

# Jackson Public School District



**Jackson Public School District  
662 South President Street  
Jackson, MS 39201**

Contact Information:  
Project Administrator: Tommy L. Nalls, Jr.  
Telephone: 601.985.3159  
E-mail: [tnalls@jackson.k12.ms.us](mailto:tnalls@jackson.k12.ms.us)

**RFP 2024- 03**

**Title: Lead University Partner for TEACH JPS Residency Program**

**Issue Date: Wednesday, February 14, 2024**

**Submission Deadline: Monday, March 04, 2024**

**Time: 10:00 a.m. (Central Standard Time)**

**PLEASE SUBMIT ORIGINAL RFP DOCUMENTS IN THE FORMAT/DESIGN ISSUED  
ALONG WITH OTHER SUPPORTING DOCUMENTS ATTACHED TO THE  
PROPOSAL, BY MAIL, HAND DELIVERY OR BY UPLOADING TO  
[www.centralbidding.com](http://www.centralbidding.com)**

If you would like the tabulation for this RFP after Board Approval, please go to [www.jackson.k12.ms.us](http://www.jackson.k12.ms.us). Double click on Departments and select Finance and Operations. Open the Purchasing page. Select Purchasing Approved Bids/RFPs. These documents will give you the tab sheet approved by the Jackson Public School District Board of Trustees. If the RFP in question is not listed, contact the Purchasing Office at 601-960-8799 for assistance.

Questions regarding proposal specification are to be addressed to the Project Administrator, Tommy Nalls, Jr. listed above.

**PROPOSAL FORM**

**Board of Trustees  
Jackson Public School District  
Jackson, Mississippi**

Ladies and Gentlemen:

I/We, propose to furnish and deliver all items and/or to perform all services according to all sections of this rfp document (Proposal Form, Instructions and Conditions, detailed written Specifications, and Addendum if applicable) and in the quantities at the indicated prices, as called for in the document(s). All quantities indicated have been checked very closely, and both unit price and total price (where requested) have been submitted with the understanding that we shall be responsible for making complete and satisfactory delivery accordingly, within the time frame agenda (if applicable).

All items contained in this RFP shall be as specified or JPSD approved equal. For any item(s) proposed which is other than as specified, a complete and detailed cut and description for each item(s) must accompany the rfp, if the item(s) is to be considered. Please carefully read each section of this RFP.

**Acceptance of Proposals:**

The Jackson Public School District reserves the right to:

- Have sole discretion to waive minor irregularities in proposals. A minor irregularity is a variation from the proposal that does not affect the proposal, or gives one offeror an advantage or benefit not enjoyed by other offerors, or adversely impacts the interests of the school district.
- Accept the "lowest and best" RFP which in their judgment assures JPSD the product(s) or service(s) having the best performance and the highest level of function, quality and value.
- Not accept the lowest priced proposal. Proposals that do not comply with the requirements stated within this RFP subject to disqualification. Proposals that do not meet the deadline date/time will be returned to the vendor unopened.
- Request additional information or conduct discussions with one or more respondents after the RFP deadline, to secure a final selection to award RFP should such action be in the best interest of JPSD.
- See Pages eleven (11) and twelve (12) for further instructions

**I/WE UNDERSTAND AND AGREE THAT NEITHER THE AWARD OF THIS RFP TO ME/US BY THE DISTRICT'S BOARD OF TRUSTEES NOR RECEIPT BY ME/US OF A NOTICE OF ACCEPTANCE OF THIS RFP SHALL CONSTITUTE THE MAKING OF A CONTRACT BETWEEN JPSD AND ME/US, WHICH SHALL BE CONDITIONED UPON THE EXECUTION BY BOTH JPSD AND ME/US OF A FORMAL, WRITTEN AGREEMENT.**

RESPECTFULLY SUBMITTED,

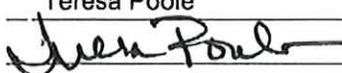
COMPANY William Carey University

ADDRESS 710 William Carey Parkway, Hattiesburg, MS 39401

PHONE 601-318-6600 FAX N/A

E-MAIL ADDRESS tpoole@wmcarey.edu

PRINTED SIGNATURE Teresa Poole

WRITTEN SIGNATURE 

TITLE Dean, School of Education

DATE 2/6/24

CIRCLE THE OPERATING STATUS OF YOUR BUSINESS AS INDICATED: WOMAN OWNED NON-MINORITY MINORITY



**JACKSON**  
PUBLIC SCHOOLS  
Transforming lives through  
excellent education

**REQUEST TO ADD VENDOR**

Post Office Box 2338 - Jackson, Mississippi 39225-2338  
Email: [mmays@jackson.k12.ms.us](mailto:mmays@jackson.k12.ms.us) or [bjones@jackson.k12.ms.us](mailto:bjones@jackson.k12.ms.us)

School/Department Requesting Vendor Addition Human Resources

**To be completed by Vendor:**

Please complete all sections and emailed or fax back to (601-960-8967).

Will your company accept purchase orders?  Yes  No

**Note: An original JPS purchase order is required for all material purchases. Do not accept any order without a purchase order.**

Are you an employee of the Jackson Public School District?  Yes  No  
Product Line University Academic Coursework

PARENT COMPANY NAME: William Carey University  
Doing Business As (dba) NAME: William Carey University  
Order Address: 710 William Carey Pkwy.  
City: Hattiesburg State: MS Zip: 39401  
Physical Address: 710 William Carey Pkwy.  
City: Hattiesburg, State: MS Zip: 39401  
REMITTANCE ADDRESS:  
Vendor Name: William Carey University  
Address: 710 William Carey Parkway  
City: Hattiesburg State: MS Zip: 39401  
Contact Person: Dr. Teresa Poole  
Phone: ( 601 ) 318-6299 Fax (      ) N/A  
Email Address: tpoole@wmcarey.edu  
Parent Company Tax ID# N/A  
D/B/A Federal Tax ID/Social Security #: 64-0329300

**Select One** This information will be used to track purchases from minority vendors.  
Minority Code:      Woman & Minority      Minority  
 Non-Minority      Woman

**Select One**  
Type of Entity      Individual/Sole Proprietor      Corporation  
     Partnership       Other University

\*\*\*\*JPS accepts no responsibility for orders filled without a valid purchase order.

Submitted By: Signature *Teresa Poole* Date 2/6/24

FOR INTERNAL USE ONLY	
Vendor Number: _____	1099: <input type="checkbox"/> Yes <input type="checkbox"/> No
Completed By: _____	Date: _____

Company's W-9 must accompany this form for IRS purposes and Certificate of Insurance for not less than \$1,000,000 as stated in Mississippi Code Section 31-7-139v)

The Board of Trustees of the Jackson Public School District (hereafter referred to as "JPSD") is soliciting sealed, written formal Requests for Proposals (RFP) from qualified vendors (hereafter referred to as "Vendor") for the purchase of furniture, equipment, supplies, materials, labor or services as outlined in the following specifications. Sealed RFP shall be received by JPSD, in the Business Office of the Jackson Public Schools, 662 South President Street, Jackson, Mississippi, until the time specified on the RFP Opening Schedule (front page of the formal RFP document), at which time all RFP shall be publicly opened and read aloud. Neither dating of the RFP form nor placing the RFP in the mail by this date shall meet legal requirements; the formal RFP document must be **received in the Business Office** of the Jackson Public School District on or before the date and time stated.

JPSD reserves the right to reject any and all RFPs received and to waive any and all informalities. Vendors are encouraged to very carefully read all sections of this RFP document prior to submitting an RFP proposal. Any agreement generated due to an award, may be terminated by the District without cause upon one week's prior notice to vendor.

**Vendor must provide a current copy of their company's Certificate of Insurance with Workers Compensation included in the coverage for not less \$1,000,000.00 dollars. JPSD must be listed as an insurer under the coverage provided. It is imperative that this insurance is maintained throughout the duration of the contact. This coverage must be submitted and kept on file with JPSD.**

It is the basic philosophy of JPSD to extend to all responsible Vendors equal consideration and the assurance of unbiased judgment in determining whether their product or service meets specifications and the educational needs of the school district. JPSD shall fairly evaluate all formal RFP proposals submitted and base all decisions on the "lowest and best" RFP concept, purchasing only those products and/or services which meet the specifications as written. All decisions rendered shall strive to achieve the greatest value from every tax dollar expended. JPSD shall make no discrimination based on race, color, creed, religion, or national origin, in either the product evaluation process or in transacting business with Vendors or Vendor representatives.

The advertising and publishing of this RFP has met all legal requirements (Mississippi Code of 1972, Annotated, §31-7-13), hence the requirement to offer public notice of the intent of JPSD to solicit RFPs via this RFP document has been satisfied.

This document is to serve as an invitation to all qualified vendors to extend to JPSD, an offer, for the sale of all products and/or services specified herein. It is the purpose of this RFP document to clearly define "open" and "competitive" product or service rfp specifications. All items on this RFP are to be **as specified or JPSD approved equal**.

**Addendum:** Vendor shall acknowledge the receipt of all addendums which were issued during the course of this RFP. If specified in the text of the addendum, in addition to acknowledging receipt of the addenda below, the addenda may require additional information required for the RFP (e.g., pricing), in which case the Add RFP Addendum shall not only be acknowledged below but shall be completed and attached to the RFP at the time the RFP proposal is submitted. Receipt of the following Addendum issued during the course of this formal RFP is hereby acknowledged:

It is acknowledged that this rfp proposal consists of the following sections: **PROPOSAL FORM, INSTRUCTIONS AND CONDITIONS, SPECIFICATIONS** and any **ADDENDUM** (if applicable).

Addendum Number		Date	

### **Net Prices**

In all cases, prices quoted are to be net including all applicable discounts. A separate price shall be offered for each item and not in combination with other items (unless the grouping of items is otherwise allowed as defined in the specifications). Unit price shall prevail in case of a conflict between unit and total price (extension); written price shall prevail in case of a conflict between written and enumerated pricing. Vendors are instructed to **round off all unit pricing and extensions to the nearest whole cent; i.e., round the pricing to two places to the right of the decimal point only.** JPSD will only accept pricing which is stated in this manner. All items for which pricing is submitted which is other than two places to the right of the decimal shall be accepted; however, all digits beyond a whole cent (more than two places to the right of the decimal) shall be ignored in the RFP analysis process and the unit price indicated on the purchase order shall be to the nearest whole cent for each item involved.

### **Payment and Invoicing**

Unless otherwise indicated in the detailed specifications of this RFP document; JPSD shall make remittance in a **single lump sum payment following satisfactory delivery of all items** listed on the purchase order or following satisfactory performance (final inspection) of all services as specified in the contract. JPSD remits by "completed purchase order" only; remittance shall not be made upon receipt of partial shipments or performance, or the receipt of invoicing for same, but only after all items included on the purchase order or contained in the contract are delivered and/or satisfied.

It is mutually understood that invoices submitted against Multi-Year or Open Purchase Orders, remittances are processed based on the contracted scheduled agreement prior to the purchase order being generated. Only **Multi-Year and Open Purchase Orders** have multiple invoices received for remittance for payment. Professional Services, materials and other such services; invoices are submitted for payment in intervals following satisfactory delivery of ALL services and /or performance of ALL services indicated in the contracted agreement between said vendor and JPSD for that time period, following inspection if applicable. **Any freight/shipping cost that may be incurred for tangible items, such as books, pamphlets, handouts, materials need for presentations, etc. must be included in the total price proposal price submitted if and applicable.**

### **Performance Penalty**

The Vendor is subject to a 10% penalty on this agreement for the **2023-2024** school year if the academic objectives of this agreement are not satisfied. The District will withhold 10% of the total contract for final payment to be made after the academic objectives are satisfied.

### **Default and Delays**

Upon failure of the Vendor to deliver all of the items ordered or to render service, within the time set or allowed, the successful Vendor shall be considered in default, in which case JPSD reserves the right to terminate the purchase order or contract and to purchase similar supplies, services, or furniture and equipment, on the open market or secure the manufacture, delivery, and installation thereof by contract or otherwise. The Vendor shall be charged with any cost occasioned by JPSD whether the said cost is the same as originally accepted or any excess cost.

### **Damage to School Property**

Any damage or loss to JPSD property as a result of any action by the Vendor in the delivery, execution or performance of any item or service stated in these specifications shall be repaired or replaced to the satisfaction of designated JPSD personnel, at the Vendor's cost, within a reasonable time.

