

REQUEST FOR PROPOSALS



Blended Prekindergarten Classroom Grant

**Mississippi Department of Education
Office of Special Education
359 North West Street, Suite 301
Jackson, Mississippi 39201**

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Date: March 6, 2018**

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I. GENERAL INFORMATION

Introduction

The Mississippi Department of Education (MDE), Office of Special Education, is seeking competitive written proposals from Mississippi school districts in an effort to provide grant funds for blended prekindergarten classrooms in qualifying school districts.

Purpose

The Office of Special Education seeks to improve access to high-quality early childhood programs for children in Mississippi school districts, with an emphasis on providing inclusive opportunities for students with disabilities. The MDE expects early childhood programs to accomplish and demonstrate the following outcomes:

- More children will enter kindergarten ready to succeed in school.
- More families will have access to quality early education programs.
- Prekindergarten programs will receive resources and support to increase quality.
- High-quality prekindergarten programs will collaborate with other early childhood education programs and related services.
- Prekindergarten programs will use curricula that are evidence-based and aligned with the MDE's *Early Learning Standards for Classrooms Serving Three- and Four-Year-Old Children*.
- Prekindergarten programs will implement an integrated, effective system of early childhood curriculum, instruction, assessment, and program evaluation.
- Prekindergarten programs will implement consistent and appropriate learning goals for children and demonstrate progress towards achieving these targets.

Prekindergarten students with disabilities have the right to be included with their non-disabled peers to the extent appropriate to meet their individual needs, as provided for in the Individuals with Disabilities Education Act (IDEA). Inclusion is not a service delivery option, but rather a belief system that guides all the practices in a school. Inclusion philosophy adheres to the principle that all staff members believe it is their job to provide the best education for all children, respecting their students' diversity and maximizing their potential. Full participation with peers is the strong preference with the goal of membership in the same learning community to the maximum extent possible, with the first consideration being the needs of the individual child. An inclusive environment meets the needs of every child, not just a child with a disability, but any child, regardless of learning difference.

Inclusion benefits children with and without disabilities, as they become skilled at:

- Experiencing positive social interactions
- Having pride in their achievements

- Using improved language and communication skills
- Solving problems creatively
- Developing patience and compassion
- Understanding and accepting their own and others' strengths and gifts
- Helping others

Eligible Applicants

Any school district in the state of Mississippi that does not currently operate a prekindergarten program for 3 and/or 4-year old children is eligible to apply for these grant funds. This component is required as it determines the eligibility of the proposal.

Grant Compliance

The MDE Office of Early Childhood will monitor each program annually. The MDE will use these documents to monitor the program:

1. Early Learning Collaborative Monitoring Tool (Standard 17.2 is embedded in this document.)
2. *Effectiveness Evaluation Plan for Early Learning Collaboratives and Other Pre-K Classrooms* located at www.mdek12.org/ec.

The Early Learning Collaborative Monitoring Tool will be used to support the professional development of staff and to assess the implementation of high quality practices within the blended prekindergarten classrooms. Programs will also be monitored for compliance with IDEA, using the same monitoring protocols utilized by the MDE Office of Special Education for all IDEA programs. Also, all prekindergarten students in Mississippi who receive special education services will be assessed with the Battelle Developmental Inventory-2 Screener upon determination of eligibility for services and again just before their sixth birthday, as indicated in the State Performance Plan, as a measure of (1) progress for improved positive social-emotional skills (including social relationships), (2) acquisition and use of knowledge and skills (including early language/communication and early literacy), and (3) use of appropriate behaviors to meet their needs.

Districts may apply for grant funding for more than one classroom, if needed, with each classroom individually adhering to the guidelines set forth in this proposal. Districts may choose to create a prekindergarten class for 3 and/or 4-year olds or a prekindergarten class for only 4-year olds, depending on the needs of the district, but must conform to ratio guidelines for each age group. The ratio of adult to child for 3-year olds is 1:7, while the ratio for 4-year olds is 1:10. Mixed classes of 3 and 4-year olds must adhere to the guidelines for 3-year olds.

