FY 2016

U.S. Department
of Education
Office of
Innovation and
Improvement
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APPLICATION FOR GRANTS UNDER THE TEACHER QUALITY PARTNERSHIP (TQP) GRANT PROGRAM

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UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF INNOVATION AND IMPROVEMENT

Dear Applicant:

Thank you for your interest in the Teacher Quality Partnership (TQP) program! We know that teachers are the single most important element in improving student learning and achievement. The TQP program provides resources to "eligible partnerships" among institutions of higher education(IHE), high-need local educational agencies, high-need schools, and the IHE's schools/colleges/departments of education and arts and sciences to prepare teachers to teach in high-need schools and support them in their first critical years of teaching. Applicants for a grant under this program must propose comprehensive plans for pre-baccalaureate (or, in States that have them, fifth-year teacher preparation programs, and coordinate their project design both with other required members of their "eligible partnerships" and with state and community stakeholders that are optional partners. It is our expectation that funded partnerships will be visionary, collaborative and committed to achieving the necessary changes in teacher preparation that will produce effective teachers who enter the classroom --- prepared to teach students with varying learning needs and styles, and to improve student achievement.

In this competition, we are especially interested in supporting TQP projects that are designed to serve students in tribal communities and rural areas, given the need for effective educators in these communities. We have included a Competitive Preference Priority and an Invitational Priority for this purpose. Applicants that address this Competitive Preference Priority may receive additional points for designing projects that focus on producing teachers who will focus on producing teachers who will serve one or both of these high-need student populations in their recruitment efforts for prospective teachers. Grantees are also encouraged to propose TQP projects that will provide project participants with specific coursework, experiences, and professional development to enable them to gain academic content knowledge and cultural competencies, and related teaching pedagogical skills to support the learning needs of American Indian and Alaska Native students, rural students, or both.

This application package contains more detailed information about the TQP program including a link to the full version of the Notice Inviting Applications published in the *Federal Register* on May 23, 2016, ED required forms, optional but desired program checklists, and important instructions on how to submit an application using Grants.gov. We strongly encourage you to read this application package carefully. Please pay close attention to all program requirements , eligibility requirements and program priorities. The Department and Congress have high expectations for TQP grantees. Therefore, we ask applicants to view this program not just as an opportunity for additional funds, but as an opportunity to carefully consider how to best prepare caring, talented and effective teachers to serve students in at-risk schools that most need them.

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

Sincerely,

Venitia Richardson
Director, Teacher Quality Programs
Office of Innovation and Improvement
U. S. Department of Education

So, you're all set to APPLY?

- Have your downloaded and reivewed the FY 16 TQP NIA?
- Have you downloaded and reviewed the FY 16 TQP Application Package?
- Have you downloaded and reviewed the TQP FAQ document?
- Have your reviewed the instructions for electronic submission of your application?

If **YES,** you should be good to **GO**!

Best Wishes from the TQP Team!

I. Program Background Information

Program Overview

Program Office: Office of Innovation and Improvement (OII)

Grant Name: Teacher Quality Partnership (TQP)

CFDA Number: 84.336S

Grant Type: Discretionary/Competitive Grant

Program Description: The Teacher Quality Partnership (TQP) Grant Program aims to increase student achievement by improving the quality of new prospective teachers by enhancing the preparation of prospective teachers and the professional development activities for current teachers; holding teacher preparation programs at institutions of higher education (IHEs) accountable for preparing talented, certified or licensed and effective teachers; and recruiting effective individuals, including minorities and individuals from other occupations, into the teaching force.

More specifically, the TQP Grants Program seeks to improve the quality of new teachers by creating partnerships among IHEs, their schools/colleges of education and arts and sciences, high-need school districts (local educational agencies (LEAs)), their high-need schools, and/or high-need early childhood education (ECE) programs. These partnerships will create model teacher preparation programs at the pre-baccalaureate level (or in a 5th year initial licensing program) through the implementation of specific reforms of the IHE's existing teacher preparation programs, or model teaching residency programs for individuals with strong academic and/or professional backgrounds but without teaching experience.

Authorizing Legislation

The Teacher Quality Partnership program statute is contained in Title II of the Higher Education Act, as amended on August 14, 2008, by the Higher Education Opportunity Act (Public Law 110-315) (HEA). Definitions for the program (including those for components of an eligible partnership) are contained in section 200 of the HEA, as amended, while the program authority itself is in Title II, Part A of that Act (section 201 - 204). You may view the full version of the Higher Education Act, as amended in 2008 by clicking the link below.

http://www2.ed.gov/programs/tqpartnership/legislation.doc

II. Basic Application Information

Teacher Quality Partnership (84.336S)
Application available: May 23, 2016
Pre-Application Information Webinars: May 31, 2016 and June 2, 2016. Visit TQP webpage for registration information.
Intent to Apply: June 22, 2016
Deadline for transmitting applications: July 7, 2016
Estimated Award Announcement: September 30, 2016

2016 TQP Notice Inviting Applications
The full text of the Notice Inviting Applications (NIA) for the FY 2016 TQP grant competition can be found on the Federal Register Web site at the following URLs:

https://www.gpo.gov/fdsys/pkg/FR-2016-05-23/pdf/2016-12101.pdf (PDF)

https://federalregister.gov/a/2016-12101 (Text)

All TQP applications must be received on or before 4:30:00 P.M. Washington, D.C. time, on **July 7, 2016.** Please note that U.S. Department of Education grant application deadline is **4:30:00 P.M., Washington, D.C. time.** 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, D.C. time, on the application deadline date. Late applications will not be accepted. The Department is required to enforce the established deadline to ensure fairness to all applicants. No changes or additions to an application will be accepted after the deadline date and time.

An applicant may check the status of its application, any time after submission, by using the "Track My Application" feature available from the upper navigation on the Grants.gov site. Applicants may also check the status of a submission by logging into their Grants.gov account using the Applicant Login. After logging in, an applicant should click on the "Check Application Status" link on the left-hand menu. **Applicants should be careful that they download the intended TQP application package and that they submit their applications for the intended TQP competition.** Your application will be reviewed under the competition for which it was submitted, and only applications that are successfully submitted by the established deadline will be peer reviewed.

2016 TQP Application Package

Please note that the TQP Application Package is for applicants to download and use as a guide only. Unless the applicant qualifies for an exception to the electronic submission requirement, all TQP grant applications must be submitted electronically via Grants.gov.

Intent to Apply

The Secretary strongly encourages each potential applicant to notify the Department of its intent to submit an application for TQP funding by completing the FY 16 Intent to Apply survey at https://www.surveymonkey.com/r/tqpfy16. Applicants that fail to complete the FY 16 Intent to Apply survey may still apply for funding, but submission of the survey will help us plan for an efficient peer review.

Apply!

All applications must be submitted electronically via Grants.gov. To locate the application package on the Grants.gov website, hover over the "Applicant" tab. Select the "Apply for Grants" option, and then click on "Download a Grant Application Package." Type in the CFDA (84.336S) or the Funding Opportunity Number ED-GRANTS-052316-001). Click "Download Package." You will want to ensure that you download the application package titled "TQP Application."

FY 16 TQP Grant Competition Design Elements

- An eligible applicant must be an "**eligible partnership**" as defined in section 200(6) of the HEA. The eligible partnership must include all of the following:

  - One or more high-need local educational agencies;
  - One or more high-need schools or consortium of high-need schools served by the high-need local educational agencies;
  - A partner institution of higher education;
  - A school, department, or program of education within such partner institution; and
  - A school or department of arts and sciences within such partner institution

  In addition, the "eligible partnership" may include one or more of the entities listed in Section 200(6)(B) of the HEA.

- **Absolute Priorities**: The FY 2016 TQP Competition identifies two Absolute Priorities, which are different forms of TQP projects addressed in the HEA. They are:

  - **Absolute Priority 1**—Partnership Grants for the Preparation of Teachers. Under this Absolute Priority, eligible partnerships would (1) create model teacher preparation programs at the pre-baccalaureate level (or in a 5th year initial licensing program) through the implementation of specific reforms of the IHE's existing teacher preparation programs must address, and (2) provide follow-up supports for program graduates who become teachers in partner LEAs.

  - **Absolute Priority 2**— Partnership Grants for the Establishment of Effective Teaching Residency Programs. Under this Absolute Priority, eligible partnerships would (1) create model teaching residency programs for individuals with strong academic and/or professional backgrounds but without teaching experience, (2) ensure that participants are able to receive a Master's degree and full teaching certification or licensing within 18 months, and (3) provide participants with a living stipend or salary for 12 months in exchange for an agreement to serve in a high-need school of a partner high-need LEA for not less than three years.

  Applicants may address only ONE Absolute Priority, not both. If an application addresses both priorities, it will not be reviewed. Applicants must identify the Absolute Priority they are addressing in the program Abstract.

- **Other Priorities:** This TQP competition also has is one Competitive Preference Priority and one Invitational Priority. Applicants must identify if they plan to address these priorities in the program Abstract as well.

  <u>Competitive Preference Priority</u> (Optional)
  - Competitive Preference Priority—Supporting High-Need Students (0-15 points). Projects that are designed to improve academic outcomes for one or both of the following groups of students: (a) students who are members of federally-recognized Indian Tribes, and (b) students served by rural LEAs.
  - Applicants should indicate if the CPP is being addressed in a separate section of the project narrative or if it being addressed throughout the project narrative.