### **Guarantee**

Each Vendor, by presenting an rfp under these specifications, binds himself to make positive that all goods are fully up to the standards set by the specifications. Should it be discovered within a reasonable period of time from the date of purchase order or contract that such goods or services are not up to standard, JPSD shall have the right to have such goods or services replaced by others conforming to the standard requirements and the entire expense be borne by the Vendor. The Vendor shall agree to guarantee and warrant all equipment provided as a result of this RFP for a period equal to the stated guaranty/warranty in the specifications. All such warranties shall provide coverage as indicated in the specifications.

**Acceptance and Award of RFP Proposals**

The Vendor's RFP proposal, once submitted and accepted as a valid RFP by JPSD, shall be deemed by both parties to constitute a legal and binding offer on the part of the Vendor to sell to JPSD as per the terms of the RFP specifications, all products and/or services contained therein. RFP proposals are subject to acceptance by JPSD at any time within forty-five (45) calendar days following the RFP opening date. Consequently, all price quotations shall be effective for a minimum of forty-five (45) calendar days and a maximum period as indicated in the specifications. All RFPs must be valid for the effective dates stated in the specification, if applicable.

Award of contract shall be made to the responsible Vendor whose RFP, conforming to the specifications, is deemed to be the most advantageous to JPSD, price and all other factors considered. The Vendor acknowledges the right of JPSD to reject the RFP, in part or in total, if the Vendor fails to submit the data required in the specifications, or if the rfp is in any way incomplete or irregular. Under no circumstances may a Vendor deliver, install, or perform any service as specified in these specifications without written authorization from JPSD (i.e., a duly issued purchase order or signed contract). All RFPs shall be approved by the Board of Trustees prior to the final award.

The Vendor shall be issued a purchase order document, which shall be deemed acceptance of the RFP proposal offer made by the Vendor, for all items and/or services approved by the Board of Trustees and awarded as a result of this RFP. However, if in the opinion of JPSD, a contract document is required to authorize the award of the RFP, Vendor agrees to sign and execute all such contract documents as required in the written specifications. NOTE: If Vendor policy requires that JPSD sign Vendor contract documents, a sample of all such documents shall be included with the RFP proposal and shall become a part of the Vendor's RFP proposal.

**All awards are based on the availability of funding. In the event of a reduction of funds, this award can be rescinded at any time.**

# Proposal Cover Page

## VENDOR INFORMATION

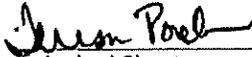
Name and Title William Carey University School of Education

Company Name William Carey University Date 2/6/24

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### *SUBMISSION COVER SHEET AND CONFIGURATION SUMMARY*

By my signature below, I hereby represent that I am authorized to and do bind the offeror to the provisions of the attached proposal. The undersigned offers and agrees to perform the specified personal and professional services in accordance with provisions set forth in the Request for Proposals. Furthermore, the undersigned fully understands and assures compliance with the Conditions of Solicitation and Standard Terms and Conditions contained in the RFP. The undersigned is fully aware of the evaluation criteria to be utilized in vendor selection for approval. I further certify that William Carey University is an authorized dealer in good standing of the products/services included in the proposal submitted in response to the RFP.

  
Authorized Signature

2-6-24  
Date

Teresa Poole  
Printed Signature

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### *CONFIGURATION SUMMARY*

*Vendor must provide a summary of the main component of services offered in this proposal using 100 words or less.*

William Carey University, an accredited university, will provide two years of coursework, including clinical practice toward a Bachelor of Science degree in elementary education with special education or early childhood endorsement, leading to a 5-year standard Mississippi educator's license. JPSD employees will receive a \$3,000.00 scholarship for 9 hours of coursework each trimester for up to 70 hours. WCU has approved traditional and non-traditional educator preparation degree programs and will provide licensure and test preparation support, collaborate to recruit and train residents, mentors, and staff members, and identify full-time and adjunct faculty eligible to teach residency coursework.

**ASSURANCES AND SIGNATURE FORM**

*In submitting this application, I certify that:*

1. The organization will comply with applicable federal, state, and local policies and procedures.
2. Services will be provided under the supervision of highly qualified teachers and/or administrators.
3. The organization will maintain professionalism and confidentiality.
4. The organization is fiscally sound and will be able to complete services to the local educational agency.
5. The organization will ensure that the services provided are aligned the Mississippi Curriculum Frameworks and scientifically research-based practices.
6. The organization will comply with applicable federal, state, and local health, safety, and civil rights laws.
7. Provisions that subject all individuals employed by or otherwise associated with the approved provider, including volunteers, support staff, etc., who have direct contact with students, to the fingerprint and criminal history record check contained in law, including, Education Laws 305(30), 1125(3), 1604(39), 1604(40), 1709(39), 1709(40), 1804(9), 1804(10), 1950(4)(11), 1950(4)(mm), 2503 (18), 2503(19), 2554(25), 2554(26, 2590-h (20), 2854(3)(a-2), 2854(3)(a-3), and 3035.
8. All services will be secular, neutral, and non-ideological.
9. The organization will provide the local educational agency with information regarding implementation of proposal initiatives in increasing achievement, in a format, and to the extent practicable, a language or other mode of communication such that district personnel, parents / legal guardians, and community members can understand.

The undersigned hereby certifies that I am an individual authorized to act on behalf of the organization in submitting this application and assurances. I certify that all of the information provided herein is true and accurate, to the best of my knowledge. I understand that the discovery of deliberately misrepresented information contained herein may constitute grounds for denying the applicant's request for approval.

William Carey University

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

Teresa Poole

\_\_\_\_\_  
Printed Name of Authorized Representative

  
\_\_\_\_\_  
Signature of Authorized Representative

2/6/24

\_\_\_\_\_  
Date Signed

\*For Educational/Instructional proposals



# INDEPENDENT CONTRACTOR DEBARMENT VERIFICATION FORM

(Please print clearly or type)

**\*\*Appropriate signatures shall certify statements below.**

## FEDERAL DEBARMENT CERTIFICATION:

Subgrantee's/Contractor's Name	William Carey University
Authorized Official's Name	Teresa Poole
Complete Address	710 William Carey Pkwy, Hattiesburg, MS 39401
Contact Number	601-318-6051
Are you currently registered to do business in the State of Mississippi? (Yes or No) If yes, attach supporting documentation of registration status. If, no please register and provide documentation of registration status. (State/Other fund requirement)	Yes

CONTRACTOR hereby certifies that at the execution of a contract with the Jackson Public School District (JPS) that the CONTRACTOR is not on the list for federal debarment on [www.sam.gov](http://www.sam.gov) – System for Award Management.

## STATE OF MISSISSIPPI REGISTRATION:

CONTRACTOR hereby certifies that at the execution of a contract with the Jackson Public School District (JPS) that the CONTRACTOR is not on the list for debarment on [www.sos.ms.gov](http://www.sos.ms.gov) for doing business with the State of Mississippi or with any Mississippi State Agency.

## PARTNERSHIP DEBARMENT CERTIFICATION:

CONTRACTOR hereby certify that all entities who are in partnership through this contract or grant with the Jackson Public School District (JPS) (subcontractors, subrecipients, et al.) are not on the federal debarment list on [www.sam.gov](http://www.sam.gov) – System for Award Management or the State of Mississippi debarment list. Proof of documentation of partnership verification with SAM shall be kept on file and the debarment status shall be checked prior to submission of every contract/subgrant and modification to JPS.

2/6/24

Original Signature of Contractor or Authorized Official

Date



# INDEPENDENT CONTRACTOR DEBARMENT VERIFICATION FORM\*

(Please print clearly or type)

\*\*Appropriate signatures shall certify statements below.

## FEDERAL DEBARMENT CERTIFICATION:

Subgrantee's/Contractor's Name	William Carey University
Authorized Official's Name	Teresa Poole
Complete Address	710 William Carey Pkwy, Hattiesburg, MS 39401
Contact Number	601-318-6051
Are you currently registered with <a href="http://www.sam.gov">www.sam.gov</a> (Yes or No) If yes, attach supporting documentation and DUNS number must be Active with open access. (Federal fund requirement)	Yes
Are you currently registered to do business in the State of Mississippi? (Yes or No) If yes, attach supporting documentation of registration status. If not, please register and provide documentation of registration status. (Federal and State/Other fund requirement)	Yes

CONTRACTOR hereby certifies that at the execution of a contract with the Jackson Public School District (JPS), that the CONTRACTOR is not on the list for federal debarment on [www.sam.gov](http://www.sam.gov) – System for Award Management.

## STATE OF MISSISSIPPI REGISTRATION:

CONTRACTOR hereby certifies that at the execution of a contract with the Jackson Public School District (JPS), that the CONTRACTOR is not on the list for debarment on [www.sos.ms.gov](http://www.sos.ms.gov) for doing business with the State of Mississippi or with any Mississippi State Agency.

## PARTNERSHIP DEBARMENT CERTIFICATION:

CONTRACTOR hereby certifies that all entities who are in partnership through this contract or grant with the Jackson Public School District (JPS) (subcontractors, subrecipients, et al.) are not on the federal debarment list on [www.sam.gov](http://www.sam.gov) – System for Award Management or the State of Mississippi debarment list. Proof of documentation of partnership verification with SAM shall be kept on file and the debarment status shall be checked prior to submission of every contract/subgrant and modification to JPS.

Teresa Poole \_\_\_\_\_ 2/6/24

Original Signature of Contractor or Authorized Official      Date      \*Project is being supported with federal funds

**Submission of RFP Proposals Instructions if not emailed to the email address listed:**

- Responses, once completed, should be placed in an opaque, sealed envelope
- On the outside of the envelope, list the Company's name/address, RFP number, title, opening date and addressee information as they appear in the RFP proposal that the response may be accurately delivered and registered upon receipt. A designated official who is a legal representative of the Company must list required signatures where noted prior to submitting sealed proposal.
- Failure to comply with the above submittal instructions will cause proposals not to be registered or cataloged to the appropriate file or received timely. The original documents must be displayed in front of all copies submitted by interested parties.
- Please submit Original RFP Documents in the Format Outlined along with Six (6) Copies and any Documentation submitted with the Proposal when Mailed or Hand Delivered to:
- Any proposal not received by the stated deadline/time will not be considered and/or opened. The proposal will be returned to the Vendor at the Vendor's expense.
- The District accepts no liability for late submissions due to the actions of the United States Postal Service, Federal Express, United Parcel Service or any other delivery methods.

**Page (16):** Cover page is to be placed on the very front of the vendors submitted proposal. In the event this page is not displayed when the opening of proposal occurs; it will not be acknowledged or allowed to be presented or evaluated. Place this page on the very front of the submitted documents. This is **required** on all submitted proposals weather mailed, hand delivery or electronically Uploaded. Submitted proposal must be signed by an authorized official to bind the offeror to the proposed provisions.

Proposals received after the due date and time will NOT be considered. Incomplete proposals will not be accepted in the evaluation process and will not be returned for revisions. No faxed or emailed copies will be accepted. The Proposal Cover Page is located on page (16) of this document.

**Please submit the proposal when mailed or hand delivered to the below address:**

**Jackson Public School District  
Business Office  
Attn: Bettie Jones/Michele Mays  
662 S. President Street  
Jackson, MS 39201**

**Or**

**Mailed or hand-delivered proposal must include the Original and six (6) copies. Proposals may be uploaded to [www.centralbidding.com](http://www.centralbidding.com) before the designated date and time. No copies are warranted if uploaded electronically.**

**Please follow the proposal submittal instructions.**

**INSERT PAGE NUMBERS WHEN SUBMITTING ELECTRONIC PROPOSALS. PLEASE SUBMIT RFP DOCUMENTS IN THE ORIGINAL FORMAT ALONG WITH OTHER SUPPORTING DOCUMENTS ATTACHED TO PROPOSAL AND UPLOADED TO [www.centralbidding.com](http://www.centralbidding.com). For any questions concerning the process, or how to register, please contact Central Bidding at 225-810-4814.**

***In order for this proposal to be accepted for evaluation, all information must be completed and all instructions must be followed.***

**Until further notice, all hand delivery proposals delivered between 9:00 a.m. until 9:59 a.m. (local prevailing time) the date the bid is scheduled to open, must be delivered to JPSD Board Room, 621 South State Street, Jackson, MS 39201.**

**RFPs openings will be video recorded for the public to view on the above date and time at Jackson Public School District, Central Office 621 S. South State Street, Jackson, Mississippi 39201.**

## **LEAD PARTNER FOR THE TEACH JPS RESIDENCY PROGRAM**

### **Introduction**

The instructional philosophy of the Jackson Public School District is to ensure that maximum learning takes place in a safe and positive environment. Teachers serve as positive role models, mentors, and contributing team members who adhere to, and enforce, district and school policy. Teachers will use the district's instructional delivery model to ensure effectiveness and consistency. Our district is committed to Innovative Teaching and Learning which is deeply embedded in our Core Values of Equity and Excellence.