Grant Award Funding

The MDE grant award will be up to:

- \$50,000 for the first year for program set-up,
- \$10,000 for year two (2),
- \$10,000 for year three (3),
- for a total of up to \$70,000 per class during the grant period.

Grant Period

The grant period will be for three (3) years, with planning during summer of 2018, and year one of operation being the 2018-2019 school year, contingent upon available funding.

II. ADDITIONAL INFORMATION

Selection Criteria and Procedures

All 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.

Proposal review will take place in three stages.

- **Stage 1:** The first part of each proposal will be reviewed for eligibility according to the rubric. If applicants are deemed not eligible, the proposal will not be reviewed by the team of reviewers and will be disqualified.
- **Stage 2:** Reviewers will score parts 2 and 3 of each eligible proposal using the remainder of the rubric. Rubric scores for each of the three parts will be added to determine which applicants will make it to the interview round. Please see the **Evaluation Criteria** table below for point values.
- **Stage 3:** Finalists will be invited to an interview round. Interview scores will be added to the rubric scores to determine a final ranking. The MDE will fund proposals in the order of their rank until funds are exhausted.

Proposal review is expected to be completed April 13, 2018, and finalist interviews will take place April 18-20, 2018. Award announcements will be made June 22, 2018.

Evaluation Criteria

Rubric Point Values

Section	Available Points	Required to Make Interview Round
I. Eligibility*	10	7
II. Program Requirements*	34	24
III. Budget & Narrative *	32	22
IV. Interview	24	NA
Rubric Total	100	53

* Any score of "ineligible" will disqualify the proposal from further review.

Grant Awards

Upon completion of the evaluation process and approval by MDE, the applicants will be notified of the status of their proposal. The grant documents will be prepared and forwarded to the districts for signature.

Use of Funds

These grants are being provided through federal funds received through the MDE Office of Special Education.

Funds may be used to create a new blended prekindergarten classroom within the district and maintain said classroom during the three-year course of the grant. Funds may be used for supplies, materials, curriculum, and training for teacher(s) and/or paraprofessionals. Grant funds may not be used for staff salaries/benefits.

To receive grant funding, the minimum enrollment must be 15 four-year-olds or ten three-year-olds for each school year.

Funds awarded in Year 1 must be expended by September 30, 2019 (end of Year 1). Funds awarded in Years 2 and 3 must be expended by September 30, 2020 and September 30, 2021, respectively.

Tentative Timeline

Due Date

March 6, 2018

Grant Activities

RFP Issued; Email and Post to MDE Website

April 3, 2018	Proposals Due
April 9-13, 2018	Evaluation of proposals
June 21, 2018	State Board of Education approval
June 22, 2018	Notice of Awards [contingent on State Board approval]
July 1, 2018	Grant Activity Begins

III. PROPOSAL PROCEDURES

Request for Information:

Questions concerning the RFP should be sent to: cataylor@mdek12.org.

The deadline for submitting written questions by email is Wednesday, March 21, 2018 at 5:00 p.m. Copies of all questions submitted and responses will be posted to MDE's website www.mde.k12.ms.us under the Public Notices section and will be available to the general public on Friday, March 23, 2018.

Procedures of Delivery of Proposals

One (1) original and five (5) copies of the proposal must be received by 5:00 pm Central Standard Time on Tuesday, April 3, 2018 based on the delivery method used:

Hand Deliver Proposals to:	Monique Corley Office of Procurement Mississippi Department of Education Blended Prekindergarten Classroom Grant Central High School, Suite 307 359 North West Street Jackson, MS 39201 (DO NOT OPEN)
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Mail Proposals to:	Monique Corley Office of Procurement Mississippi Department of Education Blended Prekindergarten Classroom Grant Post Office Box 771 Jackson, MS 39205-0771 (DO NOT OPEN)
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Ship Proposals to: (FedEx, UPS, etc.)	Monique Corley Office of Procurement Mississippi Department of Education
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Blended Prekindergarten Classroom Grant
359 North West Street
Jackson, MS 39201
(DO NOT OPEN)

Risk of Delivery

The applicant is responsible for ensuring that the competitive proposals are delivered by the deadline and assumes all risks of delivery.

