



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 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 Instructions Package** from the TQP webpage and review it in its entirety.
- The TQP Application Instructions 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
 7. 2% Administrative Cost Cap Provisions
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TQP REQUIRED Program Checklists

1. TQP Eligibility Checklist
2. TQP Application and General Program Requirements Checklist
3. 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 Instructions Package document in its entirety.
- If your question(s) are not answered in any of the above listed TQP documents, you may email the question(s) to the TQP program inbox at TQPartnership@ed.gov.

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

Agenda for This Webinar

I. FY 22 TQP Program Priorities

- Absolute Priorities
- Competitive Preference Priorities
- Invitational Priority

II. TQP Competition Reminders



FY 2022 TQP Absolute Priorities

Absolute Priority (AP)

- Applicants should read the TQP NIA and TQP program statute for full AP language.
- Applicants **MUST** address ALL AP requirements or application will be deemed ineligible.
- Applicants **MUST** use the *Required TQP Absolute Priority Checklist* to document absolute priority requirements in the application.

FY 22 TQP Absolute Priorities*

- **Absolute Priority 1**--Partnership Grants for the Preparation of Teachers
- **Absolute Priority 2**—Partnership Grants for the Establishment of Effective Teaching Residency Programs
- **Absolute Priority 3**—Partnership Grants for the Development of Leadership Programs in Conjunction With the Preparation of Teachers Under Absolute Priority 1
- **Absolute Priority 4**—Partnership Grants for the Development of Leadership Programs in Conjunction With the Establishment of an Effective Teaching Residency Program Under Absolute Priority 2

9 *Applicants must choose **only ONE** Absolute Priority.



ABSOLUTE PRIORITY 1 (AP1)

**AP1: Partnership Grants for the Preparation
of Teachers
(Pre-Bac Model)**



Pre-Bac Model Highlights

- Pre-Bac models **must** reform ALL or an IDENTIFIED PART of IHE's teacher preparation program
- Pre-bac model reforms **must** be completed within the life of the proposed grant period.
- Pre-Bac models **must** recruit teacher candidates based on the needs of the partner high-need LEA
- Pre-Bac models **must** provide a year-long (academic year) clinical experience
- Pre-Bac models **must** provide a 2-year induction program
- Pre-Bac models **must** support and train teacher candidates
- Pre-Bac models may include a 5th year licensing program
- Pre-Bac models may change/develop program curriculum

- *Applicants must use the Required TQP Absolute Priority Checklist to document that all Absolute Priority Requirements have been met.*



ABSOLUTE PRIORITY 2 (AP2)

**AP2: Partnership Grants for the Establishment
of Effective Teaching Residency Programs
(Residency Model)**



TQP Residency Model Highlights

- Residency models **must** establish a new or redesign existing teaching residency programs.
- Residency models **must** have a rigorous selection criteria for residents and mentor teachers.
- Residency models **must** offer a **one-year** Living Wage Stipend/Salary (LWS).
- Residency graduates **must** graduate with a Master's degree not later than 18 months after beginning the program and state licensure.
- Residency graduates **must** complete a 3-year service agreement with the partner high-need LEA, if not, LWS **must** be repaid.
- Residency models **must** provide at least a 2-year Induction Program.
- Residency models **must** provide training and support for teaching residents

- *Applicants must use the Required TQP Absolute Priority Checklist to document that all Absolute Priority Requirements have been met.*

(See Section 222(e) of the HEA for full Absolute Priority language)



ABSOLUTE PRIORITY 3 (AP3)

AP3: Partnership Grants for the Development of Leadership Programs in Conjunction with the Preparation of Teachers under Absolute Priority 1
(Pre-Bac Model with Leadership)



ABSOLUTE PRIORITY 4 (AP4)

AP4: Partnership Grants for the Development of Leadership Programs in Conjunction with the Establishment of an Effective Teaching Residency Program under Absolute Priority 2 (Residency Model with Leadership)



Absolute Priorities 3 and 4

Under these priorities the Secretary gives priority to applications from eligible partnerships that propose to carry out an effective school leadership program that will:

- Prepare individuals enrolled or preparing to enroll in those programs for careers as superintendents, principals, ECE program directors, or other school leaders (including individuals preparing to work in LEAs located in rural areas who may perform multiple duties in addition to the role of a school leader).
- An eligible partnership may carry out the school leadership program either in the partner high-need LEA or in further partnership with an LEA located in a rural area.

