

4000-01-U

DEPARTMENT OF EDUCATION

Applications for New Awards; Teacher Quality Partnership
Grant Program

AGENCY: Office of Innovation and Improvement, Department of
Education.

ACTION: Notice.

Overview Information:

Teacher Quality Partnership Grant Program

Notice inviting applications for new awards for fiscal year
(FY) 2014.

Catalog of Federal Domestic Assistance (CFDA) Number:
#84.336S.

Dates:

Applications Available: [INSERT DATE OF PUBLICATION IN THE
FEDERAL REGISTER].

Deadline for Notice of Intent to Apply: [INSERT DATE 30
DAYS AFTER DATE OF PUBLICATION IN THE FEDERAL REGISTER].

Date of Pre-Application Meeting: [TBA]

Deadline for Transmittal of Applications: [INSERT DATE 45
DAYS AFTER DATE OF PUBLICATION IN THE FEDERAL REGISTER].

Deadline for Intergovernmental Review: [INSERT DATE 60 DAYS
AFTER DATE OF PUBLICATION IN THE FEDERAL REGISTER].

Full Text of Announcement

I. Funding Opportunity Description

Purpose of Program: The Teacher Quality Partnership (TQP) Grant Program supports projects that improve the effectiveness of new and prospective teachers through improved preparation of new and prospective teachers; enhanced professional development activities for new teachers; supporting institutions of higher education (IHEs) in recruiting individuals with high potential to be effective educators, including minorities and individuals from other occupations; and holding teacher preparation programs at IHEs accountable for preparing effective teachers.

More specifically, the TQP Grant Program supports partnerships among (i) IHEs, (ii) high-need local educational agencies (LEAs), and (iii) high-need schools served by the LEA(s) or LEAs' high-need early childhood education (ECE) programs. These aligned partnerships must include teacher preparation programs at the pre-baccalaureate or "fifth year" level that implement specific reforms in IHEs' existing teacher preparation programs; teacher residency programs for individuals with strong academic or professional backgrounds but without teaching experience; or both.

In this competition, we are especially interested in

promoting partnership programs that prepare teachers in science, technology, engineering, and mathematics (STEM). As described by the President's Council of Advisors on Science and Technology report "Prepare and Inspire: K-12 Education in Science, Technology, Engineering, and Math for America's Future,"¹ being an effective STEM teacher requires both deep content knowledge and strong teaching skills. Sufficient content knowledge and pedagogical content knowledge can, for example, help teachers link STEM subjects to compelling real world issues, model the process of scientific investigation, effectively address student misconceptions, and enable students to solve problems like scientists and engineers. The issues of STEM teacher preparation are particularly acute in public high schools, which report greater difficulties filling STEM teaching positions (e.g., mathematics, biology, and physical sciences) than other subjects (e.g., English and social studies).²

Current challenges regarding STEM teacher preparation and support will likely be compounded by the fact that most

¹ The President's Council of Advisors on Science and Technology (PCAST) (September 2010) Prepare and Inspire: K-12 Education in Science, Technology, Engineering, and Mathematics (STEM) for America's Future. <http://www.whitehouse.gov/sites/default/files/microsites/ostp/pcast-stemed-report.pdf>.

² U.S. Department of Education Office of Postsecondary Education (March 2013) The Teacher Shortage Area Nationwide Listing. <https://www2.ed.gov/about/offices/list/ope/pol/tsa.pdf>.

States are in the process of implementing new college- and career-ready academic standards for elementary and secondary school students. Successfully implementing college- and career-ready standards will require, in part, improving the quality of teacher preparation and support. Districts and schools within states implementing new college- and career-ready standards will benefit from assistance to support educators--both preservice and in-service--throughout the transition to these new standards. In this competition, we encourage applications that propose to develop and implement teacher preparation and professional development programs that will prepare educators to teach these standards and translate the standards into effective classroom practices.