NOTE: Competitive Preference Priority Points will only be awarded to applications that are highly rated on the basis of how well it addresses Absolute Priority 1 or Absolute Priority 2 and other required elements via the competition's selection criteria.

Invitational Priority (Optional)

- Invitational Priority: Enhancing Cultural Competencies to Support High-Need Students Who Are American Indian and Alaska Native students, Rural Students, or both.

NOTE: Applicants will not receive additional points for addressing the Invitational Priority; however, funded applicants will be bound to the language that is has included in its response to the Invitational Priority throughout the funded grant performance period.

Language of Priorities: See the content of these four priorities full priority language in the NIA for FY 2016 published in the Federal Register on May 23, 2016 (81 FR 32306).

- The TQP grant program has a 100% non-Federal match requirement and a Supplement-not-Supplant requirement.

With regard to the 100% non-Federal match requirement:

- Successful applicants must describe in their application how they will provide a non-Federal match of 100 percent of the full amount (cash or in-kind) of the grant to carry out the activities supported by the grant, or
- Successful applicants may request a waiver of all or part of the matching requirement for any fiscal year.
- The Secretary expects all applicants to work with partners in the eligible entity to try to meet most, if not all, of the statutory match requirement. However, the Secretary also understands that depending on the fiscal situation of members of the eligible entity this may not always be possible.

With regard to the supplement-not-supplant requirement:

- Both federal and matching funds must supplement, not supplant, existing funds used to carryout activities supporting the grant.

Sample TQP High-Need Data Resources

Eligible applicants must meet the definition of a high-need LEA and high-need schools as found in Section 200(10)(11) of the HEA by providing documentation that it has at least 20 percent of, or at least 10,000, children from low-income families, providing documentation 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 or meets the eligibility requirements for funding under the Rural and Low-Income School (RLIS) Program under section 6221(b) of the ESEA and a high-percentage teachers not teaching in the academic subject areas or grade levels in which the teachers were trained to teach.

Poverty/Rural Area Requirement

Section 200(2) of the HEA defines the phrase "children from low-income families" to have the meaning described in section 1124(c)(1)(A) of the ESEA, as amended by the No Child Left Behind Act (NCLB). That ESEA provision requires use of the most recent poverty data issued by the US Census Bureau. These data may be found in the following links:

http://www.census.gov/did/www/saipe/downloads/sd14/index.html

http://www.census.gov//did/www/saipe/data/index.html

http://www2.ed.gov/programs/reapsrsa/eligible15/index.html

If the Census Bureau data do not include poverty data for a particular LEA, such as a charter school with LEA status, a newly created LEA, and most if not all Bureau of Indian Education (BIE)-funded schools, the eligible partnership should include in its application documentary support for a conclusion that the level of its students' family poverty as measured by data it does have, such as eligibility for free or subsidized lunches, is comparable to 20 percent of, or at least 10,000, children from low income families as presented in the most recent Census Bureau data. The Department will then review these submissions on a case-by-case basis.

Teacher Need

The Department is not able to provide a definitive threshold on what constitutes a high percentage of teachers not teaching in the academic subject areas or grade levels in which the teachers were trained to teach, or a high teacher turnover rate or a high percentage of teachers with emergency, provisional, or temporary certification or licensure. Therefore, eligible applicants should include in their application documentation to support the conclusion that any LEA they would identify as a high-need LEA has one of these teacher need characteristics. The Department will then review these submissions on a case-by-case basis.

Applicants should present their best case with the documentation of poverty among the target population proposed in their TQP application. The websites listed above may be used to help document poverty data, however, other reliable data sources may be used as well. Please make sure your data sources are properly documented and are the most recent data available. Data should not be older than 2012.

Submission Procedures

IMPORTANT – PLEASE READ FIRST

U.S. Department of Education

Grants.gov Submission Procedures and Tips for Applicants

The deadline for submission of all TQP applications through Grants.gov is July 7, 2016 at 4:30:00 P.M., Washington, D.C. time.

To facilitate your use of Grants.gov, this document includes important submission procedures you need to be aware of to ensure your application is received in a timely manner and accepted by the Department of Education.

ATTENTION – Browser Support

Grants.gov is a Custom Java Application that uses standard web-browsers as the client. Grants.gov leverages the latest web technologies such as Ajax which relies extensively on JavaScript, HTML, and CSS. Grants.gov recommends you use the most up-to-date web browser possible for the best User Experience. If you are unsure about which version of the browser you are using, please check the following places:

- **Microsoft IE** – the *About Internet Explorer* setting under Help on your toolbar
- **Firefox** – the *About Firefox* setting under Help on your toolbar
- **Chrome**- the *About Google Chrome* setting under the *Customize and Control Google Chrome* option (located on the far right ≡) in your toolbar options for your browsers.

The table below lists supported Web Browsers:

Web Browser	Support	Comments
Microsoft IE 9/10/11	Supported	
Mozilla Firefox	Supported	Versions change frequently; we recommend you have the latest version. Legacy versions are functional but may experience some issues. It is recommended to upgrade to the latest version.
Google Chrome	Supported	Versions change frequently; we recommend you have the latest version. Legacy versions are functional but may experience some issues. It is recommended to upgrade to the latest version.
Apple Safari	Supported	Versions change frequently; we recommend you have the latest version. Legacy versions are functional but may experience some issues. It is recommended to upgrade to the latest version.

Please see the Grants.gov Browser Support Page, which includes the above information and any additional updates: http://www.grants.gov/web/grants/support/technical-support/software/browser-support.html

ATTENTION – Adobe Forms and PDF Files Required

Applications submitted to Grants.gov for the Department of Education will be posted using Adobe forms. Therefore, applicants will need to download the latest version of Adobe reader (at least Adobe Reader 10.1.14). Information on computer and operating system compatibility with Adobe and links to download the latest version is available on Grants.gov at this link: compatibility table. We strongly recommend that you review these details on www.Grants.gov before completing and submitting your application. In addition, applicants should submit their application a day or two in advance of the closing date as detailed below. Also, applicants are required to upload their attachments in .pdf format only. (See details below under "Attaching Files – Additional Tips.") If you have any questions regarding this matter please email the Grants.gov Contact Center at support@grants.gov or call 1-800-518-4726.

1) **REGISTER EARLY** – Grants.gov registration involves many steps including registration on SAM (www.sam.gov) which may take approximately one week to complete, but could take upwards of several weeks to complete, depending upon the completeness and accuracy of the data entered into the SAM database by an applicant. You may begin working on your application while completing the registration process, but you cannot submit an application until all of the Registration steps are complete. Please note that once your SAM registration is active, it will take 24-48 hours for the information to be available in Grants.gov, and before you can submit an application through Grants.gov. For detailed information on the Registration Steps, please go to: http://www.grants.gov/web/grants/register.html [Note: Your organization will need to update its SAM registration annually (formerly Central Contractor Registry (CCR).]

   Primary information about SAM is available at www.sam.gov. However, to further assist you with obtaining and registering your DUNS number and TIN in SAM or updating your existing SAM account the Department of Education has prepared a SAM.gov Tip Sheet which you can find at: http://www2.ed.gov/fund/grant/apply/sam-faqs.html.

   All applicants are advised to confirm that they have an active record with SAM. If an applicant has an expired record, the applicant will need to activate its record in order to submit an application of the TQP competition.

   Registration in Brief (ALLOW 4 WEEKS FOR COMPLETION OF ALL STEPS)

   a. **Obtain DUNS Number**
      Same day. If requested by phone (1-866-705-5711) DUNS is provided immediately. If your organization does not have one, you will need to go to the Dun & Bradstreet website at http://fedgov.dnb.com/webform to obtain the number.
   b. **Register with SAM**. All applicants are advised to confirm that they have an active record with System for Award Management (SAM). If an applicant has an expired record, the applicant will need to activate its record in order to submit an application for the TQP competition. Ensure that your organization is registered with the System for Award Management (SAM) at https://www.sam.gov/portal/public/SAM/. If your organization is not registered within the SAM, an **authorizing official** of your organization must register.
      i. You can obtain a Data Universal Numbering System (DUNS) number from Dun and Bradstreet. A DUNS number can be created within **one-to-two business days**.
      ii. If you are a corporate entity, agency, institution, or organization, you can obtain a Taxpayer Identification Number (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 2-5 weeks** for your TIN to become active.

iii. 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/web/grants/register.html.
For additional guidance on updating a registration, applicants are advised to visit the SAM.gov Web site.

c. **Username & Password**
Same day. Complete your AOR (Authorized Organization Representative) profile on Grants.gov and create your username and password. You will need to use your organization's DUNS Number to complete this step. https://apply07.grants.gov/apply/OrcRegister.

d. **AOR Authorization**
***Same day.** The E-Business Point of Contact (E-Biz POC) at your organization must login to Grants.gov to confirm you as an Authorized Organization Representative (AOR). Please note that there can be more than one AOR for your organization. In some cases the E-Biz POC is also the AOR for an organization.
***TIME DEPENDS ON RESPONSIVENESS OF YOUR E-BIZ POC.**

e. **TRACK AOR STATUS**
At any time, you can track your AOR status by logging in with your username and password. Login as an Applicant (enter your username & password) using the following: http://www.grants.gov/applicants/org_step6.jsp.

