Teacher Quality Partnership (TQP) Grant Program

FY 2024 TQP Competition Overview

APPLICATION CLOSING DATE:

JUNE 3, 2024

(11:59:59 PM Eastern Time)

Getting Started!

- Applicants should review **the FY 2024 TQP Notice Inviting Applications (NIA)** published in the Federal Register on April 4, 2024.
- Applicants should review and download the **TQP Application Instructions Package** from the TQP webpage.
- The **TQP Application Instructions Package** provides additional instructions and guidance when applying for the 2024 TQP grant.
- This slide deck is <u>1</u> of 4 pre-application slide decks. See the program website for all four slide decks.

Note: These slides are intended as technical assistance and do not impose any requirements beyond those included in the program statute, 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 Website: https://oese.ed.gov/offices/office-of-discretionary-grants-support-services/effective-educator-development-programs/teacher-quality-partnership/

  o FY 2024 TQP Notice Inviting Applications (NIA)

  o FY 2024 TQP Application Instructions Package

  o FY 2024 TQP FAQ Documents (2)

  o FY 2024 TQP Informational Webinars (4)

  o **Required** TQP Program Checklists (2)

  o **Required** Effective Educator Development (EED) Applicant/Grantee Budget Worksheet

- Send all competition questions to the TQP Inbox at: TQPartnership@ed.gov

REQUIRED TQP Program Checklists and Budget Worksheet

1. TQP Eligibility Checklists (2)

2. TQP Application and General Program Requirements Checklist

3. TQP Absolute Priority Checklist (select 1 of 4)

4. EED Applicant/Grantee Budget Worksheet

All checklists and Budget Worksheet are found on the TQP program website and <u>must</u> be submitted at the time of application.

TQP Slide Deck #1 Agenda

I. TQP Program Purpose and Statute

II. TQP Eligibility Requirements

III. TQP General Application Requirements

IV. TQP Program Requirement

V. Competition Reminders and Resources

TQP Program Purpose and Statute

TQP Program Purposes:

- ▶ To improve student achievement;

- ▶ To improve the quality of prospective and new teachers by improving the preparation of prospective teachers and enhancing professional development activities for new teachers;

- ▶ To hold teacher preparation programs at institutions of higher education accountable for preparing teachers who meet the applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification, or, with regard to special education teachers, the qualifications described in section 1412(a)(14)(C) of the Individuals with Disabilities Education Act; and

- ▶ To recruit highly qualified individuals, including minorities and individuals from other occupations, into the teaching force.

TQP Program Statute

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)
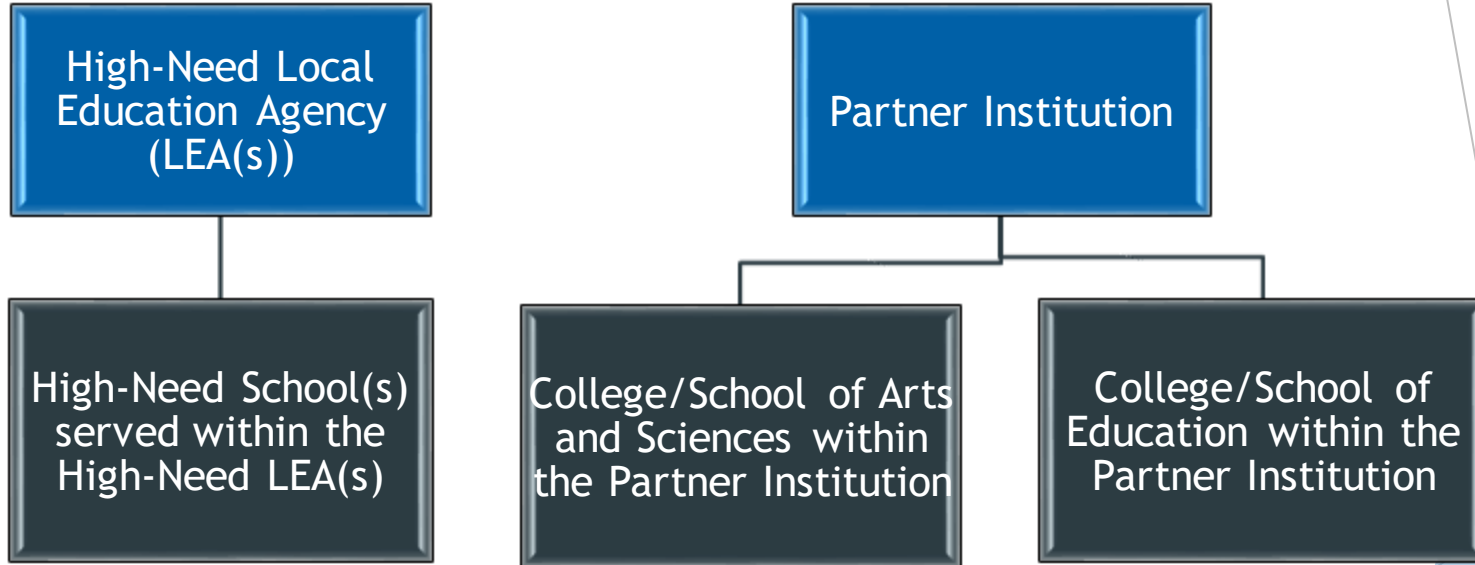
Access the TQP program statute:

