently Employed Assistant Teachers Meeting Requirements** | **Number of Assistant Teachers to Be Hired to Fulfill Requirements** |
| --- | --- | --- | --- |
| Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
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| **TOTAL** | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |

|  |
| --- |
| 1. What is the collaborative’s plan to recruit and retain qualified staff for each provider?

Click or tap here to enter text. |

|  |
| --- |
| 1. How will the Lead Partner ensure that each provider has staff meeting qualifications?

Click or tap here to enter text. |

1. Professional Development

Please note the following requirements before completing the collaborative’s professional development plan:

* All program instructional staff within a collaborative must attend at least 15 hours of annual professional development, including professional development in early literacy.
* Collaboratives are required to organize professional learning communities (PLCs) that meet on *at least* a monthly basis. Meeting on a weekly basis is strongly encouraged.
* Lead Partners are responsible for facilitating PLCs.
* **Lead Partners will ensure all teachers, assistant teachers and program instructional staff within a collaborative** **will have an annual individualized professional development plan.**

*The suggested page limit for this subsection is 2 pages.*

|  |
| --- |
| * + - 1. Please explain the collaborative’s plan to facilitate PLCs for collaborative instructional staff. Include the persons responsible, the frequency of meetings, the staff to participate, and the work the PLCs will engage in together.

Click or tap here to enter text. |

* + - 1. Please complete the chart below to describe the professional development the instructional staff will receive on each of the following topics:

|  |  |  |  |
| --- | --- | --- | --- |
| **Topic** | **Method of PD** | **Frequency/Total Hours** | **Description** |
| Language & Literacy | Choose an item. | Click or tap here to enter text. | Click or tap here to enter text. |
| Socio-emotional | Choose an item. | Click or tap here to enter text. | Click or tap here to enter text. |
| Developmentally Appropriate Practice | Choose an item. | Click or tap here to enter text. | Click or tap here to enter text. |
| Family Engagement | Choose an item. | Click or tap here to enter text. | Click or tap here to enter text. |
| Inclusive Practices | Choose an item. | Click or tap here to enter text. | Click or tap here to enter text. |
| Curriculum Implementation | Choose an item. | Click or tap here to enter text. | Click or tap here to enter text. |
| English Language, Multicultural, Culturally and Linguistically Responsive Teaching (as needed) | Choose an item. | Click or tap here to enter text. | Click or tap here to enter text. |
| Click or tap here to enter text. | Choose an item. | Click or tap here to enter text. | Click or tap here to enter text. |

1. Learning Standards

All collaboratives must use Mississippi’s *Early Learning Standards for Classrooms Serving Four-Year-Old Children* as the basis of their curriculum. Collaboratives may choose to supplement Mississippi’s standards with other standards, such as the Head Start Performance Standards. Answer the questions below to explain what learning standards partners in the collaborative will use. *The suggested page limit for this subsection is 2 pages.*

|  |
| --- |
| 1. Please certify that *each partnering provider* in the collaborative will use Mississippi’s standards, as this component will determine eligibility for the application.

[ ]  Yes, all partners will use the *Early Learning Standards for Classrooms Serving Four-Year-Old Children*. [ ]  No, all partners will not use the *Early Learning Standards for Classrooms Serving Four-Year-Old Children*. |

|  |
| --- |
| 1. How will the Lead Partner ensure that each partnering provider uses the standards and that lesson plans for each classroom reflect which standards are being addressed daily?

Click or tap here to enter text. |

1. Please list any additional standards partners will use as well as which partners will use these additional standards. If no additional standards will be used, please write “not applicable.”

| Partner Name | Additional Standards |
| --- | --- |
| Click or tap here to enter text. | Click or tap here to enter text. |
| Click or tap here to enter text. | Click or tap here to enter text. |
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1. Curriculum

All participating pre-K programs *must* use an evidence-based curriculum that is designed to prepare students to be ready for Kindergarten. The curriculum *must* place an emphasis on early literacy and be aligned with MDE’s *Early Learning Standards for Classrooms Serving Four-Year-Old Children*. The curriculum *shall* contain thematic units of activities and ideas designed to provide children the opportunities and experiences needed to master the performance standards in the *Mississippi Early Learning Standards for Classrooms Serving Four-Year-Old Children* and must be implemented with fidelity*.* This stand-alone curriculum will need no additional supplemental components as it is truly comprehensive and should be implemented with fidelity to obtain the expected evidence – based child outcomes. MDE has identified one curriculum that meets these requirements—***Focus on Pre-K***in conjunction with Building Blocks Pre-K. The open-source curriculum can be found at this link: <https://www.bpsearlylearning.org/focus-on-k0-k1>.

In the process of implementing and utilizing the ***Focus on Pre-K*** curriculum, the MDE will conduct a quasi-experimental design study to measure child outcomes. Approved programs will be expected to participate in this study. The study will be looking at child data at the classroom, site and collaborative level.

