

## REQUIRED TQP ELIGIBILITY CHECKLISTS

<b>Eligible Partnership Entities</b>	
<b>High-Need LEA(s):</b>	
<b>High-Need School(s) within the High-Need LEA(s):</b> (must identify at least ONE school within each High-Need LEA at time of application)	
<b>Partner Institution of Higher Education (IHE):</b>	
<b>College or School of Education within the partner IHE:</b>	
<b>College or School of Arts and Sciences within the partner IHE:</b>	

<b>Partner IHE Eligibility</b>	
<i>Partner institution</i> from HEA Section 200(17) means an IHE, which may include a two-year IHE offering a dual program with a four-year IHE, participating in an eligible partnership that has a teacher preparation program--	
(i) Whose graduates exhibit strong performance on State determined qualifying assessments for new teachers through--	
<b>Page</b> _____	(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 must 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--	
<b>Page</b> _____	(1) 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; and
<b>Page</b> _____	(2) Using the State report card on teacher preparation required under section 205(b), after the first publication of such report card and for every year thereafter; and
(ii) That requires--	
<b>Page</b> _____	(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>Page</b> _____	(B) Each student in the program preparing to become a teacher who meets applicable State certification and licensure requirements; and
<b>Page</b> _____ (as applicable)	(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.

### High-Need LEA and High-Need School Eligibility

**INSTRUCTIONS:** Applicants must use this checklist to indicate the option used to support applicant eligibility and the page of where this information can be found in their application. Eligible applicants must include information that confirms whether each LEA (or consortium of LEAs) to be served under the TQP grant meet the statutory definition of high-need LEA. For each high-need LEA, data must be submitted for all three required components: poverty/rural area, teacher need, and high-need school within the partner high need LEA. Within each component, the applicant should identify with option they have selected and indicate the page number where that information can be found in the project narrative.

Applicants must use one checklist per High-Need LEA or upload a chart that includes this required information for all applicant high-need LEAs.

#### Poverty/Rural Area (Component A)

- |   |   |
|---|---|
| <input type="checkbox"/><br>(pg.) _____ | <b>A1:</b> Provide the percentage that demonstrates that not less than 20% of the children served by the LEA(s) are children from low-income families. <p style="text-align: center;"><b>OR</b></p>                         |
| <input type="checkbox"/><br>(pg.) _____ | <b>A2:</b> Provide the number that demonstrates that the LEA(s) is one that serves not fewer than 10,000 children from low-income families. <p style="text-align: center;"><b>OR</b></p>                                    |
| <input type="checkbox"/><br>(pg.) _____ | <b>A3:</b> Document that the LEA(s) meets the eligibility requirements for funding under the Small, Rural School Achievement (SRSA) Program under section 6211(b) of the ESEA. <p style="text-align: center;"><b>OR</b></p> |
| <input type="checkbox"/><br>(pg.) _____ | <b>A4:</b> Document that the LEA(s) meets the eligibility requirements for funding under the Rural and Low-Income School (RLIS) Program under section 6221(b) of the ESEA.  |

#### Teacher Need (Component B)

- |   |  |
|---|--|
| <input type="checkbox"/><br>(pg.) _____ | <b>B1:</b> The Department may accept data that demonstrates that the participating teachers in the participating LEA(s) have a lack of training in the academic subject areas or grade levels in which they were trained to teach. An applicant may demonstrate that they meet the statutory requirement of a “high percentage of teachers” by including appropriate comparison data, which may include State or National-level data to indicate that the participating LEA(s) have a “high percentage of teachers not teaching in the academic subject areas or grade levels in which the teachers were trained to teach” in relation to State or National averages. <p style="text-align: center;"><b>OR</b></p> |
| <input type="checkbox"/><br>(pg.) _____ | <b>B2:</b> The Department may accept data that demonstrates that the participating LEA(s) has a “high percentage,” of teachers with “emergency, provisional or temporary certification or licensure.” An applicant may demonstrate they meet this statutory requirement by including appropriate comparison data, which may include State or National-level data to indicate that the participating LEA(s) have a “high percentage of teachers with emergency, provisional, or temporary certification or licensure” in relation to State or National averages. <p style="text-align: center;"><b>OR</b></p>   |
| <input type="checkbox"/><br>(pg.) _____ | <b>B3:</b> The Department may accept data that demonstrates that the participating LEA(s) has a “high annual teacher turnover rate.” An applicant may demonstrate they meet this statutory requirement by including appropriate comparison data, which may include State or National-level data to indicate that the participating LEA(s) have a “high annual teacher turnover rate” in relation to State or National averages.  |

**High-Need School within the High-Need LEA (Component C)**

**INSTRUCTIONS:** For determining the eligibility of a “high-need school,” this form is required if using Free- or Reduced-Price Lunch (FRPL) data. If using FRPL data, applicants must submit FRPL data for at least one partner high-need school to confirm the eligibility from each eligible High-Need LEA at the time of application.

Applicants must use one checklist per high-need school or upload a chart that includes this required information for all applicant high-need schools.

<input type="checkbox"/> (pg.) _____	<b>C1:</b> List the schools proposed for the partnership, confirm that they rank in the top quartile and provide the percentage of students eligible for FRPL; <p style="text-align: center;"><b>OR</b></p>
<input type="checkbox"/> (pg.) _____	<b>C2:</b> Provide data that the school is an elementary school where not less than 60% of its students are eligible for FRPL, or that the aggregate level of poverty of the school’s feeder schools based on the aggregate percentage of their students eligible for FRPL yields 60% with extra documentation provided from section 200(11)(B)(ii) of HEA; <p style="text-align: center;"><b>OR</b></p>
<input type="checkbox"/> (pg.) _____	<b>C3:</b> Provide data that the school is not an elementary school where not less than 45% of its students are eligible for FRPL, or that the aggregate level of poverty of the school’s feeder schools based on the aggregate percentage of their students eligible for FRPL yields 45%, with extra documentation provided from section 200(11)(B)(ii) of HEA.