



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 this 2024 TQP grant.
- This is slide deck is 2 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, 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 Website: <https://oese.ed.gov/offices/office-of-discretionary-grants-support-services/effective-educator-development-programs/teacher-quality-partnership/>
 - FY 2024 TQP Notice Inviting Applications (NIA)
 - FY 2024 TQP Application Instructions Package
 - FY 2024 TQP FAQ Documents (2)
 - FY 2024 TQP Informational Webinars (4)
 - **Required TQP Program Checklists (2)**
 - **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 must be submitted at the time of application.

TQP Slide Deck #2 Agenda

- I. FY 24 TQP Program Priorities
 - ✓ Absolute Priorities
 - ✓ Competitive Preference Priorities
 - ✓ Invitational Priorities
- II. TQP Competition Reminders



FY 2024 TQP Absolute Priorities

TQP Absolute Priority (AP):

- Eligible Applicants should read the TQP NIA and TQP program statute for AP language.
- Eligible Applicants must address only one Absolute Priority. If multiple absolute priorities are addressed the application will not be reviewed.
- Eligible Applicants must address ALL Absolute Priority requirements or applications will be deemed ineligible.
- Eligible Applicants must use the *Required TQP Absolute Priority Checklist* to document where absolute priority requirements can be found in the application.

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

Pre-Bac Model Requirement 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 model participants (*teacher candidates*) must be placed in cohorts to facilitate professional collaboration
- 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 where all Absolute Priority Requirements can be found in the application.*

(See Section 202(d) of the HEA for full Absolute Priority language.)

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

Residency Model Requirement 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 model participants (Residents) must be placed in cohorts to facilitate professional collaboration
- Residency models **must** offer a **one-year** Living Wage Stipend/Salary (LWS).
- Residency models **must** include a year-long (academic year) clinical experience.
- Residency models **must** provide a master's degree program designed to be completed by residents within 18-months.
- Residency models **must** provide at least a 2-year induction program.
- Residency models **must** provide training and support for teaching residents
- Residents **must** complete a 3-year service agreement with the partner high-need LEA; if not, LWS **must** be repaid.

Applicants must use the Required TQP Absolute Priority Checklist to document where all Absolute Priority Requirements can be found in the application.

(See Section 202(e) of the HEA for full Absolute Priority language.)

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)

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)

Leadership Model Requirement Highlights

- Leadership models must be implemented with a new **Pre-Bac or Residency Model**. The Leadership model is not a stand-alone model.
- Leadership models must be part of the same proposed project of the **Pre-Bac or Residency Model**, and applicants must include how TQP grant funds will be used to support both the leadership models and **Pre-Bac or Residency Model**.
- Leadership models must prepare individuals for careers as superintendents, principals, Early Childhood Education (ECE) program directors, or other school leaders.
- Leadership models must promote strong leadership skills and, as applicable, techniques for school leaders.
- Leadership models 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.
- Leadership models must create an induction program for new school leaders

Leadership Model Requirement Highlights

- Leadership models **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.
- Leadership models **must** develop and implement effective mechanisms to ensure that the eligible partnership is able to recruit qualified individuals to become school leaders...
- 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.

Applicants must use the Required TQP Absolute Priority Checklist to document where all Absolute Priority Requirements can be found in the application.

(See Section 202(f) of the HEA for full Absolute Priority language.)



FY 2024 TQP Competitive Preference Priorities

Competitive Preference Priorities (CPPs)

- Applicants should read the TQP NIA for full language of the four 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.
- Eligible Applicants may receive up to an additional 11 points based on how well they address the CPPs.

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
Activities
(one or both)

- 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.

(See the NIA for the full Competitive Preference Priority language.)



COMPETITIVE PREFERENCE PRIORITY 2

SUPPORTING A DIVERSE EDUCATOR WORKFORCE AND PROFESSIONAL GROWTH TO STRENGTHEN STUDENT LEARNING (UP TO 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
Activities
(one or both)

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

(See the NIA for the full Competitive Preference Priority language.)



COMPETITIVE PREFERENCE PRIORITY 3

MEETING STUDENT SOCIAL, EMOTIONAL, AND ACADEMIC
NEEDS (UP TO 2 PTS)

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

Possible
Priority
Activities
(one or more)

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

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

(See the NIA for the full Competitive Preference Priority language.)



COMPETITIVE PREFERENCE PRIORITY 4

PROMOTING EQUITY IN STUDENT ACCESS TO EDUCATIONAL RESOURCES
OPPORTUNITIES (UP TO 2 PTS)

AND

Equity in
Student
Access

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

Possible
Priority
Activities
(one or both)

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

(See the NIA for the full Competitive Preference Priority language.)





FY 2024 TQP Invitational Priorities

Invitational Priorities

- Applicants should review the TQP NIA for full language of the Invitational Priorities.
- Invitational Priorities are OPTIONAL; applicants are not required to address these priorities and will not receive additional points if they chose to address these priorities.
- Applicants should clearly identify in the narrative if they have addressed either of the Invitational Priorities and where the response can be found in the application.
- While Invitational Priorities are optional and applicants do not receive additional points for their responses, if an applicant is successful and receives a TQP award, they will be responsible to implement whatever is written in the approved application.

INVITATIONAL PRIORITY #1

PARTNERSHIP GRANTS FOR THE ESTABLISHMENT OF GYO PROGRAMS AND REGISTERED APPRENTICESHIP PROGRAMS FOR K-12 TEACHERS.

Grow
Your
Own

Projects that establish or scale evidence-based and high quality GYO programs, including through a registered apprenticeship 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, by recruiting and developing teacher candidates from the communities the school or district serves... (please see NIA for complete invitational priority language)



INVITATIONAL PRIORITY #2

SUPPORTING EARLY ELEMENTARY EDUCATORS AND SCHOOL LEADERS

K-2 Educators and School Leaders

Projects that include professional development programs, professional learning communities, and peer learning collaboratives to support elementary educators and school leaders in meeting the wide range of developmental strengths, needs, and experiences of students at kindergarten entry through the early grades with a focus on one or more of the following strategies... (please see NIA for complete invitational priority language)



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 must 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 competition **questions** to: TQPartnership@ed.gov

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

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





Teacher Quality Partnership Grant Program

APPLICATION CLOSING DATE:

JUNE 3, 2024

(11:59:59 PM Eastern Time)