



Teacher Quality Partnership (TQP) Grant Program

FY 2022 TQP Competition Overview

Closing Date: April 26, 2022

11:59:59 PM Washington, DC Time

Note About These Slides

- Applicants are strongly encouraged to review **the FY 2022 TQP Notice Inviting Applications (NIA)** that was published in the Federal Register on February 25, 2022, in its entirety.
- The slides presented on this webinar are available for download on the TQP webpage.
- Applicants are strongly encouraged to download the **TQP Application Package** from the TQP webpage and review it in its entirety.
- The TQP Application Package provides instructions needed to apply for this TQP grant.

Note: These slides are intended as technical assistance and do not impose any requirements beyond those included in the program statute, the TQP NIA, or other applicable regulations. For more information, please refer to the official documents published in the *Federal Register*.

TQP Competition Resources

TQP Program Webpage:

<https://oese.ed.gov/offices/office-of-discretionary-grants-support-services/effective-educator-development-programs/teacher-quality-partnership/>

1. FY 22 TQP Notice Inviting Applications (NIA)
 2. FY 22 TQP Application Instructions Package
 3. FY 22 TQP FAQs Document
 4. FY 22 TQP Informational Webinars
 5. **Required** TQP Program Checklists
 6. **Required** Effective Educator Development (EED) Applicant/Grantee Budget Worksheet
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TQP REQUIRED Program Checklists and Budget Worksheet

1. TQP Eligibility Checklist
2. TQP Application and General Program Requirements Checklist
3. TQP Absolute Priority Checklist
4. EED Applicant/Grantee Budget Worksheet

Checklists and Budget Worksheet are found on the TQP program webpage and MUST be uploaded at the time of application.

General TQP Competition Q&A

- Applicants are strongly encouraged to review the TQP Notice Inviting Applications (NIA) in its entirety.
- Applicants are strongly encouraged to review the TQP Frequently Asked Questions (FAQs) document in its entirety.
- Applicants are strongly encouraged to review the TQP Application Package document in its entirety.
- If your question(s) are not answered in any of the above listed TQP documents, please email the question(s) to the TQP program inbox at TQPartnership@ed.gov.

**Responses can take up to 24 hours, so please plan accordingly in order to meet competition deadlines.*

Agenda for This Webinar

I. TQP Program Purpose and Overview

II. Eligibility Requirements

III. TQP Program Requirements

VI. Competition Reminders and Resources





TQP Program Purpose and Overview

TQP PROGRAM PURPOSE

Purpose

To improve student achievement; improve the quality of prospective and new teachers by improving the preparation of prospective teachers and enhancing professional development activities for new teachers...

TQP PROGRAM OVERVIEW

TQP Authorizing Legislation

The Teacher Quality Partnership program statute is contained in Title II of the Higher Education Act (HEA), as amended on August 14, 2008, by the Higher Education Opportunity Act (Public Law 110-315) (HEA).

Use the link below to access the TQP program statute:

<https://www.govinfo.gov/content/pkg/USCODE-2218-title22/html/USCODE-2218-title22-chap28-subchapII.htm>





