



**Request for Proposals and
Guidelines for Submission**

***2017 Improving Teacher Quality
Grant Program***

Recommended Notice of Interest Deadline: August 31, 2016

Proposal Deadline: September 26, 2016

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 focus of the 2017 Tennessee ITQ Grant program is on conducting professional development projects that focus on STEM (Science, Technology, Engineering, and Mathematics), English Language Arts and Social Studies for middle and high school grades. Projects can address teachers' use of technology, or innovative teaching strategies, with the goal to improve teaching practices and student learning. The Tennessee Higher Education Commission (THEC) is committed to ensuring all students are prepared for college and career readiness.

Approximately 20 projects will be funded for up to \$75,000 each and will be twelve months in duration (January 2017 - December 2017).

Basic Requirements:

- Project directors will be allowed to submit only one grant.
- A project director may not also serve as a co-director on another submitted ITQ proposal.
- 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.
- Projects must include an "Eligible Partnership".

To answer questions and provide further information, THEC will provide a Technical Assistance conference call on **Thursday, August 18, 2016 at 2:00 PM (CDT)**. Prospective applicants are strongly encouraged to participate. Call information is:

Conference Dial-in Number: (866) 531-9321

Participant Access Code: 5477

THEC strongly recommends project directors to submit a notice indicating their interest to submit a proposal. To complete this task, project directors should complete the online form located here:

https://stateofennessee.formstack.com/forms/itq_notice_of_interest

THEC asks project directors to submit the Notice of Interest via the online form to THEC by **4:30 PM (CDT) on Wednesday, August 31, 2016.**

Final Proposals are due on **Monday, September 26, 2016 at 4:30 PM (CDT).** Please see the grant timeline on page 8 for a summary of the review and approval process.

II. Proposal Components

Section 1: Program Objectives

In accordance with Section 2132 (a) of the No Child Left Behind Act, THEC 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, English Language Arts and Social Studies for middle and high school grades were identified as the areas of focus for 2017. The use of technology is encouraged in all grant proposals.

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. 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 a project funded by THEC, 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 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 LEAs that is used for determining high-need LEAs can be found at the census website:

<https://www.census.gov/did/www/saipe/data/schools/data/2014.html>

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 percent 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 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 percent 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) or any optional partners can use more than 50 percent 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

All applicants must provide a specific plan for recruiting and selecting teachers in the designated high-need LEAs. 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.

Both full-time teachers and principals are eligible for ITQ workshops. The ITQ services must also be offered on an equitable basis to teachers and principals at private (not-for-profit) institutions.

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 detailing 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 January 2018. THEC reserves the right to directly contact workshop participants regarding their experiences.

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. The salaries line item including benefits must not exceed 20 percent 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. 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 outcomes based 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 - \$.47 per mile
 - Hotel - \$93 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 18, 2016**
Technical Assistance call with THEC staff @ 2:00 PM (CDT)
- **August 31, 2016**
4:30pm (CDT) deadline for Notice of Interest
- **September 26, 2016**
4:30pm (CDT) deadline for receipt of all proposals at THEC
- **September 27, 2016**
Proposals distributed to ITQ Advisory Committee
- **November 1, 2016**
ITQ Advisory Committee meets to identify recommended grantees
- **November 4, 2016**
Approval of grant recommendations by THEC executive director
Grant applicants are notified of their selection
- **November 17, 2016 (10:00 a.m. – 1:00 p.m.)**
Mandatory project directors' workshop

IV. Application Procedures

The grant proposal submission deadline is 4:30PM CDT, on Monday, September 26, 2016. Submissions should be emailed in PDF format to Herbert Brown at herbert.j.brown@tn.gov. The application must include:

- Cover Sheet (Appendix A)
- Table of Contents
- Abstract/Project Summary (one page)
- Program Proposal - This section should be double spaced, with one-inch margins (ten pages).
 - Note: Maximum page length is ten pages, excluding the cover sheet, abstract, table of contents, budget and bibliography.
- Budget (Appendix B)
- Bibliography (all cited references must be included in bibliography)
- Curriculum Vitae for Director and Co-Director (one page each)

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 ITQ Advisory Committee will convene on November 1, 2016. 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 ITQ Advisory 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. Institutions will be notified regarding their decision on **November 4, 2016.**

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 is Mr. Scott Sloan (615-741-7571).

Funding

THEC 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 reserves 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.

NAME OF INSTITUTION

2017 Improving Teacher Quality Grant Program

Project Title

Institution of Higher Education Name

IN PARTNERSHIP WITH

LEA name

Project Director

Mailing Address

Director's Telephone

Director's E-mail Address

Co- Project Director

Mailing Address

Co-Director's Telephone

Co-Director's E-mail Address

Funding requested:

\$ _____

President/Chancellor: _____

Project Director: _____

Grant Budget Line - Item Detail

Line 1 Salaries And Wages

On this line, enter compensation, fees, salaries and wages paid to grant program staff.