Proposals and modifications received in the room after the time designated in the RFA or RFP will be considered **late** and shall not be considered for award.

At the time of receipt of the proposals, the proposals will be date stamped and recorded in Suite 307 of Central High School Building.

Incomplete proposals will not be evaluated and will not be returned for revisions. No faxed or emailed copies will be accepted.

The proposal must be signed by an authorized official to bind the offeror to the proposal provisions.

The applicant is responsible for submitting the appropriate number of copies.

Acceptance of Proposals

The 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 give one party an advantage or benefit over other parties, or adversely impact the interest of the MDE.

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 that include, but are not limited to, the following:

1. The proposal contains unauthorized amendments to the requirements outlined in the RFP.
2. The proposal is conditional.
3. Proposals will be accepted after the deadline but will not be considered for an award.
4. The proposal is incomplete or contains irregularities, which makes the proposal indefinite or ambiguous.

5. The Proposal Transmittal/Standard Terms and Conditions, Assurances and Certifications Form, and RFP Checklist (Appendix 1) is not signed by the superintendent, special education director, and federal programs director.
6. The proposal does not include a Budget Summary (Appendix 2).
7. The proposal contains false or misleading statements or references.
8. The district/school has previously been cited with major and/or significant deficiencies by the MDE in one more programs.
9. Reviewers will not continue to score proposals that receive a rating of ineligible for any section.

Disposition of Proposals

All proposals become the property of the state of Mississippi.

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 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; and
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, and the Chief Academic Officer.
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. Applicants will be required to assume full responsibility for meeting all specified requirements stated in the RFP.

IV. PROPOSAL FORMAT AND INSTRUCTIONS

Part A - Grant Proposal Cover Page

The proposal cover page must be signed by the Superintendent of the district.

Part B - Proposal Narrative and Description of Program

The proposal shall consist of a narrative of no more than 50 pages, single-spaced, in 12-point Arial font that provides a description of the following components:

I. Eligibility

- a. Current organizational structure for services – (required to be determined eligible)
 - i. Indicate which placements on the continuum are currently being provided for early childhood students with disabilities within the district.
 - ii. Indicate placements that are currently being provided for early childhood students without disabilities within the district.
- b. Capacity to fulfill duties
 - i. Describe current inclusive practices demonstrated in the school district. Give specific information about how these practices look at the elementary level.

Evidence may include State Performance Plan/Annual Performance Report (SPP/APR) data for:

Indicator 5 - Percent of children with IEPs aged 6 through 21 served:

- A. Inside the regular class 80% or more of the day;
- B. Inside the regular class less than 40% of the day; and
- C. In separate schools, residential facilities, or homebound/hospital placements.

Indicator 6 - Percent of children with IEPs aged 3 through 5 attending a:

- A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and
- B. Separate special education class, separate school, or residential facility, or other documentation of how students with disabilities are included in district programs (academic or extracurricular).

- ii. Describe successful collaborations between general education and special education staff, specifically on the elementary level. This can include documentation regarding Professional Learning Communities (PLCs), joint trainings, agendas from collaboration meetings, and/or district/school policies that document how general and special education staff work together to increase inclusive

practices. Documentation should provide evidence that these collaborations contributed to positive student outcomes, which may include percentage of growth in various subject areas for students participating in inclusive programs and/or positive student results in behavior or other non-academic areas.

