

# Teacher Quality Partnership Grant Program

Archived Information

US Department of Education

Office of Innovation and Improvement

Pre-Application Meeting

June 8, 2009



# Teacher Quality Partnership Staff

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# Program Purpose

***...to improve student  
achievement***



# How?

By improving what we know has  
the greatest effect on improving  
children's learning--

***Effective Teaching***



# Themes

## Comprehensive—

### – Reform—

- Challenging the status quo of teacher preparation....

### – Targeted—

- Highest need school districts-rural and urban-and their schools, including early childhood education programs....

### – Collaboration and Commitment—

- All key stake holders– school, district, university/college, community....



# Themes

- Rigor, Relevance and Responsiveness—
  - LEA needs, ongoing program improvement-- candidate selection, mentor selection, coursework ....
- Support—
  - Cohorts, intensive ongoing induction, professional development, and other supports....
- Accountability—
  - Outcomes for teaching and learning....



# Available Funding

FY 09 HEA Appropriation--  
\$43 Million

American Recovery and Reinvestment Act  
\$100 Million

Total: \$143 Million



# Estimated Range of Awards

\$1 million - \$2 million per year

Average Award: \$1.5 million per year

Estimated Number of Awards: 25-35

Grants funded under ARRA will be forward funded for five years.

Grants funded under the HEA appropriation will be funded for the first one-year performance period and receive continuation awards for the four remaining performance periods.



# Packets Contain

PowerPoint Presentation

Copy of the Application Package

Federal Register Correction Notice

Questions and Answers

Please be sure to sign in and provide your contact information –back of the room on the table are sign in sheets.



# AGENDA FOR THIS MORNING

- Key elements of the Notice
  - Teacher Quality Program Staff
- Questions after each element/section
  - Propose questions on  
3x5 cards
- Additional Questions at the end



# Eligible Applicant

- Must be an “eligible partnership” as defined in section 200(6) of the HEA



# Eligible Partnership

- ***MUST*** INCLUDE each of the following 5 categories WITH ONE PARTNER SERVING AS FISCAL AGENT:
  1. A high-need local educational agency (LEA) or a consortium of high-need LEA(s);
  2. A high-need school or consortium of high-need schools or a high-need early childhood education program;
  3. A partner institution;
  4. A college, school, department, or program of education within the partner institution;
  5. A college, school, or department of arts and sciences within the partner institution; **and**



# High-Need Early Childhood Education (definition)

- An early childhood education program serving children from low-income families that is located within the geographic area served by a high-need local educational agency.



# Eligible Partnership

- ***MUST*** INCLUDE each of the following 5 categories WITH ONE PARTNER SERVING AS FISCAL AGENT:
  1. A high-need local educational agency (LEA) or consortium of high-need LEA(s);
  2. A high-need school or consortium of high-need schools or a high-need early childhood education program;
  3. A partner institution;
  4. A college, school, department, or program of education within the partner institution;
  5. A college, school, or department of arts and sciences within the partner institution; **and**



# Partner Institution (definition)

The term "partner institution" means an Institution of Higher Education (IHE), which may include a two-year IHE offering a dual program with a four-year IHE, participating in an eligible partnership that has a teacher preparation program.



# Eligible Partnership

- ***MUST*** INCLUDE each of the following 5 categories WITH ONE PARTNER SERVING AS FISCAL AGENT:
  1. A high-need local educational agency (LEA) or consortium of LEA(s);
  2. A high-need school or consortium of high-need schools or a high-need early childhood education program;
  3. A partner institution;
  4. A college, school, department, or program of education within the partner institution;
  5. A college, school, or department of arts and sciences within the partner institution; and



# Eligible Partnership continued

*MAY*  
INCLUDE  
ANY OF  
THESE

- **The Governor of the State;**
- **The State educational agency;**
- **The State board of education;**
- **The State agency for higher education;**
- **A business;**
- **A public or private nonprofit educational organization;**
- **An educational service agency;**
- **A teacher organization;**



# Eligible Partnership continued

## *May* also include any of these

- A high-performing LEA, **or a consortium** that can serve as a resource to the partnership;
- A charter school (as defined in section 5210 of the ESEA Title V Part B);
- A school or department of psychology or human development in the partner institution;
- A school or department in the partner institution with comparable expertise in the disciplines of teaching, learning, and child and adolescent development; or
- An entity operating a program that provides alternative routes to State certification of teachers.



