



Massachusetts Department of Higher Education

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2016-2017

2016

**ITQ:  
Improving  
Teacher  
Quality**

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Program  
Manual



**Improving Teacher Quality (ITQ)**  
**Table of Contents**

<b>General Program Information</b>	<b>4</b>
A. Introduction to Federal ITQ Program	
B. The Massachusetts ITQ Program	
C. Project Administration	
<b>Higher Education &amp; ITQ Program Affiliations</b>	<b>5</b>
A. Acknowledgements	
B. Documenting Your Program	
C. Engaging DHE in Special Events	
D. Programmatic Changes	
E. Equitable Participation	
<b>Use of Funds</b>	<b>7</b>
<b>Documentation &amp; Reporting</b>	
A. Budget Amendments	
B. Budget Reporting	
C. Project Reporting	
D. Report Due Dates	
<b>Retention of Records</b>	<b>11</b>
<b>Important Contacts</b>	

## GENERAL PROGRAM INFORMATION

### *A. Introduction*

The Improving Teacher Quality (ITQ) Program is a federally funded formula grant also known as Title II Part A. The purpose of the program is to increase children's academic achievement by improving teacher and principal quality. This program is carried out by: increasing the number of highly qualified teachers in classrooms; increasing the number of highly qualified principals and assistant principals in schools; and increasing the effectiveness of teachers and principals. State-level activities include but are not limited to: (1) recruiting and retaining highly qualified teachers and principals; (2) increasing the number of highly qualified teachers in classrooms; and (3) reforming teacher and principal certification programs. Projects must be based on a needs assessment, and, among other things, be aligned with state academic content standards, student academic achievement standards, and state assessments for formula grants.

### *B. Massachusetts*

State agencies for higher education receive a separate formula grant than that of state elementary and secondary agencies. The Massachusetts Department of Higher Education awards competitive grants to partnerships, that must include at least one institution of higher education (IHE) and its' division that prepares teachers and principals, and a school of arts and sciences IHE, and a high-need local education agency (LEA)/school district. Additional non-profit or public education partners from the private sector, including child-care, and out of school time programs, museums, science centers and public libraries are encouraged to participate. The goal of this funding is to improve children's academic achievement through initiatives grounded in scientific research that provide high-quality training for teachers. The program supports partnerships to develop innovative initiatives that prepare, train, recruit and retain highly qualified educators. These partnerships use grant funds to conduct professional development activities for all educators, teachers, paraprofessionals, and principals. They are aligned with current Massachusetts' education reform initiatives including, Building the Foundation of Future Success for Children from Birth through Grade 3, Massachusetts 2011 Curriculum Frameworks,

Massachusetts Early Learning Standards, Common Core State Standards and the Massachusetts Early Learning and Development Assessment System.

### *C. Project Administration*

The ITQ partnership's Project Director at each institution of higher education must manage all administration and reporting requirements for this grant. Project and expenditure reporting that meet the terms and conditions set forth by the Massachusetts Department of Higher Education is the final responsibility of the Project Director. The project director is responsible to oversee the ITQ partnership's fiscal agent, ensure use of the ITQ forms, and monitor compliance with DHE expenditure and end-of-year reporting deadlines. The project director is the grant's direct contact with the DHE program director on all grant matters and is responsible for disseminating grant administration information to their project partners.

## **HIGHER EDUCATION & IMPROVING TEACHER QUALITY PROGRAM AFFILIATION**

### *A. Acknowledgements*

Grantees are to acknowledge the MA ITQ program in all promotional materials that pertain to the funded program. This includes, but is not limited to, special event invitations and speaking programs, newsletters, websites, videos, media interviews and events, press releases and advertisements. Other examples include:

- Fundraising solicitations
- Press releases
- Signs
- Stationary

Proper acknowledgement means using the following credit line to recognize the MA Higher Education ITQ program:

"<Name of Program>" is supported in part through the Massachusetts Higher Education Improving Teacher Quality Grant."

### *B. Documenting Your Program*

The DHE receives copies of photographs, printed articles, newsletters, news clippings, and other promotional materials that your program generates. Photos should illustrate partners

engaged in learning experiences and must be accompanied by a release form signed by the photo subject, or if the photo subject is a minor, by the parent or guardian of the photo subject. This information may be used by the DHE for promotional materials.

*C. Engaging DHE in Special Events*

Grantees must send information about upcoming events to the DHE at least 30 days and well in advance of the event date.

*D. Programmatic Changes*

Grantees must request and receive approval from the ITQ Project Director at DHE prior to the requested effective date for all of the following:

- Changes or modifications to program focus or goals
- Out-sourcing program activities funded by the grant (unless approved in your application) other than the purchase of supplies, equipment, or general support services

*E. Equitable Participation Requirement*

The equitable participation" requirement from Title IX of NCLB means that, each grant project shall identify the non-profit private schools and programs, museums and libraries that are located within the boundaries of the school district that is the required high-need LEA partner and shall consult with officials of these nonprofit privates concerning the design of and participation in the grant. The underlying assumption is that schools and programs, museums and libraries in the same geographic area will serve the same families and children, have similar needs and require similar services. Learning opportunities provided by Federal funds should also be offered to the private schools and programs, museums and libraries in the area.