- iii. Describe the district's experience managing student data, including using a student data package for managing and reporting student information. Evidence should include which staff members on the elementary and district level (by position) have experience managing and reporting student data. Include which staff members manage MSIS data, and those that enter data into the district's data package, and how many years of experience each staff member has.
- iv. Describe the district's experience with implementing high-quality professional development programs during the last 5 years. Evidence can include agendas for PLCs/staff meetings, certification received by staff members for attending specific trainings, and/or documentation of staff training and subsequent student growth in academic or non-academic areas, such as increased test scores and/or lower discipline referrals.
- v. Describe the personnel who will serve in leadership roles for the program. 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 prekindergarten coordinator or manager), describe what other responsibilities this person has and the expected number of weekly hours this person will devote to the prekindergarten program.

II. Program Requirements

- a. Commitment to Program
 - i. Describe the district's plan to sustain student access to a high-quality early childhood program after the end of the grant period.
- b. Children Served, Classroom, Class Size, and Teacher-Child Ratio

Please remember the following requirements:

- Children with disabilities who will be served in the program with grant funds must be at least three years old.
- Children without disabilities who will be served in the program with grant funds must be three or four years old by September 1st of the school year, depending on whether the

district decides to serve three- and four-year-olds or just four-year-olds without disabilities.

- No more than 20 four-year-old or 14 three-year-old children may be served in one class under the *Mississippi Early Learning Guidelines*. In addition, for this grant program, a minimum of 15 four-year-old or ten three-year-old children must be served in one class.
 - Mississippi requires teacher-child ratios of one adult for every ten four-year-olds or every seven three-year-olds.
 - Students without disabilities to participate in the program will be administered a screening assessment to determine current functioning level. Students from above age level, at age level, and below age level will be chosen, with approximately 1/3 of students (without disabilities) falling into each category.
 - Students with disabilities will be chosen based on the decision of the student's IEP committee.
 - The composition of the class should include approximately 40% of students with disabilities and 60% of students without disabilities. (Each class must contain less than 50% of students with disabilities to be considered a general education program.)
- i. Indicate whether the blended prekindergarten class will serve three-year-olds, four-year-olds, or both, for students with and without disabilities.
 - ii. Indicate how many students will be served in the class, (depending on the ages of students served).
 - iii. Indicate how many teachers/paraprofessionals will be utilized in the blended prekindergarten class.
 - iv. Describe how students without disabilities will be screened and subsequently chosen to participate in the program, including what screening instrument will be used.

c. Staff Qualifications

Instructional staff, including teachers and paraprofessionals, must hold specific qualifications to participate in a blended prekindergarten classroom. These qualifications are:

General Education Teachers – Hold a valid state license to teach prekindergarten

Special Education Teachers – Hold a valid state license to teach prekindergarten special education **OR** be dually certified in prekindergarten general education and prekindergarten special education

Paraprofessionals – Hold an Associate’s degree in early childhood education, child development, or a related field

In order to meet the staff qualification requirements and the requirements for teacher-child ratio, each blended prekindergarten classroom must have a:

- Qualified general education teacher (License 153, 116, 152,120) **AND** special education teacher (License 221) **OR**
- Dually certified teacher **AND** a paraprofessional **OR**
- Special education teacher (License 221) **AND** a paraprofessional.

Because of the focus on whole child development, in addition to educator licensure, each teacher must be credentialed in Early Childhood. See information regarding teacher and paraprofessional credentialing at: <http://www.mde.k12.ms.us/docs/elementary-education-and-reading-library/2018-teacher-credentialing-pathways-20160628.pdf?sfvrsn=2>.

- i. Indicate how many teachers the district will need to hire to meet requirements.
- ii. Indicate how many paraprofessionals the district will need to hire to meet requirements.
- iii. Describe the district’s plan to recruit and retain qualified staff for the blended prekindergarten class.

d. Professional Development

All instructional staff must attend at least 15 hours of early childhood specific annual professional development, including professional development in early literacy.

