



Tennessee Higher Education Commission

2016 Improving Teacher Quality Grant Program

*Request for Proposals
and
Guidelines for Submission*

**NOTIICE OF INTENT DUE
August 24, 2015**

**PROPOSALS DUE
September 21, 2015**





Russ Deaton
Interim Executive Director

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HIGHER EDUCATION COMMISSION
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BILL HASLAM
Governor

TO: Chancellors, Presidents, and Provosts
Tennessee Institutions of Higher Education

FROM: Russ Deaton *RD*

SUBJECT: Improving Teacher Quality Grant Program
Request for Proposals

DATE: August 10, 2015

The Tennessee Higher Education Commission is pleased to provide you with the 2016 Request for Proposals (RFP) for the federally funded *Improving Teacher Quality Grant Program*. This program represents the largest federal initiative for using professional development to improve teaching and learning. As a federal program, it operates under legislation known as the No Child Left Behind Act of 2001 (NCLB). Each proposal must include an "Eligible Partnership" as defined by the NCLB. The term "eligible partnership" means an entity that includes:

- Division of the institution of higher education that prepares teachers and principals;
- College/school of arts and sciences; and
- High-need local educational agency (LEA).

This year, the Commission will sponsor a General Competition that seeks to provide sustained professional development activities that focus on STEM (Science, Technology, Engineering, and Mathematics) subjects for grades 9-12 to strategically support the preparation and development of a strong workforce in Tennessee.

Approximately 8-10 General Competition projects will be funded for up to \$75,000 each and will be twelve months in duration (January 2016-December 2016).

A Mandatory Notice of Intent to Submit is due no later than 4:30 PM (CST) on Monday, August 24, 2015 and proposals are due on Monday, September 21, 2015 by 4:30 p.m. (CST). Please see the grant timeline in the RFP for key dates regarding the review and approval process.

Please share this RFP announcement with your Deans of Education and Arts and Sciences. THEC looks forward to receiving your submissions



Improving Teacher Quality Grant Program
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I. General Information

Improving Teacher Quality (ITQ) State Grants represent the largest federal initiative for teacher professional development. As a federal program, it operates under the No Child Left Behind Act of 2001 (NCLB). All institutions submitting a proposal should consult the ITQ Non-Regulatory guidance available at: <http://www2.ed.gov/programs/teacherqual/index.html>.

The Tennessee Higher Education Commission (THEC) is committed to ensuring all students are prepared for college and career readiness. **The focus of the 2016 Tennessee ITQ Grant program is on conducting professional development projects that focus on STEM (Science, Technology, Engineering, and Mathematics) subjects for grades 9-12 to strategically support the preparation and development of a strong workforce in Tennessee.**

Approximately 8-10 General Competition projects will be funded for up to \$75,000 each and will be twelve months in duration (January 2016 - December 2016).

Basic Requirements:

- Individual proposal writers will be allowed to submit only one grant.
- A project director may not also serve as a Co-director on another funded project.
- Projects must offer a minimum of 30 contact hours and serve a minimum of 15 teachers.
- Projects must consist of a major instructional component (e.g., summer workshop), as well as either spring and fall meetings or an online portal with scheduled guided collaboration sessions.

A Technical Assistance conference call will be conducted at **2:00 PM (CST) on Wednesday, August 19, 2015**. Prospective applicants are strongly encouraged to participate. Call information is:

Conference Dial-in Number: (866) 531-9321
Participant Access Code: 5477

A Notice of Intent to Submit must be transmitted via email to Herbert.J.Brown@tn.gov no later than 4:30 PM (CST) on **Monday, August 24, 2015**. The Notice of Intent to Submit must include the following:

- Project Director/Co-Director;
- Institution;
- Title of Proposed Project;
- Proposed High Need LEA; and
- Proposed funding requested

Final Proposals are due on **Monday, September 21, 2015 at 4:30 PM (CST)**. Please see the grant timeline on page 7 for a summary of the review and approval process.