# High-Need LEA eligibility

**Component A - Poverty/Rural Data**

*and*

**Component B - Teacher Need**



# Component A – Poverty/ Rural Data

- Must be documented in one of four ways

**A1** Census Data showing  
LEA serves 20% or more of  
children from low income  
families  
**OR**

**A3** Eligible for Small,  
Rural School Achievement  
Program  
**OR**

**A2** Census data showing  
LEA serves 10,000 or more  
children from low income  
families  
**OR**

**A4** Eligible for Rural and  
Low-Income School  
Program

**AND**



# High-Need LEA eligibility

## Component A – Poverty/Rural continued

**A1:** The percentage that demonstrates that 20% or more of the children served by the LEA(s) are children from low-income families. These data can be found at

<http://www.census.gov/hhes/www/saipe/district.html>. This percentage already calculated by the

Department is available at

<http://www.ed.gov/programs/lsl/eligibility.html>;



# Census Web Site Example

The screenshot shows the U.S. Census Bureau's Small Area Income & Poverty Estimates (SAIPE) website. The page title is "Small Area Income & Poverty Estimates" and the URL is "http://www.census.gov/cgi-bin/saibe/saibe.cgi". The page features a navigation menu with links for "Main", "About SAIPE", "Data", "Methodology", "Publications", "Related Sites", and "Feedback".

On the left side, there is a section titled "In this section" with links for "Data Main Page", "State and County Data", "School District Data", and "Model Input Data".

The main content area includes a "Select:" dropdown menu set to "Different School Districts", a "Different State" button, and a "Different year" dropdown menu with a "Go" button.

The main heading is "Estimates for [ ] School Districts, 2007". Below this is a table with the following data:

District ID	District Name	Grade range of responsibility	Total population	'Relevant' age 5 to 17	'Relevant' age 5 to 17 in families in poverty	Reference Map
[ ]	[ ]	PK-12	14,301	2,137	642	Map

Final release date for these estimates: December 2008

The Windows taskbar at the bottom shows the system clock at 3:10 PM and several open applications including Microsoft Office and HEOA.



# High-Need LEA eligibility

## Component A - Poverty/Rural Data continued

**A2:** The number that demonstrates that the LEA(s) is one that serves 10,000 or more children from low-income families;



# High-Need LEA eligibility

## Component A - Poverty/Rural Data continued

**A3:** The LEA(s) meets the eligibility requirements for funding under the Small, Rural School Achievement (SRSA) Program under section 6211(b) of the ESEA. Eligible LEAs are listed by state on the Department's website at

<http://www.ed.gov/programs/reapsrsa/eligible08/index.html>;

OR

**A4:** The LEA(s) meets the eligibility requirements for funding under the Rural and Low-Income School (RLIS) Program under section 6221(b) of the ESEA. Eligible LEAs are listed by state on the Department's website

<http://www.ed.gov/programs/reaprlisp/eligibility.html>;



# High-Need LEA Component B

Must include both Component A and Component B

## Component B—Teacher Need

One of the three

**B1** Percentage of classes taught by non-highly qualified teachers

OR

**B2** Teacher Turnover Rate

OR

**B3** Emergency, provisional, or temporary certification 1.37% or higher



# High Need LEA Component B

Must include both Component A and Component B

**B1:** The participating LEA(s) has a **percentage of its classes** taught by teachers of core academic subjects who are not highly qualified that **exceeds the average percentage** for the State;



# High Need LEA Component B

Must include both Component A and Component B

**B2:** The participating LEA(s) has a high annual teacher *turnover rate* of at least 16 percent among classroom teachers who did not return to the same school in the LEA;



# High Need LEA Component B

Must include both Component A and Component B

**B3:** The participating LEA(s) has a “high percentage,” of at least 1.37%, of teachers with *emergency, provisional or temporary certification or licensure that it reported to the State* for the purposes of the State’s October 2008 HEA, section 207 report.