Priorities: This notice contains two absolute priorities and two competitive preference priorities. In accordance with 34 CFR 75.105(b)(2)(iv), the first absolute priority is from section 202(d) of the Higher Education Act of 1965, as amended in 2008 by the Higher Education Opportunity Act (HEA) and the second absolute priority is from section 202(e) of the HEA. The competitive preference priorities are from the notice of final supplemental priorities and definitions for discretionary grant programs published in the Federal Register on December 15, 2010 (75 FR 78486) and corrected on May 12, 2011 (76 FR 27637).

Absolute Priorities: For FY 2014 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.

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. Implementing 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 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

(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; and

(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 through not less than 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; and

(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; and

(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: For FY 2014 and any subsequent year in which we make awards from the list of unfunded applicants from this competition, these priorities are competitive preference priorities. Under 34 CFR 75.105(c)(2)(i) we will award up to an additional five

points to an application depending on how well the application addresses Competitive Preference Priority 1 and up to an additional two points to an application depending on how well the application addresses Competitive Preference Priority 2. An applicant may receive a maximum of seven points for its response to these competitive preference priorities.

Note: Applicants may address one or both of the competitive preference priorities. An applicant must identify in the project narrative section of its application the priority or priorities it wishes the Department of Education (Department) to consider for the purpose of earning competitive preference priority points. The Department will not review or award points under any competitive preference priority that the applicant fails to clearly identify in its application.

These priorities are:

Competitive Preference Priority 1: Promoting Science, Technology, Engineering, and Mathematics (STEM) Education (0-5 points).

Projects that are designed to address one or both of the following priority areas:

(a) Increasing the opportunities for high-quality preparation of, or professional development for, teachers or other educators of STEM subjects;

(b) Increasing the number of individuals from groups traditionally underrepresented in STEM, including minorities, individuals with disabilities, and women, who are teachers or educators of STEM subjects and have increased opportunities for high-quality preparation or professional development.

Note: In addition to the statutory requirements, applicants are encouraged to include the following elements in their applications:

1) Emphasis on hands-on and inquiry-based STEM experiences for prospective teachers, including dedicated research or laboratory experiences, STEM discipline-specific pedagogical instruction, and explicit instruction in the interdisciplinary connections between learning sciences, science and mathematics instruction; and

2) Multiple and early field-based instructional experiences for prospective teachers that are structured to provide exposure to a variety of teaching and learning environments, and that are coordinated and aligned with the teacher preparation curriculum.

Competitive Preference Priority 2--Implementing Internationally Benchmarked, College- and Career-Ready Elementary and Secondary Academic Standards (0-2 points).

Projects that are designed to support the implementation of internationally benchmarked, college- and career-ready academic standards held in common by multiple States and to improve instruction and learning, including projects in the following priority areas:

(a) The development or implementation of professional development or preparation programs aligned with those standards.

(b) Strategies that translate the standards into classroom practice.

Definitions: The definitions for "High-Need Early Childhood Education (ECE) Program," "High-Need Local Educational Agency (LEA)," "High-Need School," and "Partner Institution" are from section 200 of the HEA. The definitions for "Logic Model" and "Strong Theory" are from 34 CFR 77.1.

High-Need Early Childhood Education (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.

High-Need Local Educational Agency (LEA) means a local educational agency (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 (RLIS) 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.

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 and 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 and 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 and reduced price school lunch under the Richard B. Russell National School Lunch Act.

Logic model (also referred to as theory of action) means a well-specified conceptual framework that identifies key components of the proposed process, product, strategy, or practice (i.e., the active “ingredients” that are hypothesized to be critical to achieving the relevant outcomes) and describes the relationships among the key components and outcomes, theoretically and operationally.

Partner Institution means an institution of higher education (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.

Relevant outcome means the student outcome(s)(or the ultimate outcome if not related to students) the proposed process, product, strategy, or practice is designed to improve; consistent with the specific goals of a program.

Strong theory means a rationale for the proposed process, product, strategy, or practice that includes a logic model.

Note: 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."

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, 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: \$35,000,000

Estimated Range of Awards: \$1,000,000 - \$2,000,000.