***If you would like to submit a curriculum other than Focus on Pre-K for consideration,*** you must provide evidence from an independent review that the curriculum is evidence – based. Curricula chosen for collaboratives will have to meet the MS Code 37-21-51 definition of an “evidence-based program,” which means “An "evidence-based curriculum" is an age-appropriate curriculum that demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on: (i) Strong evidence from at least one (1) 60 well-designed and well-implemented experimental study; (ii) Moderate evidence from at least one (1) well-designed and well-implemented quasi-experimental study; or (iii) Promising evidence from at least one (1) well-designed and well-implemented correlational study with statistical controls for selection bias.”

According to the Pew Charitable Trust’s Results First Initiative, “Evidence-based programs and practices have been evaluated multiple times and found to be effective using rigorous methods such as randomized controlled trials, statistically controlled evaluations, or a single large multisite randomized or statistically controlled evaluation. Typically, these programs have specified a set of procedures that allow for successful replication.” Please be aware that all “research” does not rise to the level of quality required for an “evidence – based” designation. Internal research done by a curriculum’s writers and used in marketing materials likely does not qualify.

*The suggested page limit for this subsection is 1.5 pages.*

|  |
| --- |
| 1. Please certify that the collaborative will use an evidence-based curriculum as this component will determine eligibility for the application.

[ ]  *Focus on Pre-K* **(DO NOT DELETE OR CHANGE)**[ ]  Other Evidence-Based Curriculum: Click or tap here to enter text.**If “other” is selected,** please provide evidence below. (Note that evidence-based requirements outlined in MS Code 37-21-51 must be met if another curriculum is selected. **Please state that the collaborative would be willing to use Focus on Pre-K if the proposed curriculum does not meet the minimum evidence-based standard.)**Click or tap here to enter text. |

|  |
| --- |
| 1. How will the Lead Partner monitor implementation to ensure each provider is implementing the curriculum with fidelity?

Click or tap here to enter text. |

1. Assessments

All collaboratives must participate in state assessments, which include the Mississippi Kindergarten Assessment Scoring System (MKAS2) and the Comprehensive Early Learning Assessment (CELA). The collaborative classroom teachers and assistant teachers will be evaluated with the Classroom Assessment Scoring System (CLASS). Further information about these assessments can be found in the *Early Learning Guidelines for Serving Classrooms of Three- and Four-Year-Old Children* on this webpage: [www.mdek12.org/ec](file:///C%3A/Users/Rachel/Documents/MSF/MSF/Policy%20Work/Pre-K/www.mdek12.org/ec). The MDE will provide the required assessments/professional development/materials related to those listed in this section. Collaboratives can incorporate additional age-appropriate assessments, if desired. *The suggested page limit for this subsection is 0.5 pages.*

* + - 1. Please complete the following chart to show what assessments the collaborative will implement in addition to state assessments. Write “not applicable” if no additional assessments will be used.

|  |  |  |  |
| --- | --- | --- | --- |
| **Domain** | **Assessment Name** | **Type** | **Frequency** |
| Click or tap here to enter text. | Click or tap here to enter text. | Choose an item. | Click or tap here to enter text. |
| Click or tap here to enter text. | Click or tap here to enter text. | Choose an item. | Click or tap here to enter text. |
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| Click or tap here to enter text. | Click or tap here to enter text. | Choose an item. | Click or tap here to enter text. |

1. Meals

Collaboratives must provide at least one meal meeting state and federal nutrition guidelines for young children. *The suggested page limit for this subsection is 0.5 pages.*

|  |
| --- |
| 1. Please describe the collaborative’s plan for serving meals to every child in the collaborative.

Click or tap here to enter text. |

1. Screenings

All collaboratives must screen and/or refer children for vision, hearing, and other health issues. *The suggested page limit for this subsection is 0.5 pages.*

|  |
| --- |
| * + - 1. Please describe the collaborative’s plan for screening children for health issues.

Click or tap here to enter text. |

1. Family Engagement

Family engagement is a key component of quality early childhood programs. *The suggested page limit for this subsection is 1 page.*

|  |
| --- |
| * + - 1. How will the collaborative market the program to parents to ensure that all children, including hard-to-reach children, have access to the program? Describe the role of the Lead Partner as well as each provider.

Click or tap here to enter text. |

|  |
| --- |
| * + - 1. What activities will all providers in the collaborative implement in order to engage families in learning?

Click or tap here to enter text. |

1. Including Children with Disabilities, Special Populations and Other Non-DiscriminationRequirements

Collaboratives must serve children with disabilities and cannot engage in any form of discrimination that would be unlawful for a public school, such as exclusion of children based on race or religion. *The suggested page limit for this subsection is 2 pages.*

|  |
| --- |
| * + - 1. What services, including diagnostic services, are currently available to children with disabilities in the collaborative? These may be classroom-based services, itinerant services, clinical services, or other. Consider that students with disabilities have the right to be included in their Least Restrictive Environment, as determined by their IEP Committee, and Head Start entities hold 10% of their slots for children with disabilities.

