

Archived Information

**U.S. DEPARTMENT OF EDUCATION
OFFICE OF INNOVATION AND IMPROVEMENT
WASHINGTON, DC 20202-5960**

**FY 2009
APPLICATION FOR GRANTS
UNDER THE
TEACHER QUALITY PARTNERSHIP GRANTS
PROGRAM**

**CFDA Number: 84.405 A
OMB# 1894-0006
Expiration Date: 9/30/2011**



**CLOSING DATE:
October 6, 2009**

In a global economy where the most valuable skill you can sell is your knowledge, a good education is no longer just a pathway to opportunity—it is a pre-requisite. The countries that out-teach us today will out-compete us tomorrow.
President Barack Obama

August 2009

Dear Applicant:

Thank you for your interest in the Teacher Quality Partnership (TQP) program.

We know that teachers are the single most important element in improving student learning and achievement. The TQP program provides resources to prepare teachers to teach in high-need schools and support them in their first critical years. Applicants for a grant under this program must propose comprehensive plans of pre-baccalaureate, 5th year initial licensing and/or teaching residency programs, and if applicable, to develop programs to support effective school leaders. It seeks to do this by having the institutions and organizations that prepare teachers to intentionally focus their teacher preparation program design on the needs of the high-need local educational agencies (LEAs) and schools to be served. Applicants are required to coordinate their project design with the following key stakeholders – a high-need LEA and schools, institutions of higher education (IHEs) including the IHE's schools/colleges/departments of education and arts and sciences, and other state and community groups are optional partners. It is our expectation that the partnerships will be visionary, collaborative and committed to effecting the necessary changes that result in effective teachers and improved student achievement.

This application package contains more detailed information about the program including a copy of the Federal Register Notice Inviting Applications published in the Federal Register on August 4, 2009, required forms, optional checklists, and how and where to submit an application. We strongly encourage you to read it carefully. Please pay close attention to the **requirements** for the eligible partnerships and all program priorities but most particularly to the absolute priorities and their elements, reporting, use of funds, budget submission, and process for submitting your application using e-Application.

This program creates high expectations for applicants. Its intent is bold and is supported by an extraordinary infusion of funds from the American Recovery and Reinvestment Act. We ask applicants to view this program not just as an opportunity for additional funds, but as an opportunity to carefully think through how to best prepare teachers and leaders to serve in those schools that most need them. It is about children and ensuring that every child has a caring, talented, and effective teacher.

If you desire further information concerning this program or the application process, please contact Stephanie Teller by telephone at (202) 260-0563, or Kelly O'Donnell by telephone at (202) 205-5231, or via email at TQPartnership@ed.gov.

Again, thank you for your interest in the Teacher Quality Partnership program and your commitment to improving the quality of teaching and learning in schools across this country.

Sincerely,

Peggi Zelinko
*Director, Teacher Quality Programs
Office of Innovation and Improvement
U. S. Department of Education*

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1. GENERAL APPLICATION REQUIREMENTS

The Teacher Quality Partnership Grants Program is authorized by Title II, Part A of the Higher Education Act, as amended by the Higher Education Opportunity Act of 2008 (HEA).

I. Eligible Partnership and Documentation:

A. Eligible Partnerships must include a:

- High-need LEA or consortium of high-need LEAs;
- High-need school, or a consortium of high-need schools served by the high-need LEA, or, as applicable a high-need early childhood education program;
- Partner Institution;
- College/School/Department of Education within the partner institution;
- College/School/Department of Arts and Sciences within the partner institution.

An eligible applicant must be an "eligible partnership" as defined in section 200(6)(A) of the HEA. Applicants are encouraged to carefully read the definitions of eligible partnership and its component elements. These definitions are also included in the Federal Register Notice Inviting Applications (page 19 of this application package). Partnerships that do not present documentation that confirms that they meet the definition of an "eligible partnership" are ineligible to be funded, and their applications will not be reviewed.

B. Eligible Partnerships may also include any of the following:

- The Governor of the State.
- The State Educational Agency.
- The State Board of Education.
- The State agency for higher education.
- A business.
- A public or private nonprofit educational organization.
- An Educational Service Agency.
- A teacher organization.
- A high-performing Local Educational Agency, or a consortium of such Local Educational Agencies, that can serve as a resource to the partnership.
- A charter school (as defined in section 5210 of the Elementary and Secondary Education Act of 1965).
- A school or department within the partner institution that focuses on psychology and human development.
- A school or department within the partner institution with comparable expertise in the disciplines of teaching, learning and child and adolescent development.
- An entity operating a program that provides alternative routes to state certification of teachers.

The fiscal agent may be any one of the partners.

C. Documentation of Eligibility:

To be eligible for funding, applicants must provide documentation in Appendix A of their application that they are involved in an “eligible partnership,” as that term is defined in section 200(6)(A) of the HEA.

In particular, the documentation must demonstrate that:

- The partner LEA(s) meets the statutory requirements in section 200(10) for a high-need LEA;
- The high-need school(s) to benefit from the project meets the statutory requirements in section 200(11);
- The early childhood education program (ECE), if applicable, meets the statutory requirements in section 200(9);
- The partner institution of higher education (IHE) meets the statutory definition of partner institution in section 200(17) with regard to its school, program, or department of education; and,
- The School of Arts and Sciences meets the statutory requirement in Section 200(1) and is included in the development and implementation of the project.

The documentation must include data confirming that each LEA (or consortium of LEAs) and schools (or consortium of schools) to be served under the grant meet the statutory definition of being high-need. For high-need LEAs, data must be submitted for the poverty / rural area requirement (component A) **and** the teacher need requirement (component B). For high-need schools, the poverty data must be documented as described in “Component C-High-Need Schools.” It is very important that applicants review the definitions of high-need LEA and high-need school that are included in the Federal Register Notice Inviting Applications (page 19 of the application package).

The Department will consider other poverty data, on a case-by-case basis, ONLY IF an LEA (such as a charter school that a State considers to be an LEA) is not included in the Census Bureau database.

The tables below may be used to provide the required data and their source. Please note that the current data in the charts illustrate how to fill out the charts for each of the criteria under each Component.

Instructions for Documenting Eligibility as a High-Need LEA:

Component A—Poverty/Rural Data

A1: Provide the percentage that demonstrates that not less than 20% of the children served by the LEA(s) are children from low-income families. This percentage already calculated by the Department is available at <http://www.ed.gov/programs/lsj/eligibility.html>. If data are not from the 2007 Census, please indicate the source of data; (See example of LEA #1 below)

OR

A2: Provide the number that demonstrates that the LEA(s) is one that serves not fewer than 10,000 children from low-income families. These data can be found at <http://www.census.gov/hhes/www/saipe/district.html>. If data are not from the 2007 Census, please indicate the source of data; (See example of LEA #2 below)

OR

A3: Document that the LEA(s) meets the eligibility requirements for funding under the Small, Rural School Achievement (SRSA) Program under section 6211(b) of the ESEA. Eligible LEAs are listed by state on the Department’s website at <http://www.ed.gov/programs/reapsrsa/eligible08/index.html>; (See example of LEA #3 below)

OR

A4: Document that the LEA(s) meets the eligibility requirements for funding under the Rural and Low-Income School (RLIS) Program under section 6221(b) of the ESEA. Eligible LEAs are listed by state on the Department’s website at <http://www.ed.gov/programs/reaprlisp/eligible09/index.html>; (See example of LEA #4 below)

EXAMPLE

Component A: Poverty/Rural Data

HIGH-NEED LEA ELIGIBILITY								
Component A: Poverty/Rural Data								
Name of the LEA	A1	%	*Data Source	A2	#	*Data Source	A3 SRSA	A4 RLIS
LEA#1	X	23%	2007 Census					
LEA#2				X	12,537	2007 Census		
LEA#3							On SRSA website	
LEA#4								On RLIS website

Note: Applicants may use this optional form or create their own to document LEA high-need eligibility.

AND

Component B—Teacher Need

B1: Provide data that demonstrate that the participating LEA(s) has a percentage of its classes taught by teachers of core academic subjects who are not highly qualified that exceeds the average percentage for the State in which the LEA(s) is located, or that the percentage of the LEA’s teachers who lack training in the academic subject areas or grade levels in which they were trained to teach is at least 5%; (See example of LEA #1 below)

OR

B2: Provide data that demonstrate that the participating LEA(s) has a high annual teacher turnover rate of at least 16 percent among classroom teachers who did not return to the same school in the LEA; (See example of LEA #2 below)

OR

B3: Provide data that demonstrate that the participating LEA(s) has a “high percentage,” of at least 1.37%, of teachers with emergency, provisional or temporary certification or licensure that it reported to the State for the purposes of the State’s October 2008 HEA, section 207 report. (See example of LEA #3 below)

EXAMPLE
Component B: Teacher Need

HIGH-NEED LEA ELIGIBILITY								
Component B: Teacher Need								
Name of the LEA	B1	LEA %	State Avg. %	B2	Turnover %	B3	% at least 1.37%	Data Source
LEA#1	X	2.5%	1.9%					
LEA#2				X	16.4%			
LEA#3						X	1.42%	State HEA, Section 207 report

Note: Applicants may use this optional form or create their own to document LEA high-need eligibility.

Instructions for Documenting Eligibility as a High-Need School:

Component C—High-Need School Eligibility

For determining the eligibility of a “high-need school,” the Department is only aware of data regarding free and reduced price school lunches (FRPSL) as available to schools and LEAs.

C1: List the schools proposed for the partnership, confirm that they rank in the top quartile and provide the percentage of students eligible for FRPSL; (See example of School #1 below)

OR

C2: Provide data that the school is an elementary school where not less than 60% of its students are eligible for FRPSL, or that the aggregate level of poverty of the school’s feeder schools based on the aggregate percentage of their students eligible for FRPSL yields 60% with extra documentation provided from section 200(11)(B)(ii); (see example of School #2 below)

OR

C3: Provide data that the school is not an elementary school where not less than 45% of its students are eligible for FRPSL, or that the aggregate level of poverty of the school’s feeder schools based on the aggregate percentage of their students eligible for FRPSL yields 45%, with extra documentation provided from section 200(11)(B)(ii). (See example of School #3 below)

EXAMPLE:
Component C: High-Need School Eligibility

High-Need School Eligibility										
Name of school	LEA	C1	% of FRPSL	Rank order	C2	% of elementary school FRPSL at least 60%	Feeder School(s) FRPSL at least 60%	C3	% of non-elementary school FRPSL at least 45%	Feeder School(s) FRPSL at least 45%
School	LEA	X	88%	3/20						

#1	#1									
School #2	LEA #2				X	65%				
School #3	LEA #1							X		57%

Note: Applicants may use this optional form or create their own to document LEA high-need eligibility.

II. Application Narrative:

A. Selection Criteria

The selection criteria governing this competition are identified on page 31 of the Notice Inviting Applications as published in the Federal Register. Applicants are encouraged to review these criteria carefully and to develop responses that discuss their proposed projects in terms that fully and clearly address each criterion (and at the same time address each of the statutory elements) of the required application content. The selection criteria will be used to evaluate the quality of the applicants’ response—including all applicable requirements—to the program goals. It is important to remember that this is a reform initiative that will result in improved teacher, and as applicable, school leader effectiveness for those school districts and schools in greatest need. The ultimate goal is to increase student achievement.

The maximum score under all of the selection criteria is 100 points. The maximum points for each criterion is as follows:

- Quality of the Project Design (40 points)
- Quality of the Project Evaluation (25 points)
- Significance (20 points)
- Quality of the Management Plan (15 points)

These criteria will apply to the FY 2009 grant competition and any subsequent year in which we make awards based on the list of unfunded applicants from this competition only.

A checklist is included (page 65) to help you ensure that you have addressed all aspects of the General Program Requirements and of each priority you choose to address. We suggest that you include on the checklist the page numbers where you have addressed each statutory requirement. This optional checklist may be included in your application as Appendix B.

General Program Requirements:

All applicants must address the following requirements as listed in the Notice Inviting Applications as published in the Federal Register (pages 20-21 in this application package), and in Title II, Part A of the HEA, Section 202(b).

- Needs Assessment;
- Description of Program;
- Description of Induction Activities;

- Description of Coordination Strategies and alignment with State and Student Academic Achievement Standards;
- Assessment of the resources available;
- Description of Evaluation Plan; and
- Commitment to participating in a national evaluation study of this program.

Again, we encourage all applicants to complete the optional checklist and to include on it the page number of the application where you have addressed each item of the required application content. This checklist will help applicants to ensure that they addressed each item, and Department staff when they review applications to confirm that all requirements are addressed.

III. Priorities:

A. Absolute Priorities:

Applicants that choose to seek funding for one or both of the Absolute Priorities, 1 (the pre-baccalaureate; 5th year initial licensing preparation program) **and/or** 2 (the teaching residency program), will need to address each of these Absolute Priorities **in terms of each of the four selection criteria** as they are shown in the Notice Inviting Applications as published in the Federal Register (included in this application package beginning on page 19).

Applicants must address one or both of the Absolute Priorities, including all aspects of each priority as specified in the Federal Register notice. **Applications that do not address each aspect of an Absolute Priority for which they seek funding will be ineligible to be funded under that priority and will not be reviewed.** Similarly, applicants that seek funding to implement both Absolute Priorities, but that fail to address each aspect of one, will only be eligible to be considered under the other Absolute Priority.

B. Competitive Preference Priorities With Points:

Additional points may be awarded to applicants that address one or both of the **optional** Competitive Preference Priorities, one or two as specified in the Notice Inviting Applications as published in the Federal Register (included in this application package beginning on page 19). **Please note: We will provide additional Competitive Preference Priority points only to applications rated highly on one or both of the Absolute Priorities.**

C. Competitive Preference Priorities as Tie-breakers:

No additional points will be added for Competitive Preference Priorities 3 and 4 as stated in the Notice Inviting Applications as published in the Federal Register (included in this application package beginning on page 19). Instead, we will give preference to an application that addresses one or both of these priorities over an application of comparable merit that does not do so.

D. Invitational Priority:

While the Department invites applicants to respond to this priority, it will not award additional points or other credit to applications that do so.

2. DEFINITIONS

I. Program Definitions:

The following terms are referenced throughout the Notice Inviting Applications as published in the Federal Register. They are defined in Section 200 of the HEA, beginning on page 34 of this application package. As explained above in the discussion of “Eligible Partnership and Documentation,” a number of these statutory definitions affect the eligibility of particular entities to be part of an eligible partnership. Other definitions, such as “induction program,” have particular meanings, and **failure to describe activities in terms of these definitions may disqualify an application for review based on the failure to address required application content.**

Therefore, please take time to carefully read and understand these definitions and how they are used in the context of the program requirements and the activities you propose.

- Arts and Sciences
- Children from Low-Income Families
- Core Academic Subjects
- Early Childhood Educator
- Educational Service Agency
- Eligible Partnership
- Essential Components of Reading Instruction
- Exemplary Teacher
- High-need Early Childhood Education Program
- High-need Local Educational Agency
- High-need School
- Highly Competent
- Highly Qualified
- Induction Program
- Limited English Proficient
- Parent
- Partner Institution
- Principles of Scientific Research
- Professional Development
- Scientifically Valid Research
- Teacher Mentoring
- Teaching Residency Program
- Teaching Skills

3. MATCH REQUIREMENT

Section 203(c) of the HEA requires funded applicants to provide an annual non-federal match of no less than **100 percent** of the federal TQP funds awarded for all five years of the project to carry out activities supported by the federal grant. This match may be provided in cash or in-kind.

However, the statute also authorizes the Secretary to waive this match requirement for any partnership for any fiscal year where the Secretary determines that “applying the matching requirement to the eligible partnership would result in serious hardship or an inability to carry out the authorized activities described in” the law (Section 203(c)(2)). In view of the impact of the nation’s current economic difficulties on the fiscal situation of so many LEAs and IHEs, we include **procedures for requesting a waiver of up to 100 percent of the match for up to two years based on the partnership’s certification of hardship below.**

The Department may grant a waiver of up to 100 percent of the non-federal match requirement for up to two years for an applicant that includes proper certification in its application. Applicants that request such a waiver of the match requirement will not be jeopardized in any way in the review of their applications. At this time, the Department will not entertain a request for a waiver of the match requirement for project years three through five; therefore, applicants will need to complete budgets and describe activities on the basis of the eligible partnership providing the non-federal match.

In addition, please bear in mind that the program statute requires that federal program funds be used to “supplement, and not supplant,” other federal, state, and local funds that would otherwise be expended to carry out TQP activities (See Section 202(k)).

TO REQUEST A WAIVER OF THE MATCHING REQUIREMENT, IN WHOLE OR IN PART, FOR ONE OR BOTH OF THE FIRST TWO YEARS OF THE PROJECT, YOU MUST PROVIDE THE FOLLOWING AS APPENDIX C OF YOUR APPLICATION:

1. Submit with the application a cover letter that requests a waiver of the matching requirement as stated in section 203(c)(1) of the HEA; and
2. Include in this cover letter a statement signed by an authorized official of the entity that is submitting the partnership’s application, explaining that --
 - a. After discussions of the entity’s financial situation with its fiscal officers, the entity has determined that, because of the nation’s economic downturn, it expects to be able to meet, with cash or in-kind contributions, ___**percent** of the matching requirement for the following one year / two years (choose one or both based on financial circumstances);
 - b. The authorized official has received communications from its partners to the effect that they join this request for a waiver because their own fiscal situations permit them to provide a non-federal contribution, in cash or in-kind, of ___ **percent** of the matching requirement for the

following one year / two years (choose one or both based on financial circumstances);

- c. The entity therefore requests a waiver of the non-federal matching requirement of ___ **percent** for the following one year / two years (choose one or both based on financial circumstances) because of serious economic hardship and/or, because, given the lack of matching contributions, the entity would not be able to carry out the authorized activities described in the law;

AND

- d. Documentation of the communications with the entity's fiscal officers and with the other partners is on file.

Except for those applicants that request a waiver of the entire 100 percent matching requirement for both years 1 and 2 of its project, applicants must submit the budget and associated budget narrative for non-federal contributions that reflect the percentage of match they will be able to meet in one or both of those years.

In addition, **all applicants must submit a non-federal budget and budget narrative that reflects a match of at least 100 percent in years 3 through 5.**

Except for applicants that seek a 100 percent waiver of the non-federal match for both project year 1 and 2, we will reject your application if you do not include a detailed budget that presents information about your proposed match for each year of the project.

4. PERFORMANCE REPORTS AND EVALUATION

Performance reports assist program staff in determining whether or not the funded project is making substantial progress toward meeting the approved project and program objectives. Project directors will be responsible for submitting annual and final project performance reports and will be expected to report on:

- Their specific project goals and objectives;
- Program Government Performance and Results Act (GPRA) measures
- The data requirements as listed in Section 204(a) of the HEA, as amended; and
- Data and other information required by the American Recovery and Reinvestment Act (ARRA), as applicable.

I. Annual Performance Report:

Grant projects must report evidence of sufficient progress toward achieving the purposes, program goals, and annual program objectives, and be on track to merit receipt of federal funds the next year of the grant period. Should the Department determine that a grantee has not made substantial progress toward meeting the goals and objectives approved in its grant award, the Department may discontinue funding of the project, withhold any payment to be made for the following budget period, or require the grantee to develop an approved plan for meeting the objectives of the project in succeeding budget periods.

All TQP program grantees will be required to report these data on their annual and final project performance reports using the ED 524B form. This form is available at:

http://www.ed.gov/fund/grant/apply/appforms/ed524b_cover.pdf

AND

http://www.ed.gov/fund/grant/apply/appforms/ed524b_status.pdf

We expect that grant recipients will seek to continue to collect data on outcomes for student participants in their projects through the end of grant funding and into their teaching careers. Programs such as the Teacher Quality Partnership Grant Program have long-term outcomes that extend beyond the life of the grants, and a better assessment of a program's success may lag behind the time span of the Department's financial support. The only way to know the actual success or failure of a project supported by this program is by following participant outcomes and those of the students taught by program participants well into their teaching careers.

A. Project Goals and Objectives:

Grantees will be expected to report on their progress on meeting the goals and objectives as approved in their grant award.

B. GPRA Indicators:

The objective of the TQP Grant Program is to increase student achievement in K-12 schools by developing highly qualified teachers. Under GPRA, the Department has established the following measures to assess the performance of this program:

(A) Performance Measure 1: Graduation. The percentage of program completers who--

- (i) Attain initial certification/licensure by passing all necessary licensure/certification assessments and attain a bachelor's degree (pre-baccalaureate program, 5th year initial licensure program) within six years or a master's degree (residency program) within two years; or
- (ii) Attain Highly Competent Early Childhood Educator (HCECE) status with a bachelor's degree within six years or an associate's degree within three years.

(B) Performance Measure 2: Employment Retention. The percentage of beginning teachers who are retained in teaching in the partner high-need LEA or ECE program three years after initial employment;

(C) Performance Measure 3: Improved Scores. The percentage of grantees that report improved scaled scores for initial state certification or licensure of teachers;

(D) Efficiency Measure: Employment Retention. The cost of a successful outcome where success is defined as retention in the partner high-need LEA or ECE program three years after initial employment;

(E) Short-Term Performance Measures. Because the performance measures already listed would not provide data for a number of years, the Department has also created the following two measures that will provide data in a shorter timeframe--

- (i) Short-Term Performance Measure 1: Persistence. The percentage of program participants who did not graduate in the previous reporting period, and who persisted in the postsecondary program in the current reporting period; and
- (ii) Short-Term Performance Measure 2: Employment Retention. The percentage of beginning teachers who are retained in teaching in the partner high-need LEA or ECE program one year after initial employment.

Note: If funded, applicants will be asked to collect and report data on these measures in their project's Annual Performance Report (EDGAR, 34 CFR 75.590). Applicants are also advised to consider these measures in conceptualizing the design, implementation, and evaluation of their proposed projects because of their importance in the application review process. Collection of data on these measures should be a part of the evaluation plan, along with measures of progress on goals and objectives that are specific to the project.

C. Title II Section 204(a):

As explained in the Notice Inviting Applications (and beginning on page 21 of this application package), Title II Section 204(a) of the HEA states that each application must include an evaluation plan that has strong and measurable performance objectives. The plan must include objectives and measures for increasing—

- (1) Achievement for all prospective and new teachers, as measured by the eligible partnership;
- (2) Teacher retention in the first three years of a teacher's career;
- (3) Improvement in the pass rates and scaled scores for initial State certification or licensure of teachers; and
- (4)
 - (A) The percentage of highly qualified teachers hired by the high-need local educational agency participating in the eligible partnership;
 - (B) The percentage of highly qualified teachers hired by the high-need local educational agency who are members of underrepresented groups;
 - (C) The percentage of highly qualified teachers hired by the high-need local educational agency who teach high-need academic subject areas (such as reading, mathematics, science, and foreign language, including less commonly taught languages and critical foreign languages);
 - (D) The percentage of highly qualified teachers hired by the high-need local educational agency who teach in high-need areas (including special education, language instruction educational programs for limited English proficient students, and early childhood education);
 - (E) The percentage of highly qualified teachers hired by the high-need local educational agency who teach in high-need schools, disaggregated by the elementary school and secondary school levels;
 - (F) As applicable, the percentage of early childhood education program classes in the geographic area served by the eligible partnership taught by early childhood educators who are highly competent; and
 - (G) As applicable, the percentage of teachers trained—
 - (i) To integrate technology effectively into curricula and instruction, including technology consistent with the principles of universal design for learning; and
 - (ii) To use technology effectively to collect, manage, and analyze data to improve teaching and learning for the purpose of improving student academic achievement.

II. American Recovery and Reinvestment Act:

Some of the funds awarded through this program were appropriated under the American Recovery and Reinvestment Act (ARRA) of 2009, Public Law 111–5, and are subject to additional accountability and transparency reporting requirements, which are described in section 1512(c) of the ARRA. Grantees receiving funds provided by the ARRA must be able to distinguish these funds from any other funds they receive through this program. Recipients of ARRA funds will be required to submit quarterly reports on the expenditure of these funds no later than ten days after the end of each calendar quarter through a centralized reporting Web site administered by the Office of Management and Budget (OMB): <http://www.federalreporting.gov>. The information reported at this Web

site will be available to the Department, the White House, OMB and the public on <http://www.Recovery.gov>. Additional guidance providing further detail on the quarterly report will be provided at a later time.

III. National Program Evaluation:

Also, grantees must commit to cooperating with a national evaluation contractor that the Department will select to evaluate this program. Required cooperation includes responding to modest data requests by the evaluation contractor, which may include requests for information on the program, participant information such as GRE or SAT scores, and contact information in the partnership grants for teacher residency or pre-baccalaureate, 5th year initial licencing teacher preparation. Additional information on the requirements for this study will be made available to grantees early in the grant period.

5. BUDGET

Along with describing their proposed multiyear activities, applicants must submit both a detailed, multiyear line item budget (ED 524) and an accompanying budget narrative justification in the Budget Narrative section of their applications.

Section 75.112(b) of the Education Department General Administrative Regulations (EDGAR) requires applicants to present “a narrative that describes how and when, in each budget period of the project, the applicant plans to meet each objective of the project.” EDGAR may be accessed at:

<http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html>

The budget needs to include only costs that are allowable, reasonable, and necessary for carrying out the objectives of the TQP program project. Rules about allowability of costs are contained both in EDGAR and in the cost principles contained in applicable Office of Management and Budget (OMB) Circulars: A-21 for institutions of higher education; A-87 for state and local governments, and A-122 for non-profit organizations. For the content of these circulars, see

<http://www.whitehouse.gov/omb/circulars/index.html>

For each line item of both Sections A (federal costs) & B (non-federal costs) of the Budget Form (ED 524), provide detailed costs (in dollars) accompanied by a narrative justification to support your request. Please check all figures and combined totals in the budget narrative, and compare the amounts with those reflected on the ED 524.

The TQP grants program has several specific statutory provisions that affect project budgets. One is the matching requirement, which has already been discussed. In addition, there is a restriction on the amount of indirect costs that recipients of TQP funds may charge to a TQP Program grant. Given the program’s “supplement, not supplant,” requirement, by rule, the maximum indirect cost rate that may be applied to program funds is the lesser of eight (8) percent or the grantee’s negotiated restricted indirect cost rate. See section 75.564 of EDGAR and regulations incorporated by reference for more information on the negotiated restricted indirect cost rate.

Finally, the statute establishes a two-percent (2%) limitation on the amount of administrative costs that a grantee (or any other entity) may charge to program funds. The Department has not established a definition of “administrative costs.” Therefore, applicants should use their own agency’s fiscal rules and procedures to determine what proposed costs are attributable to this category of costs, and to adhere to the cost limitation.

6. NOTICE INVITING APPLICATIONS

Executive Office Building, Washington, DC 20503, be faxed to (202) 395-5806 or send e-mail to

aira_submission@omb.eop.gov.