### **TEACH JPS Residency Program Vision**

We envision the JPS Teacher Residency program developing a diverse pool from of growth-minded, equity-driven educators from within our community that are motivated by excellence, are student-focused, and can provide world-class instruction based on current, relevant practices that cultivate positive and nurturing learning environments for scholars.

### **TEACH JPS Residency Program Mission**

Through the JPS teacher residency program, we aim to provide opportunities for aspiring educators from within the JPS community to attain the skills, knowledge, and competencies through extensive, clinically rich practice and continuous support from experienced educators to become day-one ready teachers, qualified to provide world-class learning experiences for our scholars.

### **Scope of Services**

To address teacher shortage issues in hard to staff areas and support teachers who are seeking an educator certification, Jackson Public School District (JPSD) is seeking an accredited college or university partner to provide virtually, in-person and/or a hybrid model of required courses needed for a teacher to earn a Bachelor of Education degree while completing requirements to obtain a 5-year, standard Mississippi educator's license with endorsements in Elementary Education and Special Education or Early Childhood Education/Child Development (PreK-K) for up to the next three (3) years.

The partner must have approved traditional and nontraditional educator preparation degree programs in the areas outlined below by the Mississippi Board of Education on or before July 31, 2024.

The university partner for this program must submit and outline how it will demonstrate support in the following areas:

### **Alignment to Residency Mission and Vision**

- 1) Demonstrate a strong commitment to Jackson Public School District and shares a vision for scaling the residency program so that it meets district needs.
- 2) Demonstrate how the residency program fits into existing structure of the college/university.
- 3) Has an articulated vision of the value proposition of the residency (what the institution will "give" and "get" from launching and sustaining a residency).

- 4) An interest and commitment to preparing teachers from within the JPS community specifically for high need environments.
- 5) Values and enacts the blending of theory and practice.

#### Tailored Curriculum

- 1) Provide a detailed description of the existing course offerings/sequence for a traditional (bachelor's degree) program that is particularly relevant to the residency context to prepare teachers for Jackson Public Schools. If there are any curriculum programs that would be beneficial to the residency, but have not yet been approved, provide a detailed description where the IHE is in the process of securing state approval for the curriculum program. All existing coursework must be aligned to Mississippi Board of Education standards.
- 2) Outline and describe program entry requirements, exit requirements, and performance-based assessments (i.e., gradual release of responsibility, observations of lessons by multiple observers, inter-rater reliability/calibration, reflection, and refinement/improvement opportunities), and clearly identify strategic methods for use in the preparation of residents.
- 3) Demonstrate how the IHE will provide support for residency applicants from within our district's communities that are not yet eligible for admission into the teacher education program at the traditional level (i.e., leveraging alternatives to Praxis exams, such as GPA, ACT scores, and SAT scores, and supplemental coursework to screen for entry.)
- 4) Explain how IHE will work to remove barriers to certification for (such as additional exams that are not required for certification by the MDE but may be required by IHE for degree completion).
- 5) Demonstrate how IHE will collaborate with residency partners around program course delivery to integrate research-based best practices.
- 6) Demonstrate how IHE will collaborate with residency partners to leverage existing curriculum to provide two (2) years of quality, mentor-supported, university supervised, clinical experience while not extending time and requirements for graduation.
  - *For Example - Courses Outlined for Residency Experience:*
    - i. Year 1: Semester 1 – A Pedagogy Course (or equivalent); Semester 2 – Curriculum Course (or equivalent)
    - ii. Year 2: Semester 1 – Dimensions of Teaching and Learning I; Semester 2 – Dimensions of Teaching and Learning II,

#### Institutional Flexibility and Authority around Human Capital and Resource Allocation

- 1) Describe how IHE will collaborate with district to identify fulltime and adjunct faculty that would be eligible to teach courses in the residency.
- 2) Demonstrates a willingness to make faculty and other key personnel available to residency for planning year, startup year, and beyond.

- 3) Demonstrate a willingness to actively recruit qualified district employees to teach in residency to help train residents with district specific culture and experience as a focus.
- 4) Provide tuition rates for all levels of the residency and demonstrate an ability and willingness to identify and pursue potential financial aid supports residents entering the program may have available to them to lower costs. Examples of financial supports available at the IHE must be clearly outlined. Financial aid supports may include:
  - Scholarships
  - Grants
  - Tuition reduction strategies
  - Waiving or bundling of fees

### *Institutional Support*

- 1) Identify leadership (i.e., Dean, Associate Dean, or Department Chair) within the university that supports the idea of launching and sustaining a residency.
- 2) Outline where the residency falls within the responsibilities and tasks of the leadership identified above.
- 3) Explain how the IHE will guarantee access to leadership and decision makers between various partners for the planning and implementation of the residency.
- 4) Explain how the IHE will utilize and share data to continuously improve program and partnership.

### *Effective Partnerships and Service to High Need/District Schools*

- 1) Describe how the IHE will examine and analyze past collaborations with districts or other partners to inform, improve, and strengthen the residency partnership. IHE partner should outline the following:
  - A past track record of recruiting diverse candidates and placement in district schools.
  - A plan to provide culturally responsive and relevant licensure assessment preparation for underserved, or underrepresented participants.
  - Demonstrate experience and expertise teaching/working in high-need schools with the JPS-adopted curriculum areas to evaluate how prepared residents are to provide instruction and support learning within the district.

### **Cost Proposal**

The potential partner must provide a detailed, itemized cost proposal that outlines the per pupil cost for each semester through completion of the program. The College/University partner is responsible for ensuring that each participant meets the admission criteria of the program. Additionally, the text and all materials for the course must be included in the cost. The university partner must agree to release transcripts to JPS of all participants that participate in the program and sign a FERPA release agreement. The school district is willing to provide a space to facilitate the in-person, virtual, and/or hybrid classroom design. JPSD will pay for those teachers that successfully complete the program.

# Jackson Public School District Proposal Submission Cover Page



Jackson Public School District  
662 South President Street  
Jackson, MS 39201

RFP Proposal # 2024-03

RFP Title Lead University Partner for TEACH JPS Residency Program

Submission Deadline Date and Time: Monday, March 04, 2024

Participating Vendor Name William Carey University

Address 710 William Carey Pkwy, Hattiesburg, MS 39401

Hand written Signature *Jessie Poole*

Addendums Acknowledge Yes \_\_\_\_\_ or No X

Combined Proposal Total Cost \$18,575.00 per resident for up to 70 hours of credit.  
If a resident needs fewer hours based on their incoming transfer credits, it will be billed according to the fee schedule and be less than the \$18,575.00.

**This cover page is to be placed on the very front of the vendors submitted proposal. In the event that this page is not displayed when the deadline opening date occurs; it will not be acknowledged or allowed to be presented. Place this page on the very front of the submitted documents. This applies to all submitted proposals weather mailed, hand delivery or electronically emailed.**

## LEAD PARTNER FOR THE TEACH JPS RESIDENCY PROGRAM RFP 2024-03

### Alignment to Residency Mission and Vision

1) Demonstrate a strong commitment to Jackson Public School District and shares a vision for scaling the residency program so that it meets district needs.

Alongside Jackson Public Schools (JPS), William Carey University (WCU) School of Education envisions developing the TEACH JPS Residency Program from a diverse pool of growth-minded, equity-driven educators within the JPS community. The long-term commitment WCU provides to JPS is evident through established partnerships, including the JPS Teacher Certification and Mississippi Teacher Residency programs. William Carey University values the community and culture of JPS and has a record of hiring high-caliber, qualified personnel from within the JPS district to teach university courses. William Carey University reduces barriers for teacher assistants to enter the education profession by offering teacher assistant scholarships to support the JPS grow your own initiative addressing the teacher shortage. The WCU partnership with the National Center for Teacher Residencies (NCTR) recognizes the residency model as a means of continuous improvement to prepare and retain educators who are equity-minded and student-centered to cultivate positive and nurturing learning environments. The unique needs of the JPS community will serve as a guide for the partnership, coursework delivery, and professional learning content. Special education and early childhood endorsements will be available and will provide a resource to address local needs and improve the education and welfare of JPS families and the district. William Carey University seeks to collaborate with JPS leaders to scale the TEACH JPS Teacher Residency to meet the district's needs by determining the ideal number of residents, between ten and 20 residents, for year one and adjusting available positions in subsequent years to allow time for quality mentor selection, training, and development. William Carey University envisions high-quality education and training offerings to residents that align with the Mississippi Department of Education licensure and National Council for Accreditation of Teacher Education/Council for the Accreditation of Education Preparation accreditation standards.

2) Demonstrate how the residency program fits into the existing structure of the college/university.

The TEACH JPS Residency Program fits seamlessly into the WCU School of Education. With four and a half years of successful residency programming experience under the guidance and support of NCTR and the Mississippi Department of Education, the residency program is housed in the Department of Curriculum and Instruction and led by the school's dean of education and the chair of curriculum and instruction. The residency team includes a residency coordinator, instructors, university supervisors, test preparation specialists, a mentor coach, licensure support, and special services support. Current residency programming includes coursework, mentor support, test preparation workshops and programming, and social-emotional learning content. Students are enrolled in cohorts and assigned to an academic advisor familiar with the unique residency programming and the specialized curriculum needs.

3) Has an articulated vision of the value proposition of the residency (what the institution will “give” and “get” from launching and sustaining a residency).

William Carey University has an articulated vision of the value proposition of launching and sustaining a teacher residency. WCU envisions a robust partnership to develop an impactful teacher pipeline within the existing culture of JPS. Launching and sustaining a residency that includes opportunities for clinically rich experiences in special education and early childhood with continuous support will provide a world-class learning opportunity for JPS students.

William Carey University will collaborate with JPS personnel to provide the following services:

- Virtual, in-person, and a hybrid model of required courses needed for a teacher to earn a Bachelor of Education degree while completing requirements to obtain a 5-year, standard Mississippi educator’s license with endorsements in Elementary Education and Special Education or Early Childhood Education/Child Development (PreK-K) for up to the next three (3) years through a traditional and nontraditional educator preparation degree programs.
- William Carey University extends a \$3,000.00 tuition waiver to JPS employees who take 9 hours of coursework per trimester and have been fully accepted into the TEACH JPS program. William

Carey University will send an invoice to JPS each trimester for students who enroll in coursework. This procedure will be the same as the teacher certification program WCU currently has with JPS. Suppose a student does not successfully complete a course or pass a course with the required GPA according to the program's academic requirements. In that case, the student is responsible for all fees associated with the course. In the event of a course retake, the student is responsible for all payments and costs related to the course.

- In collaboration with JPS, WCU will engage in planning on-going, relevant, research-based professional development for both residents and mentors that may include the following:
  - Culturally responsive mentor training and development seminars or workshops based on the *Art of Coaching*, high-quality instructional material lessons, and social-emotional learning programming.
  - Professional learning workshops for residents to include social emotional learning programming, relevant content from guest professors, and high-quality instructional material lessons.
  - Focused and strategic test preparation experiences delivered in-person, online, or hybrid to support the Mississippi Department of Education licensure exams.
  - Online, in-person, or hybrid induction-year support to examine teaching practices, reflect, and collaborate with peers utilizing the *First Year Teacher's Survival Guide*.
- Rich clinical experience through a collaborative partnership with school personnel and a highly qualified mentor teacher to provide practical, hands-on experience, allowing residents to apply coursework to classroom practice spanning the residency.
- Access for residents to a network of professionals, mentors, and peers, facilitating valuable connections within the field of education.

William Carey University receives:

- A pipeline for identifying and developing high-quality teacher candidates who may become valuable assets to WCU.

- Residents bring new perspectives and innovative ideas, contributing to a dynamic and progressive teaching and learning environment.
- An opportunity for enhanced community relations by actively participating in talent development and addressing the challenges of the teacher shortage.
- A successful residency program to enhance William Carey's outstanding reputation as a leader in teacher education, training, and professional development.

4) An interest and commitment to preparing teachers from within the JPS community specifically for high-need environments.

