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

http://www.ed.gov/programs/transitionteach/index.html

FY 2009
APPLICATION FOR GRANTS
UNDER THE
TRANSITION TO TEACHING PROGRAM

CFDA Number: 84.350 (A) (B) (C)

FORM APPROVED
OMB No. 1894-0006, Expiration Date: 09/30/11

CLOSING DATE: 1/21/2009

November 2008

Dear Applicant:

Thank you for your interest in the Transition to Teaching program. This is a critical time in our national effort to ensure that talented and caring teachers fill every classroom and all children have the opportunity to achieve to high standards. This is especially true in high-need schools and districts.

The Transition to Teaching program is designed to address this challenge by helping high-need schools operated by high-need local educational agencies (LEAs) recruit and retain the highly qualified teachers that students in those schools need to help them achieve to rigorous academic standards. It does so by supporting national, state, and local programs that make use of alternative pathways to teacher certification to recruit, train, place, and retain highly qualified teachers in high-need schools in high-need districts.

The groups targeted by the program to become teachers are: (1) highly qualified mid-career professionals; (2) highly qualified paraprofessionals; and (3) recent college graduates. Eligible grant applicants are: State educational agencies (SEAs); local educational agencies (LEAs); for-profit and nonprofit organizations that have a proven record of effectively recruiting and retaining highly qualified teachers, in partnership with high-need LEAs or SEAs; institutions of higher education, in partnership with high-need LEAs or SEAs; regional consortia of SEAs; or consortia of high-need LEAs. In the Fiscal Year 2009 competition for grants, competitive priority points will be awarded to 1) a partnership or a consortium that includes a high-need SEA or LEA; and 2) high-need LEAs that propose projects to streamline teacher hiring systems, timelines, and processes. Eligible applicants may apply for an award for up to five years.

The Department has established separate funding categories for projects of different scope. These categories are: (1) local projects (84.350A), that serve one eligible high-need LEA or two or more eligible high-need LEAs in close proximity to one another; (2) statewide projects (84.350B), that serve eligible high-need LEAs statewide or in more than one area of a state; and (3) national/regional projects (84.350C), that serve eligible high-need LEAs in more than one state. While the same requirements and selection criteria apply to all applications, it is important to indicate the application pool in which you desire to have your application reviewed.

The application package contains all the forms and instructions that applicants will need to apply for an FY 2009 Transition to Teaching grant. Please review the entire application package carefully before preparing and submitting your application. Note that all applications must be submitted using Grants.gov for which you must register prior to submitting your application.

If you desire further information concerning this program or the application process, please contact Thelma Leenhouts, by writing to her at the U.S. Department of Education, Office of Innovation and Improvement, Teacher Quality Programs, 400 Maryland Avenue, SW, Room 4W302, Washington, DC, 20202-5960; via phone at 202-260-0223; or by e-mail at Transitiontoteaching@ed.gov.

Again, thank you for your interest in the Transition to Teaching program and your commitment to helping high-need districts recruit and retain talented and qualified teachers to ensure that all of our students achieve to high standards.

Sincerely,

Peggi Zelinko
Director
Teacher Quality Programs

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IMPORTANT – PLEASE READ FIRST

U.S. Department of Education

Grants.gov Submission Procedures and Tips for Applicants

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
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 8.1.2). Information on computer and operating system compatibility with Adobe and links to download the latest version is available on Grants.gov. 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. Applicants will no longer need to use the PureEdge software to create or submit an application. 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 may take five or more business days to complete. 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. For detailed information on the Registration Steps, please go to: http://www.grants.gov/applicants/get_registered.jsp. [Note: Your organization will need to update its Central Contractor Registry (CCR) registration annually.]

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 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 your organization registered with the CCR (Central Contractor Registry).

3) **VERIFY SUBMISSION IS OK** – You will want to verify that Grants.gov and the Department of Education receive your Grants.gov submission timely 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.

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/applicants/applicant_faqs.jsp#54. For more detailed information on why an application may be rejected, you can review Application Error Tips http://www.grants.gov/section910/ApplicationErrorTips.pdf. 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/contactus/contactus.jsp, or use the customer support available on the Web site: http://www.grants.gov/applicants/applicant_help.jsp.

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. Washington, D.C. time, 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 on your application the DUNS number that was used when your organization registered with the CCR.**

Please go to http://www.grants.gov/applicants/applicant_help.jsp 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/help/submit_application_faqs.jsp.

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
If you do not have a Windows operating System, you may need to use the Citrix solution discussed on Grants.gov to submit an application using Grants.gov. For additional information, review the FAQs for non-windows users http://www.grants.gov/help/download_software.jsp. **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:

1. Ensure that you only attach the Education approved file types detailed in the Federal Register application notice (.doc, .pdf or .rtf). Also, do not upload any password protected files to your application.
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 limit the size of their file names. Lengthy file names could result in difficulties with opening and processing your application. We recommend you keep your file names to less than 50 characters. In addition, applicants should avoid including special characters in their file names (for example, %, *, /, etc.) Both of these conditions (lengthy file names and/or special characters including in the file names) could result in difficulties opening and processing a submitted application.

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 package totals 1 to 2 MB. Therefore, you may want to check the total size of your package before submission.

Application Transmittal Instructions

ATTENTION ELECTRONIC APPLICANTS: Please note that you must follow the Application Procedures as described in the Federal Register notice announcing the grant competition.

This program requires the electronic submission of applications; specific requirements and waiver instructions can be found in the Federal Register notice.

According to the instructions found in the Federal Register notice, those requesting and qualifying for an exception to the electronic submission requirement may submit an application via mail, commercial carrier or by hand delivery.

If you want to apply for a grant and be considered for funding, you must meet the following deadline requirements:

Applications Submitted Electronically

You must submit your grant application through the Internet using the software provided on the Grants.gov Web site (http://www.grants.gov) by 4:30 p.m. (Washington, D.C. time) on or before the application deadline date.

If you submit your application through the Internet via the Grants.gov Web site, you will receive an automatic acknowledgment when we receive your application.

For more information on using Grants.gov, please refer to the "Notice Inviting Applications" that was published in the Federal Register, or visit http://www.grants.gov.

Submission of Paper Applications by Mail:
If you submit your application in paper format by mail (through the U.S. Postal Service or a commercial carrier), you must mail the original and two copies of your application, on or before the application deadline date, to the Department at the following address:

U.S. Department of Education
Application Control Center
Attention: (CFDA Number 84.350A; 84.350B; 84.350C)
LBJ Basement Level 1
400 Maryland Avenue, SW
Washington, DC 20202-4260

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

If you mail your application through the U.S. Postal Service, we do **not** accept either of the following as proof of mailing:
(1) A private metered postmark.

(2) A mail receipt that is not dated by the U.S. Postal Service.

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

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

Submission of Paper Applications by Hand Delivery:
If you qualify for an exception to the electronic submission requirement, you (or a courier service) may deliver your paper application to the Department by hand. You must deliver the original and two copies of your application by hand, on or before the application deadline date, to the Department at the following address:

U.S. Department of Education
Application Control Center
Attention: (CFDA Number 84.350A; 84.350B; 84.350B)
550 12th Street, SW.
Room 7041, Potomac Center Plaza
Washington, DC 20202-4260

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

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

(1) You must indicate on the envelope and--if not provided by the Department--in Item 11 of the SF 424 the CFDA number, including suffix letter, if any, of the competition under which you are submitting your application; and
(2) The Application Control Center will mail to you a notification of receipt of your grant application. If you do not receive this notification within 15 business days from the application deadline date, you should call the U.S. Department of Education Application Control Center at (202) 245-6288.

Late Applications
If your application is late, we will notify you that we will not consider the application.

Instructions for D-U-N-S Number

All applicants must have a D-U-N-S number in order to apply for federal funds.
The DUNS number used on the application must be the same number that the applicant's organization used to register with Grants.gov. If the numbers are not the same, Grants.gov will reject the application.

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

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

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

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

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

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

DEPARTMENT OF EDUCATION

Office of Innovation and Improvement; Overview Information; Transition to Teaching Grant Program; Notice Inviting Applications for New Awards for Fiscal Year (FY) 2009

Catalag aJ Federal Domestic Assistance (CFDA) Number: 84.350A. 84.350B, and 84.350C.

DATES:

Applications Available: November 13, 2008.

Deadline for Notice of Intent to Apply: December 15, 2008.

Date of Pre-Application Meeting: December 4, 2008.

Deadline for Transmittal of Applications: January 21,2009.

Deadline for Intergovernmental Review: March 23, 2009.

Full Text of Announcement

Funding Opportunity Description

Purpose of Program: The Transition to Teaching program encourages (1) the development and expansion of alternative routes to full State teacher certification, as well as (2) the recruitment and retention of highly qualified mid-career professionals, recent college graduates who have not majored in education, and highly qualified paraprofessionals as teachers in high-need schools operated by highneed local educational agencies (LEAs), including charter schools that operate as high-need LEAs.

Priorities: The Department has established two competitive preference priorities that are explained in the following paragraphs. In accordance with 34 CFR 75.105(b)(2)(iv), Competitive Preference Priority 1 is from section 2313(c) of the Elementary and Secondary Education Act of 1965, as amended (ESEA) (20 U.S.C. 6683(c)). Competitive Preference Priority 2 is from the notice of final priorities and requirements for this program (NFP), published in the Federal Register on April 30, 2004 (69 FR 24002).

Competitive Preference Priorities: For FY 2009 and any subsequent year in which we make awards from the list of unfunded applicants from this competition, these priorities are competitive preference priorities. Under 34 CFR 75.105(c)(2)(i) we award an additional 5 points to an application that meets Competitive Preference Priority 1, and up to an additional 10 points to an application depending on how well the application meets Competitive Preference Priority 2.

These priorities are:

Competitive Preference Priority 1 – Partnerships or Consortia That Include a High-need LEA or a High-need State Educational Agency (SEA). This priority supports projects that are designed and implemented in active partnerships or consortia that include at least one highneed LEA or high-need SEA.

Competitive Preference Priority 2 – District Projects To Streamline Teacher Hiring Systems, Timelines, and Processes. This priority supports projects by one or more high-need LEAs to streamline their hiring systems, timelines, and processes. A participating high-need LEA will need to conduct both of the following activities:

(a) *Examine its current hiring system, processes, and policies to identify the critical barriers to hiring highly qualified teachers.* The lack of highly qualified teachers in most urban and rural LEAs has often been attributed to their difficulty in recruiting interested and qualified individuals. However, recent research indicates that the problem may not be one of recruitment but may stem from inefficient and untimely LEA hiring systems and processes. This is especially true in high-poverty LEAs and schools-the very LEAs and schools the Transition to Teaching program is targeted to serve. Accordingly, each participating LEA will need to examine its current hiring processes and policies and, based upon that examination, identify the critical barriers to hiring highly qualified teachers.

(b) *Design and implement efforts to remove the identified barriers and put in place systems that streamline and revamp the hiring process.* In conducting this activity, LEAs are encouraged to create an efficient and timely applicant hiring process with a strong data tracking system and clear hiring goals. These efforts also should involve negotiating policy reforms that remove critical barriers, such as delayed notification of vacancies and seniority and retirement rules.

Partici pating LEAs also will carry out the requirements of the Transition to Teaching program by recruiting nontraditional candidates, using the streamlined hiring system to hire these individuals for teaching in high-need schools, working with them to achieve full State certification, and retaining them for at least three years.

Note: While all applicants may address Competitive Preference Priority 2, only applicants that meet the eligibility requirements of a high-need LEA, as contained in this notice, may receive points under this competitive preference priority. In response to Competitive Preference Priority 2, applicants are encouraged (1) to identify existing barriers to an efficient and timely process of hiring new teachers and (2) to describe a specific plan to address these barriers that includes: (a) The active engagement of LEA officials, teacher unions, and other stakeholders in removing existing barriers and implementing changes; (b) the actions each participating LEA intends to undertake to streamline teacher hiring systems, timelines, and processes that will result in early notification and hiring of new teachers: (c) a time line for major action steps; (d) a strong data tracking system: and (e) clear hiring goals, objectives, and performance measures that provide evidence of success in meeting the goals of hiring new teachers supported through the Transition to Teaching program.

Program Authority: 20 U.S.c. 6681-6684.

Applicable Regulations: (a) The Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 74,75,77,79,80,81,82, 84,85,86,97,98, and 99. (b) The notice of final priorities and requirements for this program published in the Federal Register on April 30, 2004 (69 FR 24002).

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

Note: The regulations in 34 CFR part 86 apply to institutions of higher education (IHEs) only.

II. Award Information

Type of Award: Discretionary grants.

Estimated Available Funds: The Administration has requested $43,707,000 for this program for FY 2009, of which we intend to use an estimated $7,000,000 for this competition. The actual level of funding, if any, depends on final congressional action. However, we are inviting applications to allow enough time to complete the grant process if Congress appropriates funds for this program.

The Department has established separate funding categories for projects of different scope. These categories are: (1) National/regional projects (84.350C) that serve eligible high-need LEAs in more than one State;

(2) Statewide projects (84.350B) that serve eligible high-need LEAs statewide or eligible high-need LEAs in more than one area of a State; and

(3) Local projects (84.350A) that serve one eligible high-need LEA or two or more eligible high-need LEAs in a single area of a State.

Contingent upon the availability of funds and the quality of applications, we may make additional awards in FY 2010 from the list of unfunded applicants from this competition.

Estimated Range of Awards: National/regional projects-$450,OOO-$750,OOO

per year; Statewide projects-$300,OOO-$650,000 per year; and Local projects-$150,000-$450,000 per year.

Estimated Average Size of Awards: National/regional projects-$600,OOO per year; Statewide projects-$440,OOO per year; and Local projects-$300,OOO per year.

Estimated Number of Awards: National/regional projects-3; Statewide projects-5; and Local projects-l0.

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

Project Period: Up to 60 months.

III. Eligibility Information

1. Eligible Applicants: A State educational agency (SEA); a high-need LEA; a for-profit or nonprofit organization that has a proven record of effectively recruiting and retaining highly qualified teachers, in partnership with a high-need LEA or an SEA; an IHE in partnership with a high-need LEA or an SEA; a regional consortium of SEAs; or a consortium of high-need LEAs.

Each application must identify participating LEAs that meet the definition of "high-need LEA" in section 2102(3) ofthe ESEA.

