

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

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

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

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

**NCLB Title II, Part A, Improving Teacher Quality State Grants  
Requests for Proposals - 2012-2013 Program**

- Program:** These guidelines provide directions for making application for federal funds available under the higher education portion of the *No Child Left Behind: Improving Teacher Quality Program*.
- Purposes:**
- A. Professional development activities in core academic subject areas to ensure that:
    - 1. Teachers and highly qualified paraprofessionals (and, when appropriate, principals) have subject matter knowledge in the academic subjects that the teachers teach (including knowledge of how to use computers and other technology to enhance student learning); and
    - 2. Principals have the instructional leadership skills to help them work more effectively with teachers to help students master core academic subjects.
  - B. Development and provision of assistance to Local Education Agencies (LEAs) and to their teachers, highly qualified paraprofessionals, or school principals, in providing sustained, highly qualified professional development activities that:
    - 1. Ensure that those individuals can use challenging state academic content standards, student academic achievement standards, and state assessment to improve instructional practices and student academic achievement;
    - 2. Include intensive programs designed to prepare individuals to provide instruction related to the professional development described in the preceding paragraph to others in their schools; and
    - 3. Include activities of partnerships between one or more LEAs, one or more of the LEAs' schools, and one or more Institutions of Higher Education (IHEs) for the purpose of improving teaching and learning at low-performing schools.
- Eligibility:** Eligibility is limited to partnerships comprised at a minimum of (1) a private or state IHE and the division of the institution that prepares teachers and principals; (2) a school of arts and sciences; and (3) a high-need LEA (see Appendix B).
- Submission:** Proposals must be received at the Mississippi Board of Trustees of State Institutions of Higher Learning office by 12:00 noon on Friday, November 30, 2012. All proposals, including any additional materials, must be submitted electronically to: [slee@mississippi.edu](mailto:slee@mississippi.edu). Proposals submitted that do not meet the submission guidelines will not be accepted.
- Funding:** Approximately \$850,000.00 is available for the 2012-2013 Improving Teacher Quality Grants.

**NO CHILD LEFT BEHIND  
Improving Teacher Quality State Grant  
Professional Development Program**

**Request for Proposals  
2012-2013 Summer Institutes for Teachers**

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**Title II, Part A**  
**Improving Teacher Quality State Grant**

**Request for Proposals**  
**2012-2013 Summer Institutes for Teachers**

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

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

The Improving Teacher Quality Program provides an excellent opportunity for the education community to make contributions toward a seamless P-16 educational system in Mississippi by improving literacy content knowledge and instructional strategies for teachers in grades K-12. Reading and writing are gateway skills for student learning in all content areas. By bringing collegiate faculty in academic and educational disciplines together with teachers and principals, an education environment can be provided in which creative and effective ideas and method of teaching and learning can flourish. The results of these efforts are improved teaching and improved student achievement.

Providing teachers in grade K-12 with the proven effective instructional literacy strategies and deepening their expertise in their content area will have a direct impact on improving student achievement in these grades and therefore help reduce the number of students needing remedial courses in their first year of college.

**II. Program Administration**

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

Authority for the administration of the Improving Teacher Quality Grant Program, including the identification and evaluation of grant applications, resides with each state. In Mississippi, the Board of Trustees of State Institutions of Higher Learning (IHL) is the agency authorized to receive and to distribute federal funds appropriated for programs to be utilized by higher education. Applicants are advised that funding will be negotiable depending upon the proposed project's objectives, innovation, practicality, alignment with school districts' professional development priorities, and urgency of need.

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

**The anticipated average funding per project is \$90,000.**

The Board of Trustees is committed to assuring the equitable participation of public and private institutions and non-profit organizations with demonstrated effectiveness. The Board is especially interested in proposals from institutions that will address the needs of all students, including the historically under-represented and under-served. The Board also supports the Graduate Teacher Scholarships in the summer which will pay student tuition expenses, provided the student is admitted to a graduate education program and has applied for financial aid.

**III. Eligible Grant Applicants**

Eligibility is limited to partnerships comprised at a minimum of:

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

A high-need LEA is defined as an LEA:

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

Grant applications may be submitted by any degree-granting, higher education institution accredited by the Commission of Institutions of Higher Learning of the Southern Association of Colleges and Schools and by nonprofit organizations of demonstrated effectiveness. Each grant application must include signatures of endorsement of the project director, the chief academic officer for the applicant's higher education institution, and the official authorized to contractually commit for the institution. This endorsement will constitute the institution's commitment to support the project and to provide all administrative services necessary to assure the project's success and institutional accountability. The SAHE will make awards to eligible partnerships comprised of at least one institution of higher education and one high-need LEA. If working in collaboration, the application should include signatures of endorsement of each institution with only one institution designated as grantee of the funds. All applicants must also demonstrate collaboration in the development and implementation of the grant when entering an agreement or agreements for service with an LEA. This agreement should provide evidence that the proposed project reflects the needs of the teachers as determined jointly by the LEA(s) and the institution(s) of higher education. Documentation of collaborative planning meetings with the IHE and the LEA is requested.

#### IV. Program Component Priorities

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

- A. **All projects must adequately address the Common Core State Standards**, which have been adopted by the Mississippi Department of Education for full implementation in 2014-15. At a minimum, teachers must:
1. Know how to plan intentionally for rigorous and deep learning experiences,
  2. Know how to design and utilize formative assessment that ensures retention and the ability to apply learning,
  3. Be able to create a learning environment that fosters deep thinking, engagement of students, integration of subject areas, and problem-based learning experiences.
  4. Be able to analyze and use a variety of data to drive instructional practice.
  5. Must embrace continuous professional learning.
- Each of the above components should be easily identifiable by project reviewers.
- B. Priority consideration will be given to innovative projects that partner with a high-need LEA(s) to address the needs of highly qualified teachers in the academic core subject areas.
- C. Priority consideration will be given to projects that develop and provide assistance for LEAs and their teachers and staff utilizing professional development activities that are sustained, intensive, and of high quality. Activities must be linked to scientific based professional development strategies that have shown to increase student academic achievement. Projects must provide in-service training for middle and secondary (grades 6-12) teachers. The proposed in-service training should explain how the project will improve and integrate teaching skills with content knowledge in core academic subject areas for teachers (i.e., how the project will assist teachers in improving the performance of students on nationally normed tests in core academic subject areas).
- D. Priority consideration will be given to projects that involve partnerships between an LEA or/and a consortium of LEAs or schools and an IHE or IHEs. Such projects should render professional development activities that support core academic subject areas. Copies of LEAs professional development plan should be on file with the project directors.
- E. Priority consideration will be given to documented collaborative efforts that meet the goals of school reform and serve the needs of teachers employed in schools. All projects must demonstrate an awareness of state-level and district-level plans for professional development and the Mississippi Department of Education's curriculum frameworks in core academic subject areas. For additional information on curriculum frameworks in core academic subject areas please visit the website <http://www.mde.k12.ms.us/Curriculum/index1.htm>.
- F. Priority consideration will be given to projects that include strategies to address inequitable distribution of highly qualified teachers in high-poverty, low-performing LEAs where teachers are working to meet highly-qualified requirements (Appendix F). Priority will also be given for those projects that develop lesson plans for website usage and distribution.