William Carey University is interested in and committed to preparing teachers from within the JPS community specifically for high-needs environments. William Carey University will collaborate with JPS to cultivate local talent by identifying and nurturing individuals within the JPS community who show potential and interest in becoming educators. William Carey University's program is tailored to address the unique challenges and requirements of JPS's high-need educational setting; for example, while 86% of the population is in the workforce, 36.6% of JPS families are below the poverty level compared to 14.5 at the national level, and 58% comprise a female household with no spouse/partner present. Single mothers may experience financial strain, work-life balance struggles, a limited support system, the strain of childcare costs, limited time for self-care, housing insecurity, limited healthcare access, and lack of opportunity for education and career advancement. The demographics suggest that the pipeline for the TEACH JPS residency includes single mothers who welcome the opportunity for career advancement and, at the same time, benefit from social-emotional learning support and professional learning, especially when built into the workday to eliminate additional childcare expenses. Moreover, with over half of JPS students in single-mother homes and over one-third at the poverty level, JPS students are adversely impacted. Students will benefit from well-trained teachers in social-emotional learning and special education or early childhood education.

5) Values and enacts the blending of theory and practice.

William Carey University values and enacts the blending of theory and practice through a tailored curriculum. The WCU Elementary Education program has a strong focus and foundation in the Science of Reading. As a result, the Mississippi Department of Education awarded the Science of Reading Recognition award in 2023 to the William Carey School of Education. Jackson Public Schools scored 26% proficiency in reading in 2022, and by providing research-based and practiced reading instruction for pre-service teachers, reading gains will be surmounted. Moreover, throughout the educator preparation curriculum, students must observe experienced educators and reflect on teaching practices based on coursework while engaging alongside their mentor in the gradual release of teaching responsibility. See the Monthly Co-Teaching Gradual Release of Responsibility Example on page 15.

### Tailored Curriculum

1) Provide a detailed description of the existing course offerings/sequence for a traditional (bachelor's degree) program that is particularly relevant to the residency context to prepare teachers for Jackson Public Schools. If there are any curriculum programs that would be beneficial to the residency, but have not yet been approved, provide a detailed description where the IHE is in the process of securing state approval for the curriculum program. All existing coursework must be aligned to Mississippi Board of Education standards.

The following is a detailed description of the existing course offerings/sequence for a traditional (bachelor's degree) program that is particularly relevant to the residency context to prepare teachers for Jackson Public Schools and includes the following courses:

Elementary Education Requirements (51 hrs.)  
All courses require a minimum grade of 'C'.

**EDR 3060 - Foundations of Literacy** 3 hrs. course prepares students for the Foundations of Reading test required for licensure and introduces them to the basics of the science of reading prior to taking the required literacy courses.  
Field Experience Requirement: 4 hrs.

**EDR 3080 - Early Literacy Instruction I** 3 hrs. A study of concepts, materials, and teaching strategies for oral language development and systematic early reading and writing instruction, specific to phonemic awareness and phonics.

Field Experience Requirement: 16 hrs.

Prerequisite(s): Admission to Teacher Education

Corequisite(s): EDR 3110

**EDR 3110 - Early Literacy Instruction II** 3 hrs. A study of concepts, materials, and teaching strategies for oral language development and systematic early reading and writing instruction, specific to vocabulary, fluency, and comprehension.

Field Experience Requirement: 16 hrs.

Prerequisite(s): Admission to Teacher Education

Corequisite(s): EDR 3080

**EDR 4070 - Integrating Reading & Writing in the Content Areas** 3 hrs. Introduction to integrating reading and writing into content areas. Instructional strategies and techniques related to developing content-area literacy will also be examined.

Field Experience Requirement: 8 hrs.

Prerequisite(s): EDR 3080, EDR 3110, EDU 3450, and EDU 3460

**EDR 4410 - Assessment in Literacy** 3 hrs. Course addresses the use of formal and informal assessment procedures used to design and evaluate robust reading instruction and intervention for children in preschool - high school. The foci include the knowledge and skills needed to choose and give appropriate reading assessments for a variety of purposes, utilizing data-based decision making to guide instructional planning and intervention design, and understanding struggling readers, including those with reading disabilities. Students will be instructed on how to apply both formal and informal assessments to a problem-solving model aimed at the design of robust reading instruction. An emphasis will be placed on creating Multi-tiered Systems of Supports (MTSS) to support all students.

Field Experience Requirement: 28 hrs.

Prerequisite(s): EDR 4070

**EDU 3000 - Introduction and Foundations of Education** 2 hrs. (WI) An overview of the teaching profession with emphasis on functions of the school, school policies, school law, and the effects of court decisions on educational practice.

Corequisite(s): EDU 3001

General Education: UEC 01 - Writing Intensive

**EDU 3001 - Pre-Teaching Field Experience** 1 hr. Field experience in a local school, taken concurrently with EDU 3000.

Field Experience Requirement: 24 hrs.

Corequisite(s): EDU 3000

Grade: Pass/Fail

**EDU 3450 - Social Studies in the Elementary School** 3 hrs. The scope and sequence of the elementary social studies curriculum is examined. An emphasis is placed on the development of concepts and generalizations appropriate for the elementary child.

Field Experience Requirement: 3 hrs. Prerequisite(s): Admission to Teacher Education

**EDU 3460 - Science in the Elementary School** 3 hrs. An integrated approach to teaching science through discovery and hands-on experiences.  
Field Experience Requirement: 3 hrs.  
Prerequisite(s): Admission to Teacher Education

**EDU 3720 - Survey of the Exceptional Child** 3 hrs. A study of individuals with exceptionalities from the gifted to the profoundly disabled. Includes a multicultural component, which explores the diverse ethnic, cultural, and linguistic backgrounds of students, and techniques for providing an effective, relevant education.  
Field Experience Requirement: 8 hrs.

**EDU 4090 - Principles of Early Childhood** 3 hrs. An in-depth study of the theory, organization, curriculum, and development of early childhood programs with an emphasis on Mississippi kindergarten guidelines.  
Field Experience Requirement: 4 hrs.  
Prerequisite(s): Admission to Teacher Education  
Corequisite(s): EDR 3080 and EDR 3110

**EDU 4130 - Mathematics in the Elementary School** 3 hrs. Methodology based on current research and practice is explored using an NCTM Standards-based program with an emphasis on mathematical understandings, using manipulatives, and acquiring problem-solving skills.  
Field Experience Requirement: 20 hrs.  
Prerequisite(s): Admission to Teacher Education

**EDU 4360 - Classroom Management** 3 hrs. (WI) This course provides information to help students develop pro-active strategies to manage the classroom environment and student behavior. Emphasis is placed on students' development of a personal and unique classroom management plan.  
Prerequisite(s): Admission to Teacher Education  
General Education: UEC 01 - Writing Intensive

**EDU 4500 - Tests, Measurements, and Evaluation** 3 hrs. The study of testing, measuring, and evaluating student learning with criterion-referenced and norm-referenced assessments.  
Prerequisite(s): Admission to Teacher Education

**EDU 4780 - Student Teaching Residency I** 3 hrs. Course designed to implement theory, develop a philosophy of education, and foster professional growth and development through creation of a teacher performance assessment. Supervised teaching experience in an approved school.  
Field Experience Requirement: 192 hrs. (24 8-hr days)  
Prerequisite(s): Approval of faculty advisor and program coordinator  
General Education: UEC 02 - Senior Capstone

**EDU 4830 - Residency II: Student Teaching in the Elementary School** 6 or 9 hrs. (SC) (6 hrs. required)

Select 1 course: The student is placed with an approved cooperating teacher in a local elementary school. Students are required to attend Residency II seminars.  
Field Experience Requirement: 480 hrs. (60 8-hr days)

Student Teaching (Lab) Fee Required: Yes  
Prerequisite(s): Approval of faculty advisor and program coordinator  
General Education: UEC 02 - Senior Capstone

**BUS 1020 - Fundamental Computer Concepts and Applications** 3 hrs. An overview of the concepts and terminology of computing.

**EDU 3250 - Technology in Education** 3 hrs. This course is designed to provide an overview of concepts and terminology related to technology in education. The student is given hands-on experiences using technology including understanding of the Internet.  
Additional Program Requirements (21 hrs.)

\*Course satisfies a GEC requirement and a program requirement, but credit is counted only once toward total hours to degree. Grades for these courses should be marked on the degree planner in the appropriate GEC section and in this section.

**ENG 2110 - World Literature I** 3 hrs. \* A survey of the major works of literature beginning with the Greek classics and ending with the late Renaissance.  
Prerequisite(s): ENG 1010 (ENG 1018) and ENG 1020 (ENG 1028)  
General Education: GEC 05.1 - Literature

**ENG 2120 - World Literature II** 3 hrs. A survey of major works of literature beginning with the Age of Enlightenment and ending with the Modern Age.  
General Education: GEC 05.1 - Literature

**MAT 1160 - Fundamental Mathematics I** 3 hrs. In this course, special attention is given to the nature of mathematics as well as to the structure and properties of the real number system. Topics include logical reasoning, problem solving, the real number system and its subsystems: natural numbers, integers, and rational numbers.

**MAT 3160 - Fundamental Mathematics II** 3 hrs. Topics include basic concepts of geometry, measurement, probability, and statistics, with an emphasis on reasoning, problem solving, and communication of mathematical ideas.  
Prerequisite(s): MAT 1160 or Permission of instructor

**PSY 2010 - General Psychology** 3 hrs. \* The fundamentals of psychology. Emphasis on learning, motivation, emotion, perception, psychological measurement, personality behavior disorders and physiological bases of behavior. This course is a prerequisite for all other courses in psychology.  
General Education: GEC 07 - Social and Behavioral Sciences

**PSY 2020 - Child Psychology** 3 hrs. Significant aspects of child growth and development from the standpoint of psychology and related disciplines. Emphasis on principles of growth, stages of physical growth, motor development, and behavior pertaining to social, intellectual, and personality development.  
Prerequisite(s): PSY 2010

**PSY 2040 - Educational Psychology** 3 hrs. The study of the process of learning and the behavior of children in school. Emphasis on teacher personality; the relationships of growth, learning, and teaching; the nature of the learner; intelligence and individual differences; and the improvement of the teaching-learning situation.

Prerequisite(s): PSY 2010

Select 1 course:

**PSC 2010 - American Federal Government** 3 hrs. A survey of the structure and dynamic of the American polity.

General Education: GEC 07 - Social and Behavioral Sciences

**SOC 1010 - Introduction to Sociology** 3 hrs. The theory and practice of sociology.

General Education: GEC 07 - Social and Behavioral Sciences

**SOC 1110 - Introduction to Anthropology** 3 hrs. A survey of cultural anthropology.

General Education: GEC 07 - Social and Behavioral Sciences

Select 1 course:

**ART 3190 - Art in the Elementary School** 3 hrs. A study of the basic elements of art and how art can be used by the elementary classroom teacher. Field hours are required for the completion of this course.

Field Experience Requirement: 15 hrs.

Art Studio Lab Fee Required: Yes

**MUE 3200 - Music in Elementary Schools (Elementary Education)** 3 hrs. A study of the basic elements of music that enables prospective classroom teachers to integrate music into all areas of the curriculum.

Prerequisite(s): Elementary Education major

**PED 3380 - Health & Physical Education in Elementary Schools** 3 hrs. A study of how physical education, physical fitness, health and wellness, and movement can be effectively used in the elementary grades.

Science Requirement (7 hrs.)

In addition to the GEC 04 4-hr lab science course required for all BS degrees, an additional 7 hrs. of science is required.

Select 1 course:

**PHS 1510 - Physical Science** 3 hrs. A basic study of chemistry and physics. This course does not include a laboratory experience.

General Education: GEC 03 - Natural Sciences

**PHS 2010 - Earth & Space Science** 3 hrs. Introduction to astronomy, geology, and meteorology. This course does not include a laboratory experience.

General Education: GEC 03 - Natural Sciences

Academic Endorsements / Program Elective (3 hrs.)

The following endorsements are embedded in the degree plan and do not require any additional coursework: English, General Science, Reading, and Social Studies.

Academic endorsements in other areas are available but are not required. Refer to Teacher Education Academic Endorsement Requirements for additional endorsement areas and course requirements. A minimum grade of 'C' is required.

Select 1 course:

**ECE 4300 - Assessing Young Children** 3 hrs. (Completes Pre-K Endorsement) In-depth study of assessment and evaluation of young children and early childhood environments for the purpose of planning developmentally appropriate instructional programs and environments for young children (birth-five). Strategies for gathering and recording information about children, including families and other professionals in the assessment process, and evaluation of environments are emphasized.