# High-Need School

## Component C—High-Need School Eligibility

**C1** Highest quartile of schools in LEA using Free and Reduced Price Lunch data

OR

**C2** Elementary Schools - 60% or more eligible for FRPSL

OR

**C3** Not an Elementary School - 45% or more eligible for FRPSL



# High-Need School

**C1:** The **highest quartile** of schools in a ranking of all schools served by an LEA, ranked in descending order by percentage of students from low-income families enrolled in such schools within the LEA based on:

- (a) The most recent census poverty data;
- (b) Students eligible for FRPSL;
- (c) Students in families receiving assistance under Part A of Title IV of SSA
- (d) Students eligible for Medicaid; or
- (e) A composite of two or more above



# High-Need School

**C2:** The school is an elementary school where 60% or more of its students are eligible for Free and Reduced Price School Lunch (FRPSL);



# High-Need School

**C3:** The school is not an elementary school where 45% or more of its students are eligible for FRPSL, or that the aggregate level of poverty of the school's feeder schools based on the aggregate percentage of their students eligible for FRPSL yields 45%, with extra documentation provided from section 200(11)(B)(ii).



# Questions???



# Teacher Quality Partnership Grants Program

Absolute Priorities: **Must** respond to 1  
**and/or 2**

Pre-Baccalaureate  
Program

Teaching Residency  
Program

General Program Requirements: All **Must** complete



# Teacher Quality Partnership Grants Program

**Optional:** Competitive Preferences Priorities  
May respond to all or any of the 4

Student  
Achievement  
and Continuous  
Program  
Improvement;  
10 points

Partnership  
Grants for the  
Development of  
Leadership  
Programs;  
5 points

Rigorous  
Selection  
Process

Broad-based  
Partners

Invitational Priority: **Optional**, No additional points

Partnership with Digital Education Content  
Developer



# Priorities

- Two Absolute Priorities
- Two Competitive Preference Priorities (with points)
- Two Competitive Preference Priorities (without points)
- One Invitational Priority (without points)



# Absolute Priorities

- Absolute Priority 1: Pre-Baccalaureate Program
- Absolute Priority 2: Teaching Residency Program

Eligible Partnerships **MUST RESPOND** to  
Absolute Priority 1 **AND/OR**  
Absolute Priority 2



# Absolute Priority 1: Pre-Baccalaureate Program

- Reforms
- Clinical Experience and Interaction
- Induction Program
- Support and Training
- Teacher Recruitment
- Literacy Training



# Highlights of the Pre-Baccalaureate Program

Note: This is a Pre-Baccalaureate program—post-Baccalaureate programs do not qualify

- Pre-Baccalaureate Programs MUST:
  - Align teacher preparation and coursework
  - Make curriculum changes & incorporate literacy skills
  - Document the collaboration of the eligible partnership, their departments, and their programs
  - Develop admission goals—who is accepted into the program should align with the needs of the partner LEA
  - Create a post-service induction program is for a minimum two years
- Pre-Baccalaureate Programs MAY:
  - Compensate mentors (at the project's discretion)



# Absolute Priority 2: Teaching Residency Program

- Establishment and Design
- Additional Support for Residents
- Selection
- Provision of Stipends
- Repayments



# Highlights of the Teaching Residency Program

- Master's degree and Certification must be completed in one year (12 months)
- Participants are grouped into cohorts
- Rigorous selection criteria for participants must be aligned with the hiring objectives of the partnering high-need LEA
- High-need subject(s) is/are determined by the partnership, especially the high-need LEA
- Induction program that supports teachers for a minimum of two years



# Teaching Residency Program: Mentor Component

- Selection criteria for mentors are based on their subject area knowledge and their knowledge of content, pedagogy, and assessment, and their teaching. Mentors must be able to:
  - Complement the residency program
  - Gauge different learning styles
  - Collaborate with colleagues
  - Analyze student learning and assessment
- Mentors may receive release time