II. Proposal Specifications

Section 1- Program Objectives

In accordance with Section 2132 (a) of the No Child Left Behind Act, the Tennessee Higher Education Commission worked jointly with the Tennessee Department of Education (TDOE) to identify priorities that will have the greatest impact on Tennessee school districts and student achievement. As a result of this collaboration, STEM (Science, Technology, Engineering, and Mathematics) subjects for grades 9-12 were identified as the areas of focus for 2016. The focus area directly aligns with TDOE's Career Clusters and will continue to strengthen the alignment between education and the workforce.

Content Focus

Projects funded as a result of this RFP must identify how the proposed professional development activity will provide teachers with an opportunity to understand and strengthen their content knowledge regarding STEM subjects for grades 9-12. Successful proposals will clearly describe how the project provides professional development activities that improve teacher knowledge and competency, and include quantifiable goals for increasing knowledge through pre-and post-assessments.

Special note: If the project director is currently serving as a director on another THEC-funded professional development initiative please provide a brief narrative describing the distinct features of the ITQ proposal and certifying that resources and activities of the two projects will not overlap.

Pedagogical Focus

Projects funded as a result of this RFP must also identify how the proposed professional development activity will improve teacher knowledge of effective pedagogical practice. Successful proposals will provide specific instruction in the practices embedded within the Tennessee Educator Acceleration Model (TEAM).

More information about the TEAM model can be found at:

<http://team-tn.org/>

Section 2- Quality of Partnership

Each proposal must include an “Eligible Partnership” as defined by the NCLB. The term “eligible partnership” means an entity that includes:

- 1) The division of the institution of higher education that prepares teachers and principals;
- 2) A college/school of arts and sciences; and
- 3) A high-need local educational agency (LEA);

A “high-need LEA” is defined as an LEA:

- (A) (i) that serves not fewer than 10,000 children from families with incomes below the poverty line; **or**
- (ii) for which not less than 20 percent of the children served by the agency are from families with incomes below the poverty line; **and**
- (B) (i) for which there is a high percentage of teachers not teaching in the academics subjects or grade levels that the teachers were trained to teach; **or**
- (ii) for which there is a high percentage of teachers with emergency, provisional, or temporary certification or licensing [Section 2102(3)].

The latest data for the number of children in poverty served by Tennessee LEA’s that is used for determining high-need LEAs can be found at the census website:

http://www.census.gov/did/www/saipe/downloads/sd13/sd13_TN.txt.

The second requirement that an LEA must meet to be qualified as high-need is included in (B) (i) and (ii) above. For the purposes of this RFP, the teacher qualification requirement applies to LEAs in which less than 100% of teachers meet the NCLB definition of “highly qualified”.

LEAs that meet both of the teacher qualification and poverty thresholds, and are thus considered high-need, are included in Appendix D (Page 18) of this document. A letter of commitment for participation from the high need local education agency is mandatory.

Distribution of Funds Requirement

The No Child Left Behind Act requires that no single partner in an eligible ITQ grant partnership may “use” more than 50% of the total grant dollars. The provision focuses not on which partner receives the funds, but which partner directly benefits from them. This means that none of the three mandatory partners (the LEA, the college of education and the college of arts and sciences) nor any optional partners can use more than 50% of the overall grant amount. All proposals selected for funding will be closely monitored to ensure compliance with this requirement, and project directors and institution fiscal officers will be required to certify compliance.

Section 3- Program Plan

Recruitment

Both teachers and principals are eligible for ITQ workshops. The ITQ services must also be offered on an equitable basis to private (not-for-profit) teachers, principals and paraprofessionals. **Please note that the Improving Teacher Quality Grant Program only supports in-service teachers.**

All applicants must provide a specific plan for recruiting and selecting teachers in the designated high need LEA's. In addition, a contingency plan for recruiting and selecting teachers must be provided to ensure the minimum amount of project participants. Each plan should be tailored to the demographic characteristics and needs of the proposed service area. The level of commitment of the LEA to participate in the proposed project should be discussed, **with specific statements regarding the LEA's commitment to assist in recruiting teachers and achieving recruiting goals and a Letter of Support from LEA leadership upholding those statements.**

Additionally, the plan must include and adhere to a recruitment plan that is consistent with Title VI of the Civil Rights Act of 1964, barring discrimination based on race, color or national origin. Minority applicants should be encouraged to apply.