Estimated Average Size of Awards: \$1,500,000 for the first year of the project. Funding for the second, third, fourth, and fifth years is subject to the availability of funds and the approval of continuation awards (see 34 CFR 75.253).

Estimated Number of Awards: 20-25.

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

Project Period: Up to 60 months (subject to availability of funds).

III. Eligibility Information

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 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 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.

(e) 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--

(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) 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.

1. Eligible Applicants: 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; and

(xiii) An entity operating a program that provides alternative routes to State certification of teachers.

Note: So that the Department can to confirm the eligibility of the LEAs that applicants propose to serve, applicants will need to include information in their applications that demonstrates that each participating LEA in the project is a “high-need LEA” (as defined in the HEA).

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) and one of the requisite criteria for teacher need in component (ii) of the HEA definition for “high-need LEA.” In addition, applicants should review the following information to determine whether the LEAs they propose to serve meet the definition of “high-need LEA”:

(1) 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, aged 5-17 inclusive, from families with incomes below the poverty line, as that term is defined in section 1124(c)(1)(A) of the Elementary and Secondary Education Act of 1965, as amended (ESEA) (20 U.S.C. 6333(c)(1)(A)). The term "poverty line" is itself defined in section 9101(33) of the ESEA.

When presenting evidence to support that each participating LEA is a high-need LEA, an applicant should consider the following:

While an applicant may use any poverty data that show that an LEA serves the required number or percentage of children (individuals ages 5 through 17) from families below the poverty line, the Department is not aware of any reliable data that do so other than data periodically gathered by the U.S. Census Bureau.

In this regard, the data that many LEAs collect on the number or percentage of children eligible for free- and reduced-priced meal subsidies may not be used to satisfy the requirements under component (i) of the HEA definition of "high-need LEA." Moreover, data on children eligible for

free- and reduced-priced meal subsidies may not be used to meet the poverty component of the definition of a "high-need LEA" because these data do not reflect children from families with incomes below the poverty line, as that term is defined in section 9101(33) of the ESEA.

Therefore, absent a showing of alternative LEA data that reliably show the number of children from families with incomes below the poverty line (as defined in section 9101(33) of the ESEA) that are served by the LEA, the eligibility of an LEA as a high-need LEA under component (i)(A) or (B) would be determined on the basis of the most recent U.S. Census Bureau data. U.S. Census Bureau data are available for all school districts with geographic boundaries that existed when the U.S. Census Bureau collected its information. The link to the U.S. Census Bureau data is:

www.census.gov/hhes/www/saipe/data/index.html. The Department also makes these data available on its Web site at: www.ed.gov/programs/lsl/eligibility.html. (Although the Department has posted this listing specifically for the Improving Literacy through School Libraries program, these same data would apply to the HEA definition of a "high-need LEA" used for purposes of determining eligibility under the TQP Grant Program.)

Under component (i)(C) or (i)(D) of the definition of "high-need LEA," an LEA may show that it is eligible for funding under the ESEA's Small Rural School Achievement (SRSA) Program or the Rural and Low-Income School (RLIS) Program. 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:

www.ed.gov/programs/reapsrsa/eligible08/index.html. For the RLIS: www.ed.gov/programs/reaprlisp/eligibility.html.

(2) Teacher Need. Under component (ii)(A) or (ii)(B) of the HEA definition of a "high-need LEA," a high-need 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.

With regard to component (ii)(A) of the definition of "high-need LEA," the Department interprets the phrase "a high percentage of teachers not teaching in the academic subjects or grade levels that the teachers were trained to teach" as being equivalent to "a high percentage of teachers teaching out of field." We expect that LEAs that

rely on component (ii)(A) will choose to address why they believe that they have a high percentage of teachers teaching out of field rather than try to provide the data needed to show the percentage of teachers not teaching in the academic subjects or grade levels they were trained to teach. In this regard, the Department is not aware of any specific data that would demonstrate a "high percentage" of teachers teaching out of field (or a high percentage of teachers not teaching in the academic subjects or grade levels they were trained to teach). For applicants that seek to demonstrate that a project LEA meets component (ii)(A), the Department will review this aspect of the LEA's proposed eligibility on a case-by-case basis.