Note: Section 2102(3) of the ESEA defines a high-need LEA as an LEA-

(a) That serves not fewer than 10,000 children from families with incomes below the poverty line (as that term is defined in section 9101(33) of the ESEA), or for which not less than 20 percent of the children served by the LEA are from families with incomes below the poverty line; and

(b) For which there is (1) a high percentage of teachers not teaching in the academic subjects or grade levels that the teachers were trained to teach, or (2) a high percentage of teachers with emergency, provisional, or temporary certification or licensing.

The NFP describes how applicants must demonstrate that a participating LEA meets this statutory definition of "high-need LEA" (69 FR 24002, 24006). Pursuant to the NFP, we provide the following supplementary information regarding the data an applicant uses to demonstrate eligibility as a "high-need LEA" under this competition:

As described in the NFP, absent a showing of alternative LEA data that reliably show the number of children from families with incomes below the poverty line that are served by the LEA, the eligibility of an LEA as a "high-need LEA" under component (a) of the definition must be determined on the basis of the most recent U.S. Census Bureau data. The most recent U.S. Census Bureau data can be found in the charts on the Internet at: *http://www.census.gov/hhes/www/saipe/district.htmJ.* The Department examines the eligibility of any LEA not listed on these charts on a case-by-case basis.

We understand that the U.S. Census Bureau may release data for 2007 before the closing date for applications under this competition. If the U.S. Census Bureau publishes 2007 poverty data before the application due date, the Department will consider U.S. Census Bureau poverty data available for either 2005 or 2007 to be the most recent. Hence, if the U.S. Census Bureau releases its poverty data for 2007 prior to the closing date of this competition, we will consider an LEA to have the requisite poverty needed to be a "highneed LEA" if the LEA had the requisite level of poverty, based on the U.S. Census Bureau data, in either 2005 or 2007. If the U.S. Census Bureau does not release the 2007 poverty data, we will rely on the U.S. Census Bureau's poverty data for 2005.

As discussed in the NFP, with respect to component (b)(l) of the definition of "high-need LEA," whether an LEA has a "high percentage of teachers not teaching in the academic subjects or grade levels that the teachers were trained to teach" is determined on a case-by-case basis.

In addition, as noted in the NFP, with respect to component (b)(2) of the definition of "high-need LEA," an LEA has a "high percentage" of teachers with emergency, provisional, or temporary certification or licensing if the percentage of teachers on waivers, as the LEA reported to the State for purposes of the State's latest report to the Secretary under section 207 of the Higher Education Act of 1965 (HEA), was at least the national average percentage of teachers on waivers of State certification for all LEAs. As outlined in the NFP, the Secretary determines the national average percentage of teachers on waivers based on data contained in the most currently available HEA section 207 State reports. At the time of publication of this notice, the Department has received all 2007 State HEA section 207 reports and those reports reflect a national percentage of teachers on waivers of State certification in all LEAs of 1.5 percent.

Accordingly, an LEA will be considered to have met component (b)(2) of the definition if the data that it provided to the State for purposes of the State's October 2007 HEA section 207 report demonstrate that at least 1.5 percent of its teachers were on waivers of State certification requirements.

2. a. *Cost Sharing* or *Matching:* This program does not require cost sharing or matching.

b. *Supplement-Not-Supplant:* This program involves supplement-not-supplant funding requirements. In accordance with section 2313(h)(2) of the ESEA, funds made available under this section shall be used to supplement, and not supplant, State and local public funds expended for teacher recruitment and retention programs, including programs to recruit teachers through alternative routes to certification.

3. Other: The NFP describes eligibility restrictions for individuals participating in this program.

IV. Application and Submission Information

1. Address to Request Application Package: Education Publications Center (ED Pubs), P.O. Box 1398, Jessup, MD 20794-1398. Telephone, toll free: 1877-433-7827. FAX: (301) 470-1244. If you use a telecommunications device for the deaf (TDD), call, toll free: 1-877576-7734.

You can contact ED Pubs at its Web site, also: *http://www.ed.gov/pubs/edpubs.html* or at its e-mail address: *ed p ubs@inet.ed.gov.*

If you request an application package from ED Pubs, be sure to identify this program or competition as follows: CFDA number 84.350A, 84.350B, or 84.350C.

Individuals with disabilities can obtain a copy of the application package in an accessible format (e.g., braille, large print, audiotape, or computer diskette) by contacting the program contact person or team listed under *Accessible Format* in section VIII of this notice.

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

Notice of Intent to Apply: December 15, 2008. The Department will be able to develop a more efficient process for reviewing grant applications if it has a better understanding of the number of entities that intend to apply for funding under this competition. Therefore, the Secretary strongly encourages each potential applicant to notify the Department by sending a short e-mail message indicating the applicant's intent to submit an application for funding. The e-mail need not include information regarding the content of the proposed application, only the applicant's intent to submit it. The Secretary requests that this e-mail notification be sent to Thelma Leenhouts at: Transitiontoteaching@ed.gov

Applicants that fail to provide this email notification may still apply for funding.

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

• A "page" is 8.5" x 11", on one side only, with 1" margins at the top, bottom, and both sides.

• Double space (no more than three lines per vertical inch) all text in the application narrative, except titles, headings, footnotes, quotations, references, and captions, as well as all text in charts, tables, figures, and graphs.

• Use a font that is either 12 point or larger or no smaller than 10 pitch (characters per inch).

• Use one of the following fonts: Times New Roman, Courier, Courier New, or Aria!' An application submitted in any other font (including Times Roman or Arial Narrow) will not be accepted.

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

Our reviewers will not read any pages of your application that exceed the page limit.

3. Submission Dates and Times:

Applications Available: November 13, 2008.

Deadline for Notice of Intent To Apply: December 15, 2008.

Date of Pre-Application Meeting: December 4, 2008, from 2:00 p.m. to 4:00 p.m. in the LBJ Auditorium at the U.S. Department of Education headquarters, 400 Maryland Avenue, SW., in Washington, DC. The Department is accessible by Metro on the Blue, Orange, Green, and Yellow lines at the 7th Street and Maryland Avenue exit of the L'Enfant Plaza Metro station. Please contact the U.S. Department of Education contact persons listed under **FOR FURTHER INFORMATION CONTACT** if you have any questions about the details of the pre-application meeting.

Individuals interested in attending this pre-application meeting are encouraged to pre-register bye-mailing their name, organization, and contact information to *tronsitiontoteaching@ed.gov.* There is no registration fee for this pre-application meeting. We encourage attendance from those who will be responsible for submitting the application or otherwise providing technical support for submitting the application electronically using the Grants.gov Apply site.

Assistance to Individuals With Disabilities at the Pre-Application Meeting

The meeting site is accessible to individuals with disabilities, and a sign language interpreter will be available. If you will need an auxiliary aid or service other than a sign language interpreter in order to participate in the meeting (e.g., other interpreting service such as oral, cued speech, or tactile interpreter; assistive listening device; or materials in alternate format), notify the contact person listed in this notice at least two weeks before the scheduled meeting date. Although we will attempt to meet a request we receive after this date, we may not be able to make available the requested auxiliary aid or service because of insufficient time to arrange it.

Deadline for Tronsmittal of Applications: January 21, 2009.

Applications for grants under this competition must be submitted electronically using the Grants.gov Apply site (Grants.gov). For information (including dates and times) about how to submit your application electronically, or in paper format by mail or hand delivery if you qualify for an exception to the electronic submission requirement, please refer to section IV.6. *Other Submission Requirements* in this notice.

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

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

Deadline for Intergovernmental Review: March 23, 2009.

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

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

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

a. *Electronic Submission of Applications.* Applications for grants under the Transition to Teaching Competition, CFDA number 84.350A, 84.350B, and 84.350C must be submitted electronically using the Governmentwide Grants.gov Apply site at *http://www.Gronts.gov.* Through this site, you will be able to download a copy of the application package, complete it offline, and then upload and submit your application. You may not email an electronic copy of a grant application to us.

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

You may access the electronic grant application for Transition to Teaching at *http://www.Gronts.gov.* You must search for the downloadable application package for this competition by the CFDA number. Do not include the CFDA number's alpha suffix in your search (e.g., search for 84.350, not 84.350A).

Please note the following:

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

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

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

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

• You should review and follow the Education Submission Procedures for submitting an application through Grants.gov that are included in the application package for this competition to ensure that you submit your application in a timely manner to the Grants.gov system. You can also find the Education Submission Procedures pertaining to Grants.gov at *http://e-Grants.ed.gov/help/ GrantsgovS ubmissionProcedures. pdf.*

• To submit your application via Grants.gov, you must complete all steps in the Grants.gov registration process (see *http://www.grants.gov/applicants! getJegistered.jsp).* These steps include (1) Registering your organization, a multi-part process that includes registration with the Central Contractor Registry (CCR); (2) registering yourself as an Authorized Organization Representative (AOR); and (3) getting authorized as an AOR by your organization. Details on these steps are outlined in the Grants.gov 3-Step Registration Guide (see *http:// www.grants.gov!section910! Gran ts .govRegi stra ti onBroch ure. p d j).* You also must provide on your application the same D-U-N-S Number used with this registration. Please note that the registration process may take five or more business days to complete, and you must have completed all registration steps to allow you to submit successfully an application via Grants.gov. In addition you will need to update your CCR registration on an annual basis. This may take three or more business days to complete.

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

• You must submit all documents electronically, including all information you typically provide on the following forms: Application for Federal Assistance (SF 424), the Department of Education Supplemental Information for SF 424, Budget Information-NonConstruction Programs (ED 524), and all necessary assurances and certifications. Please note that two of these forms-the SF 424 and the Department of Education Supplemental Information for SF 424have replaced the ED 424 (Application for Federal Education Assistance).

• You must attach any narrative sections of your application as files in a .DOC (document), .RTF (rich text), or . PDF (Portable Document) format. If you upload a file type other than the three file types specified in this paragraph or submit a password-protected file, we will not review that material.

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

• After you electronically submit your application, you will receive from Grants.gov an automatic notification of receipt that contains a Grants.gov tracking number. (This notification indicates receipt by Grants.gov only, not receipt by the Department.) The Department then will retrieve your application from Grants.gov and send a second notification to you bye-mail. This second notification indicates that the Department has received your application and has assigned your application a PR/Award number (an ED-specified identifying number unique to your application).

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

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

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

If you submit an application after 4:30:00 p.m., Washington, DC time, on the application deadline date, please contact the person listed under FOR **FURTHER INFORMATION** CONTACT in section VII in this notice and provide an explanation of the technical problem you experienced with Grants.gov, along with the Grants.gov Support Desk Case Number. We will accept your application if we can confirm that a technical problem occurred with the Grants.gov system and that that problem affected your ability to submit your application by 4:30:00 p.m., Washington, DC time, on the application deadline date. The Department will contact you after a determination is made on whether your application will be accepted .

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

Exception to *Electronic Submission Requirement:* You qualify for an exception to the electronic submission requirement, and may submit your application in paper format, if you are unable to submit an application through the Grants.gov system because--

• You do not have access to the Internet; or

• You do not have the capacity to upload large documents to the Grants.gov system; and

• No later than two weeks before the application deadline date (14 calendar days or, if the fourteenth calendar day before the application deadline date falls on a Federal holiday, the next business day following the Federal holiday), you mail or fax a written statement to the Department, explaining which of the two grounds for an exception prevent you from using the Internet to submit your application.

If you mail your written statement to the Department, it must be postmarked no later than two weeks before the application deadline date. If you fax your written statement to the Department, we must receive the faxed statement no later than two weeks before the application deadline date.

Address and mail or fax your statement to: Thelma Leenhouts, U.S. Department of Education, 400 Maryland Avenue, SW., Room 4W302, Washington, DC 20202-5960. FAX: (202) 401-8466.

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

b. *Submission of Paper Applications by Mail.* If you qualify for an exception

to the electronic submission requirement, you may mail (through the U.S. Postal Service or a commercial carrier) your application to the Department. You must mail the original and two copies of your application, on or before the application deadline date, to the Department at the following address:

U.S. Department of Education, Application Control Center, Attention: (CFDA Number 84.350A, 84.350B, or 84.350C), LBJ Basement Levell, 400 Maryland Avenue, SW., Washington, DC 20202-4260.

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

(1) A legibly dated U.S. Postal Service postmark.

(2) A legible mail receipt with the date of mailing stamped by the U.S. Postal Service.

(3) A dated shipping label, invoice, or receipt from a commercial carrier.

(4) Any other proof of mailing acceptable to the Secretary of the U.S. Department of Education.

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

(1) A private metered postmark.

(2) A mail receipt that is not dated by the U.S. Postal Service.

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

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

c. *Submission of Paper Applications by Hand Delivery.* If you qualify for an exception to the electronic submission requirement, you (or a courier service) may deliver your paper application to the Department by hand. You must deliver the original and two copies of your application by hand, on or before the application deadline date, to the Department at the following address:

U.S. Department of Education, Application Control Center, Attention: (CFDA Number 84.350A, 84.350B, or 84.350C), 550 12th Street, SW., Room 7041, Potomac Center Plaza, Washington, DC 20202-4260.

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

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

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

(2) The Application Control Center will mail to you a notification of receipt of your grant application. If you do not receive this notification within 15 business days from the application deadline date. you should call the U.S. Department of Education Application Control Center at (202) 2456288.

V. Application Review Information

1. Selection Criteria: The selection criteria for this competition are from the statute for this program and § 75.210 of EDGAR and are listed in this section. The maximum score for all the selection criteria is 100 points. The maximum score for each criterion is indicated in parentheses. Each criterion also includes the factors that the reviewers will consider in determining how well an application meets the criterion. In addressing each criterion, applicants are encouraged to make explicit connections to relevant aspects of responses to other selection criteria.

The *Notes* we have included after each criterion are guidance to assist applicants in understanding the criterion as they prepare their applications and are not required by statute or regulation.

A. *Quality of the Project Design* (35 points).

The Secretary considers the quality of the project design for the proposed project by considering how well the applicant describes a plan-

(1) To recruit and retain highly qualified mid-career professionals (including highly qualified paraprofessionals) and recent graduates of an IHE as teachers in high-need schools operated by high-need LEAs; and

(2) To enable individuals to become eligible for teacher certification under State-approved alternative routes to certification programs within a reduced period of time, relying on such factors as experience, expertise, and academic qualifications in lieu of traditional course-work in education.

In considering the quality of the project design and the applicant's plan, the Secretary considers the following factors:

(a) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.

(b) The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice.

(c) The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.

(d) 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.