## V. Guidelines

The proposal must contain the specific goals and objectives pertaining to the teaching of Common Core State Standards, the target population, the target geographic region (proposals that support activities in areas of critical teacher shortage are encouraged), and the partnership arrangement. Proposals for Common Core State Standards teacher training activities must adhere to the criteria contained in this RFP (See page 6, A.).

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

- A. Professional development activities in core academic subject areas to ensure that:
1. Teachers and highly qualified paraprofessionals (and, when appropriate, principals) have subject matter knowledge in the academic subjects that the teachers teach (including knowledge of how to use computers and other technology to enhance student learning); and,
  2. Principals have the instructional leadership skills to help them work more effectively with teachers to help students master core academic subjects.
  3. Development and provision of assistance to LEAs and to their teachers, highly qualified paraprofessionals, or school principals, in providing sustained, highly qualified professional development activities that:
    - a. Ensure that those individuals can use challenging state academic content standards, student academic achievement standards, and state assessment to improve instructional practices and student academic achievement;
    - b. Include intensive programs designed to prepare individuals to provide instruction related to the professional development described in the preceding paragraph to others in their schools; and
    - c. Include activities of partnership between one or more LEAs, one or more of the LEAs' schools, and one or more IHEs for the purpose of improving teaching and learning at low-performing schools.
    - d. Delineate strategies for addressing the equitable distribution of highly qualified and experienced teachers across all schools in the LEAs.
- B. Projects must adhere to the following requirements:
1. *Project Duration.* Projects must have a summer participant/teacher component that is a **minimum of 20 days (one day equals seven hours, excluding lunch)** in duration and includes a minimum of **two follow-up sessions (minimum of 7 hours per session, excluding lunch)** within the academic year. Follow up components should be directly related to summer institutes.

2. Project Size. Projects must demonstrate that the resources requested are adequate to meet the needs of the population that the project proposes to serve. Participant enrollment must equal a minimum of 60% of the enrollment of the original projection.
3. Project Evaluation. Proposals must include a plan for the evaluation of the impact of the project. The cost for external project evaluation (\$3800.00) must be included in the budget.
4. Participant Selection Process. Proposals must include a procedure for recruiting and selecting project participants. **Participants must be willing to sign a commitment agreement to stay in education as a classroom teacher for a minimum of one year after participating in the proposed professional development activity. All participants, other than those participating in leadership institutes, must be classroom teachers. Guidance counselors, librarians, and non-core subject area teachers are not considered to be classroom teachers and should not be included as participants. All participants should have a contract for the 2012-2013 school year. Retired teachers are not to be included.**
5. Participant Compensation Rate. Participant compensation rate will be a maximum of \$80.00 per day. This stipend is provided to cover anticipated costs of attendance and is not intended to be a salary. **Degree-seeking participants should apply to the Office of Financial Aid for the Graduate Teacher Scholarship if they desire to be reimbursed for tuition expenses.**

C. Letters of Commitment and Letters of Support:

1. Each proposal must contain a letter of commitment from the applicant's principal indicating intent to support the activities of the institute.
2. Each proposal must contain letters of support from the lead institution's dean/chair and partnering discipline dean/chair and the superintendent(s) of the LEA(s).
3. Each proposal must include the 50% Rule documentation (see Appendix E). A copy of this documentation with original signatures must be mailed to:

Mr. Illiad Kelly, Office of Grants and Compliance  
Mississippi Institutions of Higher Learning  
3825 Ridgewood Road  
Jackson, MS 39211

4. Each proposal must include a teacher commitment policy indicating a minimum of a one year commitment in the K-12 education profession as a classroom teacher.

**VI. Evaluation Criteria**

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

- A. Address program priorities (**See IV. Program Component Priorities and V. Guidelines**);
- B. Establish partnerships;
- C. Propose a realistic time frame;
- D. Implement an effective management structure;
- E. Utilize qualified management staff;
- F. Propose a cost-effective budget;
- G. Implement an effective evaluation plan;
- H. Ensure a high-need LEA is a principal partner;
- I. Demonstrate the support of the local education agency and the coordination of all Title II funds; and
- J. Institutionalize the proposed activities.

**VII. Process for Approved Applications**

- A. Upon approval of an application, the applicant will be notified in writing. **See Tentative Schedule for Review/Approval/Disapproval of Proposals (Section X, Page 13).**
- B. IHL reserves the right to have the authority to make the final decision on each proposal selected for funding.

**VIII. Process for Disapproved Applications**

- A. Upon disapproval of an application, the applicant will be notified in writing. **See Tentative Schedule for Review/Approval/Disapproval of Proposals (Section X, Page 13).**
- B. Applicants may request in writing from the Director of Academic Affairs the documentation of the process by which proposals were evaluated. Justification of the request should be included.
- C. If the applicant desires a formal hearing with the Assistant Commissioner for Academic and Student Affairs, the request must come from his or her chief academic officer to the Assistant Commissioner for Academic and Student Affairs. The Commissioner of Higher Education will have authority to make the final decision regarding an appeal.

## IX. Grant Proposal Format

Each proposal will be evaluated using a 115-point rating system. The proposal format and point system are described below:

- A. Cover Sheet (0 points)**  
The cover sheet is attached as Appendix A.
- B. Abstract (15 points)**  
An abstract of not more than 500 words should begin the text of the application.
1. The applicant should state whether this proposal renews a project or proposes a new project;
  2. The abstract should summarize the need for the proposed project, the goals of the project, expected outcomes, and anticipated target populations;
  3. Any local educational agencies or other organizations participating should be listed by name; and
  4. Finally, the abstract must include the total dollar amount of the grant request
- C. Project Narrative (85 points)**  
The project narrative should describe the following:
1. Project Goals and Objectives (20 points)  
Clarify in this section the merits of the proposal, quality of the goals and objectives, the population(s) to be served, and the impact of the proposal activities. **The impact of the proposed activities should show direct correlation with the evaluation process.**
  2. Scientifically-based Research and Decision Process (15 points)  
This section should provide a description of the documentation of research to support activities of the project.
  3. Proposed Activities (20 points)  
Present in this section a clear description of the procedures to be implemented and the projected time line for proposal accomplishment.
  4. Cooperative Agreements (10 points)
    - a. Include a description of the proposed region's schools professional development plans and how this proposal will assist them in achieving the objectives of their plan in partnership with this project.
    - b. Letters of intent to cooperate from school districts, local businesses, other state or federally funded projects with similar goals, and other organizations should be enclosed with the grant application.
    - c. Cooperative agreements are required as a part of the regulations of the NCLB Act.