This does not mean that ITQ projects must provide professional development to all nonprofit private schools, programs, museums and libraries within the boundaries of the required school district partner. Rather, the concept of collaboration with educators across sectors and equitable participation is advised.

## USE OF FUNDS

ITQ funding will be used to improve children’s academic achievement through initiatives grounded in scientific research that provide high-quality training for teachers and educators.

### *A. Eligible use of funds*

ITQ funds must be used to provide learning experiences that creatively address challenges to teacher and educator quality, principals’ capacity, and the effectiveness of school leaders in high need schools and programs. In-service and paraprofessional teachers and educators are eligible for participation but federal guidelines exclude pre-service teachers and educators from participation. Funds may not be used for food in compliance with US DOE regulations. Stipends are allowed.

### *B. Overall Objectives*

- Increase teacher/educator/principal content knowledge of the science of early learning and developmentally appropriate practice
- Increase teacher/educator/principal pedagogical knowledge of the science of early learning and developmentally appropriate practice
- Facilitate changes in teacher/educator/principal practice
- Facilitate changes in children’s learning outcomes

### *C. Authorized Activities and Anticipated Outcomes*

#### **Authorized Activities:**

- Professional development in multiple and integrated approaches to developmentally appropriate early childhood assessment and curriculum for children between birth through age eight. The professional development experiences should be aligned with the Massachusetts Early Learning and Development Assessment System
- Learning experiences that increase understanding of child development and the principles of instruction derived from epistemologies of early childhood education from birth through age eight and are aligned with Massachusetts Curriculum Frameworks including

Early Learning, Head Start Child Development Early Learning Frameworks, and Common Core State Standards.

- Learning experiences in mathematics and the sciences, which are aligned across multiple education sectors (e.g. museums, libraries, child care, etc) and include educator partners serving the same children in schools and other non-profit community educational organizations; and are aligned with Massachusetts Curriculum Frameworks including Early Learning, Head Start Child Development Early Learning Frameworks and Common Core State Standards.
- Learning experiences that integrate the content areas of mathematics and the sciences with the arts, are aligned across multiple education sectors (e.g. museums, libraries, child care, etc), and are aligned with Massachusetts Curriculum Frameworks including Early Learning, Head Start Child Development Early Learning Frameworks and Common Core State Standards.

### **Anticipated Outcomes:**

The Department of Higher Education has developed an established set of anticipated outcomes related to the overall objectives and authorized activities. Learning experiences should be targeted to two or more of the following lists of anticipated outcomes:

1. Increase educator content knowledge of child development across sectors, and its relationship to how children develop understandings of numeracy and literacy
2. Increase educator application of developmentally appropriate practices and the science of early learning across curriculum areas, connecting learning experiences in numeracy, literacy, and the arts with thematic content knowledge in the sciences
3. Increase educator partnerships between sectors and within local communities to increase children's learning in sciences and arts
4. Increase educator content knowledge of how children develop numeracy and mathematic intelligence during pre-representational and concrete-operational stages of growth
5. Increase educator pedagogical understanding of evidence of children's learning through observation and how to use observations to inform curriculum plans and teaching / learning practices and activities
6. Increase educator knowledge and aptitude with Classroom Assessment Scoring System (CLASS), Early Childhood Environmental Rating Scale-Revised (ECERS-R), Arnett Caregiver Interaction Scale (Arnett- CIS), Pyramid Model – Collaboration for Social Emotional Foundations for Early Learning (CSEFEL), and Strengthening Families Self Assessment Tool (SFSAT)
7. Increase educator pedagogical knowledge of how social-emotional development impacts cognitive learning and how to use this knowledge to help children learn self-regulation and increase learning



## DOCUMENTATION & REPORTING

### *A. Budget Amendments*

Communicate all budget changes to the DHE. A budget amendment request that increases/decreases an approved budget category by 10% or greater must be approved by the ITQ Program Director at DHE prior to implementation of the change.

Prior approval from the ITQ Program Director at DHE is required for the following:

- Any increases or decreases 10% or greater in line item budgets from the originally approved budget proposal.
- Moving funds to a budget category that was not on the original approved budget.
- Any new budget line items that are part of direct program cost support.

### *B. Budget Reporting Requirements and Time Line*

Federal regulations require that the flow of funds available for education projects parallel the expenditures for scheduled activities. The federal fiscal year runs from October 1 through September 30. Awards and reporting time lines have changed for 2016 awards due to congressional delays in approval of ESEA funds.

**APRIL 2016:** The **Interdepartmental Service Agreement** (for public institutions) or **Standard Contract** (for independent institutions) is provided after the final award project budget has been submitted and approved by the DHE ITQ Program Director.

Public institution sub-recipients' ISA's will be processed within MMARS as CT/ISA's. There will be no individual ITQ appropriation account set up. Instead, once both authorized signatories are affixed on the award contract/ISA, a CT or encumbrance document will be established, and a 100% payment on each award will be made. The CT/ISA process works best with federal grant awards and their individual payment schedules which are based on performance as well as expenditure.

