**REQUEST FOR PROPOSALS**

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**Mississippi Teacher Residency in Critical Shortage Areas**

**Submission Due Date: Friday, October 29, 2021**

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# SECTION 1. INTRODUCTION AND PROGRAM OVERVIEW

## 1.1 Program Purpose and Goals

The Mississippi Department of Education (MDE), Office of Teaching and Leading is seeking competitive written proposals from qualified Institutions of Higher Education (IHEs) to provide services for implementing the Mississippi Teacher Residency (MTR) in current geographical critical shortage areas as listed at [https://www.mdek12.org/OTL/OTC/SLF](https://www.mdek12.org/OTL/OTC/SLF%C2%A0)through grant awards issued by the Mississippi Department of Education*.*

The program will provide grants to Mississippi educator preparation programs to enroll candidates for each school year to work toward their graduate degree and Mississippi teacher certification. The MTR will use a combination of college coursework and job-embedded training to prepare diverse and effective teachers in critical shortage areas serving low-income children, racial/ethnic minorities, and children with disabilities disproportionately impacted by Covid-19.  The MTR is part of a statewide strategy to expand and diversify the teacher pipeline, so that all students have teachers who are well-prepared, appropriately licensed, and can serve as role models.  The grant enables the MDE to provide funds for collaboration between IHEs and school district partners to develop graduate teacher residency programs.

**Mississippi Teachers Residency Goals**

* Recruit, prepare, and graduate an increasing number of academically talented, diverse residents from under-represented groups each year as highly effective elementary education and special education teachers to serve in critical shortage areas serving low-income children, racial/ethnic minorities, and children with disabilities disproportionately impacted by Covid-19;
* Design and implement a teacher residency program for qualified IHEs that culminates in MS teacher certification and a graduate degree;
* Collaborate with partners including Mississippi public schools and educators, school leaders, teacher education and Arts and Sciences faculty, and community-based organizations (CBOs) to implement and continually improve the teacher residency program;
* Design and implement innovative curricula for the preparation of teacher residents to address the needs presented by students in schools identified as geographical critical shortage areas while enhancing the capacity of EPPs to meet the educational workforce needs of communities;
* Support the professional development of teachers and leaders in partnership schools with the development of job-embedded training and enhance the capacity of CBOs to work with teachers to meet the educational needs of the communities;
* Design and implement a mentoring and induction program to support the success and retention of program graduates;
* Engage stakeholders in a review of the residency program and to identify a framework for sustainability and lessons that can be applied to teacher education programs at MDE;
* Conduct research on the impact of teacher residency programs on teacher diversity, retention, and effectiveness relative to student learning

**Mississippi Teacher Resident Benefits**

During the residency program, IHEs, MS school districts, and the MDE contribute to a continuous and seamless cycle of support and participation thus ensuring that all students in Mississippi benefit from day-one ready, licensed educators from diverse backgrounds.

* Benefits to Students: Numerous studies have shown the correlation of same-race teachers to student achievement.  The Mississippi Teacher Resident program gives students in high-minority school communities access to high-quality instruction proven to increase student growth and met the expectation that all Mississippi students graduate as career or college ready.
* Benefits to IHEs: IHEs are able to increase the number of candidates accepted into educator preparation programs by providing tuition, books, supplies, and mentor stipends for individuals who desire a career in education   Residency programs also provide IHEs an avenue to create individualized programs that will positively affect retention, progression, and graduation rates of accepted candidates.
* Benefits to MS School Districts: For MS school districts, the MTR provides an additional teacher recruitment option by offering an alternative career pathway leading to gainful employment upon satisfactory completion of program requirements.   The MTR affords districts the opportunity to strategically place residents in critical need areas supported by mentors and professional development to reduce the attrition rate of new teachers, particularly in SPED positions.
* Benefits to MDE: The State Board of Education outlines in its strategic plan Goal 4 stating “every school has effective teachers and leaders.”  The MTR is one way in which MDE is meeting this goal and living out the agency’s vision of giving students the knowledge and skills to be successful in college and the workplace by creating a world-class educational system.  Teacher residents far exceed national averages for educator diversity and retention while consistently producing effective teachers, particularly in high-need areas.

A grant agreement will be signed to include optional renewal terms not to exceed Four (4) additional years, which may be exercised at the discretion of the State Board of Education (SBE). Renewal of a grant award is contingent of a performance evaluation and availability of funds. This solicitation and any resulting grant agreement shall be governed by the applicable provisions of *the State Board of Education Grant* *Policies*. The grant agreement Assurances and Standard Terms and Conditions have been included as Form 2 and Form 3 for your review and acceptance.

A copy of this solicitation, including all attachments and any subsequent amendments, including the Question-and-Answer amendment, if issued, will be posted on the MDE [website](https://www.mdek12.org/PN/RFP) under “Public Notice” Request for Applications, Qualifications, and Proposals section. It is the sole responsibility of all interested Applicants to monitor the website for updates regarding this solicitation.

## 1.2 Eligibility Criteria

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

Applicants that previously received a subgrant award must be in good standing with the MDE to receive an award through this solicitation. If applicable, Subgrantees must have previously submitted:

* any final evaluation reports and data as required;
* any annual performance reporting data;
* finalized all monitoring review corrective actions;
* any requests for reimbursement of allowable expenditures following MDE’s reimbursement process; and
* the annual budget report.

If a previous Subgrantee is not in good standing, the proposal will be disqualified and will not be considered for an award.

The awarded Subgrantee must meet the following criteria to submit a proposal for these services:

**IHE Eligibility:**

Eligible IHEs include all public and private Mississippi IHEs that have a State Board of Education (SBE) approved educator preparation program.  IHEs must have the ability and capacity to provide programming and support to candidates desiring to attain a master’s degree in elementary education with a supplemental endorsement in Special Education (SPED).

While IHEs that were previously awarded MTR grants through the W.K. Kellogg Foundation are encouraged to apply, **priority points will be given to new university and district partnerships in an effort to expand access to residency-based preparation statewide.** Eligible IHEs will share MDE’s vision for preparing diverse and effective teachers in geographic critical shortage areas serving low-income children, racial/ethnic minorities, and children with disabilities disproportionately impacted by Covid-19.  Funding as follows:

2022-2023: up to $1,020,000 per IHE

2023-2024: up to $1,020,000 per IHE

All course enrollment fees will need to be submitted to the MDE prior to September 30, 2024.

**Student Eligibility:**

Diverse teacher candidates must hold at least a Bachelor’s degree and either meet the minimum required passing score on the Praxis Core, have a 21 or higher on the ACT, OR have a 3.75 GPA (60 hours of coursework) AND Praxis Content Knowledge Test acceptable scores.