# Teaching Residency Program: Stipends or Salaries

***Projects must provide a one-year living stipend or salary to teaching residents during the one-year teaching residency program to any teaching resident candidate accepted into the program who requests the stipend or salary and submits the application***

- It is up to the partnership to determine the amount of the stipend or salary
- Recipients of the stipend/salary must commit to a three-year service obligation after completion of the residency program
- The partnership is responsible for collection of repayment of stipend/salaries for recipients that do not complete the service obligation



# Questions???



# Competitive Preference Priorities 1 and 2

- Optional
- Additional Competitive Preference Priority points awarded only to applications that rated highly on one or both of the Absolute Priorities



# Competitive Preference Priority 1: Student Achievement and Continuous Program Improvement

- Collect and use student achievement data to assess the effect of the prepared teachers on student learning in the classrooms in which they work
  - Demonstrate the capacity to collect longitudinal data capturing student achievement by teacher from year to year
  - Provide for continuous improvement of teachers and the project based on data



# Competitive Preference Priority 2: Partnership Grants for the Development of Leadership Programs



# Highlights of the Development of Leadership Program

- Promote leadership skills so that leaders can effectively create and maintain data driven communities, provide a climate conducive to professional development of teachers, understand teaching and assessment skills, manage resources and school time, engage and involve parents and the community—all to improve student academic achievement
- Selection of school leaders
- Year-long opportunity for enrichment
- May serve rural LEAs (must meet the rural requirements outlined in the Notice)



# Development of Leadership Program Rural LEA Eligibility

- May implement a school leadership program in an LEA that is not high-need but is located in a rural area
- Qualifying rural LEAs:
  - LEAs with an NCES locale code of 31, 32, 33, 41, 42, or 43



# Competitive Preference Priorities 3 and 4

- Optional
- Gives preference to an application that meets one or both of these priorities over an application of comparable merit that does not meet the priorities



# Competitive Preference

## Priority 3: Rigorous Selection Process

- An eligible partnership that includes an IHE whose teacher preparation program has a rigorous process for selecting students entering the program to ensure the highest quality of students entering the program



# Competitive Preference Priority 4: Broad-based Partners

- Applications from broad-based eligible partnerships with significant involvement of businesses or community organizations



# Invitational Priority: Partnership with Digital Education Content Developer

- Section 202(g) of the Statute
- Partnership with a television broadcast station, or another entity that develops digital educational content for the purpose of improving teacher preparation programs or enhancing preservice training



# Questions???



# General Program Requirements

- Section 202(b) of the Statute, p.9 of the application package
- Broken down into 7 requirements:
  - Needs assessment
  - Description of project
  - Description of induction activities
  - Description of coordination strategies and alignment with State and student academic achievement standards
  - Assessment of the resources available
  - Description of evaluation plan
  - Commitment to participating in a national evaluation study



# Needs Assessment 202(b)(1)

- Assessment of the partners
- Details of the current processes for: preparation, ongoing training, professional development, and retention of all teachers (by category)
  - Description of the current situation in the partnership with respect to each of these areas
- Applicants might also consider identifying the weaknesses of the current processes



# Description of the Project

## 202(b)(2, 3, 6(A)&(F-J))

- Describe how the partnership will prepare teachers:
  - With strong teaching skills
  - To use research and data to modify and improve classroom instruction
  - To teach students with disabilities
  - To teach limited English proficient students
- Describe how faculty will work with teachers to provide professional development and to implement literacy programs
- Describe the design, implementation, or enhancement of a year-long pre-service component
- Describe the creation of an in-service professional development component



# Description of Induction Activities 202(b)(7)

- Design and implement an induction program that:
  - Is at least two years in length
  - Serves all teachers prepared by the program
  - Serves all new teachers in the high-need LEA, to the extent practicable
- Induction program must:
  - Prepare teachers with content expertise
  - Prepare teachers to use empirically-based practice and scientifically valid research on teaching and learning
  - Use Mentors who are trained and compensated by the program
  - Demonstrate how faculty will be able to substantially participate, i.e., release time and workload credit, as applicable