SUPPLEMENTARY INFORMATION: Section 3506 of the Paperwork Reduction Act of 1995 (44 U.S.C. Chapter 35) requires that the Office of Management and Budget (OMB) provide interested Federal agencies and the public an early opportunity to comment on information collection requests. OMB may amend or waive the requirement for public consultation to the extent that public participation in the approval process would defeat the purpose of the information collection, violate State or Federal law, or substantially interfere with any agency's ability to perform its statutory obligations. The IC Clearance Official, Regulatory Information Management Services, Office of Management, publishes that notice containing proposed information collection requests prior to submission of these requests to OMB. Each proposed information collection, grouped by office, contains the following: (1) Type of review requested, e.g. new, revision, extension, existing or reinstatement; (2) Title; (3) Summary of the collection; (4) Description of the need for, and proposed use of, the information; (5) Respondents and frequency of collection; and (6) Reporting and/or Recordkeeping burden. OMB invites public comment.

Dated: July 28, 2009.

Angela C. Arrington,

Director, Information Collection Clearance Official, Regulatory Information Management Services, Office of Management.

Institute of Education Sciences

Type of Review: Reinstatement.

Title: The School Survey on Crime and Safety (SSOCS), 2010 and 2012 Collection.

Frequency: Biennially.

Affected Public: State, Local, or Tribal Gov't, SEAs or LEAs.

Reporting and Recordkeeping Hour Burden:

Responses: 2,695.

Burden Hours: 2,022.

Abstract: The School Survey on Crime and Safety (SSOCS) is a nationally representative survey of elementary and secondary school principals that serve as the primary source of school-level data on crime and safety in public schools. SSOCS is the only recurring federal survey collecting detailed information on the incidence, frequency, seriousness, and nature of violence affecting students and school personnel from the school's perspective. Additionally, data are collected on

frequency and types of disciplinary actions taken for select offenses; perceptions of other disciplinary problems, such as bullying, verbal abuse and disorder in the classroom; and, school policies and programs concerning crime and safety. The SSOCS is done on a biennial basis in the spring of even-numbered years.

Requests for copies of the information collection submission for OMB review may be accessed from <http://edicsweb.ed.gov>, by selecting the "Browse Pending Collections" link and by clicking on link number 4057. When you access the information collection, click on "Download Attachments" to view. Written requests for information should be addressed to U.S. Department of Education, 400 Maryland Avenue, SW., LBJ, Washington, DC 20202-4537. Requests may also be electronically mailed to the Internet address ICDocketMgr@ed.gov or faxed to 202-401-0920. Please specify the complete title of the information collection when making your request.

Comments regarding burden and/or the collection activity requirements should be electronically mailed to ICDocketMgr@ed.gov. Individuals who use a telecommunications device for the deaf (TDD) may call the Federal Information Relay Service (FIRS) at 1-800-877-8339.

[FR Doc. E9-18565 Filed 8-3-09; 8:45 am]
BILLING CODE 4000-01-P

DEPARTMENT OF EDUCATION

**Office of Innovation and Improvement;
Overview Information; Teacher Quality
Partnership Grants Program**

Revised notice inviting applications for new awards for fiscal year (FY) 2009.

Catalog of Federal Domestic Assistance (CFDA) Number: 84.405A.

Note: On May 27, 2009, we published in the **Federal Register** (74 FR 25221) a notice inviting applications for new FY 2009 awards for the Teacher Quality Partnership Program (Initial TQP Application Notice). Since that time, Public Law (Pub. L.) 111-39 was enacted, which made certain technical amendments to the Higher Education Opportunity Act of 2008, the original statute authorizing the program. This notice inviting applications has been updated to respond to statutory changes made to the TQP program and supersedes the Initial TQP Application Notice.

Dates:

Applications Available: August 4, 2009.

Deadline for Transmittal of Applications: First Deadline: July 23, 2009. Second Deadline: October 6, 2009.

Deadline for Intergovernmental Review: First Deadline: September 21, 2009. Second Deadline: December 7,

Full Text of Announcement

I. Funding Opportunity Description

Purpose of Program: The purposes of the Teacher Quality Partnership (TQP) Grants Program are to: Improve student achievement; improve the quality of new and prospective teachers by improving the preparation of prospective teachers and enhancing professional development activities for new teachers; hold teacher preparation programs at institutions of higher education (IHEs) accountable for preparing highly qualified teachers; and recruit highly qualified individuals, including minorities and individuals from other occupations, into the teaching force.

More specifically, the TQP Grants Program seeks to improve the quality of new teachers by creating partnerships among IHEs, high-need school districts (local educational agencies (LEAs) their high-need schools, and/or high-need early childhood education (ECE) program. These partnerships would create model teacher preparation programs at the pre-baccalaureate or fifth-year level through the implementation of specific reforms of the IHE's existing teacher preparation programs, and/or model teaching residency programs for individuals with strong academic and/or professional backgrounds but without teaching experience. The TQP Grants Program may also support school leadership programs to train superintendents, principals, ECE program directors, and other school leaders in high-need or rural LEAs.

Background:

On May 27, 2009, we published in the **Federal Register** (74 FR 25221) the Initial TQP Application Notice. Since that time, Public Law 111-39 was enacted, which made certain technical amendments to the Higher Education Act of 1965, as amended by the Higher Education Opportunity Act—the original statute authorizing the program. This revised notice inviting applications incorporates changes to the competition that are based on technical amendments made to the TQP program in Public Law 111-39.

Summary of Changes

Substantive Changes Made to Priorities Based on Public Law 111-39 Technical Amendments

For the convenience of applicants, we summarize here the changes made to the

TQP program priorities since the publication of the Initial TQP Application Notice and based on the statutory amendments. The substantive changes affect the Pre-Baccalaureate Program described in *Absolute Priority 1* and the Teaching Residency Program described in *Absolute Priority 2*. We also have made technical conforming changes to other sections of this notice (i.e., Purpose of Program, General Application Requirements, Competitive Preference Priority 1, Competitive Preference Priority 4, the Invitational Priority, the definition of "high-need school," and Performance Measures) to reflect the statutory amendments.

Changes to Absolute Priority 1. In the Initial TQP Application Notice, Absolute Priority 1 provided that only eligible partnerships that include a partner institution with a pre-baccalaureate teacher preparation program were eligible for awards. The statutory amendment now also permits eligible partnerships with a partner institution that provides a fifth-year post-baccalaureate teacher preparation program to be eligible to receive TQP program funding.

The Department interprets this technical amendment to permit teacher preparation programs that may begin at the pre-baccalaureate level but continue into a fifth post-baccalaureate year also to be eligible for program funding, provided that both the pre-baccalaureate and post-baccalaureate partner institutions are part of the eligible partnership.

Changes to Absolute Priority 2. Paragraph (d) of Absolute Priority 2 in the Initial TQP Application Notice states that the Teaching Residency Program must be one year in length. The statutory amendment in P.L. 111-39 extends the requirement to acquire a master's degree and certification from one year to 18 months after beginning the program.

The Department interprets this technical amendment to permit teachers to become teachers of record while they are still working on their master's degrees provided that the program is designed to have participants earn their master's degrees within the requisite 18-month period, and the teachers have become highly qualified and have completed the mentored residency portion of the program.

Changes to Requirements for the Fiscal Agent. In addition to the changes resulting from the statutory amendments, the Department is changing the eligibility requirements to provide for additional flexibility regarding organizations that may be the

fiscal agent for applicants in this competition.

The Initial TQP Application Notice provided that only required partners could be the fiscal agent of the grant. We have decided to allow the eligible partnership to select which of their required or optional partners would be the fiscal agent for the grant.

Second Application Deadline Date. As a result of the technical changes and the change in eligibility requirements, we are establishing a second application deadline for applicants that are interested in conforming their applications to these changes but would not have sufficient time to do so by the July 23, 2009 deadline specified in the Initial TQP Application Notice.

The following is an updated version of the priorities and requirements originally published in the Initial TQP Application Notice that incorporate the changes noted in this section.

General Application Requirements:

All applicants must meet the following general application requirements in order to be considered for funding. Except as specifically noted in this section, the general application requirements are from section 202 of the Higher Education Act of 1965, as amended in 2008 by the Higher Education Opportunity Act (HEA) (20 U.S.C. 1022(a)).

Each eligible partnership desiring a grant under this program must submit an application that contains—

(a) A needs assessment of the partners in the partnership, for the preparation, ongoing training, professional development, and retention of general education and special education teachers, principals, and, as applicable, early childhood educators;

(b) A description of how the partnership will—

(1) Prepare prospective and new general education and special education teachers to understand and use research and data to modify and improve classroom instruction and prepare prospective and new teachers with strong teaching skills;

(2) Support in-service professional development strategies and activities;

(3) Engage faculty at the partner institution to work with highly qualified teachers in the classrooms of high-need schools served by the high-need LEA in the partnership in order to—

(i) Provide high-quality professional development to strengthen the content knowledge and teaching skills of elementary school and secondary school teachers; and

(ii) Train other classroom teachers to implement literacy programs that

incorporate the essential components of reading instruction;

(4) Design, implement, or enhance a year-long and rigorous teaching preservice clinical program component;

(5) Prepare general education teachers to teach students with disabilities, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act (IDEA);

(6) Prepare general education and special education teachers to teach limited English proficient students; and

(7) Collect, analyze, and use data on the retention of all teachers and early childhood educators in high-need schools and high-need ECE programs located in the geographic area served by the partnership to evaluate the effectiveness of the partnership's teacher and educator support system;

(c) A description of the induction program activities that demonstrates—

(1) That the schools and departments within the IHE that are part of the induction program will effectively prepare teachers, including providing content expertise and expertise in teaching, as appropriate;

(2) The eligible partnership's capability and commitment to, and the accessibility to and involvement of faculty in, the use of empirically-based practice and scientifically valid research on teaching and learning;

(3) How faculty involved in the induction program will be able to substantially participate in a high-need ECE program or a high-need elementary school or high-need secondary school classroom setting, as applicable, including release time and receiving workload credit for such participation; and

(4) How the teacher preparation program will support, through not less than the first two years of teaching, all new teachers who are prepared by the teacher preparation program in the partnership and who teach in the high-need LEA in the partnership, and, to the extent practicable, all new teachers who teach in such high-need LEA, in the further development of the new teachers' teaching skills, including the use of mentors who are trained and compensated by the program for the mentors' work with new teachers;

(d) A description of how the partnership will—

(1) Coordinate strategies and activities with other teacher preparation or professional development programs, including programs funded under the Elementary and Secondary Education Act of 1965, as amended (ESEA), and

the IDEA, and through the National Science Foundation; and how those activities will be consistent with State, local, and other education reform activities that promote teacher quality and student academic achievement; and

(2) Align the teacher preparation program with the—

(i) State early learning standards for ECE programs, as appropriate, and with the relevant domains of early childhood development; and

(ii) Student academic achievement standards and academic content standards under section 1111(b)(1) of the ESEA, established by the State in which the partnership is located;

(c) An assessment that describes the resources available to the partnership, including—

(1) The integration of funds from other related sources;

(2) The intended use of the grant funds; and

(3) The commitment of the resources of the partnership to the activities assisted under this program, including financial support, faculty participation, and time commitments, and to the continuation of the activities when the grant ends;

(f) A description of the partnership's evaluation plan that includes strong and measurable performance objectives, including objectives and measures for increasing—

(1) Achievement for all prospective and new teachers and their students, as measured by the eligible partnership. The HEA permits the Secretary to establish additional requirements for applications under this program. In that regard, in addition to the statutory requirement that each application describe in its evaluation plan the objectives and measures for increasing the achievement for prospective and new teachers, we also require the application to describe objectives and measures for increasing the achievement of students taught by teachers who have participated in the projects. As one of the key statutory purposes of the TQP Grants Program is to improve student achievement (section 201(1) of the HEA) we believe that any evaluation of the performance of the projects funded under this program should include an assessment of the impact of the project on student achievement and that applicants should describe the objectives and measures for doing so in their evaluation plan;

(2) Teacher retention in the first three years of a teacher's career;

(3) Improvement in the pass rates and scaled scores for initial State certification or licensure of teachers;

(4) The percentage of highly qualified teachers hired by the high-need LEA participating in the eligible partnership, including the percentage of those teachers—

(i) Who are members of underrepresented groups;

(ii) Who teach high-need academic subject areas (such as reading, mathematics, science, and foreign language, including less commonly taught languages and critical foreign languages);

(iii) Who teach in high-need areas (including special education, language instruction educational programs for limited English proficient students, and ECE); and

(iv) Who teach in high-need schools, disaggregated by the elementary school and secondary school levels;

(5) As applicable, the percentage of ECE program classes in the geographic area served by the eligible partnership taught by early childhood educators who are highly competent; and

(6) As applicable, the percentage of teachers trained—

(i) To integrate technology effectively into curricula and instruction, including technology consistent with the principles of universal design for learning; and

(ii) To use technology effectively to collect, manage, and analyze data to improve teaching and learning for the purpose of improving student academic achievement; and

(g) A description of—

(1) How the partnership will meet the purposes of the TQP Grants Program as specified in section 201 of the HEA;

(2) How the partnership will carry out the activities required under section 202(d) of the HEA (Partnership Grants for the Preparation of Teachers) and/or section 202(e) of the HEA (Partnership Grants for the Establishment of Teaching Residency Programs); and

(3) If the partnership chooses to use funds under the TQP Grants Program for a project or activities under section 202(f) of the HEA (Partnership Grants for the Development of Leadership Programs) or section 202(g) of the HEA (Partnership with Digital Education Content Developer), how the partnership will carry out the project or required activities based on the needs identified in the needs assessment described in paragraph (a), with the goal of improving student academic achievement.

Program Evaluation Requirements:

All applicants must cooperate with the national evaluation contractor selected by ED to evaluate the TQP Grants Program. This will include responding to modest data requests by

the evaluation contractor (for example, requested program information and program participant information such as GRE or SAT scores and contact information).

Priorities: This notice contains two absolute priorities, four competitive preference priorities, and one invitational priority that are explained in the following paragraphs.

Absolute Priorities: In accordance with 34 CFR 75.105(b)(2)(iv), Absolute Priority 1 is from section 202(d) of the HEA and Absolute Priority 2 is from section 202(e) of the HEA. For FY 2009 and any subsequent year in which we make awards from the list of unfunded applicants from this competition, these priorities are absolute priorities. Under 34 CFR 75.105(c)(3) we consider only applications that meet one or both of these absolute priorities. These priorities are:

Absolute Priority 1: Partnership Grants for the Preparation of Teachers. Under this priority, an eligible partnership must carry out an effective pre-baccalaureate teacher preparation program or a fifth year initial licensing program that includes all of the following:

(a) **Program Accountability.**

Implementation of reforms, described in paragraph (b) of this priority, within each of the partnership's teacher preparation programs and, as applicable, each of the partnership's preparation program for ECE programs, to hold each program accountable for—

(1) Preparing—

(i) New or prospective teachers to be highly qualified (including teachers in rural school LEAs who may teach multiple subjects, special educators, and teachers of students who are limited English proficient who may teach multiple subjects);

(ii) Such teachers and, as applicable, early childhood educators, to understand empirically-based practice and scientifically valid research related to teaching and learning and the applicability of such practice and research, including through the effective use of technology, instructional techniques, and strategies consistent with the principles of universal design for learning, and through positive behavioral interventions and support strategies to improve student achievement; and

(iii) As applicable, early childhood educators to be highly competent; and

(2) Promoting strong teaching skills and, as applicable, techniques for early childhood educators to improve children's cognitive, social, emotional, and physical development.

(b) *Specific reforms.* The reform of the quality of each teacher preparation program, or each ECE program, by—

(1) Implementing teacher preparation program curriculum changes that improve, evaluate, and assess how well all prospective and new teachers develop teaching skills;

(2) Ensuring collaboration with departments, programs, or units of a partner institution outside of the teacher preparation program in all academic content areas to ensure that prospective teachers receive training in both teaching and relevant content areas in order to become highly qualified (which may include training in multiple subjects to teach multiple grade levels as may be needed for individuals preparing to teach in rural communities and for individuals preparing to teach students with disabilities as described in section 602(10)(D) of the IDEA);

(3) Developing admission goals and priorities aligned with the hiring objectives of the high-need LEA in the eligible partnership;

(4) Implementing program and curriculum changes, as applicable, to ensure that prospective teachers have requisite content knowledge, preparation, and degree to teach Advanced Placement or International Baccalaureate courses successfully;

(5) Developing and implementing an induction program for new teachers, or in the case of an ECE program, providing mentoring or coaching for new early childhood educators as described in paragraph (f) of this priority; and

(6) Using empirically based practice and scientifically valid research, where applicable, about teaching and learning so that all prospective students, and as applicable, early childhood educators—

(i) Understand and can implement research based teaching practices in classroom instruction;

(ii) Can successfully employ effective strategies for reading instruction using the essential components of reading instruction;

(iii) Possess skills to analyze student academic achievement data and other measures of student learning, and use such data and measures to improve classroom instruction;

(iv) Can effectively participate as a member of the individualized education program team, as defined in section 614(d)(1)(B) of the IDEA;

(v) Have knowledge of student learning methods; and

(vi) Possess teaching skills and an understanding of effective instructional strategies across all applicable content areas that enable general education and

special education teachers and early childhood educators in order to—

(A) Meet the specific learning needs of all students, including students with disabilities, students who are limited English proficient, students who are gifted and talented, students with low literacy levels, children in ECE programs; and

(B) Differentiate instruction for these students.

(c) *Literacy training.* Strengthening the literacy teaching skills of prospective and, as applicable, new elementary and secondary school teachers to—

(1) Implement literacy programs that incorporate the essential components of reading instruction;

(2) Use screening, diagnostic, formative and summative assessments to determine students' literacy levels, difficulties, and growth in order to improve classroom instruction and improve student reading and writing skills;

(3) Provide individualized, intensive, and targeted literacy instruction for students with deficiencies in literacy skills; and

(4) Integrate literacy skills in the classroom across subject areas.

(d) *Clinical experience.* Development and implementation (or improvement) of a sustained and high-quality preservice clinical education program, offered over the course of a program of teacher preparation, to further develop the teaching skills of all prospective teachers, and as applicable, early childhood educators involved in the project. This preservice clinical education program must—

(1) Incorporate year-long opportunities for enrichment, including—

(i) Clinical learning in classrooms in high-need schools served by the high-need LEA in the eligible partnership, and identified by the eligible partnership; and

(ii) Closely supervised interaction between prospective teachers and faculty, experienced teachers, principals, other administrators, and school leaders at ECE programs (as applicable), elementary schools, or secondary schools, and providing support for such interaction;

(2) Integrate pedagogy and classroom practices and effective teaching skills in academic content areas;

(3) Provide high-quality teacher mentoring;

(4) Be tightly aligned with course work (and may be developed as a fifth year of a teacher preparation program);

(5) Where feasible, allow prospective teachers to learn to teach in the same

LEA in which the teachers will work, learning the instructional initiatives and curriculum of that LEA; and

(6) As applicable, provide training and experience to enhance the teaching skills of prospective teachers to better prepare such teachers to meet the unique needs of teaching in rural or urban communities.

(e) *Support for program participation.*

The provision of support and training for individuals participating in an activity for prospective or new teachers, whether in the teacher preparation program (or program for early childhood educators), the clinical experience, or in the LEA's induction program for new teachers, and for individuals who serve as mentors for these teachers, based on each individual's experience. This support and training may include—

(1) With respect to a prospective teacher or a mentor, release time for such individual's participation;

(2) With respect to a mentor, a stipend, which may include bonus, differential, incentive, or performance pay, based on the mentor's extra skills and responsibilities; and

(3) With respect to a faculty member, the receipt of course workload credit and compensation for time teaching in the eligible partnership's activities.

(f) *Participants in an ECE program.* Where a project focuses on preparation of early childhood educators, implementation of initiatives that increase compensation for early childhood educators who attain associate or baccalaureate degrees in ECE.

(g) *Teacher recruitment.* Development and implementation of effective mechanisms (which may include alternative routes to State certification of teachers) to ensure that the eligible partnership is able to recruit qualified individuals to become highly qualified teachers through the activities of the eligible partnership. These mechanisms may include an emphasis on recruiting into the teaching profession—

(1) Individuals from under represented populations;

(2) Individuals to teach in rural communities and teacher shortage areas, including mathematics, science, special education, and the instruction of limited English proficient students; and

(3) Mid-career professionals from other occupations, former military personnel, and recent college graduates with a record of academic distinction.

Absolute Priority 2: Partnership Grants for the Establishment of Effective Teaching Residency Programs. Under this priority, an eligible partnership must carry out a teaching residency program for high-need subjects and

areas, as determined by the needs of the high-need LEA in the partnership. The program must ensure that teaching residents who participate in the teaching residency program receive the preparation and support described in the following required program components:

(a) *Establishment and design.* The teaching residency program must be based upon models of successful teaching residencies that serve as a mechanism to prepare teachers for success in the high-need schools in the eligible partnership, and be designed to include the following characteristics of successful programs:

(1) Integration of pedagogy, classroom practice, and teacher mentoring.

(2) Engagement of teaching residents in rigorous graduate-level course work leading to a master's degree while undertaking a guided teaching apprenticeship.

(3) Grouping of teaching residents in cohorts to facilitate professional collaboration among such residents.

(4) The development of admissions goals and priorities—

(i) That are aligned with the hiring objectives of the high-need LEA partnering with the program, as well as the instructional initiatives and curriculum of the high-need LEA, in exchange for a commitment by the high-need LEA to hire qualified graduates from the teaching residency program; and

(ii) Which may include consideration of applicants who reflect the communities in which they will teach as well as consideration of individuals from underrepresented populations in the teaching profession.

(5) Experience and learning opportunities alongside a trained and experienced mentor teacher—

(i) Whose teaching complements the residency program so that classroom clinical practice is tightly aligned with coursework;

(ii) Who has been given extra responsibilities—

(A) As a teacher leader of the teaching residency program;

(B) As a mentor for residents;

(C) As a teacher coach during the induction program for new teachers; and

(D) For establishing, within the program, a learning community in which all individuals are expected to continually improve their capacity to advance student learning; and

(iii) Who may be relieved, if appropriate, from teaching duties as a result of these additional responsibilities.

(6) The establishment of clear criteria for the selection of mentor teachers

based on measures of teacher effectiveness and the appropriate subject area knowledge. For purposes of this section, evaluation of teacher effectiveness must be based on, but not limited to, observations of the following:

(i) Planning and preparation, including demonstrated knowledge of content, pedagogy, and assessment, including the use of formative and diagnostic assessments to improve student learning.

(ii) Appropriate instruction that engages students with different learning styles.

(iii) Collaboration with colleagues to improve instruction.

(iv) Analysis of gains in student learning, based on multiple measures that are valid and reliable and that, when feasible, may include valid, reliable, and objective measures of the influence of teachers on the rate of student academic progress.

(v) In the case of mentor candidates who will be mentoring new or prospective literacy and mathematics coaches or instructors, appropriate skills in the essential components of reading instruction, teacher training in literacy instructional strategies across core subject areas, and teacher training in mathematics instructional strategies, as appropriate.

(7) Support for teaching residents, once they are hired as teachers of record, through an induction program, professional development, and networking opportunities to support the residents' first two years of teaching.

(b) *Additional support for residents after completing the program.* In addition to the services described in paragraph (a)(7) of this priority, a partnership must place graduates of the teaching residency program in cohorts that facilitate professional collaboration, both among graduates of the teaching residency program and between such graduates and mentor teachers in the receiving school.

(c) *Selection of individuals as teacher residents.*

(1) In order to be eligible to be a teacher resident in a teaching residency program, an individual must be a recent graduate of a four-year IHE or a mid-career professional from outside the field of education possessing strong content knowledge or a record of professional accomplishment, and submit an application to the teaching residency program.

(2) An eligible partnership must establish criteria for the selection of eligible individuals to participate in the teaching residency program based on the following characteristics—

(i) Strong content knowledge or record of accomplishment in the field or subject area to be taught;

(ii) Strong verbal and written communication skills, which may be demonstrated by performance on appropriate tests; and

(iii) Other attributes linked to effective teaching, which may be determined by interviews or performance assessments, as specified by the eligible partnership.

(d) *Provision of stipends or salaries.*

(1) A teaching residency program must provide a one-year living stipend or salary during the teaching residency program to any teacher resident candidate accepted into the program who requests the stipend or salary and submits the application described in paragraph (d)(2) of this priority.

(2) Each teaching residency candidate desiring a living stipend or salary during the period of the residency must submit an application to the eligible partnership at such time, and containing such information and assurances, as the eligible partnership may require.

(3) Each application submitted under paragraph (d)(2) of this priority, must contain or be accompanied by an agreement that the applicant will—

(i) Serve as a full-time teacher for a total of not less than three academic years immediately after successfully completing the teaching residency program;

(ii) Fulfill the requirement under paragraph (d)(3)(i) of this priority by teaching in a high-need school served by the high-need LEA in the eligible partnership and teach a subject or area that is designated as high need by the partnership;

(iii) Provide to the eligible partnership a certificate, from the chief administrative officer of the high-need LEA in which the teacher resident is employed, documenting the employment required under paragraph (d)(3)(i) and (ii) of this priority at the beginning of, and upon completion of, each year or partial year of service;

(iv) Meet the requirements to be a highly qualified teacher, as defined in section 9101 of the ESEA, or section 602 of the IDEA, when the applicant begins to fulfill the service obligation under the program; and

(v) Comply with the requirements established by the eligible partnership under paragraph (e) of this priority if the applicant is unable or unwilling to complete the service obligation required by the paragraph.

(e) *Repayments.*

(1) Each grantee carrying out a teaching residency program must require a recipient of a stipend or salary

under paragraph (d)(1) of this priority who does not complete, or who notifies the partnership that he or she intends not to complete, the service obligation required by paragraph (d)(3) of this priority to repay the stipend or salary to the eligible partnership—

(i) Together with interest at a rate specified by the partnership in the agreement; and

(ii) In accordance with such other terms and conditions specified by the eligible partnership, as necessary.

(2) Other terms and conditions specified by the eligible partnership may include, among other things, reasonable provisions for pro-rata repayment of the stipend or salary described in paragraph (e)(1) of this priority, or for deferral of a teaching resident's service obligation required by paragraph (d)(3) of this priority, on grounds of health, incapacitation, inability to secure employment in a school served by the eligible partnership, being called to active duty in the Armed Forces of the United States, or other extraordinary circumstances.

(3) An eligible partnership must use any repayment received under paragraph (e) to carry out additional activities that are consistent with the purposes of the Teaching Residency program.

Competitive Preference Priorities:

Within these absolute priorities, we give competitive preference to applications that address one or more of the following priorities. For FY 2009 and any subsequent year in which we make awards from the list of unfunded applicants from this competition, these priorities are competitive preference priorities.

Competitive Preference Priority 1: We are establishing Competitive Preference Priority 1 in accordance with section 437(d)(1) of the General Education Provisions Act (GEPA), 20 U.S.C. 1232(d)(1). Under 34 CFR 75.105(c)(2)(i) we award up to an additional 10 points to an application that meets Competitive Preference Priority 1, depending on how well the application meets the priority. We will add any competitive preference priority points only to highly rated applications on one or both of the absolute priorities.