Click or tap here to enter text.If current services are not sufficient to meet the needs of children with disabilities, what new services will be provided in the collaborative? Click or tap here to enter text. |

|  |
| --- |
| * + - 1. How will the collaborative ensure that children with disabilities have equal access to the collaborative and are appropriately included in classrooms?

Click or tap here to enter text. |

|  |
| --- |
| * + - 1. How will the collaborative ensure that children of underserved special populations (race/ethnicity, gender, socioeconomic status, disability, English language learners (ELLs), migrant, homeless status, students with a parent in the military, and students in foster care) have equal access to the collaborative and are appropriately included in classrooms?

Click or tap here to enter text. |

|  |
| --- |
| * + - 1. What will be the roles of the Lead Partner and individual partnering providers be in including children with disabilities?

Click or tap here to enter text. |

1. Length of Program, Enrollment, and Start Date

Providers within a collaborative may operate full- or half-day programs, as approved in the proposal. Funding per child is based on the length of the program day:

* Full-day programs must include no less than 1,080 hours per school year, or 6 hours per day for 180 days, for $2,500 in state funding per child with at least a $2,500 local match per child.
* Half-day programs must include no less than 540 hours per school year, or 3 hours per day for 180 days, for $1,250 in state funding per child with at least a $1,250 local match per child.

*The suggested page limit for this subsection is 2 pages.*

1. Please complete the chart below to show whether each partner will operate a full- or half-day program.

|  |  |
| --- | --- |
| **Partner Name** | **Length of Program** |
| Click or tap here to enter text. | Choose an item. |
| Click or tap here to enter text. | Choose an item. |
| Click or tap here to enter text. | Choose an item. |
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| Click or tap here to enter text. | Choose an item. |

Enrollment in any provider within the collaborative should occur in a coordinated fashion to ensure children have an equal opportunity to participate in the collaborative and for each provider to be able to fill its seats. Enrollment in the prekindergarten program shall be coordinated with the Head Start agencies in the local areas and shall not be permitted to cause a reduction in children served by the Head Start program.

|  |
| --- |
| 1. How will the collaborative manage enrollment? Describe the role of the Lead Partner as well as each provider within the council.

Click or tap here to enter text. |

All classes in the collaborative must start on the same calendar day, as designated by the Lead Partner in collaboration with other partners.

|  |
| --- |
| 1. How will the Lead Partner set the calendar for the collaborative, including the first day of school, and ensure that every class in the collaborative adheres to this calendar.

Click or tap here to enter text. |

N. Coaching Component

1. Early Learning Collaboratives will have access to coaches (early childhood and family engagement/transition) provided and funded by the MDE, Office of Early Childhood. Coaches will need access to collaborative classrooms to assist teachers and administrators with quality improvements to include but not limited to lesson plans, curriculum, learning centers, CLASS observations, Comprehensive Early Learning Assessment/Screener, Kindergarten Readiness Assessment data, Early Learning Guideline components, and Early Learning Standards components. Through the course of assisting the teachers, coaches may video the teacher interacting in the classroom with the children to use as a mentoring tool. After use of the video during the visit, the videos will be deleted. Sites are expected to access and welcome the coaches to support teachers and administrators.

[ ]  Agreed

###

### Budget & Narrative

The budget allocation is created by the number of four-year-old children (by September 1st of a given year) that will be served in the collaborative. Funding will be provided to Early Learning Collaboratives on the basis of $2,500 per student enrolled in a full-day program and $1,250 per student enrolled in a half day program proposed in the collaborative’s application.

* Full-day programs must include no less than 1,080 hours per school year, or 6 hours per day for 180 days, for $2,500 in state funding per child with at least a $2,500 local match per child.
* Half-day programs must include no less than 540 hours per school year, or 3 hours per day for 180 days, for $1,250 in state funding per child with at least a $1,250 local match per child.

**For example, if the Early Learning Collaborative served 100 four-year-old children in a full-day program, the state funding would equal $250,000 for each year of the grant. The Early Learning Collaborative must match those funds with either real dollars or in-kind match ($250,000) to equal a grand total of $500,000 of funding for the program.**

The project budget must be responsible and clearly tied to the scope and requirements of this project. Collaboratives must complete the Cohort IV Budget Summary Form and attach as Appendix B. **The Summary Form and the Narrative (below) must align.** Please remember the following requirements:

