

Frequently Asked Questions

1. Is the Mathematics and Science Partnership (MSP) Grant funded through state or federal funds?

A. Federal

2. Where can I find information about the Math and Science Partnership?

A. [Illinois State Board of Education web page](#)

3. What partnership organizations are required for participation in the math and science partnership program (MSP)?

- A:
1. One or more Institute of Higher Education (IHE) – public or private
 2. One or more high-need Local Education Agency (LEA) – public district or private school
 3. Regional Office of Education (ROE)/Intermediate Service Center (ISC)

4. What do you see as the role of the IHE?

A. MSP federal legislation requires membership in the partnership of faculty from engineering, mathematics, or science department of an IHE. The IHE partner(s) is expected to bring a high level of disciplinary and pedagogical content expertise, research, and knowledge of best practices to the partnership. In order to meet the IHE partnership federal requirement, faculty from an engineering, mathematics, or science department must be included. Additionally, faculty from schools of education should also play a prominent role in the planning and delivery of mathematics and science resources and support. Science, technology, engineering, and mathematics (STEM) faculty from community colleges can be included in the partnership as well. IHEs will play an important role in providing access to scientists, mathematicians, STEM faculty, and their sophisticated facilities and equipment.

5. What do you see as the role of the ROE/ISC?

A. Managing the budgets and expenditure reports will be a critical task assigned to the ROE/ISC. Thorough knowledge of federal grant rules and procedures is imperative, along with demonstrating statewide capacity, accuracy, and long-term stability in fiscal management.

6. What is the definition of a high-need Local Education Agency (LEA)?

A: An eligible high-need LEA is one or more K-8 district(s) identified as meeting each of the following three (3) criteria:

- Annual or trend data from PARCC, norm-referenced tests, and/or criterion-referenced tests which demonstrate achievement in mathematics and/or science is falling below fifty (50) percent of students meeting or exceeding the Illinois Learning Standards (ILS), as separated by factors such as socio-economic, gender, ethnicity, etc.
- Twenty-Five percent (25) of children served by the LEA are from low-income families.
- The LEA struggles with teacher quality, such as not all teachers of mathematics and science hold full or appropriate endorsements, or they are placed in teaching assignments that are beyond their expertise and experience levels.

7. What is the minimum number of teacher participants required from the high needs LEA?

A: Each high-needs LEA partner must involve at least three (3) of their teachers as participants. Additionally, all participants from LEAs other than the high-need partnership LEA must have district approval that includes the district commitment to follow all grant requirements.

8. What is the total number of teacher participants required?

A: Partnerships must be comprised of a cohort of at least 30 educators. The cohort should include at a minimum, fifteen (15) K-5 teachers and fifteen (6-8) teachers. Teachers may be added to FY18.

9. What are options for FY17 if thirty (30) teacher participants cannot be recruited?

A: All efforts should be made to recruit and retain teacher participants through both years since the program is designed for continuous growth.

10. Are professional learning communities (PLCs) expected in both years of the grant?

A: Yes.

11. How many PLC hours are required?

A: Sixteen (16) hours are required during the school year to meet grant requirements for Year 1.

A: Sixteen (16) hours are required during the school year to meet grant requirements for Year 2.

12. What is the difference between Saturday intensives and follow-ups? Is there a difference between year one and year two?

A: Saturday intensives occur in year one. The design and goal of this learning design should be according to the partnerships proposed goals and needs as outlined in the grant application.

A: Follow-ups occur in year two. The design and goal of a follow-up is to create a model of continuous learning including feedback from prior professional development activities from the summer that have been implemented in the classroom.

13. Are the follow-up sessions separate from the professional development hours?

A: The follow-ups are part of the professional learning design model for continuous improvement in keeping with the goals of the grant.

14. What is the applicable TRS rate?

1. FY 2017: federally funded staff/teachers that have completed their assignments by June 30, 2017, but being paid after July 1: The CURRENT RATE (FY 2017) applies (38.54 percent).
2. FY 2017: federally funded staff/teachers providing services and being paid after July 1: The NEW RATE (FY 2018) applies (44.61 percent). (Please note that an FY 2017 amendment may be needed in this scenario.)
3. FY 2018: federally funded grant staff: The NEW RATE applies (44.61percent).

More information is available on the TRS website at trs.illinois.gov/employers/payments/contributions.htm.

15. Does the TRS rate apply to non-public teacher participants?

A: If a teacher's district pays into TRS, then TRS applies.

16. What is the grant award timeline and what is the grant allocation?

A: Year 1 = \$250,000 to be spent beginning May 18, 2017, through August 31, 2017.

Year 2 = \$250,000 to be spent beginning September 1, 2017, through August 31, 2018.

17. What is the role of the external evaluator?

A: A partnership must retain their own external evaluator. This person works collaboratively with the partnership and presenting evidence of efficacy of the proposed professional development activities. They must commit to participate in meeting with ISBE to review programs progress in implementing evaluation plan, methodology, assessments, process for review and collection of data plan for analysis of data. The complete role of the external evaluator can be found at <https://www.isbe.net/Documents/FY17-MSP-RFP.pdf> on page 4.

18. What are the required budget considerations for the FY17/FY18 IMSP?

A: The following are required:

- General administration activities (function 2300) are capped at five percent (5) of the total budget.
- Project director salary and benefits are capped at .20 full time equivalency (FTE).
- Applicants must allocate ten percent (10) of the annual grant award for external evaluation costs.
- Indirect costs are allowed and must be properly documented. Only fiscal agents are permitted to take indirect costs.
- The use of time allocation sheets is required for time sharing documentation.

19. Where can I find allowable expenditures for the IMPS grant?

A. Illinois State Board of Education web page: <https://www.isbe.net/Documents/FY17-MSP-RFP.pdf>
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20. What type of reports are used for monitoring the progress of the partnership.

Quarterly Reports are the minimum qualification. A final report, Annual Progress Report (APR), will be required at the federal level at the end of each grant year.

21. Will monitoring visits by ISBE personnel be a part of the grant?

A. Yes. Monitoring visits will occur in both fiscal years.

22. How do I create an original application or an amendment to the grant?

A. This information must be entered into eGMS (electronic grant management system). IWAS can be located at <https://www.isbe.net/Documents/FY17-MSP-RFP.pdf>

23. How will we apply for FY18 funding?

A. FY18 funding will be contingent upon successful completion of year one, and completion of FY18 GATA grant application process through IWAS and eGMS. Grantees will have to reapply for all FY18 grant money.