This priority is:

Competitive Preference Priority 1: Student Achievement and Continuous Program Improvement. The Secretary gives priority to applications from an eligible partnership that would use appropriate means to—

(1) Collect and use data on student achievement to assess the effect of teachers prepared through the pre-

baccalaureate teacher preparation program, fifth year initial licensing program, and/or teaching residency program on student learning in the classrooms of the high-need schools in which they work; to be eligible to receive the maximum number of points, applicants must demonstrate their capacity to include longitudinal data capturing student achievement by teacher from year to year, and

(2) Provide for continuous improvement of the participating teachers, and of the pre-baccalaureate teacher preparation program, fifth year initial licensing program, and/or teaching residency program based on these data.

Our purpose in establishing this priority is to support the collection and use of data showing the effect of teachers on student learning and achievement. The relevant data would include both teachers in the program and teachers not in the program. As noted earlier, a key statutory purpose of this program is to improve student achievement. Having these data will enable grantees both to assess the effectiveness of their projects and to use the data to improve the project's impact on student achievement.

Competitive Preference Priority 2: Competitive Preference Priority 2 is from section 202(f) of the HEA. As used in this priority, the definition of "LEA located in a rural area" is established in accordance with section 437(d)(1) of the General Education Provisions Act (GEPA), 20 U.S.C. 1232(d)(1). Under 34 CFR 75.105(c)(2)(i) we award up to an additional 5 points to an application that meets Competitive Preference Priority 2, depending on how well the application meets the priority. We will add any competitive preference priority points only to highly rated applications on one or both of the absolute priorities.

This priority is:

Competitive Preference Priority 2: Partnership Grants for the Development of Leadership Programs. Under this competitive preference priority the Secretary gives priority to applications from eligible partnerships that propose to carry out an effective school leadership program that will prepare individuals enrolled or preparing to enroll in those programs for careers as superintendents, principals, ECE program directors, or other school leaders (including individuals preparing to work in LEAs located in rural areas who may perform multiple duties in addition to the role of a school leader). An eligible partnership may carry out the school leadership program either in the partner high-need LEA or in further

partnership with an LEA located in a rural area.

The school leadership program carried out under this priority must include the following activities:

(a) *Preparation of school leaders.* In preparing school leaders, the school leadership program must include the following activities:

(1) Promoting strong leadership skills and, as applicable, techniques for school leaders to effectively—

(i) Create and maintain a data-driven, professional learning community within the leader's schools;

(ii) Provide a climate conducive to the professional development of teachers, with a focus on improving student achievement and the development of effective instructional leadership skills;

(iii) Understand the teaching and assessment skills needed to support successful classroom instruction and to use data to evaluate teacher instruction and drive teacher and student learning;

(iv) Manage resources and school time to improve student academic achievement and ensure a safe school environment;

(v) Engage and involve parents, community members, the LEA, businesses, and other community leaders, to leverage additional resources to improve student academic achievement; and

(vi) Understand how students learn and develop in order to increase academic achievement for all students.

(2) Developing and improving a sustained and high-quality preservice clinical education program to further develop the leadership skills of all prospective school leaders involved in the program. This clinical education program must do the following:

(i) Incorporate year-long opportunities for enrichment, including—

(A) Clinical learning in high-need schools served by the high-need LEA or an LEA located in a rural area in the eligible partnership and identified by the eligible partnership; and

(B) Closely supervised interaction between prospective school leaders and faculty, new and experienced teachers, and new and experienced school leaders, in those high-need schools.

(ii) Integrate pedagogy and practice and promote effective leadership skills, meeting the unique needs of urban, rural, or geographically isolated communities, as applicable.

(iii) Provide for mentoring of new school leaders.

(3) Creating an induction program for new school leaders.

(4) Ensuring that individuals who participate in the school leadership program receive—

(i) Effective preservice preparation as described in paragraph (a)(2) of this priority;

(ii) Mentoring; and

(iii) If applicable, full State certification or licensure to become a school leader.

(5) Developing and implementing effective mechanisms to ensure that the eligible partnership is able to recruit qualified individuals to become school leaders through activities that may include an emphasis on recruiting into school leadership professions—

(i) Individuals from underrepresented populations;

(ii) Individuals to serve as superintendents, principals, or other school administrators in rural and geographically isolated communities and school leader shortage areas; and

(iii) Mid-career professionals from other occupations, former military personnel, and recent college graduates with a record of academic distinction.

(b) *Selection of Participants.* In order to be eligible for the school leadership program, an individual must—

(i) Be enrolled in or preparing to enroll in an IHE;

(ii) Be a—

(A) Recent graduate of an IHE;

(B) Mid-career professional from outside the field of education with strong content knowledge or a record of professional accomplishment;

(C) Current teacher who is interested in becoming a school leader; or

(D) School leader who is interested in becoming a superintendent; and

(iii) Submit an application to the school leadership program containing such information as the eligible partnership may require.

Section 202(g) of the HEA, like this priority, permits an eligible partnership to implement a school leadership program in an LEA that is not a high-need LEA provided the LEA is located in a rural area. However, the statute does not define the phrase "LEA located in a rural area," for the purpose of this priority. The National Center for Educational Statistics (NCES), which has established locale codes based on geographic location, and assigned codes to all LEAs, considers an LEA with an assigned locale code of 31, 32, 33, 41, 42, or 43 as located in a rural area. (Codes 41-43 correspond with former locale codes 7 and 8 used to determine eligibility for the Small Rural School Achievement program; while codes 31-33 correspond to former locale code 6 used to help determine eligibility for the Rural Low Income Schools program.) In order to extend the potential benefits of the TQP School Leadership program to as many rural LEAs as possible, we have

determined that any LEA assigned any of these six locale codes may qualify under this TQP program as an "LEA located in a rural area."

Prospective applicants may determine whether a particular LEA has one of these six locale codes by referring to the following Web site: <http://www.nces.ed.gov> and using the following procedures:

a. From the options listed across the top of this web page, select "School, & College Library Search."

b. From the menu that appears, select "Search for School Districts."

c. On the "Search for Public School Districts" page, type in the LEA or school district name (do not include phrases like "School District" or "Public Schools" that follow the name, and the State in which it is located. Then select "Search."

d. From the list of LEAs shown, select the appropriate LEA. On the "District Information" page, the NCES locale code for the district is shown under the subheading "District Details," next to "Locale."

Competitive Preference Priorities 3 and 4: Competitive Preference Priorities 3 and 4 are from section 203(b)(2) of the HEA. Under 34 CFR 75.105(c)(2)(ii) we give preference to an application that meets one or both of these priorities over an application of comparable merit that does not meet the priorities.

These priorities are:

Competitive Preference Priority 3: Rigorous Selection Process. Eligible partnerships that include an IHE whose teacher preparation program has a rigorous process for selecting students entering the program to ensure the highest quality of students entering the program.

Competitive Preference Priority 4: Broad-based Partners. Applications from broad-based eligible partnerships with significant involvement of businesses or community organizations.

Invitational Priority: Within Absolute Priorities 1 and 2, we are particularly interested in applications that address the following invitational priority. For FY 2009 and any subsequent year in which we make awards from the list of unfunded applicants from this competition, this priority is an invitational priority. Under 34 CFR 75.105(c)(1) we do not give an application that meets this invitational priority a competitive or absolute preference over other applications.

This priority is:

Partnership with Digital Education Content Developer. Consistent with section 202(g) of the HEA, we are interested in receiving applications that propose to use grant funds to carry out

one or both of the absolute priorities, through partnerships with a television public broadcast station, as defined in section 397(6) of the Communications Act of 1934, as amended (47 U.S.C. 397(6)), or another entity that develops digital educational content, for the purpose of improving the quality of teacher preparation programs or to enhance the quality of preservice training for prospective teachers.

Waiver of Proposed Rulemaking: Under the Administrative Procedure Act (APA) (5 U.S.C. 553) the Department generally offers interested parties the opportunity to comment on proposed priorities, selection criteria, definitions, and other requirements. Section 437(d)(1) of GEPA, however, allows the Secretary to exempt from rulemaking requirements, regulations governing the first grant competition under a new or substantially revised program authority. This is the first grant competition for the TQP Grants Program authorized by section 202 of the HEA, and it therefore qualifies for this exemption. In order to ensure timely grant awards, the Secretary has decided to forgo public comment on (a) the requirement that grantees include in their evaluations objectives and measures for improving student achievement; (b) Competitive Preference Priority 1; (c) the definition of "LEA located in a rural area" in Competitive Preference Priority 2, (d) the requirement that a required member of the eligible partnership be the fiscal agent for the grant; (e) the Teacher Need component of the definition of "high-need LEA;" and (f) the selection criteria, Quality of the Project Design and Significance, under section 437(d)(1) of GEPA. These priorities, definitions, and selection criteria will apply to the FY 2009 grant competition and any subsequent year in which we make awards from the list of unfunded applicants from this competition.

Program Authority: 20 U.S.C. 1021-1022(c).

Applicable Regulations: The Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 74, 75, 77, 79, 80, 81, 82, 84, 85, 86, 97, 98, and 99.

Note: The regulations in 34 CFR part 79 apply to all applicants except federally recognized Indian tribes.

Note: The regulations in 34 CFR part 86 apply to IHEs only.

II. Award Information

Type of Award: Discretionary grants.

Estimated Available Funds: \$143,000,000: The \$43,000,000 from the Department of Education's FY 2009 appropriation is only available through

September 30, 2009, and must be awarded through the first round of this competition that closes on July 23, 2009. The Department will use the American Recovery and Reinvestment Act (ARRA) of 2009, Public Law No. 111-5, funds in the amount of \$100,000,000 to make awards to high scoring applicants from rounds one and two of this competition.

The purposes of the ARRA include the following:

- (1) To preserve and create jobs and promote economic recovery;
- (2) To assist those most impacted by the recession;
- (3) To provide investments needed to increase economic efficiency by spurring technological advances in science and health;
- (4) To invest in transportation, environmental protection, and other infrastructure that will provide long-term economic benefit; and
- (5) To stabilize State and local government budgets in order to minimize and avoid reductions in essential services and counterproductive State and local tax increases.

Estimated Range of Awards:

\$1,000,000-\$2,000,000.

Estimated Average Size of Awards:

\$1,500,000.

Estimated Number of Awards: 25-35.

Note: The Department is not bound by any estimates in this notice.

Project Period: 60 months.

III. Eligibility Information

1. *Eligible Applicant:* An eligible applicant must be an "eligible partnership" as defined in section 200(6) of the HEA. The fiscal agent of the grant may be any of the partners as described in section 200 of the HEA. The eligible partnership means an entity that—

(1) Must include each of the following:

- (i) A high-need LEA.
- (ii) A high-need school or consortium of high-need schools served by the high-need LEA, or, as applicable, a high-need ECE program.
- (iii) A partner institution.
- (iv) A school, department, or program of education within such partner institution, which may include an existing teacher professional development program with proven outcomes within a four-year IHE that provides intensive and sustained collaboration between faculty and LEAs consistent with the requirements of Title II of the HEA.
- (v) A school or department of arts and sciences within such partner institution; and

(2) May include any of the following:

- (i) The Governor of the State.
- (ii) The State educational agency.
- (iii) The State board of education.
- (iv) The State agency for higher education.
- (v) A business.
- (vi) A public or private nonprofit educational organization.
- (vii) An educational service agency.
- (viii) A teacher organization.
- (ix) A high-performing LEA, or a consortium of high-performing LEAs, that can serve as a resource to the partnership.
- (x) A charter school (as defined in section 5210 of the ESEA).
- (xi) A school or department within the partner institution that focuses on psychology and human development.
- (xii) A school or department within the partner institution with comparable expertise in the disciplines of teaching, learning, and child and adolescent development.
- (xiii) An entity operating a program that provides alternative routes to State certification of teachers.

Definitions: For purposes of the definition of "eligible partnership," the following definitions are from section 200 of the HEA, as amended.

(1) *High-Need Local Educational Agency:* To be eligible as a "high-need LEA," an LEA must establish that it meets one of the criteria for requisite poverty or geographic location in component (i), below, and one of the requisite criteria for teacher need in component (ii). Thus, under section 200(10) of the HEA, the term "high-need LEA" means an LEA—

- (i)(A) For which not less than 20 percent of the children served by the agency are children from low-income families;
- (B) That serves not fewer than 10,000 children from low-income families;
- (C) That meets the eligibility requirements for funding under the Small, Rural School Achievement (SRSA) Program under section 6211(b) of the ESEA, or
- (D) That meets eligibility requirements for funding under the Rural and Low-Income School Program under section 6221(b) of the ESEA;
- (ii) And—
 - (A) For which there is a high percentage of teachers not teaching in the academic subject areas or grade levels in which the teachers were trained to teach; or
 - (B) There is a high teacher turnover rate or a high percentage of teachers with emergency, provisional, or temporary certification or licensure.

So that the Department may be able to confirm the eligibility of the LEAs

participating in the partnership as "high-need LEAs," applicants will need to include information in their applications that demonstrates that each participating LEA in the partnership meets the above definition of "high-need." This information must be based on the most recent data available.

Poverty Data. Under component (i)(A) or (i)(B) of the definition of "high-need LEA," an LEA must show that not less than 20 percent of the children served by the LEA are children from low-income families or that the LEA serves not fewer than 10,000 children from low-income families. Under section 200(2) of the HEA (20 U.S.C. 1021(2)), the term "children from low-income families" means children described in section 1124(c)(1)(A) of the ESEA (20 U.S.C. 6333(c)(1)(A)). Consistent with that provision, the eligibility of an LEA as a "high-need LEA" under component (i)(A) or (i)(B) must be determined on the basis of the most recent U.S. Census Bureau data, which is currently for 2007. U.S. Census Bureau data are available for all LEAs with geographic boundaries that existed when the U.S. Census Bureau collected its information. The link to the most recent census data is: <http://www.census.gov/hhes/www/saipe/district.html>. The Department also makes these data available at its Web site at: <http://www.ed.gov/programs/ls/eligibility.html>. Some LEAs, such as newly formed LEAs or charter schools in States that accord them LEA status, are not included in Census Bureau poverty data. Eligibility of these particular LEAs will be determined on a case-by-case basis after review of information in the application that addresses, as well as possible, the number or percentage of children from low-income families these LEAs serve.

Eligibility under the Small Rural School Achievement (SRSA) Program or Rural and Low-Income School (RLIS) Program. Under component (i)(C) or (i)(D) of the definition of "high-need LEA," an LEA may show that it is eligible for the SRSA or RLIS programs authorized in the ESEA. Prospective applicants may determine whether a particular LEA is eligible for these programs by referring to information available on the following Department Web sites. For the SRSA: <http://www.ed.gov/programs/reapsrsa/eligible08/index.html>. For the RLIS: <http://www.ed.gov/programs/reaprlis/eligibility.html>.

Teacher Need. Under component (ii)(A) or (ii)(B) of the definition of a "high-need LEA," to be a "high-need" LEA, an LEA must have (A) a high percentage of teachers not teaching in the academic subject areas or grade

levels in which the teachers were trained to teach, or (B) either a high teacher turnover rate, or a high percentage of teachers with emergency, provisional, or temporary certification or licensure.

Under component (ii)(A) of Teacher Need, for purposes of the TQP Grants Program, and in accordance with section 437(d)(1) of GEPA, an LEA has "a high percentage of teachers not teaching in the academic subject areas or grade levels in which the teachers were trained to teach" if either:

(1) The percentage of its classes taught by teachers of core academic subjects who are not highly qualified exceeds the average percentage for the State in which the LEA is located; or

(2) The applicant submits other information, which the Department accepts, that the percentage of the LEA's teachers who lack training in the academic subject areas or grade levels in which the teachers were trained to teach perhaps because of the short amount of training that many highly qualified teachers may have received before becoming teachers of record, is "high." Assuming that the Department accepts the applicant's information, the Department will determine eligibility under this test on a case-by-case basis if the percentage of teachers who lack training in the subject area or grade levels they were trained to teach is below five percent.

Section 1119 of the ESEA requires that all of an LEA's teachers of core academic subjects be highly qualified by the end of the 2005-2006 school year, and we know that most LEAs are relatively close to meeting this goal. Because highly qualified teachers are generally teachers with sufficient knowledge or training in the subject they teach, we believe the percentage of an LEA's classes taught by teachers who are not highly qualified (data that SEAs and LEAs must publicly report under section 1111(h)(1)(C)(vii) and (h)(2)(B) of the ESEA, respectively), is a reasonable proxy for the "percentage of teachers not teaching in the academic subject areas or grade levels in which the teachers were trained to teach." In order to extend eligibility to as many LEAs as possible we provide that an LEA has a "high percentage" of these teachers if the percentage of its classes taught by teachers who are not highly qualified exceeds the State's average.

At the same time, we recognize that LEAs that do not meet this test may also have a high percentage of teachers not teaching in the academic subject areas or grade levels in which the teachers were trained to teach. For example, an LEA might (1) be in a State with a very

high average for LEAs statewide, or (2) have many teachers who, while highly qualified in one or more academic subject areas, are teaching an academic subject or grade level for which they are not highly qualified or have little training. In order to accommodate these other situations, we will determine on a case-by-case basis, and based on the data a partnership submits with its application, whether other LEAs also have a "high percentage" of such teachers.

Regarding component (ii)(B) of Teacher Need, an LEA is considered to meet this component of "high-need" if it demonstrates that it has either a high teacher turnover rate or a high percentage of teachers with emergency, provisional, or temporary certification or licensure. In determining what is a "high teacher turnover rate" for purposes of this program, pursuant to section 437(d)(1) of GEPA we adopt, with one minor difference, the same interpretation of this phrase that the Department used under the HEA Teachers for a Competitive Tomorrow (TCT) Baccalaureate and Master's programs. For reasons explained in the notice inviting applications for new FY 2008 awards under the baccalaureate program (see 73 FR 31835, 31837, June 4, 2008), we thus determine that a "high teacher turnover rate" means an annual attrition rate of 16 percent among classroom teachers who did not return to the same school in the LEA, *i.e.*, those teachers who moved the following year to a different school as well as those who left teaching altogether. We adopt this 16 percent rate rather than the 15 percent rate used in the previously authorized HEA Teacher Quality Enhancement Grants program regulations referenced in the TCT notice because the higher rate better reflects the more current data on which ED relied. Consistent with the discussion in the TCT notice, an LEA may calculate this attrition rate by averaging data over the last three years.

The alternative criterion in component (ii)(B) of the definition of "high-need LEA" provides that the LEA must have a high percentage of teachers with emergency, provisional, or temporary certification or licensure. In accordance with section 437(d)(1) of GEPA, and for reasons the Department discussed in the April 30, 2004 notice announcing requirements for the Transition to Teaching Program (69 FR 24001, 24003), the Department adopts the same standard used in that program authorized in Title II, Part C of the ESEA. This standard relies on data that States collect for each LEA on the percentage of teachers in the LEA who

are teaching on waivers of State certification, for inclusion in the reports on the quality of teacher preparation that the States provide to the Department in October of each year as required by section 207 of the HEA, as previously authorized.

Consistent with the approach the Department has taken in the Transition to Teaching program, which includes this same criterion in its eligibility requirements, the Department will consider an LEA as meeting the teacher need component of the definition of "high-need LEA" if LEA data the State used for purpose of the State's October 2008 HEA, section 207 report on teachers teaching on waivers of State certification demonstrate that at least 1.37 percent of its teachers (the national average for all 2008 HEA, State reports submitted under section 207 of the HEA, as previously authorized) were on waivers of State certification requirements.

(2) *High-Need School*: Under section 200(11) of the HEA, the term "high-need school" means a school that, based on the most recent data available, meets at least one of the following:

(i) The school is in the highest quartile of schools in a ranking of all schools served by an LEA, ranked in descending order by percentage of students from low-income families enrolled in such schools, as determined by the LEA based on one of the following measures of poverty:

(A) The percentage of students aged 5 through 17 in poverty counted in the most recent census data approved by the Secretary;

(B) The percentage of students eligible for a free or reduced price school lunch under the Richard B. Russell National School Lunch Act;

(C) The percentage of students in families receiving assistance under the State program funded under Part A of Title IV of the Social Security Act;

(D) The percentage of students eligible to receive medical assistance under the Medicaid program;

(E) A composite of two or more of the measures described in paragraphs (A) through (D).

(ii) If the school is—

(A) An elementary school, not less than 60 percent of its students are eligible for a free or reduced price school lunch under the Richard B. Russell National School Lunch Act; or

(B) Not an elementary school, not less than 45 percent of its students are eligible for a free or reduced price school lunch under the Richard B. Russell National School Lunch Act.

Note: For criterion (i)(A), the only school-level data for these criteria of which the

Department is aware are those that concern eligibility for free and reduced price school lunches (paragraph (i)(B)). In addition criterion (ii)(A) does not itself permit an LEA to determine that a middle school or high school is a "high-need school" on the basis of the percentage of students attending its feeder schools that are eligible for free and reduced price school lunch subsidies. However, the Special Rule found in Section 200(11)(B)(i) of the HEA allows the Secretary, upon approval of an application submitted by an eligible partnership, to designate a school as a high-need school for purposes of this program even though that school does not meet the definition of "high need" under the above definition. Specifically, section 200(11)(B)(i) permits the Secretary to approve an eligible partnership's application to designate any school as a high-need school based on consideration of the specific information identified in section 200(11)(B)(ii) and, at the Secretary's option, any other information the eligible partnership submits.

The need that middle and high schools located in high-poverty areas served by high-need LEAs have for more able, higher quality teachers is abundantly clear. However, while criterion (i)(A) requires a high-need school to have a minimum percentage of its students eligible for free and reduced price school lunch subsidies, it is common knowledge that, as students get older, the percentage of them choosing to apply for these lunch subsidies decreases.

We do not believe that Congress intended to erect such a barrier to the ability of middle and high schools located in high-poverty areas to be able to benefit from teachers trained through the pre-baccalaureate teacher preparation program, fifth year initial licensing program, or teaching residency program. Therefore, the Secretary will identify a middle or high school as "high-need" if—

(a) The aggregate level of poverty of the school's feeder schools, based on the aggregate percentage of their students eligible for free and reduced price school lunch subsidies, yields the percentage provided in section 200(11)(A)(ii); and

(b) The eligible applicant provides in its application the information identified in section 200(11)(B)(ii).

(3) *High-Need Early Childhood Education Program*: Under section 200(9) of the HEA, the term "high-need ECE program" means an ECE program serving children from low-income families that is located within the geographic area served by a high-need LEA.

(4) *Partner Institution*: Under section 200(17) of the HEA, the term "partner institution" means an IHE, which may include a two-year IHE offering a dual

program with a four-year IHE, participating in an eligible partnership that has a teacher preparation program—

(i) Whose graduates exhibit strong performance on State-determined qualifying assessments for new teachers through—

(A) Demonstrating that 80 percent or more of the graduates of the program who intend to enter the field of teaching have passed all of the applicable State qualification assessments for new teachers, which shall include an assessment of each prospective teacher's subject matter knowledge in the content area in which the teacher intends to teach; or

(B) Being ranked among the highest-performing teacher preparation programs in the State as determined by the State using criteria consistent with the requirements for the State report card under section 205(b) of the HEA before the first publication of the report card.

(ii) And that requires—

(A) Each student in the program to meet high academic standards or demonstrate a record of success, as determined by the institution (including prior to entering and being accepted into a program), and participate in intensive clinical experience;

(B) Each student in the program preparing to become a teacher to become "highly qualified" (as defined in section 9010(23) of the ESEA); and

(C) Each student in the program preparing to become an "early childhood educator" to meet degree requirements, as established by the State, and become "highly competent."

Note: For purposes of paragraph (ii)(C) of this definition, the term "highly competent," under section 200(12) of the HEA, means the early child educator has—

(a) Specialized education and training in development and education of young children from birth up to entry into kindergarten; and

(b)(i) A baccalaureate degree in an academic major in the arts and sciences; or

(ii) An associate's degree in a related educational area; and

(c) Demonstrated a high level knowledge and use of content and pedagogy in the relevant areas associated with quality ECE.

(5) *Additional Definitions*: Definitions for the following terms that apply to this program are in section 200 of the HEA: "arts and sciences," "early childhood educator," "highly qualified," "induction program," "limited English proficient," "professional development," "scientifically valid

research," "teacher mentoring" and "teaching residency program."

2. *Cost Sharing or Matching*:

(1) Under section 203(c) of the HEA (20 U.S.C. 1022(b)), each grant recipient must provide, from non-Federal sources, an amount equal to 100 percent of the amount of the grant, which may be provided in cash or in-kind, to carry out the activities supported by the grant. Grantees must budget their matching contributions on an annual basis relative to each annual award of Teacher Quality Partnership Program funds.

However, the HEA also authorizes the Secretary to waive this matching requirement for any partnership for any fiscal year if the Secretary determines that "applying the matching requirement to the eligible partnership would result in serious hardship or an inability to carry out the authorized activities described in" the law. In view of the impact of the Nation's current economic difficulties on the fiscal situation of so many LEAs and IHEs, for purposes of this competition the Secretary will waive up to 100 percent of the required match for each of the first two years of the grant based on a certification of serious hardship from the applicant that is included in the application. The Department will not at this time entertain a request for a waiver of the matching requirement for project years three through five, and applicants must provide a proposed non-Federal budget for these project years. Applicants who do not request a waiver or who request a waiver for only a portion of the matching amount in years one and two must provide a non-Federal budget for the required portion of their years one and two match that they intend to provide.

(2) *Supplement-Not-Supplant*: This program involves supplement-not-supplant funding requirements. In accordance with section 202(k) of the HEA funds made available under this program must be used to supplement, and not supplant other Federal, State, and local funds that would otherwise be expended to carry out activities under this program.

IV. Application and Submission Information

1. *Address to Request Application*

Package: Education Publications Center (ED Pubs), P.O. Box 1398, Jessup, MD

20794-1398. Telephone, toll free: 1-877-433-7827. FAX: (301) 470-1244. If you use a telecommunications device for the deaf (TDD), call, toll free: 1-877-576-7734.

You can contact ED Pubs at its Web site, also: <http://www.ed.gov/pubs/>

[edpubs.html](#) or at its e-mail address: edpubs@inet.ed.gov.

If you request an application package from ED Pubs, be sure to identify this program or competition as follows: CFDA number 84.405A.

2. Content and Form of Application Submission: Requirements concerning the content of an application, together with the forms you must submit, are in the application package for this competition.

