Mathematics and Science Partnership (MSP) Grant 2016-17 Partner Application

Please complete this application in ePlan
Deadline: Nov. 13, 2015

CONTACT
Amy Owen
Director, Academic Research, Policy, and Communications
Office of Academic Strategy and Operations
Tennessee Department of Education
710 James Robertson Pkwy, Nashville, TN 37243
Amy.Owen@tn.gov
(615) 253-1339

All funding for this program is contingent upon continued funding from the federal government.

TN Department of Education

TABLE OF CONTENTS

2016-17 REQUEST FOR PROPOSALS 3
ANNOUNCEMENT 3
PURPOSE 4
GOALS 4
ELIGIBILITY 4
USE OF GRANT FUNDS 5
GRANT DURATION 6
MATH AND SCIENCE PARTNERSHIP GRANT APPLICATION PROCESS 6
PROPOSAL REQUIREMENTS 6
A. Project Abstract (250 words or less) 6
B. Evidence of Meaningful Partnerships 6
C. Needs Assessment 7
D. Implementation Plan 8
E. Project Management Plan 9
F. Alignment with the Tennessee State Math and Science Standards 10
G. Research and Evaluation Plan 10
H. Describe Specific Roles of Key Project Personnel 12
I. Budget 12
MSP PROPOSAL SUBMISSION AND REVIEW 13
AWARD ADMINISTRATION 13
CONTACT INFORMATION 14
APPENDIX A: Definitions 15
APPENDIX B: Ineligible Costs 17

TN Department of Education

2016-17 REQUEST FOR PROPOSALS

ANNOUNCEMENT

In January 2002, the *No Child Left Behind Act of 2001 (NCLB)* became law. Title II, Part B of this legislation authorized a Mathematics and Science Partnership (MSP) competitive grant program (http://www.ed.gov/programs/mathsci/index.html). For the 2015 application, the Tennessee Department of Education (TDOE) plans to award approximately $2.25 million to partnerships of high-need local education agencies (LEAs) and institutions of higher education (IHEs) to fund the MSP program, which is designed to **increase proficiency levels for K-12 students in mathematics and science by enhancing teachers' content knowledge and pedagogical skills.**

The TDOE, therefore, actively calls for IHEs and LEAs to offer their plans to participate and submit MSP applications for funding programs in the following focus areas:

- Improving elementary and middle school (K-8) educators' mathematical content knowledge in one or more domains, with a focus on the major work of the grade.
- Increasing understanding of the standards, progressions, coherence, and pedagogical opportunities for the Integrated Mathematics Pathway in high school.
- Deepening the understanding and the use of modeling as a means to promote reasoning and critical thinking in mathematics, science, career and technical education, and/or STEM classrooms
- Increase understanding of how collaboration between mathematics, science, and career technical courses can deepen subject area content knowledge in science and mathematics as well as expand students' readiness for college and/or careers.
- Expand understanding of science through scientific reading and writing within the content area.

This grant is intended to serve mathematics and science teachers from high-need school districts.
At least one participating LEA must meet the definition of high need, based on the following criteria:

- The district TVAAS composite is 1, 2, or 3 in overall numeracy ***OR***
- The district is below the state average for the percent of students Proficient or Advanced in: 3-8 math, algebra I, algebra II, 3-8 science, <u>or</u> biology.

**Please note that partnerships can include additional districts that do not qualify as high-need based on the definition above.*

The TDOE is responsible for selecting the recipients and the administration of MSP funds. For the 2016-17 fiscal year, the LEA applicant will take the lead to identify, recruit, and manage the partnership. The TDOE

will award MSP grants that are focused on the improvement of mathematics and/or science instruction. LEAs should plan projects that align with their area of need. That is, if an LEA is eligible due to below-average scores in 3-8 math, the project should focus on improving outcomes in 3-8 math rather than in high school math or in science.

PURPOSE

The MSP grant competition is for the purpose of developing and implementing professional development programs based on current evidence-based research that addresses closing achievement gaps in science and mathematics education. The program is intended to enhance the content knowledge and pedagogical skills of science and mathematics classroom teachers in grades K-12 and is governed by the "supplement not supplant" clause of Title II legislation.