Instructional Plan

The instructional plan must list specific measurable objectives specifying what teachers will be taught and be able to do in the classroom as a result of the project. The plan must provide a syllabus for the overall project and a proposed daily schedule for the major instructional component (summer workshop).

All projects **must**:

- Offer a minimum of 30 contact hours;
- Serve a minimum of 15 teachers; and
- Include multiple meetings during the academic year (in addition to the major instructional component in the summer) **OR** incorporate an online portal that allows for year-round collaboration with structured online meetings planned and described in the proposal.

The instructional plan must also include a timeline of all project activities and describe the specific role of each member of the project team. In keeping with the partnership requirement, the project team must represent both the College of Education and the College of Arts and Sciences

Section 4- Evaluation Plan

The evaluation plan will include, and thoroughly describe, efforts on two levels:

- 1) Quantitative evaluation: Proposals must include pre- and post-content knowledge and/or skill assessments of workshop participants, and set measurable goals in improving this knowledge. Include in the proposal a sample of pre and post content knowledge assessments. In order to gauge retention of information, delayed follow-up assessments administered after a summer workshop (during the following fall) are preferred.
- 2) Qualitative evaluation: Proposals must assess the perceptions and experiences of teachers participating in their program. Include a sample of the qualitative instrument in the proposal.

Proposals must address how the findings of these evaluations will be disseminated (i.e., conference proceedings, journal publications, etc.) and project directors selected for award should be prepared to present their findings at a meeting convened by THEC in December 2016. THEC reserves the right to directly contact workshop participants regarding their experience.

Section 5- Budget

The following is a guide for each line item of the budget:

- **Salaries and benefits/taxes** – Include only project personnel who are salaried employees on your university payroll, not persons to be hired as consultants. Salaries for project personnel must be reported as a function of their regular appointments and salaries. Salary must be linked to services rendered; therefore, each salary draw down must reflect the real time contributions of personnel on the project. Salaries must not exceed 20% of the total grant amount. For calculating fringe benefits, use your institution's current rate. This is only applicable to salaried employees.
- **Professional Fee/Grant Award** – List persons who will be hired as consultants and their fee. Include consultant travel but do not charge fringe benefits. Consultant fees (excluding travel) may not exceed \$300 per day. This line includes all materials and supplies distributed to the teachers and any materials and supplies used to prepare for the workshop. The focus of this area must be serving the maximum amount of teachers. Thus, expensive supply items (e.g., iPads) are discouraged unless they are specifically tied to improving teacher competency in the Common Core standards. Also, classroom sets are not to be purchased with grant funds.
- Those items not retained by the LEA or project participants must have a justification included in the budget narrative.

NOTE ON MEALS: Per guidance from the US Department of Education, grant funds may not be used for food for attendees unless doing so is necessary to accomplish legitimate meeting or conference business. Working lunches may be allowable, provided attendance at the lunch is needed to ensure full participation in essential discussions concerning the goals and objectives of the project.

Completion of the ITQ Working Lunch Monitoring Form is required for any proposal that plans on using grant funds for participant meals.

- **Participant stipends** – Stipends may be paid in the rate of up to \$100 per full day and \$50 per half day. All stipends must be reflected in the Professional/Fee Grant Award category.
- **Participant tuition and fees** – Grant funds may not pay for tuition and fees. These expenses must be waived by the institution. However, this amount does not have to be subtracted from the gross operating expense as in the past. For public institutions, the participants who will be receiving this credit must NOT be included in the institution’s FTE formula funding.
- **Materials and supplies** – This line includes all expenses for postage, messenger services, outside mailing fees, printed material (list total cost for reproduction of printed materials), and purchase of books and publications that will be retained by organization.
- **Staff travel, Conferences, and Meetings** – List total amount of travel for program staff. Do not include travel for teachers or consultants in the line item. Must not exceed state rates, which are:
 - Mileage - \$.46 per mile
 - Hotel - \$77 per night
 - Meals and Incidentals - \$46 per day

Hotel, meals and incidentals are reimbursed at different rates for some counties. Please refer to the “*Standard Reimbursement Schedule (Effective October 1, 2008)*” for the county by county variations to the travel rates. Tennessee Comprehensive Travel Regulations may be obtained from:

<http://www.tn.gov/assets/entities/finance/attachments/policy8.pdf>

- **Indirect Costs** – Grant proposals should use your institution’s indirect cost rate. Preference will be given to proposals that propose an indirect cost rate of 8 percent or lower.

