



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING



JENNIFER M. GRANHOLM
GOVERNOR

THOMAS D. WATKINS, JR.
SUPERINTENDENT OF
PUBLIC INSTRUCTION

June 11, 2003

MEMORANDUM

TO: State Board of Education

FROM: Thomas D. Watkins, Jr.

SUBJECT: Approval of Criteria for Teacher Quality Enhancement Competitive Sub-Grant

The Higher Education Act of 1999, Title II, authorized the creation of a new federally-funded grant program entitled, "The Teacher Quality Enhancement State Grant Program." The competitive grants program supports states in reforming teacher certification. Michigan received an award of \$2,025,834 to be distributed over a three-year period beginning October 1, 2002, to implement proposed changes to the teacher certification system. This sub-grant will be awarded to manage the implementation of the state plan.

For the fiscal year 2003, \$886,800 is available to fund the sub-grant award. The Office of Professional Preparation Services proposes to manage a competitive process for the awarding of a sub-grant from the available funds.

The attached, "Criteria for Teacher Quality Enhancement Competitive Sub-Grant," provides background information and the proposed criteria for the 2003 competition.

It is recommended that the State Board of Education approve the Criteria for Teacher Quality Enhancement Competitive Sub-Grant, as discussed in the Superintendent's memorandum dated June 11, 2003.

STATE BOARD OF EDUCATION

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608 WEST ALLEGAN STREET • P.O. BOX 30008 • LANSING, MICHIGAN 48909
www.michigan.gov/mde • (517) 373-3324

**MICHIGAN
STATE BOARD OF EDUCATION**

**CRITERIA FOR TEACHER QUALITY ENHANCEMENT
COMPETITIVE SUB-GRANT**

The State Board of Education has adopted as its Strategic Goal “Attain substantial and meaningful improvement in academic achievement for all students/children with primary emphasis on chronically underperforming schools and students.” In addition, the State Board has adopted the following five Strategic Initiatives to implement the goal:

- Ensuring Excellent Educators
- Elevating Educational Leadership
- Embracing the Information Age
- Ensuring Early Childhood Literacy
- Integrating Communities and Schools

To the extent possible, all grant criteria and grant awards will include priority consideration of the Strategic Goal and the Strategic Initiatives.

BACKGROUND/PURPOSE OF GRANT

X Competitive Formula X New Continuation

Each of the Teacher Quality Enhancement Grant programs brings a unique approach to improving teacher education throughout our nation. A brief description of how the state grants will face the challenge follows:

State Grants seek to promote statewide teacher education reform activities through the linkage of K-12 and higher education institutions and systemic policy and practice changes in areas such as

- Teacher licensing and certification;
- State and higher education accountability for high-quality teacher preparation;
- Improved content knowledge for subject area preparation;
- Improved teaching skills;
- Infusion of technology into curriculum and teaching;
- Enhanced school-based clinical experiences;
- Extended mentoring of new teachers;
- Teacher recruitment for high-need schools;
- Meaningful accountability for teacher performance; and
- High-quality professional development opportunities for new and existing teachers.

LEGISLATION

Authority: PL HEA, 1999, 105-244 Teacher Quality Enhancement Grant Program Title: Teacher Quality Enhancement Grants for State and Partnerships

RATIONALE FOR CRITERIA

This grant was submitted to advance the recommendations and policy actions of the SBE Task Force on Ensuring Excellent Educators, as approved in April 2002. This project will move the policy actions to full implementation. The competitive sub-grant will identify an institution that has the capacity to carry out the approved project activities.

CRITERIA

Defined in Legislation X Defined in Department Grant X Proposed by Staff

TEACHER QUALITY ENHANCEMENT SUBGRANT CRITERIA

I. DEMONSTRATED CAPACITY TO HIRE AND MANAGE KEY STAFF

Proposal must clearly include the following:

- a. A plan to recruit and hire qualified key personnel identified in the grant including a full-time Project Director, and support staff.
- b. Identify how the institution will manage all payroll, benefits and related paperwork for the project staff.
- c. Identify the manner in which the applicant will conduct annual staff performance reviews relative to the implementation of the grant activities.
- d. The extent to which the applicant will give preference to groups that have been traditionally underrepresented, such as handicapped persons, women, the elderly, and members of racial or ethnic minority groups.
- e. Interview panels for staff selection must include at least two Michigan Department of Education (MDE) Office of Professional Preparation Services (OPPS) staff members.

II. PLAN OF OPERATION

A review of the proposal will be made to determine the thoroughness of the plan of operation. In making this determination, the reviewers will look for:

- a. Identification of a plan for implementation of each goal and its related objectives. The plan must clearly identify how each objective will be accomplished and within the timeline for completion of the grant activities.
- b. Identification of the capacity to assist the MDE in preparing required federal reports on the management and outcomes of the grant.
- c. Identification of the capacity and plan for managing the field review process as prescribed in the grant including, but not limited to, the preparation of documents, mailings, convening work groups, assimilating responses into usable databases, etc.
- d. A clear identification of a plan to develop or contract with a vendor to create, purchase or license 10 instructional units to continue the learning and development of new teachers during the induction period as prescribed in the grant.
- e. A plan to involve the MDE OPPS staff as active collaborators in the implementation of the project.

III. EVALUATION PLAN

Review of applications will be based on the extent to which proposals:

- a. Identify a plan to implement the MDE proposed evaluation plan using an external evaluator.
- b. Provide a clear explanation of how the final evaluation plan will include all required federal evaluation reports, surveys as well as improved measures suggested by the prospective evaluator.

IV. ADMINISTRATION OF THE BUDGET

Each application will be reviewed to determine the extent to which:

- a. The applicant must demonstrate how the project budget will be effectively administered to carry out grant activities.
- b. The applicant must provide assurance that no variance to the current 3-year project budget will occur without prior approval from the MDE.

V. APPLICANT'S COMMITMENT AND CAPACITY

Each application will be reviewed for information that shows the applicant is committed to and capable of the successful implementation of this project. In making this determination, consideration will be given to:

- a. A statement of the institution's belief in and acceptance of the activities proposed in the project as a viable means of improving teacher preparation and its ability to meet the established timelines for accomplishing project activities.

ELIGIBLE APPLICANTS/TARGET POPULATION TO BE SERVED BY GRANT

Eligible applicants for the competitive sub-grant award include all approved teacher preparation institutions.

TOTAL FUNDS AVAILABLE

The total funding available for the grant: (2003) \$886, 800, (2004) \$537,000 (2005) \$551,000.

OFFICE ADMINISTERING GRANT/PROGRAM CONTACT

The Office of Professional Preparation Services will be responsible for administering the sub-grant project.