To decrease the level of uncertainty, an applicant may choose instead to demonstrate that each participating LEA meets the eligibility test for a high-need LEA under component (ii)(B) of the HEA definition. An LEA meets this component 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 a "high teacher turnover rate" is for purposes of the definition of "high-need LEA", and for reasons we discussed in the revised notice inviting

applications (NIA) for the TQP Grant Program published in the Federal Register on August 4, 2009 (74 FR 38592, 38600), we will consider an LEA with an annual attrition rate of 16 percent (which may be averaged over a multi-year period) among classroom teachers who did not return to the same school in the LEA, such as those teachers who moved the following year to a different school and those who left teaching altogether, to have a high turnover rate. However, based on the data and explanation an applicant provides in its TQP Grant Program application, we also will consider, on a case-by-case basis, whether LEAs that have a lower attrition rate, or for which the applicant otherwise convincingly presents other forms of data, also have a “high teacher turnover rate,” for purposes of component (ii)(A).

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. As with component (ii)(A) discussed immediately above, for reasons we also addressed in the revised NIA for the TQP Grant Program published in the Federal Register on August 4, 2009 (74 FR 38592, 38600), we will consider an LEA to be a “high-need LEA” if data for that LEA that the State used for its Report Card on the Quality of Teacher Preparation

(submitted to the Department in October 2008 pursuant to section 207(b) of the HEA) demonstrate that at least 1.4 percent of the LEA's teachers were on waivers of State certification requirements. This benchmark reflects the national average percentage of teachers on waivers of State certification in all LEAs, and is reported in the Secretary's November 2011 report, "Preparing and Credentialing the Nation's Teachers: The Secretary's Eighth Report on Teacher Quality Based on Data Provided for 2008, 2009, and 2010", p.48, Figure 19.³ Based on the data and explanation an applicant provides with its TQP Grant Program application, we will consider LEAs that demonstrate that they have a lower percentage of teachers on waivers for State certification requirements to also have a "high percentage of teachers with emergency, provisional, or temporary certification or licensure" on a case-by-case basis.

Likewise, the eligibility of LEAs that do not meet this benchmark, or that do not have data that States used for purposes of their October 2008 Report Cards, such as newly formed LEAs or schools funded by the Bureau of Indian Education, will be determined on a case-by-case basis based

³ Available at:
<http://www2.ed.gov/about/reports/annual/teachprep/2011-title2report.pdf>.

on the best available data the applicant includes in its application.

So that the Department may be able to confirm the status of high-need schools within high-need LEAs that applicants propose to serve, applicants should consider the following information:

For criterion (i)(A) of the HEA definition for "high-need school," 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 school" 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 highly effective 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, as students get older, the percentage of them choosing to apply for these lunch subsidies typically decreases.

We do not believe that the 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, for criterion (i) (A), while there may be other ways for a middle school to demonstrate eligibility as a high-need school on a case-by-case basis, the Secretary will consider a middle or high school to be "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).

2. a. 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 TQP Grant 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 HEA. Applicants that wish to apply for a waiver in year one, or in future years of the project, may include a request in their application that indicates the economic hardship caused by the 100% matching requirement. Further information about applying for waivers can be found in the application package. However, given the

importance of the partnership to the success of the project, the Secretary thinks that the members of the partnership should commit to contributing a significant portion of the match.

b. 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:

Christine Miller, U.S. Department of Education, 400 Maryland Avenue, SW., room 4C119, Washington, 20202. Telephone: (202) 260-8766 or by email: tqpartnership@ed.gov.

If you use a telecommunications device for the deaf (TDD) or a text telephone (TTY), call the TDD/TTY number at 1-877-576-7734.

You can obtain an application package via the Internet or from the Education Publications Center (ED Pubs). To obtain a copy via the Internet, use the following address: <https://www2.ed.gov/programs/tqpartnership/applicant.html>. To obtain a copy from ED Pubs, write, fax, or call the following: ED Pubs, U.S. Department of Education, P.O. Box

22207, Alexandria, VA 22304. Telephone, toll free: 1-877-433-7827. FAX: (703) 605-6794. If you use a telecommunications device for the deaf (TDD) or a text telephone (TTY), call, toll free: 1-877-576-7734.