Field Experience Requirement: 1 hr. per week

**EDU 4290 - Autism Spectrum Disorders** 3 hrs. (Elective) Course explores all aspects of disorders that fall under the Autism Spectrum, including definitions, diagnosis, history, facts and myths, characteristics, research-based practices, screening, assessment, least restrictive environment, community resources, treatment protocols, progress monitoring, and pedagogy. Students will conduct a Functional Behavioral Assessment and Behavior Intervention Plan for two selected students with autism.

#### **DEG 02 General Electives**

This degree requires a minimum of 121 hrs. and, when completed as described, does not require any elective credit. No more than 50% of the required 121 hrs. (60 hrs.) applied to this degree may be earned at a community/junior college. At least 40 hrs. of earned coursework must be numbered 300 or above. The last 25% of the required 121 hrs. (30 hrs.) must be earned at William Carey University.

2) Outline and describe program entry requirements, exit requirements, and performance-based assessments (i.e., gradual release of responsibility, observations of lessons by multiple observers, inter-rater reliability/calibration, reflection, and refinement/improvement opportunities), and clearly identify strategic methods for use in the preparation of residents.

The following includes a description of the program entry requirements, exit requirements, and performance-based assessments and clearly identifies strategies and methods for use in teacher preparation. Undergraduate students must possess a minimum grade point average (GPA) of 2.75 on a 4.0 scale on all college work previously attempted and be in academic good standing from the last institution attended. Students must apply for admission to the professional program in elementary

education. Students enrolled in education must have clearance of criminal background check that includes fingerprinting prior to participating in clinical activities (field-based practica).

Students must be formally admitted to teacher education before being allowed to take more than nine hours of 300-level education courses. Prior to formal admission to teacher education, *elementary education* applicants must complete EDU 3000, EDU 3001, EDU 3720, and EDR 3060 with a minimum grade of 'C'; Students must score *emerging* or higher on WCU's Professional Dispositions before admission to teacher education. Admission requirements are subject to change should the Mississippi Department of Education change licensure requirements. Students who make proper application will be admitted to teacher education and be referred to as teacher candidates when they meet these requirements for Transition Point One (admission/core).

#### Program Progression Requirements

##### Transition Point 1:

Complete the General Education Curriculum/Bachelor of Science curriculum for education majors (44 hours) and achieve a 2.75+ GPA.

##### Transition Point 2: Pre-Admission

Complete remaining general education, interdisciplinary, and readiness courses (35-36 hours).

Complete EDU 3000, EDU 3001, EDU 372, and EDR 3060 with a minimum grade of 'C'.

##### Transition Point 3: Admission to the Teacher Education Program

ACT Composite Score of 21 or above *and* a 2.75+ GPA.

Qualifying Scores on the Praxis Core Reading (156), Writing (162), and Math (130) *and* a 2.75+ GPA.

Complete the General Education Curriculum/Bachelor of Science curriculum for education majors (60 hours) with a 3.0+ GPA.

Must have completed a background check with fingerprinting and received clearance.

*Continuous Enrollment* - Students who do not maintain continuous enrollment (fall, winter, and spring terms) must seek readmission to the university and may be required to seek readmission to teacher education and may require the student to meet additional academic requirements and/or to pass a subsequent criminal background check.

Complete all degree coursework with a minimum grade of 'C'.

Maintain a 2.75+ cumulative GPA.

Meet *Professional Dispositions* expectations.

Transition Point 4: Admission to Year-Long Residency

Participate in pre-residency activities.

Teacher candidates are encouraged to take the professional knowledge (Principles of Learning and Teaching - PLT) and the specialty area examinations (PRAXIS II) during Residency I.

*All teacher candidates must have attempted* the PLT and PRAXIS II prior to beginning Residency II.

Elementary Education majors *must have attempted* the Pearson Foundations of Reading examination prior to beginning Residency II.

During Residency II, students must score a minimum of 80% on the following statewide common measures:

Professional Dispositions – Scored by the University Supervisor

Performance Based Assessments

**Teacher Intern Assessment Instrument observations of lessons by multiple observers occur in Residency I and II** and include **TIAI evaluations that are scored by the University Supervisor and Mentor**. The TIAI is **strategically** used to prepare candidates through a structured framework to assess residents' knowledge, skills, and abilities in lesson planning, classroom management, instructional delivery, and student assessment. **Interrater reliability** between the university supervisor and mentor is achieved through virtual and hybrid **training documented by a completion certificate uploaded to Canvas** prior to observations in Residency I and Residency II. The TIAI is strategically utilized for multiple reasons.

- To **provide an opportunity for constructive feedback on teaching practices for residents to identify strengths and areas for professional growth.**
- To align with established teaching standards to ensure that the assessment is based on criteria that reflect the expectations for effective teaching.

- The assessment data collected through the TIAI informs decision-making processes related to the teacher intern's progress, readiness for independent teaching, and recommendations for certification or employment.
- The TIAI is a tool for ensuring accountability and maintaining quality standards.
- It helps in assessing whether teacher interns meet the program's expectations and requirements and serves as a formal document that captures the teacher intern's performance over time. This documentation is important for program evaluation, accreditation purposes, and record-keeping.
- The use of the TIAI facilitates communication and collaboration between teacher interns, mentors, and program administrators and creates a common language for discussing teaching practices and goals.
- William Carey University uses TIAI data to inform ongoing improvements in curriculum, instructional strategies, and support structures.
- The TIAI helps the residents transition through the gradual release from supervised teaching experiences to independent teaching roles by systematically assessing their readiness and competence. Reflection and refinement/improvement opportunities are based on feedback from both the university supervisor and mentor for two lesson units in Residency I and two in Residency II.
- The TIAI serves as a comprehensive tool for evaluating and supporting the development of teacher interns and fosters professional growth, ensures program quality, and prepares future educators for success in the classroom.

The Impact on Student Learning Assignment – Scored by the University Supervisor

#### Exit Requirements

Residency II - Student Teaching

A teacher candidate may enroll in Residency II - Student Teaching (EDU 4830/EDU 4840/EDU 4960) in one of the cooperating school districts during his/her senior year provided the following requirements have been met:

- Senior standing (completed at least 90 semester hours).
- Have been admitted to teacher education for one trimester.
- Have a minimum cumulative GPA  $\geq 2.75$ .
- Have a minimum grade of 'C' in all professional education courses.
- Have a minimum grade of 'C' in all courses in major teaching field.
- Hold a valid Pre-service License from the Mississippi Department of Education.
- Have approval of the chair of the curriculum and instruction department and director of Residency I.
- Must pass Residency I, have the approval of the director of student teaching, and have attempted all licensure exams required by Mississippi Department of Education.
- Must have completed all specialty and professional courses with a minimum grade of 'C'.
- Special permission from the chair of the department of curriculum and instruction must be secured to take courses during or after Residency II.
- **Observations of lessons by multiple observers** occur in Residency I (see details above) and II and include TIAI Evaluations – Scored by the University Supervisor and Cooperating Teacher and the Impact on Student Learning Assignment – Scored by the University Supervisor
- **Reflection, and refinement/improvement opportunities** are based on feedback from both the university supervisor and mentor for two lesson units in Residency I and two units in Residency II.
- The resident must have completed all coursework to earn the bachelor's degree in elementary education and take the required licensure exams to fully licensed.
- Licensure applications cannot be processed until all requirements are met.

The co-teaching and gradual release of responsibility model for residents are included below.

## Monthly Co-Teaching Gradual Release of Responsibility Example

Month	Suggested Gradual Release Strategies	TIAI Prioritized Skill Focus	Time Together
<b>August-September</b>	<p>One Teach/One Assist                      One Teach/One Observe                      *CI leads core instruction and includes Resident in planning sessions                      General Resources to utilize for co-teaching strategies:                      Teacher Huddle and Time Out:  <a href="https://learn.teachingchannel.com/video/mid-lesson-teacher-collaboration-nsf">https://learn.teachingchannel.com/video/mid-lesson-teacher-collaboration-nsf</a>                      Teacher Time Out: <a href="https://learn.teachingchannel.com/video/teacher-time-out">https://learn.teachingchannel.com/video/teacher-time-out</a>                      (You will need a free Teaching Channel account to view videos.)                      Co-Teaching Strategies:  <a href="https://www.wku.edu/educatorservices/student_teaching/documents/co-teaching_strategies_and_examples.pdf">https://www.wku.edu/educatorservices/student_teaching/documents/co-teaching_strategies_and_examples.pdf</a></p>	<p><b>TIAI Domain IV: Learning Environment 20.</b> Adjusts the classroom environment to enhance positive peer relationships, motivation, and learning.</p>	<p>(1 hour weekly)                      Discuss observations and procedures                      Explain regular lesson planning sessions, coaching, and feedback.                      Decide on "hours of operation" and classroom duties (attendance, pick up/ drop off times, etc..)</p>
<b>October</b>	<p>One Teach/One Assist                      One Teach/One Observe</p>	<p><b>TIAI Domain IV: Learning Environment 22.</b> Uses multiple strategies to foster appropriate student behavior according to individual and situational needs.</p>	<p>(1 hour weekly)  <b>One content area</b>                      Discuss student data.                      Explain Universal Access/ Small group.                      Begin to plan instructional routines and lessons</p>

<p><b>November</b></p>	<p>One Teach/One Assist  One Teach/One Observe  Station Teaching  Supplemental or Differentiated Teaching</p>	<p><b>TIAI Domain IV: Learning Environment 23.</b> Creates a culturally inclusive environment that promotes fairness, safety, respect, and support for all students.</p>	<p><b>(1 hour weekly)  One content area</b>  Co-plan U.A. lesson/ Must Do May Do  Explain formative assessment during small group  Determine co-taught lessons.  Discuss feedback and instructional improvements</p>
<p><b>December-January</b></p>	<p>One Teach/One Assist  Station Teaching  Supplemental or Differentiated Teaching</p> <p>*Resident begins to take the lead in Parallel Teaching based upon co-planned lesson.</p>	<p><b>TIAI Domain IV: Learning Environment 20.</b> Adjusts classroom environment to enhance positive peer relationships, motivation, and learning.</p>	<p><b>(1 hour weekly)  Two Content Areas</b>  Discuss student data  Explain Universal Access/ Small group  Begin to plan instructional routines and lessons</p>
<p><b>February</b></p>	<p>One Teach/One Assist  Station Teaching  Supplemental or Differentiated Teaching</p> <p>Parallel Teaching based upon co-planned lesson</p>	<p><b>TIAI Domain III: Instruction 17.</b> Engages all students in critical thinking through higher-order questioning.</p>	<p><b>(1 hour weekly)  Two Content Areas</b>  Co-plan U.A. lesson/ Must Do May Do  Determine co-taught lessons  Discuss feedback and instructional improvements  Explain informative assessment and adjusting on the fly</p>

<p><b>March</b></p>	<p>One Teach/One Assist  Station Teaching  Supplemental or Differentiated Teaching</p> <p>Parallel Teaching based upon co-planned lesson</p>	<p><b>TIAI Domain III:  Instruction 15.</b> Uses a variety of appropriate teaching strategies, including technology, to impact student learning and development.</p>	<p><b>(1 hour weekly)  Two Content Areas</b>  Co-plan U.A. lesson/ Must Do May Do  Determine co-taught lessons  Discuss feedback and instructional improvements  Discuss interventions and alternative assignments</p>
<p><b>April</b></p>	<p>Resident is lead instructor, classroom manager, and is in charge of all planning. One Teach/One Assist (Resident is lead), One Teach/One Observe (Resident is lead), Supplemental or Differentiated, Parallel Teaching, Team Teaching, Station Teaching</p>	<p><b>TIAI Domain III:  Instruction 6.</b> Planned learning experiences are implemented that accommodate differences in developmental and individual needs of each learner in the group. *</p> <p><b>18.</b> Adjusts instruction as needed based on student input, cues, and individual/group responses.</p>	<p><b>(1 hour weekly)  Two Content Areas</b>  Co-plan U.A. lesson/ Must Do May Do</p> <p>Determine co-taught lessons.</p> <p>Discuss feedback and instructional improvements</p>

<p>May</p>	<p>Resident is lead instructor, classroom manager, and is in charge of all planning. One Teach/One Assist (Resident is lead), One Teach/One Observe (Resident is lead), Supplemental or Differentiated, Parallel Teaching, Team Teaching, Station Teaching</p>	<p>TIAI Domain IV: Learning Environment 22. Uses multiple strategies to foster appropriate student behavior according to individual and situational needs.</p>	<p>(1 hour weekly) Two Content Areas  Co-plan U.A. lesson/ Must Do May Do  Determine co-taught lessons.  Discuss feedback and instructional improvements</p>
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3) Demonstrate how the IHE will provide support for residency applicants from within our district’s communities that are not yet eligible for admission into the teacher education program at the traditional level (i.e., leveraging alternatives to Praxis exams, such as GPA, ACT scores, and SAT scores, and supplemental coursework to screen for entry.)