Page Limit: The application narrative (Part III of the application) is where you, the applicant, address the selection criteria that reviewers use to evaluate your application. It is recommended that the application narrative (Part III) be no more than 50 pages, using the following standards:

- A "page" is 8.5" · 11", on one side only, with 1" margins at the top, bottom, and both sides.
- Double space (no more than three lines per vertical inch) all text in the application narrative, including titles, headings, footnotes, quotations, references, and captions. However, you may single space all text in charts, tables, figures, and graphs.
- Use a font that is either 12 point or larger or no smaller than 10 pitch (characters per inch).
- Use one of the following fonts: Times New Roman, Courier, Courier New, or Arial. An application submitted in any other font (including Times Roman or Arial Narrow) will not be accepted.

The page limit does not apply to Part I, the cover sheet; Part II, the budget section, including the narrative budget justification; Part IV, the assurances and certifications; or the one-page abstract, the resumes, the bibliography, or the letters of support. However, the page limit does apply to all of the application narrative section (Part III).

3. Submission Dates and Times:
Applications Available: August 4, 2009.
Deadline for Transmittal of Applications: First Deadline: July 23, 2009. Second Deadline: October 6, 2009.

Applications for grants under this program must be submitted electronically using the Electronic Grant Application System (e-Application) accessible through the Department's e-Grants site. For information (including dates and times) about how to submit your application electronically, or in paper format by mail or hand delivery if you qualify for an exception to the electronic submission requirement, please refer to section IV. 6.

Other Submission Requirements of this notice.

We do not consider an application that does not comply with the deadline requirements.

Individuals with disabilities who need an accommodation or auxiliary aid in connection with the application process should contact the person listed under FOR FURTHER INFORMATION CONTACT in section VII of this notice. If the Department provides an accommodation or auxiliary aid to an individual with a disability in connection with the application process, the individual's application remains subject to all other requirements and limitations in this notice.

Deadline for Intergovernmental Review: First Deadline: September 21, 2009. Second Deadline: December 7, 2009.

4. Intergovernmental Review: This competition is subject to Executive Order 12372 and the regulations in 34 CFR part 79. Information about Intergovernmental Review of Federal Programs under Executive Order 12372 is in the application package for this competition.

5. Funding Restrictions: We reference additional regulations outlining funding restrictions in the *Applicable Regulations* section of this notice.

6. Other Submission Requirements: Applications for grants under this program must be submitted electronically unless you qualify for an exception to this requirement in accordance with the instructions in this section.

(a) **Electronic Submission of Applications.** Applications for grants under the Teacher Quality Partnership—CFDA Number 84.405A must be submitted electronically using e-Application, accessible through the Department's e-Grants Web site at: <http://e-grants.ed.gov>.

We will reject your application if you submit it in paper format unless, as described elsewhere in this section, you qualify for one of the exceptions to the electronic submission requirement and submit, no later than two weeks before the application deadline date, a written statement to the Department that you qualify for one of these exceptions. Further information regarding calculation of the date that is two weeks before the application deadline date is provided later in this section under *Exception to Electronic Submission Requirement*.

While completing your electronic application, you will be entering data online that will be saved into a database. You may not e-mail an electronic copy of a grant application to us.

Please note the following:

- You must complete the electronic submission of your grant application by 4:30 p.m., Washington, DC time, on the application deadline date. E-Application will not accept an application for this program after 4:30:00 p.m., Washington, DC time, on the application deadline date.

Therefore, we strongly recommend that you do not wait until the application deadline date to begin the application process.

- The hours of operation of the e-Grants Web site are 6:00 a.m. Monday until 7:00 p.m. Wednesday; and 6:00 a.m. Thursday until 8:00 p.m. Sunday, Washington, DC time. Please note that, because of maintenance, the system is unavailable between 8:00 p.m. on Sundays and 6:00 a.m. on Mondays, and between 7:00 p.m. on Wednesdays and 6:00 a.m. on Thursdays, Washington, DC time. Any modifications to these hours are posted on the e-Grants Web site.

- You will not receive additional point value because you submit your application in electronic format, nor will we penalize you if you qualify for an exception to the electronic submission requirement, as described elsewhere in this section, and submit your application in paper format.

- You must submit all documents electronically, including all information you typically provide on the following forms: the Application for Federal Assistance (SF 424), the Department of Education Supplemental Information for SF 424, Budget Information—Non-Construction Programs (ED 524), and all necessary assurances and certifications. You must attach any narrative sections of your application as files in a .DOC (document), .RTF (rich text), or .PDF (Portable Document) format. If you upload a file type other than the three file types specified in this paragraph or submit a password protected file, we will not review that material.

- Your electronic application must comply with any page limit requirements described in this notice.

- Prior to submitting your electronic application, you may wish to print a copy of it for your records.

- After you electronically submit your application, you will receive an automatic acknowledgment that will include a PR/Award number (an identifying number unique to your application).

- Within three working days after submitting your electronic application, fax a signed copy of the SF 424 to the Application Control Center after following these steps:

(1) Print SF 424 from e-Application.

(2) The applicant's Authorizing Representative must sign this form.

(3) Place the PR/Award number in the upper right hand corner of the hard-copy signature page of the SF 424.

(4) Fax the signed SF 424 to the Application Control Center at (202) 245-6272.

- We may request that you provide us original signatures on other forms at a later date.

Application Deadline Date Extension in Case of e-Application Unavailability: If you are prevented from electronically submitting your application on the application deadline date because e-Application is unavailable, we will grant you an extension of one business day to enable you to transmit your application electronically, by mail, or by hand delivery. We will grant this extension if—

(1) You are a registered user of e-Application and you have initiated an electronic application for this competition; and

(2) (a) E-Application is unavailable for 60 minutes or more between the hours of 8:30 a.m. and 3:30 p.m., Washington, DC time, on the application deadline date; or

(b) E-Application is unavailable for any period of time between 3:30 p.m. and 4:30:00 p.m., Washington, DC time, on the application deadline date.

We must acknowledge and confirm these periods of unavailability before granting you an extension. To request this extension or to confirm our acknowledgment of any system unavailability, you may contact either (1) the person listed elsewhere in this notice under FOR FURTHER INFORMATION CONTACT (see VII. Agency Contact) or (2) the e-Grants help desk at 1-888-336-8930. If e-Application is unavailable due to technical problems with the system and, therefore, the application deadline is extended, an e-mail will be sent to all registered users who have initiated an e-Application. Extensions referred to in this section apply only to the unavailability of e-Application.

Exception to Electronic Submission Requirement: You qualify for an exception to the electronic submission requirement, and may submit your application in paper format, if you are unable to submit an application through e-Application because—

- You do not have access to the Internet; or
- You do not have the capacity to upload large documents to e-Application; and
- No later than two weeks before the application deadline date (14 calendar days or, if the fourteenth calendar day before the application deadline date

falls on a Federal holiday, the next business day following the Federal holiday), you mail or fax a written statement to the Department, explaining which of the two grounds for an exception prevents you from using the Internet to submit your application. If you mail your written statement to the Department, it must be postmarked no later than two weeks before the application deadline date. If you fax your written statement to the Department, we must receive the faxed statement no later than two weeks before the application deadline date.

Address and mail or fax your statement to: Peggi Zelinko, U.S. Department of Education, 400 Maryland Avenue, SW., room 4W306, Washington, DC 20202-5960. Fax: (202) 401-8466.

Your paper application must be submitted in accordance with the mail or hand delivery instructions described in this notice.

b. *Submission of Paper Applications by Mail.* If you qualify for an exception to the electronic submission requirement, you may mail (through the U.S. Postal Service or a commercial carrier) your application to the Department. You must mail the original and two copies of your application, on or before the application deadline date, to the Department at the following address: U.S. Department of Education, Application Control Center, Attention: (CFDA Number 84.405A), LBJ Basement Level 1, 400 Maryland Avenue, SW., Washington, DC 20202-4260.

You must show proof of mailing consisting of one of the following:

- (1) A legibly dated U.S. Postal Service postmark.
- (2) A legible mail receipt with the date of mailing stamped by the U.S. Postal Service.
- (3) A dated shipping label, invoice, or receipt from a commercial carrier.
- (4) Any other proof of mailing acceptable to the Secretary of the U.S. Department of Education.

If you mail your application through the U.S. Postal Service, we do not accept either of the following as proof of mailing:

- (1) A private metered postmark.
- (2) A mail receipt that is not dated by the U.S. Postal Service.

If your application is postmarked after the application deadline date, we will not consider your application.

Note: The U.S. Postal Service does not uniformly provide a dated postmark. Before relying on this method, you should check with your local post office.

c. *Submission of Paper Applications by Hand Delivery.* If you qualify for an

exception to the electronic submission requirement, you (or a courier service) may deliver your paper application to the Department by hand. You must deliver the original and two copies of your application, by hand, on or before the application deadline date, to the Department at the following address: U.S. Department of Education, Application Control Center, Attention: (CFDA Number 84.405A), 550 12th Street, SW., Room 7041, Potomac Center Plaza, Washington, DC 20202-4260.

The Application Control Center accepts hand deliveries daily between 8:00 a.m. and 4:30:00 p.m., Washington, DC time, except Saturdays, Sundays, and Federal holidays.

Note for Mail or Hand Delivery of Paper Applications: If you mail or hand deliver your application to the Department:

(1) You must indicate on the envelope and—if not provided by the Department—in Item 11 of the SF 424 the CFDA number, including suffix letter, if any, of the competition under which you are submitting your application; and

(2) The Application Control Center will mail to you a notification of receipt of your grant application. If you do not receive this grant notification within 15 business days from the application deadline date, you should call the U.S. Department of Education Application Control Center at (202) 245-6288.

V. Application Review Information

Selection Criteria: The selection criteria governing this competition are listed in the following paragraphs. The selection criterion, Quality of Project Evaluation, is from 34 CFR 75.210 in the Education Department General Administrative Regulations (EDGAR) and section 204 of the HEA. The selection criterion, Quality of the Management Plan, is from 34 CFR 75.210 in EDGAR. The selection criterion, Quality of the Project Design, includes a combination of the factors under that criterion in 34 CFR 75.210(c) EDGAR and the criterion, Quality of Project Services in 34.210(d); specifically, factor (2)(i) is from 34 CFR 75.210(c) and factors (2)(ii), (iii) and (iv) are from 34 CFR 75.210(d). The selection criterion, Significance, includes a combination of the factors under that criterion in 34 CFR 75.210(b) and the criterion, Quality of Project Personnel, in 34 CFR 75.210(e); specifically, factors (2)(i), (ii) and (iii) are from section 34 CFR 75.210(b) and factor (2)(iv) is from section 34 CFR 75.210(e). We are combining these factors under these specific criteria to provide greater clarity on how applicants should address the criteria in their applications.

The maximum score for all of the selection criteria is 100 points. The maximum score for each criterion is indicated in parentheses with the criterion. These criteria are for the FY 2009 grant competition and any subsequent year in which we make awards based on the list of unfunded applicants from this competition only.

(a) *Quality of the Project Design* (up to 40 points).

(1) The Secretary considers the quality of the design of the proposed project.

(2) In determining the quality of the design of the proposed project, the Secretary considers the extent to which the proposed project consists of a comprehensive plan that includes a description of—

(i) The extent to which the proposed project represents an exceptional approach to the priority or priorities established for this competition;

(ii) The likely impact of the services to be provided by the proposed project on the intended recipients of those services;

(iii) The extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services; and

(iv) The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services.

Note: The Secretary encourages applicants to address this criterion by discussing the overall project design and its key components, and the degree to which the design's key components are based on sound research and practice. Applicants are also encouraged to address this criterion by connecting the project design to the intended impact of the project and how the project will affect the participants, including preparation, placement, retention, and effect on improved student achievement. Finally, applicants are encouraged to discuss the role and commitment of each partner and document each partner's responsibilities and commitment to the project.

(b) *Quality of the Project Evaluation* (up to 25 points).

(1) The Secretary considers the quality of the evaluation to be conducted of the proposed project.

(2) In determining the quality of the evaluation, the Secretary considers—

(i) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to intended outcomes of the project and will produce quantitative and qualitative data to the extent possible;

(ii) The extent to which the methods of evaluation address the evaluation requirements in section 204(a) of the HEA; and

(iii) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

Note: The Secretary encourages applicants to include a plan of how the project's evaluation will address the TQP Grants Program performance measures established by the Department under the Government Performance and Results Act of 1993 (GPRA). (The specific performance measures established for the overall TQP Grants Program are discussed under *Performance Measures* in section VI of this notice.) Further, each applicant is encouraged to describe how the applicant's evaluation plan will be designed to collect both output data and outcome data including benchmarks to monitor progress. Finally, each applicant is encouraged to select an independent, objective evaluator who has experience in evaluating educational programs and who will play an active role in the design and development of the project. For resources on what to consider in designing and conducting project evaluations, go to <http://www.whatworkshelpdesk.ed.gov/>.

(c) *Significance* (up to 20 points).

(1) The Secretary considers the significance of the proposed project.

(2) In determining the significance of the proposed project, the Secretary considers the following factors—

(i) The likelihood that the proposed project will result in system change or improvement;

(ii) The extent to which the proposed project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population;

(iii) The importance or magnitude of the results or outcomes likely to be attained by the proposed project, especially improvements in teaching and student achievement; and

(iv) The potential for continued support of the project after Federal funding ends, including, as appropriate, the demonstrated commitment of appropriate entities to such support.

Note: The Secretary encourages applicants to describe the use of a needs assessment to determine the specific needs of project participants and how the project will address these needs. Applicants are also encouraged to indicate how the project will affect teaching and student achievement in the proposed service area. Finally, applicants are encouraged to include a description of the commitment to build local capacity for the project and how this capacity building will be achieved.

(d) *Quality of the Management Plan* (up to 15 points).

(1) The Secretary considers the quality of the management plan for the proposed project.

(2) In determining the quality of the management plan for the proposed project, the Secretary considers the following factors—

(i) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks;

(ii) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project; and

(iii) The adequacy of mechanisms for ensuring high-quality products and services from the proposed project.

Note: The Secretary encourages applicants to address these criteria by including in the application narrative a clear, well thought-out implementation plan that includes annual timelines, key project milestones, and a schedule of activities with sufficient time for developing an adequate implementation plan, as well as a description of the personnel who would be responsible for each activity and the level of effort each activity entails.

VI. Award Administration Information

1. *Award Notices:* If your application is successful, we notify your U.S. Representative and U.S. Senators and send you a Grant Award Notification (GAN). We may notify you informally, also.

If your application is not evaluated or not selected for funding, we notify you.

2. *Administrative and National Policy Requirements:* We identify administrative and national policy requirements in the application package and reference these and other requirements in the *Applicable Regulations* section of this notice.

We reference the regulations outlining the terms and conditions of an award in the *Applicable Regulations* section of this notice and include these and other specific conditions in the GAN. The GAN also incorporates your approved application as part of your binding commitments under the grant.

Applicants are encouraged to include in their budgets funds for at least two project staff members to attend two meetings of the TQP Grants Program in Washington DC during each year of the project.

3. *Reporting:* At the end of your project period, you must submit a final performance report, including financial information, as directed by the Secretary. If you receive a multi-year award, you must submit an annual

performance report that provides the most current performance and financial expenditure information as directed by the Secretary under 34 CFR 75.118. The Secretary may also require more frequent performance reports under 34 CFR 75.720(c). For specific requirements on reporting, please go to <http://www.ed.gov/fund/grant/apply/appforms/appforms.html>.

Some of the funds awarded through this program were appropriated under the American Recovery and Reinvestment Act (ARRA) of 2009, Public Law 111-5, and are subject to additional accountability and transparency reporting requirements, which are described in section 1512(c) of the ARRA. Grantees receiving funds provided by the ARRA must be able to distinguish these funds from any other funds they receive through this program. Recipients of ARRA funds will be required to submit quarterly reports on the expenditure of these funds no later than ten days after the end of each calendar quarter through a centralized reporting Web site administered by the Office of Management and Budget (OMB): <http://www.federalreporting.gov>. The information reported at this Web site will be available to the Department, the White House, OMB and the public on <http://www.Recovery.gov>. Additional guidance providing further detail on the quarterly report will be provided at a later time.

4. *Performance Measures:* The objective of the TQP Grants Program is to increase student achievement in K-12 schools by developing highly qualified teachers. Under GPR, the following measures will be used by the Department in assessing the performance of this program:

(a) *Performance Measure 1: Graduation.* The percentage of program completers who—

(1) Attain initial certification/licensure by passing all necessary certification/licensure assessments and attain a bachelor's degree (pre-baccalaureate teacher preparation program) or initial license (fifth year initial licensing program) within six years of beginning the program, or a master's degree (residency program) within two years of beginning the program; or

(2) Attain Highly Competent Early Childhood Educator status by earning a bachelor's degree within six years of beginning the program or an associate's degree within three years of beginning the program.

(b) *Performance Measure 2: Employment Retention.* The percentage of beginning teachers who are retained in teaching in the partner high-need

LEA or high-need ECE program three years after being hired by the high-need LEA or high-need ECE program;

(c) *Performance Measure 3: Improved Scores.* The percentage of grantees that report improved scaled scores on assessments for initial State certification or licensure of teachers;

(d) *Efficiency Measure: Employment Retention.* The cost of a successful outcome where success is defined as retention of the teacher in the partner high-need LEA or high-need ECE program three years after the teacher is hired by the high-need LEA or high-need ECE program;

(e) *Short-Term Performance Measures.* Because the performance measures already listed would not provide data for a number of years, the Department has also established the following two measures that will provide data in a shorter timeframe—

(1) *Short-Term Performance Measure 1: Persistence.* The percentage of program participants, who were not scheduled to graduate in the previous reporting period, and persisted in the postsecondary program in the current reporting period; and

(2) *Short-Term Performance Measure 2: Employment Retention.* The percentage of beginning teachers who are retained in teaching in the partner high-need LEA or high-need ECE program one year after being hired by the LEA or high-need ECE program.

Note: If funded, you will be asked to collect and report data on these measures in your project's annual performance report (EDGAR, 34 CFR 75.590). Applicants are also advised to consider these measures in conceptualizing the design, implementation, and evaluation of their proposed projects because of their importance in the application review process. Collection of data on these measures should be a part of the evaluation plan, along with measures of progress on goals and objectives that are specific to your project.

All grantees will be expected to submit an annual performance report documenting their success in addressing these performance measures.

VII. Agency Contact

For Further Information Contact: Teacher Quality Partnership Grants Program, U.S. Department of Education, 400 Maryland Avenue, SW., room 4W320, Washington, DC 20202. Telephone: (202) 260-0563 or by e-mail: TQPartnership@ed.gov.

If you use a TDD, call the Federal Relay Service, toll free, at 1-800-877-8339.

VIII. Other Information

Accessible Format: Individuals with disabilities can obtain this document

and a copy of the application package in an accessible format (e.g., braille, large print, audiotape, or computer diskette) on request to the program contact person listed under FOR FURTHER INFORMATION CONTACT in section VII of this notice.

Electronic Access to This Document: You can view this document, as well as all other documents of this Department published in the **Federal Register**, in text or Adobe Portable Document Format (PDF) on the Internet at the following site: <http://www.ed.gov/news/fedregister>.

To use PDF you must have Adobe Acrobat Reader, which is available free at this site. If you have questions about using PDF, call the U.S. Government Printing Office (GPO), toll free, at 1-888-293-6498; or in the Washington, DC, area at (202) 512-1530.

Note: The official version of this document is the document published in the **Federal Register**. Free Internet access to the official edition of the **Federal Register** and the Code of Federal Regulations is available on GPO Access at: <http://www.gpoaccess.gov/nara/index.html>.

Dated: July 30, 2009.

James H. Shelton, III,

Assistant Deputy Secretary for Innovation and Improvement.

[FR Doc. E9-18614 Filed 8-3-09; 8:45 am]

BILLING CODE 4000-01-P

DEPARTMENT OF ENERGY

Energy Information Administration

Agency Information Collection Activities: Submission for OMB Review; Comment Request

AGENCY: Energy Information Administration (EIA), Department of Energy (DOE).

ACTION: Agency Information Collection Activities: Submission for OMB Review; Comment Request.

SUMMARY: The EIA has submitted the Office of Radioactive Waste Management's NWPA-830R Surveys package to the Office of Management and Budget (OMB) for review and a three-year extension under section 3507(h)(1) of the Paperwork Reduction Act of 1995 (Pub. L. 104-13) (44 U.S.C. 3501 *et seq.*).

DATES: Comments must be filed by September 3, 2009. If you anticipate that you will be submitting comments but find it difficult to do so within that period, you should contact the OMB Desk Officer for DOE listed below as soon as possible.

7. AUTHORIZING LEGISLATION

PUBLIC LAW 110-115 – HIGHER EDUCATION OPPORTUNITY ACT TITLE II- TEACHER QUALITY ENHANCEMENT (sections 200-204)

SEC. 201. TEACHER QUALITY ENHANCEMENT

Title II (20 U.S.C. 1021 et seq.) is amended—

(1) by inserting before part A the following:

SEC. 200. DEFINITIONS

In this title:

- (1) **ARTS AND SCIENCES.**—The term ‘arts and sciences’ means—
- (A) when referring to an organizational unit of an institution of higher education, any academic unit that offers one or more academic majors in disciplines or content areas corresponding to the academic subject matter areas in which teachers provide instruction; and
 - (B) when referring to a specific academic subject area, the disciplines or content areas in which academic majors are offered by the arts and sciences organizational unit.
- (2) **CHILDREN FROM LOW-INCOME FAMILIES.**—The term ‘children from low-income families’ means children described in section 1124(c)(1)(A) of the Elementary and Secondary Education Act of 1965.
- (3) **CORE ACADEMIC SUBJECTS.**—The term ‘core academic subjects’ has the meaning given the term in section 9101 of the Elementary and Secondary Education Act of 1965.
- (4) **EARLY CHILDHOOD EDUCATOR.**—The term ‘early childhood educator’ means an individual with primary responsibility for the education of children in an early childhood education program.
- (5) **EDUCATIONAL SERVICE AGENCY.**—The term ‘educational service agency’ has the meaning given the term in section 9101 of the Elementary and Secondary Education Act of 1965.
- (6) **ELIGIBLE PARTNERSHIP.**—Except as otherwise provided in section 251, the term ‘eligible partnership’ means an entity that—
- (A) shall include—
 - (i) a high-need local educational agency;
 - (ii)(I) a high-need school or a consortium of high-need schools served by the high-need local educational agency; or
 - (II) as applicable, a high-need early childhood education program;
 - (iii) a partner institution;
 - (iv) a school, department, or program of education within such partner institution, which may include an existing teacher professional development program with proven outcomes within a four-year institution of higher education that provides intensive and sustained collaboration between faculty and local educational agencies consistent with the requirements of this title; and

(v) a school or department of arts and sciences within such partner institution;
and

(B) may include any of the following:

- (i) The Governor of the State.
- (ii) The State educational agency.
- (iii) The State board of education.
- (iv) The State agency for higher education.
- (v) A business.
- (vi) A public or private nonprofit educational organization.
- (vii) An educational service agency.
- (viii) A teacher organization.
- (ix) A high-performing local educational agency, or a consortium of such local educational agencies, that can serve as a resource to the partnership.
- (x) A charter school (as defined in section 5210 of the Elementary and Secondary Education Act of 1965).
- (xi) A school or department within the partner institution that focuses on psychology and human development.
- (xii) A school or department within the partner institution with comparable expertise in the disciplines of teaching, learning, and child and adolescent development.
- (xiii) An entity operating a program that provides alternative routes to State certification of teachers.

(7) **ESSENTIAL COMPONENTS OF READING INSTRUCTION.**—The term ‘essential components of reading instruction’ has the meaning given the term in section 1208 of the Elementary and Secondary Education Act of 1965.

(8) **EXEMPLARY TEACHER.**—The term ‘exemplary teacher’ has the meaning given the term in section 9101 of the Elementary and Secondary Education Act of 1965.

(9) **HIGH-NEED EARLY CHILDHOOD EDUCATION PROGRAM.**—The term ‘high-need early childhood education program’ means an early childhood education program serving children from low-income families that is located within the geographic area served by a high-need local educational agency.

(10) **HIGH-NEED LOCAL EDUCATIONAL AGENCY.**—The term ‘high-need local educational agency’ means a local educational agency—

- (A)(i) for which not less than 20 percent of the children served by the agency are children from low-income families;
- (ii) that serves not fewer than 10,000 children from low-income families;
- (iii) that meets the eligibility requirements for funding under the Small, Rural School Achievement Program under section 6211(b) of the Elementary and Secondary Education Act of 1965; or
- (iv) that meets the eligibility requirements for funding under the Rural and Low-Income School Program under section 6221(b) of the Elementary and Secondary Education Act of 1965; and
- (B)(i) for which there is a high percentage of teachers not teaching in the academic subject areas or grade levels in which the teachers were trained to teach; or
- (ii) for which there is a high teacher turnover rate or a high percentage of teachers with emergency, provisional, or temporary certification or licensure.

(11) **HIGH-NEED SCHOOL.**—

(A) **IN GENERAL.**—The term ‘high-need school’ means a school that, based on the most recent data available, meets one or both of the following:

(i) The school is in the highest quartile of schools in a ranking of all schools served by a local educational agency, ranked in descending order by percentage of students from low-income families enrolled in such schools, as determined by the local educational agency based on one of the following measures of poverty:

(I) The percentage of students aged 5 through 17 in poverty counted in the most recent census data approved by the Secretary.

(II) The percentage of students eligible for a free or reduced price school lunch under the Richard B. Russell National School Lunch Act.

(III) The percentage of students in families receiving assistance under the State program funded under part A of title IV of the Social Security Act.

(IV) The percentage of students eligible to receive medical assistance under the Medicaid program.

(V) A composite of two or more of the measures described in subclauses (I) through (IV).

(ii) In the case of—

(I) an elementary school, the school serves students not less than 60 percent of whom are eligible for a free or reduced price school lunch under the Richard B. Russell National School Lunch Act; or

(II) any other school that is not an elementary school, the other school serves students not less than 45 percent of whom are eligible for a free or reduced price school lunch under the Richard B. Russell National School Lunch Act.

(B) SPECIAL RULE.—

(i) DESIGNATION BY THE SECRETARY.—The Secretary may, upon approval of an application submitted by an eligible partnership seeking a grant under this title, designate a school that does not qualify as a high-need school under subparagraph (A) as a high-need school for the purpose of this title. The Secretary shall base the approval of an application for designation of a school under this clause on a consideration of the information required under clause (ii), and may also take into account other information submitted by the eligible partnership.

(ii) APPLICATION REQUIREMENTS.—An application for designation of a school under clause (i) shall include—

(I) the number and percentage of students attending such school who are—

(aa) aged 5 through 17 in poverty counted in the most recent census data approved by the Secretary;

(bb) eligible for a free or reduced price school lunch under the Richard B. Russell National School Lunch Act;

(cc) in families receiving assistance under the State program funded under part A of title IV of the Social Security Act; or

(dd) eligible to receive medical assistance under the Medicaid program;

(II) information about the student academic achievement of students at such school; and

(III) for a secondary school, the graduation rate for such school.