- i. Explain the district’s plan to provide for appropriate professional development for prekindergarten staff.

- ii. Explain how the district will organize a professional learning community (PLC) in order for staff to collaborate with kindergarten staff, service providers, other agencies that serve prekindergarten children, and/or early learning staff in neighboring districts, to increase teacher capacity.

e. Learning Standards and Guidelines

Blended prekindergarten classes must use Mississippi's Early Learning Standards for Classrooms Serving Three- and Four-Year-Old Children and Mississippi Early Learning Guidelines for Classrooms Serving Three- and Four-Year-Olds (depending on the ages of children served). Agreement to use the learning standards and guidelines are required to be determined eligible for the grant funding.

- i. Certify that the district's blended prekindergarten class will use Mississippi's Standards.
- ii. Certify that the district's blended prekindergarten class will use Mississippi's Early Learning Guidelines.
- iii. Describe how program leaders will ensure that standards and guidelines are being utilized in the class, including technical assistance and "drop-in" checks for implementation, and that lesson plans reflect which standards are being addressed daily. Include lesson plan format with clear alignment to standards and instruction requirements outlined in the guidelines.

f. Curriculum

Blended prekindergarten classes that are funded through this grant program 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 Three- and 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 *Early Learning Standards for Classrooms Serving Three- and Four-Year-Old Children*. MDE has identified one curriculum that meets these requirements – Opening up the World of Learning (OWL).

If you would like to submit a curriculum other than OWL for consideration, you must provide evidence from an independent review that the curriculum is evidence-based. Curricula chosen for blended

prekindergarten classes will have to meet the MS Code 27-103-159 definition of an “evidence-based program,” which means “a program or practice that has had multiple site random controlled trials across heterogeneous populations demonstrating that the program is effective for the population.” 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.

Either OWL or another curriculum needs to be addressed, as one is required to be determined eligible.

- i. Certify that the blended prekindergarten classroom will use an evidence-based curriculum. Designate whether it will be OWL or another evidence-based curriculum. If another curriculum is chosen, requirements outlined in MS Code 27-103-159 must be met.
 - ii. Describe how program leaders will ensure that the curriculum is being implemented with fidelity.
- g. Supports for students with disabilities

Students with disabilities must receive appropriate services as stated in their Individual Education Plans (IEPs).

- i. Describe how program leaders will ensure that the needs of students with disabilities will be met as identified on their IEPs. Possible source of evidence includes notification to parents, written program policy on inclusion and non-discrimination, enrollment of children with disabilities, and adaptations to curriculum to address IEP goals.

h. Assessments

Districts who receive this grant must participate in state assessments, which include the Mississippi Kindergarten Assessment Scoring System (MKAS²) and the Brigance Screen III. The teachers and paraprofessionals will be evaluated with the Classroom Assessment Scoring System (CLASS). Further information about these assessments can be found in the Effectiveness Evaluation Plan on this webpage: www.mdek12.org/ec. Districts can incorporate additional age-appropriate assessments, if desired.

- i. Indicate what assessments the district will implement in the blended prekindergarten class in addition to state assessments. Write “not applicable” if no additional assessments will be used.

i. Parent Engagement

Parent engagement is a key component of quality early childhood programs.

- i. Indicate how the district will market the program to parents to ensure that all children, including hard-to-reach children, have access to the program.
- ii. Describe activities the district will implement in order to engage parents in learning.

Part C - Budget Summary

The budget amount will be \$50,000 for Year 1, \$10,000 for Year 2, and \$10,000 for Year 3. The project budget must be clearly tied to the scope and requirements of this project. No indirect cost rate shall be allowed. Complete Budget Summary in Appendix 2.