Note: The Secretary encourages applicants to address this criterion by discussing the overall project design and its key components, and the degree to which the design's key components are based on sound research and practice. Applicants are also encouraged to address this criterion by connecting the project design to the needs of the partner districts and identifying the specific teacher-shortage areas faced by the participating high-need LEAs on which their proposed project would focus. Applicants should understand that a project's strategy for helping participating high-need LEAs to identify and hire highly qualified individuals to fill teaching positions in high-need subjects may rely on existing alternative routes to certification, the expansion of alternative routes to certification into new areas, or the creation of wholly new alternative routes.

Additionally, applicants are encouraged to address such key comfonents of project design as:

(1 Recruitment and selection, including identifying the target group(s) on which the program will focus and why and how the project is designed to rigorously select participants with the requisite content knowledge, skills, and commitment to teach in high-need schools in high-need LEAs. Recruitment may include members of groups that are traditionally underrepresented.

(2) Preparation, including how the project provides a route to certification that is accelerated, integrates coursework and field experience, is adapted to participants' learning needs, and will yield highly qualified teachers who are prepared to teach in high-need schools in high-need LEAs.

(3) Teacher placement, including evidence that the proposed project will meet the needs of high-need LEAs and is developed in coordination with appropriate partners, and that the project includes a system of tracking to meet statutory requiremepts.

(4) Support services, including mentoring, that are designed to retain participants and meet their needs in terms of length, content, and means of delivery in order to be successful in high-need schools in high-need LEAs.

(5) Certification, including consideration of how the timeline for achieving certification will meet the needs of participants, LEAs, and partners, as well as the "Highly Qualified Teacher" requirements established in section 9101(23) of the ESEA.

In addition, applicants are encouraged to clarify the means by which the project's specified outcomes and benefits may be sustained once Federal funding has ended.

B. *Quality of the Project Evaluation* (25 points). The Secretary considers the quality of the evaluation to be conducted of the proposed project. In determining the quality of the evaluation to be conducted, the Secretary considers the following factors:

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

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

Note: The Secretary encourages applicants to address this criterion by including benchmarks to monitor progress toward specific and measurable program and project objectives, as well as performance measures to assess the impact on teaching and learning or other important outcomes for project participants. The Secretary encourages applicants to consider the use of a logic model in determining intended short-term, intermediate, and long-term outcomes. (The specific performance measures established for the overall Transition to Teaching program are discussed under *Performance Measures* in section VI of this notice. Section 2314 of the ESEA also requires grantees to submit both an interim evaluation of the first three years of the grant and a final evaluation at the end of the grant.)

With respect to the implementation of the project and monitoring progress toward achieving project objectives, applicants are encouraged to describe the following: (1) What types of data will be collected; (2) when various types of data will be collected; (3) what methods will be used; (4) what instruments will be developed and when; (5) how the data will be analyzed; (6) when reports of results and outcomes will be available; and (7) how the applicant will use the information collected through the evaluation to monitor progress and improve implementation of the funded project and to provide accountability information about project success. Applicants are encouraged to design an evaluation that provides data for annual as well as midpoint and final reporting. Applicants are encouraged to devote an appropriate level of resources to project evaluation.

Finally, the Secretary encourages applicants to identify the individual or organization that has agreed to serve as the objective evaluator for the project and describe the qualifications of that evaluator.

C. *Quality of Project Services (20* points).

In determining the quality of the services to be provided by the proposed project, the Secretary considers the following factors:

(1) The extent to which the services to be provided by the proposed project are appropriate to the needs of the intended recipients or beneficiaries of those services.

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

(3) The extent to which the training or professional development services to be provided by the proposed project are likely to alleviate the personnel shortages that have been identified or are the focus of the proposed project.

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

Note: The Secretary encourages applicants to address this criterion by discussing how the proposed project services will meet the needs of both the high-need LEAs identified in the application and the project participants they would recruit to become teachers. Applicants are encouraged to consult the list of authorized activities in section 2313(g) of the ESEA in describing the specific services to be deli vered to recruit, prepare, and retain participants that will increase the number of highly qualified teachers in high-need schools in high-need LEAs. In addition, the Secretary encourages applicants to consider carefully the breadth of activities that section 2313(g) of the ESEA authorizes and then to address how the project will:

(1) Provide preparation that meets the learning needs of the participants and makes use of appropriate media (such as face-to-face instruction, Web-based instruction, and distance learning) to provide them with the knowledge and skills needed to be highly qualified and effective teachers in the identified highneed subject areas and high-need schools in high-need LEAs.

(2) Support project participants' success in high-need schools in highneed LEAs during the period of their service obligation, through individual mentoring, support of participants as a group, use of technology, or other appropriate means.

(3) Encourage the participation of all project partners, including school leaders, in providing services related to the recruitment, preparation, and retention of project participants and ensuring lasting benefits or outcomes. Applicants are encouraged to clarify the roles of partners in each phase of the project and the extent of coordination that will occur with similar efforts at the State and district levels. In addition, applicants are encouraged to consider how they might demonstrate (e.g., through narrative discussion, letters of support, or formal memoranda of understanding) the commitment of partners to the project, and the partners' understanding of responsibilities they have agreed to assume in service delivery.

Applicants are encouraged to link their description of project services to be provided by the project to the overall project design described in the Quality of Project Design criterion.

D. *Quality oJ the Management Plan* (20 points).

In determining the quality of the management plan for the proposed project, the Secretary considers the following factors:

(1) 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.

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

(3) The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.

Note: Section 75.112 of EDGAR requires an applicant for a multi-year grant to include a narrative that describes how and when, in each budget period of the project, the applicant plans to meet each project objective. The Secretary encourages applicants to address this criterion by including in this narrative a clear, well thought-out implementation plan that includes annualtimelines, key project milestones, and a schedule of activities with sufficient time for developing an adequate implementation plan, as well as specific timelines for providing project participants the direct support they need in their initial year(s) as teachers.

Applicants are encouraged to provide timelines that include benchmarks for determining whether the project is achieving its stated goals and objectives, with strategies for monitoring progress as well as making mid-project corrections and adjustments, as

appropriate. In addition, the Secretary encourages applicants to further address this criterion by providing specific information, such as name, title, responsibilities, and time commitment of each key individual working to implement the project's goals and objectives.

2. Review and Selection Process: Additional factors we consider in selecting an application for an award are in the NFP.

VI. Award Administration Information

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

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

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

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

3. Reporting: The Secretary requires successful applicants to submit annual performance reports and, after the last year of the project, a final report. The annual performance report documents the grantee's yearly progress toward meeting expected programmatic and project specific outcomes. These outcomes must be based on measurable performance objectives including, but not limited to, the performance measures described in paragraph 4 of this section. These reports must evaluate-

(1) The grantee's progress in meeting the application's objectives;

(2) The project's effectiveness in meeting the purposes of the Transition to Teaching program; and

(3) The project's effect on the specific LEAs the project serves.

Among other things, the Department uses the annual performance reports to determine whether a grantee has demonstrated substantial progress in meeting the goals and objectives (as described in its approved application), and thereby merits a continuation award (for years 2-5). See § 75.118 of EDGAR.

Grantees also will be required to submit a final performance report, due no later than 90 days after the end of the project period.

In addition, section 2314 of the ESEA requires grantees to submit to the Department and to the Congress interim and final evaluations at the end of the third and fifth years of the grant period, respectively. These evaluations must describe the extent to which high-need LEAs that received funds through the grant have met their goals relating to teacher recruitment and retention as described in the project application. Additional requirements pertaining to these reports are in the NFP.

For specific requirements on reporting, please go to *http://www.ed.gov/fund/grant/apply/appforms/a ppforms.html.*

4. Performance Measures: The Secretary has established one performance indicator for assessing the effectiveness of the Transition to Teaching program: the percentage of new, highly qualified Transition to Teaching teachers who teach in highneed schools in high-need LEAs for at least three years. We will track this indicator through the use of the following three performance measures. We will gather the data for these measures from the grantees.

Measure One: The percentage of all Transition to Teaching participants who become teachers of record in high-need schools in high-need LEAs. For this measure we will collect data on the number of participants and the number of teachers of record in high-need schools in high-need LEAs.

Measure Two: The percentage of Transition to Teaching participants receiving certification/licensure within three years. For this measure, we will collect data on the number of participants who become certified within three years.

Measure Three: The percentage of Transition to Teaching teachers of record who teach in high-need schools in high-need LEAs for at least three years. For this measure, we will collect data on the number of participants who become teachers of record who have been teaching in high-need schools in high-need LEAs for at least three years.

VII. Agency Contacts

FOR FURTHER INFORMATION CONTACT:

Thelma Leenhouts, Patricia Barrett, Beatriz Ceja, Anthony Sepulveda, or Salimah Shabazz, U.S. Department of Education, 400 Maryland Avenue, SW., Room 4W320, Washington, DC 20202. Telephone: (202) 260-0223 (Thelma Leenhouts), (202) 260-7350 (Patricia Barrett), (202) 205-5009 (Beatriz Ceja), (202) 260-0464 (Anthony Sepulveda), or (202) 260-2434 (Salimah Shabazz), or bye-mail: *transitiontoteaching@ed.gov.*

If you use a telecommunications device for the deaf (TDD), call the Federal Relay Service (FRS), toll free, at 1-800-877-8339.

VIII. Other Information

Accessible Format: Individuals with disabilities can obtain this document and a copy of the application package in an accessible format (e.g., braille, large print, audiotape, or computer diskette) on request to the program contact persons listed under FOR FURTHER INFORMATION CONTACT in section VII in this notice.

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

To use PDF you must have Adobe Acrobat Reader, which is available free at this site. If you have questions about using PDF, call the U.S. Government Printing Office (GPO), toll free, at 1888-293-6498; or in the Washington, DC, area at (202) 512-1530.

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

Douglas B. Mesecar,

Assistant Deputy Secretary for Innovation and Improvement.

[FR Doc. E8-26870 Filed 11-12-08; 8:45 am]

BILLING CODE 4000-01-P

DEPARTMENT OF EDUCATION

RIN 1855-ZA06

Transition to Teaching

AGENCY: Office of Innovation and Improvement. Department of Education.
ACTION: Notice of final priorities and requirements.

SUMMARY: The Deputy Under Secretary for Innovation and Improvement announces two priorities under the Transition to Teaching program. The Deputy Under Secretary may use one or more of these priorities for competitions in fiscal year (FY) 2004 and later years. We take this action to focus Federal financial assistance on State efforts to create or expand alternative routes to teacher certification and district efforts to streamline teacher hiring systems and processes. We intend for the priorities to help States and districts under this program to lower barriers to certification and hiring and increase the number of highly qualified teachers who are recruited into teaching from nontraditional sources. The Deputy Under Secretary also announces minimum requirements that are needed for efficient grant competitions for FY 2004 and future years. and to ensure that grantees focus their program funds on direct costs of their projects. EFFECTIVE DATE: These priorities and requirements are effective June 1. 2004. FOR FURTHER INFORMATION CONTACT:

Thelma Leenhouts. U.S. Department of Education. 400 Maryland Avenue. SW .. room 3CI02. Washington. DC 202025942. Telephone: (202) 260-0223 or via Internet: *Thelma.Leenhouts@ed.gov.*

If you use a telecommunications device for the deaf (TOO). you may call the Federal Information Relay Service (FIRS) at 1-800-877-8339.

Individuals with disabilities may obtain this document in an alternative format (*e.g.,* Braille. large print. audiotape. or computer diskette) on request to the contact person listed under FOR FURTHER INFORMATION CONTACT.

SUPPLEMENTARY INFORMATION:

General

With the beginning of the 2002-2003 school year. Title I of the Elementary and Secondary Education Act of 1965 (ESEA). as reauthorized by the No Child Left Behind Act of 2001. Public Law 107 -110 (NCLB). required that all newly hired teachers of core academic subjects who teach in Title I programs be highly qualified. and. by the end of the 20052006 school year. Title I requires that all school district teachers of core academic subjects be highly qualified. Both States and local districts face challenges in meeting these requirements.

The Transition to Teaching program is designed to address these challenges by helping high-need schools operated by high-need local educational agencies (LEAs) secure and retain the highly qualified teachers that students in those schools need to help them achieve to challenging academic standards. It does so by encouraging the development and expansion of alternative pathways to teacher certification. and by supporting local programs that make use of these alternative pathways to recruit. hire. and retain highly qualified teachers.

Transition to Teaching projects: (I) Recruit as teachers talented mid-career professionals. recent college graduates who have not completed a teacher preparation program. and qualified school paraprofessionals; and (2) help these individuals to become successfully certified and licensed classroom teachers in high-need schools of high-need LEAs.

Through this notice. we establish two funding priorities for this program. The Department may decide to use these priorities in the FY 2004 competition and in future competitions as well. One priority focuses on State projects to create or expand. and then implement. alternative pathways to teacher certification. The other priority focuses on school district projects to streamline teacher hiring systems. timelines. and processes.

Establishing these priorities makes it possible to focus program funds at both the State level. where decisions on teacher certification requirements are made. and at the district level. where responsibility for hiring resides. These priorities are designed to open up certification through alternative pathways and to streamline district hiring practices. both of which are necessary to help States and LEAs improve their recruitment practices and, by doing so. address the NCLB highly qualified teacher requirement and increase the overall quality of their teaching force.

We published a notice of proposed priorities and requirements for this program in the Federal Register on February 20.2004 (69 FR 7914-7919).

Analysis of Comments and Changes

In response to our invitation in the notice of proposed priorities and requirements. 13 parties submitted comments on the proposed priorities and requirements. An analysis of the comments and of any changes in the priorities and requirements since publication of the notice of proposed priorities and requirements follows.

We group our discussion of the issues raised by the commenters into two groups-proposed priorities and proposed requirements. Generally. we do not address technical and other minor changes-and suggested changes the law does not authorize us to make under the applicable statutory authority. However. in this notice. we have included a discussion of comments that were related to statutory issues so that we can provide needed clarification on these issues.

Proposed Priorities

Comment: While generally pleased with Priority 1. which focuses on creation or expansion of alternative routes to certification as the vehicle for recruiting and hiring teachers in highneed schools operated by high-need LEAs. one commenter recommended that we permit independent State teacher certification agencies to apply for a grant on their own behalf rather than jointly with the State educational agencies (SEAs).