**Data Universal Number System (DUNS) Requirement**

A DUNS Number is a unique number used to identify Subgrantees. The federal government uses the UEI to track how federal money is allocated to Subgrantees.  All Subgrantees must have an active DUNS Number, that is unrestricted and accessible at [www.sam.gov](http://www.sam.gov/). Please visit [How to Obtain a Number](https://www.test.grants.gov/applicants/organization-registration/step-1-obtain-duns-number.html) for more information.

After receiving a DUNS Number, your Applicant must proceed to Step 2: Register with SAM.  Any debarred person or Applicant will not be eligible to apply and receive Federal funds.

Verification and documentation of the registered active DUNS must be submitted with the proposal (e.g., [www.sam.gov](http://www.sam.gov/) correspondence indicating the status and expiration date, DUNS and Bradstreet letter, etc.) Please remember that your DUNS must be unrestricted and accessible to the public. Failure to obtain and register your DUNS number will result in rejection of the proposal.

1.3 Pre-Proposal Conference

The MDE will host a virtual pre-proposal conference on **Friday, October 8, 2021, at 10:00 AM** **Central Time (CT)** to assist potential Subgrantees with understanding the program and the proposal process. There is no cost for the pre-proposal conference; however, registration is required to received access to the event link. **Proposal workshop participation is not required to apply but is highly encouraged.**

Interested participants must register at: [https://forms.office.com/r/g7Cb2rKDcd](https://forms.office.com/r/g7Cb2rKDcd%C2%A0%C2%A0)

## 1.4 Conflict of Interest

Each Applicant receiving an award for funds must maintain a written conflict of interest policy.

# SECTION 2. PROGRAM IMPLEMENTATION

2.1 Scope of Work

**Key Elements of the Mississippi Teacher Residency Program**

The MTR includes, but is not limited to, the following elements:

* Authentic partnership between an eligible geographical critical shortage area designated school district and eligible IHE that share a vision of effective teaching and practice;
* Diverse participants such as people of color, men, veterans from the Armed Forces, and teacher assistants;
* Yearlong preservice clinical training alongside an experienced, effective mentor teacher with integrated coursework resulting in certification and a master’s degree;
* Targeted testing support for residents and professional development for mentors;
* Strategic graduate placement in a geographical critical shortage area school district and commitment to teach in the training district; and
* Ongoing assessment of program effectiveness and planning for sustainability.

Although the Mississippi Department of Education will provide project guidance, the Bureau expects the Offeror to provide expertise and to independently perform all project management, data gathering, analysis, status reports, and presentation tasks as required by this solicitation.

Upon awarding of the grant, Offeror shall conduct an entrance conference with the MDE Office of Teaching and Leading and shall present written information to division staff, including:

* Project scope and objectives;
* Planning approach and methodology;
* Anticipated timelines for data gathering and analysis;
* Timelines for key project milestones and deliverables; and
* Introduction to the project manager and staff.

Offeror shall deliver status reports to the MDE Administrator electronically as stated in the contract deliverables, provide hard copy status reports suitable for dissemination to relevant Commissions and/or the State Board of Education as specified in the Action Steps, Activities, and Timeframe Table and in addition make any special status reports by telephone or in person as soon as practical upon request of the Contract Administrator. Additionally, Offeror shall make available a concise report to include executive summary, findings, and recommendations only.

 Project Documentation and Supporting Expertise Requirements for Offeror:

* Assure that evidence of findings and recommendations are well-documented and thorough and that all items contained in the Actions Steps, Activities, and Timeframe Table are explicitly addressed in the report.
* Maintain working papers and ensure traceability by MDE Administrator to reconstruct sources or logic.
* Assure that all models, graphs, flowcharts, and tables in the report are free-standing and require minimal consultant explanation to lay readers.
* For each task listed in the Actions Steps, Activities, and Timeframe Table, identify potential risks that the Offeror will not be able to perform the task, and how the Offeror plans to reduce those potential risks. Offeror should accept that there will be risks and factors affecting performance and must be realistic in assessing them.
* Disclose any dependency on or assumptions about time and resources necessary from the Department of Education necessary for the Offeror to perform.

2.2 Program Activities

Applicants receiving an award are responsible for utilizing these funds to carry out activities that advance student achievement and support student success, including but not limited to:

Specifically, the activities that are mandated for this grant are as follows:

* Residency mission and vision;
* Residency budget and model for future financial sustainability;
* Governance structure;
* Vision of an effective program graduate;
* Coursework and clinical alignment sequence;
* Tool for measuring resident performance;
* Resident licensure testing preparation plan (e.g., Foundations of Reading and/or Praxis);
* Mentor and induction professional development plan;
* Program evaluation plan; and
* Program improvement and sustainability plan.

Subgrantees 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.

## 2.3 Program Reports and Evaluation

Applicants receiving an award are responsible for reporting on the utilization of funds for activities that advance student achievement and support student success.  Required reports and evaluation may include, but are not limited to, the following:

* Financial reports
* Candidate profile report
* Resident and mentor demographic report
* Annual report
* Program retention and graduation reports
* Licensure testing pass rate reports
* Program evaluation
* Mentor and principal feedback
* Classroom/comparison data

## 2.4 Proposal Review and Selection Process

***Phase I – Compliance***

Proposals are reviewed by MDE program staff to determine if all formatting and submission requirements are met. **If any proposal fails to meet the established deadline or *Required Elements*, the proposal will be disqualified.** Please review the submission deadline and *Required Elements. Proposals that are not received by the deadline or fail to provide the information as specified in the “Submission Requirements” will not be considered for an award and the Applicant may reapply at a future date.*

***Phase II – Review and Scoring***

An evaluation committee, authorized by the MDE, shall evaluate and score each proposal based on the quality of the proposed activities and the evidence provided to demonstrate the capacity of the Applicants to implement the proposed program. The evaluation committee is comprised of expert proposal readers from various related professions and backgrounds.

Each proposal will be evaluated using the criteria for the proposal and scoring process. A minimum of five evaluation committee members will review and evaluate each proposal and score utilizing a rubric. A reader may award up to 100 points for each proposal on the scoring rubric. A proposal must receive a minimum total quality score of 70 before the proposal can be considered eligible for funding. For new IHE applicants, priority points will be added provided that the proposal meets the minimum total quality score of 70 in an effort to expand access to residency-based preparation to new university and district partnerships (see Supplemental Form). The MDE will allocate funding based upon the average scores of all committee members and the priority points for new IHE applicants. The MDE reserves the right to reject any portion of the proposal and negotiate with potential Subgrantees to address any issues that may impact the proposal or funding.

After the selection process, Applicants that were not recommended to the State Board of Education (SBE) for funding may receive copies of the evaluator’s comments and feedback upon a formal request to the MDE Office of Public Reporting only.

## 2.5 Proposal Scoring Criteria

This section covers the criteria an Applicant must address in the ***plan of action*** to obtain the maximum points available to score 100 points upon submitting a proposal.

