

OMB No. TBD

Exp. Date TBD

Study of Teacher Residency Programs

TQP grant staff data form

Introduction and instructions

Please scroll down to read all instructions and then add an "X" to the box highlighted in yellow below.

The U.S. Department of Education's Institute of Education Sciences is conducting a study of teacher residency programs. The study will provide valuable information on the extent to which residency programs help districts fill hard-to-staff positions and diversify their teacher workforce.

As part of this study, we are asking TQP grantees to provide information on program completers who were newly hired by partner districts in the 2024-25 school year.

A prior survey requested information on program completers hired by districts in the 2022-23 school year. This request covers program completers newly hired into districts in the 2024-25 school year. The data requested here will provide information on how residency new hires compare to other new hires within partner districts.

The estimated time required to complete this form is 3 hours. The TQP grant staff person who oversees the completion of the form will be compensated \$120 for their time. This form can be shared with other grant staff to help complete it, but please maintain only one copy of the file.

How is this form organized?

Please complete all four sections of this form by clicking on the tabs at the bottom. Complete section A before sections B-E.

- Section A: Overall number of program completers newly hired by a partner district in the 2024-2025 school year
- Section B: Counts of newly hired program completers in the 2024-2025 school year by race and ethnicity
- Section C: Counts of newly hired program completers in the 2024-2025 school year by subject area
- Section D: Counts of newly hired program completers in the 2024-2025 school year by school type
- Section E: Questions about the current status of the program (after the 2019 TQP grant ended)
- Submit form: Final steps to submit the form.

Please save the file in a secure location after completing each section.

After completing the form, please go to the "Submit form" tab to confirm no additional updates are needed and to see instructions for submitting the form.

How will the data be used?

Per the policies and procedures required by the Education Sciences Reform Act of 2002, Title I, Part E, Section 183, responses to this data collection will be used only for research purposes. Information gathered through this form will be used to understand how teacher residency programs help districts fill hard-to-staff positions and diversify their teacher workforce. The information in this study will be used only in ways that will not reveal your identity. Neither you or your district partner(s) will be identified in any publication from this study. The goal of this form is to produce a report that describes information on new hires across multiple districts. We will not report results separately by district.

A restricted-use file will be produced as part of this study to provide other researchers the opportunity to replicate the study's findings or pursue additional analyses. The restricted-use file will include no district or residency program identifiers. Access to the restricted-use file will be limited to only those researchers licensed by the National Center for Education Statistics to use the data for research purposes only. These researchers are subject to National Center for Education Statistics standards for conducting research and protecting data confidentiality. Specifically, the use of these data is protected by federal statutes and regulations; authorized researchers are subject to the laws, regulations, and penalties that apply to use of confidential data held by the Institute of Education Sciences.

Thank you for your participation in this important study.

This form was prepared by Mathematica under contract with the Institute of Education Sciences. If you have questions about this study, please contact the study team toll-free at [\[study phone number\]](#) or email us at [\[study email address\]](#).



By typing an "X" in the box to the left, I agree that I understand the purpose of this study, including any privacy assurances, and that my participation is completely voluntary.

PLEASE SAVE IN A SECURE LOCATION AND CONTINUE TO THE NEXT SECTION.

SECTION A: Basic information

This workbook requests information about program completers from the following teacher residency program funded by your 2019 Teacher Quality Partnership (

Residency program name: [PRE-FILL 2019 TQP PROGRAM NAME]

A1. **Among participants who completed the TQP grant program before the 2023-24 school year, were any hired by a partner district for the first time in in the 2024-25 school year?** (for example, a program completer who taught in another district and was newly hired in a partner district or a program completer who delayed their entry into teaching) Select Yes or No

A1.a. **If yes, does your program have data on the program completers who completed the program before the 2023-24 school year but were hired by a partner district for the first time in the 2024-25 school year?** If yes, please include those program completers in the counts below. Select Yes, No, or Not applicable

A2. **List the name of each district or charter network that partners with the residency program funded by your 2019 TQP grant and the number of program completers that each partner district hired in the 2024-2025 school year.**

Newly hired refers to program completers who were hired by a partner district as a teacher of record for the first time this school year (on or before February 1, 2025). Please only include teachers of record who are responsible for instruction.