5. Evaluation and Dissemination (20 points)  
Describe the plan that will be used to evaluate the program. The evaluation plan must:
- a. Explain how the proposed activities are aligned with the Mississippi Department of Education Curriculum Frameworks in core academic subject areas.
  - b. Explain how the proposal will be monitored throughout its duration and how its level of final success will be determined.
  - c. Explain how the proposed activities will be used to assist teachers in developing lesson plans. Describe how these lesson plans will be disseminated and publicized.
  - d. Include measurable objectives for improved student achievement on state and local assessments. Evaluation should include both qualitative and quantitative measures.
  - e. Explain plans to disseminate and publicize proposal activities and/or research findings at the state or national level.

**D. Resources** (15 points)  
The resource section should address each of the following:

1. Resource Management (5 points)  
Explain what resources the applicant currently has that can be used to support proposal activities in terms of equipment, services, budget management, consultant services, etc.
2. Key Personnel (5 points)  
Outline in narrative form the depth of experience and expertise of key personnel. Complete vitae of ALL professional staff actively associated with the project and/or accountable for its performance should be attached to the proposal. The vitae must not exceed two pages each and should reflect activities that are related to the implementation and success of the proposal.
3. Budget (5 points)
  - a. Budget categories should reflect the requirements of the proposed activity. However, the following categories will be typically included as separate expenditures:
    - 1). personnel services (salaries and fringe benefits for institutional payroll employees only),
    - 2). contractual services and justifiable commodities (distinguish between office supplies versus instructional materials).
  - b. Institutions are encouraged to cost-share to the maximum extent possible to increase the number of grants that can be funded.

- c. Consultant(s) fees should not exceed \$200 per day plus reimbursement for travel, food, lodging, etc. Identify the tasks for which consultant services will be used and provide an estimate on the amount of time (days, weeks, etc.) that the consultant will develop toward the task(s).
- d. When teachers are participating in renewal activities, the stipend for teachers will be no more than \$80 per day.
- e. **The recommended unrestricted indirect cost rate that sub-award applications may request is 5%. Preference will be given to sub-grant applications that charge lower levels of administrative costs.** The sub-grant applications must show that administrative costs are reasonable and necessary for the proper implementation of the grant. (See Appendix C)
- f. Travel and conference expenses for project staff and participants should be limited to reasonable expenses for participants at state and local meetings that are integral to the project. Out-of-state travel is strongly discouraged and can be included only when strong justification is provided.
- g. Equipment must be clearly justified as essential for the project operation. The purchase of equipment is strongly discouraged and can be included only when strong justification is provided.
- h. **Section 2132(c) of the NCLB law requires that no single participant in an eligible partnership, (i.e., no single high-need LEA, no single IHE and its division that prepares teachers and principals, no single school of arts and sciences, and no other single partner), may “use” more than 50 percent of the sub grant. The provision focuses not on which partner receives the funds, but on which partner directly benefits from them. (See Appendix E)**

**E. Statement of Assurance (0 points)**

Each proposal should include the following:

- 1. A statement affirming that grant funds made available through the Improving Teacher Quality Grant will be used to supplement non-federal funds and, to the extent practical, increase the level of funds from non-federal sources for higher education program activities.
- 2. A statement affirming that if grant funds are awarded to the applicant’s institution, the institution agrees to follow all state and federal guidelines which include, but are not limited to:
  - a. Conducting a programmatic and/or financial audit;
  - b. Submitting a quarterly invoice on or before the expected due date;
  - c. Submitting all reports as directed within the time frame assigned.

- d. Attending all called meetings (appropriate person[s]).
  - e. Not exceeding line item totals in the approved budget without prior written permission from the Director of Academic Affairs or her designee. (Any transfer of funds within budget categories will also require prior written approval by the Director of Academic Affairs or her designee. **Failure to request and receive prior written approval of line item transfers and changes in the approved budget will result in the transfer and/or change being null and void.**)
3. By completing the University Assurance Statement the applicant agrees to the assurances stated above. (See Appendix D). A copy of this documentation with original signatures must be mailed to:
- Mr. Illiad Kelly, Office of Grants and Compliance  
Mississippi Institutions of Higher Learning  
3825 Ridgewood Road  
Jackson, MS 39211
4. If the prospective project director or project co-director(s) has received support from Title II in the past three years, briefly describe the earlier project(s) and outcomes or present progress. This description should provide sufficient detail to permit a reviewer to reach an informed conclusion regarding the value of the results achieved. Include the Title II award number, amount and period of support, the title of the project, a summary of the results of the completed work, and a **list** of publications and formal presentations that acknowledged the Title II award.

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

- |    |   |                   |
|----|---|-------------------|
| A. | Technical Assistance Meeting – 1:30 PM  | October 12, 2012  |
| B. | Receipt of proposals by 5:00 PM   | November 30, 2012 |
| C. | Notification of proposal approval or denial sent to project directors                               | January 11, 2013  |
| D. | Acceptance of proposal or request for formal appeal hearing if proposal is rejected                 | February 8, 2013  |
| E. | Meeting for Project Directors/Budget Managers<br>(This meeting is <b>required</b> for all awardees) | Spring, 2013      |

Proposals must be received by 5:00 p.m. on November 30, 2012. All proposals, including any additional materials, **must be submitted electronically** to: [slee@mississippi.edu](mailto:slee@mississippi.edu). Proposals received after 5:00 p.m. on November 30, 2012, will not be considered. A hard copy of the complete proposal, including all additional materials should be submitted to the Office of Academic and Student Affairs on or before December 10, 2012. Proposals should be mailed to:

Dr. Susan P. Lee, Director of Academic Affairs  
MS Institutions of Higher Learning  
3825 Ridgewood Road  
Jackson, MS 3921