III. Grant Timeline

- **August 19, 2015**
Technical Assistance call with THEC staff @ 2:00 PM (CST)
- **August 24, 2015**
4:30pm (CST) deadline for Mandatory Notice of Intent to Submit
- **September 21, 2015**
4:30pm (CST) deadline for receipt of all proposals at THEC
- **September 22, 2015**
Proposals distributed to Advisory Committee
- **October 14, 2015**
Grant Review Committee meets to identify recommended grantees
- **October 16, 2015**
Approval of grant recommendations by THEC Executive Director
Grant applicants are notified of their selection
- **November 17, 2015 (10:00 a.m. – 1:00 p.m.)**
Mandatory Project Directors' workshop

IV. Application Procedures

Submit one (1) original signed proposal, six (6) copies of the proposal, and an electronic version to:

Herbert Brown
Tennessee Higher Education Commission
404 James Robertson Parkway, Suite 1900
Nashville, TN 37243-0830
herbert.j.brown@tn.gov

The application must include:

- Cover Sheet (Appendix A)
- Table of Contents
- One Page abstract/Project Summary
- Program Proposal - This section should be double spaced, with one-inch margins.
 - Note: Maximum page length is ten pages, excluding the cover sheet, data list, abstract, table of contents, budget, and bibliography.
- Budget (Appendix B)
- Bibliography - All cited references must be included in bibliography
- Provide a one page Curriculum Vitae for Directors and faculty involved

Notification

Once each proposal has been received, a notice will be sent to each director. **If you do not receive your notice within one week of submitting your proposal, please contact Herbert Brown at 615-741-0060.** It is the sole responsibility of the submitting institution to verify receipt of the proposal.

One week after the proposal deadline, the THEC website will list all received proposals accessible at www.tn.gov/thec. **If you have submitted a proposal but it is not listed, contact Herbert Brown at 615-741-0060 immediately.**

Review and Award Process

The Grant Review Committee will convene on October 14, 2015. Each reviewer will be asked to read and evaluate proposals using the Scoring Rubric (Appendix C), and will receive their assigned proposals prior to the committee meeting.

Proposals will be assigned a lead discussant. Each lead discussant will be asked to share the strengths and weaknesses of the proposal with the entire committee. The proposals will then be assigned a numeric score, and once all scores are determined, the Grant Review Committee will make awards from highest to lowest score until funds are exhausted.

Federal requirements mandate that all geographical areas of the state must be served; lower scoring proposals may receive funding in order to fulfill this requirement. Award announcements and notifications of non-selection will be made via mail. In the event that a proposal is rejected, the project director may request reviewer comments in writing.

V. Legal Information

Title VI

Title VI of the Civil Rights Act of 1964 requires that federally assisted programs be free of discrimination. Should you feel you have been discriminated against, contact your local Title VI representatives. The Legal and Regulatory Affairs Director at the Tennessee Higher Education Commission (THEC) is Scott Sloan (615-741-7571).

Funding

Funder reserves the right to fund a Proposal in full or in part, to request additional information to assist in the review process, to reject any of the proposals responding to the RFP, and to re-issue the RFP and accept new proposals if the ITQ Advisory Committee determines that doing so is in the best interest of the state of Tennessee.

All cost incurred in preparation of Proposal shall be borne by the Lead Applicant. Proposal preparation costs are not recoverable from grant funds.

THEC reserves the right to withhold funding if at any point the program is not adhering to federal requirements or the goals and objectives declared in this RFP. THEC staff reserve the right to attend any training or project activity to ensure the fidelity of this program.

State Use of Work Products

The State shall have royalty-free and unlimited rights to license to use, disclose, reproduce, publish, distribute, modify, maintain, or create derivative works from, for any purpose whatsoever, all work products created, designed, developed, derived, documented, installed, or delivered under this Grant subject to the relevant terms that will be included in the Grant Contract. Furthermore, all grant projects are subject to inclusion the state's Electronic Learning Center.

Required Federal Disclosure

The Improving Teacher Quality program is funded 100 percent by federal funds. No program costs are provided by non-governmental sources.