* The first year of the grant will be considered a planning year, January 2022 - June 2022, and the collaborative will receive the annual allocation to prepare for program implementation.
* **Budgets cannot exceed the expected revenue of the collaborative. Expected revenue should equal the state per-pupil amount X the number of expected children served + the 1:1 mandatory local match + other funds, as available.**
* **Budgets should align to the collaborative’s plan.** Funds should not be budgeted for activities not discussed in the plan nor should activities discussed in the plan not be funded.
* Budgets must demonstrate that dollars will support the classroom operations of each partnering provider; “partners” who do not benefit from funds in any way are not partnering providers.
* Grantees must justify any program dollars going to non-provider partners (those providing services to students but not operating classrooms) as necessary to reach state standards for a quality pre-Kindergarten experience.
* Specific categories of allowable expenses include hiring additional and/or more qualified teaching staff, pre-K coordinator to manage ELC program, purchasing appropriate educational materials, purchasing equipment or technology used for educational purposes, providing professional development, administering age-appropriate child assessment, and transporting students using no more than 10% of total budget.
* Specific categories of non-allowable expenses include costs associated with writing the application, costs for entertainment, land acquisition, capital improvements/permanent renovations not required to maintain licensing requirements, tuition for staff to pursue required teaching degrees, stationary playground equipment, supervisory salary and fringe benefits (such as, but inclusive of, a percentage of the superintendent’s salary and fringe), cost of substitute teachers, cost to attend out of state conferences (lodging, transportation, meals), and indirect cost.
* All state dollars must be matched on a one-to-one basis at the local level. The local match requirement may be met with a variety of sources including, but not limited, to local tax dollars, federal dollars as allowed (that must align to the goals of the ELC project), parent tuition, philanthropic contributions, in-kind donations of facilities, and equipment or services required as part of the program. For further information on the Early Learning Collaborative pre-K tax-credit program, please go to <https://www.mississippifirst.org/we-support/pre-k/>.
* June 1 will be the last day to modify budgets for each fiscal year. June 30 will be the last day to use the previous year’s funds.
* Collaborative teachers, assistant teachers and coordinator/manager will attend the annual early childhood four-day conference.
* Collaborative Lead Representatives must budget to attend four one-day collaborative meetings in Jackson each grant year.
* In the budget narrative section on the next page, please describe all three years showing a narrative for Year 1, 2 and 3 such as:

Salaries, Wages and Benefits

*Year 1*

Description

*Year 2*

Description

*Year 3*

Description

If all three years will contain the same information, please address such as:

*Year 1, 2, & 3*

Description

**Sample Budget Summary Form (Complete Budget Summary in Appendix B.)**

For example, if the Early Learning Collaborative served 100 four-year-old children in a full-day program, the state funding would equal $250,000 for each year of the grant. The Early Learning Collaborative must match those funds with either real dollars or in-kind match to $250,000 to equal a grand total of $500,000 of funding for the program. See Match Sample Chart on page 50.

|  |  |  |  |
| --- | --- | --- | --- |
| **DIRECT COST REQUESTED FOR COLLABORATIVE** | AMOUNT**YEAR 1**January 2022 to June 2022 | AMOUNT**YEAR 2**July 2022to June 2023 | AMOUNT**YEAR 3**July 2023to June 2024 |
| 1. Salaries, Wages, and Benefits
 |  | 69,235.00 | 69,235.00 |
| 1. Fringe
 |  | 22,675.00 | 22,675.00 |
| 1. Student Transportation (No more than 10% of total budget)
 |  |  |  |
| 1. In-state Travel
 | 3,000.00 | 2,500.00 | 2,500.00 |
| 1. Educational Materials
 | 100,000.00 | 29,590.00 | 29,590.00 |
| 1. Consultants and Contracts
 | 35,000.00 | 96,000.00 | 96,000.00 |
| 1. Program Evaluation (Classroom Quality Measure)
 |  |  |  |
| 1. Equipment or Technology
 | 100,000.00 | 25,000.00 | 25,000.00 |
| 1. Professional Development
 | 10,000.00 | 5,000.00 | 5,000.00 |
| 1. Assessments for Students (diagnostic and progress monitoring)
 |  |  |  |
| 1. Other
 | 2,000.00 |  |  |
| **TOTAL** | $250,000 | $250,000 | $250,000 |

**This section may be no more than 10 pages total. Please ensure the budget narrative matches the budget summary page (Appendix B).**

|  |
| --- |
| * + - 1. Salaries, Wages, and Benefits

Describe the positions being funded, the recipient organization of the funds, and the formulas used. Instructional staff who are employees of the school district must be paid on the district salary scale.Click or tap here to enter text. |
| Amount Paid through State Funds: Click or tap here to enter text.Amount Paid through Matching and Other Funds: Click or tap here to enter text. |

|  |
| --- |
| * + - 1. Student Transportation

Describe transportation provided, the organization who will provide the transportation, and the cost calculations. No more than 10% of the budget may be used for transportation. (If no cost for transportation, mark N/A)Click or tap here to enter text. |
| Amount Paid through State Funds: Click or tap here to enter text.Amount Paid through Matching and Other Funds: Click or tap here to enter text. |