**APPENDIX A  
Cover Sheet**

A. LEGAL APPLICANT/RECIPIENT

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

B. TITLE OF PROJECT: \_\_\_\_\_

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

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

E. ESTIMATED NUMBER OF PERSONS BENEFITING:

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

**APPENDIX B**

**Estimates for Mississippi School Districts, 2009-2010**

DIST NUMBER	DISTRICT NAME	Free/Reduced Count	Total Enrollment	%Free/ Reduced
0130	NATCHEZ-ADAMS SCHOOL DISTRICT	3702	3953	94%
0200	ALCORN SCHOOL DISTRICT	2201	3579	61%
0220	CORINTH SCHOOL DISTRICT	1232	2098	59%
0300	AMITE COUNTY SCHOOL DISTRICT	1209	1209	100%
0400	ATTALA COUNTY SCHOOL DISTRICT	1009	1197	84%
0420	KOSCIUSKO SCHOOL DISTRICT	1479	2276	65%
0500	BENTON COUNTY SCHOOL DISTRICT	1156	1283	90%
0611	WEST BOLIVAR SCHOOL DISTRICT	848	891	95%
0612	BENOIT SCHOOL DISTRICT	286	286	100%
0613	NORTH BOLIVAR SCHOOL DISTRICT	717	717	100%
0614	CLEVELAND SCHOOL DISTRICT	2814	3545	79%
0615	SHAW SCHOOL DISTRICT	541	573	94%
0616	MOUND BAYOU PUBLIC SCHOOL	556	556	100%
0700	CALHOUN COUNTY. SCHOOL DISTRICT	2085	2611	80%
0800	CARROLL COUNTY SCHOOL DISTRICT	891	969	92%
0900	CHICKASAW COUNTY SCHOOL DISTRICT	507	633	80%
0920	HOUSTON SCHOOL DISTRICT	1442	1933	75%
0921	OKOLONA SEPARATE SCHOOL DISTRICT	628	657	96%
1000	CHOCTAW COUNTY SCHOOL DISTRICT	1152	1603	72%
1100	CLAIBORNE COUNTY SCHOOL DISTRICT	1727	1727	100%
1211	ENTERPRISE SCHOOL DISTRICT	513	911	56%
1212	QUITMAN SCHOOL DISTRICT	1625	2042	80%
1300	CLAY COUNTY SCHOOL DISTRICT	159	163	98%
1320	WEST POINT SCHOOL DISTRICT	2932	3369	87%
1400	COAHOMA COUNTY SCHOOL DISTRICT	1565	1565	100%
1402	COAHOMA COUNTY AGRICULTURAL HIGH SCHOOL	253	261	97%
1420	CLARKSDALE MUNICIPAL SCHOOL DISTRICT	3348	3530	95%
1500	COPIAH COUNTY SCHOOL DISTRICT	2321	2925	79%
1520	HAZLEHURST CITY SCHOOL DISTRICT	1477	1486	99%
1600	COVINGTON COUNTY SCHOOLS	2601	3213	81%
1700	DESOTO COUNTY SCHOOL DISTRICT	14586	31228	47%
1800	FORREST COUNTY SCHOOL DISTRICT	1842	2477	74%
1802	FORREST COUNTY AG HIGH SCHOOL	365	583	63%
1820	HATTIESBURG PUBLIC SCHOOL DISTRICT	4007	4466	90%
1821	PETAL SCHOOL DISTRICT	2097	3954	53%
1900	FRANKLIN COUNTY SCHOOL DISTRICT	1120	1522	74%
2000	GEORGE COUNTY SCHOOL DISTRICT	2957	4237	70%
2100	GREENE COUNTY SCHOOL DISTRICT	1596	2045	78%
2220	GRENADA SCHOOL DISTRICT	2985	4424	67%
2300	HANCOCK COUNTY SCHOOL DIST	2975	4424	67%
2320	BAY ST. LOUIS WAVELAND SCHOOL DISTRICT	1691	1691	100%
2400	HARRISON COUNTY SCHOOL DISTRICT	8476	13364	63%
2420	BILOXI PUBLIC SCHOOL DISTRICT	3153	4862	65%
2421	GULFPORT SCHOOL DISTRICT	3927	5688	69%
2422	LONG BEACH SCHOOL DISTRICT	1363	2778	49%
2423	PASS CHRISTIAN PUBLIC SCHOOL DISTRICT	1043	1629	64%
2500	HINDS COUNTY SCHOOL DISTRICT	4116	6575	63%
2502	HINDS COUNTY AGRICULTURAL HIGH SCHOOL	183	194	94%
2520	JACKSON PUBLIC SCHOOL DISTRICT	26685	30617	87%