NAME OF INSTITUTION

(Minimum 18 point font)

2016 Improving Teacher Quality Grant Program

Program Title

Institution of Higher Education Name

IN PARTNERSHIP WITH
LEA name

PROGRAM DIRECTOR NAME

Co-Director

Name, Mailing Address

Director's Telephone:

Director's E-mail Address:

Funding requested:

\$ _____

President/Chancellor: _____

Program Director: _____

GRANT BUDGET LINE-ITEM DETAIL

Line 1 Salaries And Wages

On this line, enter compensation, fees, salaries, and wages paid to officers, directors, trustees, and employees. An attached schedule may be required showing client wages or other included in the aggregations.

Line 2 Employee Benefits & Payroll Taxes

Enter (a) the organization's contributions to pension plans and to employee benefit programs such as health, life, and disability insurance; and (b) the organization's portion of payroll taxes such as social security and Medicare taxes and unemployment and workers' compensation insurance. An attached schedule may be required showing client benefits and taxes or other included in the aggregations.

Line 3 Total Personnel Expenses

Add lines 1 and 2.

Line 4 Professional Fees

Enter the organization's fees to outside professionals, consultants, and personal-service contractors. (A detailed description is required in the Grant Budget Line-Item Detail if this line-item is funded.)

Line 7 Postage And Shipping

Enter the organization's expenses for postage, messenger services, overnight delivery, outside mailing service fees, freight and trucking, and maintenance of delivery and shipping vehicles. Include vehicle insurance here or on line 14.

Line 10 Printing and Publications

Enter the organization's expenses for producing printed materials, purchasing books and publications to be retained by the organization, and buying subscriptions to publications.

Line 11 Travel

Enter the organization's expenses for travel, including transportation, meals and lodging, and per diem payments.

Line 12 Conferences and Meetings

Enter the organization's expenses for conducting or attending meetings, conferences, and conventions. Include rental of facilities, speakers' fees and expenses, printed materials, and registration fees (but not travel).

Line 15 Grants and Awards

Enter the organization's awards, grants, subsidies, and other pass-through expenditures to individuals and to other organizations, including participant stipends, travel and equipment allowances. This classification includes items used in the classroom in direct support of this

initiative. (A detailed description is required in the Grant Budget Line-Item Detail if this line-item is funded.)

Line 22 Administrative Expenses

The distribution will be made in accordance with an allocation plan approved by your cognizant state agency or 8%, whichever is lower. This amount is intended to cover costs associated with administrative functions including providing the required project reports, financial information, and information to support project evaluation.

Line 25 Total Expenses

The sum of Line 23, Total Direct and Administrative Expenses, and Line 24, In-kind Expenses, goes on this line.

Appendix C- Scoring Rubric

2016 Improving Teacher Quality Scoring Rubric

Program Director: _____

Institution: _____

Project Title: _____

Evaluation Criteria	Maximum Points	Reviewer Score	Comments/Recommendations
<p style="text-align: center;"><u>Program Objectives</u></p> <ul style="list-style-type: none"> ▪ Is there a concise and clear statement of goals and measurable objectives aligned with the stated priorities of the RFP? ▪ Is the workshop focused on delivering high-quality PD that improves high school educators’ content knowledge in STEM subjects? ▪ Is the pedagogical focus aligned with the TEAM evaluation model? <p><u>Scoring Range</u></p> <p><i>1 – Proposal states goals but does not connect with priorities of RFP</i></p> <p><i>10 – Proposal states goals and connects with priorities but lacks detail</i></p> <p><i>20 – Proposal provides detailed and clear connections between project goals and the priorities of the RFP; Focus areas are clearly linked to the objectives of the project.</i></p>	<p>20</p>		