GOALS

- Conduct meaningful professional development in mathematics and science content that models research-based instructional strategies and enables teachers to provide instruction to improve student learning and performance.
- Bring science and mathematics teachers in participating schools together with scientists, mathematicians, and engineers to increase subject matter knowledge of science and mathematics, and to improve instructional skills through the use of technology, computing facilities, libraries, and other resources available at institutions of higher education.
- Develop and/or introduce science and mathematics instructional and assessment materials that are rigorous and aligned with TN State Standards in Math and/or Science to better prepare students for entry and success in postsecondary studies and careers in engineering, mathematics, and science.
- Emphasize that the education and evaluation of science and mathematics teachers is a career-long process that continuously stimulates intellectual growth and significantly updates and improves knowledge and skills for instruction, including the effective integration of technology.

ELIGIBILITY

To be eligible, partnerships ***must*** include:
An **engineering, mathematics, and/or science department** in a Tennessee institution of higher education (IHE); and a **high-need** Tennessee LEA that meets the following requirements:

- The district TVAAS composite is 1, 2, or 3 in overall numeracy **OR**
- The district is below the state average for the percent of students Proficient or Advanced in: 3-8 math, algebra I, algebra II, 3-8 science, or biology.

Partnerships **may** also include:

- Additional engineering, mathematics, science, or teacher preparation departments in an IHE;
- Additional LEA(s), public or private elementary or secondary school(s), public charter school(s), or a consortium of such schools;

- Business, industry, and/or
- Non-profit or for-profit organizations with demonstrated effectiveness in improving the quality of mathematics and science instruction.

*In order to be considered for funding, proposals are **required** to provide evidence of consultation with representatives of private schools within the geographic area served prior to development and design of professional development programs to encourage participation.*

USE OF GRANT FUNDS

The ultimate goal of this grant is to improve the mathematics and science knowledge of Tennessee students in high-need school districts. These goals are to be accomplished by improving the mathematics and science content knowledge of teachers in high-need districts and by developing closer partnerships between these districts and IHE engineering, mathematics, and science departments.

Partners at IHEs will be expected to provide professional development to help project teachers improve mathematics and science content knowledge and teaching skills. The project should also be structured to develop relationships between the science, technology, engineering, and math (STEM) faculty and the teachers served in the project as well as institutional relationships between the IHE departments and the LEA(s). Activities proposed should be consistent with the needs of the targeted teachers. STEM faculty from the IHE partner must directly lead some or all of the professional development sessions. STEM faculty may be paired with teacher education faculty or master teachers; however, they must directly lead professional development in MSP grants.

The partnerships are expected to be sustainable. A sustainable partnership does not necessarily mean that the same project activities will continue after the end of the funding period, but there should be indicators of sustained change, such as new courses that have been developed, increased IHE faculty knowledge of the Tennessee State Standards and involvement with K-12 schools, and increased K-12 use of IHE resources.

A partnership ***must*** use funds for one or more of the following activities to improve mathematics and/or science instruction in grades K-12 that is ongoing and intensive, research- and technology-based professional development for science and mathematics teachers that:

- Enhances the ability of elementary and secondary math teachers to understand and implement challenging academic content standards for science and mathematics and select curriculum materials that directly address rigorous standards and instructional shifts, and provides feedback on the effectiveness of these instructional practices in the classroom;
- Targets strategies for addressing gaps in achievement for students with disabilities;
- Includes the use of formative and summative assessment data to evaluate effectiveness on training;
- Incorporates the use of technology-based instruction; and/or

- Provides concurrent programs that prepare administrators to appropriately identify and evaluate instruction based on Tennessee Math and Science Standards.

Funds may be used for materials and equipment employed during professional development events; *however, funds may not be used for sets of classroom materials that are intended for student use.*

Project awards will range from $100,000 to $1,000,000.
All activities must be completed by Sept. 30, 2017.

GRANT DURATION

2016-17 project activities can begin as soon as a grant is fully executed for the award, which is anticipated on or before Feb. 1, 2016. All grant contracts are subject to:

- Compliance with program requirements,
- Demonstration of effectiveness, and
- Timely reporting of progress and expenditures.

MATH AND SCIENCE PARTNERSHIP GRANT APPLICATION PROCESS

PROPOSAL REQUIREMENTS

Each proposal submitted **must** include:

A. Project Abstract (250 words or less)

All partnerships must provide an abstract of the proposal that concisely describes the program to be implemented and summarizes the intended results of the program. It should identify the project partners, the focus area described in this RFP, the number of teachers it intends to serve, the academic/instructional need(s) of teachers to be impacted, the partnership goals, and a brief overview of the work and evaluation plan.

