

## FY 20 Teacher Residency Planning Grant

### Q & A

Question	Answer
Is Residency only associated with Alternative Programs?	The grant is not specific to alternative or traditional programs however all licensure requirements must be met.
Can an entity apply for the Residency Grant using a Paraprofessional job-embedded model?	Job-Embedded programs described in the Teach Illinois recommendations have not yet been adopted and will go before the General Assembly in Spring 2019
Are districts the only eligible applicants? Are IHEs able to apply or do they simply partner with awardees?	Institutions of higher education are not eligible to directly apply for either grant, but they may serve as a partner. The teacher residency RFP specifically provides funds for LEAs to partner with an educator preparation program at an institution of higher education.
Is there a specific threshold for "high-need" LEAs, as mentioned in the eligibility section of this NOFO? (i.e. a certain percentage of students who are minorities or living in poverty)	There is not a specific threshold (percentage) used to consider applications. Districts may describe the school(s) <i>"high rates of minority students or high rates of students in poverty as identified by Title I criteria, or (2) can demonstrate chronic, multiple teacher shortages in state-identified or local shortage areas (Appendix A)"</i> in their response to the RFP.
What are the specific program objectives/models to utilize for this grant?	As an agency, we wanted to make sure there was space for innovation in the design and development in the kind of residency program an LEA/IHE is interested in offering. We are not prescriptive on any model.
Do the matching funds come from the teacher preparation institution or the school district partner (the LEA)?	The eligible applicants are LEAs so the grantee would be responsible for operationalizing the match funds (real/in-kind).
Would it be allowable a district to submit a single application in which they partner with multiple IHEs?	The grant does not prohibit an LEA from partnering with multiple IHEs.
Do specific schools need to be selected prior to submission of the application?	Yes-Schools need to be identified.
The application calls for Letters of Support from IHE partners in Item 8 of the checklist. Appendix B states that a district/university partnership should be recognized through an MOU. Are both required?	The Letters of Support are required. While an MOU is not specifically required with in the grant, it is recommended.
When does the residency begin?	The residency shall begin in School Year 2020-2021.
Would it be acceptable for an IHE to partner with an applying district on more than one proposal?	Yes, this is allowable.
Can LEAs submit multiple grant applications with multiple partners?	An LEA should only submit one grant application. The grant does not prohibit an LEA from partnering with multiple IHEs.

Does the coursework need to be completed during the same academic year as the residency? Should the coursework only be one year in length?	The grant is not written to be prescriptive in design of the residency program. The flexibility allows for innovation in this space.
Our current clinical experience model includes one semester of novice teaching, which takes place five days a week in the mornings, and then one semester of student teaching, which is full time. If novice and student teacher are done back to back with the same mentor teacher, would this count as a year-long residency?	ISBE is seeking to innovate upon current models in teacher preparation. What you suggest is not a 'new' program, it is the repurposing of an existing one which wouldn't meet the spirit and intent of the RFP.
Can admission to the teacher residency program be determined jointly by the LEA and IHE?	The grant does not prohibit LEAs and IHEs from partnering on this decision.
Would a residency program for undergraduates be one in which having finished their coursework toward their PEL, they would only enroll in a one year residency?	The grant is not written to be prescriptive in design of the residency program. You would work with the LEA for the design of an undergraduate residency program.
Are residents attending college during residency?	They could be, ISBE is not prescriptive about what level of school the resident should be (undergraduate vs. graduate)
If the LEA already recruits residents in a shortage area, but want to increase that figure and can make the case that the grant will support that, is the program still eligible?	Yes, if the LEA could make the specific case that they are still experiencing a shortage in that specific area.
Will residents need the ELS (APE) alternative license during the residency, and therefore need a bachelor's degree to be a resident?	LEAs may propose an undergraduate or graduate residency program. An ELS(APE) may not be required as the candidate will co-teach alongside a licensed mentor and will not be the sole teacher responsible for the classroom.
Is there an anticipated extension given the time frame for board of education approvals?	No extension is planned.
What are some examples of in-kind donations from the LEA?	Books, supplies, food, room usage, training
Is there a minimum number of teacher candidates who should participate annually?	ISBE does not have a set number of residents expected in the RFP.
If one does not apply this year, will one be able to apply for one of the upcoming years?	This is dependent on funding.
Can a mentor teacher oversee several residents or is this always one to one? Or is this not prescribed?	As an agency, we wanted to make sure there was space for innovation in the design and development in the kind of residency program an LEA/IHE is interested in offering. We are not prescriptive on any model, but models must be based on research and best practice. See Appendix B. Current research suggests a 1:1 mentor to resident ratio.
Are projects required to address a shortage area from Appendix A?	Yes.

Can MOUs be part of the planning phase of the project?	The grant does not specifically indicate an MOU must be established prior to the LEA applying.
Would an IHE be able to utilize a current program for this grant? Would the traditional approved model already in place work for application?	ISBE is seeking to innovate upon current models in teacher preparation. The RFP is encouraging institutions to design and implement an intentional residency program based on current research and best practice. Institutions have the autonomy to develop a residency program built on some structures that exist in current programs already approved.
Are there any concerns about a conflict between co-teaching and student teachers completing their edTPA requirement?	No
What process will be needed to gain approval to change a current program(s) to incorporate the residency model?	Grantees will work with ISBE to submit appropriate program changes to an existing approved program. The program change(s) would not have to apply to your entire program if the IHE foresees the model existing alongside a current program.
If a district has some schools that are Title I qualified, does that mean that district meets the Title I criteria?	The RFP (eligibility, description, narrative, or application review) is not specific that a majority of schools or all schools, it just says "with schools". Because the RFP does not specify a percentage (over 51% or 100% of schools) or even include the words majority or all, then a district would be eligible if they have 1 school that fits the criteria.
Are charter schools eligible to apply?	If the charter school is part of a district, that district would then be the applicant