As part of the proposed program plan, Applicants must provide evidence that otherwise demonstrates experience or the promise of success in providing services for:

* Developing authentic partnerships between an eligible geographical critical shortage area designated school district along with a shared vision of effective teaching and practice;
* Recruiting diverse participants such as people of color, men, veterans from the Armed Forces, and teacher assistants;
* Providing a yearlong preservice clinical training alongside an experienced, effective mentor teacher with integrated coursework resulting in certification and a master’s degree;
* Offering targeted testing support for residents and professional development for mentors;
* Supporting strategic graduate placement in a geographical critical shortage area school districts and commitments to teaching in the training district; and
* Leading ongoing assessment of program effectiveness and planning for sustainability.

The Applicant must provide a narrative with a complete plan explaining how the program will operate, will address the needs of the program, and align activities with the Mississippi College and Career Ready Standards. The plan should also provide clear, concise description of how the program activities are expected to improve student services.

The proposal is the Applicant’s program operating plan to address the certain criteria below.

The stated plan must be clear, concise, and implemented with fidelity upon the SBE approval.

When completing the proposal, please remember that Applicants 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 the evaluation committee during the proposal review process, and approved by the SBE. This is designed to provide an open competitive, fair, and transparent process for all submitting a proposal.

1. **Community Collaboration (20 Points)**

 Guidance for Community Collaboration:

In order to fully develop, implement, and sustain MTR programming, the Applicant must demonstrate evidence of the following criteria to ensure community collaboration and involvement:

* District Partner Selection--Please explain the process for selecting a geographical critical shortage district partner or partners to support teacher residencies.
* District Partner(s) Buy-in—Please provide a letter of support from district Superintendent(s) that indicates: (1) the disproportionate impact of Covid-19 on low-income children, racial/ethnic minorities, and students with special needs in their district, (2) their intention to support teacher residents in the program, and (3) their estimated number of participants for years 1 and 2 of the program, not to be less than 5 or more than 40 per year. Note that the total for each IHE Applicant is not to exceed 40 participants per year.
* Workforce Development—Describe how the pilot program will align to the district’s staffing needs and how partners will ensure that resident teacher feedback is aligned to the district’s expectations for teachers.

1. **Program Plan and Implementation (30 Points)**

 Guidance for Program Plan and Implementation:

In order to fully develop, implement, and sustain MTR programming, the Applicant must demonstrate evidence of the following criteria to ensure appropriate program planning:

* Context and Vision – Please explain why the proposed work is necessary in supporting geographic critical shortage areas serving low-income children, racial/ethnic minorities, and children with disabilities disproportionately impacted by Covid-19 AND how proposed changes will result in the preparation of teachers who are ready to teach in each of the identified districts.
* Shared Vision – Please articulate a shared vision for the proposed project.  Explain the problem your proposed joint efforts are intended to solve and provide data to support the explanation of the problem.
* Building a Residency Year Curriculum – Describe a teacher resident’s experience in the pilot program, both in terms of coursework and clinical classroom experience.
* Logic Model – Describe the logic model of the intended program, for a two-year period, including the two years of planned grant-funded activities and one year beyond.  The logic model is made up generally of two key sections; (1) Inputs and Activities explain your planned work; (2) Outputs and Outcomes explain your intended results.
* Goals and Milestones – Describe the key goals of the proposed work and key milestones.

1. **Management and Staffing (25 Points)**

Guidance for Management and Staffing:

In order to fully develop, implement, and sustain MTR programming, the Applicant must demonstrate evidence of the following criteria to ensure appropriate management and staffing:

* Equipment, facilities, to perform the services currently available or demonstrated to be made available at the time of contracting.
* Resumes for all involved in the delivery of services. Provide the name, title, department (if any), planned role in the grant, and relevant experience for each member of planned grant team.
* References and history of performing work.  Provide at least three (3) references for contracts of similar size scope, including at least two (2) references for current contracts or those awarded during the past three (3) years.  Include the name of the organization, length of the contract, a brief summary of the work, and the name of and telephone number of a responsible contact person.

1. **Budget (25 Points)**

Guidance for Budget:

**All applicants** must submit a **Budget Overview and Budget Summary** for years one (1) and two (2). Additionally, the proposed program plan must address financial sustainability planning for years three (3) and beyond.

Allowable Expenses--Project funds must be used for activities that directly support the accomplishment of the project purpose, priorities, and expected outcomes. All expenditures must be consistent with applicable state and federal laws, regulations, and guidance.

Applicants must list all budgetary costs based upon the narrative components and program design and ensure that the budget includes a line-item description for every allowable cost necessary to carry out the goals and objectives of the proposed program.  It is advisable to consult with the financial office of the applying agency prior to submitting the proposal.

Successful applicants may use grant funds for allowable costs only during the grant award period.  **Any costs occurring outside the grant award period are solely the responsibility of the subgrantee and will not be reimbursed by the MDE.**

As part of the program plan, the Applicant should continue with a complete plan that utilizes specific goals, strategies and action steps that outline objectives, activities, and a timeframe. This section provides complete details to address these requirements:

**Action Steps**: Program action steps should be realistic and directly aligned with the goals of the specification.

**Activities & Timeframe**: Activities are even more specific than action steps. They explain who will do what, when, where, and for how long. Applicants must include specific activities that will clearly allow the program to progress towards the previous stated goals objectives.

**Actions Steps, Activities, and Timeframe**

|  |  |  |
| --- | --- | --- |
|  **Actions Steps**  |  **Activities**  |  **Timeframe**  |
| Finalize Program Requirements  | Submit IHE approved documentation for the following:  that include: * Residency mission and vision;
* Residency budget and model for future financial sustainability;
* Governance structure;
* Vision of an effective program graduate;
* Coursework and clinical alignment sequence;
* Tool for measuring resident performance;
* Resident licensure testing preparation plan (e.g., Foundations of Reading and/or Praxis);
* Mentor and induction professional development plan;
* Program evaluation plan; and
* Program improvement and sustainability plan.
 |  February 2022  |
| Complete Entrance Conference  | Review with MDE the following: * Project scope and objectives;
* Planning approach and methodology;
* Timelines for data gathering and analysis;
* Timelines for key project milestones and deliverables; and
* Project manager and staff resumes/background
 | March 2022  |
| Start Cohort 1  | Select, admit, and onboard applicants to Cohort 1  | April-July 2022  |
| Begin Resident Training Program  | Provide professional Development and Mentoring and Induction Training  | August 2022 – August 2023  |
| Evaluate Residents  | Regularly assess the progression of resident knowledge/skills and provide feedback  Submit classroom/comparison data such as PGS scores to MDE  | October 2022 – May 2023  April 2023  |
| Employ Residents  | Coordinate with districts on the hiring process  | May-August 2023  |
| Submit Annual Report  | Review and complete MDE requirements for Annual Report submission  | September 2023  |
| Start Cohort 2  | Select, admit, and onboard applicants to Cohort 2  | April - July 2023   |
| Begin Resident Training Program  | Provide Professional Development and Mentoring and Induction Training  | August 2023 – August 2024  |
| Evaluate Residents  | Regularly assess the progression of resident knowledge and skills  Submit classroom/comparison data such as PGS scores to MDE  | October 2023 – May 2024  April 2024  |
| Employ Residents  | Coordinate with districts on the hiring process  | May-August 2024   |
| Submit Annual Report  | Review and complete MDE requirements for Annual Report submission  | September 2024  |

