



Tribal Consultation

Teacher Quality Partnership (TQP)

January 19 & 21, 2016

William Mendoza, Executive Director
White House Initiative on American
Indian and Alaska Native Education

Venitia Richardson, Director
Teacher Quality Programs
Office of Innovation and Improvement

Agenda

INTRODUCTIONS

- William Mendoza, Executive Director, White House Initiative on American Indian and Alaska Native Education
- Venitia Richardson, Director, Teacher Quality Programs
Office of Innovation and Improvement

ACKNOWLEDGE CALL PARTICIPANTS

TQP PROGRAM

- Program Overview/Requirements

2014 TQP COHORT

- Current Grantee Overview
- TQP Success/Challenges

POTENTIAL TRIBAL IMPACT FOR FY 2016 TQP GRANT COMPETITION

- Potential Opportunities
- Potential Challenges
- Questions

FEEDBACK AND COMMENTS

TQP Program Overview

PROGRAM GOAL

PROGRAM STATUTE

Goal of TQP

The TQP program seeks to improve student achievement by improving the quality of new teachers.

TQP Program Statute

Title II of the Higher Education Act, as amended on August 14, 2008, by the Higher Education Opportunity Act (Public Law 110-315) (HEA).

- Program Authority – Title II, Part A of HEA (sections 201 - 204)
- Program Definitions – section 200 of the HEA, as amended,
- Program Website - <http://innovation.ed.gov/what-we-do/teacher-quality/teacher-quality-partnership/>

TQP Program Overview

PROGRAM REQUIREMENTS

Program Requirements (1)

Applicants must form an “eligible partnership”

- ✓ A **high-need** LEA or consortium of LEA(s);
- ✓ A **high-need** school or consortium of high-need schools or a high-need early childhood education program;
- ✓ A partner institution of higher education (IHE)*;
- ✓ A college, school, department, or program of education within the partner IHE; and
- ✓ A college, school, or department of arts and sciences within the partner IHE.

*This may include Tribal Colleges and Universities.

Program Requirements (2)

“Eligible partnership” must

- ✓ Reform the entire College of Education pre-baccalaureate program at the partner IHE (*Pre-Bac*); or
- ✓ Create a Teacher Residency program at the partner IHE (*Residency*)

Recruitment

Preparation

Teacher of Record (TOR)

Pre-Bac

Recruit candidates at the partner IHE that are undergraduates and wish to become teachers

Reform the entire College of Education
Prepare teachers to be Highly Qualified
Require collaboration between School of Education and College of Arts and Science
Year long Clinical Experience in high need partner schools

As a TOR, candidate is not required to teach within the partner LEA or partner high need schools

TORs should receive 2 years of induction support

Residency

Recruit graduate candidates at the partner IHE with content degrees but no prior teacher credentials. TQP program encourages a more rigorous selection for candidates into the Residency program.

Recruitment should be based on the needs of the partner LEA

Programs should be designed for an 18 month completion
Program design should consider the needs of the partner LEA
Residents work in the classroom by day; and work on master's coursework by night
Year long-clinical experience with mentor teacher
May receive a 12 month living wage stipend

TORs should receive 2 years of induction support

TORs must commit to teach 3 years in partner high needs district.

If 3 year commitment is not met, TOR must repay living wage stipend.

Program Requirements (3)

100% Non Federal Match Requirement

- ✓ Grantees must provide a Non Federal match of 100 percent of the annual grant award amount to carry out the activities supported by the grant;
- ✓ The Secretary may waive all or part of the matching requirement for any fiscal year.
- ✓ Both federal and matching funds are subject to the *Supplement, Not Supplant Rule*.

Supplement Not Supplant Rule

- Supplement means to “**add to**”
- Supplant means to “**replace**”
- Federal law prohibits recipients of federal funds from replacing state, local, or agency funds with federal funds.

In other words...

- Grantees may not use TQP funds to pay for services that are already being provided by the IHE or LEA
- TQP grant funds should be used to provide services that are in addition to the regular services normally provided by the IHE or LEA

Program Requirements (4)

Reporting/GPRA Measures

- ✓ Grantees must provide Annual and Final Performance Reports
- ✓ Grantees must report on TQP GPRA Measures
 - **Retention;**
 - 1 year
 - 3 year
 - **Persistence;**
 - **Graduation Rate;**
 - **Improved Test Scores;**
 - **Student Learning; and**
 - **Cost per teacher**

Current TQP Grantees

FY 2014 COHORT

TQP 2014 Cohort



★ 2014- 24 awards across 13 states

FY 2014 COHORT BREAKDOWNS

\$35M in HEA Appropriations
(5-year awards)

- **24** grantees
 - **7** Pre-Bac
 - **13** Residency
 - **4** Both
- Average 5 year award amount: **\$ 7,171,562**

Projected number of teachers to be trained by the 2014 cohort = **11,892**



FY 2014 TQP Grantee Priorities

Absolute Priorities

- Partnership Grants for the Preparation of Teachers (*Pre-Bac*); and/or
- Partnership Grants for the Establishment of Effective Teaching Residency Programs (*Residency*).

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.

What We Have Learned

**LESSONS FROM PREVIOUS
COHORTS**

Successes/Challenges

	Successes	Challenges
Pre-Bac	<ul style="list-style-type: none">• Student-teaching experience has expanded to a full year and beyond• Teacher mentors are formally trained before facilitating student-teaching experiences	<ul style="list-style-type: none">• Reforming “ALL” College of Education programs is difficult• Conflicts between raising admission standards and meeting target enrollment numbers
Residency	<ul style="list-style-type: none">• Residency success stories have been so widespread that principals are looking to specifically hire TQP residents• Project evaluations show that residents have a higher degree of preparedness as compared to novice teachers	<ul style="list-style-type: none">• Trouble recruiting target goals due to lack of qualified candidates, lack of district openings, and lack of qualified mentor teachers in the district• Struggles to sustain program implementation after federal funding ends

TQP and the Tribal Community

UPCOMING FY 16 COMPETITION

Potential Tribal Impact

Potential Opportunities

- Support and strengthen educational outcomes for American Indian children and youth
- Increase pipelines of new teachers that will serve rural and American Indian student populations.

Potential Challenges

- Tribal Schools will need to identify partner IHEs to form the “eligible partnership” as described in the program statute and this PowerPoint.
- Tribal communities will need to ensure that partnering LEAs meet the high need definition found in section 200 of the HEA, as amend.

**Do you agree with these potential opportunities and challenges?
Do you think there are additional opportunities and challenges to consider?**

Questions

- What types of teachers are in shortest supply within American Indian serving schools?
- What do you believe are particularly important characteristics or skills teachers must have when teaching in tribal communities?
- Please identify current effective practices used to teach American Indian students that you believe are worth disseminating nationwide?
- What, if any, physical and/or environmental limitations should be considered when teaching American Indian students?
- What are the incentives or barriers that impact teachers considering teaching on American Indian reservations?
- What do you think poses the most significant challenges would prevent the American Indian community from applying for a TQP grant?
- Is there anything we haven't asked that you think is important for us to know, or that you would like to share? Any additional questions for us?

Comments and Feedback

The comment period for this
TQP Tribal Consultation ends on
Monday, February 1, 2016.

If you have additional comments or
feedback please submit them via email to

Mia Howerton at Mia.Howerton@ed.gov

by 11 pm EST

THANK YOU



U.S. DEPARTMENT
OF EDUCATION