Direct Cost Requested	Amount Year 1 July 2018- September 2019	Amount Year 2 October 2019- September 2020	Amount Year 3 October 2020- September 2021
1. Furniture and Materials (50% of total budget)			
2. Curriculum (10% of total budget)			

3. Technology, including assistive technology (15% of total budget)			
4. Assessments for students (diagnostic and progress monitoring) (5% of total budget)			
5. Professional Development (10% of total budget)			
6. In-State Travel (5% of total budget)			
7. Other (5% of total budget)			
Total Budget			

Part D - Budget Narrative

The summary (above) and narrative must align. Remember the following requirements:

- Budgets cannot exceed the expected revenue.
- Budgets should align to the district’s plan. Funds should not be budgeted for activities not discussed in the plan nor should activities discussed in the plan not be funded.
- Applicants 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 prekindergarten experience.
- Specific categories of allowable expenses include purchasing appropriate educational materials, purchasing equipment or technology, including assistive technology used for educational purposes, providing professional development, and administering age-appropriate child assessment(s).
- Specific categories of non-allowable expenses include costs associated with writing the proposal, 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, salary and fringe benefits, cost of substitute teachers, cost to attend out of state conferences (lodging, transportation, meals), and indirect cost.
- June 1 will be the last day to modify budgets for each fiscal year. July 30 will be the last day to use the previous year’s funds, unless written permission is granted.

- 1) Furniture and Materials
Describe the materials to be purchased, the need for the materials, and cost calculations.
- 2) Curriculum
Describe the curriculum to be purchased for use in the classroom, need for curriculum, and cost calculations for the purchase.
- 3) Technology (including Assistive Technology)
Describe the technology to be purchased, the need for the purchases, and cost calculations.
- 4) Assessments for Students
Describe the purpose of the assessment(s), the need for the assessment(s), and cost calculations.
- 5) Professional Development (PD)
Describe the purpose of the PD, the need for the PD, and cost calculations. If a contract will be needed for this component, include the contract cost.
- 6) In-State Travel
Describe the purpose of the travel, the personnel who will travel, and cost calculations. (Budget for annual early childhood conference in Biloxi. Teachers, paraprofessionals, and oversight personnel will need to attend.)
- 7) Other
Describe any other expected purchase. Justify the expense.

Part E - Standard Terms & Conditions

The Standard Terms & Conditions (Appendix 1) must be signed by the superintendent of the district.

Grant Benchmarks, Reports, Payment Schedule and Reporting Requirements

Programs will be required to report any information regarding budget, student outcomes data, or other relevant information to the MDE upon request.

Performance Reporting and Monitoring Responsibilities

The MDE will monitor yearly the effectiveness of each program using the *Effectiveness Evaluation for Early Learning Collaboratives and Other Pre-K Classrooms*. In addition,

the MDE Office of Special Education will annually monitor each program for compliance with IDEA regulations.

Standard Terms and Conditions

Appropriate terms and conditions should be selected from the list below to be included in grants entered into by the Mississippi Department of Education. Other Special Conditions may be included depending on the type of services and the grantee. Please note that some federal grants may require alternate or additional conditions.

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 of all issues, which arise from it.

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.

Availability of Funds

It is expressly understood and agreed that the obligation of MDE to proceed under this agreement is conditioned upon the appropriation of funds by the Mississippi State Legislature and the receipt of state and/or 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 or of the State of Mississippi 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.

Copyrights

The Grantee: (i) agrees that the MDE shall determine the disposition of the 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 others 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 any infringement claim or suite, the Grantee shall procure the rights to such material or replace or modify the material to make it non-infringing.

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, handicap or sex in any manner prohibited by law.

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.

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.

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.

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.

Termination

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

Either the Mississippi Department of Education 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 bear to the total services of the grantee covered by the agreement, less payments of compensation previously made.