You can contact ED Pubs at its Web site, also: www.EDPubs.gov or at its e-mail address: edpubs@inet.ed.gov.

If you request an application from ED Pubs, be sure to identify this program or competition as follows: CFDA number 84.336S.

Individuals with disabilities can obtain a copy of the application package in an accessible format (e.g., braille, large print, audiotape, or compact disc) by contacting the program contact person listed in this section.

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 program.

Notice of Intent to Apply: [INSERT DATE 30 DAYS AFTER DATE OF PUBLICATION IN FEDERAL REGISTER].

The Department will be able to develop a more efficient process for reviewing grant applications if it has a better understanding of the number of entities that intend to apply for funding under this competition. Therefore, the

Secretary strongly encourages each potential applicant to notify the Department by sending a short e-mail message indicating the applicant's intent to submit an application for funding. The e-mail need not include information regarding the content of the proposed application, only the applicant's intent to submit it. The Secretary requests that this email notification be sent to Christine Miller at TQPartnership@ed.gov. Applicants that fail to provide this email notification may still apply for funding.

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" x 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).

b. Submission of Proprietary Information:

Given the types of projects that may be proposed in applications for the TQP Grant Program, some applications may include business information that applicants consider proprietary. The Department's regulations define "business information" in 34 CFR 5.11.

We plan on posting the project narrative section of funded TQP Grant Program applications on the Department's Web site so applicants may wish to request confidentiality of business information. Identifying proprietary information in the submitted application will help facilitate this public disclosure process.

Consistent with Executive Order 12600, please designate in your application any information that you feel is exempt from disclosure under Exemption 4 of the Freedom of Information Act. In the appropriate Appendix section of your application, under "Other Attachments Form," please list the page number or numbers on which we can find this information. For additional information please see 34 CFR 5.11(c).

3. Submission Dates and Times:

Applications Available Applications Available: [INSERT DATE OF PUBLICATION IN THE FEDERAL REGISTER]. Deadline for Notice of Intent to Apply: [INSERT DATE **30** DAYS AFTER DATE OF PUBLICATION IN THE FEDERAL REGISTER].

Date of Pre-Application Meeting: TBA. Further information will be available at:

www2.ed.gov/programs/tqpartnership/applicant.html.

Deadline for Transmittal of Applications: [INSERT DATE **[45]** DAYS AFTER DATE OF PUBLICATION IN THE FEDERAL REGISTER].

Deadline for Intergovernmental Review: [INSERT DATE **[add 60]** DAYS AFTER DATE OF PUBLICATION IN THE FEDERAL REGISTER].

Applications for grants under this program must be submitted electronically using the Grants.gov Apply site (Grants.gov). 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. 7. 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.

4. Intergovernmental Review: This program 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 program.

5. Funding Restrictions: We specify unallowable costs in 34 CFR 74.27. We reference regulations outlining funding

restrictions in the Applicable Regulations section of this notice.

6. Data Universal Numbering System Number, Taxpayer Identification Number, and System for Award Management: To do business with the Department of Education, you must--

- a. Have a Data Universal Numbering System (DUNS) number and a Taxpayer Identification Number (TIN);
- b. Register both your DUNS number and TIN with the System for Award Management (SAM) (formerly the Central Contractor Registry (CCR)), the Government's primary registrant database;
- c. Provide your DUNS number and TIN on your application; and
- d. Maintain an active SAM registration with current information while your application is under review by the Department and, if you are awarded a grant, during the project period.

You can obtain a DUNS number from Dun and Bradstreet. A DUNS number can be created within one-to-two business days.

If you are a corporate entity, agency, institution, or organization, you can obtain a TIN from the Internal Revenue Service. If you are an individual, you can obtain a TIN from the Internal Revenue Service or the Social Security

Administration. If you need a new TIN, please allow two-to-five weeks for your TIN to become active.