2521	CLINTON PUBLIC SCHOOL DISTRICT	2034	4635	44%
2600	HOLMES COUNTY SCHOOL DISTRICT	3202	3283	98%
2620	DURANT PUBLIC SCHOOL DISTRICT	531	531	100%
2700	HUMPHREYS COUNTY SCHOOL DISTRICT	1728	1786	97%
2900	ITAWAMBA COUNTY SCHOOL DISTRICT	2321	3598	65%
3000	JACKSON COUNTY SCHOOL DISTRICT	7823	9173	85%
3020	MOSS POINT SEPARATE SCHOOL DISTRICT	2468	2923	84%
3021	OCEAN SPRINGS SCHOOL DISTRICT	1982	5423	37%
3022	PASCAGOULA SCHOOL DISTRICT	5143	7015	73%
3111	EAST JASPER CONSOLIDATED SCH DISTRICT	998	1028	97%
3112	WEST JASPER CONSOLIDATED SCHOOLS	1317	1593	83%
3200	JEFFERSON COUNTY SCHOOL DISTRICT	1441	1465	98%
3300	JEFFERSON DAVIS COUNTY SCHOOL DISTRICT	1712	1712	100%
3400	JONES COUNTY SCHOOL DISTRICT	5518	8297	67%
3420	LAUREL SCHOOL DISTRICT	2835	3095	92%
3500	KEMPER COUNTY SCHOOL DISTRICT	1125	1191	94%
3600	LAFAYETTE COUNTY SCHOOL DISTRICT	1514	2496	61%
3620	OXFORD SCHOOL DISTRICT	1698	3452	49%
3700	LAMAR COUNTY SCHOOL DISTRICT	4188	8616	49%
3711	LUMBERTON PUBLIC SCHOOL DISTRICT	674	749	90%
3800	LAUDERDALE COUNTY SCHOOL DISTRICT	3465	6738	51%
3820	MERIDIAN PUBLIC SCHOOL DISTRICT	5331	6424	83%
3871	MAGNOLIA GROVE SCHOOL	16	16	100%
3900	LAWRENCE COUNTY SCHOOL DISTRICT	1577	2173	73%
4000	LEAKE COUNTY SCHOOL DISTRICT	2738	3354	82%
4100	LEE COUNTY SCHOOL DISTRICT	4194	6861	61%
4111	NETTLETON SCHOOL DISTRICT	982	1367	72%
4120	TUPELO PUBLIC SCHOOL DISTRICT	4175	7457	56%
4200	LEFLORE COUNTY SCHOOL DISTRICT	2798	2798	100%
4220	GREENWOOD PUBLIC SCHOOL DISTRICT	2736	2921	94%
4300	LINCOLN COUNTY SCHOOL DISTRICT	1756	3042	58%
4306	MISSISSIPPI SCHOOL FOR THE ARTS	22	124	18%
4320	BROOKHAVEN SCHOOL DISTRICT	2110	3013	70%
4400	LOWNDES COUNTY SCHOOL DISTRICT	2752	5252	52%
4420	COLUMBUS MUNICIPAL SCHOOL DISTRICT	3831	4480	86%
4500	MADISON COUNTY SCHOOL DISTRICT	3943	11575	34%
4520	CANTON PUBLIC SCHOOL DISTRICT	3196	3408	94%
4600	MARION COUNTY SCHOOL DISTRICT	2203	2512	88%
4620	COLUMBIA SCHOOL DISTRICT	1328	1836	72%
4700	MARSHALL COUNTY SCHOOL DISTRICT	2965	3331	89%
4720	HOLLY SPRINGS SCHOOL DISTRICT	1564	1564	100%
4800	MONROE COUNTY SCHOOL DISTRICT	1318	2292	58%
4820	ABERDEEN SCHOOL DISTRICT	1412	1468	96%
4821	AMORY SCHOOL DISTRICT	1142	1864	61%
4900	MONTGOMERY COUNTY SCHOOL DISTRICT	401	418	96%
4920	WINONA SEPARATE SCHOOL DISTRICT	825	1162	71%
5000	NESHOBA COUNTY SCHOOL DISTRICT	2054	3199	64%
5020	PHILADELPHIA PUBLIC SCHOOL DISTRICT	998	1205	83%
5100	NEWTON COUNTY SCHOOL DISTRICT	1027	1931	53%
5130	NEWTON MUNICIPAL SCHOOL DISTRICT	910	1018	89%
5131	UNION PUBLIC SCHOOL DISTRICT	567	943	60%
5200	NOXUBEE COUNTY SCHOOL DISTRICT	1923	1923	100%
5300	OKTIBBEHA COUNTY SCHOOL DISTRICT	865	912	95%
5320	STARKVILLE SCHOOL DISTRICT	2680	4128	65%

5411	NORTH PANOLA SCHOOLS	1594	1681	95%
5412	SOUTH PANOLA SCHOOL DISTRICT	3514	4654	76%
5500	PEARL RIVER COUNTY SCHOOL DISTRICT	1929	3138	61%
5520	PICAYUNE SCHOOL DISTRICT	2678	3644	73%
5530	POPLARVILLE SEPARATE SCHOOL DISTRICT	1513	2151	70%
5600	PERRY COUNTY SCHOOL DISTRICT	1009	1278	79%
5620	RICHTON SCHOOL DISTRICT	497	720	69%
5711	NORTH PIKE SCHOOL DISTRICT	1494	2365	63%
5712	SOUTH PIKE SCHOOL DISTRICT	1856	1999	93%
5720	MCCOMB SCHOOL DISTRICT	2674	2844	94%
5800	PONTOTOC COUNTY SCHOOL DISTRICT	2075	3343	62%
5820	PONTOTOC CITY SCHOOLS	1353	2236	61%
5900	PRETISS COUNTY SCHOOL DISTRICT	1657	2338	71%
5920	BALDWIN SCHOOL DISTRICT	623	895	70%
5921	BOONEVILLE SCHOOL DISTRICT	576	1242	46%
6000	QUITMAN COUNTY SCHOOL DISTRICT	1319	1319	100%
6100	RANKIN COUNTY SCHOOL DISTRICT	7460	18634	40%
6120	PEARL PUBLIC SCHOOL DISTRICT	2366	3785	63%
6200	SCOTT COUNTY SCHOOL DISTRICT	2773	3719	75%
6220	FOREST MUNICIPAL SCHOOL DISTRICT	1328	1548	86%
6312	SOUTH DELTA SCHOOL DISTRICT	1042	1073	97%
6400	SIMPSON COUNTY SCHOOL DISTRICT	3382	4218	80%
6500	SMITH COUNTY SCHOOL DISTRICT	2051	3031	68%
6600	STONE COUNTY SCHOOL DISTRICT	1880	2892	65%
6700	SUNFLOWER COUNTY SCHOOL DISTRICT	1488	1631	91%
6720	DREW SCHOOL DISTRICT	552	580	95%
6721	INDIANOLA SCHOOL DISTRICT	2192	2338	94%
6811	EAST TALLAHATCHIE CONSOL SCH DISTRICT	1166	1332	88%
6812	WEST TALLAHATCHIE SCHOOL DISTRICT	898	921	98%
6900	TATE COUNTY SCHOOL DISTRICT	2175	3027	72%
6920	SENATOBIA MUNICIPAL SCHOOL DISTRICT	1122	1919	58%
7011	NORTH TIPPAAH SCHOOL DISTRICT	1011	1349	75%
7012	SOUTH TIPPAAH SCHOOL DISTRICT	1911	2753	69%
7100	TISHOMINGO COUNTY SEPARATE MUNICIPAL SCHOOL DISTRICT	2108	3249	65%
7200	TUNICA COUNTY SCHOOL DISTRICT	2145	2270	94%
7300	UNION COUNTY SCHOOL DISTRICT	1715	2742	63%
7320	NEW ALBANY PUBLIC SCHOOLS	1366	2200	62%
7400	WALTHALL COUNTY SCHOOL DISTRICT	2008	2527	79%
7500	VICKSBURG WARREN SCHOOL DIST	6468	8878	73%
7611	HOLLANDALE SCHOOL DIST	720	770	94%
7612	LELAND SCHOOL DISTRICT	948	1028	92%
7613	WESTERN LINE SCHOOL DISTRICT	1714	1978	87%
7620	GREENVILLE PUBLIC SCHOOLS	6261	6726	93%
7700	WAYNE COUNTY SCHOOL DISTRICT	3045	3709	82%
7800	WEBSTER COUNTY SCHOOL DISTRICT	1117	1812	62%
7900	WILKINSON COUNTY SCHOOL DISTRICT	1166	1350	86%
8020	LOUISVILLE MUNICIPAL SCHOOL DISTRICT	2219	2697	82%
8111	COFFEEVILLE SCHOOL DISTRICT	594	613	97%
8113	WATER VALLEY SCHOOL DISTRICT	954	1316	72%
8200	YAZOO COUNTY SCHOOL DISTRICT	1437	1764	81%
8220	YAZOO CITY MUNICIPAL SCHOOL DISTRICT	2593	2727	95%
GRAND TOTAL		348314	492621	71%