B. Evidence of Meaningful Partnerships

This section describes the partnership submitting this proposal and how it was developed. It should include evidence of participation in active planning and involvement of all partners prior to proposal submission, to include consultation with area private school providers to encourage their participation. Provide a detailed description and evidence of how non-public and private school officials were informed of partnership opportunities, including dates and locations of meetings, names of individuals representing the partners, and description of activities carried out in preparing this proposal.

Distinguish between “primary” partners and “supporting” partners. Primary partners are those partners that are engaged in implementing the project and are accountable for its outcomes. Supporting partners are other entities that provide particular resources or services in the project but are not directly involved

in the project's operation (examples might include a science center hosting a field trip for participants or a business providing materials for project activities).

Finally, provide evidence that all partners will play a role in the ongoing planning, delivery and evaluation of the proposed project. Provide a detailed description of how the partnership will continue the learning, relationship, and/or activities funded under this proposal after the grant period has expired. This description must include a plan for building capacity.

Therefore, partnerships are required to exhibit characteristics including, but not limited to, the following:

- Commitment: Provide documented evidence of active, collaborative planning and involvement of all of the partners;
- Capacity: Provide evidence of the number and quality of staff committed to carrying out proposed activities and the institutional resources to support these activities;
- Scope and Impact: Provide evidence that the scope of the project and its potential impact are of sufficient scale to warrant funding;
- Recruitment and selection plan: Provide a defined plan to recruit minority applicants from underrepresented and underserved areas.

C. Needs Assessment

This section describes the specific need(s) that will be addressed by the project. The needs described should include (but need not be limited to) specific gaps or weaknesses in teacher content knowledge that the project will target. The existence of the needs must be based on quantitative and qualitative information gathered within the past two academic years in the partner school systems (do not rely solely on information from national or international reports). Identify the methods used by the partnership to determine professional development needs of teachers in each partner school system. Examples of needs assessment data might include data analyzed to show specific content gaps, information on teachers' content preparation and background, data on teachers' practices, and responses to surveys about desired professional development.
Data from LEA Needs Assessments in ePlan may be useful in conducting the MSP needs assessment.

Partnerships must provide the results of a comprehensive assessment for the LEA(s) that:

- Identify and prioritize baseline professional development needs of teachers in partnering LEAs, including the number of math and science teachers that demonstrate need for content or instructional improvement, disaggregated by grade level and/or subject area(s) they teach. Baseline information must be determined using current (within past 12 months) evaluation measures related to appropriate professional needs.
- Include data on student achievement specific to the target audience of each participating school. This section will also include a description of the methodologies used to collect this information.
- Document the eligibility of high-need LEA partner(s) based on the definition included in this document.

- Describe individuals or groups that have had input into the process of establishing LEA(s) professional development needs, e.g., advisory group, school improvement plan committee, etc.
- Provide information that describes any unique and/or special circumstances.
- Identify and describe needs that will be addressed by the Mathematics and Science Partnership Project, and describe how the results of the needs assessments have been used to establish the goals and objectives for this proposal.

Assessments may be administered by the partnerships or by the IHE. LEAs and the IHE will work together to collect the data.

D. Implementation Plan

This section should include:

- Project objectives
- Target audience
- Implementation plan
- Professional development design (if applicable)

Project Objectives

This section describes the impact the project will have on participating teachers. All projects must list specific, measurable objectives that address the following four goals:

1. Increasing teacher content knowledge;
2. Increasing student achievement;
3. Improving classroom instruction; and
4. Developing a sustainable partnership.

Additional goals beyond these may be listed, along with measurable objectives, but are not required. The project objectives must align with and specifically address the identified needs.

Note that objectives should be written in terms of measurable participant outcomes, not completion of project activities. Objectives should be written in increments so projects may assess progress towards goals qualitatively and quantitatively on a regular basis.

Target Audience

Describe the teachers targeted for participation in the project: How many will be served? What grade levels? How will participants be recruited and selected? Will they attend as individuals, grade level teams, school teams, etc.?

Implementation Plan

Partnerships must provide a detailed implementation plan that meets identified needs and:

1. Lists and assesses the criteria for continuous improvement;
2. Provides evidence that the planned activities will achieve the goals and objectives;
3. Describes a structured timeline of activities and ongoing follow-up professional development to be carried out by the eligible partnership and how these activities will address the most pressing professional development needs of the participating LEA(s) or schools, as determined by the needs assessment;
4. Summarizes the ongoing supports for the participant teachers beyond the initial professional development;
5. Reviews how the project will coordinate with existing programs and/or initiatives;
6. Provides pre-summer and follow-up activities as necessary to meet program objectives.