Evaluation Criteria	Maximum Points	Reviewer Score	Comments/Recommendations
<p align="center"><u>Quality of Partnership</u></p> <p>Does the proposal include the three mandatory partners? (College of Education, Arts and Sciences, High Need LEA)</p> <p><u>Scoring Range</u></p> <p><i>1 – Partnerships, both internally and with LEAs are not stated or clearly defined, or lack the required members</i></p> <p><i>5 –Partnerships with LEAs and/or business stated but lacks justification for given partnership and explanation of partnership</i></p> <p><i>10 – Partnerships clearly defined and describe and fully in compliance with NCLB requirements; reasons given for LEA partnership are given, LEA partnership is clearly described and LEA certifies it will play an active role in recruiting teachers</i></p>	10		
<p align="center"><u>Program Plan</u></p> <ul style="list-style-type: none"> ▪ The focus area is clearly stated. ▪ Are there measurable objectives specifying what teachers will know and be able to do in the classroom as a result of the project? ▪ Research and a rationale are provided to show how the program will affect teachers’ pedagogical content knowledge. Data and analysis accompany why the particular program will effect change. <p><u>Scoring Range</u></p> <p><i>1 – Focus area is stated but omits empirical research and data to back up program objectives</i></p> <p><i>5 – Focus area is stated with limited empirical research</i></p> <p><i>10 – Focus area is stated, linked with program objectives through research, data and thoughtful analysis.</i></p>	30		

Evaluation Criteria	Maximum Points	Reviewer Score	Comments/Recommendations
<p style="text-align: center;"><u>Evaluation Plan</u></p> <ul style="list-style-type: none"> ▪ Evaluation tools (pre/post content knowledge assessments) have been developed and included in program proposal. ▪ Program includes their plan for formative assessment to determine the success of the program. <p><u>Scoring Range</u></p> <p><i>1 – Evaluation plan has been partially described but is missing more than one of the following: the plan for delivery of required data, sample of the pre/post content assessment, formative assessment measures, iterative development steps, or alignment of program components to goals and evaluation.</i></p> <p><i>10 – Evaluation plan has been partially described but is missing one of the following: the plan for delivery of required data, sample of the pre/post content assessment, formative assessment measures, iterative development steps or alignment of program components to goals and evaluation.</i></p> <p><i>20 – Questionnaires and evaluation plan are included, fully described, and directly tied into program, measuring specific objectives aligned with the goals of the program.</i></p>	20		
<p style="text-align: center;"><u>Budget</u></p> <ul style="list-style-type: none"> ▪ Budget requests are detailed and justified throughout the summary. Resources are aligned and appropriate to the needs of the proposed program. <p><u>Scoring Range</u></p> <p><i>1 – Budget is incomplete and/or unreasonable given the scope of the proposal.</i></p> <p><i>10 – Budget lacks sufficient detail but expenditures seem to be reasonable given the scope of the proposal.</i></p> <p><i>20 – Budget is complete with sufficient justifications and detail listed for each line item.</i></p>	20		

Total Score: _____ (out of 100)

Reviewer Signature: _____
Name Date

Overall Comments:

Appendix D - High Need LEA Listing

High Need LEA Listing KG-12

District Name	Grade range of Responsibility	Age 5-17	Age 5-17 families in poverty	>20%	Meets HQT Criteria?
Alamo Town School District	KG-06	404	114	Y	Y
Alcoa City School District	KG-12	1,271	301	Y	Y
Anderson County School District	KG-12	7,001	1,981	Y	Y
Athens City Elementary School District	KG-09	1,606	404	Y	Y
Bedford County School District	KG-12	8,961	2,175	Y	Y
Bells City School District	KG-05	345	120	Y	Y
Benton County School District	KG-12	2,384	767	Y	Y
Bledsoe County School District	KG-12	1,950	584	Y	Y
Blount County School District	KG-12	13,864	2,363	N	Y
Bradford Special School District	KG-12	583	132	Y	Y
Bradley County School District	KG-12	10,587	1,972	Y	Y
Bristol City School District	KG-12	3,962	1,035	Y	Y
Campbell County School District	KG-12	6,388	1,995	Y	Y
Canon County School District	KG-12	2,157	486	Y	Y
Carter County School District	KG-12	6,213	1,889	Y	Y
Cheatham County School District	KG-12	7,143	1,276	N	Y
Chester County School District	KG-12	2,983	679	Y	Y
Claiborne County School District	KG-12	4,685	1,289	Y	Y
Clay County School District	KG-12	1,155	420	Y	Y
Cleveland City School District	KG-12	6,466	1,877	Y	Y
Clinton City Elementary School District	KG-06	750	220	Y	Y
Cocke County School District	KG-12	4,814	1,637	Y	Y
Coffee County School District	KG-12	5,082	1,224	Y	Y
Crockett County School District	KG-12	1,930	427	Y	Y
Cumberland County School District	KG-12	7,735	2,004	Y	Y
Dayton City Elementary School District	KG-08	809	227	Y	Y
Decatur County School District	KG-12	1,813	499	Y	Y
DeKalb County School District	KG-12	3,248	982	Y	Y