**January & September:** Grant Expenditure Reports that show approved award budget expenditures to date are submitted at mid-point and end-point. Completed reports should be sent

electronically to DHE Budget Director Ellen Osborne-Smith, [eosbornesmith@bhe.mass.edu](mailto:eosbornesmith@bhe.mass.edu) and ITQ Program Director Winifred Hagan, [whagan@bhe.mass.edu](mailto:whagan@bhe.mass.edu). **The deadlines for receipt are January 30, 2017 and September 29, 2017.**

### *C. Project Evaluation Reporting Requirements*

Grantees must compile both descriptive and performance data with input from all members of the partnership. The University of Massachusetts Donahue Institute (UMDI) will continue to work on the evaluation component of the Early Learning Projects for ITQ 2016-2017. (Please note, 2016 funding represents the third year in a 3-year funding cycle.)

#### *Instructions for Submitting Project Reports*

On the DHE website, <http://www.mass.edu/forinstitutions/prek16/improvingteacherquality.asp> you will find the following forms:

- Mid-Year Project Report
- Year-End Project Report
- Individual Participant Data Collection Form
- Participant Feedback Survey
- Knowledge Gains Reporting Form (for pre and post test scores)

To create a project report, go to the ITQ pages of the DHE website for reporting forms and click “on-line project reporting” where you will find links for adding Project Activities, submitting a Mid Year, and Year-End Project Report.

Use the project activities link to describe your activity, summarize the characteristics of your participants, and list your assessment instruments

For each activity, you will need to have the participants complete the Individual Participant Data Collection Form. The Knowledge Gains Reporting Form (pre/post test) will require the unique participant identifier.

The Mid-Year and Year-End Project Reports will summarize all completed project activities and progress toward project objectives that were outlined in the initial proposal and evaluation plan.

The overall project reporting process should provide the partnership members with the opportunity to describe, reflect, and evaluate the year's activities against project expectations and indicators.

Submission of all online quantitative and qualitative reporting must be received no later than 30 days following the project completion date for a given year. If US DOE requests information that is not included in your report, we may request more data from you.

**ITQ Project Evaluation forms can be found on the DHE website:**  
[www.mass.edu/forinstitutions/prek16/tqforms.asp](http://www.mass.edu/forinstitutions/prek16/tqforms.asp)

*D. Dates Project Reports Due:*

- Mid-Year Report covers the period from April 2016-January 2017 and is due on January 30, 2017
- Year-End Report covers the period from February 2017- September 2017 and is due on September 29, 2017 (*Note: The UMDI Year End Evaluation state report is due in November. Project reporting must completed by the September deadline.*)
- Grant Close-Out Report, October 30, 2017

The Grant Close-Out Report is your final ***cumulative*** report for the 2016-2017 grant award and should contain the following:

- Data Collection Summary
- Final Program Performance Narrative
- Final Fiscal Report that demonstrates full close-out of grant activities

### **Retention of Records**

Upon award, the designated partner becomes a sub-recipient of federal assistance. *The partner, therefore, must retain all program and financial records related to this grant for a minimum of five years. If requested, the sub-recipient is also required to provide records and financial statements as well as access to those records and statements such that DHE can assure that an audit of the sub-recipient meets the requirements of the Office of Management and Budget.*

The recipient shall provide any additional project information to the DHE upon request so that the DHE is able to comply with federal reporting requirements. This information may impact future funding.



## **ITQ Contacts**

For all matters concerning the DHE ITQ Program please contact:

**Winifred M. Hagan, Ed. D.**  
**Associate Commissioner for Academic Affairs and Student Success**  
**Program Director ITQ**  
**Department of Higher Education**  
**One Ashburton Place, Room 1401, Boston, MA 02108**  
**(O) 617.994.6912**  
**(E) [whagan@bhe.mass.edu](mailto:whagan@bhe.mass.edu)**

For specific questions regarding fiscal administration, please contact\*:

**Ellen Osborne-Smith**  
**Budget Director**  
**Department of Higher Education**  
**One Ashburton Place, Room 1401, Boston, MA 02108**  
**(O) 617.994.6905**  
**(F) 617.727.6397**  
**(E) [eosbornesmith@bhe.mass.edu](mailto:eosbornesmith@bhe.mass.edu)**

*\*Be sure to cc: Winnie Hagan on all fiscal correspondence*

**The following forms and links can be found on the Department of Higher Education Improving Teacher Quality pages:**

**<http://www.mass.edu/forinstitutions/prek16/improvingteacherquality.asp>**

### **ITQ Program Manual**

#### **ITQ Budget Forms**

- Contact Information
- Expenditure Report
- Sub-Contract Expenditure Report
- Budget Amendment Request
- Budget Amendment Request Spreadsheet
- Sub-contract Amendment Request Spreadsheet

#### **Project Evaluation Materials**

- Mid Year Report
- [Year-End Report](#)
- [Individual Participant Data Collection Form](#)
- [Participant Feedback Form](#)
- [Knowledge Gains Reporting Form](#)
- [UMass Donahue Institute](#)