Discussion: The ESEA does not permIt an independent State teacher certification agency to apply on its own behalf for a grant under this program. Section 2313(b) of the ESEA provides that the following entities are eligible to receive a Transition to Teaching grant:

An SEA. a high-need LEA, a for-profit or not-for-profit organization that has a proven record of effectively recruiting and retaining highly qualified teachers in a partnership with a high-need LEA or SEA. or an institution of higher education in partnership with a highneed LEA or with an SEA, or consortia of SEAs or high-need LEAs.

Section 910 I (41) of the ESEA defines an SEA as "the agency primarily responsible for the State supervision of public elementary schools and secondary schools." An independent State teacher certification agency would not meet this definition. Thus. absent a change in the statute. to be eligible for

a grant under this program. an independent State teacher certification agency may only apply in partnership with a high-need LEA or SEA.

Change: None.

Comments: One commenter recommended the elimination of Priority 2. which focuses on streamlining district hiring systems and policies. The commenter stated that the proposed priority does not address the major obstacles to teacher recruitment and placement. which the commenter characterized as State fiscal issues and legislative unresponsiveness. Two other commenters expressed support for this

priority, indicating that it addresses a critical need.

Discussion: While State budget constraints and legislative inaction may indeed impede district efforts to hire highly qualified and effective teachers, they are beyond the capacity of this program to address. On the other hand, the priority addresses a barrier that is a significant one for large numbers of school districts throughout the country, especially urban ones. In this regard, research conducted by The New Teacher Project and described in its 2003 publication, "Missed Opportunities: How We Keep HighQuality Teachers Out of Urban Classrooms," confirms that untimely and inefficient district hiring policies and practices result in the inability to hire large numbers of qualified individuals already recruited to teach in urban school districts. Through this priority, the Transition to Teaching program can support local efforts to address this problem.

Change: None.

Comments: Four commenters recommended the addition of a third priority focusing on the preparation of teachers of English as a Second Language (ESL) and bilingual teachers who could address the critical needs of English language learners in their States. One commenter recommended a priority for bilingual teachers with expertise in mathematics, science, English, and social studies.

Discussion: We have acknowledged the need for teachers of English language learners by including ESL in the definition of "high-need subjects" in which a recruited individual may teach. However, we do not believe that the competition should favor recruitment of teachers of particular subgroups of students or in particular subject areas. Rather, we believe that applicants should be free to tailor their program applications to address the teachershortage needs of the high-need LEAs that would participate in the project, including the need for ESL and bilingual teachers.

Change: None.

Proposed Requirements

Comments: A few commenters recommended revisions in proposed requirements that would require statutory changes. For example, commenters recommended revising the proposed requirement that participants who want to teach in secondary schools must have completed an academic major or the equivalent in the core academic subject the participants would teach. One commenter suggested, in the alternative, that individuals who would teach in secondary schools be eligible to participate if they have passed the State standardized subject matter competency examination in the core academic subject they will teach. Commenters further recommended that we: (I) Eliminate the requirement that participants, other than qualified midcareer changers (including qualified paraprofessionals), have graduated from institutions of higher education not less than three years before seeking a teaching position through this program; (2) eliminate the requirement that prospective teachers be placed only in high-need schools operated by highneed LEAs; and (3) expand program eligibility to include organizations that train older workers as teachers' aides, thereby allowing these agencies to partner with school districts in order to increase the number of teachers' aides.

Finally, one commenter expressed concern about the definition of highneed LEA, particularly paragraphs (b)(I) and (2) of section 2102 (3) of the ESEA. This provision, applicable to the Transition to Teaching program by virtue of section 2102(3), requires that in addition to having high poverty a high-need LEA have "(I) a high percentage of teachers not teaching in the academic subjects or grade levels the teachers were trained to teach, or (2) a high percentage of teachers with emergency, provisional, or temporary certification or licensing." Given State policy changes in response to the highly qualified teacher requirements of NCLB, the commenter stressed that districts will experience increasing difficulty in being able to meet either element of this criterion.

Discussion: These commenters all seek changes to statutory provisions governing a participant's eligibility and service obligation, contained in sections 2312(1) and (2) and 2313(i) of the ESEA. We have no authority to make the changes the commenters seek.

With regard to the definition of "highneed LEA" in sections 2102(3) and 2312(2) of the ESEA, we are aware that, as they implement the highly qualified teacher requirements in sections 1119 and 9101 (23) of the ESEA. fewer and fewer LEAs will have high percentages of uncertified teachers or teachers teaching out of field. The law sets as a goal that, by the end of the 2005-2006 school year, LEAs will have only certified teachers with demonstrated content knowledge teaching in core academic subjects, and hence LEAs would have no teachers teaching these subjects out-of-field.

As we discuss under the Definitions heading in the "Requirements for the FY 2004 and Future Year Grant Competitions and Award of Funds" section of this notice, the Department is continuing to determine the "high percentage" of uncertified teachers that would enable an LEA-with the requisite level of poverty-to meet the definition of a "high-need LEA" on the basis of national data that States report under section 207 of the Higher Education Act of 1965, as amended (HEA). In their HEA reports, States annually provide the Department, among other things, with the percentages of teachers for LEAs as a whole and for high-poverty LEAs who are teaching with some kind of waiver of State certification requirements, *i.e.,* the percentage of teachers who LEAs report to their States are uncertified. For the FY 2002 Transition to Teaching program competition, the Department determined that the average percentage of teachers on waivers in high-poverty LEAs, as reflected in the October 2001 HEA State reports, was the best proxy for a high percentage of teachers with emergency, provisional, or temporary certification or licensing that would permit an LEA to qualify as "highneed."

The most recent HEA reports submitted in October 2003 indicate that the national average of uncertified teachers in high-poverty LEAs last year was eight (8) percent, down from eleven (11) percent in the 2001-02 school year. However, in reconsidering this matter we believe that it is reasonable to consider a "high percentage" of teachers with emergency, provisional, or temporary certification or licensing to be equal to or greater than the national average percentage of teachers on waivers in *all* LEAs as reported in the most current HEA reports-rather than the average percentage only in highpoverty LEAs. All high-need LEAs must meet the statutory criterion of high poverty. But we see no reason to further restrict the number of LEAs that can benefit from this program by also requiring that they have at least the national percentage of teachers on waivers in *high-poverty LEAs.*

Change: For purposes of the FY 2004 and future year competitions, an LEA that meets the poverty threshold of the definition of "high-need LEA" will be considered a high-need LEA if it has at least the percentage of teachers on waivers of State certification as the national average of all LEAs. To demonstrate that it meets this requirement, the LEA will use the data it provided to the State on the percentage of its teachers on waivers of State certification, and which the State then used in completing its most recent HEA report to the Secretary.

Comment: One commenter requested that we define the term "highlyqualified paraprofessional" so that applicants would know which paraprofessionals may be recruited into teaching positions.

Discussion: Section 2312(1) of the ESEA provides that individuals eligible to participate in Transition to Teaching programs include "an individual with substantial demonstrable career experience, including a highly-qualified paraprofessional." While the section of the statute authorizing the Transition to Teaching program does not define this term, it is defined in section 2102(4) of the ESEA (for the Title II, part A program) as "a paraprofessional who has not less than 2 years of-
(A) Experience in the classroom; and (B) Postsecondary education or demonstrated competence in a field or academic subject for which there is a significant shortage of qualified teachers."

Section 2123(a) (2) (C) (ii) of the ESEA uses this term to identify paraprofessionals whom LEAs may recruit to become teachers, through alternative routes to teacher certification, with the use of Title II, part A funds. Given the comparability of that provision with the thrust of the Transition to Teaching program, we believe it is reasonable to adopt this same definition of highly qualified paraprofessional for this program.

Change: The final requirements for this competition include the definition of "highly qualified paraprofessional" contained in section 2102 (4) of the ESEA.

Comments: Two commenters recommended that teachers who already have certification or licensure in one subject area be eligible to participate in Transition to Teaching projects in order to retrain and become recertified in high-need subject areas. One commenter supported the proposed requirement that these teachers not be eligible.

Discussion: The Transition to Teaching program statute provides that projects are to increase the number of teachers in high-need schools operated by high-need LEAs. The program is designed and intended to bring into teaching individuals from non-teaching careers, not to provide financial support to existing teachers who want to change their current areas of certification. Other ESEA program funds, such as those available under Title II, part A, are available if a district chooses to use funds for this purpose.

Change: None.

Comments: Three commenters recommended that individuals who are already teaching on a provisional, temporary, or emergency license be eligible to participate in the Transition to Teaching program. The commenters believe that our proposal to prohibit individuals who are teaching on a provisional, temporary, or emergency license prior to recruitment into the Transition to Teaching program from participating in Transition to Teaching projects would unfairly exclude a desirable group from participating in the program.

Discussion: We do not dispute that many individuals now teaching on a provisional, temporary, or emergency teaching license are dedicated and have demonstrated an interest in teaching. The Department proposed this requirement so that, consistent with the Transition to Teaching program's purpose, projects would focus their recruitment efforts on bringing new individuals into teaching through alternative routes. However, we do not wish to preclude individuals now teaching on a provisional, temporary, or emergency license from participating in the program if they are otherwise eligible under the definition of eligible participant in section 2312(1).

Change: The program requirements have been revised so that individuals who are now teaching but have not yet acquired full State certification may participate in the Transition to Teaching program provided they meet the eligibility requirements in section *2312(1), i.e.,* they either have substantial, demonstrable career experience, or are recent college graduates (within three years of graduation).

Comment: One commenter recommended that the definition of a "high-need subject" not be limited to the proposed core academic subjects and special education and ESL, but rather include any subjects that a participating LEA determines to be high-need.

Discussion: We do not minimize the need for high-need schools in high-need LEAs to have teachers of other subjects. However, the Transition to Teaching program is intended to support the overall purpose and goal of NCLB: helping all students to achieve to high State academic standards so that no child is left behind. This program does so by providing financial support to help recruit, place, and train individuals from other career experiences to become highly qualified and effective teachers in high-need schools operated by highneed LEAs through alternative route programs.

Consistent with the purpose of NCLB as a whole, we continue to believe it is important that those who will operate Transition to Teaching projects use program funds to recruit teachers who can help students to achieve in the core academic subjects that are of highest priority in NCLB. The ESEA defines these subjects in section 910 I (II). We have expanded the permissible subject areas in which participants of this program may teach to include special education and English as a Second Language (ESL) because of the substantial need that many high-need LEAs have for teachers in these areas who can help students with disabilities and English language learners become proficient in the ESEA core academic subjects.

Change: None.

Comment: One commenter recommended that we clarify the repayment requirement in the Transition to Teaching statute because of recent confusion regarding its implementation.

Discussion: As section 23130) of the ESEA requires, we are in the process of drafting proposed requirements to govern the repayment of scholarships and other financial incentives by eligible participants who do not meet their three-year service obligation. These proposals will be published in the Federal Register for public review and comment before they are issued as final.

Change: None.

Note: This notice does *not* solici t applications. In any year in which we choose to use these priorities and requirements, we invite applications through a notice in the Federal Register. When inviting applications we designate each priority as absolute, competitive preference, or invitational. The effect of each type of priority follows:

Absolute priority: Under an absolute priority we consider only applications that meet the priority (34 CFR 75.105(c)(3)).

Competitive preference priority: Under a competitive preference priority we give competitive preference to an application by either (I) Awarding additional points, depending on how well or the extent to which the application meets the competitive priority (34 CFR 75.105(c)(2)(i); or (2) selecting an application that meets the competitive priority over an application of comparable merit that does not meet the priority (34 CFR 75. 105 (c)(2)(ii)).

Invitational priority: Under an invitational priority we are particularly interested in applications that meet the invitational priority. However, we do not give an application that meets the invitational priority a competitive or absolute preference over other applications (34 CFR 75.105(c)(I)).

Priorities

Priority I-State Projects to Create or *Expand, and Then Implement, Alternative Pathways to Teacher Certification*

This priority supports projects designed and implemented by an SEA or a consortium of SEAs and the respective teacher certification agency of each State (if different from the SEA) to create or expand, and then implement, alternative pathways to certification. The project period is up to five years. Grantees will need to conduct both of the following activities:

(a) *Create alternatives to the State's traditional certification requirements.* In conducting this activity, States are encouraged to develop a variety of alternative pathways to certification as important options in their menu of State-approved procedures for teacher certification and licensure. For example, competency-based alternative routes would permit talented individuals interested in teaching to become fully certified through rigorous assessments of their content and professional teaching competence, thereby enabling LEAs to recruit from a larger and more talented pool of prospective teachers.

(b) *Use the alternative routes to recruit individuals from groups eligible to participate in the Transition to Teaching program.* Funded projects also would, among other things, need to work with participating high-need LEAs to–

(1) Increase the number and quality of mid-career changers, recent college graduates who have not majored in education, and qualified paraprofessionals recruited to teach high-need subjects (such as mathematics. science, and special education) in identified high-need LEAs (which may include LEAs that are charter schools), particularly those in urban and rural areas; and

(2) Provide these newly hired teachers with the support they need to become certified and effective teachers who will choose to make teaching their new long-term profession.

In particular, SEAs receiving project funds must-

(i) Target recruitment efforts on, and rigorously screen, candidates in areas where participating high-need LEAs have documented teacher shortages (*e.g.,* mathematics, science, and special education);

(ii) Place prospective teachers only in high-need schools operated by highneed LEAs;

(iii) Prepare individuals for specific positions in specific LEAs and place them in these positions early in the training process;

(iv) Ensure that recruited teachers receive the specific training they need to become fully certified or licensed teachers; and

(v) Have recruited teachers participate in a well-supervised induction period that may include the support of experienced, trained mentors.

Priority 2-District Projects to Streamline Teacher Hiring Systems, Timelines. and Processes

This priority supports projects by one or more high-need LEAs to streamline their hiring systems, timelines, and processes. The project period is up to five years. A participating high-need LEA will need to conduct both of the following activities:

(a) *Examine its current hiring system. processes, and policies to identify the critical barriers to hiring highly qualified teachers.* The lack of highly qualified teachers in most urban and rural LEAs has often been attributed to their difficulty in recruiting interested and qualified individuals. However. recent research indicates that the problem may not be one of recruitment but may stem from inefficient and untimely LEA hiring systems and processes. This is especially true in high-poverty LEAs and schools-the very LEAs and schools the Transition to Teaching program is targeted to serve. Accordingly. each participating LEA will need to examine its current hiring processes and policies and, based upon that examination. identify the critical barriers to hiring highly qualified teachers.