The SAM registration process can take approximately seven business days, but may take upwards of several weeks, depending on the completeness and accuracy of the data entered into the SAM database by an entity. Thus, if you think you might want to apply for Federal financial assistance under a program administered by the Department, please allow sufficient time to obtain and register your DUNS number and TIN. We strongly recommend that you register early.

Note: Once your SAM registration is active, you will need to allow 24 to 48 hours for the information to be available in Grants.gov. and before you can submit an application through Grants.gov.

If you are currently registered with SAM, you may not need to make any changes. However, please make certain that the TIN associated with your DUNS number is correct. Also note that you will need to update your registration annually. This may take three or more business days.

Information about SAM is available at www.SAM.gov. To further assist you with obtaining and registering your DUNS number and TIN in SAM or updating your existing SAM account, we have prepared a SAM.gov Tip Sheet, which you can find at: <http://www2.ed.gov/fund/grant/apply/sam-faqs.html>.

In addition, if you are submitting your application via Grants.gov, you must (1) be designated by your organization as an Authorized Organization Representative (AOR); and (2) register yourself with Grants.gov as an AOR. Details on these steps are outlined at the following Grants.gov Web page: www.grants.gov/applicants/get_registered.jsp.

7. 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 TQP Grant Program, CFDA number 84.336S, must be submitted electronically using the Government wide Grants.gov Apply site at www.Grants.gov. Through this site, you will be able to download a copy of the application package, complete it offline, and then upload and submit your application. You may not e-mail an electronic copy of a grant application to us.

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.

You may access the electronic grant application for the TQP Grant Program at www.Grants.gov. You must search for the downloadable application package for this program [competition] by the CFDA number. Do not include the CFDA number's alpha suffix in your search (e.g., search for 84.336, not 84.336S).

Please note the following:

- When you enter the Grants.gov site, you will find information about submitting an application electronically through the site, as well as the hours of operation.

- Applications received by Grants.gov are date and time stamped. Your application must be fully uploaded and submitted and must be date and time stamped by the Grants.gov system no later than 4:30:00 p.m., Washington, DC time, on the application deadline date. Except as otherwise noted in this section, we will not accept your application if it is received--that is, date and time stamped by the Grants.gov system--after 4:30:00 p.m., Washington, DC time, on the application deadline date. We do not consider an

application that does not comply with the deadline requirements. When we retrieve your application from Grants.gov, we will notify you if we are rejecting your application because it was date and time stamped by the Grants.gov system after 4:30:00 p.m., Washington, DC time, on the application deadline date.

- The amount of time it can take to upload an application will vary depending on a variety of factors, including the size of the application and the speed of your Internet connection. Therefore, we strongly recommend that you do not wait until the application deadline date to begin the submission process through Grants.gov.

- You should review and follow the Education Submission Procedures for submitting an application through Grants.gov that are included in the application package for this program to ensure that you submit your application in a timely manner to the Grants.gov system. You can also find the Education Submission Procedures pertaining to Grants.gov under News and Events on the Department's G5 system home page at www.G5.gov.

- 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 upload any narrative sections and all other attachments to your application as files in a PDF (Portable Document) read-only, non-modifiable format. Do not upload an interactive or fillable PDF file. If you upload a file type other than a read-only, non-modifiable PDF 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.

- After you electronically submit your application, you will receive from Grants.gov an automatic notification of receipt that contains a Grants.gov tracking number.

(This notification indicates receipt by Grants.gov only, not receipt by the Department.) The Department then will retrieve your application from Grants.gov and send a second notification to you by e-mail. This second notification indicates that the Department has received your application

and has assigned your application a PR/Award number (an ED-specified identifying number unique to your application).

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

Application Deadline Date Extension in Case of Technical Issues with the Grants.gov System: If you are experiencing problems submitting your application through Grants.gov, please contact the Grants.gov Support Desk, toll free, at 1-800-518-4726. You must obtain a Grants.gov Support Desk Case Number and must keep a record of it.