# Description of coordination strategies and alignment with State and student academic achievement standards

## 202(b)(4(A-B), 6(B-C) & (E))

Description must include how the partnership plans to:

- Coordinate strategies with other professional development programs
- Have activities that are consistent with State ESEA academic content standards, State ECE programs
- Correspond with the goal of improving student academic achievement



# Assessment of the resources available 202(b)(5)

Partnership needs to document the:

- Integration of funds from related sources
- Intended use of grant funds
- Commitment of the resources of the partnership



# Description of evaluation plan 202(b)(6(D) & (K))

- How the application will address section 204(a) of the Statute
- How the partnership will collect, analyze, and use data on retention to evaluate the effectiveness of the support systems



# Commitment to participating in a national evaluation study (ED requirement)

- Respond to modest data requests
- Conducted through the Institute of Education Sciences (IES) at the ED
  - Additional information will be provided to funded grantees



# Questions???



# Selection Criteria

## 100 maximum points

The complete Selection Criteria can be found in the application package. The following information is a summary of the Selection Criteria and suggestions on how to address them.



# Quality of Project Design

**40 Points**



# Quality of Project Design

- Provide an exceptional response to absolute priority/priorities.
- Highlight unique or promising aspects in relation to the absolute priorities. Applicants must address one or both of the absolute priorities
- Address how all participants (*teacher candidates and teachers*) will be positively impacted by the project's services.

\*Please see application notice for exact language



# Quality of Project Design

- Address what activities the project will provide.
- Discuss how these activities will lead to an improvement in the project recipients
- List all major project partners and describe their roles and responsibilities
- Discuss how the various partners will coordinate their efforts and how participants will benefit

\*Please see application notice for exact language



# Quality of Project Evaluation

**25 Points**



# Quality of Project Evaluation

- Incorporate project objectives and the TQP grant program performance measures (GPRA measures) into the evaluation plan.
- Explain when evaluation data will be available and how data will be used to measure project progress.
- For resources on what to consider in designing and conducting project evaluations, go to [www.whatworkshelpdesk.ed.gov/](http://www.whatworkshelpdesk.ed.gov/)

\*Please see application notice for exact language



# Quality of Project Evaluation

- Provide a plan for meeting reporting requirements listed in 204(a) of the HEA. These include measurements like:
  - (1) achievement for all prospective and new teachers
  - (2) teacher retention in the first three years of a teacher's career;
  - (3) Percentage of highly qualified teachers participating in the project and teaching high-need subjects
- **See page 51 of the application package for a full list of reporting requirements**



# Quality of Project Evaluation

## Government Performance and Results Act (GPRA) Measures

All grantees are required to report on the following GPRA measures on Annual Performance Reports. Applicants are encouraged to incorporate these into their evaluation plans.



# Quality of Project Evaluation

## Long-Term Performance Measures

### (A) Performance Measure 1: Graduation

- The percentage of program completers who--
  - (i) Attain initial certification/licensure by passing all necessary licensure/certification assessments and attain a bachelor's degree (pre-baccalaureate program) within six years or a master's degree (residency program) within two years; or
  - (ii) Attain Highly Competent Early Childhood Educator (HCECE) status with a bachelor's degree within six years or an associate's degree within three years.



# Quality of Project Evaluation

- **(B) Performance Measure 2: Employment Retention.**

The percentage of beginning teachers who are retained in teaching in the partner high-need LEA or ECE program three years after initial employment;

- **(C) Performance Measure 3: Improved Scores.**

The percentage of grantees that report improved scaled scores for initial state certification or licensure of teachers;



# Quality of Project Evaluation

- **(D) Efficiency Measure: Employment Retention.**

The cost of a successful outcome where success is defined as retention in the partner high-need LEA or ECE program three years after initial employment;

- **(E) Short Term Performance Measures**

Because the performance measures already listed would not provide data for a number of years, the Department has also created the following two measures that will provide data in a shorter timeframe--



# Quality of Project Evaluation

## Short-Term Performance Measures

### **Performance Measure 1: Persistence**

The percentage of program participants who did not graduate in the previous reporting period, and who persisted in the postsecondary program in the current reporting period; and

### **Performance Measure 2: Employment Retention**

The percentage of beginning teachers who are retained in teaching in the partner high-need LEA or ECE program one year after initial employment.