|  |
| --- |
| * + - 1. In-State Travel

Describe the purpose of the travel, the personnel who will travel, and cost calculations. (Budget for at least four collaborative meetings in Jackson per year for the program coordinator/manager, and an annual early childhood conference that coordinators/managers, teachers and assistant teachers will need to attend.)Click or tap here to enter text. |
| Amount Paid through State Funds: Click or tap here to enter text.Amount Paid through Matching and Other Funds: Click or tap here to enter text. |

|  |
| --- |
| * + - 1. Educational Materials

Describe the materials to be purchased, the recipient organization(s) for the materials, the need for the materials, and cost calculations. Click or tap here to enter text. |
| Amount Paid through State Funds: Click or tap here to enter text.Amount Paid through Matching and Other Funds: Click or tap here to enter text. |

|  |
| --- |
| * + - 1. Consultants and Contracts

Describe the consultants and contracts budgeted, the purpose of the contracts, the need for the contracts, and cost calculations. For example, Head Start reimbursements. Click or tap here to enter text. |
| Amount Paid through State Funds: Click or tap here to enter text.Amount Paid through Matching and Other Funds: Click or tap here to enter text. |

|  |
| --- |
| * + - 1. Program Evaluation

Describe costs related to the collaborative’s chosen classroom quality measure, if additional evaluation is desired. (MDE will pay for CLASS training for coordinators/managers and official CLASS observations.) (If no Program Evaluation, mark N/A)Click or tap here to enter text. |
| Amount Paid through State Funds: Click or tap here to enter text.Amount Paid through Matching and Other Funds: Click or tap here to enter text. |

|  |
| --- |
| * + - 1. Equipment or Technology

Describe the equipment to be purchased, the recipient organization(s) of the purchases, the need for the purchases, and cost calculations for the purchases. Click or tap here to enter text. |
| Amount Paid through State Funds: Click or tap here to enter text.Amount Paid through Matching and Other Funds: Click or tap here to enter text. |

|  |
| --- |
| * + - 1. Professional Development

Describe the purpose of the PD, the need for the PD (specific staff needs such as English Learner or Special Education PD), the recipient organization(s) of the PD, and cost calculations. Click or tap here to enter text. |
| Amount Paid through State Funds: Click or tap here to enter text.Amount Paid through Matching and Other Funds: Click or tap here to enter text. |

|  |
| --- |
| * + - 1. Assessments for Students

Describe the purpose of the assessment, the need for the assessment, the recipient organization(s) of the assessment, and cost calculations, if additional assessments are desired. (Access to the Brigance observational screener and kindergarten readiness assessment will be provided by MDE.) (If no additional Assessments for Students, mark N/A)Click or tap here to enter text. |
| Amount Paid through State Funds: Click or tap here to enter text.Amount Paid through Matching and Other Funds: Click or tap here to enter text. |

|  |
| --- |
| * + - 1. Other

Describe any other expected purchase. Justify the expense. Click or tap here to enter text. |
| Amount Paid through State Funds: Click or tap here to enter text.Amount Paid through Matching and Other Funds: Click or tap here to enter text. |

* + - 1. Complete the chart to explain expected revenue. Local matching funds ***must*** meet or exceed state funds. Cash revenue must be enough to cover expected expenses. **Complete Match Funds Form Appendix C**.
* All state dollars must be matched on a one-to-one basis at the local level. The local match requirement may be met with a variety of sources including, but not limited to, local tax dollars, federal dollars as allowed (that must align to the goals of the ELC project), parent tuition, philanthropic contributions, in-kind donations of facilities, and equipment or services required as part of the program. For further information on the Early Learning Collaborative pre-K tax-credit program, please go to <https://www.mississippifirst.org/we-support/pre-k/>.

**SAMPLE Matching Funds Chart (Complete Match Funds Chart in Appendix C)**

**Pending** – awaiting confirmation and possession of the funding

**Committed** – to obligate funds

**Secured** – funds that are assured or certain

**Available Amount** – funding available to utilize for the project

| **Source** | **Amount** | **Funding Type** |
| --- | --- | --- |
| State Funds—Full-Day Children 100 of Full-Day 4-year-old Children X $2,500 | $250,000 | Available Amount | Pending |
| State Funds—Half-Day Children (number) of Half-Day 4-year-old Children X $1,250 | $0 | Available Amount | Pending |
| Local Matching Funds SourceTitle I Funds | $200,000 | Cash | Committed |
| Local Matching Funds SourceDistrict Funds | $100,000 | In-Kind | Secured |
| Local Matching Funds SourceHead Start | $50,000 | In-Kind | Secured |
| Local Matching Funds SourceTax Credit  | $100,000 | Cash | Pending |
| **TOTALS** | Total Available Amount: $250,000Total In-Kind: $150,000Overall TOTAL: $700,000 | Total Pending: $350,000Total Committed: $200,000Total Secured: $150,000 |

## Form 2

**ASSURANCES/CERTIFICATES**

***Please read carefully before signing.***

**Grant Benchmarks, Reports, Payment Schedule and Reporting Requirements**

Grantees will be responsible for submitting information to the Mississippi Department of Education (MDE) in a timely manner.  Throughout the year, grantees will report information about the program to respond to the NIEER benchmark reporting components and collaborative data, such as: number of children served, site information, teacher information, tax-credit information, request for funding submissions, etc.  Failure to respond after several attempts may impact immediate funding requests.