2) **SUBMIT EARLY – We strongly recommend that you do not wait until the last day to submit your application. Grants.gov will put a date/time stamp on your application and then process it after it is fully uploaded.** The time it takes to upload an application will vary depending on a number of factors including the size of the application and the speed of your Internet connection, and the time it takes Grants.gov to process the

application will vary as well. If Grants.gov rejects your application (see step three below), you will need to resubmit successfully to Grants.gov before 4:30:00 p.m. Washington, DC time on the deadline date.

Note: To submit successfully, you must provide the DUNS number on your application that was used when you registered as an Authorized Organization Representative (AOR) on Grants.gov. This DUNS number is typically the same number used when your organization registered with the SAM (formerly CCR -Central Contractor Registry). If you do not enter the same DUNS number on your application as the DUNS you registered with, Grants.gov will reject your application.

3) **VERIFY SUBMISSION IS OK** – You will want to verify that Grants.gov received your application submission on time and that it was validated successfully. To see the date/time your application was received, login to Grants.gov and click on the Track My Application link. For a successful submission, the date/time received should be earlier than 4:30:00 p.m. Washington, DC time, on the deadline date, AND the application status should be: Validated, Received by Agency, or Agency Tracking Number Assigned. Once the Department of Education receives your application from Grants.gov, an Agency Tracking Number (PR/award number) will be assigned to your application and will be available for viewing on Grants.gov's Track My Application link.

   If the date/time received is later than 4:30:00 p.m. Washington, D.C. time, on the deadline date, your application is late. If your application has a status of "Received" it is still awaiting validation by Grants.gov. Once validation is complete, the status will either change to "Validated" or "Rejected with Errors." If the status is "Rejected with Errors," your application has not been received successfully. Some of the reasons Grants.gov may reject an application can be found on the Grants.gov site: http://www.grants.gov/web/grants/applicants/grant-application-process/application-statuses.html. For more detailed information on troubleshooting Adobe errors, you can review the Adobe Reader Error Messages document at http://www.grants.gov/web/grants/support/technical-support/troubleshooting/encountering-error-messages.html. If you discover your application is late or has been rejected, please see the instructions below. Note: You will receive a series of confirmations both online and via e-mail about the status of your application. Please do not rely solely on e-mail to confirm whether your application has been received timely and validated successfully.

Submission Problems – What should you do?

If you have problems submitting to Grants.gov before the closing date, please contact Grants.gov Customer Support at 1-800-518-4726 or http://www.grants.gov/web/grants/about/contact-us.html, or access the Grants.gov Self-Service web portal at: https://grants-portal.psc.gov/Welcome.aspx?pt=Grants

If electronic submission is optional and you have problems that you are unable to resolve before the deadline date and time for electronic applications, please follow the transmittal instructions for hard copy applications in the Federal Register notice and get a hard copy application postmarked by midnight on the deadline date.

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

Helpful Hints When Working with Grants.gov

Please note, once you download an application from Grants.gov, you will be working offline and saving data on your computer. Please be sure to note where you are saving the Grants.gov file on your computer. You will need to logon to

Grants.gov to upload and submit the application. **You must provide the DUNS number on your application that was used when you registered as an Authorized Organization Representative (AOR) on Grants.gov.**

Please go to http://www.grants.gov/web/grants/about/contact-us.html for help with Grants.gov. For additional tips related to submitting grant applications, please refer to the Grants.gov Submit Application FAQs found on the Grants.gov http://www.grants.gov/web/grants/support/general-support/faqs.html.

Dial-Up Internet Connections

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

MAC Users

For MAC compatibility information, review the Operating System Platform Compatibility Table at the following Grants.gov link: http://www.grants.gov/web/grants/support/technical-support/recommended-software.html. **If electronic submission is required and you are concerned about your ability to submit electronically as a non-windows user, please follow instructions in the Federal Register notice to obtain an exception to the electronic submission requirement no later than two weeks before the application deadline date.** (See the Federal Register notice for detailed instructions.)

Attaching Files – Additional Tips

Please note the following tips related to attaching files to your application, especially the requirement that applicants **only include read-only, non-modifiable .PDF files** in their application:

1. Ensure that you attach ***.PDF files only*** for any attachments to your application, and they must be in a **read-only, non-modifiable format**. PDF files are the only Education approved file type accepted as detailed in the Federal Register application notice. Applicants must submit individual .PDF files only when attaching files to their application. Specifically, the Department will not accept any attachments that contain files within a file, such as PDF Portfolio files, or an interactive or fillable .PDF file. Any attachments uploaded that are not .PDF files or are password protected files will not be read.
2. Grants.gov cannot process an application that includes two or more files that have the same name within a grant submission. Therefore, each file uploaded to your application package should have a unique file name.
3. When attaching files, applicants should follow the guidelines established by Grants.gov on the size and content of file names. Uploaded files must be less than 50 characters, contain no spaces, no special characters (example: -, &, *, %, /, #, \) including periods (.), blank spaces and accent marks. Applications submitted that do not comply with the Grants.gov guidelines will be rejected at Grants.gov and not forwarded to the Department.
4. Applicants should limit the size of their file attachments. Documents submitted that contain graphics and/or scanned material often greatly increase the size of the file attachments and can result in difficulties opening the files. For reference, the average discretionary grant application totals 1 to 2 MB. Therefore, you may want to check the total size of your package before submission.

Grants.gov System Maintenance

Please be reminded that the Grants.gov system will not be available for use during the times listed below.

Date	Scope	Details
June 18-20, 2016	Release 15.2	**Scheduled Maintenance Outage:** Production System will go **Offline** Saturday June 18, 2016 at 12:01 AM ET. Production System will go **Online** Monday June 20, 2016 at 6:00 AM ET.

Application Tips

I. Register or maintain registration on SAM.gov. 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. 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. Also note that you will need to update your registration annually. This may take three or more business days.

II. Register early on Grants.gov. The registration process may take up to two weeks to complete. For additional information on the registration and submission process please review the resources available on the Grants.gov Website.

III. Verify that the person assigned to submit the application has been designated as an Authorized Organization Representative (AOR). Track your AOR status (see page 13). You must be "active" in order to submit an application on behalf of the organization.

IV. Clearly state which of the two Absolute Priorities your application addresses. Applications will be reviewed by Absolute Priority, so it is important that you clearly identify the Absolute Priority your application addresses.

V. Clearly state if you are addressing the Competitive Preference Priority. Points will not be awarded for this priority if your response is not clearly labeled. Applicants should indicate if the CPP is being addressed in a separate section of the project narrative or if it being addressed throughout the project narrative.

VI. Review the submission for clarity. Applications will be read by multiple peer reviewers; therefore it is important to ensure that the application can be understood by someone who is unfamiliar with your project.

VII. Submit all files in .PDF format. While Grants.gov may accept other format types, the Department's system, which receives the files from Grants.gov, will only accept .PDF files. Files submitted in formats other than .PDF may not convert in a legible manner and, in these instances, cannot be reviewed.

VIII. Submit early on Grants.gov. Applications must be finished uploading, and be validated by the Grants.gov system, by 4:30:00pm, Washington, DC, time on the deadline date. Validation indicates if the submission was successful and may take up to two days. If the submitted application is deemed invalid due to an error, applicants may correct the error and resubmit only if the 4:30:00pm Washington, DC time deadline has not passed. Applicants are encouraged to review the submission to be sure that the files transmitted correctly. Grants.gov may not catch all errors. Late submissions or modifications to the submitted application <u>will not</u> be accepted after the deadline.

IX. Each application will be reviewed under the competition for which it was submitted in the Grants.gov system, and only applications that are successfully submitted by the established deadline will be peer reviewed. Applicants should be careful that they download the intended TQP application package and that they submit their applications under the TQP competition.

X. **NOTE:** Applicants will receive multiple emails to confirm submission in Grants.gov, validation, and transmission to the Department of Education. Once the application is transmitted to the Department, applicants will receive a final email with a unique identifier called a PR Award Number. Use this number when making inquiries about the submitted application. Please review the email carefully to ensure that you submitted the application under the intended competition.

DUNS Number Instructions

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

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

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

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

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

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

Note: Electronic submission via Grants.gov must use the D-U-N-S number your organization used when it registered in the System for Award Management.

IV. Application Instructions

Electronic Application Format

All applicants interested in completing a TQP application should first thoroughly review the NIA for FY 2016 published in the Federal Register on May 23, 2016 (81 FR 32306). The NIA will orient applicants to the TQP program by providing the following information:

- Background information and purpose of the program;
- Eligibility requirements;
- Absolute Priorities;
- Competitive Preference Priority (optional);
- Invitational Priority (optional);
- Selection Criteria and assigned points;
- Key definitions;
- Procedural and substantive requirements of the application process, and
- Instructions on how to electronically submit the application.

Applicants should pay close attention to the Selection Criteria as applications will be evaluated and scored against these criteria. Applicants that address the Competitive Preference Priority will not be awarded additional points unless their applications are highly rated based on how well reviewers determine they have addressed the selection criteria.

Completing and Submitting Your Application

A complete application consists of the following components:

Required Forms:

- ED Standard Forms; and
- Assurances and Certifications

Application Narrative:

The TQP application will use the following Grants.gov Narrative Forms.