# SECTION 3. GRANT AWARD AND RESPONSIBILITIES

Funds are subject to appropriations by the state/federal government.  This grant will be awarded in the amount of up to $1,020,000 per fiscal year for the project period contingent availability of funds.  All grants will be awarded contingent upon appropriations, proper implementation of the proposed project implementation, completion, and submission of all required documentation.  Funding to eligible Applicants is subject to the SBE approval.**The Mississippi Department of Education reserves the right to negotiate grant award amounts with all potential Subgrantees.**

## 3.1 Use of Funds

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

* Personnel and personnel benefits;
* Staff/professional development and training;
* Consultants, subcontractors, and evaluators;
* Tuition, scholarship awards, book stipends, testing fees; and
* Mentor Stipends

Applicants 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.

## 3.2 Responsibilities of A Fiscal Agent

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

1. As the official Subgrantee, 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 Subgrantee 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:
	* + **Internal Controls**
			- Safeguard assets; ensure reliability of accounting data and subgrant terms and conditions
		+ **Operating Controls**
			- Fiduciary procedural manuals; budgetary control
* **Accounting Controls**
	+ Implement controls to ensure reliability of recorded financial data;
	+ Maintain appropriate level of transaction review and authorization;
	+ Develop and implement proper procurement procedures and cash management procedures that are well defined; and
	+ Develop procedures that facilitate timely review and audit of financial activity.
* **Compliance Controls**
* Consider mechanisms to monitor and review compliance with subgrant terms (i.e., ensure grant funds are disbursed only to eligible Subgrantees);
* 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.
* **Document Control System**
* Develop written documentation of adequate internal operating and accounting controls that demonstrate evidence of controls related to grant compliance.
1. Assemble appropriate staff resources and communicate all compliance requirements and resources of the subgrant.
2. Keep abreast of changes in policies, procedures or requirements and continue to advise program staff of subgrant requirements.
3. Request any further “prior approvals” when identified.
4. Submit subgrant reimbursement requests no later than September 30, 2024, with liquidations by December 8, 2024.
* **Eligibility of Expenditures**
	+ 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
	+ 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.
		- 1. Prepare necessary reports:
* **Source Documentation**
* Appropriately support transactions entered into the Subgrantee’s system
* Documentation tracks each subgrant transaction and supports the validity of financial data reported; and
* Maintain separate funding lines for funds
* **Audit Trail**
	+ The lowest level of detail the system should provide is documentation that supports all transactions (e.g., invoices, contracts, purchase orders);
	+ The overall recordkeeping system should be able to trace financial statement balances through the Subgrantee’s general ledger, cash books and other journals; and
	+ 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

 Subgrantee’s 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.

## 3.3 Audit

Please note that the Subgrantee is required to, **if applicable**, have the financial and compliance audits conducted in accordance with the Single Audit Act Amendments of 1966 and 2 C.F.R. Part 200 Subpart F – Audit Requirements. Any non-federal entity that expends $750,000 or more in a year in federal awards shall have a single or program specific audit conducted for that year in accordance with the provisions of 2 C.F.R. Part 200 Subpart F. If the non-federal entity did not expend $750,000 or more in a year in federal awards, a letter **MUST** be provided stating that this requirement does not apply.

The financial audit shall be conducted by a certified public accountant or by an accountant certified as qualified to audit local government accounts. The audits must be performed in accordance with generally accepted auditing standards (GAAS) and the financial statements must be prepared in conformity with general accepted accounting principles (GAAP).

# SECTION 4. TENTATIVE TIMELINE OF ACTIVITIES

A recommendation to the SBE for an approval of awards is anticipated for Applicants based on proposals submitted and accepted, and an evaluation and selection process. All new Subgrantees approved for funding by the SBE at that time must attend subsequent mandatory meetings for all Subgrantees. An award or non-award letter will be sent to Applicants confirming the SBE’s action. The letter will include specific information on meeting dates and times, if applicable.

Important tentative dates and activities related to this solicitation are listed below.

|  |  |
| --- | --- |
| **Important Dates**   | **Activity**  |
| September 28, 2021 September 28, 2021  | RFP Issued –  Email and Post to MDE Website/Newspaper  |
| October 8, 2021~~,~~   | Pre-Proposal Conference/Workshop  |
| October 11, 2021  | Deadline for submitting questions  |
| October 13, 2021 (Wednesday)  | Questions will be posted to the MDE website  |
| October 15, 2021~~,~~   | Deadline for Notice of Intent to Apply   |
| October 29, 2021, by 2:00PM CST    | Proposals deadline by 2:00 PM CST  |
| November 3 - 4, 2021  | Evaluation of proposals  |
| December 16, 2021,   | State Board of Education approval  |
| December 17, 2021,  | Notification of awards (contingent upon SBE approval)  |
| December 22, 2021 | Budget Revisions due (if needed)  |
| December 29, 2021 | Authorization to expend, pending approved revisions  |

# SECTION 5. PROPOSAL REQUIREMENTS

## 5.1. Proposal Formatting and Submission Information

Developed by the MDE, this solicitation contains all the forms and instructions necessary to apply for this grant opportunity. Please review the enclosed materials and carefully follow the instructions for completing and submitting a proposal. Before submission, review the proposal requirements to ensure that all sections and documents are complete.

The proposal **mus**t include **all** required components as listed below in the Submission Requirements section and must be in the exact order to proceed to **Phase II** of the proposal process. **Failure to submit the required completed forms with signatures will result in the rejection of the proposal. The proposal will consist of the required elements listed below ONLY:**

## 5.2 Submission Requirements

Proposals shall be submitted as described below with section components clearly distinguished as follows:

1. Signed Cover Sheet (Form 1) - *Required Signature(s)*
2. Signed Assurances (Form 2) - *Required Signature(s)*
3. Signed Standard Terms and Conditions (Form 3) - *Required Signature*
4. Signed Conflict of Interest (Form 4) - *Required Signature*
5. Sign Acknowledge of Amendments (Form 5) - *Required Signature*
6. Verification of the registration of the active DUNS must be submitted with the proposal (e.g., [www.sam.gov](http://www.sam.gov/) correspondence indicating the status and expiration date, DUNS and Bradstreet letter, etc.) (Form 6)
7. Program Plan and Implementation
8. Budget Forms A, B, & C – Complete

## 5.3 Formatting and Submission Directions

Applicants should submit proposals using the following parameters:

* Submitted on 8.5” x 11” white paper using 12-point Times New Roman font
* Formatted using 1” margins on all sides
* Portrait setting
* Single-spaced and single-sided (pages must include the Applicant’s name and page number within the footer in the lower right-hand corner)

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

Applicants are strongly encouraged to submit only the requested information. The evaluation committee will have limited time to evaluate proposals; and for this reason, the proposal should focus solely on the requirements of the solicitation. Supplementary materials such as videotapes, CD-ROMs, publications, press clippings, and testimonial letters **will not** be reviewed or returned.