Line 2 Employee Benefits & Payroll Taxes

Enter (a) the organization's contributions to pension plans and 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.

Line 4 Professional Fees

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

Line 5 Supplies

Enter the organization's expenses for office supplies.

Line 6 Telephone

Enter the organization's expenses for telephone, cellular phones, beepers, telegram, FAX, E-mail, telephone equipment maintenance and other related expenses.

Line 7 Postage And Shipping

Enter the organization's expenses for postage, messenger services, overnight delivery and outside mailing service fees.

Line 8 Occupancy

Not applicable.

Line 9 Equipment Rental And Maintenance

Enter the organization's expenses for renting and maintaining computers, copiers, postage meters, other office equipment and other equipment, except for telephone, truck and automobile expenses.

Line 10 Printing And Publications

Enter the organization's expenses for producing printed materials, purchasing books and publications for the direct use of the organization. (Printed materials in support of conferences and meetings should be reported on Line 12, and printed materials and books purchased specifically for individuals should be reported on Line 14.)

Line 11 Travel

Enter the organization's expenses for faculty and staff 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.

Line 13 Interest

Not Applicable.

Line 14 Insurance

Not Applicable.

Line 15 Grants And Awards

Enter the organization's awards, grants, subsidies and other pass-through expenditures to individuals and to other organizations, including travel, transportation, meals and lodging, stipend payments and equipment allowances. *(A detailed description is required in the Grant Budget Line-Item Detail if this line-item is funded.)*

Line 16 Specific Assistance to Individuals

Not Applicable.

Line 17 Depreciation

Not Applicable.

Line 18 Other Nonpersonnel Expenses

NOTE: Expenses reportable on lines 1 through 17 should not be reported in an additional expense category on line 18. Enter the organization's allowable expenses for advertising, promotions, and, recruiting. Include the organization's and employees' membership dues in associations and professional Include testing fees for software licenses, testing, permits, registrations, etc. *(A detailed description is required in the Grant Budget Line-Item Detail if this line-item is funded.)*

Line 20 Reimbursable Capital Purchases

Enter the organization's purchases of fixed assets and other purchases with a minimum life expectancy of one year. *(A detailed description is required in the Grant Budget Line-Item Detail if this line-item is funded.)*

Line 22 Administrative Expenses (Indirect Cost)

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 24 In-Kind Expenses

In-Kind Expenses is for Grantee reporting of the value of contributed resources applied to the program.

Line 25 Total Expenses

The sum of all grant expenses goes on this line.

Appendix C - Scoring Rubric

2017 Improving Teacher Quality Scoring Rubric

Program Director: _____

Institution: _____

Project Title: _____

Program Objectives – 20 Points (maximum)	Reviewer Score:
<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 professional development that improves middle and high school educators' content knowledge in the selected focus areas? ▪ Is the pedagogical focus aligned with the TEAM evaluation model? 	<p>Scoring Range</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>
Comments/Recommendations:	

Quality of Partnership – 10 Points (maximum)	Reviewer Score:
<ul style="list-style-type: none"> ▪ Does the proposal include the three mandatory partners (college of education, college of arts and sciences, high-need LEA)? ▪ Do the partner support letters describe the partners' contributions and commitment to the project's partnership? ▪ Is there evidence of active involvement of all required partners in planning and implementation? 	<p>Scoring Range</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>
Comments/Recommendations:	

Program Plan – 30 points (maximum)	Reviewer Score:
<ul style="list-style-type: none"> ▪ Is the focus area 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? ▪ Are research and a rationale provided to show how the program will affect teachers' pedagogical content knowledge? Do data and analysis accompany why the particular program will effect change? 	<p>Scoring Range</p> <p><i>1 – Focus area is stated but omits empirical research and data to back up program objectives.</i></p> <p><i>15 – Focus area is stated with limited empirical research.</i></p> <p><i>30 – Focus area is stated, linked with program objectives through research, data and thoughtful analysis.</i></p>
<p>Comments/Recommendations</p>	

Evaluation Plan – 20 points (maximum)	Reviewer Score:
<ul style="list-style-type: none"> ▪ Have evaluation tools (pre/post content knowledge assessments) been developed and included in program proposal? ▪ Does the program include their plan for formative assessment to determine the success of the program? 	<p>Scoring Range</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>
Comments/Recommendations	

Budget – 20 points (maximum)	Reviewer Score:
<ul style="list-style-type: none"> ▪ Are budget requests detailed and justified throughout the summary? Are resources aligned and appropriate to the needs of the proposed program? 	<p>Scoring Range</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>
Comments/Recommendations	