(12) **HIGHLY COMPETENT**.—The term ‘highly competent’, when used with respect to an early childhood educator, means an educator—

(A) with specialized education and training in development and education of young children from birth until entry into kindergarten;

- (B) with—
 - (i) a baccalaureate degree in an academic major in the arts and sciences; or
 - (ii) an associate's degree in a related educational area; and
- (C) who has demonstrated a high level of knowledge and use of content and pedagogy in the relevant areas associated with quality early childhood education.

(13) **HIGHLY QUALIFIED.**—The term 'highly qualified' has the meaning given such term in section 9101 of the Elementary and Secondary Education Act of 1965 and, with respect to special education teachers, in section 602 of the Individuals with Disabilities Education Act.

(14) **INDUCTION PROGRAM.**—The term 'induction program' means a formalized program for new teachers during not less than the teachers' first two years of teaching that is designed to provide support for, and improve the professional performance and advance the retention in the teaching field of, beginning teachers. Such program shall promote effective teaching skills and shall include the following components:

- (A) High-quality teacher mentoring.
- (B) Periodic, structured time for collaboration with teachers in the same department or field, including mentor teachers, as well as time for information-sharing among teachers, principals, administrators, other appropriate instructional staff, and participating faculty in the partner institution.
- (C) The application of empirically-based practice and scientifically valid research on instructional practices.
- (D) Opportunities for new teachers to draw directly on the expertise of teacher mentors, faculty, and researchers to support the integration of empirically-based practice and scientifically valid research with practice.
- (E) The development of skills in instructional and behavioral interventions derived from empirically-based practice and, where applicable, scientifically valid research.
- (F) Faculty who—
 - (i) model the integration of research and practice in the classroom; and
 - (ii) assist new teachers with the effective use and integration of technology in the classroom.
- (G) Interdisciplinary collaboration among exemplary teachers, faculty, researchers, and other staff who prepare new teachers with respect to the learning process and the assessment of learning.
- (H) Assistance with the understanding of data, particularly student achievement data, and the applicability of such data in classroom instruction.
- (I) Regular and structured observation and evaluation of new teachers by multiple evaluators, using valid and reliable measures of teaching skills.

(15) **LIMITED ENGLISH PROFICIENT.**—The term 'limited English proficient' has the meaning given the term in section 9101 of the Elementary and Secondary Education Act of 1965.

(16) **PARENT.**—The term 'parent' has the meaning given the term in section 9101 of the Elementary and Secondary Education Act of 1965.

(17) **PARTNER INSTITUTION.**—The term 'partner institution' means an institution of higher education, which may include a two-year institution of higher education offering a dual program with a four-year institution of higher education, participating in an eligible partnership that has a teacher preparation program—

- (A) whose graduates exhibit strong performance on State-determined qualifying assessments for new teachers through—

- (i) demonstrating that 80 percent or more of the graduates of the program who intend to enter the field of teaching have passed all of the applicable State qualification assessments for new teachers, which shall include an assessment of each prospective teacher's subject matter knowledge in the content area in which the teacher intends to teach; or
- (ii) being ranked among the highest-performing teacher preparation programs in the State as determined by the State—
 - (I) using criteria consistent with the requirements for the State report card under section 205(b) before the first publication of such report card; and
 - (II) using the State report card on teacher preparation required under section 205(b), after the first publication of such report card and for every year thereafter; and

(B) that requires—

- (i) each student in the program to meet high academic standards or demonstrate a record of success, as determined by the institution (including prior to entering and being accepted into a program), and participate in intensive clinical experience;
- (ii) each student in the program preparing to become a teacher to become highly qualified; and
- (iii) each student in the program preparing to become an early childhood educator to meet degree requirements, as established by the State, and become highly competent.

(18) **PRINCIPLES OF SCIENTIFIC RESEARCH.**—The term ‘principles of scientific research’ means principles of research that—

- (A) apply rigorous, systematic, and objective methodology to obtain reliable and valid knowledge relevant to education activities and programs;
- (B) present findings and make claims that are appropriate to, and supported by, the methods that have been employed; and
- (C) include, appropriate to the research being conducted—
 - (i) use of systematic, empirical methods that draw on observation or experiment;
 - (ii) use of data analyses that are adequate to support the general findings;
 - (iii) reliance on measurements or observational methods that provide reliable and generalizable findings;
 - (iv) strong claims of causal relationships, only with research designs that eliminate plausible competing explanations for observed results, such as, but not limited to, random-assignment experiments;
 - (v) presentation of studies and methods in sufficient detail and clarity to allow for replication or, at a minimum, to offer the opportunity to build systematically on the findings of the research;
 - (vi) acceptance by a peer-reviewed journal or critique by a panel of independent experts through a comparably rigorous, objective, and scientific review; and
 - (vii) consistency of findings across multiple studies or sites to support the generality of results and conclusions.

(19) **PROFESSIONAL DEVELOPMENT.**—The term ‘professional development’ has the meaning given the term in section 9101 of the Elementary and Secondary Education Act of 1965.

(20) **SCIENTIFICALLY VALID RESEARCH.**—The term ‘scientifically valid research’ includes applied research, basic research, and field-initiated research in which the

rationale, design, and interpretation are soundly developed in accordance with principles of scientific research.

(21) **TEACHER MENTORING.**—The term ‘teacher mentoring’ means the mentoring of new or prospective teachers through a program that—

- (A) includes clear criteria for the selection of teacher mentors who will provide role model relationships for mentees, which criteria shall be developed by the eligible partnership and based on measures of teacher effectiveness;
- (B) provides high-quality training for such mentors, including instructional strategies for literacy instruction and classroom management (including approaches that improve the schoolwide climate for learning, which may include positive behavioral interventions and supports);
- (C) provides regular and ongoing opportunities for mentors and mentees to observe each other’s teaching methods in classroom settings during the day in a high-need school in the high-need local educational agency in the eligible partnership;
- (D) provides paid release time for mentors, as applicable;
- (E) provides mentoring to each mentee by a colleague who teaches in the same field, grade, or subject as the mentee;
- (F) promotes empirically-based practice of, and scientifically valid research on, where applicable—
 - (i) teaching and learning;
 - (ii) assessment of student learning;
 - (iii) the development of teaching skills through the use of instructional and behavioral interventions; and
 - (iv) the improvement of the mentees’ capacity to measurably advance student learning; and
- (G) includes—
 - (i) common planning time or regularly scheduled collaboration for the mentor and mentee; and
 - (ii) joint professional development opportunities.

(22) **TEACHING RESIDENCY PROGRAM.**—The term ‘teaching residency program’ means a school-based teacher preparation program in which a prospective teacher—

- (A) for one academic year teaches alongside a mentor teacher, who is the teacher of record;
- (B) receives concurrent instruction during the year described in subparagraph (A) from the partner institution, which courses may be taught by local educational agency personnel or residency program faculty, in the teaching of the content area in which the teacher will become certified or licensed;
- (C) acquires effective teaching skills; and
- (D) prior to completing the program –
 - (i) attains full State certification or licensure and becomes highly qualified; and
 - (ii) acquires a master’s degree not later than 18 months after beginning the program.

(23) **TEACHING SKILLS.**—The term ‘teaching skills’ means skills that enable a teacher to—

- (A) increase student learning, achievement, and the ability to apply knowledge;
- (B) effectively convey and explain academic subject matter;
- (C) effectively teach higher-order analytical, evaluation, problem-solving, and communication skills;
- (D) employ strategies grounded in the disciplines of teaching and learning that—

- (i) are based on empirically-based practice and scientifically valid research, where applicable, related to teaching and learning;
- (ii) are specific to academic subject matter; and
- (iii) focus on the identification of students' specific learning needs, particularly students with disabilities, students who are limited English proficient, students who are gifted and talented, and students with low literacy levels, and the tailoring of academic instruction to such needs;
- (E) conduct an ongoing assessment of student learning, which may include the use of formative assessments, performance-based assessments, project-based assessments, or portfolio assessments, that measures higher-order thinking skills (including application, analysis, synthesis, and evaluation);
- (F) effectively manage a classroom, including the ability to implement positive behavioral interventions and support strategies;
- (G) communicate and work with parents, and involve parents in their children's education; and
- (H) use, in the case of an early childhood educator, age-appropriate and developmentally appropriate strategies and practices for children in early childhood education programs.”;

(2) by striking part A and inserting the following:

PART A—TEACHER QUALITY PARTNERSHIP GRANTS

SEC. 201. PURPOSES

The purposes of this part are to—

- (1) improve student achievement;
- (2) improve the quality of prospective and new teachers by improving the preparation of prospective teachers and enhancing professional development activities for new teachers;
- (3) hold teacher preparation programs at institutions of higher education accountable for preparing highly qualified teachers; and
- (4) recruit highly qualified individuals, including minorities and individuals from other occupations, into the teaching force.

SEC. 202. PARTNERSHIP GRANTS

(a) PROGRAM AUTHORIZED

—From amounts made available under section 209, the Secretary is authorized to award grants, on a competitive basis, to eligible partnerships, to enable the eligible partnerships to carry out the activities described in subsection (c).

(b) APPLICATION

—Each eligible partnership desiring a grant under this section shall submit an application to the Secretary at such time, in such manner, and accompanied by such information as the Secretary may require. Each such application shall contain—

- (1) a needs assessment of the partners in the eligible partnership with respect to the preparation, ongoing training, professional development, and retention of general education and special education teachers, principals, and, as applicable, early childhood educators;

- (2) a description of the extent to which the program to be carried out with grant funds, as described in subsection (c), will prepare prospective and new teachers with strong teaching skills;
- (3) a description of how such program will prepare prospective and new teachers to understand and use research and data to modify and improve classroom instruction;
- (4) a description of—
 - (A) how the eligible partnership will coordinate strategies and activities assisted under the grant with other teacher preparation or professional development programs, including programs funded under the Elementary and Secondary Education Act of 1965 and the Individuals with Disabilities Education Act, and through the National Science Foundation; and
 - (B) how the activities of the partnership will be consistent with State, local, and other education reform activities that promote teacher quality and student academic achievement;
- (5) an assessment that describes the resources available to the eligible partnership, including—
 - (A) the integration of funds from other related sources;
 - (B) the intended use of the grant funds; and
 - (C) the commitment of the resources of the partnership to the activities assisted under this section, including financial support, faculty participation, and time commitments, and to the continuation of the activities when the grant ends;
- (6) a description of—
 - (A) how the eligible partnership will meet the purposes of this part;
 - (B) how the partnership will carry out the activities required under subsection (d) or (e), based on the needs identified in paragraph (1), with the goal of improving student academic achievement;
 - (C) if the partnership chooses to use funds under this section for a project or activities under subsection (f) or (g), how the partnership will carry out such project or required activities based on the needs identified in paragraph (1), with the goal of improving student academic achievement;
 - (D) the partnership's evaluation plan under section 204(a);
 - (E) how the partnership will align the teacher preparation program under subsection (c) with the—
 - (i) State early learning standards for early childhood education programs, as appropriate, and with the relevant domains of early childhood development; and
 - (ii) student academic achievement standards and academic content standards under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, established by the State in which the partnership is located;
 - (F) how the partnership will prepare general education teachers to teach students with disabilities, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act;
 - (G) how the partnership will prepare general education and special education teachers to teach students who are limited English proficient;
 - (H) how faculty at the partner institution will work, during the term of the grant, with highly qualified teachers in the classrooms of high-need schools served by the high need local educational agency in the partnership to—

- (i) provide high-quality professional development activities to strengthen the content knowledge and teaching skills of elementary school and secondary school teachers; and
 - (ii) train other classroom teachers to implement literacy programs that incorporate the essential components of reading instruction;
 - (I) how the partnership will design, implement, or enhance a year-long and rigorous teaching preservice clinical program component;
 - (J) how the partnership will support in-service professional development strategies and activities; and
 - (K) how the partnership will collect, analyze, and use data on the retention of all teachers and early childhood educators in schools and early childhood education programs located in the geographic area served by the partnership to evaluate the effectiveness of the partnership's teacher and educator support system; and
- (7) with respect to the induction program required as part of the activities carried out under this section—
- (A) a demonstration that the schools and departments within the institution of higher education that are part of the induction program will effectively prepare teachers, including providing content expertise and expertise in teaching, as appropriate;
 - (B) a demonstration of the eligible partnership's capability and commitment to, and the accessibility to and involvement of faculty in, the use of empirically-based practice and scientifically valid research on teaching and learning;
 - (C) a description of how the teacher preparation program will design and implement an induction program to support, through not less than the first two years of teaching, all new teachers who are prepared by the teacher preparation program in the partnership and who teach in the high-need local educational agency in the partnership, and, to the extent practicable, all new teachers who teach in such high-need local educational agency, in the further development of the new teachers' teaching skills, including the use of mentors who are trained and compensated by such program for the mentors' work with new teachers; and
 - (D) a description of how faculty involved in the induction program will be able to substantially participate in an early childhood education program or an elementary school or secondary school classroom setting, as applicable, including release time and receiving workload credit for such participation.

(c) USE OF GRANT FUNDS

—An eligible partnership that receives a grant under this section—

- (1) shall use grant funds to carry out a program for the preparation of teachers under subsection (d), a teaching residency program under subsection (e), or a combination of such programs; and
- (2) may use grant funds to carry out a leadership development program under subsection (f).

(d) PARTNERSHIP GRANTS FOR THE PREPARATION OF TEACHERS

—An eligible partnership that receives a grant to carry out a program for the preparation of teachers shall carry out an effective pre-baccalaureate teacher preparation program or a 5th year initial license preparation of teachers shall carry out a program that includes all of the following:

(1) REFORMS.—

- (A) IN GENERAL.—Implementing reforms, described in subparagraph (B), within each teacher preparation program and, as applicable, each preparation program for early childhood education programs, of the eligible partnership that is assisted under this section, to hold each program accountable for—

- (i) preparing—
 - (I) new or prospective teachers to be highly qualified (including teachers in rural school districts who may teach multiple subjects, special educators, and teachers of students who are limited English proficient who may teach multiple subjects);
 - (II) such teachers and, as applicable, early childhood educators, to understand empirically based practice and scientifically valid research related to teaching and learning and the applicability of such practice and research, including through the effective use of technology, instructional techniques, and strategies consistent with the principles of universal design for learning, and through positive behavioral interventions and support strategies to improve student achievement; and
 - (III) as applicable, early childhood educators to be highly competent; and
 - (ii) promoting strong teaching skills and, as applicable, techniques for early childhood educators to improve children’s cognitive, social, emotional, and physical development.
- (B) REQUIRED REFORMS.—The reforms described in subparagraph (A) shall include—
- (i) implementing teacher preparation program curriculum changes that improve, evaluate, and assess how well all prospective and new teachers develop teaching skills;
 - (ii) using empirically-based practice and scientifically valid research, where applicable, about teaching and learning so that all prospective teachers and, as applicable, early childhood educators—
 - (I) understand and can implement research-based teaching practices in classroom instruction;
 - (II) have knowledge of student learning methods;
 - (III) possess skills to analyze student academic achievement data and other measures of student learning, and use such data and measures to improve classroom instruction;
 - (IV) possess teaching skills and an understanding of effective instructional strategies across all applicable content areas that enable general education and special education teachers and early childhood educators to—
 - (aa) meet the specific learning needs of all students, including students with disabilities, students who are limited English proficient, students who are gifted and talented, students with low literacy levels and, as applicable, children in early childhood education programs; and
 - (bb) differentiate instruction for such students;
 - (V) can effectively participate as a member of the individualized education program team, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act; and
 - (VI) can successfully employ effective strategies for reading instruction using the essential components of reading instruction;
 - (iii) ensuring collaboration with departments, programs, or units of a partner institution outside of the teacher preparation program in all academic content areas to ensure that prospective teachers receive training in both teaching and relevant content areas in order to become highly qualified, which may include training in multiple subjects to teach multiple grade levels as may be needed for individuals preparing to teach in rural communities and for

individuals preparing to teach students with disabilities as described in section 602(10)(D) of the Individuals with Disabilities Education Act;

- (iv) developing and implementing an induction program;
- (v) developing admissions goals and priorities aligned with the hiring objectives of the high-need local educational agency in the eligible partnership; and
- (vi) implementing program and curriculum changes, as applicable, to ensure that prospective teachers have the requisite content knowledge, preparation, and degree to teach Advanced Placement or International Baccalaureate courses successfully.

(2) **CLINICAL EXPERIENCE AND INTERACTION.**—Developing and improving a sustained and high-quality preservice clinical education program to further develop the teaching skills of all prospective teachers and, as applicable, early childhood educators, involved in the program. Such program shall do the following:

- (A) Incorporate year-long opportunities for enrichment, including—
 - (i) clinical learning in classrooms in high-need schools served by the high-need local educational agency in the eligible partnership, and identified by the eligible partnership; and
 - (ii) closely supervised interaction between prospective teachers and faculty, experienced teachers, principals, other administrators, and school leaders at early childhood education programs (as applicable), elementary schools, or secondary schools, and providing support for such interaction.
- (B) Integrate pedagogy and classroom practice and promote effective teaching skills in academic content areas.
- (C) Provide high-quality teacher mentoring.
- (D) Be offered over the course of a program of teacher preparation.
- (E) Be tightly aligned with course work (and may be developed as a fifth year of a teacher preparation program).
- (F) Where feasible, allow prospective teachers to learn to teach in the same local educational agency in which the teachers will work, learning the instructional initiatives and curriculum of that local educational agency.
- (G) As applicable, provide training and experience to enhance the teaching skills of prospective teachers to better prepare such teachers to meet the unique needs of teaching in rural or urban communities.
- (H) Provide support and training for individuals participating in an activity for prospective or new teachers described in this paragraph or paragraph (1) or (3), and for individuals who serve as mentors for such teachers, based on each individual's experience. Such support may include—
 - (i) with respect to a prospective teacher or a mentor, release time for such individual's participation;
 - (ii) with respect to a faculty member, receiving course workload credit and compensation for time teaching in the eligible partnership's activities; and
 - (iii) with respect to a mentor, a stipend, which may include bonus, differential, incentive, or performance pay, based on the mentor's extra skills and responsibilities.

(3) **INDUCTION PROGRAMS FOR NEW TEACHERS.**—Creating an induction program for new teachers or, in the case of an early childhood education program, providing mentoring or coaching for new early childhood educators.

(4) **SUPPORT AND TRAINING FOR PARTICIPANTS IN EARLY CHILDHOOD EDUCATION PROGRAMS.**—In the case of an eligible partnership focusing on early childhood educator preparation, implementing initiatives that increase

compensation for early childhood educators who attain associate or baccalaureate degrees in early childhood education.

(5) **TEACHER RECRUITMENT.**—Developing and implementing effective mechanisms (which may include alternative routes to State certification of teachers) to ensure that the eligible partnership is able to recruit qualified individuals to become highly qualified teachers through the activities of the eligible partnership, which may include an emphasis on recruiting into the teaching profession—

- (A) individuals from under represented populations;
- (B) individuals to teach in rural communities and teacher shortage areas, including mathematics, science, special education, and the instruction of limited English proficient students; and
- (C) mid-career professionals from other occupations, former military personnel, and recent college graduates with a record of academic distinction.

(6) **LITERACY TRAINING.**—Strengthening the literacy teaching skills of prospective and, as applicable, new elementary school and secondary school teachers—

- (A) to implement literacy programs that incorporate the essential components of reading instruction;
- (B) to use screening, diagnostic, formative, and summative assessments to determine students' literacy levels, difficulties, and growth in order to improve classroom instruction and improve student reading and writing skills;
- (C) to provide individualized, intensive, and targeted literacy instruction for students with deficiencies in literacy skills; and
- (D) to integrate literacy skills in the classroom across subject areas.

(e) PARTNERSHIP GRANTS FOR THE ESTABLISHMENT OF TEACHING RESIDENCY PROGRAMS

(1) **IN GENERAL.**—An eligible partnership receiving a grant to carry out an effective teaching residency program shall carry out a program that includes all of the following activities:

- (A) Supporting a teaching residency program described in paragraph (2) for high-need subjects and areas, as determined by the needs of the high-need local educational agency in the partnership.
- (B) Placing graduates of the teaching residency program in cohorts that facilitate professional collaboration, both among graduates of the teaching residency program and between such graduates and mentor teachers in the receiving school.
- (C) Ensuring that teaching residents who participate in the teaching residency program receive—
 - (i) effective preservice preparation as described in paragraph (2);
 - (ii) teacher mentoring;
 - (iii) support required through the induction program as the teaching residents enter the classroom as new teachers; and
 - (iv) the preparation described in subparagraphs (A), (B), and (C) of subsection (d)(2).

(2) **TEACHING RESIDENCY PROGRAMS.**—

(A) **ESTABLISHMENT AND DESIGN.**—A teaching residency program under this paragraph shall be a program based upon models of successful teaching residencies that serves as a mechanism to prepare teachers for success in the high-need schools in the eligible partnership, and shall be designed to include the following characteristics of successful programs:

- (i) The integration of pedagogy, classroom practice, and teacher mentoring.

- (ii) Engagement of teaching residents in rigorous graduate-level course work leading to a master's degree while undertaking a guided teaching apprenticeship.
 - (iii) Experience and learning opportunities alongside a trained and experienced mentor teacher—
 - (I) whose teaching shall complement the residency program so that classroom clinical practice is tightly aligned with coursework;
 - (II) who shall have extra responsibilities as a teacher leader of the teaching residency program, as a mentor for residents, and as a teacher coach during the induction program for new teachers, and for establishing, within the program, a learning community in which all individuals are expected to continually improve their capacity to advance student learning; and
 - (III) who may be relieved from teaching duties as a result of such additional responsibilities.
 - (iv) The establishment of clear criteria for the selection of mentor teachers based on measures of teacher effectiveness and the appropriate subject area knowledge. Evaluation of teacher effectiveness shall be based on, but not limited to, observations of the following:
 - (I) Planning and preparation, including demonstrated knowledge of content, pedagogy, and assessment, including the use of formative and diagnostic assessments to improve student learning.
 - (II) Appropriate instruction that engages students with different learning styles.
 - (III) Collaboration with colleagues to improve instruction.
 - (IV) Analysis of gains in student learning, based on multiple measures that are valid and reliable and that, when feasible, may include valid, reliable, and objective measures of the influence of teachers on the rate of student academic progress.
 - (V) In the case of mentor candidates who will be mentoring new or prospective literacy and mathematics coaches or instructors, appropriate skills in the essential components of reading instruction, teacher training in literacy instructional strategies across core subject areas, and teacher training in mathematics instructional strategies, as appropriate.
 - (v) Grouping of teaching residents in cohorts to facilitate professional collaboration among such residents.
 - (vi) The development of admissions goals and priorities—
 - (I) that are aligned with the hiring objectives of the local educational agency partnering with the program, as well as the instructional initiatives and curriculum of such agency, in exchange for a commitment by such agency to hire qualified graduates from the teaching residency program; and
 - (II) which may include consideration of applicants who reflect the communities in which they will teach as well as consideration of individuals from underrepresented populations in the teaching profession.
 - (vii) Support for residents, once the teaching residents are hired as teachers of record, through an induction program, professional development, and networking opportunities to support the residents through not less than the residents' first two years of teaching.
- (B) SELECTION OF INDIVIDUALS AS TEACHER RESIDENTS.—

- (i) ELIGIBLE INDIVIDUAL.—In order to be eligible to be a teacher resident in a teaching residency program under this paragraph, an individual shall—
 - (I) be a recent graduate of a four-year institution of higher education or a mid-career professional from outside the field of education possessing strong content knowledge or a record of professional accomplishment; and
 - (II) submit an application to the teaching residency program.
 - (ii) SELECTION CRITERIA.—An eligible partnership carrying out a teaching residency program under this subsection shall establish criteria for the selection of eligible individuals to participate in the teaching residency program based on the following characteristics:
 - (I) Strong content knowledge or record of accomplishment in the field or subject area to be taught.
 - (II) Strong verbal and written communication skills, which may be demonstrated by performance on appropriate tests.
 - (III) Other attributes linked to effective teaching, which may be determined by interviews or performance assessments, as specified by the eligible partnership.
- (C) STIPENDS OR SALARIES; APPLICATIONS; AGREEMENTS; REPAYMENTS.—
- (i) STIPENDS OR SALARIES.—A teaching residency program under this subsection shall provide a one-year living stipend or salary to teaching residents during the teaching residency program.
 - (ii) APPLICATIONS FOR STIPENDS OR SALARIES.— Each teacher residency candidate desiring a stipend or salary during the period of residency shall submit an application to the eligible partnership at such time, and containing such information and assurances, as the eligible partnership may require.
 - (iii) AGREEMENTS TO SERVE.—Each application submitted under clause (ii) shall contain or be accompanied by an agreement that the applicant will—
 - (I) serve as a full-time teacher for a total of not less than three academic years immediately after successfully completing the teaching residency program;
 - (II) fulfill the requirement under subclause (I) by teaching in a high-need school served by the high-need local educational agency in the eligible partnership and teach a subject or area that is designated as high need by the partnership;
 - (III) provide to the eligible partnership a certificate, from the chief administrative officer of the local educational agency in which the resident is employed, of the employment required in subclauses (I) and (II) at the beginning of, and upon completion of, each year or partial year of service;
 - (IV) meet the requirements to be a highly qualified teacher, as defined in section 9101 of the Elementary and Secondary Education Act of 1965, or section 602 of the Individuals with Disabilities Education Act, when the applicant begins to fulfill the service obligation under this clause; and
 - (V) comply with the requirements set by the eligible partnership under clause (iv) if the applicant is unable or unwilling to complete the service obligation required by this clause.
 - (iv) REPAYMENTS.—

(I) IN GENERAL.—A grantee carrying out a teaching residency program under this paragraph shall require a recipient of a stipend or salary under clause (i) who does not complete, or who notifies the partnership that the recipient intends not to complete, the service obligation required by clause (iii) to repay such stipend or salary to the eligible partnership, together with interest, at a rate specified by the partnership in the agreement, and in accordance with such other terms and conditions specified by the eligible partnership, as necessary.

(II) OTHER TERMS AND CONDITIONS.—Any other terms and conditions specified by the eligible partnership may include reasonable provisions for pro-rata repayment of the stipend or salary described in clause (i) or for deferral of a teaching resident's service obligation required by clause (iii), on grounds of health, incapacitation, inability to secure employment in a school served by the eligible partnership, being called to active duty in the Armed Forces of the United States, or other extraordinary circumstances.

(III) USE OF REPAYMENTS.—An eligible partnership shall use any repayment received under this clause to carry out additional activities that are consistent with the purposes of this subsection.

(f) PARTNERSHIP GRANTS FOR THE DEVELOPMENT OF LEADERSHIP PROGRAMS

(1) IN GENERAL.—An eligible partnership that receives a grant under this section may carry out an effective school leadership program, which may be carried out in partnership with a local educational agency located in a rural area and that shall include all of the following activities:

(A) Preparing individuals enrolled or preparing to enroll in school leadership programs for careers as superintendents, principals, early childhood education program directors, or other school leaders (including individuals preparing to work in local educational agencies located in rural areas who may perform multiple duties in addition to the role of a school leader).