- ED Abstract Narrative Form;
    - The ED Abstract Narrative Form is where you will provide your one-page project abstract. Specific instructions around what to include in the abstract are on page 24 of this application package.

- Project Narrative Form;
    - The Project Narrative Form is where you will describe how your proposed project meets one of the two Absolute Priorities contained in the FY 16 TQP NIA as well as other required elements. Applicants should include a Table of Contents and be sure to discuss their projects in a way that best responds to the Selection Criteria. Specific instructions are included on page 25 of this application package.

    - **Eligible applicants are strongly encouraged to limit the project narrative to 50 pages.** The Table of Contents does not count towards this limit.

- Budget Narrative Form; and
    - The Budget Narrative Form is where you will provide a line item budget **(ED 524)** and a budget narrative for the proposed TQP project and matching funds. While the budget narrative should project costs of all partners and any other entities who will work on the project, only one combined budget representing the total of all costs of the proposed project should be provided. This budget should reflect all 5 years of the proposed project period. Specific instructions are included on page 30 of this application package.

- Other Attachments Form (upload appendices here)
    - The Other Attachments Form is where you will include the application appendices. Specific Appendix instructions are included on page 34 of this application package.
    - Optional program checklists start on page 34 of this application package.
        - TQP Program Forms and Optional Program Checklists include:
            - TQP Optional Eligible Partnership and Partner IHE Verification Checklist*
            - TQP Optional General Program Requirements Checklist*
            - TQP Optional High Need LEA AND High Need School Checklist*
            - TQP Optional Absolute Priority Checklists*
            - TQP Waiver Request Form

* The Checklists above are optional; however, applicants are strongly encouraged to fill in these checklists or something similar to ensure that all TQP program requirements have been addressed and to ensure that TQP program staff and peer reviewers can find the information in

your application that addresses each element that the HEA requires. The HEA program statue includes a great many application and program requirements that your application needs to address; we don't want any applicant to have its application rejected because we could not find information in the application that the law requires.

NOTE: If you have multiple documents to be attached to one of the above narrative sections (except for Other Attachments), it is recommended that you merge them into one .PDF file and upload them to the appropriate narrative.

Addressing Your Questions

The Department provides multiple avenues for interested applicants to ask questions and clarify their understanding of the TQP competition and process. Applicants should keep in mind that the Department cannot provide guidance on specific proposals.

The Department has published a comprehensive Frequently Asked Questions (FAQ) document on its Web site, at http://www2.ed.gov/programs/tqpartnership/tqpfinalfaq52316.pdf . Applicants should review this FAQ document carefully to see whether their particular questions have been addressed. The Department also plans to update this document in response to applicant questions, if necessary. Interested applicants may send their questions to TQPartnership@ed.gov

The Department has posted a PowerPoint that provides an overview of the TQP Program and this competition. The Department also plans to host an informational session, live or online, designed to help interested applicants with the application process. We encourage interested applicants to participate in these sessions. The posted PowerPoint, and any further information about this session, as it becomes available, may be found on the TQP Web site at

http://innovation.ed.gov/what-we-do/teacher-quality/teacher-quality-partnership/.

A. Required Forms

Standard Forms Instructions

Applicants must submit along with their project narratives the required standard forms, assurances, and certifications included in the list below.

- Application for Federal Assistance (SF 424);

  NOTE: Please do not attach any narratives, supporting files, or application components to the Standard Form (SF 424). Although this form accepts attachments, the Department of Education will review only materials/files attached to the section labeled "Other Attachments Form."
- Department of Education Supplemental Information for SF 424;
- Department of Education Budget Summary Form (ED 524) Sections A & B;
- Disclosure of Lobbying Activities (SF-LLL);
- General Education Provisions Act (GEPA) Requirements - Section 427;
- Assurances, Non-Construction Programs (SF 424B); and
- Grants.gov Lobbying form (formerly ED 80-0013 form).

Electronic copies and instructions for the required forms can be downloaded at the following address: http://www2.ed.gov/fund/grant/apply/appforms/appforms.html and can be found in the Grants.gov submission package.

B. Application Narrative Instructions

Instructions for ED Abstract Narrative

Eligible applicants must submit a one-page abstract.

The one-page abstract, limited to 2000 characters, should include the following items:

- Project Title;
- Identification of the Absolute Priority the application addresses;
- Basic Information about the Competitive Preference Priority, if applicable;
- Basic Information about Invitational Priority, if applicable;
- Brief project description including key project activities;
- Summary of project objectives and expected outcomes;
- Target number of aspiring teachers the project will serve;
- Any special project features; and
- List of members of the Eligible Partnership.

Instructions for Project Narrative

The Project Narrative should describe the project that an eligible partnership would carry out (i.e., Absolute Priority 1 or Absolute Priority 2) as well as other required elements if its application is funded. It also should include the eligible partnership's response to the Selection Criteria since the application will be evaluated and scored against these criteria. The NIA identifies the maximum possible score for each criterion. Finally, the Project Narrative also may include the eligible partnership's response to the Competitive Preference Priority and Invitational Priority if the partnership has addressed them.

Absolute Priorities

The NIA for the FY 2016 TQP competition includes two Absolute Priorities.

Under **Absolute Priority 1**, eligible partnerships would (1) create model teacher preparation programs at the pre-baccalaureate level (or in a 5th year initial licensing program) through the implementation of specific reforms of the IHE's existing teacher preparation programs must address, and (2) provide follow-up supports for program graduates who become teachers in partner LEAs.

Under **Absolute Priority 2**, eligible partnerships would (1) create model teaching residency programs for individuals with strong academic and/or professional backgrounds but without teaching experience, (2) ensure that participants are able to receive a Master's degree and full teaching certification or licensing within 18 months, and (3) provide participants with a living stipend or salary for 12 months in exchange for an agreement to serve in a high-need school of a partner high-need LEA for not less than three years.

NIA explains in detail the two Absolute Priorities and what applicants must address. The Department **will not** review any application that addresses both priorities.

Applicants should keep in mind that reviewers will review and score, and the Department will rank, applications by Absolute Priority and highest score within each priority. For these reasons, applicants should clearly identify the Absolute Priority in the Project Narrative.

Competitive Preference Priority

The NIA for the FY 2016 TQP competition includes one Competitive Preference Priority (CPP) for projects that are designed to improve academic outcomes for one or both of the following groups of students: (a) students who are members of federally-recognized Indian Tribes, and (b) students served by rural LEAs.

An applicant must identify and address the CPP in the project narrative section of its application. Responses to the CPP should be clearly labeled and placed at the front of the project narrative. Responses to the CPP are included in the project narrative page limit. CPP points will only be awarded

to applications that rate highly on the selection criteria.

Please note that the Department **will not** review or award points under any CPP that fails to clearly identify the CPP the applicant wishes the Department to consider for purposes of earning Competitive Preference Priority points.

Invitational Priority

The FY 2016 TQP NIA includes one Invitational Priority. Enhancing Cultural Competencies to Support High-Need Students Who Are American Indian and Alaska Native, Reside in Rural Areas, or both.

This Invitational Priority is explained in detail in the NIA; it is designed to support the CPP. Applicants should identify in the project narrative section of its application that they have addressed the Invitational Priority and wish the Department to consider the information as further support for its response to the CPP. We ask that responses to the Invitational Priority be clearly labeled and, like any response to the CPP itself, be placed at the front of the project narrative. Responses to the Invitational Priority are included in the project narrative's suggested page limit. While applicants will not receive additional points for addressing the Invitational Priority, the Department believes that the Invitational Priority will promote projects that effectively serve students who are Native American or Alaska Native, live in rural areas, or both.

Formatting

A "page" is 8.5" x 11", on one side only, with 1" margins at the top, bottom, and both sides. Page numbers and an identifier may be within the 1" margin. Double-space (no more than three lines per vertical inch) all text in the application narrative, including titles, headings, footnotes, quotations, and references. Please use a font size that is either 12-point or larger or no smaller than 10 pitch, and one of the following fonts: Times New Roman, Courier, Courier New, or Arial.

Page Limits

Applicants are strongly encouraged to limit the Project Narrative to no more than **50 pages**. This suggested page limit applies to the responses to the Selection Criteria as well as to the CPP and Invitational Priority. The Table of Contents does not count against the page limit.

2016 TQP Application Grant Selection Criteria

Selection Criteria: Read the TQP NIA for full selection criteria language.

A. Significance (up to 10 points).
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 importance or magnitude of the results or outcomes likely to be attained by the proposed project, especially improvements in teaching and student achievement.

B. Quality of the Project Design (up to 30 points).
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.
(ii) 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.
(iii) The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.

C. Quality of the Management Plan (up to 35 points).
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 extent to which performance feedback and continuous improvement are integral to the design of the proposed project.

D. Quality of the Project Evaluation (up to 25 points).
In determining the quality of the evaluation, the Secretary considers—
(i) The extent to which the methods of evaluation will 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.