District Name	Grade range of Responsibility	Age 5-17	Age 5-17 families in poverty	>20%	Meets HQT Criteria?
Dickson County School District	KG-12	8,857	1,766	Y	Y
Dyer County School District	KG-12	3,727	799	Y	Y
Dyersburg City School District	KG-12	3,049	953	Y	Y
Elizabethton City School District	KG-12	2,002	699	Y	Y
Etowah City Elementary School District	KG-08	354	92	Y	Y
Fayette County School District	KG-12	6,154	1,217	Y	Y
Fayetteville City Elementary School District	KG-10	1,051	381	Y	Y
Fentress County School District	KG-12	3,072	984	Y	Y
Fort Campbell Schools	KG-12	1,440	299	Y	Y
Franklin County School District	KG-12	6,701	1,454	Y	Y
Franklin Special School District	KG-08	4,608	731	N	Y
Giles County School District	KG-12	4,550	1,020	Y	Y
Grainger County School District	KG-12	3,657	953	Y	Y
Greene County School District	KG-12	8,248	2,071	Y	Y
Greeneville City School District	KG-12	2,330	660	Y	Y
Grundy County School District	KG-12	2,231	801	Y	Y
Hamblen County School District	KG-12	10,868	2,739	Y	Y
Hamilton County School District	KG-12	53,541	12,166	Y	Y
Hancock County School District	KG-12	1,025	427	Y	Y
Hardeman County School District	KG-12	3,947	1,188	Y	Y
Hardin County School District	KG-12	4,054	1,311	Y	Y
Hawkins County School District	KG-12	8,253	2,264	Y	Y
Haywood County School District	KG-12	3,310	1,016	Y	Y
Henderson County School District	KG-12	4,097	932	Y	Y
Henry County School District	KG-12	3,820	1,036	Y	Y
Hickman County School District	KG-12	3,954	1,131	Y	Y
Hollow Rock-Bruceton Special School District	KG-12	621	185	Y	Y
Houston County School District	KG-12	1,391	374	Y	Y
Humboldt City School District	KG-12	1,323	461	Y	Y
Humphreys County School District	KG-12	2,996	717	Y	Y
Huntingdon Special School District	KG-12	1,178	326	Y	Y
Jackson County School District	KG-12	1,699	623	Y	Y

District Name	Grade range of Responsibility	Age 5-17	Age 5-17 families in poverty	>20%	Meets HQT Criteria?
Jackson-Madison Consolidated School District	KG-12	16,354	4,239	Y	Y
Jefferson County School District	KG-12	8,255	1,939	Y	Y
Johnson City School District	KG-12	8,268	2,107	Y	Y
Johnson County School District	KG-12	2,377	773	Y	Y
Kingsport City School District	KG-12	7,847	2,117	Y	Y
Knox County School District	KG-12	69,627	13,253	Y	Y
Lake County School District	KG-12	902	362	Y	Y
Lauderdale County School District	KG-12	4,873	1,551	Y	Y
Lawrence County School District	KG-12	7,567	1,872	Y	Y
Lebanon Special School District	KG-08	3,864	837	Y	Y
Lenoir City School District	KG-12	1,634	431	Y	Y
Lewis County School District	KG-12	2,004	574	Y	Y
Lexington City Elementary School District	KG-08	855	269	Y	Y
Lincoln County School District	KG-12	4,726	1,015	Y	Y
Loudon County School District	PK-12	5,892	1,093	N	Y
Macon County School District	KG-12	3,990	1,175	Y	Y
Manchester City School District	KG-09	1,365	419	Y	Y
Marion County School District	KG-12	4,466	1,039	Y	Y
Marshall County School District	KG-12	5,641	1,194	Y	Y
Maryville City School District	KG-12	5,118	797	N	Y
Maury County School District	KG-12	14,226	2,885	Y	Y
McKenzie Special School District	KG-12	1,104	291	Y	Y
McMinn County School District	KG-12	6,464	1,328	Y	Y
McNairy County School District	KG-12	4,410	1,145	Y	Y
Meigs County School District	KG-12	1,830	482	Y	Y
Milan City Special School District	KG-12	2,019	653	Y	Y
Monroe County School District	KG-12	6,056	1,552	Y	Y
Montgomery County School District	KG-12	32,701	6,330	Y	Y
Moore County School District	KG-12	1,067	202	N	Y
Morgan County School District	KG-12	3,379	976	Y	Y
Murfreesboro City Elementary School District	KG-06	13,364	2,300	Y	Y
Nashville-Davidson County School District	KG-12	96,427	27,359	Y	Y