Part F - Assurances & Certifications

Mississippi Department of Education (MDE) Assurances and Certifications:

A. The applicant shall be an equal opportunity employee and shall perform to all other applicable requirements; accordingly, the applicant 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, handicap, or sex in any manner prohibited by law. Further, the applicant 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;

B. The applicant 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 applicant related to applicant's charges and performance under this agreement. Applicant shall keep such records for a period of five years after final payment under this agreement, unless the MDE authorizes their earlier disposition. Applicant 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;

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

D. The grantee certifies they have not been barred from contracting or otherwise doing business with the State or Federal Governments;

E. 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;

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

G. 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 proposal for nonperformance of the proposal at any time during the term of the program. The applicant 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 applicant 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 applicant 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;

H. 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; and

I. Applicant 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.

J. The local education agency/grantee adheres to the applicable provisions of the Education Department General Administrative Regulations (EDGAR): 34 CFR Subtitle A, Parts 1-99.

K. 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.

L. The local education agency/grantee adheres to the Office of Management and Budget (OMB) Circular A-87 (Cost Principles for State, Local, and Indian Tribal Governments).

M. The local education agency/grantee assures that salary and wage charges will be supported by proper time reporting documentation that meets the requirements of OMB Circular A-87.

V. APPENDICES

The forms in this section are standard forms for this proposal and must be submitted with the proposal in order to be eligible.

1. Proposal Transmittal Form/Standard Terms and Conditions/Assurances and Certifications
2. Budget Summary

Appendix 1 – Proposal Transmittal, Standard Terms and Conditions, Assurances and Certifications Form, and RFP Checklist

Page 1 of 2

District 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 applicant to the provisions of the attached proposal. The undersigned offers and agrees to perform the scope of work outlined in Parts B-D 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 (Part E) and Assurances and Certifications (Part F) contained in the RFP, in accordance with state and federal regulations requirements and MDE policy and requirements pertaining to this program. The applicant 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 contract.

2018-2019 Blended Pre-K RFP CHECKLIST

INSTRUCTIONS: Complete the checklist. Failure to include items marked with “*” will cause the application to be rejected.

Item	For Applicant Use	For MDE Use
Checklist* (pages 25-26)	<input type="checkbox"/> Completed and attached.	<input type="checkbox"/> Completed and attached. <input type="checkbox"/> Not completed or not attached.
Proposal Cover Page* Proposal Narrative*, including: <ul style="list-style-type: none"> • Current organizational structure for services* • Capacity to fulfill duties* • Commitment to Program* • Children Served, Classroom, Class Size, and Teacher-Child Ratio* • Staff Qualifications* • Professional Development* • Learning Standards and Guidelines* • Curriculum* • Supports for students with disabilities* • Assessments for students* • Parent Engagement* 	<input type="checkbox"/> Proposal Cover Page attached. <input type="checkbox"/> Proposal Narrative attached, including: <ul style="list-style-type: none"> <input type="checkbox"/> Current organizational structure for services <input type="checkbox"/> Capacity to fulfill duties <input type="checkbox"/> Commitment to Program <input type="checkbox"/> Children Served, Classroom, Class Size, and Teacher-Child Ratio <input type="checkbox"/> Staff Qualifications <input type="checkbox"/> Professional Development <input type="checkbox"/> Learning Standards and Guidelines <input type="checkbox"/> Curriculum <input type="checkbox"/> Supports for students with disabilities <input type="checkbox"/> Assessments <input type="checkbox"/> Parent Engagement 	<input type="checkbox"/> Proposal attached. <input type="checkbox"/> No proposal attached.