**APPENDIX C  
Budget Template**

<b>Name of Institution:</b>		
<b>Project Director's Name:</b>		
	<b>Budget Amount</b>	<b>Cost Share</b>
<b>I. Personnel Services</b>		
A. Salaries		
1. Director		
2. Instructors		
3. Clerical Support		
4. Graduate Assistant		
5. Other – must attach detailed explanation		
6. Fringe Benefits		
<b>Total Personnel Services</b>		
<b>II. Travel</b>		
A. Professional Travel		
B. Out-of-State – must attach <b><u>strong justification</u></b> for need for out of state travel		
<b>Total Travel</b>		
<b>III. Contractual Services</b>		

A. Tuition		
B. Stipends		
C. Consultant Services/Fees/Travel		
D. Postage		
E. Telephone/Fax		
F. External Evaluator (Includes Expenses)	\$3,800.00	
G. CEU Credit		
H. Other Services		
<b>Total Contractual Services</b>		
<b>IV. Commodities</b>		
A. Office Supplies		
B. Instructional Materials		
C. Printing		
D. Other – must attach detailed explanation		
<b>Total Commodities</b>		
<b>VI. Administrative Costs</b>		
<b>TOTAL BUDGET</b>		

**APPENDIX D  
UNIVERSITY ASSURANCE STATEMENT**

**THE APPLICANT CERTIFIES THAT:**

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

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

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

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

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

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

Mr. Illiad Kelly, Office of Grants and Compliance  
Mississippi Institutions of Higher Learning  
3825 Ridgewood Road  
Jackson, MS 39211

## **APPENDIX E**

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

#### **CERTIFICATION FOR 50% RULE**

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

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

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

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

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

Please refer all questions to Dr. Susan P. Lee, 601-432-6522 or e-mail at [slee@mississippi.edu](mailto:slee@mississippi.edu)

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

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

**CERTIFICATION FOR 50% RULE**

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

Institution:

Project Title:

Project Director:

Total Grant Funds Awarded:

Total Grant Funds Used:

Total of Grant Funds Used:	Percent of Grant Funds Used:
Partners	

Date Prepared:

Phone:

Fiscal Agent's Signature:

Fiscal Agent's E-mail:

Phone:

Project Director's Signature:

Project Director's E-mail:

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

Mr. Illiad Kelly  
Office of Grants and Compliance  
Mississippi Institutions of Higher Learning  
3825 Ridgewood Road  
Jackson, MS 39211

**APPENDIX F: List of LEAs with Inequitable Distribution of Highly-Qualified Teachers – 2009-2010**

DIST NO.	DISTRICT	Not Approp. Licensed	Approp. Licensed	Approp. Licensed Percent	Not Approp. Licensed Percent	Emerg. Certif. Licensed	Interim Certif. Licensed	Long Term Substitute Teacher	Teaching Out of Field	Teaching With No License	District Teacher Total
0000	* Mississippi										
0130	Natchez-Adams	7.6	253.23	97.09	2.91	1	7.52	0	6.6	0	270
0200	Alcorn	5.5	261.86	97.94	2.06	1.72	3.78	0	3.78	0	277
0220	Corinth	7.32	131.58	94.73	5.27	5.73	1.73	0	1.43	0.16	146
0300	Amite County	12.23	76.86	86.27	13.73	3.64	8.59	0	5.6	2.99	92
0400	Attala County	6.06	88.97	93.62	6.38	2.44	1.9	0	2.6	1.02	98
0420	Kosciusko	4.67	134.73	96.65	3.35	1	3.01	0	2.67	1	143
0500	Benton County	20.27	79.39	79.66	20.34	12.28	3.93	0	3.93	4.06	106
0611	West Bolivar	17.46	48.35	73.47	26.53	3.7	11.44	0	12.76	1	70
0612	Benoit	6.33	14.27	69.27	30.73	0	6.54	0	6.05	0.28	24
0613	North Bolivar	14.3	40.59	73.95	26.05	5.26	7.73	0	7.52	1.52	58
0614	Cleveland	15.79	226.83	93.49	6.51	0	14.9	0	14.81	0.98	247
0615	Shaw	7	30.16	81.16	18.84	.78	5.88	0	6.22	0	39
0616	Mound Bayou	7.21	39.63	84.61	15.39	0	1.36	0	3.2	4.01	47
0700	Calhoun County	5.53	172.24	96.89	3.11	1.82	0.99	0	2.83	0.88	190
0800	Carroll County	13.91	61.93	81.66	18.34	5.03	7.87	0	8.42	0.46	78
0900	Chickasaw Co.	5.23	33.34	86.44	13.56	2	1.01	0	1.25	1.98	40
0920	Houston Separate	6.65	122.36	94.85	5.15	0	3.06	0	5.67	0.98	131
0921	Okolona Separate	5.63	54.11	90.58	9.42	2.01	3.62	0	2.6	1.02	65
1000	Choctaw County	6.35	127.65	95.26	4.74	.88	4.78	0	4.87	0.6	140
1100	Claiborne County	13.86	108.06	88.63	11.37	1.25	6.91	0	10.61	2	125
1211	Enterprise	4.29	65.77	93.88	6.12	4.04	0	0	0.25	0	72
1212	Quitman	12.52	109.05	89.7	10.3	7.63	5	0	4.89	0	128
1300	Clay County	0.99	12.6	92.72	7.28	0	0.99	0	0.99	0	14
1320	West Point	11.06	212.82	95.06	4.94	2	9.05	0	9.06	0	228
1400	Coahoma County	23.45	94.43	80.11	19.89	3.04	24.53	0	20.41	0	121
1402	Coahoma AHS	3.32	17.77	84.26	15.74	0	2.78	0	2.64	0.68	22
1420	Clarksdale	47.18	189.19	80.04	19.96	9.78	37.76	0	36.4	1	238
1500	Copiah County	17.38	146.04	89.36	10.64	4.77	15.17	0	12.61	0	172
1520	Hazlehurst City	18.66	74.56	79.98	20.02	.98	15.73	0	16.68	1	97
1600	Covington County	25.45	209.41	89.16	10.84	1	17.64	0	22.08	2.37	240
1700	Desoto County	134.64	1679.87	92.58	7.42	48.81	80.29	0	84.83	1	1859
1800	Forrest County	4.5	190.95	97.7	2.3	3.61	0	0	0.89	0	202
1802	Forrest AHS	4.76	42.01	89.82	10.18	.98	3.08	0	2.78	1	47
1820	Hattiesburg	50.1	298.96	85.65	14.35	11.72	35.49	0	38.38	0	361
1821	Petal	12.46	257.03	95.38	4.62	7.86	3.87	0	4.6	0	279
1900	Franklin County	3.01	110.56	97.35	2.65	1	1.02	0	2.01	0	118
2000	George County	24.2	220.56	90.11	9.89	9.99	13.41	0	14.21	0	255
2100	Greene County	11.71	134.67	92	8	5	5.73	0	6.71	0	158
2220	Grenada	14.15	260.54	94.85	5.15	3.96	5.85	0	9.75	0.44	282
2300	Hancock County	24.24	275.72	91.92	8.08	8.84	7.59	0	11.38	4.02	308
2320	Bay St. Louis	11.48	115.66	90.97	9.03	5.57	4.69	0	5.91	0	133