Reviewer Scores	Evaluation Criteria	Maximum Points
	Program Objectives	20
	Quality of Partnerships	10
	Program Plan	30
	Evaluation Plan	20
	Budget	20
	Total Score	100

Overall Comments:

Reviewer Signature: _____
Name Date

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	413	122	Y	Y
Alcoa City School District	KG-12	1,267	352	Y	Y
Anderson County School District	KG-12	6,993	1,467	Y	Y
Athens City Elementary School District	KG-09	1,614	519	Y	Y
Bedford County School District	KG-12	9,085	2,439	Y	Y
Bells City School District	KG-05	352	110	Y	Y
Benton County School District	KG-12	2,364	725	Y	Y
Bledsoe County School District	KG-12	1,870	589	Y	Y
Blount County School District	KG-12	13,829	2,716	Y	Y
Bradford Special School District	KG-12	577	122	Y	Y
Bradley County School District	KG-12	10,731	2,136	Y	Y
Bristol City School District	KG-12	3,935	1,048	Y	Y
Campbell County School District	KG-12	6,306	1,958	Y	Y
Canon County School District	KG-12	2,169	453	Y	Y
Carter County School District	KG-12	6,086	1,792	Y	Y
Cheatham County School District	KG-12	7,138	1,190	N	Y
Chester County School District	KG-12	2,953	673	Y	Y
Claiborne County School District	KG-12	4,715	1,411	Y	Y
Clay County School District	KG-12	1,172	393	Y	Y
Cleveland City School District	KG-12	6,554	1,724	Y	Y
Clinton City Elementary School District	KG-06	749	171	Y	Y
Cocke County School District	KG-12	4,763	1,580	Y	Y
Coffee County School District	KG-12	5,094	999	Y	Y
Crockett County School District	KG-12	1,970	462	Y	Y
Cumberland County School District	KG-12	7,710	2,048	Y	Y
Dayton City Elementary School District	KG-08	814	264	Y	Y
Decatur County School District	KG-12	1,762	448	Y	Y

District Name	Grade range of Responsibility	Age 5-17	Age 5-17 families in poverty	>20%	Meets HQT Criteria?
DeKalb County School District	KG-12	3,225	898	Y	Y
Dickson County School District	KG-12	8,862	1,683	N	Y
Dyer County School District	KG-12	3,658	790	Y	Y
Dyersburg City School District	KG-12	2,991	951	Y	Y
Elizabethton City School District	KG-12	1,961	631	Y	Y
Etowah City Elementary School District	KG-08	356	95	Y	Y
Fayette County School District	KG-12	6,058	1,178	N	Y
Fayetteville City Elem School District	KG-10	1,030	320	Y	Y
Fentress County School District	KG-12	3,020	1012	Y	Y
Fort Campbell Schools	KG-12	1,484	251	N	Y
Franklin County School District	KG-12	6,660	1,404	Y	Y
Franklin Special School District	KG-08	4,720	691	N	Y
Gibson County School District	KG-12	3,524	660	N	Y
Giles County School District	KG-12	4,529	1,035	Y	Y
Grainger County School District	KG-12	3,696	1,030	Y	Y
Greene County School District	KG-12	8,183	1,766	Y	Y
Greeneville City School District	KG-12	2,311	527	Y	Y
Grundy County School District	KG-12	2,204	746	Y	Y
Hamblen County School District	KG-12	10,837	3,171	Y	Y
Hamilton County School District	KG-12	53,594	10,938	Y	Y
Hancock County School District	KG-12	1,040	415	Y	Y
Hardeman County School District	KG-12	3,920	1,193	Y	Y
Hardin County School District	KG-12	4,028	1,129	Y	Y
Hawkins County School District	KG-12	8,138	2,069	Y	Y
Haywood County School District	KG-12	3,255	1,019	Y	Y
Henderson County School District	KG-12	4,044	953	Y	Y
Henry County School District	KG-12	3,875	1,015	Y	Y
Hickman County School District	KG-12	3,988	1,081	Y	Y
Hollow Rock-Bruceton Special School District	KG-12	616	201	Y	Y
Houston County School District	KG-12	1,390	343	Y	Y