The counts below should include program completers from the 2023-24 school year who were hired by a district as a teacher of record for the first time in the 2024-25 school year.

If you have information on program completers from prior cohorts who were hired by a district as a teacher of record for the first time in the 2024-25 school year, please include them in the counts as well.

District name	Number of program completers who were NEWLY HIRED TEACHERS by the district in the 2024-25 school year
District/charter network	
District/charter network	
District/charter network	
District/charter network	
District/charter network	

PLEASE SAVE IN A SECURE LOCATION AND CONTINUE TO THE NEXT SECTION.

Grantee ID: (for Mathematica) [PRE-FILL GRANTEE ID]

SECTION B. Teacher race/ethnicity

This section requests information about the number of [2019 TQP program name] program completers who were newly hired by partner districts in the 2024-2025 school year by race/ethnicity. A newly hired teacher refers to a program completer who was hired as a teacher of record by the district for the first time this school year.

The counts below should include program completers from the 2023-24 school year who were hired by a district as a teacher of record for the first time in the 2024-25 school year. If you happen to have information on program completers from prior cohorts who were hired by a district as a teacher of record for the first time in the 2024-25 school year (for example, a program completer who delayed their entry into teaching), please include them in the counts as well.

Each teacher should be counted once. If a teacher identifies as two or more races, only include them in the count for row marked "two or more races."

Table 1. Race/ethnicity of program completers newly hired by partner districts in the 2024-2025 school year

Race/Ethnicity	District/charter network	District/charter network	District/charter network	District/charter network	District/charter network
American Indian or Alaskan Native					
Asian					
Black or African American					
Hispanic/Latino					
Native Hawaiian or Other Pacific Islander					
White					
Two or more races					
Not specified					
Total	0	0	0	0	0

PLEASE SAVE IN A SECURE LOCATION AND CONTINUE TO THE NEXT SECTION.

SECTION C. Subject areas

This section requests information about the number of [2019 TQP program name] program completers who were newly hired by partner districts in the 2024-2025 school year by subject area. A newly hired teacher refers to a program completer who was hired as a teacher of record by the district for the first time this school year.

The counts below should include program completers from the 2023-24 school year who were hired by a district as a teacher of record for the first time in the 2024-25 school year. If you happen to have information on program completers from prior cohorts who were hired by a district as a teacher of record for the first time in the 2024-25 school year (for example, a program completer who delayed their entry into teaching), please include them in the counts as well.

Each teacher should be counted once. If a teacher teaches more than one of the subject areas listed below, only include them in the count for their primary subject area (the subject area for which they teach the most classes).

If your partner district(s) has additional or different subject areas, you can add them below in the rows for "Other." Please specify the name of any "Other" categories.

Table 2. Subject areas of program completers newly hired by each district for the 2024-2025 school year

Subject area	District/charter network	District/charter network	District/charter network	District/charter network	District/charter network
General elementary (teachers who teach all/most subjects to a group of students)					
English language arts					
Mathematics					
Social studies/social sciences					
Natural sciences					
Computer science					
Special education: Solely teaches a STEM subject					
Special education: Teaches multiple subjects or a non-STEM subject					
English as a Second Language or bilingual: Solely teaches a STEM subject					
English as a Second Language or bilingual: Teaches multiple subjects or a non-STEM subject					
Foreign languages					
Early childhood or pre-K education					
Health or physical education					
Career and technical education					
Art, dance, music, theater, or other electives					
Other	[Specify Other category here]				
Other	[Specify Other category here]				
Other	[Specify Other category here]				
Other	[Specify Other category here]				
Other	[Specify Other category here]				
Other	[Specify Other category here]				
Other	[Specify Other category here]				
Other	[Specify Other category here]				
Total	0	0	0	0	0

If "Specify Other category here" is shaded red, you added counts for "Other" without specifying the subject area for the "Other" category. Please add this information before continuing to the next section.

STEM= Science, technology, engineering, or math

PLEASE SAVE IN A SECURE LOCATION AND CONTINUE TO THE NEXT SECTION.

