

Archived Information

TEACHER QUALITY ENHANCEMENT GRANTS

Goal: To improve the quality of teacher education and initial certification standards, and to improve the knowledge and skills of all teachers, particularly new teachers and teachers who work in high-need areas.	Funding History (\$ in millions)			
	Fiscal Year	Appropriation	Fiscal Year	Appropriation
	1985	\$0	2000	\$98
	1990	\$0	2001	\$98
Legislation: Title II of the Higher Education Act (HEA) of 1965, as amended by the 1998 Amendments (20 U.S.C. 1021-1030).	1995	\$0	2002 (Requested)	\$54

Program Description

The Teacher Quality Enhancement Grants Program is designed to improve student achievement through comprehensive approaches to strengthening teacher quality around the country. The program's goals are to increase the recruitment of high quality teachers, strengthen prospective teachers' preparation and training, improve prospective teachers' knowledge and skills, and support new teachers as they enter the classroom. The program is particularly geared towards meeting the needs of, and working in collaboration with, high-need school districts.

The Teacher Quality Enhancement Grants Program is the Federal government's recognition that for teachers to ensure academic success for all students, they must receive high quality training and support, meet high standards for initial certification, and have strong content knowledge and pedagogical skills. The program invests in and supports teacher preparation through three grant programs:

The State Grant program provides funds for states to promote reforms in initial teacher licensure, to hold institutions of higher education accountable for the quality of their graduates, to create alternative routes into teaching, and to recruit teachers into high-need schools. Grants are awarded to states for three years.

Partnerships support improving the content knowledge, quality of clinical experiences, and technology preparation of prospective teachers, and strengthening the support for new teachers in the classroom. Grants are awarded to partnerships for 5 years. Each partnership includes a school of education, a school of arts and, and a high-need school district.

The Recruitment Grants program provides funds to either states or local partnerships to improve the recruitment of new teachers and the support services they receive. Grants are awarded for three years.

For more information, please visit the program Web site at: <http://www.ed.gov/offices/OPE/heatqp/index.html>

Program Performance

OBJECTIVE 1: IMPROVE THE SKILLS AND KNOWLEDGE OF NEW TEACHERS BY FUNDING THE DEVELOPMENT OF STATE POLICIES THAT STRENGTHEN INITIAL LICENSING STANDARDS AND THE DEVELOPMENT OF STATE OR LOCAL POLICIES/PROGRAMS THAT REDUCE THE NUMBER OF UNCERTIFIED TEACHERS.

Indicator 1.1 Teacher certification standards. State grantees: An external panel of experts will find that all states that use their grant to strengthen initial teacher certification standards will have implemented higher standards within 3 years of the grant award. Within 1 1/2 years of the grant award, these states will have demonstrated progress toward implementation of higher standards.

Targets and Performance Data			Assessment of Progress	Sources and Data Quality
Year	Actual Performance	Performance Targets	<p>Status: Unable to judge because no data are yet available.</p> <p>However, based on a review of state grantee applications, 23 states indicated in their applications that they are in the process of reforming teacher certification standards, with either recent improvements made or intended improvements.</p> <p>The quality of these reforms is unknown; also unknown is whether grantees will actually carry out their intended reforms.</p> <p>Explanation: This is a new program, so actual performance data are not yet available. (Examples of “progress toward implementation of higher standards” include establishment of a standards committee; state legislative action on standards; or development of draft standards.)</p>	<p>Sources: State Report Card on the Quality of Teacher Preparation (Sec. 207). <i>Frequency:</i> Annually. <i>Next collection update:</i> 2001. <i>Date to be reported:</i> October 2001.</p> <p>Annual program performance reports. <i>Frequency:</i> Annually. <i>Next collection update:</i> 2001. <i>Date to be reported:</i> June 2001.</p> <p>National Evaluation. <i>Frequency:</i> Two updates. <i>Next collection update:</i> 2002. <i>Date to be reported:</i> 2002.</p> <p>Validation Procedures: Evaluation data collection will be verified by on-site monitoring and review, and survey and analyses performed by an experienced data collection agency with internal review procedures.</p> <p>Limitations of Data and Planned Improvements: Annual program performance reports will contain self-reported data from grantees; State Report Card will contain self-reported data from states.</p>
1999:	This is a new program for 1999.	New program		
2000:	No Data Available	New Program		
2001:		Continued increase		
2002:		Continued increase		