5.4 Proposal Submission and Due Date

A signed proposal packet shall be submitted via RFXS no later than **Friday, October 29, 2021, by 2:00 p.m. Central Standard Time (CST).**

An original signed proposal packet shall be shipped/mailed and received in a sealed envelope at the MDE no later than **Friday, October 29, 2021, by 2:00 p.m. Central Standard Time (CST)** at the following address.

 **Ship to**: Mississippi Department of Education

**(FedEx, UPS, USPS, etc.)** **Monique Corley, Director**

  *Office of Procurement*

 Mississippi Teacher Residency in Critical Shortage Areas

 359 North West Street

 Jackson, MS 39201

 **(DO NOT OPEN)**

**OR**

**Email to:** RFXS **–** **rfxs@mdek12.org**

**PLEASE NOTE:** In person delivery of proposals will not be accepted or considered for an award.

## 5.5 Restrictions on Communications

At no time shall any Applicant or its personnel, contact or attempt to contact any MDE staff regarding this solicitation. All correspondence shall be sent via email to the assigned contact person within the time specified in the Request for Information section. **Should it be determined that any Applicant has attempted to communicate or has communicated with any other MDE staff regarding this solicitation, MDE, at its discretion, may disqualify the Applicant from submitting a proposal in response to the solicitation.**

## 5.6 Risk of Delivery

Timely submission of the proposal package is the sole responsibility of the Applicant. It is suggested that if the proposal is shipped to the MDE, it should be tracked to require an MDE mailroom staff signature and request a return receipt/notice with signature.  Any proposal shipped or mailed MUST be verified, date and time stamped, and recorded by an MDE mailroom staff. The time and date of the receipt will be indicated on the sealed envelope or package by the MDE mailroom staff.  The only acceptable evidence to establish the time of receipt at the MDE will be identified by the time and date stamp of the MDE mailroom staff on the proposal wrapper or other documentary evidence of receipt used by the mailroom.

**Packages that are received in person by the applicant or a representative will NOT be opened. Packages received by shipping/mail without the appropriate acceptance by the MDE mailroom staff or is received and recorded AFTER the submission deadline will NOT be considered for an award.**

The MDE will not be responsible for delivery delays or lost packets.  All risk of late arrival due to unanticipated delays – whether delivered by USPS, courier or other delivery service or method – is entirely on the Applicant. All Applicants are urged to take the possibility of delay into account when submitting the proposal and submit the packet via RFXS. The Applicant shall be notified as soon as practicable if their proposal was rejected and the reason for such rejection.

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

## 5.7 Rejection of Proposals

Proposals that do not conform to the requirements of the solicitation 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 solicitation.
* 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 *Required Submission*.
* The Applicant 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.
* The proposal is determined non-responsive.
* The DUNS number is inactive or restricted upon verification, if applicable.
* The Applicant owes the State money.
* The Applicant 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.

## 5.8 Conditions of Solicitation

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

The Applicant should note the following:

1. The MDE will not be liable for any costs associated with the preparation of proposals incurred by the Applicant.
2. The selection of an Applicant 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 an Applicant 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, Applicants are advised to propose their most favorable terms initially.
5. Applicants will be required to assume full responsibility for meeting all specified

requirements stated in the solicitation.

## 5.9 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 solicitation 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.

## 5.10 Modification or Withdrawal of a Proposal

Prior to the proposal due date, a submitted proposal may be withdrawn by submitting a written request for its withdrawal to the MDE, signed by the Applicant.

A proposal may be submitted as an amended proposal before the due date for receipt of proposals. Such amended proposals shall be a complete replacement for a previously submitted proposal and shall be clearly identified as such. The MDE shall not merge, collate, or assemble proposal materials.

Unless requested by the MDE, no other amendments, revisions, or alterations to proposals shall be accepted after the proposal due date.

Any submitted proposal shall remain a valid proposal for one hundred eighty (180) calendar days from the proposal due date.

## 5.11 Disposition of Proposals

All proposals become the property of the state of Mississippi.

### Appeals Federal Process

In accordance with federal rules, MDE provides Subgrantees or Applicants with the opportunity for a hearing to appeal MDE’s final action. (34 C.F.R. 76.401(a), 34 C.F.R. 76.783 and 20 U.S.C. 1231b-2) Specifically the Subgrantee or Applicant must allege that MDE took any of the following actions that violate Federal or State law, regulations, rules, or governing guidelines:

1. Failing to approve, or disapproving of, the proposal or project in whole or in part.
2. Failing to provide the amount of funds in accordance with requirements of the statutes and regulations.
3. No other grounds for appeal will be accepted or considered.
4. To request a hearing, the Subgrantee or Applicant must file a full and complete written appeal, including the issue(s) in dispute, the legal authority or other basis for the appeal position, and the remedy sought within 30 days of the MDE’s action (e.g., notification of any action under 1 and 2 above). The request must have an original signature of the authorized agent who signed the proposal. If that individual is not available, the request must have the original signature of another individual who is authorized to sign official documents.
5. An original and two copies of the request for a hearing must be submitted by one of the following methods:

Certified mail with a return receipt required (within 30 days based on the postmark) to:

**State Superintendent of Education**

The Mississippi Department of Education

**APPEAL NOTICE** (Name of grant)

359 North West Street

Jackson, Mississippi 39205

Within 30 days of receiving the hearing request, MDE will hold a hearing on the record to review its action. The Subgrantee or Applicant will receive notice of the hearing and will have the opportunity to participate and be represented by counsel. The hearing will be conducted by an impartial hearing officer. During the hearing, the parties will have the opportunity to present and challenge evidence in an orderly fashion before an impartial decision maker. No later than 10 days after the hearing, the hearing officer, as the impartial decision maker, will issue a written ruling on behalf of MDE including findings of fact and reasons or the ruling. The parties may waive these deadlines by mutual consent in writing.

MDE will rescind its action if it determines the action conflicts with Federal or State laws and regulations governing the grant program. If after review, MDE does not rescind its action, the Subgrantee or Applicant may appeal to the Secretary of the US Department of Education within 20 days of being notified as a result.

MDE will make all records pertaining to any review or appeal of the Subgrantee or Applicant available at reasonable times and places to the Subgrantee or Applicant. This includes records of other Subgrantees and Applicants.