(B) Promoting strong leadership skills and, as applicable, techniques for school leaders to effectively—

(i) create and maintain a data-driven, professional learning community within the leader's school;

(ii) provide a climate conducive to the professional development of teachers, with a focus on improving student academic achievement and the development of effective instructional leadership skills;

(iii) understand the teaching and assessment skills needed to support successful classroom instruction and to use data to evaluate teacher instruction and drive teacher and student learning;

(iv) manage resources and school time to improve student academic achievement and ensure the school environment is safe;

(v) engage and involve parents, community members, the local educational agency, businesses, and other community leaders, to leverage additional resources to improve student academic achievement; and

(vi) understand how students learn and develop in order to increase academic achievement for all students.

(C) Ensuring that individuals who participate in the school leadership program receive—

(i) effective preservice preparation as described in subparagraph (D);

(ii) mentoring; and

(iii) if applicable, full State certification or licensure to become a school leader.

(D) Developing and improving a sustained and high quality preservice clinical education program to further develop the leadership skills of all prospective school leaders involved in the program. Such clinical education program shall do the following:

(i) Incorporate year-long opportunities for enrichment, including—
(I) clinical learning in high-need schools served by the high-need local educational agency or a local educational agency located in a rural area in the eligible partnership and identified by the eligible partnership; and
(II) closely supervised interaction between prospective school leaders and faculty, new and experienced teachers, and new and experienced school leaders, in such high-need schools.

(ii) Integrate pedagogy and practice and promote effective leadership skills, meeting the unique needs of urban, rural, or geographically isolated communities, as applicable.

(iii) Provide for mentoring of new school leaders.

(E) Creating an induction program for new school leaders.

(F) Developing and implementing effective mechanisms to ensure that the eligible partnership is able to recruit qualified individuals to become school leaders through the activities of the eligible partnership, which may include an emphasis on recruiting into school leadership professions—

(i) individuals from underrepresented populations;
(ii) individuals to serve as superintendents, principals, or other school administrators in rural and geographically isolated communities and school leader shortage areas; and
(iii) mid-career professionals from other occupations, former military personnel, and recent college graduates with a record of academic distinction.

(2) SELECTION OF INDIVIDUALS FOR THE LEADERSHIP PROGRAM.—In order to be eligible for the school leadership program under this subsection, an individual shall be enrolled in or preparing to enroll in an institution of higher education, and shall—

(A) be a—

(i) recent graduate of an institution of higher education;
(ii) mid-career professional from outside the field of education with strong content knowledge or a record of professional accomplishment;
(iii) current teacher who is interested in becoming a school leader; or
(iv) school leader who is interested in becoming a superintendent; and

(B) submit an application to the leadership program.

(g) PARTNERSHIP WITH DIGITAL EDUCATION CONTENT DEVELOPER

—An eligible partnership that receives a grant under this section may use grant funds provided to carry out the activities described in subsection (d) or (e), or both, to partner with a television public broadcast station, as defined in section 397(6) of the Communications Act of 1934 (47 U.S.C. 397(6)), or another entity that develops digital educational content, for the purpose of improving the quality of pre-baccalaureate/5th year initial license teacher preparation programs or to enhance the quality of preservice training for prospective teachers.

(h) EVALUATION AND REPORTING

—The Secretary shall—

(1) evaluate the programs assisted under this section; and

(2) make publicly available a report detailing the Secretary's evaluation of each such program.

(i) CONSULTATION.—

(1) IN GENERAL.—Members of an eligible partnership that receives a grant under this section shall engage in regular consultation throughout the development and implementation of programs and activities carried out under this section.

(2) REGULAR COMMUNICATION.—To ensure timely and meaningful consultation as described in paragraph (1), regular communication shall occur among all members of the eligible partnership, including the high-need local educational agency. Such communication shall continue throughout the implementation of the grant and the assessment of programs and activities under this section.

(3) WRITTEN CONSENT.—The Secretary may approve changes in grant activities of a grant under this section only if the eligible partnership submits to the Secretary a written consent to such changes signed by all members of the eligible partnership.

(j) CONSTRUCTION

—Nothing in this section shall be construed to prohibit an eligible partnership from using grant funds to coordinate with the activities of eligible partnerships in other States or on a regional basis through Governors, State boards of education, State educational agencies, State agencies responsible for early childhood education, local educational agencies, or State agencies for higher education.

(k) SUPPLEMENT, NOT SUPPLANT.

—Funds made available under this section shall be used to supplement, and not supplant, other Federal, State, and local funds that would otherwise be expended to carry out activities under this section.

SEC. 203. ADMINISTRATIVE PROVISIONS

(a) DURATION; NUMBER OF AWARDS; PAYMENTS.—

(1) DURATION.—A grant awarded under this part shall be awarded for a period of five years.

(2) NUMBER OF AWARDS.—An eligible partnership may not receive more than one grant during a five-year period. Nothing in this title shall be construed to prohibit an individual member, that can demonstrate need, of an eligible partnership that receives a grant under this title from entering into another eligible partnership consisting of new members and receiving a grant with such other eligible partnership before the five-year period described in the preceding sentence applicable to the eligible partnership with which the individual member has first partnered has expired.

(b) PEER REVIEW.—

(1) PANEL.—The Secretary shall provide the applications submitted under this part to a peer review panel for evaluation. With respect to each application, the peer review panel shall initially recommend the application for funding or for disapproval.

(2) PRIORITY.—The Secretary, in funding applications under this part, shall give priority—

(A) to eligible partnerships that include an institution of higher education whose teacher preparation program has a rigorous selection process to ensure the highest quality of students entering such program; and

(B)(i) to applications from broad-based eligible partnerships that involve businesses and community organizations; or

(ii) to eligible partnerships so that the awards promote an equitable geographic distribution of grants among rural and urban areas.

(3) SECRETARIAL SELECTION.—The Secretary shall determine, based on the peer review process, which applications shall receive funding and the amounts of the grants.

In determining grant amounts, the Secretary shall take into account the total amount of funds available for all grants under this part and the types of activities proposed to be carried out by the eligible partnership.

(c) MATCHING REQUIREMENTS.—

(1) IN GENERAL.—Each eligible partnership receiving a grant under this part shall provide, from non-Federal sources, an amount equal to 100 percent of the amount of the grant, which may be provided in cash or in-kind, to carry out the activities supported by the grant.

(2) WAIVER.—The Secretary may waive all or part of the matching requirement described in paragraph (1) for any fiscal year for an eligible partnership if the Secretary determines that applying the matching requirement to the eligible partnership would result in serious hardship or an inability to carry out the authorized activities described in this part.

(d) LIMITATION ON ADMINISTRATIVE EXPENSES.

—An eligible partnership that receives a grant under this part may use not more than two percent of the funds provided to administer the grant.

SEC. 204. ACCOUNTABILITY AND EVALUATION

(a) ELIGIBLE PARTNERSHIP EVALUATION.—Each eligible partnership submitting an application for a grant under this part shall establish, and include in such application, an evaluation plan that includes strong and measurable performance objectives. The plan shall include objectives and measures for increasing—

- (1) achievement for all prospective and new teachers, as measured by the eligible partnership;
- (2) teacher retention in the first three years of a teacher's career;
- (3) improvement in the pass rates and scaled scores for initial State certification or licensure of teachers; and
- (4)
 - (A) the percentage of highly qualified teachers hired by the high-need local educational agency participating in the eligible partnership;
 - (B) the percentage of highly qualified teachers hired by the high-need local educational agency who are members of underrepresented groups;
 - (C) the percentage of highly qualified teachers hired by the high-need local educational agency who teach high-need academic subject areas (such as reading, mathematics, science, and foreign language, including less commonly taught languages and critical foreign languages);
 - (D) the percentage of highly qualified teachers hired by the high-need local educational agency who teach in high-need areas (including special education, language instruction educational programs for limited English proficient students, and early childhood education);
 - (E) the percentage of highly qualified teachers hired by the high-need local educational agency who teach in high-need schools, disaggregated by the elementary school and secondary school levels;
 - (F) as applicable, the percentage of early childhood education program classes in the geographic area served by the eligible partnership taught by early childhood educators who are highly competent; and
 - (G) as applicable, the percentage of teachers trained—
 - (i) to integrate technology effectively into curricula and instruction, including technology consistent with the principles of universal design for learning; and
 - (ii) to use technology effectively to collect, manage, and analyze data to improve teaching and learning for the purpose of improving student academic achievement.

(b) INFORMATION.—An eligible partnership receiving a grant under this part shall ensure that teachers, principals, school superintendents, faculty, and leadership at institutions of higher education located in the geographic areas served by the eligible partnership are provided information, including through electronic means, about the activities carried out with funds under this part.

(c) REVISED APPLICATION.—If the Secretary determines that an eligible partnership receiving a grant under this part is not making substantial progress in meeting the purposes, goals, objectives, and measures of the grant, as appropriate, by the end of the third year of a grant under this part, then the Secretary—

(1) shall cancel the grant; and

(2) may use any funds returned or available because of such cancellation under paragraph (1) to—

(A) increase other grant awards under this part; or

(B) award new grants to other eligible partnerships under this part.

(d) EVALUATION AND DISSEMINATION.—The Secretary shall evaluate the activities funded under this part and report the findings regarding the evaluation of such activities to the authorizing committees. The Secretary shall broadly disseminate—

(1) successful practices developed by eligible partnerships under this part; and

(2) information regarding such practices that were found to be ineffective.

8. ATTACHMENTS

Applicants may attach any appendices to their application using e-Application. There will be 4 available links titled “Other Attachments” where supplemental information may be uploaded. It is preferred for applicants to use the first three attachment links to submit the suggested appendices and supplemental information as follows:

- A. Other Attachment 1 → Appendix A: Eligible Partnership, High-Need LEA and High-need School Documentation
 - Partner Memoranda of Agreement
 - IHE Documentation
 - High-Need LEA(s) and High-Need School(s)
- B. Other Attachment 2 → Appendix B: Documentation of Required Statutory Elements (completed checklist)
- C. Other Attachment 3 → Appendix C: Documentation to Request a Waiver of the Match Requirement
- D. Other Attachment 4 → To be used at the applicant’s discretion

Note: When submitting information as an attachment, please remember that each attachment can only hold 8 megabytes of data and each attachment can only be 1 document.

9. FREQUENTLY ASKED QUESTIONS

Frequently asked questions will be posted on the Teacher Quality Partnership website <http://www.ed.gov/programs/tqpartnership/faqs.html>.

10. INSTRUCTIONS FOR D-U-N-S NUMBER

All applicants must have a D-U-N-S number in order to apply for federal funds.

The DUNS number used on the application must be the same number that the applicant's organization used to register with Grants.gov. If the numbers are not the same, Grants.gov will reject the application.

NOTE: Check with your fiscal office to see if your institution has an assigned D-U-N-S before contacting Dun & Bradstreet.

Please provide the applicant's D-U-N-S Number. You can obtain your D-U-N-S Number at no charge by calling **1-800-333-0505** or by completing a D-U-N-S Number Request Form. The form can be obtained via the Internet at the following URL:

http://www.dnb.com/US/duns_update/index.html

The D-U-N-S Number is a unique nine-digit number that does not convey any information about the recipient. A built in check digit helps assure the accuracy of the D-U-N-S Number. The ninth digit of each number is the check digit, which is mathematically related to the other digits. It lets computer systems determine if a D-U-N-S Number has been entered correctly.

Dun & Bradstreet, a global information services provider, has assigned D-U-N-S numbers to over 43 million companies worldwide. **For live help Monday-Friday 8am-6pm (EST) dial 1-888-814-1435.**

Note: Electronic submission via Grants.gov must use the D-U-N-S number your organization used when it registered in the Central Contractor Registry.

11. e-APPLICATION SUBMISSION PROCEDURES

IMPORTANT – PLEASE READ FIRST

U.S. Department of Education

e-Application Submission Procedures and Tips for Applicants

<http://e-grants.ed.gov>

To facilitate your use of e-Application, this document includes important application preparation and submission procedures you need to be aware of to ensure your application is received in a timely manner and accepted by the Department of Education. Please read and follow these step-by-step directions to create and submit your application.

ATTENTION

Applicants using the Department of Education's e-Application system will need to register first to access an application package. Forms in an application package are completed on line and narratives are uploaded while logged into the system. Therefore, allow sufficient time to complete your application before the closing date. If you have not used e-Application in the past, you may want to walk through the Demo available on the e-Application homepage. If you encounter difficulties, you may also contact the e-Grants helpdesk on 1-888-336-8930. The following are steps you should follow to successfully complete an application with e-Application.

Step 1 – **Determine** if your program is accepting electronic applications. The Federal Register Notice of each program will indicate whether the program is accepting e-Applications as part of the Department's e-Application program. Here is a link to the Department's Federal Register notices:

<http://www.ed.gov/news/fedregister/announce/index.html>. Additional information on the Department's of Education's grant programs can be found at <http://www.ed.gov/about/offices/list/ocfo/grants/grants.html>.

Step 2 – **Register in e-Application** to access the application package. If you are a new user, you will need to register to use e-Application. From the e-Grants Portal Page <http://e-grants.ed.gov/>, click on the continue button and click the register button on the right side of the next page. Select the e-Application module and click the next button. Please provide the requested information. Your e-Grants password will be sent to the e-mail address you provide. Once you receive the e-mail, enter your username and password and click the login button.

If you already have a username and password for e-Grants, use them to login. If you have access to more than one e-Grants module, you will be directed to select which module you wish to enter. Keep in mind that this username and password will be used for all e-Grants modules. In order to update your registration for additional e-Grants modules, click the appropriate tab on the top of the screen and provide the requested information.

Note the following browser compatibility problems. The site is viewed best in Internet Explorer 5. We currently support IE 5, Netscape 6.2, Firefox 2.2 (along with later versions of IE, Netscape and Firefox). Please make sure that you have **Cookies** and **JavaScript** enabled in your browser.

Step 3 - Add Application Package to your Start Page. From your Start Page, click on the "Add" button to see the list of application packages. Click on a specific package link on the List of Application Packages to apply. The package will now appear on your Start Page. From this point forward, you will access your unique application from your Start Page (not the Packages Page).

Step 4 - Begin the Application. Click on the underlined Application Package Title on your Start Page. This brings you to a page where you will see all of the application's forms and narratives listed as underlined links.

Step 5 - Fill out Forms. Enter a form by clicking on the underlined form title in order to enter data. Remember to click the "Save" button at the bottom of the form and check the "Form Completed" box for each form as you complete it.

Step 6 - Upload File(s) for Narrative Responses. Click on an underlined narrative form title for the e-Application. Enter the title of the document, and click on the "Browse" button to locate your file. Remember to click the "Save" button after you upload the document and check the "Form Completed" box when you finish uploading your file(s). Please note for file uploads, we accept .doc, .rtf, and .pdf files only. If you are using Word 2007, please save your document in a lower version of Word before uploading into e-Application.

Step 7 - Verify Information/Print Application. Verify your information is complete and correct on all required forms and narratives. You have the option to print each form at any time by clicking on the print/view icon  next to the appropriate form. After submission of the forms and narratives, you have the option to print a complete e-Application package in PDF by clicking on the "Request Complete Package in PDF" on the e-Application PR/Award page. A second window will open informing you that your request has been received and that you will be notified via email once it is available. This process can take anywhere from a few minutes to a few hours. Once you receive the email, click on the link in the text of the message and enter your username and password in the new window. This will open the PDF file from which you can view/print the entire package. In addition, a blank complete package in PDF will be accessible from the package page in e-Application.

Step 8 - Submit your Application. Only authorized individuals for your organization can submit an application. Please check with your certifying official or sponsored research office before submission. Click on the "Ready to submit" button at the bottom of your application. Enter and verify the Authorizing Representative information. Click the "Submit" button. You will receive an e-mail to confirm that your application was received, and it will include a unique application number. Please print and keep this e-mail for your records. [Reminder: applications must be submitted before 4:30:00 pm, Washington, D.C. time, on the deadline date for applications. e-Application will not accept your application if you try to submit it after 4:30:00 on the deadline date.]

Step 9 - **Fax the signed SF 424 Cover Page (or Program Specific Cover Page)**. Write your unique application number (received in step 8) on the upper right corner of your printed SF 424 Cover Page (or Program Specific Cover Page), and fax it to the Application Control Center (202) 245-6272 within 3 business days of submitting your e-Application.

NOTE: For more detailed information on submitting an e-Application, please see the **User Guide**. In addition, please try practicing with our e-Application Demo site by clicking on the Demo button found on the upper left corner of the e-Application Home Page. Both the User Guide and Demo can be found at <http://e-grants.ed.gov>.

Other Submission Tips

- 1) **SUBMIT EARLY – We strongly recommend that you do not wait until the last day to submit your application.** The time it takes to upload the narratives for your application will vary depending on a number of factors including the size of the files and the speed of your Internet connection. If you try to submit your application after 4:30:00 on the deadline date, the e-Application system will not accept it.
- 2) If electronic submission is optional and you have problems that you are unable to resolve before the deadline date and time for electronic applications, please follow the transmittal instructions for hard copy applications in the Federal Register notice and get a hard copy application postmarked by midnight on the deadline date.

If electronic submission is required, you must submit an electronic application before 4:30:00 p.m., unless you follow the procedures in the Federal Register notice and qualify for one of the exceptions to the electronic submission requirement and submit, no later than two weeks before the application deadline date, a written statement to the Department that you qualify for one of these exceptions. (See the Federal Register notice for detailed instructions.)

- 3) **Dial-Up Internet Connections -**
When using a dial up connection to upload and submit your application, it can take significantly longer than when you are connected to the Internet with a high-speed connection, e.g. cable modem/DSL/T1. While times will vary depending upon the size of your application, it can take a few minutes to a few hours to complete your grant submission using a dial up connection. If you do not have access to a high-speed connection and electronic submission is required, you may want to consider following the instructions in the Federal Register notice to obtain an exception to the electronic submission requirement no later than two weeks before the application deadline date. (See the Federal Register notice for detailed instructions.)

Attaching Files – Additional Tips

Please note the following tips related to attaching files to your application:

1. Ensure that you only attach the Education approved file types detailed in the Federal Register application notice (.doc, .pdf or .rtf). If using Word 2007, save your file to a lower version of Word before uploading. Also, do not upload any password protected files to your application.
2. When attaching files, applicants should limit the size of their file names. Lengthy file names could result in difficulties with opening and processing your application. We recommend you keep your file names to less than 50 characters. In addition, applicants should avoid including special characters in their file names (for example, %, *, /, etc.) Both of these conditions (lengthy file names and/or special characters including in the file names) could result in difficulties opening and processing a submitted application.
3. Applicants should limit the size of their file attachments. Documents submitted that contain graphics and/or scanned material often greatly increase the size of the file attachments and can result in difficulties opening the files. Please note that each file attachment in e-Application has a file size limitation which is anywhere from 2 to 8 MB and the limitation will be indicated on the individual screen when you upload a file. For reference, however, the average discretionary grant application package totals 1 to 2 MB. Therefore, you may want to check the size of your attachments before uploading them into e-Application.

12. APPLICATION FOR FEDERAL ASSISTANCE SF-424

<p>*1. Type of Submission:</p> <p><input type="checkbox"/> Preapplication</p> <p><input checked="" type="checkbox"/> Application</p> <p><input type="checkbox"/> Changed/Corrected Application</p>	<p>*2. Type of Application * If Revision, select appropriate letter(s)</p> <p><input checked="" type="checkbox"/> New</p> <p><input type="checkbox"/> Continuation *Other (Specify) _____</p> <p><input type="checkbox"/> Revision</p>
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3. Date Received:	4. Applicant Identifier:
-------------------	--------------------------

5a. Federal Entity Identifier:	*5b. Federal Award Identifier: N/A
--------------------------------	---------------------------------------

State Use Only:

6. Date Received by State:	7. State Application Identifier:
----------------------------	----------------------------------

8. APPLICANT INFORMATION:

*a. Legal Name:	
*b. Employer/Taxpayer Identification Number (EIN/TIN):	*c. Organizational DUNS:

d. Address:

*Street 1:	_____
Street 2:	_____
*City:	_____
County:	_____
*State:	_____
Province:	_____
*Country:	_____
*Zip / Postal Code	_____

e. Organizational Unit:

Department Name:	Division Name:
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f. Name and contact information of person to be contacted on matters involving this application:

Prefix: _____	*First Name: _____
Middle Name: _____	
*Last Name: _____	
Suffix: _____	

Title: _____

Organizational Affiliation: _____

*Telephone Number:	Fax Number:
--------------------	-------------

*Email: _____

***9. Type of Applicant 1: Select Applicant Type:**

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

*Other (Specify)

***10 Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.215 K _____

CFDA Title:

Funds for the Improvement of Education _____

***12 Funding Opportunity Number:**

84.215K _____

*Title:

FIE Earmark _____

13. Competition Identification Number:

N/A _____

Title:

N/A _____

14. Areas Affected by Project (Cities, Counties, States, etc.):

***15. Descriptive Title of Applicant's Project:**

***Applicant Federal Debt Delinquency Explanation**

The following should contain an explanation if the Applicant organization is delinquent of any Federal Debt.

13. INSTRUCTIONS FOR THE SF-424

Public reporting burden for this collection of information is estimated to average 60 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0043), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

This is a standard form (including the continuation sheet) required for use as a cover sheet for submission of preapplications and applications and related information under discretionary programs. Some of the items are required and some are optional at the discretion of the applicant or the Federal agency (agency). Required items are identified with an asterisk on the form and are specified in the instructions below. In addition to the instructions provided below, applicants must consult agency instructions to determine specific requirements.

#	Entry:	#	Entry:
1.	Type of Submission: (Required): Select one type of submission in accordance with agency instructions. <ul style="list-style-type: none"> • Preapplication • Application • Changed/Corrected Application – If requested by the agency, check if this submission is to change or correct a previously submitted application. Unless requested by the agency, applicants may not use this to submit changes after the closing date. 	10.	Name of Federal Agency: (Required) Enter the name of the Federal Agency from which assistance is being requested with this application.
		11.	Catalog Of Federal Domestic Assistance Number/Title: Enter the Catalog of Federal Domestic Assistance number and title of the program under which assistance is requested, as found in the program announcement, if applicable.
2.	Type of Application: (Required) Select one type of application in accordance with agency instructions. <ul style="list-style-type: none"> • New – An application that is being submitted to an agency for the first time. • Continuation – An extension for an additional funding/budget period for a project with a projected completion date. This can include renewals. • Revision – Any change in the Federal Government’s financial obligation or contingent liability from an existing obligation. If a revision, enter the appropriate letter(s). More than one may be selected. If “Other” is selected, please specify in text box provided. <ul style="list-style-type: none"> A. Increase Award B. Decrease Award C. Increase Duration D. Decrease Duration E. Other (specify) 	12.	Funding Opportunity Number/Title: (Required) Enter the Funding Opportunity Number and title of the opportunity under which assistance is requested, as found in the program announcement.
		13.	Competition Identification Number/Title: Enter the Competition Identification Number and title of the competition under which assistance is requested, if applicable.
		14.	Areas Affected By Project: List the areas or entities using the categories (e.g., cities, counties, states, etc.) specified in agency instructions. Use the continuation sheet to enter additional areas, if needed.
3.	Date Received: Leave this field blank. This date will be assigned by the Federal agency.	15.	Descriptive Title of Applicant’s Project: (Required) Enter a brief descriptive title of the project. If appropriate, attach a map showing project location (e.g., construction or real property projects). For preapplications, attach a summary description of the project.
4.	Applicant Identifier: Enter the entity Identifier assigned by the Federal agency, if any, or applicant’s control number, if applicable.		
5a.	Federal Entity Identifier: Enter the number assigned to your organization by the Federal Agency, if any.	16.	Congressional Districts Of: (Required) 16a. Enter the applicant’s Congressional District, and 16b. Enter all District(s) affected by the program or project. Enter in the format: 2 characters State Abbreviation – 3 characters District Number, e.g., CA-005 for California 5 th district, CA-012 for California 12 th district, NC-103 for North Carolina’s 103 rd district. <ul style="list-style-type: none"> • If all congressional districts in a state are affected, enter “all” for the district number, e.g., MD-all for all congressional districts in Maryland. • If nationwide, i.e. all districts within all states are affected, enter US-all. • If the program/project is outside the US, enter 00-000.
5b.	Federal Award Identifier: For new applications leave blank. For a continuation or revision to an existing award, enter the previously assigned Federal award identifier number. If a changed/corrected application, enter the Federal Identifier in accordance with agency instructions.		
6.	Date Received by State: Leave this field blank. This date will be assigned by the State, if applicable.		
7.	State Application Identifier: Leave this field blank. This identifier will be assigned by the State, if applicable.		