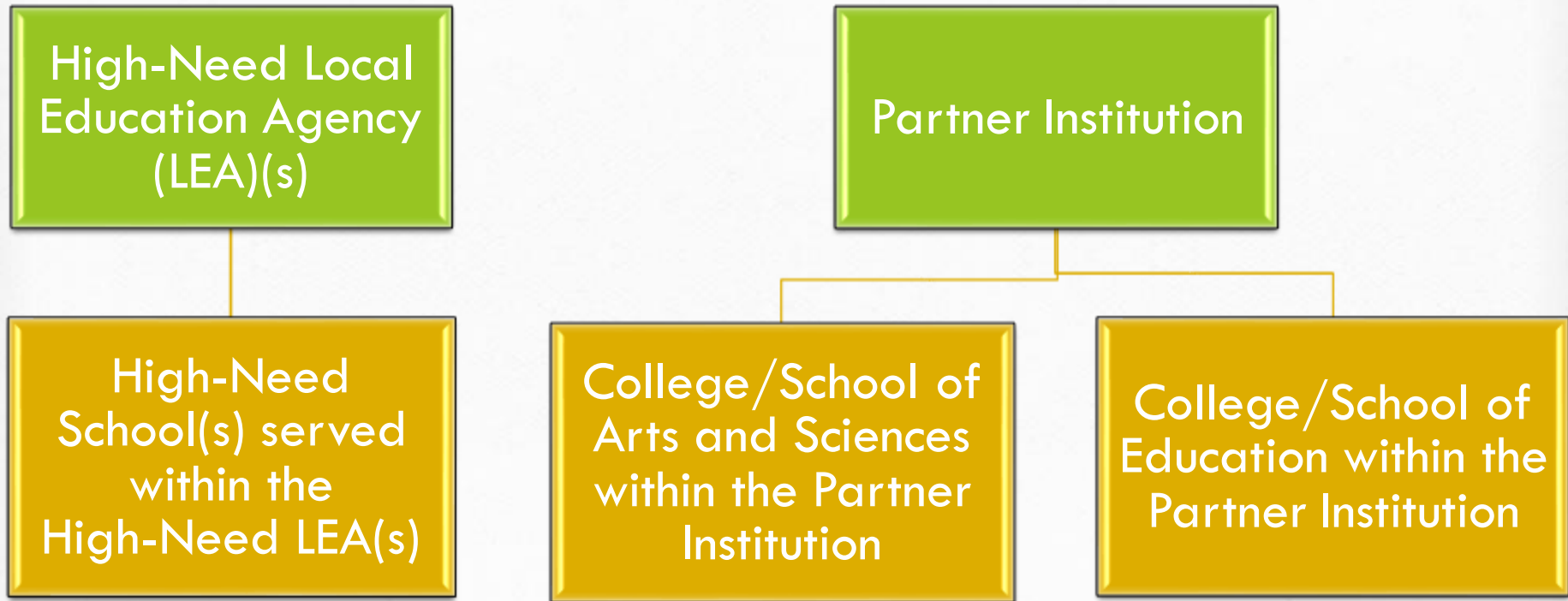
TQP Program Eligibility Requirements

TQP Eligibility/Application Requirements

- Applicants should review the TQP NIA and TQP Program Statute for complete information about TQP eligibility requirements.
- **Applicants must form an “eligible partnership.”**
- Applicants **must** provide the most recent eligibility data available.
- Applicants **must** use the *Required TQP Eligibility Checklists and Required TQP Application and General Program Requirements Checklist* to document eligibility requirements.

The Eligible Partnership

Applicants **MUST** be an “**eligible partnership**” as defined in HEA section 220(6):



All five (5) entities **MUST** be included as part of the “eligible partnership”

Partner Institution

Partner Institution Eligibility	
Partner institution from HEA Section 220(17) means an 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--	
(i) Whose graduates exhibit strong performance on State determined qualifying assessments for new teachers through--	
Page _____	(A) Demonstrating that 80 percent or more of the graduates of the program who intend to enter the field of teaching have passed all of the applicable State qualification assessments for new teachers, which must include an assessment of each prospective teacher’s subject matter knowledge in the content area in which the teacher intends to teach; or
(B) Being ranked among the highest-performing teacher preparation programs in the State as determined by the State--	
Page _____	(1) Using criteria consistent with the requirements for the State Report Card under section 225(b) of the HEA before the first publication of the report card; and
Page _____	(2) Using the State report card on teacher preparation required under section 225(b), after the first publication of such report card and for every year thereafter; and
(ii) That requires--	
Page _____	(A) Each student in the program to meet high academic standards or demonstrate a record of success, as determined by the institution (including prior to entering and being accepted into a program), and participate in intensive clinical experience;
Page _____	(B) Each student in the program preparing to become a teacher who meets applicable State certification and licensure requirements; and
Page _____ (as applicable)	(C) Each student in the program preparing to become an early childhood educator to meet degree requirements, as established by the State, and become highly competent.