## 5.12 Requests For Information

Written questions concerning the solicitation should be **emailed** to: cvancleve@mdek12.org

The deadline for submitting written questions by email is **Monday, October 11, 2021, at**

**5:00 p.m.** **Central Standard Times (CST).** The answers to the questions will be provided to

the general public on **Wednesday,** **October 13, 2021,**onthe MDE’s website [www.mdek12.org](http://www.mdek12.org/)

under the *Public Notices Section/Request for Applications, Qualifications, and Proposal.***No**

**individual replies will be granted.**

A copy of this solicitation, including all attachments and any subsequent amendments, including the Question-and-Answer amendment, if issued, will be posted on MDE’s website. It is the sole responsibility of all interested Applicants to monitor the website for updates regarding this procurement.

# SECTION 6. PROPOSAL FORMS & ATTACHMENTS

*Each of the forms below must be included in the proposal*. Please follow the instructions on the individual forms to ensure each form is complete and signed, if applicable. **Any questions regarding the forms below should be submitted to the identified contact person via email during the time specified in the Request for Information section above.**

Form 1

# Cover Page

**Mississippi Teacher Residency in Critical Shortage Areas**

**FY 2022 -FY 2024 PROPOSAL PACKAGE**

|  |  |  |
| --- | --- | --- |
|  **Name of Institution of Higher Education (IHE)** | **Address:** | **City, State:** |
| **Phone:** | **Fax:** | **E-mail:** |

|  |  |
| --- | --- |
| **Amount Requested** **Fund Year FY2022 - FY2024****$\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **DUNS# (Required- funding with federal funds)** |

**Required signatures:**

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

Superintendent/Executive Director/Agency Head/Fiscal Agent Date

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

 Local Board President (if applicable) Date

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

Project Coordinator Date

Type Information Below:

Phone Number for Project Coordinator \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

E-Mail Address for Project Coordinator \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Mailing Address for Project Coordinator

**For MDE program office use only:** Mississippi Department of Education Approval

List name of 1st Level Approver

2nd Level Approver

Grants Management Director

(If funding with federal funds)

Executive Director

Approval Date:

#

#  Form 2

#  ASSURANCES

***(Please read carefully before signing)***

1. The LEA assures that ESSER funds are used for activities allowable under section 2001(e) of the ARP Act, 18003(d) of the CARES Act and 313(d) of the CRRSA Act.
2. LEA and any other entity that receives ESSER funds will, to the greatest extent practicable, continue to compensate its employees and contractors during the period of any disruptions or closures related to COVID-19 in compliance with Section 18006 of Division B of the CARES Act. In addition, each entity that accepts funds will continue to pay employees and contractors to the greatest extent practicable based on the unique financial circumstances of the entity. CARES Act funds generally will not be used for bonuses, merit pay, or similar expenditures, unless related to disruptions or closures resulting from COVID-19.
3. The LEA will comply with all reporting requirements, including those in Section 15011(b)(2) of Division B of the CARES Act, and submit required quarterly reports to the MDE at such time and in such manner and containing such information as the MDE may subsequently require. (See also 2 CFR 200.327-200.329). The MDE may require additional reporting in the future, which may include: the methodology LEAs will use to provide services or assistance to students and staff in both public and non-public schools, the uses of funds by the LEAs or other entities and demonstration of their compliance with Section 18003(d), such as any use of funds addressing the digital divide, including securing access to home-based connectivity and remote-use devices, related issues in supporting remote learning for all students, including disadvantaged populations.
4. The LEA assures that it will comply with all reporting requirements at such time and in such manner and containing such information as the Commissioner may reasonably require, including on matters such as but not limited to:
	1. data on each school’s mode of instruction (remote, hybrid, in-person), including student attendance data (disaggregated by student subgroup) for each modality;
	2. LEA uses of funds to meet students’ social, emotional, and academic needs, including through summer enrichment programming and other evidence-based interventions, and how they advance equity for underserved students;
	3. LEA uses of funds to sustain and support access to early childhood education programs;
	4. impacts and outcomes (disaggregated by student subgroup) through use of ARP ESSER funding (e.g., quantitative and qualitative results of ARP ESSER funding, including on personnel, student learning, and budgeting at the school and district level);
	5. student data (disaggregated by student subgroup) related to how the COVID-19 pandemic has affected instruction and learning; and
	6. additional reporting requirements as may be necessary to ensure accountability and transparency of ARP ESSER funds.
5. The LEA assures that records pertaining to the ARP ESSER award under 2 C.F.R. § 200.334 and 34 C.F.R. §76.730, including financial records related to use of grant funds, will be retained separately from other grant funds, including but not limited to funds that an LEA receives under the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) and the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act).
6. The LEA assures that the LEA will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) the Department and/or its Inspector General; or (ii) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.
7. The LEA assures that the LEA will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws executive orders and regulations.
8. The LEA must recognize that SEA approval of an application does not relieve the LEA of its responsibility to comply with all applicable requirements.
9. ESSER funds will be coordinated to provide services and supports with other federal education programs, including but not limited to IDEA, ESEA, Carl E. Perkins Act of 2006, and the McKinney-Vento Homeless Assistance Act.
10. ESSER funds must be administered in accordance with the Uniform Administrative Requirement, Cost Principals, and Audit Requirement for Federal Awards (2 C.F.R. Part 200) and the Education Department General Administrative Regulations (EDGAR).
11. The LEA assures that the LEA will have on file with the SEA a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).
12. The LEA assures that the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.
13. The LEA assures the following GEPA requirements:
	1. the LEA will administer each program covered by the application in accordance with all applicable statutes, regulations, program plans, and applications;
	2. control of funds provided to the LEA under each program, and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;
	3. the LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, Federal funds paid to that agency under each program;
	4. the LEA will make reports to the State agency or board and to the Secretary as may reasonably be necessary to enable the State agency or board and the Secretary to perform their duties and that the local educational agency will maintain such records, including the records required under section 20 U.S.C. 1232f of this title, and provide access to those records, as the State agency or board or the Secretary deem necessary to perform their duties; and
	5. the LEA will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each program.
	6. the LEA assures that any application, evaluation, periodic program plan or report relating to each program will be made readily avail- able to parents and other members of the general public;
	7. the LEA assures that in the case of any project involving construction—
		1. the project is not inconsistent with overall State plans for the construction of school facilities, and
		2. in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under section 504 of the Rehabilitation Act of 1973 in order to ensure that facilities constructed with the use of Federal funds are accessible to and usable by individuals with disabilities;
14. The LEA assures that the local educational agency has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and
15. The LEA assures that none of the funds expended under any applicable program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.
16. The LEA assures that a general application submitted under this section shall remain in effect for the duration of the programs it covers.
17. The LEA assures that the LEA is using ARP ESSER funds for purposes that are reasonable, necessary, and allocable under the ARP.
18. The LEA assures that the LEA will comply with the provisions of all applicable acts, regulations and assurances; the following provisions of Education Department General Administrative Regulations (EDGAR) 34 CFR parts 76, 77, 81, 82, 84, 97, 98, and 99; the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and the Uniform Guidance in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 34.
19. The LEA assures that federal grant recipients, sub recipients and their grant personnel are prohibited from text messaging while driving a government owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using government supplied electronic equipment to text message or email when driving as per Executive Order 13513,“Federal Leadership on Reducing Text Messaging While Driving,” October 1,2009.
20. The LEA assures that no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program.
21. The LEA assures that:
	1. any application, evaluation, periodic program plan or report relating to each program will be made readily available to parents and other members of the general public;
	2. in the case of any project involving construction—(A) the project is not inconsistent with overall State plans for the construction of school facilities, and (B) in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under section 794 of title 29 in order to ensure that facilities constructed with the use of Federal funds are accessible to and usable by individuals with disabilities;
	3. the local educational agency has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and
	4. none of the funds expended under any applicable program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an
22. The LEA assures that the LEA will comply with the maintenance of equity provision in section2004(c) of the ARP.
23. The LEA assures the LEA will reserve not less than 20 percent of its total ARP ESSER allocation to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, extended school year programs, or other evidence-based interventions, and ensure that such interventions respond to students’ academic, social, and emotional needs and address the disproportionate impact of COVID-19 on student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).
24. The LEA assures that the LEA will develop and make publicly available on the LEA’s website, not later than 30 days after receiving ARP ESSER funds, a plan for the safe return to in-person instruction and continuity of services for all schools, including those that have already returned to in-person instruction. As part of this process, consistent with Section 2001(i)(2) of the ARP Act, the LEA seek public comment on the plan and take those comments into account in the development of the plan. Per section 2001(i)(3) of the ARP Act, an LEA that developed a plan for the safe return to in-person instruction and continuity of services prior to the date of enactment of the ARP Act will be deemed to have met the requirement to develop a plan under section 2001(i)(1) as long as the plan meets the statutory requirements (i.e., is publicly available on the LEA’s website and was developed after the LEA sought and took into account public comment).
25. The LEA assures that the LEA will include in its application to the Department for ARP-ESSER funds a plan, in a format prescribed by the Commissioner, that describes the extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning.
26. The LEA assures that the LEA will include in its application to the Department for ARP-ESSER funds a plan, in a format prescribed by the Commissioner, that describes how the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year.
27. The LEA assures that the LEA will include in its application to the Department for ARP-ESSER funds a plan, in a format prescribed by the Commissioner, that describes how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act.
28. The LEA assures that the LEA will include in its application to the Department for ARP-ESSER funds a plan, in a format prescribed by the Commissioner, that describes how the LEA will ensure that the interventions it implements, including but not limited to the interventions implemented under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.
29. The LEA assures that the LEA will engage in meaningful consultation with stakeholders and give the public an opportunity to provide input in the development of the plan referenced above in Assurances #17-20. Specifically, an LEA will engage in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions. Additionally, an LEA must engage in meaningful consultation with each of the following, to the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students.
30. The LEA assures that its LEA ARP ESSER plan will be in an understandable and uniform format; to the extent practicable, written in a language that parents can understand or, if not practicable, orally translated; and, upon request by a parent who is an individual with a disability, provided in an alternative format accessible to that parent.