District Name	Grade range of Responsibility	Age 5-17	Age 5-17 families in poverty	>20%	Meets HQT Criteria?
Humboldt City School District	KG-12	1,311	499	Y	Y
Humphreys County School District	KG-12	2,930	693	Y	Y
Huntingdon Special School District	KG-12	1,167	346	Y	Y
Jackson County School District	KG-12	1,642	542	Y	Y
Jackson-Madison Consolidated School District	KG-12	16,126	4,214	Y	Y
Jefferson County School District	KG-12	8,203	1,940	Y	Y
Johnson City School District	KG-12	8,272	2,047	Y	Y
Johnson County School District	KG-12	2,362	749	Y	Y
Kingsport City School District	KG-12	7,789	2,067	Y	Y
Knox County School District	KG-12	70,108	14,330	Y	Y
Lake County School District	KG-12	850	342	Y	Y
Lauderdale County School District	KG-12	4,815	1,395	Y	Y
Lawrence County School District	KG-12	7,681	2,077	Y	Y
Lebanon Special School District	KG-08	3,974	792	Y	Y
Lenoir City School District	KG-12	1,607	426	Y	Y
Lewis County School District	KG-12	1,943	584	Y	Y
Lexington City Elem School District	KG-08	844	270	Y	Y
Lincoln County School District	KG-12	4,630	835	N	Y
Loudon County School District	PK-12	5,791	1,014	N	Y
Macon County School District	KG-12	4,040	1,117	Y	Y
Manchester City School District	KG-09	1,369	459	Y	Y
Marion County School District	KG-12	4,417	1,189	Y	Y
Marshall County School District	KG-12	5,633	1,081	N	Y
Maryville City School District	KG-12	5,104	896	N	Y
Maury County School District	KG-12	14,563	3,021	Y	Y
McKenzie Special School District	KG-12	1,095	293	Y	Y
McMinn County School District	KG-12	6,499	1,332	Y	Y
McNairy County School District	KG-12	4,418	1,161	Y	Y
Meigs County School District	KG-12	1,834	459	Y	Y
Milan City Special School District	KG-12	2,001	588	Y	Y

District Name	Grade range of Responsibility	Age 5-17	Age 5-17 families in poverty	>20%	Meets HQT Criteria?
Monroe County School District	KG-12	5,994	1,626	Y	Y
Montgomery County School District	KG-12	33,702	5,817	N	Y
Moore County School District	KG-12	1,027	183	N	Y
Morgan County School District	KG-12	3,356	856	Y	Y
Murfreesboro City Elem School District	KG-06	13,645	2,584	Y	Y
Nashville-Davidson Co School District	KG-12	97,547	29,217	Y	Y
Newport City Elem School District	KG-08	766	404	Y	Y
Oak Ridge City School District	KG-12	4,680	946	Y	Y
Obion County School District	KG-12	3,386	828	Y	Y
Oneida Special School District	KG-12	520	160	Y	Y
Overton County School District	KG-12	3,711	883	Y	Y
Paris City Special School District	KG-08	1,269	486	Y	Y
Perry County School District	KG-12	1,257	362	Y	Y
Pickett County School District	KG-12	754	187	Y	Y
Polk County School District	KG-12	2,663	668	Y	Y
Putnam County School District	KG-12	11,440	2,877	Y	Y
Rhea County School District	KG-12	4,940	1,326	Y	Y
Richard City Special School District	KG-12	167	64	Y	Y
Roane County School District	KG-12	7,511	1,872	Y	Y
Robertson County School District	KG-12	12,523	2,146	N	Y
Rogersville Town Elem School District	KG-08	455	148	Y	Y
Rutherford County School District	KG-12	39,948	5,426	N	Y
Scott County School District	KG-12	3,485	1,019	Y	Y
Sequatchie County School District	KG-12	2,437	679	Y	Y
Sevier County School District	KG-12	14,829	3,673	Y	Y
Shelby County School District	KG-12	171,345	55,853	Y	Y
Smith County School District	KG-12	3,365	676	Y	Y
South Carroll Special School District	KG-12	415	94	Y	Y
Stewart County School District	KG-12	2,181	522	Y	Y
Sullivan County School District	KG-12	12,114	2,719	Y	Y
Sumner County School District	KG-12	31,750	4,793	N	Y

District Name	Grade range of Responsibility	Age 5-17	Age 5-17 families in poverty	>20%	Meets HQT Criteria?
Sweetwater City School District	KG-08	1,408	404	Y	Y
Tipton County School District	KG-12	12,002	2,342	Y	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	3,160	747	Y	Y
Unicoi County School District	KG-12	2,698	707	Y	Y
Union City School District	KG-12	1,690	620	Y	Y
Union County School District	KG-12	3,222	966	Y	Y
Warren County School District	KG-12	7,063	1,743	Y	Y
Washington County School District	KG-12	10,091	1,723	N	Y
Wayne County School District	KG-12	2,375	658	Y	Y
Weakley County School District	KG-12	4,862	1,191	Y	Y
White County School District	KG-12	4,217	1,217	Y	Y
Williamson County School District	KG-12	41,001	1,737	N	Y
Wilson County School District	KG-12	19,113	2,045	N	Y

Source: 2014 Poverty Estimates for School Districts, U.S. Census Bureau, Small Area Income and Poverty Program, Release Date December 2015.

<https://www.census.gov/did/www/saipe/data/schools/data/2014.html>

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