

Summary for Tribal Consultation

Subject:

Re-Competition for grants under the Teacher Quality Partnership Grant Program

1) Description of Teacher Quality Partnership Grant Program

The Teacher Quality Partnership (TQP) Grant Program is administered by the U.S. Department of Education through the Office of Innovation and Improvement. TQP grants are funded under Title II of the Higher Education Act, as amended on August 14, 2008, by the Higher Education Opportunity Act (Public Law 110-315) (HEA). Definitions for the program (including those for components of an eligible partnership) are contained in section 200 of the HEA, as amended, while the program authority itself is in Title II, Part A of that Act (section 201 - 204).

<https://www.gpo.gov/fdsys/pkg/PLAW-110publ315/pdf/PLAW-110publ315.pdf>

The TQP Grant Program aims to increase student achievement by improving the quality of new prospective teachers through enhanced preparation of prospective teachers and professional development activities for new teachers; holding teacher preparation programs at institutions of higher education (IHEs) accountable for preparing highly qualified teachers; and recruiting effective individuals, including minorities and individuals from other occupations, into the teaching force.

More specifically, the TQP Grants Program seeks to improve the quality of new teachers by creating partnerships among IHEs, high-need school districts (local educational agencies (LEAs)) their high-need schools, and/or high-need early childhood education (ECE) program. These partnerships would create model teacher preparation programs at the pre-baccalaureate level through the implementation of specific reforms of the IHE's existing teacher preparation programs, and/or model teaching residency programs for individuals with strong academic and/or professional backgrounds but without teaching experience. The TQP Grants Program may also support school leadership programs to train superintendents, principals, ECE program directors, and other school leaders in high-need or rural LEAs.

Eligible applicants for the TQP Grants Program must be an "eligible partnership" as defined in section 200(6) of the HEA. The "eligible partnership" means an entity that must include each of the following:

- A high-need local educational agency; and
- A high-need school or consortium of high-need schools served by the high-need local educational agency, or, as applicable, a high-need early childhood education program; and
- A partner institution; and
- A school, department, or program of education within such partner institution, which may include an existing teacher professional development program with proven outcomes within a four-year institution of higher education that provides intensive and sustained collaboration between faculty and local educational agencies consistent with the requirements of this title; and

- A school or department of arts and sciences within such partner institution

Current grantees are addressing the following Absolute and Competitive Preference Priorities:

Absolute Priorities:

- Partnership Grants for the Preparation of Teachers; and/or
- Partnership Grants for the Establishment of Effective Teaching Residency Programs.

Competitive Preference Priorities:

- Promoting Science, Technology, Engineering, and Mathematics (STEM) Education and/or
- Implementing Internationally Benchmarked, College and Career Ready Elementary and Secondary Academic Standards.

2) Description of proposed policy changes

There will be no regulatory or policy changes to this grant that was last competed in FY 2014. However, other proposed changes to the FY 2016 TQP grant competition are listed below.

- The absolute priorities for the TQP program will remain the same, however applicants will be asked to pick one priority or the other and not elect to do both.
- There are no proposed Competition Preference Priorities for the FY 2016 TQP grant competition.
- The FY 2016 TQP grant competition proposes to focus on students who are members of federally recognized Indian Tribes and students served by rural LEAs by utilizing the Department's notice of final supplemental priorities and definitions for discretionary grant programs, published in the Federal Register on December 10, 2014 (79 FR 73425) (Supplemental Priorities).

<https://www.federalregister.gov/articles/2014/12/10/2014-28911/secretarys-final-supplemental-priorities-and-definitions-for-discretionary-grant-programs>.

3) Description of potential tribal impacts

- The proposed FY 2016 competition could expand education opportunities, improve student achievement, and improve teacher shortages in areas that serve rural and Native American student populations.
- The proposed FY 2016 competition could potentially award 3-5 new TQP awards funded with approximately \$5M.
- Tribal communities would need to ensure that perspective applicants formed the "eligible partnership" as described above in this document.
- Tribal communities would need to ensure that partnering LEAs meet the high need definition found in section 200 of the HEA, as amended.

TQP Project Period: Up to 60 months.
Estimated Available Funds for FY 2016: \$5,000,000.
Estimated Range of Awards: \$500,000 - \$1,500,000.
Estimated Number of Awards: 3 - 5.

Note: This information is only an estimate dependent on final action by Congress with respect to the FY 2016 Appropriation and the number and quality of applications that we receive under this program. The Department is not bound by any estimates.

4) Expected timeline for Department action

We anticipate publishing the TQP Notice Inviting Applications in February 2016. We anticipate making new TQP awards in May 2016.

5) Contact information

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