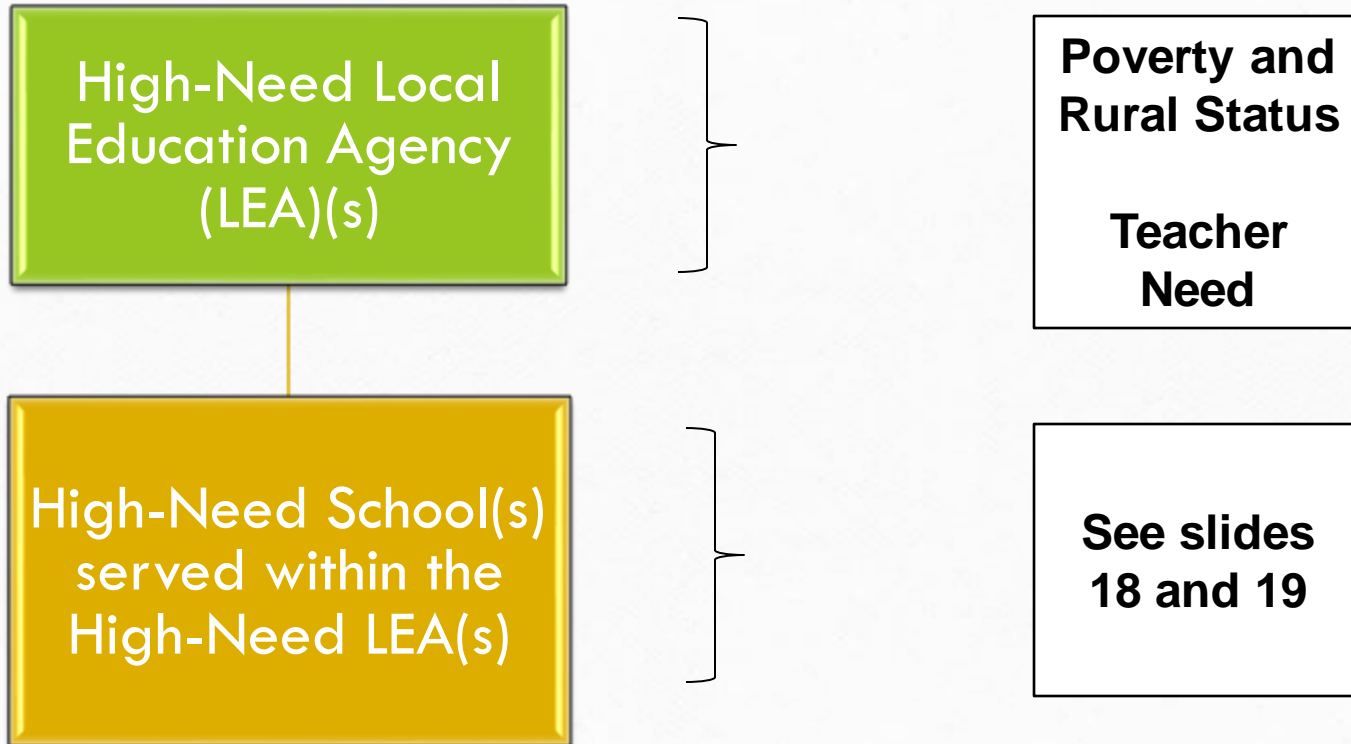
Other OPTIONAL Entities for the Eligible Partnership

(B) **may** include any of the following:

- (i) The Governor of the State.
- (ii) The State educational agency.
- (iii) The State board of education.
- (iv) The State agency for higher education.
- (v) A business.
- (vi) A public or private nonprofit educational organization.
- (vii) An educational service agency.
- (viii) A teacher organization.
- (ix) A high-performing local educational agency, or a consortium of such local educational agencies, that can serve as a resource to the partnership
- (x) A charter school (as defined in section 7221i of this title) (or ESEA section 4310).
- (xi) A school or department within the partner institution that focuses on psychology and human development.
- (xii) A school or department within the partner institution with comparable expertise in the disciplines of teaching, learning, and child and adolescent development.
- (xiii) An entity operating a program that provides alternative routes to State certification of teachers.