William Carey University will provide support for residency applicants from within the JPS community who are not yet eligible for admission into the teacher education program at the traditional level through multiple entry points. Students must possess a minimum grade point average (GPA) of 2.0 on a 4.0 scale on all college work previously attempted and be in academic good standing from the last institution attended. For admission to the professional teacher education program, candidates must meet **one of the following** criteria:

- ACT Composite Score of 21 or above and a 2.75+ GPA;
- Qualifying Scores on the Praxis Core Reading (156), Writing (162), and Math (130) and a 2.75+ GPA;
- Complete the General Education Curriculum/Bachelor of Science curriculum for education majors (60 hours) with a 3.0+ GPA.

4) Explain how IHE will work to remove barriers to certification for (such as additional exams that are not required for certification by the MDE but may be required by IHE for degree completion).

William Carey University will work to remove barriers to certification by offering the option of coursework or licensure testing to earn the early childhood endorsement and licensure testing for the K-12 general special education certification.

5) Demonstrate how IHE will collaborate with residency partners around program course delivery to integrate research-based best practices.

Collaboration between WCU and JPS is crucial for the success of the teacher residency program, and WCU will collaborate with JPS around course delivery to integrate research-based best practices.

Partners will create a collaborative framework to guide engagement and outline shared goals, expectations, and responsibilities. WCU will conduct a joint needs assessment to identify the specific needs and challenges faced by the IHE and residency partners. This assessment will include discussions on current teaching methodologies, areas for improvement, and alignment with research-based best practices. WCU will collaborate with JPS to develop a professional development plan, including workshops, seminars, and training sessions for IHE faculty and residency partner educators. This training should focus on classroom management techniques and practical pedagogical approaches. WCU faculty will work alongside JPS mentors in classrooms, providing real-world insights and helping to bridge the gap between theory and practice. WCU will establish regular communication channels, including scheduled meetings and video conferences, to encourage open dialogue and feedback to refine and improve the program continually. This partnership can engage data-driven research initiatives based on NCTR annual survey data to identify effective teaching practices, evaluate program outcomes, and address specific challenges faced by mentors and residents. WCU will leverage technology for virtual collaboration and resource-sharing through online platforms, including webinars and collaborative tools, to enhance communication and allow for the exchange of resources, lesson plans, and best practices. This partnership will establish a culture of continuous improvement as partners regularly assess and reflect on practices, incorporating feedback and ensuring the TEACH JPS program remains aligned with

the latest research and best practices. WCU and JPS can create a dynamic and responsive teacher preparation program by fostering a collaborative and mutually beneficial relationship.

6) Demonstrate how IHE will collaborate with residency partners to leverage existing curriculum to provide two (2) years of quality, mentor-supported, university supervised, clinical experience while not extending time and requirements for graduation. • For Example - Courses Outlined for Residency Experience: i. Year 1: Semester 1 – A Pedagogy Course (or equivalent); Semester 2 – Curriculum Course (or equivalent) ii. Year 2: Semester 1 – Dimensions of Teaching and Learning I; Semester 2 – Dimensions of Teaching and Learning II,

WCU will collaborate with residency partners to leverage existing curriculum to provide two (2) years of quality, mentor-supported, university supervised, clinical experience while not extending time and requirements for graduation.

The following courses are for residency experience:

i. Year 1: Trimester 1 – EDR 3060 - Foundations of Literacy; Trimester 2 – EDR 3080 - Early Literacy Instruction; and EDR 3110 - Early Literacy Instruction II; Trimester 3— EDU 4130 - Mathematics in the Elementary School.

ii. Year 2: Trimester 1 – Pre-Residency; Trimester 2 - EDU 4780 - Student Teaching Residency; Trimester 3 - EDU 4830 - Residency II: Student Teaching in the Elementary School.

The course rotation schedule follows:

<b>Student:</b> _____		<b>Student ID:</b> _____		<b>Date:</b> _____	
<b>Course Rotations – Elementary Education</b> <b>Field Experience Hours – Year 3 &amp; 4</b>					
First Trimester		Second Trimester		Third Trimester	
2	EDU 300 Intro. & Foundations of Education	3	EDU 409 Early Childhood <b>4 H</b>	3	EDU 413 Teaching Math in Elementary <b>20 H</b>
1	EDU 300.1 Preservice hours for EDU 300 <b>24H</b> (6 wks X 4H – K-6 placements)	3	EDR 308 Early Literacy 1 <b>6 H</b>	3	EDU 345 Teaching Soc. Studies in Elementary <b>3 H</b>
3	EDU 372 Survey of the Except. Child <b>8H (SPED)</b>	3	EDR 311 Early Literacy 2 <b>16 H</b>	3	EDU 346 Teaching Science in Elementary <b>3 H</b>
3	EDR 306 Foundations of Literacy <b>4H</b>				
9 Crs Hours	<b>36 Hours Field Exp</b> (K-6/1 school placement – 4-5 days)	9 Crs Hours	(1 day a week = 1 school placement in K-2) <b>36 Hours Field Exp</b>	9 Crs Hours	<b>26 Hours Field Exp</b> 1 day a week - 1 school placement (3 <sup>rd</sup> -6 <sup>th</sup> )
At the completion of the first trimester students must have a passing score on Praxis Core or 21 on the ACT and a 2.75 on core courses OR a GPA of 3.0 on 60 hours to be admitted to teacher education & continue in the program.		Mississippi Foundations of Reading Test should be taken after completion of this trimester			
Senior Residency: Fourth Trimester		Senior Residency: Fifth Trimester		Senior Residency: Sixth Trimester	
3	EDR 407 Communications in Elementary <b>8H</b>	3	EDU 478 Residency 1 192 H (24 eight-hour days)	9- 12	EDU 483 Residency 2 60 days
3	EDR 441 Diagnosis of Reading Difficulties <b>28H</b>	3	EDU 436 Classroom Management		
3	PSY 204 Educational Psychology	3	EDU 450 Tests & Measurement Procedures		
9 Crs Hours	<b>36 Hours Field Experience</b> (2 days a week K-6 <sup>th</sup> grade placement)	9 Crs Hours	<b>192 Hours Field Exp</b> (24 days in K-6)	9- 12 Crs Hours	<b>60 days in K-6</b>
*Praxis 2 – Content Area AND Principles of Learning and Teaching should be taken after this trimester.  *Students are required to take one additional course to complete the 121 hour program: ECE 430 OR EDU 429		All tests (Miss. Foundations of Reading, Praxis Content Area, & Praxis Principles of Learning & Teaching) must be attempted before a student is placed in Residency 2.			
		<b>4 diverse school placements</b> <b>326 hours before student teaching</b>			

*Institutional Flexibility and Authority around Human Capital and Resource Allocation*

1) Describe how IHE will collaborate with district to identify fulltime and adjunct faculty that would be eligible to teach courses in the residency.

William Carey University will encourage JPS employees to apply as adjunct faculty. Applicants who meet eligibility requirements and are recommended by the JPS personnel director may interview to teach a course with a WCU full-time or adjunct faculty member, provided ten students are in the course.

Residency leaders from WCU and JPS will conduct interviews.

2) Demonstrates a willingness to make faculty and other key personnel available to residency for planning year, startup year, and beyond.

WCU is committed to developing partnerships to address the teacher shortage and develop residency partnerships. Dedicated personnel will participate in the planning year, startup year, and beyond and include the dean of the school of education, the chair of curriculum and instruction, and the residency team, including the residency coordinator and may also include instructors, university supervisors, test preparation specialists, a mentor coach, and special services support.

3) Demonstrate a willingness to actively recruit qualified district employees to teach in residency to help train residents with district specific culture and experience as a focus

William Carey University will collaborate with JPS and jointly provide professional learning to residents and mentors twice per trimester or six more times per academic year. District employees will help train residents to foster the JPS culture and values.

4) Provide tuition rates for all levels of the residency and demonstrate an ability and willingness to identify and pursue potential financial aid supports residents entering the program may have available to them to lower costs. Examples of financial supports available at the IHE must be clearly outlined.

The tuition and fee schedule are included below.

<b>Master Fee Schedule</b>		<b>24-25</b>
<b>Tuition</b>	Undergrad - Regular	475
	Undergrad - Nursing	505
	Dual Credit	65
	Military & Dependents	265
	Masters - Regular	475
	Masters - Nursing	495
	Specialist - Education	475
	Doctoral - Nursing	630
	Doctoral - Ed, HAE, Music	515
	Master of Biomedical Sciences	23,500
	College of Osteopathic Medicine	48,000
	Pharmacy	44,000
	Physical Therapy	35,500
	Auditing Course	1/2
<b>Fees</b>	Admissions Application Fee - Undergrad	
	Admissions Application Fee - Grad	
	General Fee - Undergrad	350
	General Fee - Grad	120
	Online Course Fee (per hour)	20
	Late Registration Fee	50
	Late Payment Fee	50
	Directed Readings Fee (per hour)	75
	Late Graduation Fee	50-150
	Dissertation Fee	450
	Student Teaching Fee	75
	Deferred Payment Plan Fee	50
	Late Deferred Payment Fee	30
	Returned Check Fee	50
	Drop Course Fee	50
	Withdrawal Fee	50
	Applied Music Fee	65
	Lab Fees - Nursing (per hr for clinical course)	80
	Lab Fees - Science (per class)	45
	Photo/Art Fee, Studio Classes (per class)	35
	Art Supply Deposit	80/210
	Transcript Fee	12
	International Student Health Insurance (per mo)	160
	Athlete Accident Injury Insurance (per term)	210
	ATI Internet Fee (one-time nursing)	750
	Medical Compliance Tracking Fee	35
	Course Validation Fee (per hour) - Grad	100

See the projected expense with a tuition discount for up to 70 hours of undergraduate study below.

NOTE: Rates may change in subsequent years based on the annual fee schedule since it covers multiple fiscal years.

Item	Details	Amount
Courses	3 courses * 3 hrs=9 hrs * \$475 per hour	\$ 4,275.00
Tuition discount		\$ 3,000.00
	New Balance \$4275.00-\$3,000.00	\$ 1,275.00
Online fee	\$20 per credit hour * 9	\$ 180.00
General fee	Per trimester	\$ 350.00
Textbooks		Free
Total per student per trimester		\$ 1,805.00
Total * 5 trimesters	Line 9 * 5	\$ 9,025.00
		45 hrs

#### Trimesters 6-7

Item	Details	Amount
Courses	3 * 3 hrs=9 hrs + 1 * 6 hrs =15 hrs * \$475/hr	\$ 7,125.00
Tuition discount		\$ 3,000.00
	New Balance \$7,125.00-\$3,000.00	\$ 4,125.00
Online fee	\$20 per credit hour * 15	\$ 300.00
General fee	Per trimester	\$ 350.00
Textbooks		Free
Total per student per trimester		\$ 4,775.00
Total * 2 trimesters	Line 20 * 2	\$ 9,550.00
		24-30 hr

#### Other Expenses

Item	Details	Amount
Teaching Channel Subscription	Year 2, annual subscription	\$ 100.00
240 Tutoring Subscription	3 test selections, \$40.00 each	\$ 120.00
Foundations of Reading Exam	Year 2	\$ 139.00
Praxis Elementary Curriculum	Year 2	\$ 130.00
Special Education Exam	Year 2	\$ 130.00
Graduation fee	Year 2	\$ 50.00
Total Other Expenses	lines 25-30	\$ 669.00
Total Coursework	Line 10 + 21	\$18,575.00

William Carey University proposes a \$3,000.00 tuition scholarship to JPS employees who take 9 hours in a trimester for up to 70 hours of course work for JPS employees accepted into the TEACH JPS program. The scholarship refers to enrollment, not successful completion of a baccalaureate degree in education. If a student fails a course academically or chooses to withdraw from a course after the add/drop deadline, those units will apply to the 70-credit hour limit. The student is responsible for sharing information regarding failing grades or earning a cumulative GPA below 2.75 with the JPS residency coordinator to enable the district to plan accordingly for the resident to extend time in the program. All students participating in this program must sign a FERPA waiver and return it to WCU to allow WCU to share information with JPS. Students must maintain a cumulative grade point average (GPA) of 2.75 to remain eligible for the scholarship. Incoming transfer students must enter with a cumulative GPA of 2.75 or above to qualify for a scholarship in their first trimester. The School of Education will send an academic probation letter to all students whose GPA falls below 2.75. A student whose GPA falls below 2.75 at the end of a given trimester will be continued on scholarship for one additional trimester. The scholarship will discontinue if the student's cumulative GPA remains below 2.75 at the end of the additional trimester. If, at a subsequent time, the student's GPA reaches 2.75 or greater, the scholarship may be reinstated if all admissions criteria are met at that time. All students participating in this program must sign an acknowledgment form acknowledging that the student is personally responsible for payment of course retakes. The Scholarship Recipient eligibility will continue as long as the student is employed in a position by JPS. Should the student's employment status or job classification change, the scholarship eligibility will cease at the end of the trimester in which the student's employment status or classification changes. The scholarship recipient must notify the University of any change in status. Recipients will be responsible for reimbursing the University for funds received when employment eligibility standards are unmet.