Appendix 1 – Proposal Transmittal, Standard Terms and Conditions, Assurances and Certifications
Form, and RFP Checklist Signatures

The signatures below are required to determine eligibility. **Continued page 2 of 2**

<p>Budget Narrative*, including:</p> <ul style="list-style-type: none"> • Furniture and Materials* • Curriculum* • Technology (including assistive technology) * • Assessments for students* • Professional Development* • In-State Travel* • Other* <p><i>Complete and attach the application.</i></p>	<p><input type="checkbox"/> Budget Narrative attached, including:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Furniture and Materials <input type="checkbox"/> Curriculum <input type="checkbox"/> Technology (including assistive technology) <input type="checkbox"/> Assessments for students <input type="checkbox"/> Professional Development <input type="checkbox"/> In-State Travel <p><input type="checkbox"/> Other</p>	
<p>Appendices*</p> <p><i>Complete and attach the appendices in the order appearing on this checklist.</i></p>	<p><input type="checkbox"/> Appendix 1 – Proposal Transmittal Form/Standard Terms and Conditions/Assurances and Certifications Form attached.</p> <p><input type="checkbox"/> Appendix 2— Budget Summary attached.</p>	<p><input type="checkbox"/> All relevant appendices attached.</p> <p><input type="checkbox"/> Some or all appendices are missing.</p>

Superintendent’s Signature

Date

Special Education Director’s Signature

Date

Federal Program Director’s Signature

Date

Appendix 2 – Budget Summary

INSTRUCTIONS FOR BUDGET FORMS

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 RFP. This overview must address all components (a-c).

BUDGET SUMMARY

Budget Summary Form B (REQUIRED)

All applicants must complete **Form B** and provide a breakdown by the applicable budget categories shown in lines 1-8.

Lines 1-8: For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Line 9, Project Year 1-3: Show the total budget request for each project year for which funding is requested.

BUDGET NARRATIVE

Budget Narrative Form C for Years 1-3 (REQUIRED)

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

1. Provide an itemized budget breakdown for each budget category listed in the budget summary pages.
2. Provide other explanations or comments you deem necessary.
3. All costs are to be handled according to Office of Management and Budget (OMB) Uniform Guidance: Cost Principles, Audit, and Administrative Requirements for Federal Awards.

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;**

- b. How the requested funds will be allocated for accomplishing tasks and activities described in the application;**

- c. 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;**

FORM B
Mississippi Department of Education
BUDGET SUMMARY PAGE
Blended Prekindergarten Classroom Program

Years 1, 2, and 3
 Projected Budget Summaries
 Fund Number: 3201

Name of Institution/Organization:

Applicants must request funding for three years. Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

BUDGET SUMMARY – FORM B
Blended Prekindergarten Classroom Program Funds

Budget Categories	Project Year 1 \$50,000 April 2018-September 2019	Project Year 2 \$10,000 October 2019-September 2020	Project Year 3 \$10,000 October 2020-September 2021
1. Furniture and Materials (50% of total budget)			
2. Curriculum (10% of total budget)			
3. Technology, including assistive technology (15% of total budget)			
4. Assessments for students (diagnostic and progress monitoring) (5% of total)			
5. Professional Development (10% of total budget)			
6. In-State Travel (5% of total budget)			
7. Other (5% of total budget)			
8. Other (Specify)			
9. Total Costs (lines 1-8)			

FORM C

BUDGET NARRATIVE Project Year 1

Use the Budget Narrative form to provide a complete budget narrative **for each year of the project**. On this page, please provide a **brief but detailed** budget narrative that explains: (1) the basis for estimating the costs of furniture and materials, curriculum, technology, assessments for students, professional development, in-state travel, other items, 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 a **clear and concise description** of the computations used to arrive at the total amounts indicated. This page must be reproduced for **each project year**.

Entity Name _____

<i>CATEGORY/ACTIVITY</i>	AMOUNT	GENERAL DESCRIPTION
1. Furniture and Materials (50% of total budget)		
2. Curriculum (10% of total budget)		
3. Technology, including assistive technology (15% of total budget)		
4. Assessments for students (diagnostic and progress monitoring) (5% of total budget)		

5. Professional Development (10% of total budget)		
6. In-State Travel (5% of total budget)		
7. Other (5% of total budget)		
Subtotal for Each Page		
GRANT TOTAL		

Organization: _____ Page _____ of _____