8.	<p>Applicant Information: Enter the following in accordance with agency instructions:</p> <p>a. Legal Name: (Required): Enter legal name of applicant that will undertake the assistance activity. This is the name that the organization has registered with the Central Contractor Registry. Information on registering with CCR may be obtained by visiting the Grants.gov website.</p> <p>b. Employer/Taxpayer Number (EIN/TIN): (Required): Enter the Employer or Taxpayer Identification Number (EIN or TIN) as assigned by the Internal Revenue Service. If your organization is not in the US, enter 44-4444444.</p> <p>c. Organizational DUNS: (Required) Enter the organization's DUNS or DUNS+4 number received from Dun and Bradstreet. Information on obtaining a DUNS number may be obtained by visiting the Grants.gov website.</p>	17.	<p>Proposed Project Start and End Dates: (Required) Enter the proposed start date and end date of the project.</p>																								
	<p>d. Address: Enter the complete address as follows: Street address (Line 1 required), City (Required), County, State (Required, if country is US), Province, Country (Required), Zip/Postal Code (Required, if country is US).</p> <p>e. Organizational Unit: Enter the name of the primary organizational unit (and department or division, if applicable) that will undertake the assistance activity, if applicable.</p> <p>f. Name and contact information of person to be contacted on matters involving the application: Enter the name (First and last name required), organizational affiliation (if affiliated with an organization other than the applicant organization), telephone number (Required), fax number, and email address (Required) of the person to contact on matters related to this application.</p>	19.	<p>Is Application Subject to Review by State Under Executive Order 12372 Process? Applicants should contact the State Single Point of Contact (SPOC) for Federal Executive Order 12372 to determine whether the application is subject to the State intergovernmental review process. Select the appropriate box. If "a." is selected, enter the date the application was submitted to the State.</p>																								
9.	<p>Type of Applicant: (Required) Select up to three applicant type(s) in accordance with agency instructions.</p> <table border="0" data-bbox="267 1129 899 1696"> <tr> <td>A. State Government</td> <td>M. Nonprofit with 501C3 IRS Status (Other than Institutions of Higher Education)</td> </tr> <tr> <td>B. County Government</td> <td>N. Nonprofit without 501C3 IRS Status (Other than Institution Of Higher Education)</td> </tr> <tr> <td>C. City or Township Government</td> <td>O. Private Institution of Higher Education</td> </tr> <tr> <td>D. Special District Government</td> <td>P. Individual</td> </tr> <tr> <td>E. Regional Organization</td> <td>Q. For-Profit Organization (Other than Small Business)</td> </tr> <tr> <td>F. U.S. Territory or Possession</td> <td>R. Small Business</td> </tr> <tr> <td>G. Independent School District</td> <td>S. Hispanic-serving institution</td> </tr> <tr> <td>H. Public/State Controlled Institution of Higher Education</td> <td>T. Historically Black College And Universities (HBCUs)</td> </tr> <tr> <td>I. Indian/Native American Tribal Government (Federally Recognized)</td> <td>U. Tribally Controlled Colleges And Universities (TCCUs)</td> </tr> <tr> <td>J. Indian/Native American Tribal Government (Other than Federally Recognized)</td> <td>V. Alaska Native and Native Hawaiian Serving Institutions</td> </tr> <tr> <td>K. Indian/Native American Tribally Designated Organization</td> <td>W. Non-domestic (non-US) Entity</td> </tr> <tr> <td>L. Public/Indian Housing Authority</td> <td>X. Other (specify)</td> </tr> </table>	A. State Government	M. Nonprofit with 501C3 IRS Status (Other than Institutions of Higher Education)	B. County Government	N. Nonprofit without 501C3 IRS Status (Other than Institution Of Higher Education)	C. City or Township Government	O. Private Institution of Higher Education	D. Special District Government	P. Individual	E. Regional Organization	Q. For-Profit Organization (Other than Small Business)	F. U.S. Territory or Possession	R. Small Business	G. Independent School District	S. Hispanic-serving institution	H. Public/State Controlled Institution of Higher Education	T. Historically Black College And Universities (HBCUs)	I. Indian/Native American Tribal Government (Federally Recognized)	U. Tribally Controlled Colleges And Universities (TCCUs)	J. Indian/Native American Tribal Government (Other than Federally Recognized)	V. Alaska Native and Native Hawaiian Serving Institutions	K. Indian/Native American Tribally Designated Organization	W. Non-domestic (non-US) Entity	L. Public/Indian Housing Authority	X. Other (specify)	21.	<p>Authorized Representative: (Required) To be signed and dated by the authorized representative of the applicant organization. Enter the name (First and last name required), title (Required), telephone number (Required), fax number, and email address (Required) of the person authorized to sign for the applicant.</p> <p>A copy of the governing body's authorization for you to sign this application as the official representative must be on file in the applicant's office. (Certain Federal agencies may require that this authorization be submitted as part of the application.)</p>
A. State Government	M. Nonprofit with 501C3 IRS Status (Other than Institutions of Higher Education)																										
B. County Government	N. Nonprofit without 501C3 IRS Status (Other than Institution Of Higher Education)																										
C. City or Township Government	O. Private Institution of Higher Education																										
D. Special District Government	P. Individual																										
E. Regional Organization	Q. For-Profit Organization (Other than Small Business)																										
F. U.S. Territory or Possession	R. Small Business																										
G. Independent School District	S. Hispanic-serving institution																										
H. Public/State Controlled Institution of Higher Education	T. Historically Black College And Universities (HBCUs)																										
I. Indian/Native American Tribal Government (Federally Recognized)	U. Tribally Controlled Colleges And Universities (TCCUs)																										
J. Indian/Native American Tribal Government (Other than Federally Recognized)	V. Alaska Native and Native Hawaiian Serving Institutions																										
K. Indian/Native American Tribally Designated Organization	W. Non-domestic (non-US) Entity																										
L. Public/Indian Housing Authority	X. Other (specify)																										

14. SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION

1. Project Director:

Prefix: *First Name: Middle Name: *Last Name: Suffix:

Address:

* Street1:

Street2:

* City:

County:

* State * Zip Code: * Country:

* Phone Number (give area code) Fax Number (give area code)

Email Address:

2. Applicant Experience:

Novice Applicant Yes No Not applicable to this program

3. Human Subjects Research:

Are any research activities involving human subjects planned at any time during the proposed project Period?

Yes No

Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

Please attach an explanation Narrative:

Add Attachment

Delete Attachment

View Attachment

OMB Control No. 1894-0007

15. SUPPLEMENTAL INFORMATION INSTRUCTIONS
DEPARTMENT OF EDUCATION FOR SF 424

1. Project Director. Name, address, telephone and fax numbers, and e-mail address of the person to be contacted on matters involving this application.

2. Novice Applicant. Check “Yes” or “No” only if assistance is being requested under a program that gives special consideration to novice applicants. Otherwise, **leave blank.**

Check “Yes” if you meet the requirements for novice applicants specified in the regulations in 34 C.F.R. 75.225 and included on the attached page entitled “Definitions for Department of Education Supplemental Information for SF 424.” By checking “Yes” the applicant certifies that it meets these novice applicant requirements. Check “No” if you do not meet the requirements for novice applicants.

3. Human Subjects Research. (See I. A. “Definitions” in attached page entitled “Definitions for Department of Education Supplemental Information For SF 424.”)

If Not Human Subjects Research. Check “No” if research activities involving human subjects are not planned at any time during the proposed project period. The remaining parts of Item 3 are then not applicable.

If Human Subjects Research. Check “Yes” if research activities involving human subjects are planned at any time during the proposed project period, either at the applicant organization or at any other performance site or collaborating institution. Check “Yes” even if the research is exempt from the regulations for the protection of human subjects. (See I. B. “Exemptions” in attached page entitled “Definitions for Department of Education Supplemental Information For SF 424.”)

3a. If Human Subjects Research is Exempt from the Human Subjects Regulations. Check “Yes” if all the research activities proposed are designated to be exempt from the regulations. Insert the exemption number(s) corresponding to one or more of the six exemption categories listed in I. B. “Exemptions.” In addition, follow the instructions in II. A. “Exempt Research Narrative” in the attached page entitled “Definitions for Department of Education Supplemental Information For SF 424.”

3a. If Human Subjects Research is Not Exempt from Human Subjects Regulations. Check “No” if some or all of the planned research activities are covered (not exempt). In addition, follow the instructions in II. B. “Nonexempt Research Narrative” in the page entitled “Definitions for Department of Education Supplemental Information For SF 424

3a. Human Subjects Assurance Number. If the applicant has an approved Federal Wide (FWA) on file with the Office for Human Research Protections (OHRP), U.S. Department of Health and Human Services, that covers the specific activity, insert the number in the space provided. If the applicant does not have an approved assurance on file with OHRP, enter “None.” In this case, the applicant, by signature on the SF-424, is declaring that it will comply with 34 CFR 97 and proceed to obtain the human subjects assurance upon request by the designated ED official. If the application is recommended/selected for funding, the designated ED official will request that the applicant obtain the assurance within 30 days after the specific formal request.

Note about Institutional Review Board Approval. ED does not require certification of Institutional Review Board approval with the application. However, if an application that involves non-exempt human subjects research is recommended/selected for funding, the designated ED official will request that the applicant obtain and send the certification to ED within 30 days after the formal request.

Paperwork Burden Statement. *According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1890-0017. The time required to complete this information collection is estimated to average between 15 and 45 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4700. If you have comments or concerns regarding the status of your individual submission of this form write directly to: Joyce I. Mays, Application Control Center, U.S. Department of Education, Potomac Center Plaza, 550 12th Street, S.W. Room 7076, Washington, D.C. 20202-4260.*

**DEFINITIONS FOR
DEPARTMENT OF EDUCATION SUPPLEMENTAL INFORMATION FOR SF 424
(Attachment to Instructions for Supplemental Information for SF 424)**

Definitions:

Novice Applicant (See 34 CFR 75.225). For discretionary grant programs under which the Secretary gives special consideration to novice applications, a novice applicant means any applicant for a grant from ED that—

- Has never received a grant or subgrant under the program from which it seeks funding;
- Has never been a member of a group application, submitted in accordance with 34 CFR 75.127-75.129, that received a grant under the program from which it seeks funding; and
- Has not had an active discretionary grant from the Federal government in the five years before the deadline date for applications under the program. For the purposes of this requirement, a grant is active until the end of the grant’s project or funding period, including any extensions of those periods that extend the grantee’s authority to obligate funds.

In the case of a group application submitted in accordance with 34 CFR 75.127-75.129, a group includes only parties that meet the requirements listed above.

PROTECTION OF HUMAN SUBJECTS IN RESEARCH

I. Definitions and Exemptions

A. Definitions.

A research activity involves human subjects if the activity is research, as defined in the Department’s regulations, and the research activity will involve use of human subjects, as defined in the regulations.

—Research

The ED Regulations for the Protection of Human Subjects, Title 34, Code of Federal Regulations, Part 97, define research as “a systematic investigation, including research development, testing and evaluation, designed to develop or contribute to generalizable knowledge.” *If an activity follows a deliberate plan whose purpose is to develop or contribute to generalizable knowledge it is research.* Activities which meet this definition constitute research whether or not they are conducted or supported under a program that is considered research for other purposes. For example, some demonstration and service programs may include research activities.

—Human Subject

The regulations define human subject as “a living individual about whom an investigator (whether professional or student) conducting research obtains (1) data through intervention or interaction with the individual, or (2) identifiable private information.” *(1) If an activity involves obtaining information about a living person by manipulating that person or that person’s environment, as might occur when a new instructional technique is tested, or by communicating or interacting with the individual, as occurs with surveys and interviews, the definition of human subject is met. (2) If an activity involves obtaining private information about a living person in such a way that the information can be linked to that individual (the identity of the subject is or may be readily determined by the investigator or associated with the information), the definition of human subject is met.* [Private information includes information about behavior that occurs in a context in which an individual can reasonably expect that no observation or recording is taking place, and information which has been provided for specific purposes by an individual and which the individual can reasonably expect will not be made public (for example, a school health record).]

B. Exemptions.

Research activities in which the **only** involvement of human subjects will be in one or more of the following six categories of **exemptions** are not covered by the regulations:

(1) Research conducted in established or commonly accepted educational settings, involving normal educational practices, such as (a) research on regular and special education instructional strategies, or (b) research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods.

(2) Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless: (a) information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and (b) any disclosure of the human subjects’ responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects’ financial standing, employability, or reputation. ***If the subjects are children, exemption 2 applies only to research involving educational tests and observations of public behavior when the investigator(s) do not participate in the activities being observed. Exemption 2 does not apply if children are surveyed or interviewed or if the research involves observation of public behavior and the investigator(s) participate in the activities being observed.*** [Children are defined as persons who have not attained the legal age for consent to treatments or procedures involved in the research, under the applicable law or jurisdiction in which the research will be conducted.]

(3) Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior that is not exempt under section (2) above, if the human subjects are elected or appointed public officials or candidates for public office; or federal statute(s) require(s) without exception that the confidentiality of the personally identifiable information will be maintained throughout the research and thereafter.

(4) Research involving the collection or study of existing data, documents, records, pathological specimens, or diagnostic specimens, if these sources are publicly available or if the information is recorded by the investigator in a manner that subjects cannot be identified, directly or through identifiers linked to the subjects.

(5) Research and demonstration projects which are conducted by or subject to the approval of department or agency heads, and which are designed to study, evaluate, or otherwise examine: (a) public benefit or service programs; (b) procedures for obtaining benefits or services under those programs; (c) possible changes in or alternatives to those programs or procedures; or (d) possible changes in methods or levels of payment for benefits or services under those programs.

(6) Taste and food quality evaluation and consumer acceptance studies, (a) if wholesome foods without additives are consumed or (b) if a food is consumed that contains a food ingredient at or below the level and for a use found to be safe, or agricultural chemical or environmental contaminant at or below the level found to be safe, by the Food and Drug Administration or approved by the Environmental Protection Agency or the Food Safety and Inspection Service of the U.S. Department of Agriculture.

II. Instructions for Exempt and Nonexempt Human Subjects Research Narratives

If the applicant marked “Yes” for Item 3 of Department of Education Supplemental Information for SF 424, the applicant must provide a human subjects “exempt research” or “nonexempt research” narrative. Insert the narrative(s) in the space provided. If you have multiple projects and need to provide more than one narrative, be sure to label each set of responses as to the project they address.

A. Exempt Research Narrative.

If you marked “Yes” for item 3 a. and designated exemption numbers(s), provide the “exempt research” narrative. The narrative must contain sufficient information about the involvement of human subjects in the proposed research to allow a determination by ED that the designated exemption(s) are appropriate. The narrative must be succinct.

B. Nonexempt Research Narrative.

If you marked “No” for item 3 a. you must provide the “nonexempt research” narrative. The narrative must address the following seven points. Although no specific page limitation applies to this section of the application, be succinct.

(1) **Human Subjects Involvement and Characteristics:** Provide a detailed description of the proposed involvement of human subjects. Describe the characteristics of the subject population, including their anticipated number, age range, and health status. Identify the criteria for inclusion or exclusion of any subpopulation. Explain the rationale for the involvement of special classes of

subjects, such as children, children with disabilities, adults with disabilities, persons with mental disabilities, pregnant women, prisoners, institutionalized individuals, or others who are likely to be vulnerable

(2) **Sources of Materials:** Identify the sources of research material obtained from individually identifiable living human subjects in the form of specimens, records, or data. Indicate whether the material or data will be obtained specifically for research purposes or whether use will be made of existing specimens, records, or data.

(3) **Recruitment and Informed Consent:** Describe plans for the recruitment of subjects and the consent procedures to be followed. Include the circumstances under which consent will be sought and obtained, who will seek it, the nature of the information to be provided to prospective subjects, and the method of documenting consent. State if the Institutional Review Board (IRB) has authorized a modification or waiver of the elements of consent or the requirement for documentation of consent.

(4) **Potential Risks:** Describe potential risks (physical, psychological, social, legal, or other) and assess their likelihood and seriousness. Where appropriate, describe alternative treatments and procedures that might be advantageous to the subjects.

(5) **Protection Against Risk:** Describe the procedures for protecting against or minimizing potential risks, including risks to confidentiality, and assess their likely effectiveness. Where appropriate, discuss provisions for ensuring necessary medical or professional intervention in the event of adverse effects to the subjects. Also, where appropriate, describe the provisions for monitoring the data collected to ensure the safety of the subjects.

(6) **Importance of the Knowledge to be Gained:** Discuss the importance of the knowledge gained or to be gained as a result of the proposed research. Discuss why the risks to subjects are reasonable in relation to the anticipated benefits to subjects and in relation to the importance of the knowledge that may reasonably be expected to result.

(7) **Collaborating Site(s):** If research involving human subjects will take place at collaborating site(s) or other performance site(s), name the sites and briefly describe their involvement or role in the research.

*Copies of the Department of Education’s Regulations for the Protection of Human Subjects, 34 CFR Part 97 and other pertinent materials on the protection of human subjects in research are available from the U.S. Department of Education, Protection of Human Subjects Coordinator, Office of the Chief Financial Officer, LBJ Building, 400 Maryland Avenue, SW, Washington, D.C. 20202-4250, telephone: (202) 260-3353, and on the U.S. Department of Education’s Protection of Human Subjects in Research Web Site:
<http://www.ed.gov/about/offices/list/ocfo/humansub.html>*

NOTE: The **State Applicant Identifier** on the SF 424 is for State Use only. Please complete it on the OMB Standard 424 in the upper right corner of the form (if applicable).



U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS ED 524

**16. ED SF 524 BUDGET
FORM**
OMB Control Number: 1894-0008
Expiration Date: 02/28/2011

Name of Institution/Organization

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY

U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)						

Indirect Cost Information (To Be Completed by Your Business Office):

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No
- (2) If yes, please provide the following information:
 Period Covered by the Indirect Cost Rate Agreement: From: ___/___/___ To: ___/___/___ (mm/dd/yyyy)
 Approving Federal agency: ___ ED ___ Other (please specify): _____ The Indirect Cost Rate is _____%
- (3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
 Is included in your approved Indirect Cost Rate Agreement? or Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is _____%

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (Lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (Lines 9-11)						

SECTION C – BUDGET NARRATIVE (see instructions)

17. INSTRUCTIONS FOR ED 524

General Instructions

This form is used to apply to individual U.S. Department of Education (ED) discretionary grant programs. Unless directed otherwise, provide the same budget information for each year of the multi-year funding request. Pay attention to applicable program specific instructions, if attached. You may access the Education Department General Administrative Regulations, 34 CFR 74 – 86 and 97-99, on ED’s website at: <http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html>

You must consult with your Business Office prior to submitting this form.

Section A - Budget Summary

U.S. Department of Education Funds

All applicants must complete Section A and provide a break-down by the applicable budget categories shown in lines 1-11.

Lines 1-11, columns (a)-(e): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Lines 1-11, column (f): Show the multi-year total for each budget category. If funding is requested for only one project year, leave this column blank.

Line 12, columns (a)-(e): Show the total budget request for each project year for which funding is requested.

Line 12, column (f): Show the total amount requested for all project years. If funding is requested for only one year, leave this space blank.

Indirect Cost Information:

If you are requesting reimbursement for indirect costs on line 10, this information is to be completed by your Business Office. (1): Indicate whether or not your organization has an Indirect Cost Rate Agreement that was approved by the Federal government.

If you checked “no,” ED generally will authorize grantees to use a temporary rate of 10 percent of budgeted salaries and wages subject to the following limitations:

(a) The grantee must submit an indirect cost proposal to its cognizant agency within 90 days after ED issues a grant award notification; and

(b) If after the 90-day period, the grantee has not submitted an indirect cost proposal to its cognizant agency, the grantee may not charge its grant for indirect costs until it has negotiated an indirect cost rate agreement with its cognizant agency.

(2): If you checked “yes” in (1), indicate in (2) the beginning and ending dates covered by the Indirect Cost Rate Agreement. In addition, indicate whether ED, another Federal agency (Other) or State agency issued the approved agreement. If you check “Other,” specify the name of the Federal or other agency that issued the approved agreement.

(3): If you are applying for a grant under a Restricted Rate Program (34 CFR 75.563 or 76.563), indicate whether you are using a restricted indirect cost rate that is included on your approved Indirect Cost Rate Agreement or whether you are using a restricted indirect cost rate that complies with 34 CFR 76.564(c)(2). Note: State or Local government agencies may not use the provision for a restricted indirect cost rate specified in 34 CFR 76.564(c)(2). Check only one response. Leave blank, if this item is not applicable.

Section B - Budget Summary

Non-Federal Funds

If you are required to provide or volunteer to provide cost-sharing or matching funds or other non-Federal resources to the project, these should be shown for each applicable budget category on lines 1-11 of Section B.

Lines 1-11, columns (a)-(e): For each project year, for which matching funds or other contributions are provided, show the total contribution for each applicable budget category.

Lines 1-11, column (f): Show the multi-year total for each budget category. If non-Federal contributions are provided for only one year, leave this column blank.

Line 12, columns (a)-(e): Show the total matching or other contribution for each project year.

Line 12, column (f): Show the total amount to be contributed for all years of the multi-year project. If non-Federal contributions are provided for only one year, leave this space blank.

Section C - Budget Narrative [Attach separate sheet(s)]
Pay attention to applicable program specific instructions, if attached.

1. Provide an itemized budget breakdown, and justification by project year, for each budget category listed in Sections A and B. For grant projects that will be divided into two or more separately budgeted major activities or sub-projects, show for each budget category of a project year the breakdown of the specific expenses attributable to each sub-project or activity.
2. For non-Federal funds or resources listed in Section B that are used to meet a cost-sharing or matching requirement or provided as a voluntary cost-sharing or matching commitment, you must include:
 - a. The specific costs or contributions by budget category;
 - b. The source of the costs or contributions; and
 - c. In the case of third-party in-kind contributions, a description of how the value was determined for the donated or contributed goods or services.

[Please review ED's general cost sharing and matching regulations, which include specific limitations, in 34 CFR 74.23, applicable to non-governmental entities, and 80.24, applicable to governments, and the applicable Office of Management and Budget (OMB) cost principles for your entity type regarding donations, capital assets, depreciation and use allowances. OMB cost principle circulars are available on OMB's website at: <http://www.whitehouse.gov/omb/circulars/index.html>]

3. If applicable to this program, provide the rate and base on which fringe benefits are calculated.
4. If you are requesting reimbursement for indirect costs on line 10, this information is to be completed by your Business Office. Specify the estimated amount of the base to which the indirect cost rate is applied and the total indirect expense. Depending on the grant program to which you are applying and/or your approved Indirect Cost Rate Agreement, some direct cost budget categories in your grant application budget may not be included in the base and multiplied by your indirect cost rate. For example, you must multiply the indirect cost rates of "Training grants" (34 CFR 75.562) and grants under programs with "Supplement not Supplant" requirements ("Restricted Rate" programs) by a "modified total direct cost" (MTDC) base (34 CFR 75.563 or 76.563). Please indicate which costs are included and which costs are excluded from the base to which the indirect cost rate is applied.

When calculating indirect costs (line 10) for "Training grants" or grants under "Restricted Rate" programs, you must refer to the information and examples on ED's website at: <http://www.ed.gov/fund/grant/apply/appforms/appforms.html>.

You may also contact (202) 377-3838 for additional information regarding calculating indirect cost rates or general indirect cost rate information.

5. Provide other explanations or comments you deem necessary.

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1894-0008. The time required to complete this information collection is estimated to vary from 13 to 22 hours per response, with an average of 17.5 hours per response, including the time to review instructions, search existing data sources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537. If you have comments or concerns regarding the status of your individual submission of this form, write directly to (insert program office), U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202.

18. NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you

plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1894-0005**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.

19. ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

Note: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§ 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§ 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§ 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. § 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§ 327-333), regarding labor standards for federally assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. §7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, Audits of States, Local Governments, and Non-Profit Organizations.
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
APPLICANT ORGANIZATION	DATE SUBMITTED

Standard Form 424B (Rev. 7-97) Back

20. CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION		
<input style="width: 100%;" type="text"/>		
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE		
Prefix: <input style="width: 50px;" type="text"/>	First Name: <input style="width: 200px;" type="text"/>	Middle Name: <input style="width: 150px;" type="text"/>
* Last Name: <input style="width: 280px;" type="text"/>	Suffix: <input style="width: 100px;" type="text"/>	
* Title: <input style="width: 350px;" type="text"/>		
* SIGNATURE: <input style="width: 250px;" type="text"/>	* DATE: <input style="width: 150px;" type="text"/>	

21. DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352
(See reverse for public burden disclosure)

1. Type of Federal Action: a. contract ___b.___ b. grant c. cooperative agreement d. loan e. loan guarantee f. loan insurance	2. Status of Federal Action: a. bid/offer/application ___b.___ b. initial award c. post-award	3. Report Type: a. initial filing ___a.___ b. material change For material change only: Year _____ quarter _____ Date of last report _____
4. Name and Address of Reporting Entity: ___ Prime ___ Subawardee Tier _____, if Known: Congressional District, if known:	5. If Reporting Entity in No. 4 is Subawardee, Enter Name and Address of Prime: Congressional District, if known:	
6. Federal Department/Agency:	7. Federal Program Name/Description: Fund for the Improvement of Education CFDA Number, if applicable: ___ 84.215K _____	
8. Federal Action Number, if known:	9. Award Amount, if known: \$	
10. a. Name and Address of Lobbying Registrant <i>(if individual, last name, first name, MI):</i>	b. Individuals Performing Services <i>(including address if different from No. 10a)</i> <i>(last name, first name, MI):</i>	
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Signature: _____ Print Name: _____ Title: _____ Telephone No.: _____ Date: _____	
Federal Use Only	Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)	

22. INSTRUCTIONS FOR COMPLETION OF SF-LLL DISCLOSURE OF LOBBYING ACTIVITIES

This disclosure form shall be completed by the reporting entity, whether subawardee or prime Federal recipient, at the initiation or receipt of a covered Federal action, or a material change to a previous filing, pursuant to title 31 U.S.C. section 1352. The filing of a form is required for each payment or agreement to make payment to any lobbying entity for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with a covered Federal action. Complete all items that apply for both the initial filing and material change report. Refer to the implementing guidance published by the Office of Management and Budget for additional information.

1. Identify the type of covered Federal action for which lobbying activity is and/or has been secured to influence the outcome of a covered Federal action.
2. Identify the status of the covered Federal action.
3. Identify the appropriate classification of this report. If this is a followup report caused by a material change to the information previously reported, enter the year and quarter in which the change occurred. Enter the date of the last previously submitted report by this reporting entity for this covered Federal action.
4. Enter the full name, address, city, State and zip code of the reporting entity. Include Congressional District, if known. Check the appropriate classification of the reporting entity that designates if it is, or expects to be, a prime or subawardee recipient. Identify the tier of the subawardee, e.g., the first subawardee of the prime is the 1st tier. Subawards include but are not limited to subcontracts, subgrants and contract awards under grants.
5. If the organization filing the report in item 4 checks "Subawardee," then enter the full name, address, city, State and zip code of the prime Federal recipient. Include Congressional District, if known.
6. Enter the name of the federal agency making the award or loan commitment. Include at least one organizational level below agency name, if known. For example, Department of Transportation, United States Coast Guard.
7. Enter the Federal program name or description for the covered Federal action (item 1). If known, enter the full Catalog of Federal Domestic Assistance (CFDA) number for grants, cooperative agreements, loans, and loan commitments.
8. Enter the most appropriate Federal identifying number available for the Federal action identified in item 1 (e.g., Request for Proposal (RFP) number; Invitations for Bid (IFB) number; grant announcement number; the contract, grant, or loan award number; the application/proposal control number assigned by the Federal agency). Included prefixes, e.g., "RFP-DE-90-001."
9. For a covered Federal action where there has been an award or loan commitment by the Federal agency, enter the Federal amount of the award/loan commitment for the prime entity identified in item 4 or 5.
10. (a) Enter the full name, address, city, State and zip code of the lobbying registrant under the Lobbying Disclosure Act of 1995 engaged by the reporting entity identified in item 4 to influence the covered Federal action.

(b) Enter the full names of the individual(s) performing services, and include full address if different from
11. The certifying official shall sign and date the form, print his/her name, title, and telephone number.

According to the Paperwork Reduction Act, as amended, no persons are required to respond to a collection of information unless it displays a valid OMB control Number. The valid OMB control number for this information collection is OMB No. 0348-0046. Public reporting burden for this collection of information is estimated to average 10 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0046), Washington, DC 20503

23. OPTIONAL CHECKLIST—APPENDIX B

Program Requirements

To be considered for funding, applicants *must* address the following program requirements and authorized activities contained in section 202 Higher Education Opportunity Act.

To ensure the fulfillment of every program requirement and authorized activity listed below, the Department encourages you, the applicant, to check the corresponding box on the left side of the page along with indicating the page number(s) where the specific component is located.