2400	Harrison County	32.09	701.64	95.63	4.37	9.85	18.24	0	22.24	0	750
2420	Biloxi	5.27	376.02	98.62	1.38	3	0	0	2.27	0	386
2421	Gulfport	4.73	398.08	98.83	1.17	1.74	2	0	2.99	0	422
2422	Long Beach	3.2	184	98.29	1.71	0.65	0	0	1.47	1.08	204
2423	Pass Christian	2.04	122.3	98.36	1.64	2.04	0	0	0	0	125
2500	Hinds County	15.11	423.61	96.56	3.44	2.88	7.87	0	12.23	0	445
2502	Hinds AHS	0	17.35	100	0	0	0	0	0	0	18
2520	Jackson Public	299.61	1649.45	84.63	15.37	21.29	257.94	0	266.21	12.11	1974
2521	Clinton	4.61	277.52	98.37	1.63	0	1.63	0	4.61	0	304
2600	Holmes County	72.65	134.77	64.97	35.03	8.1	65.62	0	61.57	2.98	216
2620	Durant	5.01	31.91	86.43	13.57	0	3.87	0	5.01	0	38
2700	Humphreys Co.	18	83.99	82.35	17.65	3.02	12.6	0	10.98	4	109
2900	Itawamba County	11.82	248.87	95.47	4.53	3.38	7.45	0	8.44	0	280
3000	Jackson County	94.97	15.49	97.73	2.27	12.79	7.48	0	0	28.28	
3020	Moss Point	28.03	202.06	87.82	12.18	10.88	16.99	0	17.15	0	236
3021	Ocean Springs	8.01	353.7	97.79	2.21	2.82	5.81	0	4.19	1	380
3022	Pascagoula	34.39	513.2	93.72	6.28	10.79	24.32	0	23.6	0	567
3111	East Jasper	23.28	45.25	66.03	33.97	6.93	17.12	0	15.35	1	72
3112	West Jasper	4.65	90.22	95.1	4.9	0	4.95	0	4.65	0	101
3200	Jefferson County	12.7	85.78	87.1	12.9	1.02	10.15	0	11.14	0.54	98
3300	Jeff.Davis County	26.88	104.27	79.5	20.5	4.85	19.36	0	21.01	1.02	137
3400	Jones County	25.95	557.85	95.55	4.45	10.08	4.99	0	14.99	0.88	596
3420	Laurel	12.55	212.65	94.43	5.57	0	11.72	0	12.55	0	229
3500	Kemper County	7.95	66.13	89.27	10.73	4.55	4.08	0	3.4	0	77
3600	Lafayette County	6.16	174.69	96.59	3.41	3.85	0.66	0	2.31	0	189
3620	Oxford	3.08	236.26	98.71	1.29	0	0.98	0	3.08	0	250
3700	Lamar County	7.03	593.27	98.83	1.17	2.01	3.69	0	4.82	0.2	616
3711	Lumberton	3.01	47.52	94.04	5.96	1.03	2.89	0	1.98	0	52
3800	Lauderdale Co.	26.43	427.2	94.17	5.83	7	6.61	0	19.43	0	462
3820	Meridian	64.84	425.14	86.77	13.23	18.06	44.11	0	44.78	2	491
3900	Lawrence County	16.92	141.22	89.3	10.7	12.74	5.77	0	3.14	1.04	163
4000	Leake County	26.18	166.41	86.41	13.59	2.88	23.88	0	23.1	0.2	204
4100	Lee County	23.48	433.24	94.86	5.14	7.81	7.48	0	15.67	0	474
4111	Nettleton	8.84	98.08	91.73	8.27	4.84	2.01	0	4	0	112
4120	Tupelo	7.55	555.3	98.66	1.34	2	2.02	0	5.55	0	571
4200	Leflore County	55.85	146.91	72.46	27.54	6.07	57.79	0	49.78	0	202
4220	Greenwood	25.18	171	87.16	12.84	8	24.22	0	24.38	0	210
4300	Lincoln County	18.56	176.67	90.49	9.51	10.62	3.81	0	5.21	2.73	201
4320	Brookhaven	8.51	197.47	95.87	4.13	0	5.54	0	7.36	1.15	213
4400	Lowndes County	4.85	344.74	98.61	1.39	1	1.91	0	2.85	1	360
4420	Columbus	17.78	321.26	94.76	5.24	5.03	10.05	0	11.75	1	348
4500	Madison	9.58	677.03	98.6	1.4	0	3.94	0	9.58	0	703
4520	Canton	12.01	177.46	93.66	6.34	2.04	15.45	0	9.97	0	195
4600	Marion County	19.29	158.15	89.13	10.87	10.9	7.82	0	8.39	0	181
4620	Columbia	7.18	105.35	93.62	6.38	3	5.7	0	4.18	0	121
4700	Marshall County	19.16	178.4	90.3	9.7	2	9.86	0	10.19	6.97	205