Sample Point Ranges[1] for Rating Applicant Responses to the Selection Criteria

All applicants should respond to each of the Selection Criteria published in the Notice Inviting Applications, published in the Federal Register on May 23, 2016 (81 FR 32306). Reviewers must assess applications based on the Selection Criteria. While we expect reviewers to use their professional knowledge and expertise in reviewing and scoring applications, reviewers may not score applications for which they have personal knowledge. Doing so would create an impermissible conflict of interest. Please note that in awarding points for each Criterion, the maximum number of points available under each sub-criterion is the same. See 34 CFR 201(c). In addition to including all required application content and elements of one of the Absolute Priorities, each application should offer a comprehensive design for the proposed project and identify desired outcomes consistent with the Absolute Priority the eligible partnership chooses to address and the Competitive Preference Priority, if applicable. Therefore, reviewers need to read the application in its entirety to determine the overall quality of the proposed project and the quality of the applicant's response to each Selection Criterion.

The score that a reviewer assigns to an applicant's response to each Selection Criterion and sub-criterion must be consistent with the reviewers' written comments. Comments and scores should both reflect the same assessment of the quality of the applicant's response. It is particularly important that reviewers do not pair a negative comment with a positive score and vice versa. Scores indicate how well or poorly a reviewer determined that an applicant responded to a Selection Criterion, so reviewers' comments should reflect why the reviewer determined that the applicant's response to a given Selection Criterion deserves the score the
reviewer provided -- perhaps across a range from fully developed and high quality to not addressed. We offer they following example of how a reviewer might chose to score an application's responses to the selection criteria.

Maximum Point Value	General Quality of Applicant's Response				
	Not Addressed	Poorly Developed	Adequately Developed	Well-Developed	Fully Developed
35	0	1-9	10-19	20-27	28-35
30	0	1-7	8-15	16-23	24-30
25	0	1-4	5-11	12-18	19-25
10	0	1-2	3-5	6-8	9-10

[1] This document will be provided to peer reviewers to assist in the reviewing and scoring of the eligible applicant's response to the Selection Criteria. It is included here for the applicants' reference.

Sample Scoring Rubric for Competitive Preference Priority

TQP applicants may choose to address the Competitive Preference Priority (CPP) and thereby be eligible to earn up to 15 additional points. Below you will find suggested guidance and a Suggested Scoring Rubric to consider when reviewing and scoring the applicant's response to the CPP.

- Reviewers should provide detailed comments on the strengths and weaknesses of how an applicant addresses the CPP that support the score the reviewers award to the applicant.
- Applicants do not have to address how the project would students from both Native American/Alaska Native communities in order to be eligible to receive any or all points under the CPP.
- Only applicants that are highly rated on the program's selection criteria are eligible to receive CPP points. However, reviewers should still score the portion of any application that addresses the CPP.
- We have asked applicants to clearly identify where in their applications they have addressed the CPP. If an applicant has not done so, as you review the application as a whole and how it addresses the program's selection criteria, please look for a discussion of the CPP

There is no required rubric reviewers must use for scoring this CPP. Rather, reviewers should use their professional judgment in awarding these points. However, to assist you in your review, we have provided the following sample rubric as an example of the type of rubric a reviewer might use to assign points on the basis of this CPP. Additionally we ask that where applicable, you review the applicant's response to the Invitational Priority as this response is designed to support the CPP. You may use this rubric if you agree with it. Otherwise, use your own criteria for awarding CPP points.

Criteria	Possible Points
The extent to which the applicant provides timely data (none older than 2012) that supports a high concentration of students to be served in the identified population(s)	2
The extent to which the applicant identifies and analyses the specific need(s) of the students in the identified population(s) that the project would address.	3
The extent to which the project is designed to specifically meet the identified need(s) of the students in the identified population(s) based on its analysis.	5
The extent to which the proposed project will prepare highly effective teacher candidates for state licensure/certification and support the learning needs of students in the identified population(s)	5

INSTRUCTIONS FOR BUDGET AND BUDGET NARRATIVE

The Budget Narrative Form should include the eligible applicant's line item budget (ED form 524, Sections A and B) AND the accompanying budget narrative (Section C) that explains the budgeted items in detail.

Instructions for Sections A and B - the ED 524 Budget Form

Applicants may request TQP funding for up to 60 months (5 years) and should make this request at the time of application. Applicants must complete ED 524 for all budget years of the proposed project. The budget narrative must describe the applicant's proposed multiyear project activities and the costs associated with those activities. Specifically, 34 CFR 75.112(b) (section 75.112(b) of the Education Department General Administrative Regulations (EDGAR) requires applicants to present "a narrative that describes how and when, in each budget period of the project, the applicant plans to meet each objective of the project." EDGAR may be accessed at:

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

Therefore, for each line item of both Section A (federal costs) and Section B (non-Federal costs) of the Budget Form (ED 524), provide detailed costs (in dollars) accompanied by a narrative justification to support your request. In addition, applicants should include costs for three project staff persons (project director, evaluator, and two partners) to attend an annual 3 day project directors' meeting in Washington, DC.

In completing the budget (and budget narrative), please note that, in Section B, an applicant identifies the funds or in-kind contributions it proposes to use to meet the matching requirement as well as any other non-Federal funds or non-Federal in-kind contributions that it proposes to use to support its TQP project. For example, absent receipt of a waiver for cause, an applicant that requests $1,000,000 for a given project period must secure $1,000,000 in matching funds; therefore, the project budget narrative would reflect how the total proposed budget of $2,000,000 will be expended. An applicant need not have already secured matching funds or in-kind contributions in order to identify those funds or contributions in Section B.

If an applicant is submitting with its application a request for a waiver for all or part of the non-Federal matching requirement, the applicant may show in Section B the amount of non-Federal funds or in-kind contributions it intends to use to support its TQP project consistent with that request.

The budget for both Section A and Section B (and the corresponding sections of Section C, the budget narrative) should include only costs that are allowable, reasonable, and necessary for carrying out the objectives of the TQP project. Rules about allowable costs are set out in 2 CFR Part 200. 2 CFR Part 200 also may be accessed at:

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

Instructions for Section C- Budget Narrative

Provide an itemized budget breakdown, and justification by project year, for each budget category included in Sections A and B of the ED 425. Provide this information by project year, and provide a total projected cost for each category – by project year and for the project as a whole.

Please remember that under section 202(k) of the HEA, the TQP program has a supplement, not supplant requirement. This means that costs may not be charged to TQP funds or to matching funds if, in the absence of TQP funds, these costs would be borne anyway.

Personnel (Line 1): Provide each project personnel's base salary or wages, as well as the percentage full time equivalency (FTE) each individual is projected to work on the TQP project.

Fringe Benefits (Line 2): The institution's or agency's normal contributions for fringe benefits may be charged to TQP funds or contributed as a match. If you are including fringe benefits, please explain how the fringe rate was calculated and identify the staff members who would receive the benefits. Leave this line blank if fringe benefits applicable to direct salaries and wages are included in indirect costs.

Travel (Line 3): Indicate the proposed travel costs of employees and participants only. Provide a breakdown of the costs associated with each proposed trip and justification for the costs. In addition, applicants should include costs for up to three project staff persons to attend an annual 3 day project directors' meeting in Washington, DC.

Equipment (Line 4): Describe all equipment to be purchased for the TQP project, i.e., all tangible, non-expendable personal property that would be purchased to support the TQP project. In this regard, equipment has usefulness greater than one year and acquisition costs that are the lesser of the capitalization level established by the applicant entity for financial statement purposes or $5,000 per article. An applicant may establish a lower limit to maintain consistency with its general policies. Also provide, for each piece of equipment to be purchased, the amount to be purchased, the cost per unit and how this cost was determined, and the justification for these purchases

Supplies (Line 5): Describe all supplies to be purchased for the TQP project, i.e., all tangible, expendable personal property to be purchased to support the TQP project. Supplies (which include materials) differ from equipment in that they are consumable, expendable, and have a unit cost below that of equipment. For each kind of supply, provide the amount to be purchased, the projected cost and how this cost was determined, and a justification for these purchases.
Contractual (Line 6): The contractual category should include all costs specifically incurred with actions that the applicant takes in conjunction with an established procurement system. Include consultant fees, expenses, and travel costs in this category if the consultant's services are obtained through a written binding agreement or contract. Identify the contractor, the amount of the contract (this should include a breakdown of the major service components of the contract and the costs of each portion) and an explanation of what the services are being provided by the contractor. In addition, please if applicant proposes to select a contractor before receiving a TQP award, please see 34 CFR 75.135(a) - (c) (section 75.135(a) - (c) of EDGAR) on how the requirements for competitive procurements that normally apply may be avoided by naming the contractors in the application)

Construction (Line 7): Not applicable.

Other (Line 8): Describe all direct costs not covered on lines 1-6. For example describe costs such as space rental, required fees, honoraria and travel (where a contract is not in place for services), training, and communication and printing costs. *Do not include any costs that are included in calculations of indirect costs.*

Total Direct Costs (Line 9): The sum of lines 1-8.

Indirect Costs (Line 10): Indicate the applicant's approved restricted indirect cost rate, per sections 75.563 and 76.564 – 75.569 of EDGAR (34 CFR 74.563 and 76.654 -569). Please note, a member of an eligible partnership that is not an LEA or State agency may charge indirect costs to its TQP project funds at a rate of 8 percent if the eligible partnership is awarded a TQP grant (and unless the Secretary determines that it would have a lower negotiated rate). See 34 CFR 76.563(c). Alternatively, the member of the eligible partnership that is not an LEA or State agency may use its restricted indirect cost rate, or apply for one and use the 8% rate until it receives one.