 By signing this statement, the Subgrantee hereby certifies and assures that the school district/entity submitting this document shall comply with MDE Assurances and Certifications in accordance with state and federal regulations requirements, and MDE policy and requirements pertaining to this program. The Subgrantee certifies further that the information submitted on this is true and correct.

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

Superintendent/Executive Director/Fiscal Agent Signature Date

Form 3

# STANDARD TERMS AND CONDITIONS

*Certain terms and conditions are required for contracting. Therefore, the Applicant shall assure agreement and compliance with the following standard terms and conditions.*

1. **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 Subgrantee, to reduce the amount of funds payable to the Subgrantee 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.

1. **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.

1. **INDEPENDENT SUBGRANTEE**

The Subgrantee shall perform all services as an independent Subgrantee and shall discharge all of its liabilities as such. No act performed or representation made, whether oral or written, by Subgrantee with respect to third parties shall be binding on the MDE.

1. **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 Subgrantee may terminate this grant, in whole or in part, upon mutual agreement.

Either the MDE or the Subgrantee 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 Subgrantee 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 Subgrantee covered by the agreement, less payments of compensation previously made.

1. **ACCESS TO RECORDS**

The Subgrantee 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 Subgrantee related to Subgrantee’s charges and performance under this agreement. Such records shall be kept by Subgrantee for a period of five (5) years after final payment under this agreement, unless the MDE authorized their earlier disposition. Subgrantee 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.

1. **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.

1. **LEGAL AUTHORITY**

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

1. **EQUAL OPPORTUNITY EMPLOYER**

The Subgrantee shall be an equal opportunity employer and shall perform to applicable requirements; accordingly, Subgrantee 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.

1. **COPYRIGHTS**

The Subgrantee: (i) agrees that the MDE shall determine the disposition to title to and the rights under any copyright by Subgrantee 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 Subgrantee 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 Subgrantee 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.

Subgrantee further agrees that all material produced and/or delivered under this grant will not, to the best of the Subgrantee’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 Subgrantee’s opinion be likely to become, the subject of an infringement claim or suite, the Subgrantee shall procure the rights to such material or replace or modify the material to make it non-infringing.

1. **PERSONNEL**

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

1. **SURRENDER OF EQUIPMENT**

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

1. **ASSIGNMENT**

Subgrantee 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.

1. **MISSISSIPPI ETHICS**

It is the responsibility of the Subgrantee 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 Subgrantee.

I have **read** and **agree** to comply with the Standard Terms and Conditions. I certify that the contents of this proposal, if funded, will be followed for the implementation of the grant award 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.*

Superintendent/Executive Director/Agency Head/Fiscal Agent Date

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

Partnering Agency (name partner) Date

Form 4

# CONFLICT OF INTEREST DISCLOSURE FORM

**Mississippi Department of Education**

Each Applicant must disclose any personal, business, or volunteer affiliations that may give rise to a real or apparent conflict of interest. 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 the program 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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 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Superintendent/Executive Director/Fiscal Agent Date

Title of Authorized Person

Form 5

# ACKNOWLEDGEMENT OF AMENDMENTS

The Question-and-Answer amendment shall be signed, if issued, will be posted on the MDE [website](https://www.mdek12.org/PN/RFP) under “Public Notice” Request for Applications, Qualifications, and Proposals section. It is the responsibility of all interested vendors to monitor the website for updates regarding any amendments to the solicitation.

Form 6

# Verification

Verification of the registration of the active DUNS must be submitted with the proposal (e.g., [www.sam.gov](http://www.sam.gov) correspondence indicating the status and expiration date, DUNS and Bradstreet letter, etc.)

Form 7

# Budget

Budget Overview, Narrative, and Summary

**All Applicants** must submit a ***Budget Overview and*** ***Budget*** and a ***Budget Summary.***

When determining the amount to be requested for school districts, please consider the need and the number of students to be served. All Applicants must submit a budget and sustainability plan, if applicable.