(b) *Design and implement efforts to remove the identified barriers and put in place systems that streamline and revamp the hiring process.* In conducting this activity. LEAs are encouraged to create an efficient and timely applicant hiring process with a strong data tracking system and clear hiring goals. These efforts also should involve negotiating policy reforms that remove critical barriers, such as delayed notification of vacancies and seniority and retirement rules.

Participating LEAs also will carry out the requirements of the Transition to Teaching program by recruiting nontraditional candidates. using the streamlined hiring system to hire these individuals for teaching in high-need schools, working with them to achieve full State certification, and retaining them for at least three years.

Requirements for the FY 2004 and Future Year Grant Competitions and Award of Funds

In order to promote both a fair and efficient program competition and appropriate uses of Transition to Teaching program funds. the Deputy Under Secretary announces the following requirements to govern grant competitions and awards in FY 2004 and later years. For the most part, these requirements are the same as those that the Department announced in the Federal Register on June 17, 2002 (67 FR 41221-41224) and successfully used for the FY 2002 Transition to Teaching program competition and grants awarded under it. The Notice Inviting Applications for New Awards for Fiscal Year 2002 is available on the Internet at the following site: *www.gpoaccess.gov/ fr/index.html.* The only exceptions concern:

• A requirement. discussed in the section" Application Content". under which each applicant will need to include in its application a statement that each participating LEA will. rather than intends to. hire project participants. assuming that it has positions to fill and is satisfied that the partici pants are qualified to teach these subjects;

• A requirement discussed in the section "Participant Eligibility", that closes a loophole that has permitted some grantees to recruit existing teachers into their projects; and

• Use of the average percentage of teachers with waivers of State certification requirements in *all* LEAs. rather than the average percentage in only high-poverty LEAs-as reflected in State reports submitted to the Department under section 207 of the HEA-as the measure of when an LEA with the required degree of poverty has a "high percentage" of teachers with emergency, provisional, or temporary certification or licensing, and so is a high-need LEA under this program.

1. Application content. Section 231 3 (d)(2)(C) of the ESEA requires applicants to describe in their applications how they will use the funds received to recruit and retain individuals to teach in high-need schools operated by high-need LEAs. In addition, section 2313(i) of the ESEA requires that individuals who participate in training provided under this program serve in a high-need school operated by a high-need LEA for at least three years. In this regard, an implicit purpose of this program and the ESEA as a whole is to help ensure that all students are able to achieve to high standards, principally in the core

academic subjects defined in section 910 1 (11) of the ESEA. To ensure that all grantees properly implement their projects. each applicant will need to include information in its application. as the Secretary may require, that confirms that it (if it is an LEA) or each LEA with which it will work-

(a) Is a high-need LEA;

(b) Has identified for the grantee the high-need subjects for which teachers are needed; and

(c) Will hire individuals recruited through the project to meet the LEA's teaching needs. assuming that the LEA still has positions to fill and is satisfied that the individuals are qualified to teach those subjects.

2. Definitions. High-need LEA. Section 2102(3) of the ESEA defines "high-need LEA" to mean an LEA that-

(a) (I) Serves not fewer than 10.000 children from families with incomes below the poverty line. or (2) for which not less than 20 percent of the children served by the LEA are from families with incomes below the poverty line; and

(b) For which there is (I) A high percentage of teachers not teaching in the academic subjects or grade levels the teachers were trained to teach. or (2) a high percentage of teachers with emergency. provisional. or temporary certification or licensing.

An applicant (or a grantee. should the grantee wish to add an LEA to a Transition to Teaching project after receiving a grant award) will need to demonstrate to the Department that each LEA that will participate in the project satisfies the definition of high-need LEA. The applicant (or grantee) will need to do so on the basis of the most recent data available in the year in which the Department approves the LEA's participation in the project. In this regard, we announce the following for each of these two components of the definition-

• For component (a) of "high-need LEA," the only consistent available data for all LEAs that reflect the statutory requirement for use of the total number or percentage of individuals age 5-17 from families below the poverty line (as the term is defined in section 9101 (33) of the ESEA) are data from the U.S. Census Bureau. Therefore, absent a showing of alternative LEA data that meets this statutory definition, the eligibility of an LEA as a "high-need LEA" under component (a) must be determined on the basis of the most recent satisfactory Census Bureau data; we will identify the year of these data to be used in any announcement of a program competition for awards in FY 2004 and future years. (We will provide further information on this subject in the application package for this program that will be available for each competition. This information will include the Internet web site where one may obtain the LEA poverty data that the Census Bureau reports, and the kinds of poverty data the Department will accept for any LEA that is not included on this Internet web site.)

• For component (b)(I) of the definition of "high-need LEA," we interpret this phrase "not teaching in the academic subjects or grade levels that the teachers were trained to teach" as equivalent to "a high percentage of teachers teaching out of field." The Department does not have available to it suitable data with which to define what a high percentage is. Therefore, LEAs that rely on component (b)(I) will need to demonstrate to the Department's satisfaction that they have a high percentage of teachers teaching out of field. The Department will review this aspect of an LEA's proposed eligibility on a case-by-case basis. To avoid uncertainty, an LEA might choose instead to try to meet this eligibility test under component (b) (2).

• For component (b)(2) of "high-need LEA," the best data available to the Department on the percentage of teachers with emergency, provisional. or temporary certification or licensing come from the reports on the quality of teacher preparation that States annually provide to the Department in October of each year under section 207 of the HEA. In these reports, States provide the percentage of teachers in their LEAs teaching on waivers of State certification, both on a statewide basis and in high-poverty LEAs. For purposes of the program's FY 2002 competition, an LEA had a "high percentage" of teachers with emergency, provisional, or temporary certification or licensing if the percentage of teachers on waivers, as the LEA reported to the State for purposes of the State's October 2001 report to the Secretary, was at least the national average percentage of teachers on waivers in high-poverty LEAs-II percent.

For reasons expressed in the "Analysis of Comments and Changes" section. for purposes of the FY 2004 and subsequent program competitions, an LEA has a "high percentage" of teachers with emergency. provisional. or temporary certification or licensing if the percentage of teachers on waivers. as the LEA reported to the State for purposes of the State's latest HEA report to the Secretary, was at least the national average percentage of teachers on waivers of State certification. for *all* LEAs-rather than just for high-poverty LEAs. Therefore, for the FY 2004 competition, an LEA will be considered to have a high percentage of teachers with emergency. provisional. or temporary certification or licensing if the percentage of teachers on waivers that it reported to the State for purposes of the State's October 2003 HEA report was at least six percent.

Note: For that October 2003 report, teachers on a waiver of State certification requirements *included* uncertified teachers who were participating in State-approved alternative route programs.

Based on information in future HEA State reports, we will publish the most current national percentage of uncertified teachers in all LEAs in any announcement of a program competition for awards in future years. To satisfy component (b) (2) of the definition of a high-need LEA, an LEA will need to be able to confirm that, at the time it would participate in a Transition to Teaching project. it has at least the percentage of uncertified teachers as the Department announces is a "high percentage" based on the most currently available HEA section 207 State reports.

High-need subject. For purposes of the Transition to Teaching program, a high-need subject means English, reading or language arts. mathematics, science, foreign languages. civics and government, economics. arts, history, geography. special education, and English as a second language (ESL). These subjects include the "core academic subjects" specified in section 9101 (11) of the ESEA and the subjects of special education and ESL.

High-need SEA. Section 2313(c) of the ESEA requires the Department to give priority in awarding grants under the program to applications from "a partnership or consortium that includes a high-need State educational agency or local educational agency." However, the ESEA does not define the term highneed SEA, As was the case for the FY 2002 competition. for purposes of this priority we define a high-need SEA as an SEA of a State that includes at least one high-need LEA.

Highly qualified paraprofessional. For purposes of the Transition to Teaching program. a highly qualified paraprofessional means a paraprofessional who has not less than two years of-

(A) Experience in a classroom, and (B) Postsecondary education or demonstrated competence in a field or academic subject for which there is a significant shortage of qualified teachers.

3. Application review process. Section 2313(b) of the ESEA provides that an eligible applicant for a Transition to Teaching grant must be-

(a) An SEA;

(b) A high-need LEA;

(c) A for-profit or nonprofit organization that has a proven record of effectively recruiting and retaining highly qualified teachers. in a partnership with a high-need LEA or with an SEA;

(d) An institution of higher education (IHE). in a partnership with a high-need LEA or with an SEA;

(e) A regional consortium of SEAs; or (f) A consortium of high-need LEAs. Given the wide variety of entities that may apply for grants under this program. the Department expects the scope of proposed recruitment, training. and placement efforts to vary widely. For example. a nonprofit organization might propose activities in various communities throughout the nation. an SEA might propose activities to be conducted on a statewide basis. and an LEA might propose activities that will focus on its own teaching needs. It is likely that if applications from these various entities were reviewed in a single application pool. reviewers would have difficulty evaluating the relative merits of the projects. In addition. the Department is interested in supporting projects of different types that can serve as potential models of recruitment. training. and retention through alternative routes to teaching. Given these factors. and in order to evaluate fairly the relative merits of applications proposing projects of such widely varied scope. we will review applications in FY 2004 and later years as we did in the FY 2002 program competition-in three different applicant pools. depending on whether the LEAs to benefit from the project are located-

(a) In more than one State;

(b) Statewide or in more than one area of a State; or

(c) In a single area of a State.

When the Department announces a competition. it will provide an estimate of the number and size of awards to be made from applications in each category. However. the Department intends to reserve the right to adjust these estimates based on the number of high-quality applications in each pool and as a whole. without regard to the relative scores of applications in each of the three applicant pools.

Finally. because of the variety of entities that may apply for grants under this program, it is possible that an LEA might be the recipient of services under both (l) its own application and (2) the application of the SEA of the State in which the LEA is located. an educational service agency that is a high-need LEA, or a nonprofit organization. In this event. should those applications propose duplicative activities the Department will offer the LEA a choice of receiving its own grant award or participating in the other entity's project. Should the LEA choose to receive its own award. the Department will adjust the other entity's grant award accordingly.

4. Participant eligibility. Section 2312(1) provides that an individual is eligible to participate in the Transition to Teaching program if the individual (a) has substantial, demonstrable career experience. including as a highly qualified paraprofessional, or (b) is a graduate of an IHE who-

(I) Has graduated not more than three years before applying to jOin a Transition to Teaching project in order to become a teacher. and

(2) In the case of an individual wishing to teach in a secondary school, has completed an academic major (or courses totaling an equivalent number of credit hours) in the academic subject that the individual will teach.

The purpose of the Transition to Teaching program is to provide financial support to enable grantees to recruit individuals from their nonteaching positions and. through alternative routes to State certification. help high-need LEAs to hire and retain them as teachers of high-need subjects. Indeed. section 23 I 3 (d)(2)(E) requires each application to describe how the proposed project will increase the number of highly qualified teachers teaching high-need academic subjects (in high-need schools operated by highneed LEAs). Consistent with this provision and the program's overall purpose. individuals who already have State teacher certification or licenses are not eligible to participate in Transition to Teaching projects. Individuals who are teaching on a provisional, temporary, or emergency license prior to recruitment into the program. are eligible to participate provided they meet the eligibility requirements in section 2312 (I) of the ESEA and thereby qualify either as a mid-career professional or a recent college graduate (within three years of graduation).

5. Evaluation and accountability. Section 2314 of the ESEA requires grantees to submit to the Department and to the Congress interim and final reports at the end of the third and fifth years of the grant period. respectively. Subparagraph (b) of section 2314 provides that these reports must contain the results of the grantee's interim and final evaluations. which must describe the extent to which high-need LEAs that received funds through the grant have met their goals relating to teacher recruitment and retention as described in the project application.

However. while each funded project must promote the recruitment and retention of new teachers in specific identified LEAs. eligible grant recipients are not limited to LEAs. Therefore, it is possible that one or more funded projects will not provide funding to participating LEAs. In order that all project evaluations provide relevant information on the extent to which the project is meeting these LEA goals, the interim and final evaluations will need to describe the extent to which LEAs that either receive program funds or otherwise participate in funded projects have met their teacher recruitment and retention goals.

6. Limitation on indirect costs. The success of the Transition to Teaching Program depends upon how well grantees and the high-need LEAs with which they work recruit. hire. train. and retain highly qualified individuals from other professions and backgrounds to become te(ichers in high-need subjects. If the program is to achieve its purpose. we need to ensure that all appropriated funds are used as effectively as possible. To do so. we believe it is necessary to place a reasonable limitation on the amount of program funds that grant recipients may use to reimburse themselves for the indirect costs of program activities. Therefore. we place a reasonable limit on the indirect cost rate that all grantees and other recipients of program funds may use in determining the amount of indirect costs they may charge to their Transition to Teaching awards. As was the case for grants awarded under the FY 2002 competition. this limit is the lesser of eight percent or the recipient's negotiated restricted indirect cost rate.

For reasons we have offered in a limited number of other competitive grant programs that focus on improving teacher quality. we believe that a similar limitation on a recipient's indirect costs is necessary here to ensure that Transition to Teaching program funds are used to secure the new teachers that Congress intended. See. *e.g* .. the discussion of (I) 34 CFR 61l.61, as proposed. that governs the Teacher Quality Enhancement Grants program authorized by Title II. part A of the HEA (65 FR 6936. 6940 (February II. 2000)). and (2) requirements for the FY 2002 grants competition under the School Leadership program authorized by Title II. part A. subpart 5 of the ESEA (67 FR 36159.36162 (May 23.2002)). and

under this Transition to Teaching program (67 FR 41223-24 Uune 17, 2002))

Executive Order 12866

This notice of final priorities and requirements has been reviewed in accordance with Executive Order 12866. Under the terms of the order, we have assessed the potential costs and benefits of this regulatory action.

The potential costs associated with the notice of final priorities and requirements are those resulting from statutory requirements and those we have determined as necessary for administering this program effectively and efficiently.

In assessing the potential costs and benefits-both quantitative and qualitative-of this notice of final priorities and requirements, we have determined that the benefits of the final priorities and requirements justify the costs.

We have also determined that this regulatory action does not unduly interfere with State, local, and tribal governments in the exercise of their governmental functions.

Summary of potential costs and benefits: Elsewhere in this notice we discuss the potential costs and benefits of these final priorities and requirements under the SUPPLEMENTARY INFORMATION section.