Eligibility Components



Documentation of these eligibility requirements must be included in the application at the time of submission.

Poverty Data/Rural Status

Data may be documented in ONE of the following ways.

Census data (or other comparable data) showing LEA serves **22%** or more children from low income families

Small, Rural School Achievement (SRSA) program under section 5211(b) of the ESEA

Census data (or other comparable data) showing LEA serves **10,000** or more children from low income families

Rural and Low-Income School (RLIS) program under section 5221(b) of the ESEA



Teacher Need Data

Data **MUST** be documented in **ONE** of these three ways.

(1) High percentage of teachers not teaching in the academic subject areas or grade levels in which the teachers were trained to teach

(2) High teacher turnover rate

(3) High percentage of teachers with emergency, provisional, or temporary certification or licensure



High-Need School Data

Data can be documented in the following ways.

- (I) The percentage of students aged 5 through 17 in poverty counted in the most recent census data approved by the Secretary.
- (II) The percentage of students eligible for a free or reduced-price school lunch under the Richard B. Russell National School Lunch Act [42 U.S.C. 1751 et seq.].
- (III) The percentage of students in families receiving assistance under the State program funded under part A of title IV of the Social Security Act [42 U.S.C. 601 et seq.].
- (IV) The percentage of students eligible to receive medical assistance under the Medicaid program.
- (V) A composite of two or more of the measures described in subclauses (I) through (IV).

In highest quartile
of schools in
LEA...



High-Need School Data

Data can be documented in the following ways.

Elementary Schools -
60% or more of students
eligible for FRPL

Not an Elementary School -
45% or more of students
eligible for FRPL



Required TQP Eligibility Checklists

REQUIRED TQP ELIGIBILITY CHECKLISTS

Eligible Partnership Entities	
High-Need LEA(s):	
High-Need School(s) within the High-Need LEA(s): (must identify at least ONE school within each High-Need LEA at time of application)	
Partner Institution of Higher Education (IHE):	
College or School of Education within the partner IHE:	
College or School of Arts and Sciences within the partner IHE:	

Partner IHE Eligibility	
<i>Partner institution</i> from HEA Section 200(17) means an 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--	
(i) Whose graduates exhibit strong performance on State determined qualifying assessments for new teachers through--	
Page _____	(A) Demonstrating that 80 percent or more of the graduates of the program who intend to enter the field of teaching have passed all of the applicable State qualification assessments for new teachers, which must include an assessment of each prospective teacher's subject matter knowledge in the content area in which the teacher intends to

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TQP Program Requirements

TQP Program Requirements

- Applicants should review the TQP NIA or TQP Program Statute for complete information about TQP Program Requirements.
 - TQP Application and General Program Requirements
 - 100% Nonfederal Match/Cost Share Requirement
- Applicants **must** address all TQP Application and General Program Requirements or will be deemed ineligible.
- TQP General Program Requirements may be addressed as part of the selection criteria.
- Applicants must use the *Required TQP Application and General Program Requirements Checklist* to document these program requirements.



TQP General Program Requirements

Program Requirement	Location in Statute	Possible Location to include in Project Narrative
Needs Assessment	HEA section 222(b)(1)	Appendix B
Description of Project	HEA section 222(b)(2,3,6(A) & (F-J))	Quality of the Project Design
Description of coordination strategies and alignment with State and student academic achievement standards	HEA section 222(b)(4(A-B),6(B-C) & (E))	Quality of the Project Design
Assessment of the resources available	HEA section 222(b)(5)	Quality of the Management Plan, Adequacy of Resources, Budget Narrative
Description of Evaluation Plan	HEA section 222(b)(6(D) & (K))	Quality of the Evaluation Plan



Needs Assessment

- Applicants **must** conduct a needs assessment of the proposed partner high need LEA(s) and high need school(s) to determine the current needs of the district.
- The needs assessment should influence the type of TQP project being proposed and help determine the types of preparation, ongoing training, and professional development needed to recruit, train, and retain teachers in the partner LEAs and schools.
- Applicants might also consider identifying the weaknesses of the current processes in order to understand how to improve them.
- Needs Assessment is not a part of the project narrative, it **must** be uploaded separately using **Appendix B**.