This section also describes in detail the activities that will enable project participants to attain the project objectives. The implementation plan should be written with enough detail that the reader could replicate activities from the description provided. This section must also address the target audience and the professional development design.

Professional Development Design (if applicable)
List the major components included in the project which include design and structure. Examples include, summer institutes (see Appendix A for the definition of institutes), graduate-credit courses, academic year workshops, online courses, in-school coaching, etc.

For each major component, provide as detailed a description as possible, including duration, focus areas, structure, and who will develop and implement the component. Describe how the components will:

- Engage teachers with content at a level beyond the level they are expected to teach to students;
- Model and provide opportunities to learn about content-specific instructional strategies with research evidence for improved student achievement; and
- Describe how the professional learning sessions are specifically aligned to Tennessee's State Standards.

The discussion should provide evidence of (a) appropriate roles and collaboration among all organizations that work together to realize the project's objectives, and (b) sufficient capacity of the partners to support the scale and scope of the project, especially the number of teacher participants.

Include a table listing the project components and the contact hours for participating teachers associated with each one.

E. Project Management Plan

This section describes how the partnership will operate efficiently and effectively to implement its planned activities, deal with challenges that arise, and monitor progress toward stated goals and objectives. All primary partners should be fully engaged in the management and oversight of the project. This project management team must meet regularly to oversee all phases of the project, including design of the project, recruitment and retention of the teacher cohort group, implementation of the project plan,

and collection and analysis of data related to its impact on teaching and learning. This section should address three areas:

1. ***Project administration:*** Describe the specific roles, responsibilities, and time commitments of the persons involved in project management. If a management team is to be formed, list the members of the team, the schedule of their meetings, and how they will make decisions. In order to best maximize grant funds, the LEA is expected to serve as the fiscal agent. The fiscal agent is responsible for the implementation of the proposal and must have an individual serve as the Project Director or Co-Director. If administrative responsibilities are shared with an outside agency, identify how management and fiscal responsibilities are distributed. Describe who will be responsible for collecting and submitting data to the Tennessee MSP Project Manager. Projects with large numbers of schools and participants will need to describe a process to collect data on each activity and submit that information to the project manager. In this section, please clearly delineate the function and scope between the LEA and IHE administrators relative to administration, coordination, and communication.

2. ***Fiscal management:*** The applicant LEA should serve as the fiscal agent and should identify the person within their district who will oversee the project's financial activities, ensuring that funds are received and disbursed according to approved state procedures and grant requirements.

3. ***Partner roles and responsibilities:*** For each primary and supporting partner, describe their responsibilities under the implementation plan. In addition, list the STEM faculty and (if applicable) Teacher Education faculty from each partner IHE, and how they will be utilized in the project.

F. Alignment with the Tennessee State Math and Science Standards

Partnerships must provide a description of how the activities described in the Implementation Plan are fully aligned with the Tennessee State Math and Science Standards. Partnerships should reference these standards located at http://www.tn.gov/education/article/mathematics-standards and http://www.tn.gov/education/article/science-standards.

G. Research and Evaluation Plan

This section describes how the project will gather credible evidence regarding the impact of its activities on participants. The section must address five areas:

1. ***Identification of external evaluator:***
   All projects must identify an external evaluator. "External" in this case means someone not involved with the implementation of project activities. The external evaluator may be someone completely outside the partners or may be affiliated with a partner institution, but not in a department directly involved in project operations. Describe the responsibilities of the external evaluator and, if applicable, the responsibilities of project personnel who will be involved in the evaluation.

2. ***Evaluation plan:***
   The evaluation plan describes how the project will measure its progress towards meeting its stated objectives (summative evaluation). Provide a table listing the project objectives along with the following information for each objective: type(s) of data to be collected, the instrument or protocol to be administered, and how/when it will be administered. The evaluation plan **must** include a pre/post objective assessment of teacher content knowledge. An existing valid, reliable assessment should be selected whenever possible.

   The evaluation plan should also describe how the project will engage in a formative evaluation by gathering data to document the quality of project activities and using the data as input into project planning and decision-making.