# SIGNIFICANCE

20 points



# Significance

- Explain how the project will positively impact the district's teacher recruitment, training, and retention system.
- Describe the needs of the target population of teachers and students, and how these needs were determined.
- Discuss the long term impact the project will have on these identified needs and the sustainability of project activities without federal funds.

\*Please see application notice for exact language



# QUALITY OF MANAGEMENT PLAN

**15 Points**



# Quality of Management Plan

- List the main project staff. Describe their responsibilities and time commitments.
- List the major project milestones, and when they will be achieved.
- Discuss how the project staff will ensure that its objectives and activities are being carried out efficiently and appropriately.

\*Please see application notice for exact language



# Questions???



# Budgetary and Management Issues

- Supplement not supplant clause
  - This program is only intended to create new or reform current teacher preparation programs
- Limitation on Administrative Expenses
  - Only 2% of the budget be towards administrative costs
  - The Department does not define administrative costs, this determination is left up to the grantee
- Fixed versus variable indirect cost rate
  - The lesser of 8% or the grantee's negotiated restricted indirect cost rate shall be used
  - For more information on indirect costs see section 75.564 of EDGAR located online at <http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html>



# Matching Requirement

- Matching Requirement
  - Page 12 in the application package
  - Required 100% funding match
- Request Waiver of Requirement
  - Applicants may submit a cover letter requesting a waiver of the matching requirement for the first two years of the grant
  - This cover letter should be attached to Appendix C



# Application Submission

**DEADLINE: By July 23, 2009**

**4:30:00 p.m. Washington, D.C. Time**

- To obtain a clean version of the application package visit:  
<http://www.ed.gov/programs/tqpartnership>



# Application Submission

- e-Application Submission Procedure

The list of procedures is on page 55 of the application package

- Register at <http://e-grants.ed.gov>
- Add Application Package to your Start Page
- Fill out forms

The list of required forms is on page 76 in the application package

- **This includes the 524 Budget Form**
- Upload files for **application responses**
- Verify and submit application
- Fax the signed cover page to the Application Control Center at 202-245-6272



# Application Responses

- Application Response Sections
  - ED Abstract Narrative Attachment Form
    - Brief description of proposed project
  - Budget Narrative Attachment Form
    - Include description and justification of program costs
  - Project Narrative Attachment Form
    - Recommended 50 page-limit
    - Address **all** general program requirements and absolute priority requirements
    - Arrange narrative response according to selection criteria
      - Quality of Project Design
      - Quality of Project Evaluation
      - Significance
      - Quality of Management Plan



# Application Responses (cont'd)

- Competitive Preference Priorities and Invitational Priority
  - Respond to all requirements for those priorities addressed by the application
- Appendix A: Eligibility Partnership Documentation
- Appendix B: Checklist (optional)
- Appendix C: Matching Waiver
- Appendix D: Other
- Narrative addressing GEPA Section 427
  - The requirements for this section are listed on page 72 of the application package



# Important Submission Notes

- Applicants are limited to uploading only **one** document **no larger** than 6-8 Mb for each section
  - ED Abstract Narrative Attachment Form
  - Budget Narrative Attachment Form
  - Project Narrative Attachment Form
  - Competitive Preference Priorities and Invitational Priority
  - Appendix A: Eligibility Partnership Documentation
  - Appendix B: Checklist (optional)
  - Appendix C: Matching Waiver
  - Appendix D: Other
  - Narrative addressing GEPA Section 427

**DO NOT** upload your documents in Vista's .docx format

- Acceptable formats are .doc, .rtf, and .pdf **ONLY**



# Questions???



# More Questions, Contact TQPartnership@ed.gov

Teacher Quality Partnership website

<http://www.ed.gov/programs/tqpartnership/index.html>

Stephanie Teller 202-260-0563

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