LEAs (and any State agency optional partners) must use their own established restricted indirect cost rates; they are not eligible to use this 8rate.

NOTE: If you have questions about how to obtain an approved restricted indirect cost rate or how to apply that rate, you may contact a cost negotiator using the information provided at the following URL: http://www2.ed.gov/about/offices/list/ocfo/fipao/icgreps.html. If you have further questions about

restricted indirect cost rates, please refer to section K. Allowable Use of Funds, in the TQP FAQs. Applicants may also contact the Department of Education's Indirect Cost Rate Group at IndirectCostGroup@ed.gov.

Training Stipends (Line 11): If your project is to implement a teaching residency program under Absolute Priority 2, indicate the amount of the living wage stipend, the number of grant participants to receive the stipends and the justification for the stipend. Please make sure that training stipends are placed under this line item and not under "Personnel" or "Other."

Total Cost (Line 12): This should equal to sum of lines 9-11 (total direct costs + indirect + training stipends).

Please remember that a budget justification should be provided for both Federal costs and Non-Federal costs.
Please also check all figures and combined totals in the budget narrative, Section C, to ensure that they correspond to the amounts reflected in Section A and Section B on ED 524.

Instructions for Appendix (Other Attachments Form)

Applicants should **attach all appendices to the Other Attachments Form**. For each appendix, applicants are asked to save files as a .PDF, label each file with the **Appendix name** and upload the file to the Other Attachments Form. The Other Attachments Form can support many attachments; therefore it is unnecessary to merge appendices into one document.

Applicants are strongly encouraged to follow the instructions below when uploading information according to Appendix guide below:

Appendix A: **TQP Optional Eligible Partnership AND Partner IHE Checklist**

Appendix B: **TQP Optional Application and General Program Requirements Checklist**

Appendix C: **TQP Optional Needs Assessment for TQP Application and General Program Requirements**

Appendix D: **TQP Optional High-Need LEA AND High-Need School Checklist**

Appendix E: **TQP Optional Absolute Priority Checklist**
Applicants may address only ONE Absolute Priority, not both.

Appendix F: **TQP Waiver Request Form**
Applicants should include TQP waiver request form and written justification.

Appendix G: **Logic Model**

Appendix H: **Resumes of Key Personnel**

Appendix I: **Letters of Support and Memorandum of Understanding from partners, if applicable**

Appendix J: **Other documents, if applicable**

*Applicants are strongly encouraged to use the optional checklists on the following pages to document and identify where required information can be found in the proposed application. Use of the checklists will enable reviewers and Department staff to identify where in your applications required information is located, and prevent your applications from being found ineligible for funding because this information cannot be located.

Applicants can download the above listed checklists from the TQP program webpage.

TQP Program Forms

TQP Optional Eligible Partnership AND Partner IHE Checklist

Eligible Applicant Name:	
Eligible Partnership Entities	
High-Need LEA:	
High-Need School within the High-Need LEA: (must identify at least ONE school within each high-need LEA at time of application)	
Partner IHE:	
College or School of Education within the partner IHE:	
College or School of Arts and Sciences within the partner IHE:	

Partner IHE Eligibility	
Partner institution from Section 200(17) means an IHE, which may include a two-year IHE offering a dual program with a partner 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--	
Page _____	(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--	
Page _____	(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
Page _____	(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--	
Page _____	(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;
Page _____	(B) Each student in the program preparing to become a teacher who meets applicable State certification and licensure requirements; and
Page _____	(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, when used with respect to an early childhood educator, means an educator-- (a) With specialized education and training in development and education of young children from birth until entry into kindergarten; (b) With–- (i) A baccalaureate degree in an academic major in the arts and sciences; or (ii) An associate's degree in a related educational area; and (c) Who has demonstrated a high level of knowledge and use of content and pedagogy in the relevant areas associated with quality ECE.	

TQP OPTIONAL Application and General Program Requirements Checklist

To be considered for funding, applicants must address the following general program application and program requirements that the HEA requires. Except as specifically noted in this section, the general application requirements are from section 202(b) of the HEA (20 U.S.C. 1022a)(b). To ensure the fulfillment of every program requirement and authorized activity listed below, the Department strongly encourages the applicant, to indicate the page number(s) where the specific component is located in the program narrative on the left side of the page.	
Each eligible partnership desiring a grant under this program must submit an application that contains— (a)____ A needs assessment of the partners in the eligible partnership with respect to the preparation, ongoing training, professional development, and retention of general education and special education teachers, principals, and, as applicable, early childhood educators. (*Place the needs assessment in Appendix C*)	
(b)_____	(b) A description of the extent to which the program to be carried out with grant funds, as described in Absolute Priority 1 or Absolute Priority 2, in this notice; and, if the applicant chooses to do so, a Partnership Grant for the Development of Leadership Program, as described in section 202(f) of the HEA, will prepare prospective and new teachers with strong teaching skills
(c)_____	(c) A description of how such program will prepare prospective and new teachers to understand and use research and data to modify and improve classroom instruction
(d) (1)_____ (2)_____	(d) A description of-- (1) How the eligible partnership will coordinate strategies and activities assisted under the grant with other teacher preparation or professional development programs, including programs funded under the ESEA and IDEA and through the National Science Foundation; and (2) How the activities of the partnership will be consistent with State, local, and other education reform activities that promote teacher quality and student academic achievement
(e) (1)_____ (2)_____ (3)_____	(e) An assessment that describes the resources available to the eligible 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) (1)_____ (2)_____	(f) A description of-- (1) How the eligible partnership will meet the purposes of the TQP Grant Program as specified in section 201 of the HEA; (2) How the partnership will carry out the activities required under Absolute Priority 1 or Absolute Priority 2, as described in this notice, based on the needs identified in paragraph (a), with the goal of improving student academic achievement;

(3)_____	(3) If the partnership chooses to use funds under the TQP Grant 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 such 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; Note: In FY 2016, the Department is not funding any grants under sections 202(f) or 202(g) of the HEA.
(4)_____	(4) The partnership's evaluation plan, it's plan for including the objective and measures identified in under section 204(a) of the HEA;
(5)_____	(5) How the partnership will align the teacher preparation program with the--
(5i)_____	(i) State early learning standards for Early Childhood Education (ECE) programs, as appropriate, and with the relevant domains of early childhood development; and
(5ii)_____	(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;
(6)_____	(6) How the partnership will prepare general education teachers to teach students with disabilities, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the IDEA;
(7)____	(7) How the partnership will prepare general education and special education teachers to teach students who are limited English proficient;
(8)____	(8) How faculty at the partner institution will work during the term of the grant, with teachers who meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification, or, with regard to special education teachers the qualifications describes in section 612(a)(14)(C) of the IDEA, in the classrooms of high-need schools served by the high-need LEA in the partnership to—
(i)_____	(i) Provide high-quality professional development activities to strengthen the content knowledge and teaching skills of elementary school and secondary school teachers; and
(ii)_____	(ii) Train other classroom teachers to implement literacy programs that incorporate the essential components of reading instruction;
(9)_____	(9) How the partnership will design, implement, or enhance a year-long and rigorous teaching preservice clinical program component;
(10)_____	(10) How the partnership will support in-service professional development strategies and activities; and
(11)____	(11) How the partnership will collect, analyze, and use data on the retention of all teachers

	and early childhood educators in schools and ECE programs located in the geographic area served by the partnership to evaluate the effectiveness of the partnership's teacher and educator support system.
(g)_____ (1)_____ (2)_____ (3)_____ (4)_____	(g) With respect to the induction program required as part of the activities carried out under Absolute Priority 1 or Absolute Priority 2, or both— (1) A demonstration 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) A demonstration of the eligible partnership's capability and commitment to, and the accessibility to and involvement of faculty in, the use of empirically-based practice and scientifically valid research on teaching and learning; (3) A description of how the teacher preparation program will design and implement an induction program to support, though 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 such program for the mentors' work with new teachers; and (4) A description of how faculty involved in the induction program will be able to substantially participate in an ECE program or elementary school or secondary school classroom setting, as applicable, including release time and receiving workload credit for such participation.

TQP Optional High-need LEA eligibility Checklist

Applicants must include information that confirms that each LEA (or consortium of LEAs) to be served under the grant meet the statutory definition of high-need. Applicants are strongly encouraged to use the checklist below to indicate the option used to support eligibility and the page of where it can be found in the application. Once complete, upload the checklist into Appendix A. For high-need LEAs, data must be submitted for all three components below poverty / rural area, teacher need requirement, and High-need school within the partner LEA. It is very important that applicants review the definitions of high-need LEA and high-need school included in the NIA. Applicants should also view page 10 of this application package for sample data sources.