   The evaluation plan must also describe whether a comparison group (matched or unmatched) will be incorporated into the evaluation design and, if so, what data collection will occur with this group. By comparing pre/post changes in participants to pre/post changes in the comparison group, the project will gather important evidence to support any claims of impact on participating teachers.

3. ***Evaluation timeline:***
   A timeline for the evaluation should be included, showing major evaluation-related activities and when they will take place.

   Each project must submit an evaluation and accountability plan that assures the collection of accurate data on the effectiveness of the intervention and must include a pre- and post-test of teachers' content knowledge. Additionally, it may include:

   - An evidence-based research design strategy that includes measurable objectives to assess the number of mathematics and science teachers who participate and improve content-based professional development activities;
   - Evidence of improved pedagogical practices in terms of implementation of the TN Math and Science State Standards;
   - Measures of progress toward meeting the assessed needs of the LEA;
   - Measures of gains in teacher content knowledge;
   - Rigorous measures of the impact that implemented intervention activities have had on increasing student achievement in participating schools;
   - Other information deemed pertinent to proposed evaluation and accountability plan, e.g., evidence of gains in students leaving secondary education with the intent to enter mathematics, science, or engineering fields.

4. ***Each project must provide and engage in an independent local evaluation.***

5. ***Each project may be required to participate in a statewide evaluation for the duration of the grant.***

Research Design
Partners at IHEs are expected to collaborate with the LEA(s) and the project evaluator in developing and implementing a rigorous research design to investigate the effects of the professional development model chosen.

[NOTE: Funding beyond the minimum per teacher may be requested to allow for a strong research component. If extra funds for research are requested, then the budget narrative should be very clear regarding the amount of funds to go to the research and evaluation portions of the project.]

Dissemination
Each partnership is encouraged to disseminate the results of their research including successful strategies and curricula along with lessons learned. Any planned method of disseminating these activities should be included in the partnership's planned activities. In addition, the TDOE may also require participants to share information at specified times and in specified ways.

H. Describe Specific Roles of Key Project Personnel
Qualifications and experience must be provided for all staff that receive any budgeted compensation from this grant and those persons whose compensation is budgeted as part of the local (partnership) contribution (in-kind or in cash match) to the project.

I. Budget
The budget must be aligned with the proposed activities described in the implementation plan. Each budgeted line item must include a budget narrative that fully describes the basis for determining line item amounts. The budget line item narratives must justify effective and efficient use of funds and describe the full range of resources that will be used to accomplish project goals. Maximum allowance for indirect cost is calculated according to the LEA's restricted negotiated rate. Projects may pay for a teacher's stipend or tuition, but not both. Partnerships are encouraged to consider contributing one or more of these costs as an in-kind expense.

The grantee is subject to the audit requirement contained in the single audit act amendments of the 1996 and revised OMB Circular A-133. The grantee is subject to financial compliance monitoring from the Tennessee Department of Education, U.S. Department of Education, or others designated by the Tennessee Department of Education to conduct monitoring. For more information visit http://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html.

TN Department of Education

MSP PROPOSAL SUBMISSION AND REVIEW

Submission
Applicants must submit the proposal, including any appendices, online in ePlan. To be considered for funding, proposals must be received no later than **5 p.m. CST on Nov. 13, 2015.** Incomplete and late applications will not be considered.

Review Process
As proposals are received, they will be reviewed by TDOE staff for completeness and compliance with eligibility requirements and with requirements set forth in Title II, Part B of NCLB to determine applicant eligibility. Any questions about significant omissions from a proposal or about applicant eligibility will be referred to the applicant. If, in the judgment of TDOE, a proposal is late, significantly incomplete, or whose eligibility cannot be determined, the proposal will be omitted from consideration. The decision of the TDOE is final. Applicants submitting proposals that are withdrawn due to incompleteness or ineligibility will be notified in writing.

An expert review panel will evaluate eligible applications in light of the required application components and established criteria. The review panel will review each eligible application and make recommendations to TDOE in the areas of program, budget, and efficacy. The review panel's scores and recommendations *will be the primary determinant* of successful proposals and will form the basis for negotiations and final selection. The scoring guide that will be used by the review panel can be referenced in the ePlan Document Library (https://ePlan.tn.gov) under Math/Science Partnership Application Reference Documents. Proposals will be ranked according to the final score assigned by the review panel and selected for funding consideration based upon the following criteria.

Review
Please see the review rubric posted in the ePlan Document Library for additional information on application review and scoring.