Indicator 1.2 Certification rate. State, recruitment, and partnership grantees: The percentages of new and current teachers who meet their state's teacher certification requirements, including passing content knowledge and competency tests, will increase each year.

Targets and Performance Data			Assessment of Progress	Sources and Data Quality
Year	Actual Performance	Performance Targets	<p>Status: Unable to judge because no data are yet available.</p> <p>Explanation: This is a new program, so performance data are not yet available.</p>	<p>Sources: State Report Card on the Quality of Teacher Preparation (Sec. 207). <i>Frequency:</i> Annually. <i>Next collection update:</i> 2001. <i>Date to be reported:</i> October 2001.</p> <p>Annual program performance reports. <i>Frequency:</i> Annually. <i>Next Update:</i> 2001. <i>Date to be reported:</i> June 2001.</p> <p>National Evaluation. <i>Frequency:</i> Two updates. <i>Next collection update:</i> 2002. <i>Date to be reported:</i> 2002.</p> <p>Validation Procedures: Evaluation data collection will be verified by on-site monitoring and review, and survey and analyses performed by an experienced data collection agency with internal review procedures.</p> <p>Limitations of Data and Planned Improvements: Annual program performance reports will contain self-reported data from grantees; State Report Card will contain self-reported data from states.</p>
1999:	This is a new program for 1999.	New program		
2000:	No Data Available	New program		
2001:		Continued increase		
2002:		Continued increase		

OBJECTIVE 2: INCREASE THE AVAILABILITY, PLACEMENT, AND RETENTION RATES OF WELL-PREPARED, HIGH-QUALITY TEACHERS IN HIGH-NEED SCHOOLS.

Indicator 2.1 Placement and retention. Partnership and recruitment grantees: There will be an increase each year in the percentage of graduates from teacher preparation programs with partnership or recruitment grants who serve for at least 3 years in high-need schools, particularly high-poverty schools in partnership districts.

Targets and Performance Data			Assessment of Progress	Sources and Data Quality
Year	Actual Performance	Performance Targets	<p>Status: Unable to judge because no data are yet available.</p> <p>Explanation: This is a new program, so performance data are not yet available.</p>	<p>Sources: Annual program performance reports. <i>Frequency:</i> Annually. <i>Next collection update:</i> 2001. <i>Date to be reported:</i> June 2001.</p> <p>National Evaluation. <i>Frequency:</i> Two updates. <i>Next collection update:</i> 2002. <i>Date to be reported:</i> 2002.</p> <p>Validation Procedures: Evaluation data collection will be verified by on-site monitoring and review, and survey and analyses performed by an experienced data collection agency with internal review procedures.</p> <p>Limitations of Data and Planned Improvements: Annual program performance reports will contain self-reported data from grantees.</p>
1999:	This is a new program for 1999.	New program		
2000:	No Data Available	New program		
2001:		Continued increase		
2002:		Continued increase		