Description of the Project

- **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, including as a member of IEP team under IDEA
 - To teach English Learners
- **Describe how Partner Institution faculty will work with LEA teachers to train other classroom teachers to implement literacy programs.**
- **Describe how applicant will design, implement, or enhance a year-long rigorous teaching pre-service clinical component.**
- **Describe how the applicant will support in-service professional development activities.**



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

Description must include how the partnership plans to:

- Coordinate strategies with other professional development programs, including those that are funded under ESEA, IDEA, and other Federal sources
- Have activities that are consistent with State ESEA academic content standards, State ECE standards and domains
- Correspond with the goal of improving student academic achievement

Assessment of the Available Resources

Application needs to describe resources available to the partnership:

- Integration of funds from related sources
- Intended use of grant funds
- Commitment of the resources of the partnership to required project activities



Description of Evaluation Plan

Application needs to describe:

- The evaluation plan under section 224(a) of the HEA
- How the partnership will collect, analyze, and use data on retention to evaluate the effectiveness of the partnership's teacher support systems



TQP Application and General Program Requirements Checklist

REQUIRED TQP APPLICATION AND GENERAL PROGRAM REQUIREMENTS CHECKLIST

INSTRUCTIONS: Applicants must provide page number(s) for each requirement that has a space provided in the Page Number column to identify where each requirement is discussed in the application’s project narrative or shown via a document or form included in the appendix. Some requirements are dependent on the design of the applicant’s project and are listed “as applicable.”

Page Number	Each eligible partnership desiring a grant under the TQP program must submit an application that contains—
(a) _____	(a) A needs assessment of the partners in the eligible partnership with respect to the preparation, ongoing training, professional development, and retention of general education and special education teachers, principals, and, as applicable, early childhood educators
(b) _____	(b) A description of the extent to which the program to be carried out with grant funds, as described in the Absolute Priority in this notice, will prepare prospective and new teachers with strong teaching skills
(c) _____	(c) A description of how such program will prepare prospective and new teachers to understand and use research and data to modify and improve classroom instruction
(1) _____	(d) A description of— (1) How the eligible partnership will coordinate strategies and activities assisted



100% Non-Federal Match/Cost Share Requirement

- Section 223 (c) of the HEA requires that each grantee provide matching/cost share funds equal to **100%** of the total amount of the TQP grant award.
 - Matching/cost share funds **must** be from non-Federal sources.
 - Matching/cost share funds may be provided in cash or as in-kind donations.
 - Applicants may not use unrecovered indirect costs towards meeting the match/cost share requirement.
 - If a cost is unallowable with Federal funds, it is also unallowable with matching funds.
 - The TQP Program follows the *Supplement Not Supplant Rule* under Section 222(k) of the HEA.
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TQP Competition Reminders

TQP REQUIRED Program Checklists

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TQP COMPETITION REMINDERS

Date	Event
April 26, 2022	Closing Date
March 28, 2022	Intent to Apply Deadline

- TQP applications time stamped after **11:59:59 PM Washington, DC Time** will be considered **LATE** and **will not** be reviewed.
- Intent to Apply: TQPartnership@ed.gov
- Submit applications via Grants.gov
- Grants.gov Helpdesk: 1-800-518-4728
- Register and Submit **EARLY** with Grants.gov to avoid missing the deadline and any unforeseen technical difficulties.





Teacher Quality Partnership Grant Program

Best wishes on a successful TQP application
submission!

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