**Performance Reporting and Monitoring Responsibilities**

Each year collaborative sites will be monitored, and a CLASS observation will be conducted in every classroom.

All sites will receive a monitoring visit at least once during the school year between November and May. Representatives from the MDE will utilize the Early Learning Collaborative Monitoring Tool.

Classrooms can and are encouraged to provide the MDE with their CLASS observation ratings if the assessment for the current teacher is not older than six weeks and was conducted by an external, reliable evaluator not a part of the collaborative/school district. CLASS observations will be completed at least once annually.

Grantees will be supplied online tools to assist with professional development and reporting capabilities.  Grantees will be responsible for utilizing the professional development tools supplied and required to submit collaborative information online in the reporting tool.

**Coaching Requirements**

Early Learning Collaboratives will have access to coaches (early childhood and family engagement/transition) funded by the MDE Office of Early Childhood.  Coaches will need access to collaborative classrooms to assist teachers and administrators with quality improvements to include but not limited to lesson plans, curriculum, learning centers, CLASS observations, Comprehensive Early Learning Assessment/Screener, Kindergarten Readiness Assessment data, Early Learning Guidelines components, and Early Learning Standards components.

**Assurances and Certifications:**

Should an award from the Early Learning Collaborative Act be made to the applicant in support of the activities proposed in this continuation application, the authorized signature certifies to the Mississippi Department of Education that the authorized official and all partners will:

1. Upon request, provide the Mississippi Department of Education with access to records and other sources of information that may be necessary to determine compliance with appropriate state laws and regulations;
2. Conduct educational activities funded by this project in compliance with state laws, and in accordance with the application and budget narrative;
3. Use grant funds to supplement and not supplant funds from nonfederal sources; and
4. Submit, in accordance with stated guidelines and deadlines, all program evaluation reports required by the Mississippi Department of Education.

The Grantee hereby assures that, in accordance with the statute, the entity submitting this proposal shall comply with the following:

Certain terms and conditions are required for receiving grants from the Mississippi Department of Education (MDE); therefore, the Grantee will agree to the items that follow.

1. The grantee shall be an equal opportunity employer and shall perform to all other applicable requirements; accordingly, the grantee shall neither discriminate nor permit discrimination in its operation or employment practices against any person or group of persons on the grounds of race, color, religion, national origin, disability, or sex in any manner prohibited by law. Further, the grantee agrees to comply with the Civil Rights Acts of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, the Americans with Disabilities Act of 1990, and the No Child Left Behind Act of 2001.
2. 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 performance under this agreement. Grantee shall keep such records for a period of five years after final payment under this agreement, unless the MDE authorizes their earlier disposition. Grantee agrees to refund to the 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 that arise from it.
3. The grantee assures that it possesses legal authority to apply for and to receive funds under this agreement.
4. The Grantee certifies they have not been barred from contracting or otherwise doing business with the State or Federal Governments.
5. This agreement shall not be modified, altered, or changed except by mutual agreement by representative(s) of each party to this agreement, and must be confirmed in writing through MDE grant modification procedures.
6. 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 the grantee with respect to third parties shall be binding on the MDE.
7. 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 for services rendered prior to the effective date of termination. The MDE, by written notice, may terminate the grant for nonperformance of the agreement at any time during the term of the program. The grantee agrees that work, data, etc. created under the auspices of the program shall be turned over to the MDE upon such termination. The MDE, in whole or in part, may terminate the program 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 awardee 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 grantee shall be paid an amount which bears the same ratio to the total compensation as the services actually performed bear to the total services of the contractor covered by the agreement, less payments of compensation previously made.
8. 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.
9. Grantee shall not assign or sub-grant in whole or in part, its rights or obligations under this agreement without prior written consent of MDE. Any attempted assignments without said consent shall be void and of no effect.
10. The local education agency/grantee adheres to the applicable regulations of the Office for Civil Rights, U.S. Department of Education: 34 CFR Subtitle B, Parts 100-199.

By signing this statement, and *Part I, Proposal Transmittal, Standard Terms and Conditions, Assurances and Certifications Form Signatures, and Grant Application Cover* Page (page 23), the Grantee hereby certifies and assures that the entity submitting this shall comply with the above Endorsement and Support of District , Standard Terms and Conditions, and MDE Assurances and Certifications in accordance with state and federal regulations requirements, and MDE policy and requirements pertaining to this program. The grantee certifies further that the information submitted in this proposal is true and correct.