General Application Requirements	
<input type="checkbox"/> (1) _____	(1) Application.—Each eligible partnership describing a grant under this section shall submit an application to the Secretary at such time, in such manner, and accompanied by such information as the Secretary may require. Each such application shall contain—
<input type="checkbox"/> (A) _____	(A) A needs assessment of the partners in the eligible partnership with respect to the preparation, ongoing training, professional development, and retention of general education and special education teachers, principals, and, as applicable, early childhood educators.
<input type="checkbox"/> (B) _____	(B) A description of the extent to which the program to be carried out with grant funds, as described in Section 202(c), will prepare prospective and new teachers with strong teaching skills.
<input type="checkbox"/> (C) _____	(C) A description of how such program will prepare prospective and new teachers to understand and use research and data to modify and improve classroom instruction.
<input type="checkbox"/> (i) _____ (ii) _____	(D) A description of— (i) how the eligible partnership will coordinate strategies and activities assisted under the grant with other teacher preparation or professional development programs, including programs funded under the Elementary and Secondary Education Act of 1965 and the Individuals with Disabilities Education Act, and through the National Science Foundation; and (ii) how the activities of the partnership will be consistent with State, local, and other education reform activities that promote teacher quality and student academic achievement.
<input type="checkbox"/> (E) _____ (i) _____ (ii) _____ (iii) _____	(E) An assessment that describes the resources available to the eligible partnership, including— (i) the integration of funds from other related sources; (ii) the intended use of the grant funds; and (iii) the commitment of the resources of the partnership to the activities assisted under this section, including financial support, faculty participation, and time commitments, and to the continuation of the activities when the grant ends.

<p>(i) _____</p> <p>(ii) _____</p> <p>(iii) _____</p> <p>(iv) _____</p> <p>(v) _____</p> <p>(I) _____</p> <p>(II) _____</p> <p>(vi) _____</p> <p>(vii) _____</p> <p>(viii) _____</p> <p>(I) _____</p> <p>(II) _____</p> <p>(ix) _____</p> <p>(x) _____</p> <p>(xi) _____</p>	<p>(F) A description of—</p> <p>(i) how the eligible partnership will meet the purposes of this part;</p> <p>(ii) how the partnership will carry out the activities required under subsection (d) or (e), based on the needs identified in paragraph (1), with the goal of improving student academic achievement;</p> <p>(iii) if the partnership chooses to use funds under this section for a project or activities under Section 202(f) or Section 202(g), how the partnership will carry out such project or required activities based on the needs identified in paragraph (A), with the goal of improving student academic achievement;</p> <p>(iv) the partnership's evaluation plan under section 204(a);</p> <p>(v) how the partnership will align the teacher preparation program under Section 202(c) with the—</p> <p>(I) State early learning standards for early childhood education programs, as appropriate, and with the relevant domains of early childhood development; and</p> <p>(II) student academic achievement standards and academic content standards under section 1111(b)(2) of the Elementary and Secondary Education Act of 1965, established by the State in which the partnership is located;</p> <p>(vi) how the partnership will prepare general education teachers to teach students with disabilities, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act;</p> <p>(vii) how the partnership will prepare general education and special education teachers to teach students who are limited English proficient;</p> <p>(viii) how faculty at the partner institution will work, during the term of the grant, with highly qualified teachers in the classrooms of high-need schools served by the high need local educational agency in the partnership to—</p> <p>(I) provide high-quality professional development activities to strengthen the content knowledge and teaching skills of elementary school and secondary school teachers; and</p> <p>(II) train other classroom teachers to implement literacy programs that incorporate the essential components of reading instruction;</p> <p>(ix) how the partnership will design, implement, or enhance a year-long and rigorous teaching preservice clinical program component;</p> <p>(x) how the partnership will support in-service professional development strategies and activities; and</p> <p>(xi) how the partnership will collect, analyze, and use data on the retention of all teachers and early childhood educators in schools and early childhood education programs located in the geographic area served by the partnership to evaluate the effectiveness of the partnership's teacher and educator support system.</p>
<p><input type="checkbox"/></p> <p>(i) _____</p> <p>(ii) _____</p>	<p>(G) With respect to the induction program required as part of the activities carried out under this section—</p> <p>(i) a demonstration that the schools and departments within the institution of higher education that are part of the induction program will effectively prepare teachers, including providing content expertise and expertise in teaching, as appropriate;</p> <p>(ii) a demonstration of the eligible partnership's capability and commitment to, and the accessibility to and involvement of faculty in, the use of empirically-based practice and</p>

(iii) _____	scientifically valid research on teaching and learning; (iii) a description of how the teacher preparation program will design and implement an induction program to support, through not less than the first two years of teaching, all new teachers who are prepared by the teacher preparation program in the partnership and who teach in the high-need local educational agency in the partnership, and, to the extent practicable, all new teachers who teach in such high-need local educational agency, in the further development of the new teachers' teaching skills, including the use of mentors who are trained and compensated by such program for the mentors' work with new teachers; and
(iv) _____	(iv) a description of how faculty involved in the induction program will be able to substantially participate in an early childhood education program or an elementary school or secondary school classroom setting, as applicable, including release time and receiving workload credit for such participation.

Accountability and Evaluation

<input type="checkbox"/> (1) _____	(1) ELIGIBLE PARTNERSHIP EVALUATION.—Each eligible partnership submitting an application for a grant under this part shall establish, and include in such application, an evaluation plan that includes strong and measurable performance objectives. The plan shall include objectives and measures for increasing—
<input type="checkbox"/> (A) _____	(A) Achievement for all prospective and new teachers, as measured by the eligible partnership.
<input type="checkbox"/> (B) _____	(B) Teacher retention in the first three years of a teacher's career.
<input type="checkbox"/> (C) _____	(C) Improvement in the pass rates and scaled scores for initial State certification or licensure of teachers.
<input type="checkbox"/> (i) _____ (ii) _____ (iii) _____ (iv) _____ (v) _____ (vi) _____ (vii) _____	(D) (i) the percentage of highly qualified teachers hired by the high-need local educational agency participating in the eligible partnership; (ii) the percentage of highly qualified teachers hired by the high-need local educational agency who are members of underrepresented groups; (iii) the percentage of highly qualified teachers hired by the high-need local educational agency who teach high-need academic subject areas (such as reading, mathematics, science, and foreign language, including less commonly taught languages and critical foreign languages); (iv) the percentage of highly qualified teachers hired by the high-need local educational agency who teach in high-need areas (including special education, language instruction educational programs for limited English proficient students, and early childhood education); (v) the percentage of highly qualified teachers hired by the high-need local educational agency who teach in high-need schools, disaggregated by the elementary school and secondary school levels; (vi) as applicable, the percentage of early childhood education program classes in the geographic area served by the eligible partnership taught by early childhood educators who are highly competent; and (vii) as applicable, the percentage of teachers trained—

(I) _____ (II) _____	(I) to integrate technology effectively into curricula and instruction, including technology consistent with the principles of universal design for learning; and (II) to use technology effectively to collect, manage, and analyze data to improve teaching and learning for the purpose of improving student academic achievement.
Pre-Baccalaureate/5th Year Initial License Preparation of Teachers	
<input type="checkbox"/> (1) _____	(1) Implement reforms within each teacher preparation program—
<input type="checkbox"/> (I) _____ (II) _____ (III) _____ (ii) _____	(A)(i) preparing— (I) new or prospective teachers to be highly qualified (including teachers in rural school districts who may teach multiple subjects, special educators, and teachers of students who are limited English proficient who may teach multiple subjects); (II) such teachers and, as applicable, early childhood educators, to understand empirically based practice and scientifically valid research related to teaching and learning and the applicability of such practice and research, including through the effective use of technology, instructional techniques, and strategies consistent with the principles of universal design for learning, and through positive behavioral interventions and support strategies to improve student achievement; and (III) as applicable, early childhood educators to be highly competent; and (ii) promoting strong teaching skills and, as applicable, techniques for early childhood educators to improve children’s cognitive, social, emotional, and physical development.
<input type="checkbox"/> (i) _____ (ii) _____ (I) _____ (II) _____ (III) _____ (IV) _____ (aa) _____ (bb) _____ (V) _____	(B) REQUIRED REFORMS.—The reforms shall include— (i) implementing teacher preparation program curriculum changes that improve, evaluate, and assess how well all prospective and new teachers develop teaching skills; (ii) using empirically-based practice and scientifically valid research, where applicable, about teaching and learning so that all prospective teachers and, as applicable, early childhood educators— (I) understand and can implement research-based teaching practices in classroom instruction; (II) have knowledge of student learning methods; (III) possess skills to analyze student academic achievement data and other measures of student learning, and use such data and measures to improve classroom instruction; (IV) possess teaching skills and an understanding of effective instructional strategies across all applicable content areas that enable general education and special education teachers and early childhood educators to— (aa) meet the specific learning needs of all students, including students with disabilities, students who are limited English proficient, students who are gifted and talented, students with low literacy levels and, as applicable, children in early childhood education programs; and (bb) differentiate instruction for such students; (V) can effectively participate as a member of the individualized education program team, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education

(VI) _____ (iii) _____ (iv) _____ (v) _____ (vi) _____	Act; and (VI) can successfully employ effective strategies for reading instruction using the essential components of reading instruction; (iii) ensuring collaboration with departments, programs, or units of a partner institution outside of the teacher preparation program in all academic content areas to ensure that prospective teachers receive training in both teaching and relevant content areas in order to become highly qualified, which may include training in multiple subjects to teach multiple grade levels as may be needed for individuals preparing to teach in rural communities and for individuals preparing to teach students with disabilities as described in section 602(10)(D) of the Individuals with Disabilities Education Act; (iv) developing and implementing an induction program; (v) developing admissions goals and priorities aligned with the hiring objectives of the high-need local educational agency in the eligible partnership; and (vi) implementing program and curriculum changes, as applicable, to ensure that prospective teachers have the requisite content knowledge, preparation, and degree to teach Advanced Placement or International Baccalaureate courses successfully.
<input type="checkbox"/> (2) _____	(2) CLINICAL EXPERIENCE AND INTERACTION. —Developing and improving a sustained and high-quality preservice clinical education program to further develop the teaching skills of all prospective teachers and, as applicable, early childhood educators, involved in the program. Such program shall do the following:
<input type="checkbox"/> (A) _____ (i) _____ (ii) _____	(A) Incorporate year-long opportunities for enrichment, including— (i) clinical learning in classrooms in high-need schools served by the high-need local educational agency in the eligible partnership, and identified by the eligible partnership; and (ii) closely supervised interaction between prospective teachers and faculty, experienced teachers, principals, other administrators, and school leaders at early childhood education programs (as applicable), elementary schools, or secondary schools, and providing support for such interaction.
<input type="checkbox"/> (B) _____	(B) Integrate pedagogy and classroom practice and promote effective teaching skills in academic content areas.
<input type="checkbox"/> (C) _____	(C) Provide high-quality teacher mentoring.
<input type="checkbox"/> (D) _____	(D) Be offered over the course of a program of teacher preparation.
<input type="checkbox"/> (E) _____	(E) Be tightly aligned with course work (and may be developed as a fifth year of a teacher preparation program).
<input type="checkbox"/> (F) _____	(F) Where feasible, allow prospective teachers to learn to teach in the same local educational agency in which the teachers will work, learning the instructional initiatives and curriculum of that local educational agency.
<input type="checkbox"/> (G) _____	(G) As applicable, provide training and experience to enhance the teaching skills of prospective teachers to better prepare such teachers to meet the unique needs of teaching in rural or urban communities.
<input type="checkbox"/> (H) _____	(H) Provide support and training for individuals participating in an activity for prospective or new teachers described in this paragraph or paragraph (1) or (3), and for individuals who serve as mentors for such teachers, based on each individual's experience. Such

(i) _____	support may include— (i) with respect to a prospective teacher or a mentor, release time for such individual's participation;
(ii) _____	(ii) with respect to a faculty member, receiving course workload credit and compensation for time teaching in the eligible partnership's activities; and
(iii) _____	(iii) with respect to a mentor, a stipend, which may include bonus, differential, incentive, or performance pay, based on the mentor's extra skills and responsibilities.
<input type="checkbox"/> (3) _____	(3) INDUCTION PROGRAMS FOR NEW TEACHERS.—Creating an induction program for new teachers or, in the case of an early childhood education program, providing mentoring or coaching for new early childhood educators.
<input type="checkbox"/> (4) _____	(4) SUPPORT AND TRAINING FOR PARTICIPANTS IN EARLY CHILDHOOD EDUCATION PROGRAMS.—In the case of an eligible partnership focusing on early childhood educator preparation, implementing initiatives that increase compensation for early childhood educators who attain associate or baccalaureate degrees in early childhood education.
<input type="checkbox"/> (5) _____	(5) TEACHER RECRUITMENT.—Developing and implementing effective mechanisms (which may include alternative routes to State certification of teachers) to ensure that the eligible partnership is able to recruit qualified individuals to become highly qualified teachers through the activities of the eligible partnership, which may include an emphasis on recruiting into the teaching profession—
<input type="checkbox"/> (A) _____	(A) Individuals from under represented populations.
<input type="checkbox"/> (B) _____	(B) Individuals to teach in rural communities and teacher shortage areas, including mathematics, science, special education, and the instruction of limited English proficient students; and
<input type="checkbox"/> (C) _____	(C) Mid-career professionals from other occupations, former military personnel, and recent college graduates with a record of academic distinction.
<input type="checkbox"/> (6) _____	(6) LITERACY TRAINING.—Strengthening the literacy teaching skills of prospective and, as applicable, new elementary school and secondary school teachers—
<input type="checkbox"/> (A) _____	(A) To implement literacy programs that incorporate the essential components of reading instruction.
<input type="checkbox"/> (B) _____	(B) To use screening, diagnostic, formative, and summative assessments to determine students' literacy levels, difficulties, and growth in order to improve classroom instruction and improve student reading and writing skills.
<input type="checkbox"/> (C) _____	(C) To provide individualized, intensive, and targeted literacy instruction for students with deficiencies in literacy skills.
<input type="checkbox"/> (D) _____	(D) To integrate literacy skills in the classroom across subject areas.

Teacher Residency Program	
<input type="checkbox"/> (1) _____	(1) Teaching residency programs.-- An eligible partnership receiving a grant to carry out an effective teaching residency program shall carry out a program that includes all of the following activities:
<input type="checkbox"/> (A) _____	(A) Supporting a teaching residency program described in paragraph (2) for high-need subjects and areas, as determined by the needs of the high-need local educational agency in the partnership.
<input type="checkbox"/> (B) _____	(B) Placing graduates of the teaching residency program in cohorts that facilitate professional collaboration, both among graduates of the teaching residency program and between such graduates and mentor teachers in the receiving school.
<input type="checkbox"/> (C) _____ (i) _____ (ii) _____ (iii) _____ (iv) _____	(C) Ensuring that teaching residents who participate in the teaching residency program receive— (i) effective preservice preparation as described in paragraph (2); (ii) teacher mentoring; (iii) support required through the induction program as the teaching residents enter the classroom as new teachers; and (iv) the preparation described in subparagraphs (A), (B), and (C) of subsection (d)(2).
<input type="checkbox"/> (2) _____	(2) TEACHING RESIDENCY PROGRAMS.—and conditions specified by the eligible partnership, as necessary.
<input type="checkbox"/> (A) _____ (i) _____ (ii) _____ (iii) _____ (I) _____ (II) _____ (III) _____ (iv) _____ (I) _____	(A) ESTABLISHMENT AND DESIGN.—A teaching residency program under this paragraph shall be a program based upon models of successful teaching residencies that serves as a mechanism to prepare teachers for success in the high-need schools in the eligible partnership, and shall be designed to include the following characteristics of successful programs: (i) The integration of pedagogy, classroom practice, and teacher mentoring. (ii) Engagement of teaching residents in rigorous graduate-level course work to earn a master’s degree while undertaking a guided teaching apprenticeship. (iii) Experience and learning opportunities alongside a trained and experienced mentor teacher— (I) whose teaching shall complement the residency program so that classroom clinical practice is tightly aligned with coursework; (II) who shall have extra responsibilities as a teacher leader of the teaching residency program, as a mentor for residents, and as a teacher coach during the induction program for new teachers, and for establishing, within the program, a learning community in which all individuals are expected to continually improve their capacity to advance student learning; and (III) who may be relieved from teaching duties as a result of such additional responsibilities. (iv) The establishment of clear criteria for the selection of mentor teachers based on measures of teacher effectiveness and the appropriate subject area knowledge. Evaluation of teacher effectiveness shall be based on, but not limited to, observations of the following: (I) Planning and preparation, including demonstrated knowledge of content, pedagogy, and assessment, including the use of formative and diagnostic

<p>(II)____</p> <p>(III)____</p> <p>(IV)____</p> <p>(V)____</p> <p>(v)____</p> <p>(vi)____</p> <p>(I)____</p> <p>(II)____</p> <p>(vii)____</p>	<p>assessments to improve student learning.</p> <p>(II) Appropriate instruction that engages students with different learning styles.</p> <p>(III) Collaboration with colleagues to improve instruction.</p> <p>(IV) Analysis of gains in student learning, based on multiple measures that are valid and reliable and that, when feasible, may include valid, reliable, and objective measures of the influence of teachers on the rate of student academic progress.</p> <p>(V) In the case of mentor candidates who will be mentoring new or prospective literacy and mathematics coaches or instructors, appropriate skills in the essential components of reading instruction, teacher training in literacy instructional strategies across core subject areas, and teacher training in mathematics instructional strategies, as appropriate.</p> <p>(v) Grouping of teaching residents in cohorts to facilitate professional collaboration among such residents.</p> <p>(vi) The development of admissions goals and priorities—</p> <p>(I) that are aligned with the hiring objectives of the local educational agency partnering with the program, as well as the instructional initiatives and curriculum of such agency, in exchange for a commitment by such agency to hire qualified graduates from the teaching residency program; and</p> <p>(II) which may include consideration of applicants who reflect the communities in which they will teach as well as consideration of individuals from underrepresented populations in the teaching profession.</p> <p>(vii) Support for residents, once the teaching residents are hired as teachers of record, through an induction program, professional development, and networking opportunities to support the residents through not less than the residents' first two years of teaching.</p>
<p><input type="checkbox"/></p> <p>(B)____</p> <p>(i)____</p> <p>(I)____</p> <p>(II)____</p> <p>(ii)____</p> <p>(I)____</p> <p>(II)____</p> <p>(III)____</p>	<p>(B) SELECTION OF INDIVIDUALS AS TEACHER RESIDENTS.—</p> <p>(i) ELIGIBLE INDIVIDUAL.—In order to be eligible to be a teacher resident in a teaching residency program under this paragraph, an individual shall—</p> <p>(I) be a recent graduate of a four-year institution of higher education or a mid-career professional from outside the field of education possessing strong content knowledge or a record of professional accomplishment; and</p> <p>(II) submit an application to the teaching residency program.</p> <p>(ii) SELECTION CRITERIA.—An eligible partnership carrying out a teaching residency program under this subsection shall establish criteria for the selection of eligible individuals to participate in the teaching residency program based on the following characteristics:</p> <p>(I) Strong content knowledge or record of accomplishment in the field or subject area to be taught.</p> <p>(II) Strong verbal and written communication skills, which may be demonstrated by performance on appropriate tests.</p> <p>(III) Other attributes linked to effective teaching, which may be determined by interviews or performance assessments, as specified by the eligible partnership.</p>
<p><input type="checkbox"/></p> <p>(i)____</p> <p>(ii)____</p>	<p>(C) STIPENDS OR SALARIES; APPLICATIONS; AGREEMENTS; REPAYMENTS.—</p> <p>(i) STIPENDS OR SALARIES.—A teaching residency program under this subsection shall provide a one-year living stipend or salary to teaching residents during the teaching residency program.</p> <p>(ii) APPLICATIONS FOR STIPENDS OR SALARIES.— Each teacher residency</p>

(iii)_____	candidate desiring a stipend or salary during the period of residency shall submit an application to the eligible partnership at such time, and containing such information and assurances, as the eligible partnership may require.
(I)_____	(iii) AGREEMENTS TO SERVE.—Each application submitted under clause (ii) shall contain or be accompanied by an agreement that the applicant will—
(II)_____	<ul style="list-style-type: none"> (I) serve as a full-time teacher for a total of not less than three academic years immediately after successfully completing the one-year teaching residency program;
(III)_____	<ul style="list-style-type: none"> (II) fulfill the requirement under subclause (I) by teaching in a high-need school served by the high-need local educational agency in the eligible partnership and teach a subject or area that is designated as high need by the partnership;
(IV) _____	<ul style="list-style-type: none"> (III) provide to the eligible partnership a certificate, from the chief administrative officer of the local educational agency in which the resident is employed, of the employment required in subclauses (I) and (II) at the beginning of, and upon completion of, each year or partial year of service;
(V)_____	<ul style="list-style-type: none"> (IV) meet the requirements to be a highly qualified teacher, as defined in section 9101 of the Elementary and Secondary Education Act of 1965, or section 602 of the Individuals with Disabilities Education Act, when the applicant begins to fulfill the service obligation under this clause; and
(iv)_____	<ul style="list-style-type: none"> (V) comply with the requirements set by the eligible partnership under clause (iv) if the applicant is unable or unwilling to complete the service obligation required by this clause.
(I)_____	(iv) REPAYMENTS.—
(II)_____	<ul style="list-style-type: none"> (I) IN GENERAL.—A grantee carrying out a teaching residency program under this paragraph shall require a recipient of a stipend or salary under clause (i) who does not complete, or who notifies the partnership that the recipient intends not to complete, the service obligation required by clause (iii) to repay such stipend or salary to the eligible partnership, together with interest, at a rate specified by the partnership in the agreement, and in accordance with such other terms and conditions specified by the eligible partnership, as necessary.
(III)_____	<ul style="list-style-type: none"> (II) OTHER TERMS AND CONDITIONS.—Any other terms and conditions specified by the eligible partnership may include reasonable provisions for pro-rata repayment of the stipend or salary described in clause (i) or for deferral of a teaching resident’s service obligation required by clause (iii), on grounds of health, incapacitation, inability to secure employment in a school served by the eligible partnership, being called to active duty in the Armed Forces of the United States, or other extraordinary circumstances.
(III)_____	<ul style="list-style-type: none"> (III) USE OF REPAYMENTS.—An eligible partnership shall use any repayment received under this clause to carry out additional activities that are consistent with the purposes of this subsection.

Partnership grants for the development of leadership programs

<input type="checkbox"/> (1) _____ -	(1) IN GENERAL.—An eligible partnership that receives a grant under this section may carry out an effective school leadership program, which may be carried out in partnership with a local educational agency located in a rural area and that shall include all of the following activities:
<input type="checkbox"/> (A) _____	(A) Preparing individuals enrolled or preparing to enroll in school leadership programs for careers as superintendents, principals, early childhood education program directors, or other school leaders (including individuals preparing to work in local educational agencies located in rural areas who may perform multiple duties in addition to the role of a school leader).
<input type="checkbox"/> (B) _____ (i) _____ (ii) _____ (iii) _____ (iv) _____ (v) _____ (vi) _____	(B) Promoting strong leadership skills and, as applicable, techniques for school leaders to effectively— (i) create and maintain a data-driven, professional learning community within the leader’s school; (ii) provide a climate conducive to the professional development of teachers, with a focus on improving student academic achievement and the development of effective instructional leadership skills; (iii) understand the teaching and assessment skills needed to support successful classroom instruction and to use data to evaluate teacher instruction and drive teacher and student learning; (iv) manage resources and school time to improve student academic achievement and ensure the school environment is safe; (v) engage and involve parents, community members, the local educational agency, businesses, and other community leaders, to leverage additional resources to improve student academic achievement; and (vi) understand how students learn and develop in order to increase academic achievement for all students.
<input type="checkbox"/> (C) _____ (i) _____ (ii) _____ (iii) _____	(C) Ensuring that individuals who participate in the school leadership program receive— (i) effective preservice preparation as described in subparagraph (D); (ii) mentoring; and (iii) if applicable, full State certification or licensure to become a school leader.
<input type="checkbox"/> (D) _____ (i) _____ (I) _____ (II) _____ (ii) _____ (iii) _____	(D) Developing and improving a sustained and high quality preservice clinical education program to further develop the leadership skills of all prospective school leaders involved in the program. Such clinical education program shall do the following: (i) Incorporate year-long opportunities for enrichment, including— (I) clinical learning in high-need schools served by the high-need local educational agency or a local educational agency located in a rural area in the eligible partnership and identified by the eligible partnership; and (II) closely supervised interaction between prospective school leaders and faculty, new and experienced teachers, and new and experienced school leaders, in such high-need schools. (ii) Integrate pedagogy and practice and promote effective leadership skills, meeting the unique needs of urban, rural, or geographically isolated communities, as applicable. (iii) Provide for mentoring of new school leaders.

<input type="checkbox"/> (E) _____	(E) Creating an induction program for new school leaders.
<input type="checkbox"/> (F) _____ (i) _____ (ii) _____ (iii) _____	(F) Developing and implementing effective mechanisms to ensure that the eligible partnership is able to recruit qualified individuals to become school leaders through the activities of the eligible partnership, which may include an emphasis on recruiting into school leadership professions— (i) individuals from underrepresented populations; (ii) individuals to serve as superintendents, principals, or other school administrators in rural and geographically isolated communities and school leader shortage areas; and (iii) mid-career professionals from other occupations, former military personnel, and recent college graduates with a record of academic distinction.
<input type="checkbox"/> (2) _____	(2) SELECTION OF INDIVIDUALS FOR THE LEADERSHIP PROGRAM.— In order to be eligible for the school leadership program under this subsection, an individual shall be enrolled in or preparing to enroll in an institution of higher education, and shall—
<input type="checkbox"/> (i) _____ (ii) _____ (iii) _____ (iv) _____	(A) Be a— (i) recent graduate of an institution of higher education; (ii) mid-career professional from outside the field of education with strong content knowledge or a record of professional accomplishment; (iii) current teacher who is interested in becoming a school leader; or (iv) school leader who is interested in becoming a superintendent.
<input type="checkbox"/> (B) _____	(B) Submit an application to the leadership program.

24. TEACHER QUALITY PARTNERSHIP FY 2009 APPLICATION CHECKLIST

Use this checklist while preparing your application. All items listed on this checklist are required, except as noted.

Part I: 424 Forms

- Application for Federal Assistance (SF 424)
- ED Supplemental Form for SF 424

Part II: 524 Forms

- ED 524 Form—Budget Information

Part III: Program Narrative

- ED Abstract Narrative Attachment Form
- Budget Narrative Attachment Form
- Project Narrative Attachment Form
- Competitive Preference Priorities and Invitational Priority
- Appendix A—Eligible Partnership Documentation
- Appendix B—Checklist (optional)
- Appendix C—Matching Waiver
- Appendix D—Other
- Narrative addressing GEPA Section 427

Part IV: Assurances and Certifications

- Assurances—Non-Construction Programs (SF 424B)
- Certification Regarding Lobbying Form (ED 80-0013)
- Disclosure of Lobbying Activities (if applicable; refer to instructions) SF-LLL Form
- Survey on Ensuring Equal Opportunity for Applicant