SECTION D. School type

This section requests information about the number of [2019 TQP program name] program completers who were newly hired by partner districts in the 2024-2025 school year by school type. A newly hired teacher refers to a program completer who was hired as a teacher of record by the district for the first time this school year.

If it is easier, you can provide counts of program completers who were hired for the first time by a district in the 2024-25 school year by school (instead of providing the counts below). We can use that information to produce counts for Title I/non-Title I schools.

The counts below should include program completers from the 2023-24 school year who were hired by a district as a teacher of record for the first time in the 2024-25 school year. If you happen to have information on program completers from prior cohorts who were hired by a district as a teacher of record for the first time in the 2024-25 school year (for example, a program completer who delayed their entry into teaching), please include them in the counts as well.

Each teacher should be counted once. If a teacher teaches at more than one school, only include them in the count for their primary school (the school in which they spend the most time).

You have two options. You may report **EITHER** the number of newly hired teachers by school type (Title I versus non-Title I) in Table 3a **OR** the number by school in Table 3b.

Table 3. School type for program completers newly hired by each district for the 2024-2025 school year

School type	District/charter network	District/charter network	District/charter network	District/charter network	District/charter network
Title I schools*					
Non-Title I schools					
Total	0	0	0	0	0

*Title I schools refers to schools that are designated as school-wide Title I schools and does not include targeted assistance schools.

Option 2: Report the number of newly hired teachers by school in Table 3b. You only need to list schools that had a newly hired teacher in the 2024-2025 school year. Scroll up to see option 1 to report the number of newly hired teacher by Title I status. You only need to complete one table.

Table 3b. School for district's teachers for the 2024-2025 school year

School name	District/charter network	District/charter network	District/charter network	District/charter network	District/charter network
Total	0	0	0	0	0

If you need additional rows, please email [email] and we will update this workbook for you.

PLEASE SAVE IN A SECURE LOCATION AND CONTINUE TO THE NEXT SECTION.

SECTION E: Post TQP Plans

This section requests information about future plans for [2019 TQP program name].

E1.	Has the teacher residency program funded through your 2019 TQP grant continued after the grant ended (even if some features changed)?	<i>Select Yes or No</i>
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E2. If you answered "yes" to question E1, have any of the following program features changed from the residency program model used in your TQP 2019 grant?

Extent to which partner districts are involved in the residency program	<i>Select your response</i>
Which partner districts are involved in the residency program	<i>Select your response</i>
Length of residency experience	<i>Select your response</i>
Whether resident serves as teacher of record during the residency experience	<i>Select your response</i>
Amount of living stipend provided to residency teachers during the residency	<i>Select your response</i>
Amount of support provided after participants become a teacher of record/complete the residency program	<i>Select your response</i>
Required commitment to teach in a partner district after the residency experience	<i>Select your response</i>
The source of funding for the program	<i>Select your response</i>
Does the program receive funding from a more recent TQP grant?	<i>If applicable, select Yes or No</i>
Does the program receive funding from the state education agency?	<i>If applicable, select Yes or No</i>
Does the program receive funding from philanthropic sources?	<i>If applicable, select Yes or No</i>
Does the program receive funding from other sources? If yes, please describe below.	<i>If applicable, select Yes or No</i>

E3. If you answered "no" to question E1, please indicate whether any of the reasons below contributed to the decision not to continue the residency program funded through the 2019 TQP grant.

Difficulty securing funding to continue the residency program	<i>Select Yes or No</i>
Difficulty sustaining partnerships with partner school districts and/or charter networks	<i>Select Yes or No</i>
Difficulty recruiting residency candidates for the program	<i>Select Yes or No</i>
Less demand for residency programs. If yes, please describe below.	<i>Select Yes or No</i>
Is the another reason why your program will not continue? Please select yes or no. If yes, please describe below.	<i>Select Yes or No</i>

PLEASE SAVE IN A SECURE LOCATION AND CONTINUE TO THE NEXT SECTION.

Thank you for providing this information!

Please see below if any sections need attention.

Please review the instructions and add an X to the box in yellow.

Section A needs review

Section B needs review

Section C needs review

Section D needs review

Section E needs review

Once the workbook is complete, please **SAVE** the file **in a secure location** and then email the file to **[study email address]**.