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Lead Partner Representative Signature Date**

## Form 3

**STANDARD TERMS AND CONDITIONS**

**AVAILABILITY OF FUNDS**

It is expressly understood and agreed that the obligation of MDE to proceed under this agreement is conditioned upon the congressional appropriation of funds and the receipt of federal funds. If the funds anticipated for the continuing fulfillment of the agreement are, at any time, not forthcoming or insufficient, either through the failure of the federal government to provide funds to appropriate funds or the discontinuance or material alteration of the program under which funds were provided or if funds are not otherwise available to MDE, MDE shall have the right upon ten (10) working days written notice to the Grantee, to reduce the amount of funds payable to the Grantee or to terminate this agreement without damage, penalty, cost or expenses to MDE of any kind whatsoever. The effective date of reduction or termination shall be as specified in the notice of reduction or termination.

**CHANGES**

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.

**INDEPENDENT GRANTEE**

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.

**TERMINATION**

The MDE, by written notice, may terminate this grant, in whole or in part, if funds supporting this grant are reduced or withdrawn. To the extent that this grant is for services, and if so terminated, the MDE shall be liable only for payment in accordance with payment provisions of this grant for services rendered prior to the effective date of termination.

The MDE, in whole or in part, may terminate this grant for cause by written notification. Furthermore, the MDE and the Grantee may terminate this grant, in whole or in part, upon mutual agreement.

Either the MDE or the Grantee may terminate this agreement at any time by giving 30 days written notice to the other party of such termination and specifying the effective date thereof. The Grantee shall be paid an amount which bears the same ratio to the total compensation as the services actually performed to the total services of the Grantee covered by the agreement, less payments of compensation previously made.

**ACCESS TO RECORDS**

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 and examine any pertinent books, documents, papers, and records of Grantee related to Grantee’s charges and performance under this agreement. Such records shall be kept by Grantee for a period of five (5) years after final payment under this agreement, unless the MDE authorized their earlier disposition. Grantee agrees to refund to the 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 5-year period, the records shall be retained until completion of the action and resolution off all issues which arise from it.

**LAWS**

This agreement, and all matters or issues collateral to it, shall be governed by, and construed in accordance with, the laws of the State of Mississippi.

**LEGAL AUTHORITY**

The Grantee assures that it possesses legal authority to apply for and receive funds under this agreement.

**EQUAL OPPORTUNITY EMPLOYER**

The Grantee shall be an equal opportunity employer and shall perform to applicable requirements; accordingly, Grantee 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, disability, or sex in any manner prohibited by law.

**COPYRIGHTS**

The Grantee: (i) agrees that the MDE shall determine the disposition to title to and the rights under any copyright by Grantee or employees on copyrightable material first produced or composed under this agreement; and, (ii) hereby grants to the MDE a royalty free, nonexclusive, irrevocable license to reproduce, translate, publish, use and dispose of, to authorize others to do so, all copyrighted or copyrightable work not first produced or composed by Grantee in the performance of this agreement, but which is incorporated in the material furnished under the agreement, provided that such license shall be only to the extent Grantee now has, or prior to the completion or full final settlements of agreement may acquire, the right to grant such license without becoming liable to pay compensation to other solely because of such grant.

Grantee further agrees that all material produced and/or delivered under this grant will not, to the best of the Grantee’s knowledge, infringe upon the copyright or any other proprietary rights of any third party. Should any aspect of the materials become, or in the Grantee’s opinion be likely to become, the subject of an infringement claim or suite, the Grantee shall procure the rights to such material or replace or modify the material to make it non-infringing.

**PERSONNEL**

Grantee agrees that, at all times, the employees of Grantee furnishing or performing any of the services specified under this agreement shall do so in a proper, workmanlike and dignified manner.

**SURRENDER OF EQUIPMENT**

Grantee and MDE shall jointly conduct a closing inventory and Grantee shall replace or repair all equipment lost, damaged or destroyed to make up any deficiency between the opening and closing inventories. Grantee shall transfer all equipment per MDE’s guidance and written instructions.

**ASSIGNMENT**

Grantee shall not assign or subgrant in whole or in part, its rights or obligations under this agreement without prior written consent of the MDE. Any attempted assignment without said consent shall be void and of no effect.

**MISSISSIPPI ETHICS**

It is the responsibility of the Grantee to ensure that subcontractors comply with the Mississippi Ethics Law in regard to conflict of interest. A statement attesting to said compliance shall be on file by the Grantee.