Poverty/Rural Area Requirement (Component A)	
☐ (pg.)_____	A1: Provide the percentage that demonstrates that not less than 20% of the children served by the LEA(s) are children from low-income families.
	OR
☐ (pg.)_____	A2: Provide the number that demonstrates that the LEA(s) is one that serves not fewer than 10,000 children from low-income families.
	OR
☐ (pg.)_____	A3: Document that the LEA(s) meets the eligibility requirements for funding under the Small, Rural School Achievement (SRSA) Program under section 6211(b) of the ESEA.
	OR
☐ (pg.)_____	A4: Document that the LEA(s) meets the eligibility requirements for funding under the Rural and Low-Income School (RLIS) Program under section 6221(b) of the ESEA.
Teacher Need (Component B)	
☐ (pg.) _____	B1: The Department will accept data that demonstrates that the participating teachers in the partner LEA(s) has a lack of training in the academic subject areas or grade levels in which they were trained to teach that is at least 5%. The Department will consider an applicant's data that represents a lower percentage rate on a case by case basis.
	OR
☐ (pg.)_____	B2: The Department will accept data that demonstrates that the participating LEA(s) has a "high percentage," of at least 1.4%, of teachers with emergency, provisional or temporary certification or licensure that it reported to the State for the purposes of the State's October 2008 HEA, section 207 report. The Department will consider an applicant's data that represents a lower percentage rate on a case by case basis.
	OR
☐ (pg.) _____	B3: The Department will accept data that demonstrates that the participating LEA(s) has a high annual teacher turnover rate of at least 15.5 percent among classroom teachers who did not return to the same school in the LEA. The Department will consider an applicant's data that represents a lower percentage rate on a case by case basis.

TQP OPTIONAL HIGH-NEED SCHOOL ELIGIBILITY CHECKLIST	
Applicant must submit data to confirm the eligibility for at least ONE partner high-need school from each eligible high-need LEA at the time of application. Additional high-need schools may be added later if the applicant is awarded funding under TQP.	
	For determining the eligibility of a "high-need school," the Department is only aware of data regarding free and reduced price school lunches (FRPSL) as available to schools and LEAs.
☐ (pg.) _____	C1: List the schools proposed for the partnership, confirm that they rank in the top quartile and provide the percentage of students eligible for FRPSL; **OR**
☐ (pg.) _____	C2: Provide data that the school is an elementary school where not less than 60% of its students are eligible for FRPSL, or that the aggregate level of poverty of the school's feeder schools based on the aggregate percentage of their students eligible for FRPSL yields 60% with extra documentation provided from section 200(11)(B)(ii) of HEA; **OR**
☐ (pg.) _____	C3: Provide data that the school is not an elementary school where not less than 45% of its students are eligible for FRPSL, or that the aggregate level of poverty of the school's feeder schools based on the aggregate percentage of their students eligible for FRPSL yields 45%, with extra documentation provided from section 200(11)(B)(ii) of HEA.

TQP Optional Absolute Priority 1 Checklist

Pre-Baccalaureate/5th Year Initial License Preparation of Teachers Applicants must respond to Absolute Priority 1 or Absolute Priority 2. Applicants that respond to Absolute Priority 1 must address each component of this priority as listed below. To ensure the applications meets all priority requirements and that reviewers and Department staff can locate this information in the application, the Department strongly encourages the applicant, to indicate the page number(s) where the specific component is located in the program narrative on the checklist below.	
Page Number (a)_____ (i)_____ (ii)_____ (iii)____ (2)_____	(a) Program Accountability. Implementing reforms, described in paragraph (b) of this priority, within each teacher preparation program and, as applicable, each preparation program for ECE programs, of the eligible partnership that is assisted under this priority, to hold each program accountable for-- (1) Preparing-- (i) New or prospective teachers who meet the applicable State certification and licensure requirements including any requirements for certification obtained through alternative routes to certification, or, with regard to special education teachers, the qualifications described in section 612(a)(14)(C) of the IDEA (including teachers in rural school districts, special educators, and teachers of students who are limited English proficient); (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.
(1)_____ (2)_____	(b) Required reforms. The reforms described in paragraph (a), above, must include-- (1) Implementing teacher preparation program curriculum changes that improve, evaluate, and assess how well all prospective and new teachers develop teaching skills; (2) Using empirically-based practice and scientifically valid research, where applicable, about teaching and learning so that all prospective teachers and, as applicable, early childhood educators--

(i)_____	(i) Understand and can implement research-based teaching practices in classroom instruction;
(ii)_____	(ii) Have knowledge of student learning methods;
(iii)____	(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)____	(iv) Possess teaching skills and an understanding of effective instructional strategies across all applicable content areas that enable general education and special education teachers and early childhood educators in order to--
(A)____	(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, and, as applicable, children in ECE programs; and
(B)____	(B) Differentiate instruction for such students;
(v)_____	(v) Can effectively participate as a member of the individualized education program team, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act (IDEA); and
(vi)____	(vi) Can successfully employ effective strategies for reading instruction using the essential components of reading instruction;
(3)_____	(3) 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 meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification, or, with regard to special education teachers, the qualifications described in section 612(a)(14)(C) of the IDEA, 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;
(4)_____	(4) Developing and implementing an induction program;
(5)_____	(5) Developing admissions goals and priorities aligned with the hiring objectives of the high-need LEA in the eligible partnership; and
(6)_____	(6) Implementing program and curriculum changes, as applicable, to ensure that prospective

	teachers have the requisite content knowledge, preparation, and degree to teach Advanced Placement or International Baccalaureate courses successfully.
	(c) Clinical experience and interaction. Developing and improving a sustained and high-quality preservice clinical education program to further develop the teaching skills of all prospective teachers and, as applicable, early childhood educators involved in the program. Such programs shall do the following--
(1)____	(1) Incorporate year-long opportunities for enrichment, including—
(i)_____	(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)____	(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)_____	(2) Integrate pedagogy and classroom practice and promote effective teaching skills in academic content areas;
(3)_____	(3) Provide high-quality teacher mentoring.
(4)_____	(4) Be offered over the course of a program of teacher preparation.
(5)_____	(5) Be tightly aligned with course work (and may be developed as a fifth year of a teacher preparation program).
(6)_____	(6) 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.
(7)_____	(7) 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.
(8)_____	(8) Provide support and training for individuals participating in an activity for prospective or new teachers described in this paragraph, or paragraphs (a) and (b), or (d), and for individuals who serve as mentors for such teachers, based on each individual's experience. Such support may include--
(i)_____	(i) With respect to a prospective teacher or a mentor, release time for such individual's participation;
(ii)_____	(ii) With respect to a faculty member, receiving course workload credit and compensation for time teaching in the eligible partnership's activities; and
(iii)_____	(iii) With respect to a mentor, a stipend, which may include bonus, differential, incentive, or performance pay, based on the mentor's extra skills and responsibilities.
(d)_____	(d) Induction programs for new teachers. Creating an induction program for new teachers or, in the case of an early childhood education program, providing mentoring or coaching for new early childhood educators.

(e)_____	(e) Support and training for participants in ECE programs. In the case of an eligible partnership focusing on early childhood educator preparation, implementing initiatives that increase compensation for early childhood educators who attain associate or baccalaureate degrees in ECE.
(f)_____	(f) Teacher recruitment. Developing and implementing effective mechanisms (which may include alternative routes to State certification of teachers) to ensure that the eligible partnership is able to recruit qualified individuals to become teachers who meet the applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification, or, with regard to special education teachers, the qualifications described in section 612(a)(14)(C) of the IDEA, through the activities of the eligible partnership, which may include an emphasis on recruiting into the teaching profession--
(1)_____	(1) Individuals from under represented populations.
(2)_____	(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)_____	(3) Mid-career professionals from other occupations, former military personnel, and recent college graduates with a record of academic distinction.
(g)_____	(g) Literacy training. Strengthening the literacy teaching skills of prospective and, as applicable, new elementary school and secondary school teachers--
(1)_____	(1) To implement literacy programs that incorporates the essential components of reading instruction.
(2)_____	(2) To use screening, diagnostic, formative, and summative assessments to determine students' literacy levels, difficulties, and growth in order to improve classroom instruction and improve student reading and writing skills.
(3)_____	(3) To provide individualized, intensive, and targeted literacy instruction for students with deficiencies in literacy skills.
(4)_____	(4) To integrate literacy skills in the classroom across subject areas.

TQP Optional Absolute Priority 2 Checklist

Effective Teaching Residency Programs (Teacher Residency Program) Applicants must respond to Absolute Priority 1 or Absolute Priority 2. Applicants that respond to Absolute Priority 2 must address each component of this priority as listed below. To ensure the applications meets all priority requirements and that reviewers and Department staff can locate this information in the application, the Department strongly encourages the applicant, to indicate the page number(s) where the specific component is located in the program narrative on the checklist below.	
Page Number	
	(I) GENERAL. Under this priority, an eligible partnership must carry out an effective teaching residency program that includes all of the following activities:
(a)____	(a) Supporting a teaching residency program described in paragraph II(a) for high-need subjects and areas, as determined by the needs of the high-need LEA in the partnership;
(b)____	(b) Placing graduates of the teaching residency program in cohorts that facilitate professional collaboration, both among graduates of the teaching residency program and between such graduates and mentor teachers in the receiving school;
(c)___	(c) Ensuring that teaching residents who participate in the teaching residency program receive—
(1)____	(1) Effective pre-service preparation as described in paragraph II;
(2)____	(2) Teacher mentoring;
(3)____	(3) Support required through the induction program as the teaching residents enter the classroom as new teachers; and
(4)___	(4) The preparation described in paragraphs (c)(1), (2), and (3) Clinical Experience and Interaction in Absolute Priority 1.
	(II) REQUIRED COMPONENTS OF TEACHING RESIDENCY PROGRAMS.
(a)____	(a) Establishment and design. A teaching residency program under this priority is one that also is based upon models of successful teaching residencies that serves as a mechanism to prepare teachers for success in the high-need schools in the eligible partnership, and designed to include the following characteristics of successful programs:
(1)____	(1) The integration of pedagogy, classroom practice, and teacher mentoring;
(2)____	(2) Engagement of teaching residents in rigorous graduate-level course work leading to a master's degree while undertaking a guided teaching apprenticeship;
(3)____	(3) Experience and learning opportunities alongside a trained and experienced mentor teacher--