Intergovernmental Review

This program is subject to Executive Order 12372 and the regulations in 34 CFR part 79. One of the objectives of the Executive order is to foster an intergovernmental partnership and a strengthened federalism. The Executive order relies on processes developed by State and local governments for coordination and review of proposed Federal financial assistance.

This document provides early notification of our specific plans and actions for this program.

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(Catalog of Federal Domestic Assistance Number 84.350 Transition to Teaching)

Program Authority: 20 U.S.C. 6681 *et seq.*

Dated: April 27, 2004.

Nina Shokraii Rees,

Deputy Under Secretary for Innovation and Improvement.

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Authorizing Legislation

Title II, Part C, Subpart 1 of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the No Child Left Behind Act of 2001 (P. L. 107.110)

Chapter B — Transition to Teaching Program

SEC. 2311. PURPOSES.

The purposes of this chapter are —

(1) to establish a program to recruit and retain highly qualified mid-career professionals (including highly qualified paraprofessionals), and recent graduates of an institution of higher education, as teachers in high-need schools, including recruiting teachers through alternative routes to certification; and

(2)to encourage the development and expansion of alternative routes to certification under State-approved programs that enable individuals to be eligible for teacher certification within a reduced period of time, relying on the experience, expertise, and academic qualifications of an individual, or other factors in lieu of traditional course work in the field of education.

SEC. 2312. DEFINITIONS.

In this chapter:

(1) ELIGIBLE PARTICIPANT- The term ‘eligible participant' means--

(A) an individual with substantial, demonstrable career experience, including a highly qualified paraprofessional; or

(B) an individual who is a graduate of an institution of higher education who —

(i) has graduated not more than 3 years before applying to an eligible entity to teach under this chapter; and

(ii) in the case of an individual wishing to teach in a secondary school, has completed an academic major (or courses totaling an equivalent number of credit hours) in the academic subject that the individual will teach.

(2) HIGH-NEED LOCAL EDUCATIONAL AGENCY- The term high-need local educational agency' has the meaning given the term in section 2102.

(3) HIGH-NEED SCHOOL- The term high-need school' means a school that —

(A) is located in an area in which the percentage of students from families with incomes below the poverty line is 30 percent or more; or

(B)(i) is located in an area with a high percentage of out-of-field teachers, as defined in section 2102;

(ii) is within the top quartile of elementary schools and secondary schools statewide, as ranked by the number of unfilled, available teacher positions at the schools;
(iii) is located in an area in which there is a high teacher turnover rate; or
(iv) is located in an area in which there is a high percentage of teachers who are not certified or licensed.

SEC. 2313. GRANT PROGRAM.
(a) IN GENERAL- The Secretary may establish a program to make grants on a competitive basis to eligible entities to develop State and local teacher corps or other programs to establish, expand, or enhance teacher recruitment and retention efforts.
(b) ELIGIBLE ENTITY- To be eligible to receive a grant under this section, an entity shall be —
(1) a State educational agency;
(2) a high-need local educational agency;
(3) a for-profit or nonprofit organization that has a proven record of effectively recruiting and retaining highly qualified teachers, in a partnership with a high-need local educational agency or with a State educational agency;
(4) an institution of higher education, in a partnership with a high-need local educational agency or with a State educational agency;
(5) a regional consortium of State educational agencies; or
(6) a consortium of high-need local educational agencies.
(c) PRIORITY- In making such a grant, the Secretary shall give priority to a partnership or consortium that includes a high-need State educational agency or local educational agency.
(d) APPLICATION-
(1) IN GENERAL- To be eligible to receive a grant under this section, an entity described in subsection (b) shall submit an application to the Secretary at such time, in such manner, and containing such information as the Secretary may require.
(2) CONTENTS- The application shall describe —
(A) one or more target recruitment groups on which the applicant will focus its recruitment efforts;
(B) the characteristics of each such target group that —
(i) show the knowledge and experience of the group's members; and
(ii) demonstrate that the members are eligible to achieve the objectives of this section;
(C) describe how the applicant will use funds received under this section to develop a teacher corps or other program to recruit and retain highly qualified mid-career professionals (which may include highly qualified paraprofessionals), recent college graduates, and recent graduate school graduates, as highly

qualified teachers in high-need schools operated by high-need local educational agencies;

(D) explain how the program carried out under the grant will meet the relevant State laws (including regulations) related to teacher certification or licensing and facilitate the certification or licensing of such teachers;

(E) describe how the grant will increase the number of highly qualified teachers, in high-need schools operated by high-need local educational agencies (in urban or rural school districts), and in high-need academic subjects, in the jurisdiction served by the applicant; and

(F) describe how the applicant will collaborate, as needed, with other institutions, agencies, or organizations to recruit (particularly through activities that have proven effective in retaining highly qualified teachers), train, place, support, and provide teacher induction programs to program participants under this chapter, including providing evidence of the commitment of the institutions, agencies, or organizations to the applicant's programs.

(e) DURATION OF GRANTS- The Secretary may make grants under this section for periods of 5 years. At the end of the 5-year period for such a grant, the grant recipient may apply for an additional grant under this section.

(f) EQUITABLE DISTRIBUTION- To the extent practicable, the Secretary shall ensure an equitable geographic distribution of grants under this section among the regions of the United States.

(g) USES OF FUNDS-

(1) IN GENERAL- An entity that receives a grant under this section shall use the funds made available through the grant to develop a teacher corps or other program in order to establish, expand, or enhance a teacher recruitment and retention program for highly qualified mid-career professionals (including highly qualified paraprofessionals), and recent graduates of an institution of higher education, who are eligible participants, including activities that provide alternative routes to teacher certification.

(2) AUTHORIZED ACTIVITIES- The entity shall use the funds to carry out a program that includes two or more of the following activities:

(A) Providing scholarships, stipends, bonuses, and other financial incentives, that are linked to participation in activities that have proven effective in retaining teachers in high-need schools operated by high-need local educational agencies, to all eligible participants, in an amount not to exceed $5,000 per participant.

(B) Carrying out pre- and post-placement induction or support activities that have proven effective in recruiting and retaining teachers, such as —

(i) teacher mentoring;

(ii) providing internships;

(iii) providing high-quality, preservice coursework; and

(iv) providing high-quality, sustained inservice professional development.

(C) Carrying out placement and ongoing activities to ensure that teachers are placed in fields in which the teachers are highly qualified to teach and are placed in high-need schools.

(D) Making payments to pay for costs associated with accepting teachers recruited under this section from among eligible participants or provide financial incentives to prospective teachers who are eligible participants.

(E) Collaborating with institutions of higher education in developing and implementing programs to facilitate teacher recruitment (including teacher credentialing) and teacher retention programs.

(F) Carrying out other programs, projects, and activities that are designed and have proven to be effective in recruiting and retaining teachers, and that the Secretary determines to be appropriate.

(G) Developing long-term recruitment and retention strategies including developing —

(i) a statewide or region wide clearinghouse for the recruitment and placement of teachers;

(ii) administrative structures to develop and implement programs to provide alternative routes to certification;

(iii) reciprocity agreements between or among States for the certification or licensing of teachers; or

(iv) other long-term teacher recruitment and retention strategies.

(3) EFFECTIVE PROGRAMS- The entity shall use the funds only for programs that have proven to be effective in both recruiting and retaining teachers.

(h) REQUIREMENTS-

(1) TARGETING- An entity that receives a grant under this section to carry out a program shall ensure that participants in the program recruited with funds made available under this section are placed in high-need schools operated by high-need local educational agencies. In placing the participants in the schools, the entity shall give priority to the schools that are located in areas with the highest percentages of students from families with incomes below the poverty line.

(2) SUPPLEMENT, NOT SUPPLANT- Funds made available under this section shall be used to supplement, and not supplant, State and local public funds expended for teacher recruitment and retention programs, including programs to recruit the teachers through alternative routes to certification.

(3) PARTNERSHIPS AND CONSORTIA OF LOCAL EDUCATIONAL AGENCIES- In the case of a partnership established by a local educational agency to carry out a program under this chapter, or a

consortium of such agencies established to carry out a program under this chapter, the local educational agency or consortium shall not be eligible to receive funds through a State program under this chapter.

(i) PERIOD OF SERVICE- A program participant in a program under this chapter who receives training through the program shall serve a high-need school operated by a high-need local educational agency for at least 3 years.

(j) REPAYMENT- The Secretary shall establish such requirements as the Secretary determines to be appropriate to ensure that program participants who receive a stipend or other financial incentive under subsection (g)(2)(A), but fail to complete their service obligation under subsection (i), repay all or a portion of such stipend or other incentive.

(k) ADMINISTRATIVE FUNDS- No entity that receives a grant under this section shall use more than 5 percent of the funds made available through the grant for the administration of a program under this chapter carried out under the grant.

SEC. 2314. EVALUATION AND ACCOUNTABILITY FOR RECRUITING AND RETAINING TEACHERS.

(a) EVALUATION- Each entity that receives a grant under this chapter shall conduct —

(1) an interim evaluation of the program funded under the grant at the end of the third year of the grant period; and

(2) a final evaluation of the program at the end of the fifth year of the grant period.

(b) CONTENTS- In conducting the evaluation, the entity shall describe the extent to which local educational agencies that received funds through the grant have met the goals relating to teacher recruitment and retention described in the application.

(c) REPORTS- The entity shall prepare and submit to the Secretary and to Congress interim and final reports containing the results of the interim and final evaluations, respectively.

(d) REVOCATION- If the Secretary determines that the recipient of a grant under this chapter has not made substantial progress in meeting such goals and the objectives of the grant by the end of the third year of the grant period, the Secretary —

(1) shall revoke the payment made for the fourth year of the grant period; and

(2) shall not make a payment for the fifth year of the grant period.

TRANSITION TO TEACHING PROGRAM BACKGROUND

Questions and Answers

GENERAL APPLICATION INFORMATION

1. Must applicants notify the Department of their intent to apply?

No, but the Secretary strongly encourages each potential applicant to notify the Department with a short e-mail indicating the applicant's intent to submit an application for funding. This will give the Department a better understanding of the number of entities that intend to apply for funding under this program, and allow for a more efficient process for reviewing grant applications. The e-mail need not include information regarding the content of the proposed application, only the applicant's intent to submit it. The Secretary requests that this e-mail notification be sent no later than December 15, 2008, to the following e-mail address: Transitiontoteaching@ed.gov. Applicants that fail to provide this e-mail notification may still apply for funding.

2. Which Catalog of Federal Domestic Assistance (CFDA) number applies to my application?

The CFDA number for the Transition to Teaching program is 84.350. In addition, each project is further identified by a letter code based on its geographic scope.

> **84.350A** is for **local projects**, i.e., those that serve one eligible high-need local educational agency (LEA) or two or more eligible high-need LEAs in a single area of a state;
>
> **84.350B** is for **statewide projects**, i.e., those that serve eligible high-need LEAs statewide or eligible high-need LEAs in more than one area of a state; and
>
> **84.350C** is for **national/regional projects**, i.e., those that serve eligible high-need LEAs in more than one state.

While the same requirements and selection criteria apply to all applications, it is important for applicants to indicate the pool in which their application is to be reviewed.

3. How will the Department select applications to be funded?

Applications will be evaluated by a three-person review panel and scored according to the program's selection criteria announced in the Notice Inviting Applications for New Awards for Fiscal Year (FY) 2009, as published in the Federal Register on November 13,

2009. The Secretary awards grants on the basis of these scores unless other relevant information about the project or grantee suggests a problem with relying on these scores.

Applicants are strongly encouraged to review these criteria carefully and to develop responses that discuss their proposed projects in terms that fully and clearly address each criterion. An applicant can earn up to 100 points for responses to the selection criteria. An applicant can earn up to 15 additional points for responding to the competitive preference priorities that also are described in this Notice.

4. What are the competitive preference priorities for the FY 2009 competition, and how many additional points may an applicant earn by addressing them?

The competitive preference priorities and available points for the FY 2009 competition are:

(1) Partnerships or consortia that include a high-need LEA or a high-need State educational agency (SEA) (defined as an SEA of a State with at least one high-need LEA) (5 points); and

(2) LEA projects to streamline teacher hiring systems, timelines, and processes (up to 10 points).

An applicant is not required to propose activities that address the competitive preference priorities. However, applicants that address these priorities can earn additional points by doing so. Under the second competitive preference priority for projects that focus on streamlining LEA hiring practices, only an application submitted by one or more high-need LEAs, i.e. proposals for which a high-need LEA would be the actual grantee (and thus the fiscal agent), may receive priority points. Any other entity may be a partner with one of these applicants.

5. Where in the application does an applicant address the competitive preference priorities?

For Competitive Preference Priority 1, an applicant identifies the high-need LEA(s) and/or high-need SEA with which it has an active partnership – or that it is a high-need LEA or high-need SEA and has an active partnership with other entities – in a separate section of the project narrative entitled "Competitive Preference 1".

For Competitive Preference Priority 2, an applicant addresses the priority in a separate section of the project narrative entitled "Competitive Preference Priority 2". In addition, in responding to one or more of the selection criteria, the applicant may wish to include information related to the competitive priority.

These sections are included in the overall application page limit.

ELIGIBILITY FOR GRANTS

6. Who is eligible to receive a Transition to Teaching grant?

The Department may award a Transition to Teaching grant to any of the following:

- An SEA;
- A high-need LEA (which includes a charter school that the State considers to be an LEA);
- A for-profit or nonprofit organization that has a proven record of effectively recruiting and retaining highly qualified teachers, in a partnership with a high-need LEA or SEA;
- An institution of higher education, in a partnership with a high-need LEA or SEA;
- A regional consortium of SEAs; or
- A consortium of high-need LEAs.

7. What is a State Education Agency (SEA)?

The Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind Act of 2001, defines an SEA as "the agency primarily responsible for the State supervision of public elementary schools and secondary schools."

8. What is a "high-need local educational agency" (LEA)?

For the Transition to Teaching program, a high-need LEA is an LEA that meets two specific requirements—one addressing poverty in the area the agency serves and the other addressing the quality of the LEA's current teacher workforce. Specifically, a "high-need" LEA is one—

(1)(a) that serves not fewer than 10,000 children from families with incomes below the poverty line; **or**

(1)(b) for which not less than 20 percent of the children served by the LEA are from families with incomes below the poverty line;

AND

(2)(a) for which there is a high percentage of teachers not teaching in the subjects or grade levels that the teachers were trained to teach; **or**

(2)(b) for which there is a high percentage of teachers with emergency, provisional, or temporary certification or licensing.