If you are prevented from electronically submitting your application on the application deadline date because of technical problems with the Grants.gov system, we will grant you an extension until 4:30:00 p.m., Washington, DC time, the following business day to enable you to transmit your application electronically or by hand delivery. You also may mail your application by following the mailing instructions described elsewhere in this notice.

If you submit an application after 4:30:00 p.m., Washington, DC time, on the application deadline date, please contact the person listed under; For Further Information Contact in section VII of this notice and provide an explanation of the technical problem you experienced with Grants.gov, along with the Grants.gov

Support Desk Case Number. We will accept your application if we can confirm that a technical problem occurred with the Grants.gov system and that that problem affected your ability to submit your application by 4:30:00 p.m., Washington, DC time, on the application deadline date. The Department will contact you after a determination is made on whether your application will be accepted.

Note: The extensions to which we refer in this section apply only to the unavailability of, or technical problems with, the Grants.gov system. We will not grant you an extension if you failed to fully register to submit your application to Grants.gov before the application deadline date and time or if the technical problem you experienced is unrelated to the Grants.gov system.

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 the Grants.gov system because--

- You do not have access to the Internet; or
- You do not have the capacity to upload large documents to the Grants.gov system; 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 prevent 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: Christine Miller, U.S. Department of Education, 400 Maryland Avenue, SW., room 4C119, Washington, 20202. FAX: (202) 401-8446.

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 84.336S)
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 84.336S)
550 12th Street, SW.
Room 7039, 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 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

1. Selection Criteria: The selection criteria for this program are from 34 CFR 75.210. An applicant may earn up to a total of 100 points based on the selection criteria. The maximum score for each criterion is indicated in parentheses. Each criterion also includes the factors that the reviewers will consider in determining how well an application meets the criterion. A note following a selection criterion is guidance to help applicants in preparing their applications, and is not required by statute or regulations. The criteria are as follows:

(a) Significance (up to 15 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 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.

(ii) The likelihood that the proposed project will result in system change or improvement.

(iii) The extent to which the proposed project will prepare personnel for fields in which shortages have been demonstrated.

(b) Quality of the Project Design (up to 45 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 is supported by strong theory (as defined in 34 CFR 77.1(c)).

(ii) 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.

(iii) The extent to which the proposed activities

constitute a coherent, sustained program of training in the field.

(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.

(v) The extent to which the applicant demonstrates that it has the resources to operate the project beyond the length of the grant, including a multi-year financial and operating model and accompanying plan; the demonstrated commitment of any partners; evidence of broad support from stakeholders (e.g., State educational agencies, teachers' unions) critical to the project's long-term success; or more than one of these types of evidence.

Note: Applicants are encouraged to develop logic models to demonstrate their project's theory of action. Applicants may want to use resources such as the Pacific Education Laboratory's Education Logic Model Application (www.relpacific.mcrel.org/PERR.html, or the Northeast and Island's REL Skill Builder Workshops (www.relnei.org/events/skill-builder-archive.html) to help design their logic models. In addressing this criterion, applicants are also encouraged to connect the project design to the intended impact of the project and how the project

will affect the participants, including preparation, placement, retention, induction, professional development, and effect on improved student achievement. Finally, applicants are encouraged to discuss the role and commitment of each partner and how the IHE and LEA(s) plan to sustain their partnership beyond the life of the grant.

(c) Quality of the Management Plan (up to 20 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 qualifications, including relevant training and experience, of key project personnel.

(iii) The extent to which performance feedback and continuous improvement are integral to the design of the proposed project.

Note: The Secretary encourages applicants to address these factors 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 and qualifications of the personnel who would be responsible for each activity and the level of effort each activity entails. The Secretary also encourages applicants to describe how the partnering organizations will communicate and coordinate in order to achieve project goals.

(d) Quality of the Project Evaluation (up to 20 points).

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

(1) In determining the quality of the evaluation, the Secretary considers--

(i) The extent to which the methods of evaluation provide valid and reliable performance data on relevant outcomes.

(ii) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.