https://www.govinfo.gov/content/pkg/COMPS-765/pdf/COMPS-765.pdf

TQP Eligibility Requirements

- Applicants should review the TQP NIA and TQP Program Statute for complete eligibility requirements.
- Eligible Applicants <u>must</u> form an *"eligible partnership."*
- Eligible Applicants <u>must</u> provide the most recent eligibility data available.
- Eligible Applicants <u>must</u> use the *Required TQP Eligibility Checklists and Required TQP Application and General Program Requirements Checklist to* document eligibility requirements.

The Eligible Partnership

Eligible Applicants <u>must</u> be an "**eligible partnership**" as defined in HEA section 200(6):

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┌─────────────────────────┐              ┌─────────────────────────┐
│  High-Need Local        │              │   Partner Institution   │
│  Education Agency        │              │                         │
│  (LEA(s))               │              │                         │
└───────────┬─────────────┘              └───────────┬─────────────┘
            │                                         │
            │                              ┌──────────┴──────────┐
┌───────────┴─────────────┐    ┌───────────────────────┐  ┌───────────────────────┐
│  High-Need School(s)    │    │  College/School of Arts│  │  College/School of     │
│  served within the      │    │  and Sciences within   │  │  Education within the  │
│  High-Need LEA(s)       │    │  the Partner Institution│  │  Partner Institution   │
└─────────────────────────┘    └───────────────────────┘  └───────────────────────┘
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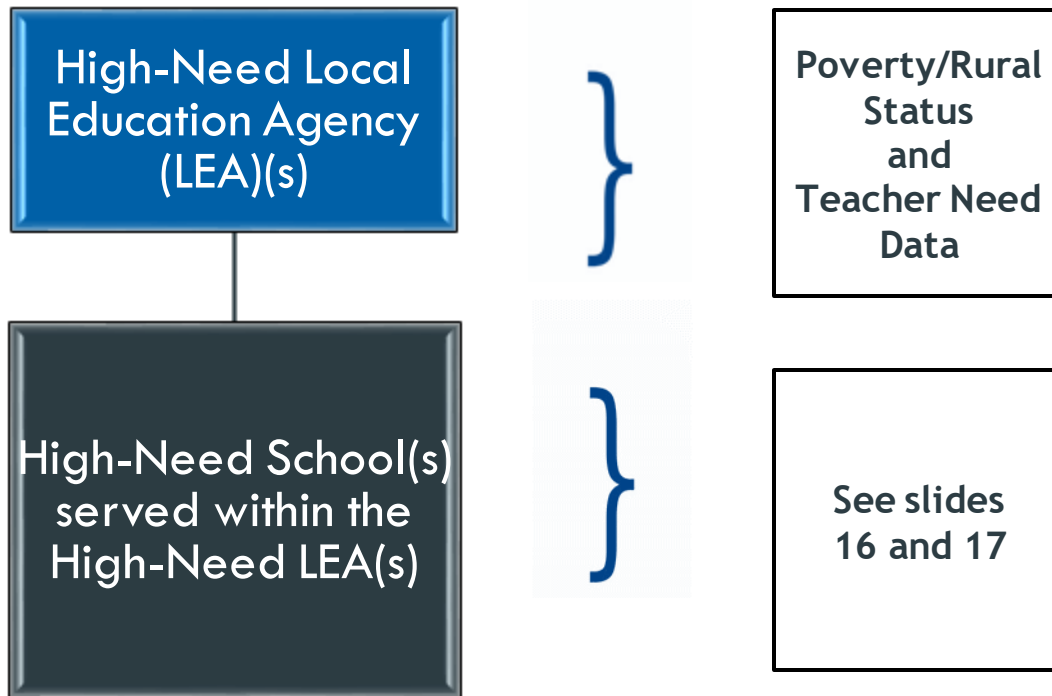All five (5) entities <u>must</u> be included as part of the "eligible partnership"

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.

TQP Eligibility Components

High-Need Local Education Agency (LEA)(s)

} Poverty/Rural Status and Teacher Need Data

High-Need School(s) served within the High-Need LEA(s)

} See slides 16 and 17

Documentation of these eligibility requirements _must_ be submitted at the time of application

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Poverty Data/Rural Status

High need LEA data may be documented in one of the following ways below, the data provided <u>must</u> be the most recent data available.

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

High need LEA data may be documented in one of the following ways below, the data provided <u>must</u> be the most recent data available.

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

High teacher turnover rate

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

High-Need School Data

High need school data may be documented in the following ways below, the data provided <u>must</u> be the most recent data available.

In highest quartile of schools in LEA:

(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 (FRPL) 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).