### Institutional Support

1) Identify leadership (i.e., Dean, Associate Dean, or Department Chair) within the university that supports the idea of launching and sustaining a residency.

Dr. Teresa Poole, Dean of the School of Education, Dr. Katie Tonore, Chair of Curriculum and Instruction, and Dr. Mary Rodgers, Mississippi Teacher Residency Coordinator support launching and sustaining a residency.

2) Outline where the residency falls within the responsibilities and tasks of the leadership identified above.

The residency falls within the responsibilities and tasks of the leadership identified above as follows.

Dr. Poole ensures the residency programming aligns with the school of education's vision, mission, and policies and William Carey University. Dr. Tonore ensures curriculum and programming adhere to policies and procedures established by the School of Education. Dr. Rodgers will implement day-to-day activities and collaborate with the district to implement the residency program.

3) Explain how the IHE will guarantee access to leadership and decision makers between various partners for the planning and implementation of the residency.

William Carey University will guarantee access to leadership and decision-makers between various partners for the planning and implementation of the residency. William Carey University leadership welcomes open communication regarding residency programming and implementation.

4) Explain how the IHE will utilize and share data to continuously improve program and partnership.

William Carey University will utilize and share data to continuously improve programs and partnerships. William Carey University is a network partner with the National Center for Teacher Residencies to collect and analyze teacher and mentor satisfaction data, demographics, and retention data. William Carey University will share the results with JPS each year to reflect and improve the program and partnership.

*Effective Partnerships and Service to High-Need/District Schools*

1) Describe how the IHE will examine and analyze past collaborations with districts or other partners to inform, improve, and strengthen the residency partnership. IHE partner should outline the following:

- A past track record of recruiting diverse candidates and placement in district schools.
- A plan to provide culturally responsive and relevant licensure assessment preparation for underserved, or underrepresented participants.
- Demonstrate experience and expertise teaching/working in high-need schools with the JPS-adopted curriculum areas to evaluate how prepared residents are to provide instruction and support learning within the district.

The following information and data demonstrate how the IHE examines and analyzes past collaborations with districts or other partners to inform, improve, and strengthen the residency partnership.

WCU has a strong past track record of recruiting diverse candidates and placement in diverse schools as evidenced in the Mississippi Teacher Residency (MTR) and Black Educator Initiative (BEI) Residency Data and School Diversity Rating charts below.

School Diversity Rating 2019-2023			
Minority Enrollment BEI		Minority Enrollment MTR	
Pascagoula Gautier	70%	Ocean Springs	30%
Moss Point	80%	Gulfport	70%
Jackson County	20%	Stone County	20%
Harrison County	50%	Picayune	50%
Laurel	100%	Greenville	100%
Hattiesburg	100%	Vicksburg	70%
Forrest	60%	Covington County	60%
Average Diversity Ranking	69%	Laurel	100%
		Hattiesburg	100%
		Forrest	60%
		Average Diversity Ranking	66%

In the chart above, the average school diversity rating for BEI was 69%, and the MTR diversity rating was 66%. See the diversity of WCU residency graduates in the chart below.

Mississippi Teacher Residency (MTR) and Black Educator Initiative (BEI) Residency Data							
	MTR	MTR	MTR	BEI	MTR	BEI	ALL
	2019-2021	2020-2022	2021-2023	2021-2022	2022-2023	2022-2023	Total
Graduates	11	9	10	12	24	1	67
Black	3	2	1	11	15	1	33
Hispanic	1	1	1	0	0	0	3
Pacific Islander	0	1	0	0	0	0	1
White	7	5	8	0	9	0	29
Female	11	7	9	10	23	1	61
Male	0	2	1	2	1	0	6

Of the 67 graduates, 50% identified as Black, 44% identified as White, 4% identified as Hispanic, and 2% identified as Pacific Islander.

- William Carey University’s plan to provide culturally responsive and relevant licensure assessment for underserved, underrepresented participants include individualized face-to-face workshops and personalized check-ins with a testing coach while completing the 240 Tutoring test preparation programming. See the Mississippi Teacher Residency 2022-2024 Licensure Testing Program. The Program Components, Action Plan, Goal Setting Form, and MTR PRAXIS Certification Exam Overview are below.

**Licensure and Test Preparation Support Program Components**

Component	Description
<b>Bi-Weekly Personalized Check-ins</b>	Meet virtually with the Testing Coordinator 15 minutes to review test results and SMART goals
<b>240 Tutoring, Praxis, Khan Academy Resources</b>	Computer-based test prep 95% guaranteed pass rate if followed appropriately.
<b>Foundations of Reading Workshops</b>	In-person workshops

Licensure support includes bi-weekly personalized check-ins, a 30-day 240 Tutoring subscription per test, Praxis and Khan Academy resources, and in-person and online Foundations of Reading workshops and guidance.

**Mississippi Teacher Residency 2022-2024  
Licensure Testing Program  
Resident Action Plan**

Name \_\_\_\_\_ SID \_\_\_\_\_ Date \_\_\_\_\_

District: \_\_\_\_\_

Action	Date	People Completing Action	Potential Barriers to Success
Complete and submit the Testing Scholarship form		Resident, District Coordinator, Testing Coordinator	
Send an email to the Testing Coordinator to request 240tutoring access		Resident	
Schedule Licensure and Testing Onboarding Meeting through Zoom		Resident	
Take the diagnostic test as a pre-test		Resident	
Meet with Testing Coordinator to review results, areas of focus, and set goals		Resident, Testing Coordinator	
Practice: Follow the 240tutoring integrated testing plan for 2 weeks		Resident	
Meet with the Testing Coordinator to review progress and access to 240 tutoring		Resident, Testing Coordinator	
Take practice test #1		Resident	
Review results with the Testing Coordinator and reevaluate goals and update goal setting sheet		Resident, Testing Coordinator	
Take practice test #2		Resident	
Meet with Testing Coordinator to review progress Residents who score 80% or higher will be cleared to register and take the exam, or refine goals and complete the process again for two weeks		Resident, Testing Coordinator	
Practice test #3 if resident scores above 80%, register and to take the test		Resident	

**Mississippi Teacher Residency 2022-2024  
Residency Licensure Testing Program  
SMART Goal**

Name \_\_\_\_\_ SID \_\_\_\_\_ Date \_\_\_\_\_

District: \_\_\_\_\_

<b>SMART Goal Checklist</b>	
	<b>Specific-</b> Is it clearly written, does it identify who accomplishes it, and the supports needed?
	<b>Measurable-</b> Does the goal measure how many, how much, or how often?
	<b>Achievable-</b> Can you get the support, do you have the resources, are the results realistic?
	<b>Relevant-</b> Does it make a difference in your career, personal life, or business?
	<b>Timebound-</b> Does the goal have a specific completion date?

**What is your goal?** (Specific, measurable, achievable, relevant, timebound)

**Why is it important?**

**What are potential problems that might prevent you from completing your goal? How will you overcome them?**

See the example below of WCU’s current successful programming for MTR that can easily be modified to meet TEACH JPS program requirements:

### MTR 2023-2024 PRAXIS Certification Exam Overview

It is important to be a good steward of the resources provided; therefore, we ask that you wholeheartedly prepare before registering for an exam. One of your benefits as a Mississippi Teacher Residency Student includes a one-time scholarship stipend for residents to register for the test with no out of pocket costs. Also, there is the option for a one-time per-test reimbursement for licensure testing fees if the student chooses to pay ahead and be reimbursed.

Did you know that PRAXIS offers free waivers? Click on the following link to see if you qualify: <https://www.ets.org/praxis/site/test-takers/register/fee-waivers.html>. Here is a link to [Praxis Test Resources](#).

We recommend attending IEP and TST meetings to prepare for the Special Education test. [Click here](#) for additional information, including the study companion and study guide.

WCU encourages students to use the free resources offered by [Khan Academy](#). Khan Academy pretests are available, along with a study plan.

WCU will offer face-to-face workshops for the Foundations of Reading test and provide all residents with 30-day access to 240 Tutoring.com for the Special Education, Foundations of Reading, and Content Knowledge tests.

	Test Name and Schedule	Test Code	Qualifying Score	Cost
SPED Endorsement (K-12)	<a href="#">Special Education: Core Knowledge and Applications</a> Schedule and take it by January 15, 2024.	5354	<a href="https://www.ets.org/praxis/ms/states-agencies/state-requirements/score-requirements.html">https://www.ets.org/praxis/ms/states-agencies/state-requirements/score-requirements.html</a>	\$130.00
Foundations of Reading	<b>FOR:</b> <a href="#">MS Foundation of Reading Test</a> Schedule and take it by May 15, 2024.	190	<a href="https://www.ets.org/praxis/ms/states-agencies/state-requirements/score-requirements.html">https://www.ets.org/praxis/ms/states-agencies/state-requirements/score-requirements.html</a>	\$139.00
Alternate Route Elementary Education Content Knowledge	<b>Elementary Education: Content Knowledge (5018)</b> <a href="https://www.ets.org/pdfs/praxis/5018.pdf">https://www.ets.org/pdfs/praxis/5018.pdf</a> Schedule and take it by June 14, 2024	5018	<a href="https://www.ets.org/praxis/ms/states-agencies/state-requirements/score-requirements.html">https://www.ets.org/praxis/ms/states-agencies/state-requirements/score-requirements.html</a>	\$130.00

- William Carey University demonstrates experience and expertise in teaching/working in high-need schools with the JPS-adopted curriculum areas to evaluate how prepared residents are to provide instruction and support learning within the district. As a state-wide accredited institution of higher education, the WCU School of Education regularly partners with local area high-need districts to provide high-quality teacher preparation. Professors encourage students to utilize district-adopted curricula, including Wit & Wisdom, Freckle by Renaissance, Renaissance myON, Ready Math, and McGraw Hill for Science. When students write university lesson plans, the assignment specifies the use of the district curriculum and adds components as needed to address each university lesson plan component.

### **Cost Proposal**

The potential partner must provide a detailed, itemized cost proposal that outlines the per pupil cost for each semester through completion of the program. The College/University partner is responsible for ensuring that each participant meets the admission criteria of the program. Additionally, the text and all materials for the course must be included in the cost. The university partner must agree to release transcripts to JPS of all participants that participate in the program and sign a FERPA release agreement. The school district is willing to provide a space to facilitate the in-person, virtual, and/or hybrid classroom design. JPSD will pay for those teachers that successfully complete the program.

- William Carey University School of Education proposes the resident to be employed by JPS to benefit from the lowest cost per pupil amount. William Carey University extends a \$3,000.00 tuition waiver to JPS employees who take 9 hours of coursework and have been fully accepted into the TEACH JPS program. William Carey University will send an invoice to JPS each trimester for students who enroll in coursework. This procedure will be the same as the teacher certification program WCU currently has with JPS. Suppose a student does not successfully complete a course or pass a course with the required GPA according to the program's academic requirements. In that case, the student is responsible for all fees associated with the course. In

the event of a course retake, the student is responsible for all payments and costs related to the course. The student must sign an acknowledgement form acknowledging

William Carey University will ensure each participant meets the admission criteria of the academic program. The texts and all materials for the courses are included in the cost. All students participating in the TEACH JPS program must sign a FERPA waiver and return it to WCU in order to allow WCU to share information with JPS. See a detailed, itemized cost proposal below that outlines the per pupil cost for each semester through completion of the program.