Every Transition to Teaching grantee must work to ensure that all project participants are hired to work in high-need schools operated by high-need LEAs.

9. What is a "high-need school"?

For the Transition to Teaching program, a high-need school is a school that meets any one of the following five tests:

1. Is located in an area in which the percentage of students from families with income below the poverty line is 30 percent or more;
2. Is located in an area with a high percentage of out-of-field teachers, as defined in section 2102 of ESEA;
3. Is within the top quartile of elementary schools and secondary schools statewide, as ranked by the number of unfilled, available teacher positions at the schools;
4. Is located in an area in which there is a high teacher turnover rate; or
5. Is located in an area in which there is a high percentage of teachers who are not certified or licensed.

National data on families with incomes below the poverty line are available at the district level, but not at the school level. The Department has determined that the best available proxy for **Test 1** is schoolwide program eligibility under Title I, Part A ("Title I") of the ESEA. Title I schoolwide program eligibility is typically established by having at least 40 percent of students eligible to receive free and reduced-price lunch subsidies. **Test 3** requires data from the responsible State agency. Each participating LEA may establish reasonable definitions for **Tests 2**, **4**, and **5** that ensure that program participants are placed in schools that have high need relative to other schools the LEA serves. For purposes of meeting their recordkeeping responsibilities, the LEA and program grantee should develop written criteria that clarify the rationale for the definition used, as well as retain supporting documentation to confirm that the schools in which participants teach meet these definitions.

10. What data are needed to verify that an LEA meets the "high-need" requirement?

The definition of a high-need LEA and the data an applicant needs to have to confirm that an LEA participating in its project meets this definition are addressed in the notice announcing the Transition to Teaching competition published in the Federal Register on November 13, 2008. They also are addressed in the Instructions for Project Narrative provided in the application package.

Each application must confirm that all LEAs identified as participants in the project are high-need LEAs. An LEA must meet the components for both poverty (1a or 1b in the answer to Question 8) **and** quality of the current teacher workforce (2a or 2b in the answer to Question 8) of the definition of "high-need LEA."

To determine if an LEA meets the poverty component, an applicant must use the most recent Census Bureau data, which currently is for 2005. However, we understand that the U.S. Census Bureau may release data for 2007 before the closing date for applications under this competition. If the U.S. Census Bureau publishes 2007 poverty data before the application due date, the Department will consider U.S. Census Bureau poverty data for

either 2005 or 2007 to be the most recent. If the U.S. Census Bureau does not release the 2007 poverty data, applicants must use the U.S. Census Bureau's poverty data for 2005. The link to Census Bureau data is:

http://www.census.gov/hhes/www/saipe/district.html

The Department also has these data available on its website at:
http://www.ed.gov/programs/lsl/eligibility.html.

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

For the component on the quality of the LEA's current teacher workforce, applicants should obtain information from appropriate officials in each LEA regarding the LEA's percentage of teachers teaching out of field or teaching on waivers of State certification or licensure. Please note that the applicant must provide the percentage of *teachers* teaching out of field, *not* the number of *classes* not taught by highly qualified teachers (as districts report to the public and to the Department in their Title I report cards). The Department will determine whether or not a district has a high percentage of teachers teaching out of field on a case-by-case basis. For teachers on waivers of State certification or licensure, the Department considers 1.5% or higher to be a "high percentage of teachers with emergency, provisional, or temporary certification or licensing". The district data the State used to compile its October 2007 HEA section 207 report therefore must reflect an LEA percentage of teachers on waivers of at least 1.5 percent.

11. Does the definition of "high-need LEA" include a regional service agency, intermediate educational unit, or similar agency that is established by the State to provide administrative and technical assistance and support to LEAs?

Only in rare circumstances. These agencies may be considered LEAs under the ESEA since this law defines LEA to include any public authority "legally constituted within a State for either administrative control or direction of, or to perform a service function for, public [schools] in a city, county, township, school district, or other political subdivision of a State, or for a combination of school districts or counties that is recognized in a State as an administrative agency for its public schools".

However, these agencies will generally not be "high-need" LEAs since they rarely will employ teachers and be able to meet the statutory requirement of having "a high percentage of teachers teaching out-of-field or with emergency, provisional, or temporary certification or licensing".

12. May an existing grantee apply in this competition for another Transition to Teaching program grant?

Section 2313(e) of the ESEA provides: "The Secretary may make grants under this section for periods of 5 years. At the end of the 5-year period for such a grant, the grant recipient may apply for an additional grant under this section." The Department has not issued regulations that define or otherwise limit the scope of this provision. However, at minimum, this statute prohibits a Transition to Teaching program grantee (including an eligible partnership or consortium of high-need LEAs or SEAs) from applying for a second grant until the first project has ended. Thus, the statute precludes a high-need LEA, high-need SEA, or existing partnership or consortium that already has received a Transition grant from applying for a similar Transition grant until its current project is over.

However where a high-need LEA, SEA, IHE, or nonprofit organization, either individually or as part of a partnership, now has a Transition grant, section 2313(e) does not preclude that entity from (1) joining with new entities to form a new partnership or consortium, and then (2) applying for a new program grant that would implement significantly different project activities. For example, a large urban high-need LEA, either as a sole grantee or that is partnering with an IHE or non-profit organization in a currently funded project, could join with other entities in a new partnership and apply for funds to recruit Transition to Teaching participants to become teachers in new subjects or different high-need areas of the district.

PARTICIPANT ELIGIBILITY

13. Who is eligible to participate in projects funded by the Transition to Teaching program?

Eligible participants include an individual who:

- Has substantial, demonstrable career experience, including a highly qualified paraprofessional, or
- is a graduate of an institution of higher education who—

  (i) has graduated not more than three years before applying to participate in a Transition to Teaching project; and
  (ii) in the case of an individual wishing to teach in a secondary school, has completed an academic major (or courses totaling an equivalent number of credit hours) in the core academic subject that the individual will teach.

Eligible participants may include individuals who are teaching on a provisional, temporary, or emergency license *prior* to recruitment into a Transition to Teaching project, and who otherwise qualify either as a mid-career professional or a recent college graduate.

14. Are individuals who are fully certified or licensed as teachers eligible to participate in the Transition to Teaching Program?

No. The program is designed to facilitate the certification or licensing of teachers, thereby *increasing* the number of highly qualified teachers who can teach in high-need schools in high-need LEAs.

15. Which project participants may be considered to be "highly qualified paraprofessionals"?

For purposes of the Transition to Teaching program, a highly qualified paraprofessional as defined in Title II of the ESEA means a paraprofessional who has not less than two (2) years of —

(a) Experience in a classroom; **and**

(b) Postsecondary education or demonstrated competence in a field or academic subject for which there is a significant shortage of qualified teachers.

16. Are there any requirements that program participants must agree to meet?

Yes. The Transition to Teaching program statute requires all program participants who receive training under the program to teach for at least three (3) years in a high-need school operated by a high-need LEA. Because we assume that all projects will provide project participants some training before and/or after they begin to teach, this three-year service obligation effectively applies to ALL project participants.

17. May projects place teachers in high-need schools that are not operated by high-need LEA?

No, both the school and the LEA must meet their respective definitions of "high-need".

18. Do participants in the Transition to Teaching Program who (1) participate in State alternative routes to certification and (2) teach core academic subjects qualify as "highly qualified teachers" under NCLB who may be placed in teaching positions in high-need schools operated by high-need LEAs?

Yes. Department's Title I regulations (34 C.F.R. 200.56(a)(2) published in the Federal Register on December 2, 2002) provide that for purposes of the NCLB a teacher who participates in an alternative route to certification program that meets certain basic requirements may teach for up to three years as fully certified.

These requirements are that the teacher:

- receives, before and while teaching, high-quality professional development that is sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction;

- participates in a program of intensive supervision that consists of structured guidance and regular ongoing support for teachers or in a teacher mentoring program;

- assumes functions as a teacher for a period not to exceed three years; and

- demonstrates satisfactory progress toward full certification as prescribed by the State.

In addition, the State must ensure, through its certification and licensure process, that these provisions are met. Of course, to be highly qualified, the teacher also must have at least a bachelor's degree and have demonstrated subject matter competency in each subject the teacher teaches in a way that the law requires.

If the teacher does not complete the alternative certification program within the three-year period that the Title I regulation permits, the teacher is no longer considered to be fully certified, and thus no longer highly qualified.

19. Are participants required to teach certain high-need subjects? If so, what are they?

Yes. For purposes of the Transition to Teaching program, a high-need subject at all grade levels (elementary, middle and high school) means English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, geography, special education, and English as a second language (ESL). With the exception of special education and ESL, these subjects are the "core academic subjects" specified in section 9101(11) of the ESEA.

PROGRAM ACTIVITIES

20. How may a grantee use Transition to Teaching Program funds?

Grantees must carry out a project that includes two or more of the program's authorized activities. These authorized activities include: recruitment and retention activities, including developing long term strategies to recruit and retain teachers; payment of recruitment costs or financial incentives; assistance to ensure participants are placed in high-need schools and teaching subjects which they are qualified to teach; pre- and post-induction or support activities; and collaborating with institutions of higher education to facilitate teacher recruitment, credentialing, and retention.

An applicant has tremendous flexibility to implement these authorized activities to design a project that meets the needs of the particular high-need LEAs to be served. Applicants should note, however, that program funds must be used to supplement, and not supplant, State and local funds spent to support teacher recruitment and retention programs, including programs to recruit teachers through alternative routes to certification.

21. Is there a limit on the number of years during which an applicant can recruit participants?

No. However, the program statute clearly intends that funded projects work to ensure the certification or licensing and retention of participants that are recruited into the projects. Therefore, consistent with the program statute, applicants proposing to recruit in year 5 must ensure that its recruitment, preparation, and support activities are designed to provide adequate time for participants to receive the training and support needed that lead to certification and retention.

FINANCIAL INCENTIVES AND REPAYMENT

22. Are projects allowed to provide financial incentives to program participants?

Yes. Section 2313(g)(2)(A) of the ESEA permits a grant recipient to use program funds to provide scholarships, stipends, bonuses, and other financial incentives to all eligible participants in an amount not to exceed $5,000 per participant. These financial incentives must be linked to participation in activities that have proven effective in retaining teachers in high-need schools operated by high-need LEAs.

23. What is the responsibility of a participant who receives a financial incentive?

Section 2313(i) of the Transition to Teaching statute states that a program participant who receives training through the program shall serve a high-need school operated by a high-need local educational agency for at least three years. In addition, consistent with section 2313(j), as a condition of receiving the stipend or other financial incentive, the Department strongly encourages grantees to have participants sign a repayment agreement in which they agree to repay all or a portion of such stipend or other financial incentive if they fail to complete their three-year service obligation. See Question 24, below.

24. How do Transition to Teaching grantees help to ensure that project participants meet their three-year service obligation?

Rather than establish program regulations under section 2313(j) of the ESEA that would direct all program grantees to ensure that project participants meet their service obligation or repay the stipends or other financial incentives they had received from Transition to teaching funds, the Department to date has encouraged grantees to voluntarily execute their own repayment agreements. Thus, program grantees have accepted the Department's suggestion that they have program participants execute written grantee-

prepared repayment agreements before providing them program-funded stipends or other financial incentives. So that the Department may avoid the need for issuing potentially burdensome regulations, the Department strongly urges applicants to continue this practice.

These voluntary grantee agreements should, at a minimum, provide that in exchange for the stipend or other financial incentive, the program participant agrees to teach for at least three years in a high-need school in a high-need LEA. Beyond this, in drafting agreements they decide to use, grantees are free to prescribe that the participant must work in a high-need school of a high-need LEA that is a part of the project.

BUDGET

25. Must applicants describe their proposed multiyear project activities and provide a multiyear budget?

Yes. Section 75.112(b) of the Education Department General Administrative Regulations (EDGAR) requires that applications include "a narrative that describes how and when, in each budget period of the project, the applicant plans to meet each objective of the project." For funded projects, the Department will use this information both for purposes of monitoring and providing assistance, and for determining, if on the basis of its annual performance report and other information, a grantee has made substantial progress toward meeting the approved application goals and objectives and thereby, under section 75.253 of EDGAR, may receive a continuation award.

Applicants for new awards also must provide a proposed budget using form ED 524 and a detailed budget justification or narrative for all budget years of the proposed project, not just the first year. Before awarding a grant for the initial budget year, the Department will determine the size of award a grant recipient will receive for each year of the project (assuming availability of appropriations and that the grantee's receipt of a continuation award for future years is warranted). See sections 75.117, 75.232, and 75.253 of EDGAR.

In their proposed budget, applicants should include costs for the project director and evaluator to attend the annual project directors and evaluators meeting in Washington, DC. In addition, in their annual performance reports, grantees will need to report on the number of project participants who have fulfilled their three-year service obligation. Therefore, applicants are encouraged to include costs for tracking participants—whether or not they receive financial incentives—to determine whether they have met the three-year obligation. For those projects that would provide financial incentives to participants, we also encourage applicants to include any costs they anticipate incurring for determining whether participants have fulfilled their service obligation, and for recovering stipends where participants have not fulfilled the service obligation.

26. What information should applicants consider in planning their use of Transition to Teaching program funds?

Program funds may be used for any of the authorized activities described in section 2313(g) of the statute that would be needed to conduct an effective project. However, as applicants prepare their proposed budgets, they should be aware that all costs must conform to requirements in EDGAR and the applicable cost principles in U.S. Office of Management and Budget (OMB) Circulars: OMB Circular A-21 for institutions of higher education, A-87 for State and local agencies, and A-122 for non-profit organizations. Among other things, these cost principles contain basic rules that all costs charged to federal grants must be "necessary and reasonable" for the purposes of carrying out authorized grant activities. These OMB Circulars are available on line at: http://www.whitehouse.gov/omb/circulars/index.html.

In addition, section 2313(h)(2) of the No Child Left Behind Act contains a requirement that Transition to Teaching program funds "shall be used to supplement, and not supplant, State and local public funds expended for teacher recruitment and retention programs, including programs to recruit the teachers through alternative routes to certification." Thus, in planning their projects, applicants should be aware that Transition to Teaching program funds may not be used to replace State and local public funds that would otherwise be spent on these activities.

27. Must grantees provide participants with a training stipend or other financial incentive?

No. A grantee is not required to provide financial incentives to its participants. However, if grantees have designed their projects to include provision to participants of a scholarship, stipend allowance, bonus, tuition and fees, or other financial incentive, this should be identified in the project application and its proposed budget. By law, the maximum amount of any participant's financial incentive is $5000 per participant over the life of the project.