Following the review, eligible project directors will be contacted by TDOE staff to discuss any clarifications or revisions that may need to be made in the project plan. TDOE will seek to fund proposals that show the most promise for successful implementation of effective professional development programs. In order to maximize the effects of limited funds, applicants whose grants are recommended at less than the amount requested may be asked to revise the project budget and/or scope of work.

AWARD ADMINISTRATION

Notification of the Award
Within thirty (30) days of completion of the review process, the applicant program director will be notified of the status of the partnership's proposal.

Award Conditions
For the 2016-17 competition, approximately $2.25 million is available for K-12 Mathematics and Science Partnership awards. Partnerships should note that any extensions of an award is contingent upon this program receiving funding through the U.S. Department of Education and upon the TDOE's evaluation of funded programs for compliance with program requirements and effectiveness of project activities.

Reporting Requirements
Each eligible partnership receiving a grant or sub-grant must report annually to the TDOE and to the U.S. Secretary of Education regarding the eligible partnership's progress in meeting the objectives and annual targets described in the partnership's evaluation and accountability plan. Further information regarding reporting requirements and forms will be provided during the project directors' meeting following the award.

CONTACT INFORMATION

If you have program questions, please contact:

Amy Owen
Director, Academic Research, Policy, and Communications
Office of Academic Strategy and Operations
Tennessee Department of Education
Amy.Owen@tn.gov
(615) 253-1339

Applicants must submit the proposal, including any appendices, online in ePlan. To be considered for funding, proposals must be received no later than **5 p.m. CST on Nov. 13, 2015**. Incomplete and late applications will not be considered.

TN Department of Education

APPENDIX A: Definitions

High-Need Local Education Agency (LEA) – A district is deemed a high need LEA for the purpose of this grant if:

- The district TVAAS composite is 1, 2, or 3 in overall numeracy ***OR***
- The district is below the state average for the percent of students Proficient or Advanced in: 3-8 math, algebra I, algebra II, 3-8 science, or biology.

Partnership - Arrangement between one or more high-need LEAs and faculty of a science, technology, or engineering department of an institution of higher education. The grant is designed to encourage collaboration for the partners to design professional development activities that enhance teacher content knowledge and student performance.

Professional Development - Refers to instructional activities that:

- Are based on scientifically based research and TN Math and Science academic content standards, student academic achievement standards, and assessment;
- Improve and increase teachers' knowledge of the academic subjects they teach; and
- Are sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom.

Scientifically-Based Research - Research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs and includes research that:

- Employs systematic, empirical methods that draw on observation or experiment and involve rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;
- Relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;
- Is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions, with appropriate controls to evaluate the effects of the condition of interest and with a preference for random-assignment experiments or other designs to the extent that those designs contain within-condition or across-condition controls;
- Ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at minimum, to offer the opportunity to build systematically on their findings; and/or
- Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

Workshop or Institute - An event that is conducted for a period of not less than 40 hours; includes a program that provides direct interaction between participants and faculty; and provides follow-up training during the academic year that may be conducted in the classroom:

- Follow-up must be conducted for a period of no less than 24 instructional hours and in a context that emphasizes the application of content acquired during the summer workshop/institute.
- If the follow-up training is for teachers in rural LEA, it may be conducted through alternative means, such as distance learning.

TN Department of Education

APPENDIX B: Ineligible Costs

Ineligible costs include:

- Costs associated with writing the application;
- Equipment (smart boards, computers, iPads, printers, etc.) except for learning and teaching aides integral to professional development instruction (example: PD instruction that requires mastery of an app used in math or science instruction is considered "integral" to the PD project; handing out iPads during or after PD as an auxiliary resource is not allowable);
- Sets of classroom materials intended for student use;
- Tuition charges and/or university/activity fees already covered in the higher education partners' salary and fringe;
- Capital improvements;
- Supporting the research of individual scholars or faculty members;
- Providing compensation for IHE faculty attending workshops or conferences other than U.S. Department of Education Mathematics and Science Partnership conferences;
- Supporting travel to out-of-state professional meetings, unless it is demonstrated that attendance at a meeting will directly and significantly advance a project and has written approval of the TDOE Grant Manager;
- Food (with limited exceptions);
- Costs that are not directly related to the educational program and that are unsupported by the proposal; and
- Entertaining.

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. For more information on the federal guidelines, please download "Frequently Asked Questions on Using Federal Funds for Conferences and Meetings" available (here).