Item	Details	Amount
Courses	3 courses * 3 hrs=9 hrs * \$475 per hour	\$ 4,275.00
Tuition discount		\$ 3,000.00
	New Balance \$4275.00-\$3,000.00	\$ 1,275.00
Online fee	\$20 per credit hour * 9	\$ 180.00
General fee	Per trimester	\$ 350.00
Textbooks		Free
Total per student per trimester		\$ 1,805.00
Total * 5 trimesters	Line 9 * 5	\$ 9,025.00
		45 hrs

#### Trimesters 6-7

Item	Details	Amount
Courses	3 * 3 hrs=9 hrs + 1 * 6 hrs =15 hrs * \$475/hr	\$ 7,125.00
Tuition discount		\$ 3,000.00
	New Balance \$7,125.00-\$3,000.00	\$ 4,125.00
Online fee	\$20 per credit hour * 15	\$ 300.00
General fee	Per trimester	\$ 350.00
Textbooks		Free
Total per student per trimester		\$ 4,775.00
Total * 2 trimesters	Line 20 * 2	\$ 9,550.00
		24-30 hr

#### Other Expenses

Item	Details	Amount
Teaching Channel Subscription	Year 2, annual subscription	\$ 100.00
240 Tutoring Subscription	3 test selections, \$40.00 each	\$ 120.00
Foundations of Reading Exam	Year 2	\$ 139.00
Praxis Elementary Curriculum	Year 2	\$ 130.00
Special Education Exam	Year 2	\$ 130.00
Graduation fee	Year 2	\$ 50.00
Total Other Expenses	lines 25-30	\$ 669.00
Total Coursework	Line 10 + 21	\$18,575.00



# CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)  
2/29/2024

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

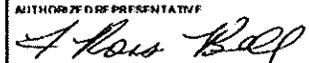
PRODUCER Cadence Insurance (Formerly BXS Insurance) 16 Thompson Park Hattiesburg MS 39401	CONTACT NAME: Daphne Coleman
	PHONE (A/C No. Exp): 601-554-7321 FAX (A/C No.): 877-288-0152
	E-MAIL ADDRESS: daphne.coleman@cadenceinsurance.com
	INSURER(S) AFFORDING COVERAGE
	INSURER A: Charter Oak Fire Insurance Company NAC# 25815
	INSURER B: Travelers Property Casualty Co of America 25874
	INSURER C: Travelers Indemnity Company of CT 25882
	INSURER D:
	INSURER E:
	INSURER F:

COVERAGES CERTIFICATE NUMBER: 515731043 REVISION NUMBER:

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

PRR LTR	TYPE OF INSURANCE	ADD. SUBR. INSD. YWVD	POLICY NUMBER	POLICY EFF. (MM/DD/YYYY)	POLICY EXP. (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR  GEN'L AGGREGATE LIMIT APPLIES PER <input type="checkbox"/> POLICY <input type="checkbox"/> PROJECT <input type="checkbox"/> LOC <input type="checkbox"/> OTHER		6300R702691COF23	9/1/2023	9/1/2024	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (E & O) \$ 300,000 MED EXP (Any one person) \$ 5,000 PERSONAL & ADJ INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 3,000,000 PRODUCTS - COMP/OP AGG \$ 2,000,000 \$
A	<b>AUTOMOBILE LIABILITY</b> <input checked="" type="checkbox"/> ANY AUTO <input type="checkbox"/> OWNED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS ONLY <input checked="" type="checkbox"/> NON-OWNED AUTOS ONLY		8100R7027342314G	9/1/2023	9/1/2024	COMBINED SINGLE LIMIT (E & O) \$ 1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$
B	<input checked="" type="checkbox"/> UMBRELLA LIAB <input checked="" type="checkbox"/> OCCUR <input type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> DED. <input checked="" type="checkbox"/> RETENTION \$ 10,000		CUPOR7993552314	9/1/2023	9/1/2024	EACH OCCURRENCE \$ 10,000,000 AGGREGATE \$ 10,000,000 \$
C	<b>WORKERS COMPENSATION AND EMPLOYERS' LIABILITY</b> ANY PROPRIETOR/PARTNER/EXECUTIVE/OFFICER/BOARDER EXCLUDED? (Mandatory in RI) If yes, describe under DESCRIPTION OF OPERATIONS below	Y/N N	UB6W1583972314G	7/1/2023	7/1/2024	<input checked="" type="checkbox"/> PER STATUTE <input type="checkbox"/> OTHER E L EACH ACCIDENT \$ 1,000,000 E L DISEASE - EA EMPLOYEE \$ 1,000,000 E L DISEASE - POLICY LIMIT \$ 1,000,000
A	Rented/Leased Equipment		6300R702691COF23	9/1/2023	9/1/2024	Rented/Leased Equipm \$80,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

<b>CERTIFICATE HOLDER</b>	<b>CANCELLATION</b>
Jackson Public Schools 662 S. President Street Jackson MS 39201	SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.  AUTHORIZED REPRESENTATIVE 



## WILLIAM CAREY UNIVERSITY

Unique Entity ID <b>ZS3ZMLQ2HDQ5</b>	CAGE / NCAGE <b>1SG80</b>	Purpose of Registration <b>All Awards</b>
Registration Status <b>Active Registration</b>	Expiration Date <b>May 4, 2024</b>	
Physical Address <b>710 William Carey PKWY Hattiesburg, Mississippi 39401-7842 United States</b>	Mailing Address <b>710 William Carey Parkway Wcu Box 2 Hattiesburg, Mississippi 39401-5461 United States</b>	

### Business Information

Doing Business as <b>(blank)</b>	Division Name <b>William Carey University</b>	Division Number <b>(blank)</b>
Congressional District <b>Mississippi 04</b>	State / Country of Incorporation <b>Mississippi / United States</b>	URL <b>http://www.wmcarey.edu</b>

### Registration Dates

Activation Date <b>May 8, 2023</b>	Submission Date <b>May 5, 2023</b>	Initial Registration Date <b>Dec 11, 2001</b>
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### Entity Dates

Entity Start Date <b>Oct 28, 1911</b>	Fiscal Year End Close Date <b>Jun 30</b>
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### Immediate Owner

CAGE <b>(blank)</b>	Legal Business Name <b>(blank)</b>
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### Highest Level Owner

CAGE <b>(blank)</b>	Legal Business Name <b>(blank)</b>
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### Executive Compensation

In your business or organization's preceding completed fiscal year, did your business or organization (the legal entity to which this specific SAM record, represented by a Unique Entity ID, belongs) receive both of the following: 1. 80 percent or more of your annual gross revenues in U.S. federal contracts, subcontracts, loans, grants, subgrants, and/or cooperative agreements and 2. \$25,000,000 or more in annual gross revenues from U.S. federal contracts, subcontracts, loans, grants, subgrants, and/or cooperative agreements?

**No**

Does the public have access to information about the compensation of the senior executives in your business or organization (the legal entity to which this specific SAM record, represented by a Unique Entity ID, belongs) through periodic reports filed under section 13(a) or 15(d) of the Securities Exchange Act of 1934 (15 U.S.C. 78m(a), 78o(d)) or section 6104 of the Internal Revenue Code of 1986?

**Not Selected**

### Proceedings Questions

Is your business or organization, as represented by the Unique Entity ID on this entity registration, responding to a Federal procurement opportunity that contains the provision at FAR 52.209-7, subject to the clause in FAR 52.209-9 in a current Federal contract, or applying for a Federal grant opportunity which contains the award term and condition described in 2 C.F.R. 200 Appendix XII?

**No**

Does your business or organization, as represented by the Unique Entity ID on this specific SAM record, have current active Federal contracts and/or grants with total value (including any exercised/unexercised options) greater than \$10,000,000?

**Not Selected**

Within the last five years, had the business or organization (represented by the Unique Entity ID on this specific SAM record) and/or any of its principals, in connection with the award to or performance by the business or organization of a Federal contract or grant, been the subject of a Federal or State (1) criminal proceeding resulting in a conviction or other acknowledgment of fault; (2) civil proceeding resulting in a finding of fault with a monetary fine, penalty, reimbursement, restitution, and/or damages greater than \$5,000, or other acknowledgment of fault, and/or (3) administrative proceeding resulting in a finding of fault with either a monetary fine or penalty greater than \$5,000 or reimbursement, restitution, or damages greater than \$100,000, or other acknowledgment of fault?

**Not Selected**

**Exclusion Summary**

Active Exclusions Records?  
No

**SAM Search Authorization**

I authorize my entity's non-sensitive information to be displayed in SAM public search results:  
Yes

**Entity Types**

**Business Types**

Entity Structure Corporate Entity (Tax Exempt)	Entity Type Business or Organization	Organization Factors (blank)
Profit Structure Non-Profit Organization		

**Socio-Economic Types**

Check the registrant's Reqs & Corts, if present, under FAR 62.212-3 or FAR 62.219-1 to determine if the entity is an SBA-certified HUBZone small business concern. Additional small business information may be found in the SBA's Dynamic Small Business Search if the entity completed the SBA supplemental pages during registration.

**Other Entity Qualifiers**

Private University or College  
Educational Institution

**Financial Information**

Accepts Credit Card Payments Yes	Debt Subject To Offset No
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EFT Indicator 0000	CAGE Code 1SG80
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**Electronic Funds Transfer**

Account Type Checking	Routing Number *****78	Lock Box Number (blank)
Financial Institution CADENCE BANK	Account Number *****05	

**Automated Clearing House**

Phone (U.S.) 6013186128	Email jgarvin@wmcarey.edu	Phone (non-U.S.) (blank)
Fax (blank)		

**Remittance Address**

WILLIAM CAREY UNIVERSITY  
710 William Carey Parkway  
Wcu Box 2  
Hattiesburg, Mississippi 39401  
United States

**Taxpayer Information**

EIN *****9300	Type of Tax Applicable Federal Tax	Taxpayer Name WILLIAM CAREY UNIVERSITY
Tax Year (Most Recent Tax Year) 2021	Name/Title of Individual Executing Consent Student Accounts Supervisor	TIN Consent Date May 5, 2023
Address 710 William Carey Parkway Hattiesburg, Mississippi 39401	Signature Janine Garvin	

**Points of Contact**

**Accounts Receivable POC**

✉  
**Janine Garvin, Student Accounts Director**  
 jgarvin@wmcarey.edu  
 6013186128

**Electronic Business**

✉  
**Janine Garvin, Student Accounts Director**  
 jgarvin@wmcarey.edu  
 6013186128

**710 William Carey Parkway**  
**Hattiesburg, Mississippi 39401**  
**United States**

Jordan Hickson  
 jhickson@wmcarey.edu  
 6013186433

710 William Carey Parkway  
 Wcc Box 2  
 Hattiesburg, Mississippi 39401  
 United States

**Government Business**

✉  
**Janine Garvin, Student Accounts Director**  
 jgarvin@wmcarey.edu  
 6013186128

**710 William Carey Parkway**  
**Hattiesburg, Mississippi 39401**  
**United States**

Jordan Hickson  
 jhickson@wmcarey.edu  
 6013186433

710 William Carey Parkway  
 Wcc Box 2  
 Hattiesburg, Mississippi 39401  
 United States

**Past Performance**

✉  
**Kristy Johnson**  
 KJohnson@wmcarey.edu  
 6013186129

**498 Tuscan Avenue**  
**Box 2**  
**Hattiesburg, Mississippi 39401**  
**United States**

Janine Loftus  
 jloftus@wmcarey.edu  
 6013186128

498 Tuscan Avenue  
 Wcc Box 2  
 Hattiesburg, Mississippi 39401  
 United States

**Service Classifications**

**NAICS Codes**

Primary	NAICS Codes	NAICS Title
Yes	611310	Colleges, Universities, And Professional Schools

**Size Metrics**

**IGT Size Metrics**

Annual Revenue (from all IGTs)  
 (blank)

**Worldwide**

Annual Receipts (in accordance with 13 CFR 121)	Number of Employees (in accordance with 13 CFR 121)
\$99,083,487.00	1245

**Location**

Annual Receipts (in accordance with 13 CFR 121)	Number of Employees (in accordance with 13 CFR 121)
(blank)	(blank)

**Industry-Specific**

Barrels Capacity	Megawatt Hours	Total Assets
(blank)	(blank)	(blank)

**Electronic Data Interchange (EDI) Information**

This entity did not enter the EDI information

**Disaster Response**

This entity does not appear in the disaster response registry.