(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 for how the project's evaluation will address the TQP Grant Program performance measures established by the Department under the Government Performance and Results Act of 1993 (GPRA), as well as the measures established in section 204(a) of the HEA. (The specific performance measures established for the overall TQP Grant 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.

2. Review and Selection Process: We remind potential applicants that in reviewing applications in any discretionary grant competition, the Secretary may consider, under 34 CFR 75.217(d)(3), the past performance of the applicant in carrying out a previous award, such as the applicant's use of funds, achievement of project objectives, and compliance with grant conditions. The Secretary may also consider whether the applicant failed to submit a

timely performance report or submitted a report of unacceptable quality.

In addition, in making a competitive grant award, the Secretary also requires various assurances including those applicable to Federal civil rights laws that prohibit discrimination in programs or activities receiving Federal financial assistance from the Department of Education (34 CFR 100.4, 104.5, 106.4, 108.8, and 110.23).

3. Special Conditions: Under 34 CFR 74.14 and 80.12, the Secretary may impose special conditions on a grant if the applicant or grantee is not financially stable; has a history of unsatisfactory performance; has a financial or other management system that does not meet the standards in 34 CFR parts 74 or 80, as applicable; has not fulfilled the conditions of a prior grant; or is otherwise not responsible.

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); or we may send you an email containing a link to access an electronic version of your 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.

3. Reporting: (a) If you apply for a grant under this competition, you must ensure that you have in place the necessary processes and systems to comply with the reporting requirements in 2 CFR part 170 should you receive funding under the competition. This does not apply if you have an exception under 2 CFR 170.110(b).

(b) 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 www.ed.gov/fund/grant/apply/appforms/appforms.html.

4. Performance Measures: The objective of the TQP Grant Program is to increase student achievement in K-12 schools by developing highly qualified teachers. Under the Government Performance and Results Act (GPRA), 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), 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.

Applicants must also address the evaluation requirements in section 204(a) of the HEA. This section asks applicants to develop objectives and measures for increasing:

(a) Achievement for all prospective and new teachers, as measured by the eligible partnership;

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

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

(d)(1) The percentage of highly qualified teachers hired by the high-need local educational agency participating in the eligible partnership;

(2) The percentage of highly qualified teachers hired by the high-need local educational agency who are members of underrepresented groups;

(3) 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);

(4) 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);

(5) 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;

(6) 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

(7) 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.

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.

5. Continuation Awards: In making a continuation award, the Secretary may consider, under 34 CFR 75.253, the extent to which a grantee has made "substantial progress toward meeting the objectives in its approved application." This consideration includes the review of a grantee's progress in meeting the targets and projected outcomes in its approved application, and whether the grantee has expended funds in a manner that is consistent with its approved application and budget. In making a continuation grant, the Secretary also considers whether the grantee is operating in compliance with the assurances in its approved application, including those applicable to Federal civil

rights laws that prohibit discrimination in programs or activities receiving Federal financial assistance from the Department (34 CFR 100.4, 104.5, 106.4, 108.8, and 110.23).

VII. Agency Contact

For Further Information Contact: Christine Miller, U.S. Department of Education, 400 Maryland Avenue, SW., room 4C119, Washington, 20202-5950. Telephone: (202) 260-8766 or by e-mail: tqpartnership@ed.gov.

If you use a TDD or a TTY, call the TDD/TTY number at 1-877-576-7734.

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 compact disc) on request to the program contact person listed under For Further Information Contact in section VII of this notice.]

Electronic Access to This Document: 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 via the Federal Digital System at: www.gpo.gov/fdsys. At this site 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). To use PDF you must have Adobe Acrobat Reader, which is available free at the site.

You may also access documents of the Department published in the Federal Register by using the article search feature at: www.federalregister.gov. Specifically, through the advanced search feature at this site, you can limit your search to documents published by the Department.

Dated:

Nadya Chinoy Dabby
Associate Assistant Deputy
Secretary for Innovation and
Improvement, delegated the
authority to perform the functions
and duties of the Assistant Deputy
Secretary.