Indicator 2.2 Support for new teachers. Partnership and recruitment grantees: The percentage of new teachers in districts with partnerships or recruitment grants who receive ongoing support services and education from their grant program for at least their first 3 years of teaching will increase each year.				
Targets and Performance Data			Assessment of Progress	Sources and Data Quality
Year	Actual Performance	Performance Targets	<p>Status: Unable to judge because no data are yet available.</p> <p>However, based on a review of recruitment grantee applications, 11 recruitment grantees indicated that they offered support services to new teachers <i>prior to</i> receiving Title II funds in 1999.</p> <p>Based on a review of recruitment grantee applications, all 28 recruitment grantees proposed providing support services as a component of their Title II grant; these services include mentoring, professional development, and induction programs.</p> <p>Based on a review of partnership grantee applications, all 25 partnership grantees proposed providing support services as components of their Title II grant; these services include professional development, mentoring, and peer networks.</p> <p>Explanation: This is a new program, so actual performance data are not yet available.</p>	<p>Sources: Annual program performance reports. <i>Frequency:</i> Annually. <i>Next collection update:</i> 2001. <i>Date to be reported:</i> June 2001.</p> <p>National Evaluation. <i>Frequency:</i> Two updates. <i>Next collection update:</i> 2002. <i>Date to be reported:</i> 2002.</p> <p>Validation Procedures: Evaluation data collection will be verified by on-site monitoring and review, and survey and analyses performed by an experienced data collection agency with internal review procedures.</p> <p>Limitations of Data and Planned Improvements: Annual program performance reports will contain self-reported data from grantees.</p>
1999:	This is a new program for 1999.	New program		
2000:	No Data Available	New program		
2001:		Continued increase		
2002:		Continued increase		

OBJECTIVE 3: IMPROVE THE ACADEMIC AND TECHNOLOGICAL TRAINING OF FUTURE TEACHERS.

Indicator 3.1 Content knowledge and teaching skills. Partnership and recruitment grantees: The percentage of graduates from teacher preparation programs with partnership or recruitment grants who demonstrate strong content knowledge and teaching skills in the subject they teach will increase each year.				
Targets and Performance Data			Assessment of Progress	Sources and Data Quality
Year	Actual Performance	Performance Targets	<p>Status: Unable to judge because no data are yet available.</p> <p>Explanation: This is a new program, so performance data are not yet available.</p>	<p>Sources: Annual program performance reports. <i>Frequency:</i> Annually. <i>Next collection update:</i> 2001. <i>Date to be reported:</i> June 2001.</p> <p>National Evaluation. <i>Frequency:</i> Two updates. <i>Next Update:</i> 2002. <i>Date to be reported:</i> 2002.</p>
1999:	This is a new program for 1999.	New program		
2000:	No Data Available	New program		
2001:		Continued increase		
2002:		Continued increase		

Indicator 3.2 Technological skills. Partnership and state grantees: The percentage of teachers from partnership programs and grantee states who are prepared to integrate technology into the classroom will increase each year.

Targets and Performance Data			Assessment of Progress	Sources and Data Quality
Year	Actual Performance	Performance Targets	<p>Status: Unable to judge because no data are yet available.</p> <p>Explanation: This is a new program, so performance data are not yet available.</p>	<p>Sources: Annual program performance reports. <i>Frequency:</i> Annually. <i>Next collection update:</i> 2001. <i>Date to be reported:</i> June 2001.</p> <p>National Evaluation. <i>Frequency:</i> Two updates. <i>Next collection update:</i> 2002. <i>Date to be reported:</i> 2002.</p> <p>Validation Procedures: Evaluation data collection will be verified by on-site monitoring and review, and survey and analyses performed by an experienced data collection agency with internal review procedures.</p> <p>Limitations of Data and Planned Improvements: Annual program performance reports will contain self-reported data from grantees.</p>
1999:	This is a new program for 1999.	New program		
2000:	No Data Available	New program		
2001:		Continued increase		
2002:				

OBJECTIVE 4: IMPROVE THE ABILITY OF TEACHER EDUCATION PROGRAMS TO CONTINUOUSLY IMPROVE THEIR TEACHER TRAINING PROGRAMS AND MEET THE STAFFING NEEDS OF PARTNER DISTRICTS.