(i)____	(i) Whose teaching shall complement the residency program so that classroom clinical practice is tightly aligned with coursework;
(ii)____	(ii) Who shall have extra responsibilities as a teacher leader of the teaching residency program, as a mentor for residents, and as a teacher coach during the induction program for new teachers; and for establishing, within the program, a learning community in which all individuals are expected to continually improve their capacity to advance student learning; and
(iii)___	(iii) Who may be relieved from teaching duties as a result of such additional responsibilities;
(4)____	(4) The establishment of clear criteria for the selection of mentor teachers based on measures of teacher effectiveness and the appropriate subject area knowledge. Evaluation of teacher effectiveness shall be based on, but not limited to, observations of the following--
(i)____	(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)____	(ii) Appropriate instruction that engages students with different learning styles;
(iii)____	(iii) Collaboration with colleagues to improve instruction;
(iv)____	(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; and
(v)____	(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;
(5)____	(5) Grouping of teaching residents in cohorts to facilitate professional collaboration among such residents;
(6)____	(6) The development of admissions goals and priorities--
(i)____	(i) That are aligned with the hiring objectives of the LEA partnering with the program, as well as the instructional initiatives and curriculum of such agency, in exchange for a commitment by such agency to hire qualified graduates from the teaching residency program; and
(ii)____	(ii) Which may include consideration of applicants that reflect the communities in which they will teach as well as consideration of individuals from underrepresented populations in the teaching profession;
(7)___	(7) Support for residents, once the teaching residents are hired as teachers of record, through an induction program, professional development, and networking opportunities to support the residents through not less than the residents' first two years of teaching.

(b)____	(b) Selection of individuals as teaching residents.
(1)____	(1) Eligible Individual. In order to be eligible to be a teaching resident in a teaching residency program under this priority, an individual shall—-
(i)____	(i) Be a recent graduate of a four-year institution of higher education or a mid-career professional from outside the field of education possessing strong content knowledge or a record of professional accomplishment; and
(ii)____	(ii) Submit an application to the teaching residency program.
(2)____	(2) Selection Criteria for Participants. An eligible partnership carrying out a teaching residency program under this priority shall establish criteria for the selection of eligible individuals to participate in the teaching residency program based on the following characteristics--
(i)____	(i) Strong content knowledge or record of accomplishment in the field or subject area to be taught;
(ii)____	(ii) Strong verbal and written communication skills, which may be demonstrated by performance on appropriate tests; and
(iii)____	(iii) Other attributes linked to effective teaching, which may be determined by interviews or performance assessments, as specified by the eligible partnership.
	(c) Stipends or salaries; applications; agreements; repayments.
(1)____	(1) Stipends or salaries. A teaching residency program under this priority shall provide a one-year living stipend or salary to teaching residents during the teaching residency program;
(2)____	(2) Applications for stipends or salaries. Each teacher residency candidate desiring a stipend or salary during the period of residency shall submit an application to the eligible partnership at such time, and containing such information and assurances, as the eligible partnership may require;
(3)____	(3) Agreements to serve. Each application submitted under paragraph (c)(2) of this priority shall contain or be accompanied by an agreement that the applicant will—
(i)____	(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)____	(ii) Fulfill the requirement under paragraph (c)(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)____	(iii) Provide to the eligible partnership a certificate, from the chief administrative officer of the LEA in which the resident is employed, of the employment required under paragraph (c)(3)(i) and (ii) of this priority at the beginning of, and upon completion of, each year or partial year of service;
(iv)____	(iv) Meet the applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification, or, with regard to special

	education teachers, the qualifications described in section 612(a)(14)(C) of the IDEA, when the applicant begins to fulfill the service obligation under this provision; and
(v)____	(v) Comply with the requirements set 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.
	(d) <u>Repayments.</u>
(1)____	(1) In general. A grantee carrying out a teaching residency program under this priority shall require a recipient of a stipend or salary under paragraph (c)(1) of this priority who does not complete, or who notifies the partnership that the recipient intends not to complete, the service obligation required by paragraph (c)(3) of this priority to repay such stipend or salary to the eligible partnership, together with interest, at a rate specified by the partnership in the agreement, and in accordance with such other terms and conditions specified by the eligible partnership, as necessary;
(2)____	(2) Other terms and conditions. Any other terms and conditions specified by the eligible partnership may include reasonable provisions for pro rata repayment of the stipend or salary described in paragraph (c)(1) of this priority or for deferral of a teaching resident's service obligation required by paragraph (c)(3) of this priority, on grounds of health, incapacitation, inability to secure employment in a school served by the eligible partnership, being called to active duty in the Armed Forces of the United States, or other extraordinary circumstances;
(3)____	(3) Use of repayments. An eligible partnership shall use any repayment received under paragraph (d) to carry out additional activities that are consistent with the purposes of this priority.

TQP WAIVER REQUEST FORM

NOTE: Only complete this form if your partnership is requesting a full or partial waiver of the match requirement for Year 1 of your proposed grant cycle. This form is due at the time of application along with your written justification.

Applicant Name: _____

Project Type: Pre-Bac ☐ Teaching Residency ☐

Budget Numbers Year 1 of This Grant	
Total Requested Year 1 Funding Amount for this proposed TQP project.	$
Amount Your Organization Committed to Match for Year 1 of this proposed project.	$
Requested Amount to be Waived for Year 1	$

Reason(s) for waiver request *(address all that apply)*:

- Severe economic distress in area(s) being served that has led to low or decreasing revenues for the partner local educational agency(ies) and other partners that would normally be expected to contribute to the match;
- Significant reductions in the budgets of the institution of higher education (IHE) including its school of education and college of arts and science) that are partners to the grant;
- Other (*please summarize*)

Please attach a 1-3 page narrative that explains in detail why your partnership needs this waiver. Include a detailed description of your partnership's efforts to secure matching funds, and a chart or table that shows who and by whom the secured matching funds will be contributed. Additionally, please describe any special challenges and/or shortfalls that your partnership is facing in meeting the 100 percent non-federal match requirement. Please include available documentation that supports your request and include the name, title, and signature of individual submitting the waiver request on behalf of the eligible partnership along with the date of the request below.

_____
Name of Individual Submitting Waiver Request

_____
Title

_____
Date

FY 2016 Application Checklist

Applicants should review this checklist once they believe they have completed their TQP applications. The checklist contains all mandatory parts of the application.

ED Standard Forms

- ☐ Application for Federal Assistance (SF 424)
- ☐ Department of Education Supplemental Information for SF 424
- ☐ Department of Education Budget Summary Form (ED 524) Sections A & B
- ☐ Disclosure of Lobbying Activities (SF-LLL)

Assurances and Certifications

- ☐ GEPA Section 427
- ☐ Assurances – Non-Construction Programs (SF 424B)
- ☐ Grants.gov Lobby form (formerly ED 80-0013 form)

Application Narrative

- ☐ ED Abstract Narrative Form
- ☐ Project Narrative Form
- ☐ Budget Narrative Form
- ☐ Other Attachments Form (Upload Appendices here)

NOTE: Eligible applicants should attach all appendices to the Other Attachments Form. The Grants.gov system will allow applicants to attach as many as ten separate appendices in this section; however, applicants are encouraged to limit the number of appendix entries to a reasonable number for a reviewer to read. The entire application package should be no larger than 8MB. Therefore, you may want to check the total size of your package before submission.

TQP Program Checklists are optional. However applicants are strongly encouraged to use the optional checklists listed below. All TQP optional program checklists and TQP Waiver Request Form can be found starting on page 35 of this application package and on the TQP program website at

http://innovation.ed.gov/what-we-do/teacher-quality/teacher-quality-partnership/

- ☐ Optional Eligible Partnership **AND** IHE Verification Checklist (Appendix A)
- ☐ Optional TQP General Application and Program Requirements Checklist (Appendix B)
- ☐ Optional High-Need LEA **AND** High-Need School Checklist (Appendix D)
- ☐ Absolute Priority Checklist (Appendix E)
- ☐ TQP Waiver Request Form (Appendix F)

TQP Closing Date: JULY 7, 2016

V. Additional Information

Executive Order 12372

Intergovernmental Review of Federal Programs

This program is subject to the requirement of the Executive Order 12372 (Intergovernmental Review of Federal Programs) and the regulations in 34 CFR Part 79. The objective of the Executive Order is to foster an intergovernmental partnership and to strengthen federalism by relying on State and local processes for State and local government coordination and review of proposed Federal financial assistance. Applicants must contact the appropriate State Single Point of Contact to find out about, and to comply with, the State's process under Executive Order 12372.

You may locate the name and contact information of State Single Point of Contact at:

http://www.whitehouse.gov/omb/grants_spoc

Paperwork Burden Statement

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