4720	Holly Springs	17.47	92.41	84.1	15.9	7.73	10.34	0	8.72	1.02	113
4800	Monroe County	5.95	174.58	96.7	3.3	2.04	1	1	2.91	1	188
4820	Aberdeen	4.7	110.57	95.92	4.08	1.02	1.78	0	2.68	1	122
4821	Amory	3.9	120.73	96.87	3.13	1.84	0	0	1.15	0.91	129
4900	Montgomery Co.	4.15	29.07	87.51	12.49	0	2.04	0	3.15	1	33
4920	Winona	3.64	93.39	96.25	3.75	0	0	0	0.72	2.92	99
5000	Neshoba County	9.28	192.77	95.41	4.59	2.02	4.97	0	7.26	0	205
5020	Philadelphia	6.51	70.25	91.52	8.48	1.02	1.02	0	1.49	4	80
5100	Newton County	3.52	129.24	97.35	2.65	0.99	0.7	0	1.41	1.12	138
5130	Newton City	10.99	72.41	86.82	13.18	3.06	8.17	0	7.23	0.7	86
5131	Union City	1.92	55.78	96.67	3.33	1.01	0	0	0.91	0	61
5200	Noxubee County	23.74	112.99	82.64	17.36	4.03	17.12	0	17.84	1.87	137
5300	Okfuskee County	3.31	73.67	95.7	4.3	1.04	2.02	0	2.13	0.14	78
5320	Starkville	4.68	291.05	98.42	1.58	2.98	0	0	1.7	0	307
5411	North Panola	28.4	82.49	74.39	25.61	5	21	0	22.42	0.98	112
5412	South Panola	9.93	285.48	96.64	3.36	3	0.99	0	3.87	3.06	310
5500	Pearl River	23.5	179.76	88.44	11.56	3.88	19.81	0	19.62	0	204
5520	Picayune	34.74	227.06	86.73	13.27	4.99	18.62	0	14.75	15	265
5530	Poplarville	2.44	143.34	98.33	1.67	1.67	0	0	0.77	0	151
5600	Perry County	0.85	93.38	99.1	0.9	0	0	0	0.85	0	98
5620	Richton	4.04	54.14	93.06	6.94	1.02	1.83	0	1.98	1.04	60
5711	North Pike	1.54	133.66	98.86	1.14	0	0	0	1.09	0.45	140
5712	South Pike	7.39	129.85	94.62	5.38	0	6.93	0	7.39	0	141
5720	McComb	24.97	159.63	86.47	13.53	1.84	21.23	0	22.11	1.02	194
5800	Pontotoc County	10.2	226.05	95.68	4.32	2.62	3.74	0	4.2	3.38	249
5820	Pontotoc City	6.14	144.6	95.93	4.07	.84	0	0	1.16	4.14	161
5900	Prentiss County	3.16	185.73	98.33	1.67	0	0	0	3.16	0	195
5920	Baldwyn	1.82	66.8	97.35	2.65	0	0.84	0	1.82	0	71
5921	Booneville	0.14	96.17	99.85	0.15	0	0	0	0.14	0	96
6000	Quitman County	30.31	74.11	70.97	29.03	7.08	24	0	21.83	1.4	106
6100	Rankin County	53.6	1146.68	95.53	4.47	13.06	18.96	0	40.01	0.53	1227
6120	Pearl	13.66	238.57	94.58	5.42	1.93	8.04	0	9.91	1.82	262
6200	Scott County	12.28	233.19	95	5	1.17	5.68	0	7.18	3.93	256
6220	Forest City	9	86.26	90.55	9.45	3.02	4.86	0	5.98	0	99
6312	South Delta	19.56	40.81	67.6	32.4	7.25	13.51	0	12.31	0	64
6400	Simpson County	18.85	250.9	93.01	6.99	4.03	8.88	0	12.65	2.17	282
6500	Smith County	14.65	187.28	92.75	7.25	5	4.78	0	9.65	0	211
6600	Stone County	17.55	175.56	90.91	9.09	3.87	14.09	0	12.69	0.99	201
6700	Sunflower County	13.18	109.42	89.25	10.75	4.99	10	0	7.19	1	125
6720	Drew	9.86	29.72	75.09	24.91	.98	9.88	0	8.88	0	44
6721	Indianola	35.55	125.11	77.87	22.13	1.02	29.76	0	29.65	4.88	164
6811	East Tallahatchie	12.11	87.92	87.89	12.11	0	8.08	0	7.6	4.51	103
6812	West Tallahatchie	14.6	52.53	78.25	21.75	7.11	11.12	0	7.49	0	68
6900	Tate County	22.21	174.9	88.73	11.27	9.72	8.87	0	8.95	3.54	204
6920	Senatobia	8.99	110.39	92.47	7.53	5.02	2.84	0	2.97	1	125
7011	North Tippah	3.96	79.39	95.25	4.75	1.9	2.03	0	2.06	0	87
7012	South Tippah	4.67	188.01	97.58	2.42	0	0	0	0.35	4.32	201
7100	Tishomingo Co.	3.75	219.7	98.32	1.68	1.02	0.84	0	1	1.73	237

7200	Tunica County	6.16	162.82	96.35	3.65	1.01	4.84	0	3.78	1.37	173
7300	Union County	11.71	173.54	93.68	6.32	2.03	0	0	4.53	5.15	207
7320	New Albany	11.17	142.57	92.73	7.27	2.84	6.41	0	7.42	0.91	165
7400	Walthall County	29.24	138.8	82.6	17.4	4.2	23.82	0	24.77	0.27	173
7500	Vicksburg-Warren	75.5	434.25	85.19	14.81	15.49	64.82	0	56.99	3.02	525
7611	Hollandale	5.27	60	91.93	8.07	.96	8.77	0	4.31	0	66
7612	Leland	15.4	65.84	81.04	18.96	.99	13.95	0	10.62	3.79	86
7613	Western Line	15.84	119.94	88.33	11.67	7.7	2.97	0	4.86	3.28	145
7620	Greenville	27.92	380.23	93.16	6.84	2.04	23.01	0	24.88	1	410
7700	Wayne County	16.86	240.28	93.44	6.56	1.99	10.95	0	14.87	0	262
7800	Webster County	6.38	122.98	95.07	4.93	3.65	0.88	0	1.73	1	133
7900	Wilkinson County	19.78	72.98	78.68	21.32	2	18.14	0	17.34	0.44	97
8020	Louisville	15.05	187.84	92.58	7.42	2.02	9.11	0	9.81	3.22	215
8111	Coffeetown	13.59	34.53	71.76	28.24	2.01	9.67	0	8.93	2.65	51
8113	Water Valley	2.15	89.34	97.65	2.35	0	0	0	2.15	0	93
8200	Yazoo County	11.45	108.74	90.47	9.53	.96	7.54	0	7.81	2.68	127
8220	Yazoo City	24.39	137.4	84.92	15.08	5.04	22.41	0	18.4	0.95	169