(See Section 222(f) of the HEA for full Absolute Priority language)



Leadership Model Highlights (AP3 and AP4)

- **Must** promote strong leadership skills and, as applicable, techniques for school leaders
- **Must** develop and improve a sustained and high-quality preservice clinical education program to further develop the leadership skills of all prospective school leaders involved in the program.
- **Must** create an induction program for new school leaders
- **Must** ensure that individuals who participate in the school leadership program receive—(i) Effective preservice preparation (ii) Mentoring; and(iii) If applicable, full State certification or licensure to become a school leader.
- **Must** develop and implement effective mechanisms to ensure that the eligible partnership is able to recruit qualified individuals to become school leaders...

- (See Section 222(f) of the HEA for full Absolute Priority language)





FY 2022 TQP Competitive Preference Priorities

FY 22 TQP Competitive Preference Priorities (CPPs)

CPP 1: Increasing Educator Diversity (0-4 points)

CPP 2: Supporting a Diverse Educator Workforce and Professional Growth To Strengthen Student Learning (0-3 points)

CPP 3: Meeting Student Social, Emotional, and Academic Needs (0-2 points)

CPP 4: Promoting Equity in Student Access to Educational Resources and Opportunities (0-2 Points)

Competitive Preference Priorities (CPPs)

- Applicants should read the TQP NIA for full language of the CPPs.
- The CPPs are **OPTIONAL**; applicants are not required to address these priorities.
- Applicants should clearly identify if they have addressed one or more CPPs and where the responses can be found in the application.
- The CPPs are worth up to an additional 11 points.

COMPETITIVE PREFERENCE PRIORITY 1

INCREASING EDUCATOR DIVERSITY (UP TO 4 PTS)

Increasing
Educator
Diversity

Improve the recruitment, outreach, preparation, support, development, and retention of a diverse educator workforce

Possible
Priority
Areas

- Adopt, implement or expand high-quality, comprehensive teacher preparation programs in HBCUs, HSIs, Tribal Colleges/Universities, or other minority serving institutions
- Reforms to teacher preparation programs to improve the diversity of teacher candidates



COMPETITIVE PREFERENCE PRIORITY 2

SUPPORTING A DIVERSE EDUCATOR WORKFORCE AND PROFESSIONAL GROWTH TO STRENGTHEN STUDENT LEARNING (0-3 PTS)

Support
Diverse
Educator
Workforce

Increase the proportion of well-prepared, diverse, and effective educators serving students, with focus on underserved students.

Possible
Priority Areas

- Increase the number of teachers with certification or dual certification in a shortage area
- Advanced certifications from nationally recognized professional organizations



COMPETITIVE PREFERENCE PRIORITY 3

MEETING STUDENT SOCIAL, EMOTIONAL, AND ACADEMIC NEEDS (0-2 POINTS)

Improve students' social, emotional, academic, and career development

Creating a positive, inclusive, and identity-safe climate at institutions of higher education.

Possible
Priority Areas

- Fostering a sense of belonging and inclusion for underserved students
- Implementing evidence-based practices for advancing student success for underserved students



COMPETITIVE PREFERENCE PRIORITY 4

PROMOTING EQUITY IN STUDENT ACCESS TO EDUCATIONAL RESOURCES
AND OPPORTUNITIES (0-2 POINTS)

Equity in
Student
Access

Promote educational equity and adequacy in resources and opportunity for underserved students

Possible
Priority Areas

See NIA language for a complete list of service areas and populations





FY 2022 TQP Invitational Priority

Invitational Priority

- Applicants should read the TQP NIA for full language of the Invitational Priority.
- This Invitational Priority is **OPTIONAL**; applicants are not required to address this priority.
- Applicants should clearly identify in the narrative if they have addressed the Invitational Priority and where the response can be found in the application.
- No points are awarded for responses to the Invitational Priority.

INVITATIONAL PRIORITY

PARTNERSHIP GRANTS FOR THE ESTABLISHMENT OF GROW YOUR OWN PROGRAMS

Grow Your
Own

Projects that establish Grow Your Own programs that are designed to address shortages of teachers in high-need areas, schools, and/or geographic areas, or shortages of school leaders in high-need schools and increase the diversity of qualified individuals entering the teacher, principal, or other school leader workforce.



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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