Indicator 4.1 Process of self-assessment and improvement. Partnership and recruitment grantees: The percentage of teacher preparation programs with partnership and recruitment grants that have a formal process for assessing the effectiveness of their graduates as classroom teachers will increase each year.			
Targets and Performance Data		Assessment of Progress	Sources and Data Quality
Year	Actual Performance	Performance Targets	
1999:	This is a new program for 1999.	New program	<p>Status: No 1999 data on actual grantee performance are available.</p> <p>However, based on a review of recruitment grantee applications, eight recruitment grantees indicated they had a formal assessment process in place prior to receiving Title II funds. Based on a review of recruitment grantee applications, 19 recruitment grantees indicated they would develop an assessment process as part of their Title II activities; assessment activities include written or oral evaluation of teachers' work, student achievement data, and interviews with supervisors.</p> <p>Based on a review of partnership applications, 23 partnership grantees indicated they will develop an assessment process as part of their Title II activities; assessment activities include evaluations by other educators, student achievement data, INTASC standards, and teachers' portfolios.</p> <p>Explanations: This is a new program, so actual program performance data are not yet available.</p> <p>Sources: Annual program performance reports. <i>Frequency:</i> Annually. <i>Next collection update:</i> 2001. <i>Date to be reported:</i> June 2001.</p> <p>National Evaluation. <i>Frequency:</i> Two updates. <i>Next Update:</i> 2002. <i>Date to be reported:</i> 2002.</p> <p>Validation Procedures: Evaluation data collection will be verified by on-site monitoring and review, and survey and analyses performed by an experienced data collection agency with internal review procedures.</p> <p>Limitations of Data and Planned Improvements: Annual program performance reports will contain self-reported data from grantees.</p>
2000:	No Data Available	New program	
2001:		Continued increase	
2002:		Continued increase	

Indicator 4.2 Collaboration among partners. Partnership grantees: The percentage of partnership grantees with a governance structure that conducts a formal assessment of the staffing needs of local districts, monitors the effectiveness of partnership activities, and provides funds to partnership members for new activities will increase each year.

Targets and Performance Data			Assessment of Progress	Sources and Data Quality
<i>Grantees have a collaborative structure in place.</i>			<p>Status: Progress toward target is likely.</p> <p>Explanation: A high number of partnership grantees indicate in their program applications that they are currently undertaking many of the components of effective partnership collaboration.</p>	<p>Sources: Annual program performance reports. <i>Frequency:</i> Annually. <i>Next collection update:</i> 2001. <i>Date to be reported:</i> June 2001.</p> <p>National Evaluation. <i>Frequency:</i> Two updates. <i>Next collection update:</i> 2002. <i>Date to be reported:</i> 2002.</p> <p>Program grantee applications: <i>Frequency:</i> One-time. <i>Next collection update:</i> None. <i>Date to be reported:</i> 1999.</p> <p>Validation Procedures: Evaluation data collection will be verified by on-site monitoring and review, and survey and analyses performed by an experienced data collection agency with internal review procedures.</p> <p>Limitations of Data and Planned Improvements: Baseline data from applications are self-reported and may reflect <i>intended</i> program activities, not <i>actual</i> program activities. Annual program performance reports will contain self-reported data from grantees.</p>
Year	Actual Performance	Performance Targets		
1999:	100%*	New programs		
2000:	No Data Available	100%		
2001:		100%		
2002:		100%		
<i>Grantees have a formal needs assessment process in place.</i>				
Year	Actual Performance	Performance Targets		
1999:	88%*	New programs		
2000:	No Data Available	100%		
2001:		100%		
2002:		100%		
<i>Grantees monitor the effectiveness of partnership activities.</i>				
Year	Actual Performance	Performance Targets		
1999:	96%*	New programs		
2000:	No Data Available	100%		
2001:		100%		
2002:		100%		
<i>Grantees provide increasing funds to partnership members for new activities.</i>				
Year	Actual Performance	Performance Targets		
1999:	24%*	New programs		
2000:	No Data Available	100%		
2001:		100%		
2002:		100%		
* Baseline data from grantee applications				