High-Need School Data

High need school data may be documented in the following ways below, the data provided <u>must</u> be the most recent data available.

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

APPLICANT NAME:

PR AWARD NUMBER:

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:	

- The Eligible Partnership Checklist is 1 of 2 eligibility checklists.
- Checklists are required and <u>must</u> be submitted at the time of application.
- These checklists help the program team to determine if all eligibility requirements have been met.
- Checklists can be found on the TQP program website.

Required TQP Eligibility Checklists

Partner IHE Eligibility	
Partner institution 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 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 205(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 205(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.

- The Partner IHE Eligibility Checklist is 2 of 2 eligibility checklists.
- Checklists are required and <u>must</u> be submitted at the time of application.
- These checklists help the program team to determine if all eligibility requirements have been met.
- Checklists can be found on the TQP program website.

TQP General Application and Program Requirements

TQP Program Requirements

- Applicants should review the TQP NIA and TQP Program Statute for all program requirements.

  - ✓ TQP Application Requirements; and

  - ✓ 100% Non-Federal Match Requirement

- Eligible Applicants <u>must</u> address all TQP Application and General Program Requirements. If all requirements are not addressed, applicant may be deemed ineligible.

- Eligible Applicants <u>must</u> use the *Required TQP Application and General Program Requirements Checklist* to document program requirements.

TQP General Application Requirements

Program Requirement	Location in Statute	Possible Location to include in Project Narrative
Needs Assessment	HEA section 202(b)(1)	Appendix B
Description of Project	HEA section 202(b)(2,3,6(A) & (F-J))	May address as part of the Quality of the Project Design
Description of coordination strategies and alignment with State and student academic achievement standards	HEA section 202(b)(4)	May address as part of the Quality of the Project Design
Assessment of resources available	HEA section 202(b)(5)	May address as part of the Quality of the Management Plan, Adequacy of Resources, and Budget Narrative
Description of Evaluation Plan	HEA section 202(b)(6(D) & (K))	May address as part of the Quality of the Evaluation Plan

Needs Assessment

➤ Eligible Applicants <u>must</u> conduct a needs assessment of the proposed "eligible partnership".

➤ The needs assessment should influence the type of TQP project being proposed.

➤ The needs assessment should help determine the types of teachers being prepared to meet the needs of the partner LEA(s) and schools. The needs assessment will also help determine what type of ongoing training and professional development needed to recruit, train, and retain teachers in the partner LEAs and schools.

➤ If the eligible applicant is addressing AP 1 or AP 3, the needs assessment should help to determine what reform(s) need to be made at the College of Education within the partner IHE.

➤ The Needs Assessment is not a part of the project narrative; the needs assessment <u>must</u> be uploaded separately into **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 and 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 Early Childhood Education (ECE) standards and domains

➢ Correspond with the goal of improving student academic achievement

Assessment of 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 204(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 100% Non-Federal Match Purposes:

- **Section 203(c)(1) of HEA**, requires that each grantee provide matching funds from non-Federal sources that equal **100%** of the Federal TQP grant award.

- In other words, the grantee must provide a dollar of matching funds for each dollar of Federal grant funds received.

- Match funds share the Federal government's cost for programs with State and local agencies and the private sector; and

- Match funds promote the sustainability of programs after Federal funding has ended.

*Federal funds should be viewed as "*seed money*" to fund work that will continue to impact partner districts long after federal funding ends.

Where do Non-Federal Match funds come from?

▶ Match funds <u>must</u> be from non-Federal sources. (i.e. project partners and other nonfederal contributors)

▶ Match funds may be cash or in-kind contributions.

▶ In-Kind or non-cash contributions provided by the applicant or non-Federal partners typically have a calculated value for personnel, goods, and/or services, including direct and indirect costs.

▶ Match funds should be incorporated into the total cost of your proposed project, not added on top of cost of the proposed project.

▶ Eligible Applicants <u>may not</u> use unrecovered indirect costs towards meeting the match/cost share requirement without receiving prior approval from the Department.

TQP Competition Reminders

TQP REQUIRED Program Checklists

- ✓ TQP Eligibility Checklists (2)

- ✓ TQP Application and General Program Requirements Checklist

- ✓ Absolute Priority Checklist (1 of 4)

- ✓ EED Applicant/Grantee Budget Worksheet

- ➢ All checklists and Budget Worksheet are on the TQP program website

- ➢ All checklists and Budget Worksheet <u>must</u> be submitted at the time of application.

IMPORTANT COMPETITION INFORMATION

Date	Event
June 3, 2024	Application Closing Date (Submit via Grant.gov)
May 6, 2024	Intent to Apply Deadline

TQP applications time stamped after **11:59:59 PM, Eastern Time** will be considered **LATE** and **will not** be reviewed.

Send Intents to Apply and any competition **questions** to: TQPartnership@ed.gov

Grants.gov Helpdesk: 1-800-518-4728

Register and Submit applications **EARLY** with Grants.gov to avoid missing the deadline and to prepare for any unforeseen technical difficulties.

Teacher Quality Partnership Grant Program

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