District Name	Grade range of Responsibility	Age 5-17	Age 5-17 families in poverty	>20%	Meets HQT Criteria?
Newport City Elementary School District	KG-08	774	399	Y	Y
Oak Ridge City School District	KG-12	4,694	1,235	Y	Y
Obion County School District	KG-12	3,453	800	Y	Y
Oneida Special School District	KG-12	521	203	Y	Y
Overton County School District	KG-12	3,780	994	Y	Y
Paris City Special School District	KG-08	1,252	462	Y	Y
Perry County School District	KG-12	1,296	415	Y	Y
Pickett County School District	KG-12	772	202	Y	Y
Polk County School District	KG-12	2,751	693	Y	Y
Putnam County School District	KG-12	11,418	3,614	Y	Y
Rhea County School District	KG-12	4,912	1,223	Y	Y
Richard City Special School District	KG-12	169	60	Y	Y
Roane County School District	KG-12	7,639	1,977	Y	Y
Robertson County School District	KG-12	12,512	2,096	N	Y
Rogersville Town Elementary School District	KG-08	461	179	Y	Y
Rutherford County School District	KG-12	39,125	4,872	N	Y
Scott County School District	KG-12	3,497	1,204	Y	Y
Sequatchie County School District	KG-12	2,436	695	Y	Y
Sevier County School District	KG-12	14,808	3,696	Y	Y
Shelby County School District	KG-12	172,997	54,891	Y	Y
Smith County School District	KG-12	3,410	762	Y	Y
South Carroll Special School District	KG-12	419	90	Y	Y
Stewart County School District	KG-12	2,244	515	Y	Y
Sullivan County School District	KG-12	12,200	2,779	Y	Y
Sumner County School District	KG-12	31,100	4,310	N	Y
Sweetwater City School District	KG-08	1,423	402	Y	Y
Tipton County School District	KG-12	12,175	2,360	N	Y
Trenton Special School District	KG-12	1,471	385	Y	Y
Trousdale County School District	KG-12	1,349	325	Y	Y
Tullahoma City School District	KG-12	3,153	836	Y	Y
Unicoi County School District	KG-12	2,735	676	Y	Y
Union City School District	KG-12	1,723	610	Y	Y

District Name	Grade range of Responsibility	Age 5-17	Age 5-17 families in poverty	>20%	Meets HQT Criteria?
Union County School District	KG-12	3,245	1,048	Y	Y
Van Buren County School District	KG-12	838	220	Y	Y
Warren County School District	KG-12	7,105	1,734	Y	
Washington County School District	KG-12	10,086	1,886	N	Y
Wayne County School District	KG-12	2,399	636	Y	Y
Weakley County School District	KG-12	4,896	1,164	Y	Y
West Carroll Special District	KG-12	1,143	301	Y	Y
White County School District	KG-12	4,277	1,119	Y	Y
Williamson County School District	KG-12	40,031	1,919	N	Y
Wilson County School District	KG-12	18,588	2,094	N	Y

Source: U.S. Census Bureau, Small Area Income and Poverty Estimates (SAIPE) Program, Nov 2014

2016 ITQ Intent to Submit Notification

Project Director/Co-Director:

Name of Institution:

Title of Proposed Project:

Proposed High Need LEA:

Proposed funding requested:

Please return via email by 4:30 pm CST on August 24, 2015

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