I have **read** and **agree** to comply with the standard terms and conditions **and** grant assurances. I certify that the contents of this proposal, if funded, will be followed for the implementation of the Early Learning Collaborative Council Pre-K Application described herein. *Signatures of the Superintendent, Executive Director, Agency Head, and/or Fiscal Agent on this page must match the signatures on the cover page. A representative from each partnering agency must sign the assurances. Failure to sign the above assurances will result in the rejection of the proposal.*

Lead Partner Representative/ Partner Representative Signature Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Representative’s Typed Name

Title of Authorized Person

Grantee Name

## Form 4

**CONFLICT OF INTEREST DISCLOSURE FORM**

**Mississippi Department of Education**

**Early Learning Collaborative Council Pre-K**

**Each subgrantee/partner must** disclose any personal, business, or volunteer affiliations that may give rise to a real or apparent conflict of interest. **Include a Conflict of Interest Disclosure Form for each partner (including the lead partner) and early childhood provider(s) participating in the collaborative.** The purpose of this form is to help MDE identify the actual or potential conflict and ensure the avoidance where necessary. Please complete and sign the form below as it relates to a conflict of interest within Early Learning Collaborative Council Pre-K activities.

[ ]  I have no conflict of interest to report.

[ ]  I have the following conflict of interest(s) to report. Please describe any relationships, transactions, positions you hold (volunteer or otherwise), or circumstances that you believe could contribute to a conflict of interest:

I certify that the information set forth above is true and complete to the best of my knowledge. I agree that if I become aware of any information that might indicate that this disclosure is inaccurate, I will notify MDE immediately.

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 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Lead Partner Representative/ Partner Representative Signature Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Representative’s Typed Name

Title of Authorized Person

Grantee Name

## Appendix A - Early Learning Collaborative Cohort IV Partner Identification Form

**Include a Partnership Identification Form for each partner (including the lead partner) and early childhood provider(s) participating in the collaborative.** Form must be included in the application package as this is a component that determines eligibility for the application.

|  |  |
| --- | --- |
| Partner or Provider Name |  |
| Contact Name |  |
| Title |  |
| Address |  |
| Telephone |  |
| E-mail |  |

Type of Organization: [ ]  LEA [ ]  Head Start [ ]  Child Care

I assure that:

* all guidelines and requirements of implementing the Early Learning Collaborative Act will be followed including the *Mississippi Early Learning Guidelines for Classrooms Serving Three- and Four-Year-Old Children* and utilization of the *Mississippi Early Learning Standards, and*
* all data requested will be submitted in a timely manner, and
* all guidance in the RFP will be followed and implemented.

 \_\_\_\_ \_\_\_\_

Partner Representative Authorized Signature Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Representative’s Typed Name

Title of Authorized Person

Grantee Name

## Appendix B – Early Learning Collaborative Cohort IV Budget Summary Form

**Collaborative Name:**

|  |  |  |  |
| --- | --- | --- | --- |
| **DIRECT COST REQUESTED FOR COLLABORATIVE** | AMOUNT**YEAR 1**January 2022 to June 2022 | AMOUNT**YEAR 2**July 2022to June 2023 | AMOUNT**YEAR 3**July 2023to June 2024 |
| 1. Salaries
 | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| 1. Fringe
 | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| 1. Student Transportation (No more than 10% of total budget)
 | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| 1. In-state Travel
 | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| 1. Educational Materials
 | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| 1. Consultants and Contracts
 | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| 1. Program Evaluation (Classroom Quality Measure)
 | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| 1. Equipment or Technology
 | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| 1. Professional Development
 | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| 1. Assessments for Students (diagnostic and progress monitoring)
 | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| 1. Other
 | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| **TOTAL BUDGET** | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |

**No indirect cost rate shall be allowed.**

**The Cohort IV Budget Summary Form is a required element of the grant application and must be included with the budget narrative indicating an itemized breakdown of these budget categories and explaining how each line item was calculated. The total budget should not exceed the amount requested based off the number of children requested in C.1.**

## Appendix C – Early Learning Collaborative Matching Funds Chart

| **Source** | **Amount** | **Funding Type** |
| --- | --- | --- |
| State Funds—Full-Day Children (number stated in C.1) of Full-Day 4-year-old Children X $2,500 | Click or tap here to enter text. | Available Amount | Pending |
| State Funds—Half-Day Children (number) of Half-Day 4-year-old Children X $1,250 | Click or tap here to enter text. | Available Amount | Pending |
| Local Matching Funds SourceClick or tap here to enter text. | Click or tap here to enter text. |   |   |
| Local Matching Funds SourceClick or tap here to enter text. | Click or tap here to enter text. |   |   |
| Local Matching Funds SourceClick or tap here to enter text. | Click or tap here to enter text. |   |   |
| Local Matching Funds SourceClick or tap here to enter text. | Click or tap here to enter text. |   |   |
| **TOTALS** | Total Available Amount: Click or tap here to enter text.Total In-Kind: Click or tap here to enter text.Overall TOTAL: Click or tap here to enter text. | Total Pending: Click or tap here to enter text., Total Committed: Click or tap here to enter text.Total Secured: Click or tap here to enter text. |

 Note:

**Pending** – awaiting confirmation and possession of the funding

**Committed** – to obligate funds

**Secured** – funds that are assured or certain

**Available Amount** – funding available to utilize for the project