

PROPOSED TEACHER SHORTAGE AREA DESIGNATION SUBMISSION  
CHECKLIST

What you need to include in your 20\_\_-20\_\_ and/or 20\_\_-20\_\_ Teacher Shortage Area Submission to the U.S. Department of Education

- I) PRESCRIBED METHODOLOGY – Using the prescribed methodology discussed in 34 CFR 682.210 (q)(6), your submission must include:
- 1) An assurance that written objective standards were used in developing the proposed teacher shortage areas.
  - 2) An assurance that the Chief State School Officer (CSSO) consulted with private non-profit elementary and secondary school officials within the state.
  - 3) (a) An assurance that the proposed teacher shortage areas met the specific requirements found in 34 CFR 682.210(q)(6)(iii); or  
(b) If the percentage of your state’s proposed teacher shortage areas<sup>1</sup> exceeds the automatic designated limit of 5 percent of the total of all of the FTE teaching positions, a statement that you are submitting supporting documentation as required in 34 CFR 682.210(q)(6)(iv) for the consideration of the Department.
  - 4) An assurance that 2006-07 and/or 2007-08 academic year data (or the most current data available) was used to determine the proposed teacher shortage areas.
  - 5) At your option, the one-time assurance, discussed in 34 CFR 682.210(q)(3), that the CSSO will provide an annual list of designated teacher shortage areas to the chief administrative officers (principals) of the affected schools in your state (only applies to states that chose not to provide this assurance in the previous year’s submission).
  - 6) (a) The name and original signature of the CSSO; and  
(b) The name, title, office, address, telephone, and fax number of a contact person.

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<sup>1</sup> Calculate teacher shortage areas as a percentage of the FTE teaching positions for all teachers in the State. A combination of the following unduplicated FTEs may be used to calculate teaching shortage area FTEs and the percentage of total FTEs: (a) teaching positions that are unfilled; (b) teaching positions that are filled by teachers who are certified by irregular, provisional, temporary, or emergency certification; and (c) teaching positions that are filled by teachers who are certified, but who are teaching in academic subject areas other than their area of preparation.

7) A list of proposed teacher shortage areas in priority order and containing the following information:

- a) Name of State;
- b) Applicable school year;
- c) Date prepared;
- d) Total of all the FTE teaching positions within the state from 20\_\_ - 20\_\_ and/or 20\_\_-20\_\_ academic year data (or previous year's data, if most current data available);
- e) If proposed areas are geographic regions, list the names of specific areas such as counties or school districts. Also, include the number of FTE teacher shortage positions for the geographic region and the percentage of the total of all of the FTE teaching positions ((d) above).<sup>2</sup> For example:

State of Columbia – 2009-2010 School Year – December 22, 2008

Northwest Independent School District	FTE 332.90	4.3%
Central Independent School District	FTE 263.25	<u>3.4%</u>
Total (documentation required)		7.7%

State of Ventura – 2007-2008 School Year – December 15, 2006

McLean County	FTE 148	0.6%
Jenkins Hill County	FTE 246	1.0%
City of Freeport	FTE 615	<u>2.5%</u>
Total		4.1%

- (f) A specific grade level or academic discipline may be proposed as a teacher shortage area statewide. Please include the number of FTE teacher shortage positions for the academic discipline or grade level and the percentage of all FTE teaching positions.<sup>3</sup> For example:

State of Albion – 2008-2009 School Year – December 6, 2007

Fifth & Sixth Grade Teachers	FTE 742	4.7%
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<sup>2</sup> See Footnote 1.

<sup>3</sup> See Footnote 1.

State of Platte – 2007-2008 School Year – December 5, 2006

Bilingual/ESL (Pre-K to 12)	FTE	75.0	0.9%
French	FTE	99.75	1.2%
Mathematics (9-12)	FTE	458.0	5.5%
Physics	FTE	249.5	3.0%
Total			10.6%

State of Albemarle – 2007-2008 School Year – December 4, 2006

Special Education for Handicapped Children (Birth to 3 years)	FTE	55.25	0.1%
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- 8) If you propose more than the 5 percent limit in item I.7, include the listing of teacher shortage areas ranked according to priority, as required by 34 CFR 682.210(q) (6) (iv), along with supporting documentation show the methods used for identifying shortage areas and an explanation of why the Department should designate all of the proposed areas as teacher shortage areas.
- II) STATE-DEVELOPED ALTERNATIVE METHODOLOGY – If you are proposing an alternate methodology for designation of teacher shortage areas as permitted by 34 CFR 682.210(q)(7), your submission must include:
- 1) A statement that your submission contains a request for approval of an alternate teacher shortage area selection methodology and that the submission contains supporting documentation as described in 34 CFR 682.210 (q)(7).
  - 2) An assurance that written objective standards were used in developing the proposed teacher shortage areas.
  - 3) An assurance that the CSSO consulted with private nonprofit elementary and secondary school officials with the state.
  - 4) An assurance that the 200\_\_-20\_\_ and/or 20\_\_-20\_\_ academic year data (or the most current data available) was used to determine the proposed teacher shortage areas.
  - 5) At your option, the one-time assurance, discussed in 34 CFR 682.210(q)(3), that the CSSO will provide an annual list of designated teacher shortage areas to the chief administrative officers (principals) of the affected schools in your state (only applies to states that chose not to provide this assurance in the previous year’s submission).
  - 6) (a) The name and original signature of the CSSO; and

- (b) Name, title, office, address, telephone, and fax number of a contact person.
- 7) A list of proposed teacher shortage areas following the instructions in I.7. However, we can evaluate this list for designation only if your alternate methodology for proposing teacher shortage areas is approved by the Department.
  - 8) If you propose more than 5 percent in item II.7, include the listing and other information described in item I.7.

Paperwork Burden Statement:

According to the Paperwork Reduction Act of 1996, 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 1840-0595. The time required to complete this information collection is estimated to average 80 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 estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Mary A. Miller, Policy & Budget Development Staff, PPI, Office of Postsecondary Education, U.S. Department of Education, 1990 K Street, NW, Room 8066, Washington, D.C. 20006-8542