Allowable Expenses

Project funds must be used for activities that directly support the accomplishment of the project purpose, priorities, and expected outcomes. All expenditures must be consistent with applicable state and federal laws, regulations, and guidance.

Applicants must list all budgetary costs based upon the narrative components and program design and ensure that the budget includes a line-item description for every allowable cost necessary to carry out the goals and objectives of the proposed program. It is advisable to consult with the financial office of the applying agency prior to submitting the proposal.

Successful Subgrantees may use grant funds for allowable costs only during the grant award period. **Any costs occurring outside the grant award period are solely the responsibility of the Subgrantee and will not be reimbursed by the MDE.**

## **Instructions for Budget Forms:**

## **General Instructions**

You may request an amount equal to or less than the first year for additional years, if applicable. Pay attention to applicable program specific instructions given in the solicitation.

## **BUDGET OVERVIEW**

**Budget Overview Form A (REQUIRED)**

All Applicants must complete Form A and provide an overview to support the budget that is presented as part of this solicitation. This overview must address all components listed, if applicable.

## **Budget Summary**

**Budget Summary Form B (REQUIRED)**

Applicant must complete **Form B** and provide a breakdown by the applicable budget categories shown.

## **Budget Narrative**

**Budget Narrative Form C for Years One Only (REQUIRED)**

**Please pay attention to applicable program specific instructions and allowable expenditures.**

1. Provide an itemized budget breakdown for each applicable budget category listed in the budget summary pages.
2. Provide the rate and base on which fringe benefits are calculated.
3. Provide other explanations or comments you deem necessary.
4. Administrative and indirect cost rates for non-profits are to be handled according to Office of Management and Budget (OMB) Uniform Guidance: Cost Principles, Audit, and Administrative Requirements for Federal Awards and in accordance with the governing authority of that specific non-profit.
5. There is a 20% cap on administrative costs.
6. Enter the indirect cost rate that will be in effect during the funding period. Use the restricted rate. In addition, enter the estimated amount of the base to which the rate is applied, and the total indirect expense.

**Form A**

# Budget Overview

Provide a brief and concise narrative on the following:

**a. How the items within the budget support the goals of the program;**

1. **How the requested funds will be allocated for accomplishing tasks and activities described in the proposal;**
2. **How the major costs indicated on the Budget Summary will be reasonable and necessary in relation to the number of participants to be served, to the scope of the project, and its anticipated outcomes;**
3. **How the positions and salaries will be reasonable and necessary, consistent with the demographic area, and adhere to the Applicant organization’s policies and procedures on salary determination.**

|  |  |  |
| --- | --- | --- |
|  | FORM B**Mississippi Department of Education**BUDGET summary PAGE**Mississippi Teacher Residency in Critical Shortage Areas** | FY 2022 - FY 2024Projected Budget Summaries |
| Fund Number: # |
| Name of Institution/Applicant:  | Applicants requesting funding for multi-year grants should complete all applicable columns, if applicable. Please read all instructions before completing form. |
| **BUDGET SUMMARY – Form B**  |
| **Budget Categories** | **Project Year \_\_\_\_\_\_\_\_** | **Project Year \_\_\_\_\_\_\_\_\_\_\_\_** | **Total Budget** |
| 1. Personnel (Non-Administrative) |  |  |  |
| 2. Administration (Not more than # of allocation) |  |  |  |
| 3. Fringe Benefits |  |  |  |
| 4. Travel |  |  |  |
| 5. Equipment |  |  |  |
| 6. Supplies |  |  |  |
| 7. Contractual |  |  |  |
| 8. Other Tuition/Books/(Specify) |  |  |  |
| 9. Total Direct Costs (lines 1-8) |  |  |  |
| 10. Indirect Costs |  |  |  |
| 11. Total Cost (lines 9-10) |  |  |  |

FORM C

# BUDGET NARRATIVE

Use the Budget Narrative form to provide a complete budget narrative **for year 1 of the project**. On this page, please provide a **brief** but **detailed** budget narrative that explains the following, if applicable: (1) the basis for estimating the costs of professional personnel salaries, administrative costs, benefits, project staff travel, materials and supplies, consultants, contractual, tuition/books, indirect costs, and any projected expenditures and (2) how the major cost items relate to the proposed activities and how these activities will help students achieve higher standards. This information should include a **detailed** description of the costs included, sufficient to document the **necessity and reasonableness** of **all** costs, and **clear and concise description** of the computations used to arrive at the total amounts indicated. This page may be reproduced as needed.

Applicant Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| CATEGORY/Activity | **AMOUNT** | **GENERAL DESCRIPTION** |
| 1. Personnel(Non-Administrative) |  |  |
| 2. Administration |  |  |
| 3. Fringe Benefits |  |  |
| 4. Travel |  |  |
| 5. Equipment |  |  |
| 6. Supplies |  |  |
| 7. Contractual |  |  |
| 8. Other: Tuition/Books, etc. (Specify) |  |  |
| 9. Indirect Costs  |  |  |
| Subtotal for Each Page |  |  |
|  GRANT TOTAL |  |  |

Applicant Signature: ­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Page of \_\_\_\_

**FORM D**

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# NOTICE OF INTENT TO APPLY

All Applicants planning to apply should submit a Notice of Intent to Apply. **The Notice of Intent to Apply should be received by October 15, 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. Please send via email to cvancleve@mdek12.org.

This notice confirms that my organization is interested applying for the Mississippi Teacher Residency in Critical Shortage Areas and intends to submit a proposal by the deadline date above.

Applicant/Fiscal Agent Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

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

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

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

Sincerely,

**Authorized Signature**

**Title of Authorized Person**

**SUPPLEMENTAL FORM**

 **Priority Points**

**New IHE Applicants ONLY**

New IHE applicants, that have not received Kellogg MTR grants previously, will receive priority points in an effort to expand access to residency-based preparation statewide. Priority Points will be assigned only after an applicant has received the minimum absolute score of 70.

IHE applicants, that have received Kellogg MTR grants previously, are not eligible for priority points.

Rationale: Projected Gap Areas for New IHE Applicants

**Gap Areas for New IHE Applicants or New IHE Applicants**

1. Educator Workforce Development: Applicant explained how the pilot program will align to the district’s staffing needs and how partners will ensure that resident teacher feedback is aligned to the district’s expectations for teachers.
2. Building a Residency Year Curriculum: Applicant described a teacher resident’s experience in the pilot program, both in terms of coursework and clinical classroom experience.
3. Budget Summary (Years 1 and 2): Applicant provided a budget summary including, but not limited to, a breakdown of budgetary costs related to components outlined in their narrative/program design.
4. Budget Sustainability (Year 3 and Beyond): Applicant described provided a clear plan of how to financially sustain the program in subsequent years following the end of the grant period

**END OF DOCUMENT**