28. What forms of stipends or other financial incentives provided to project participants are to be included in the budget under "Training Stipends" and what forms of them are to be included under the budget category "Other"?

Scholarships, stipend allowances, bonuses, tuition and fees, or other financial incentives that a grantee—

(1) pays directly to a participant or to an institution of higher education or another entity in the name of the participant, and
(2) provides for costs associated with the training necessary to become eligible for State certification or for professional development once the participant begins to teach,

should be included in the project budget under Training Stipends line item (524 Budget Form). These costs *may not* be included in calculating the project's indirect costs.

Costs of other financial incentives, such as salary bonuses, relocation expenses, test fees for State assessments, other items not provided for training, should be included in the "Other" line item on the 524 Budget form. These costs *may* be considered in calculating the project's allowable indirect costs.

29. In what budget category should purchases of any computers, copy machines, and other equipment be included?

Computers, copy machines and other electronic equipment that cost less than $5,000 per item are not considered capital equipment and should be included in the "Supplies" budget category. Applicants may include these costs in the direct cost base for purposes of calculating the indirect costs using the applicant's restricted indirect cost rate. See Question 30, below.

Capital equipment, or equipment that costs over $5,000 per item, must be included in the Equipment budget category, and excluded from the direct cost base for purposes of calculating the indirect costs.

30. Is there any restriction on the amount of indirect cost that a grantee may charge to a Transition to Teaching program grant?

Yes. By rule, the Department requires that the maximum restricted indirect cost rate that may be applied to project costs under this program is the recipient's negotiated restricted indirect cost rate or eight percent (8%), whichever is less. See sections 75.563 and 75.564 of EDGAR (which incorporate by reference sections 76.564 – 76.569 of EDGAR) for information on use of the restricted indirect cost rate.

31. How much indirect cost can a grantee take on a contract?

A grantee may apply the lesser of its negotiated restricted indirect cost rate or 8% to the first $25,000 of any contract. All amounts in excess of $25,000 per contract should be excluded from the direct cost base before calculating the project's indirect costs.

32. How do applicants obtain an indirect cost rate?

If your organization does not have a restricted indirect cost rate, you may request to negotiate one with the Department. Contact the Department's Indirect Cost Group to begin the process. Its website, http://www.ed.gov/about/offices/list/ocfo/fipao/icgindex.html, contains contact information as well as specific information on indirect cost rates.

Since it may take several months before an indirect cost rate is negotiated, an applicant should use a restricted indirect cost rate of no more than eight percent (8%) in developing its proposed budget. Be sure to note in the budget narrative that you are using a

temporary restricted indirect cost rate while you are negotiating a rate with the Department or the cognizant Federal agency to which the Department refers the applicant.

33. Is there a maximum that a grantee may charge for administrative costs?

The statute imposes a five percent (5%) limitation on the amount of administrative costs that a grantee (or any other entity) may charge to program funds. The Department does not have a standard definition of "administrative costs." Therefore, applicants should use their own agency's fiscal rules and procedures to determine what proposed costs are attributable to this category of costs and to adhere to the cost limitation.

REPORTING REQUIREMENTS

34. What are the program's reporting requirements?

Section 2314 of the ESEA requires grantees to submit to the Secretary and to the Congress an interim and a final report at the end of the third and fifth years of the grant period, respectively. These reports must be aligned with the grantee's evaluation plan and contain the results of the grantee's interim and final evaluations, which describe the extent to which LEAs that either receive program funds or otherwise participate in funded projects have met their teacher recruitment and retention goals under the project.

The statute also requires that should the Department determine that a recipient of a grant has not made substantial progress in meeting project goals and objectives by the end of the third year of the grant period, it must revoke any payment made for the fourth year of the grant period and not make a payment for the fifth.

In addition, applicants are reminded that EDGAR requires each grantee to submit an annual performance report that the Department will review to determine if the grantee is making substantial progress toward achievement of the objectives in its approved application, and thereby should receive a continuation award (see Question 25).

In addition to their progress in meeting individual project objectives, all grantees must report in the annual performance report on their progress in meeting the Transition to Teaching program's overall performance indicators [see section on Government Performance and Results Act (GPRA)]. Data must be reported for the following three indicators:

- The number of Transition to Teaching (TTT) participants who become teachers of record in high-need schools in high-need LEAs.
- The number of Transition to Teaching (TTT) participants receiving certification/licensure within three years.
- The number of Transition to Teaching (TTT) teachers of record who teach in high-need schools in high-need LEAs for three years.

The Department will provide further guidance to successful applicants to assist them in meeting these reporting requirements.

Instructions for Completing the TTT Application Package

Applicants applying for the TTT program will use the following Grants.gov narrative forms:

ED Abstract Narrative Attachment Form
Project Narrative Attachment Form
Budget Narrative Attachment Form
Other Attachments Form

The ED Abstract Narrative Attachment Form is where you will attach your one-page program abstract.

The Project Narrative Attachment Form is where you will attach the narrative sections addressing the program selection criteria that will be used to evaluate applications submitted for this competition. This form will also include a separate narrative used to address the competitive preference priorities.

The Budget Narrative Attachment Form is where you will attach a detailed line item budget and any supplemental budget information.

The Other Attachments Form is where you will attach proposal appendices. This is where you will include the data justifying high-need LEA eligibility and the high-need subject and LEA commitments. Other information may include curriculum vitas of key personnel, examples of evaluation materials, etc. The Grants.gov system will allow applicants to attach as many as ten separate appendices in this section.

Applicants must use their own word-processing software to complete the TTT application.

Please complete the SF 424 first. Grants.gov will automatically insert the correct CFDA and program name wherever needed thereafter.

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 attachment forms listed above.

Instructions for ED Abstract Narrative

Each applicant should submit a one page abstract. This abstract should be attached to the Grants.gov ED Abstract Narrative Attachment Form.

Applicants are encouraged to include the following items:

- Project title, if applicable
- School district(s) (LEAs) to be served.
- Summary of goals and expected outcomes for the project
- Participant goal (annual and total for the entire project)
- Type of participant (mid-career professional; recent college graduate; and/or paraprofessional)
- High-need subjects for which recruiting participants
- Project activities
- Any special features

Instructions for Project Narrative

Applicants will attach the Project Narrative to the Project Narrative Attachment Form.

Applicants must limit the Project Narrative to the equivalent of no more than 50 pages using the following standards:

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

Before preparing the project narrative, applicants should review --

- Notice Inviting Applications for FY 2009 and
- Transition to Teaching Program statute.

The *Notice Inviting Applications* provides applicants with instructions for preparing and submitting the application, information describing the competitive priorities that have been established for this competition, the selection criteria that will be used to evaluate the application, and other pertinent information concerning the competition for awards. Should an applicant choose to apply and meet eligibility requirements for one or both of the competitive priorities, the application can earn up to 115 points. In order to be considered for competitive priority points, the applicant must be sure to identify that the priority is addressed in the application and include the section as part of the project narrative.

It is expected that applicants will use the selection criteria to frame their project narratives. However, it is important that, when addressing the selection criteria, applicants describe how they will implement the statutorily required program components and authorized activities listed below.

Program Requirements and Authorized Activities

Applicants must at a minimum demonstrate how they will:

- Use project funds to develop a teacher corps or other program for recruiting and retaining new teachers from among, and only among, eligible project participants (Sections 2313(d)(2)(A)-(C), 2313(g)(1));

- Work in collaboration, as needed, with other institutions, organizations, or agencies, to (1) recruit, (2) train, (3) place, (4) support, and (5) provide teacher induction programs to program participants (Section 2313(d)(2)(F));
- Help newly recruited individuals become certified or licensed teachers under provisions of State law (Section 2313(d)(2)(D)); and
- Increase the number of highly qualified teachers teaching high-need academic subjects in high-need urban or rural LEAs (Section 2313(d)(2)(E)).

To address the four components listed above the statute requires each applicant to conduct at least two of the following activities:

- Providing scholarships, stipends, bonuses, and other financial incentives to eligible participants that are linked to participation in activities that have proven effective in retaining teachers in high-need schools operated by high-need local educational agencies. These incentives may not exceed $5000 per participant and may be provided only in exchange for a commitment to teach in high need schools for at least three years or repay all or a portion of these funds as the Secretary shall require.
- Carrying out pre-and post-placement induction or support activities that have proven effective in recruiting and retaining teachers, such as:
    - teacher mentoring;
    - providing internships;
    - providing high-quality preservice coursework; and
    - providing high-quality, sustained, in-service professional development.
- Carrying out placement and ongoing activities to ensure that teachers are placed in fields in which they are highly qualified to teach and placed in high-need schools.
- Paying costs associated with LEAs' recruitment, or providing financial incentives to prospective teachers.
- Collaborating with institutions of higher education in developing and implementing programs to facilitate teacher recruitment including teacher credentialing and teacher retention programs.
- Developing long-term recruitment and retention strategies, such as:
    - a statewide or region wide clearinghouse for the recruitment and placement of teachers;
    - administrative structures to develop and implement State-approved programs to provide alternative routes to certification;
    - reciprocity agreements between two or more States for the certification of licensing of teachers; or
    - other long-term teacher recruitment and retention strategies.

How applicants address the above listed program requirements and authorized activities is left to their own judgment, ingenuity, and imagination. **However, applicants must address how they will meet these requirements within their responses to the selection criteria.**

Competitive Priorities

Please note an applicant should address the priorities in a separate section of the project narrative. Clear headings should be provided to indicate an applicant's response to the priority(ies). These sections are included in the overall application page limit.

For the purpose of this application, the Department has established two competitive priorities under the Transition to Teaching program for the FY 2009 competition for grants. Competitive preference priority 1 is from the statute for this program and competitive preference priority 2 is from the notice of final priorities and requirements for this program published in the Federal Register on April 30, 2004 (69 FR 24002).

Applicants that address these priorities can earn additional points by doing so. The priorities and available points for the FY 2009 competition are –

> (1) Partnerships or consortia that include a high-need LEA or a high-need SEA. **(5 points)**
>
> (2) District projects to streamline teacher hiring systems, timelines, and processes. **(up to 10 points)**

An applicant that chooses to respond to competitive preference priority 1 need only to identify the high-need LEA(s) or high-need SEA that will participate in the project.

Please note only an eligible entity may apply to the competitive preference priority 2. An eligible applicant that chooses to respond to this priority should address the priority's criteria in a separate section of the project narrative entitled "Competitive Preference Priority 2". In addition, the applicant may wish to include information related to the priority in responding to the selection criteria.

Selection Criteria

(**Applicants must address each selection criterion in a clearly identified section in their project narrative**. An applicant's response to the selection criteria **will** be counted against the page limit requirement for the project narrative.)

The selection criteria outlined below will be used to evaluate the quality of applications submitted for funding. The full description of the selection criteria is contained in the Notice Inviting Applications. Within each criterion, there are specific factors that will be used in evaluating that criterion. Notes are provided for each criterion and offer additional information that may be helpful in responding to the selection criteria. In addition, the applicant should note the earlier discussion regarding addressing the required program components and authorized activities when responding to the selection criteria.

The maximum score that an applicant can earn for the selection criteria is 100 points. The maximum score for each criterion is indicated in parentheses following that criterion.

Quality of the Project Design	**(35)**
Quality of the Project Evaluation	**(25)**
Quality of the Project Services	**(20)**
Quality of the Management Plan	**(20)**

<u>Quality of the Project Design</u> (up to 35 points)

The Secretary considers the quality of the project design for the proposed project by considering how well the applicant describes a plan--

(1) To recruit and retain highly qualified mid-career professionals (including highly qualified paraprofessionals) and recent graduates of an IHE as teachers in high-need schools operated by high-need LEAs; and
(2) To enable individuals to become eligible for teacher certification under State-approved alternative routes to certification programs within a reduced period of time, relying on such factors as experience, expertise, and academic qualifications in lieu of traditional course-work in education.

In considering the quality of the project design and the applicant's plan, the Secretary considers the following factors

(a) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.
(b) The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice.
(c) The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.
(d) 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.

<u>Quality of Project Evaluation</u> (up to 25 points)

The Secretary considers the quality of the evaluation to be conducted of the proposed project. In determining the quality of the evaluation to be conducted, the Secretary considers the following factors:

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

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

Quality of Project Services (up to 20 points)

In determining the quality of the services to be provided by the proposed project, the Secretary considers the following factors:

(1) The extent to which the services to be provided by the proposed project are appropriate to the needs of the intended recipients or beneficiaries of those services.
(2) The extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services.
(3) The extent to which the training or professional development services to be provided by the proposed project are likely to alleviate the personnel shortages that have been identified or are the focus of the proposed project.
(4) 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.

Quality of the Project Management (up to 20 points)

In determining the quality of the management plan for the proposed project, the Secretary considers the following factors:

(1) 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.
(2) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.
(3) The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.

Performance Reports & Evaluations

All TTT grantees must submit annual and final project performance reports using the ED 524B form. The ED 524B form may be accessed at **http://www.ed.gov/fund/grant/apply/appforms/appforms.html**.

The ED 524B form contains four sections. The *Executive Summary* will provide an overview of your grant. *Section A* is for reporting program (GPRA) measures, project objectives, and performance measures, *Section B* is for reporting budget information, *Section C* is for reporting additional information and/or changes to the grant.

These performance reports will assist TTT staff in determining whether or not the TTT project is making substantial progress toward meeting GPRA measures and the approved project objectives. Project Directors will be responsible for submitting annual and final project performance reports. Project Directors are reminded to report on the following each year on the ED 524B form:

- Program (GPRA) Performance Measures
    - The number of Transition to Teaching (TTT) participants who become teachers of record in high-need schools in high-need LEAs
    - The number of Transition to Teaching (TTT) participants receiving certification/licensure within three years
    - The number of Transition to Teaching (TTT) teachers of record who teach in high-need schools in high-need LEAs for three years
- Specific project objectives and measures

  It is expected that the overall project goals, specific project objectives, and the measures to determine whether or not the objectives have been met will be clearly outlined in the application and directly linked to the project design.

In addition, all Transition to Teaching (TTT) grantees are required to conduct and submit to the Department and to Congress and interim and final project evaluation. These evaluations must describe the extent to which the project that received funds through the grant have met its goals relating to teacher recruitment and retention as described in the project application. Additional requirements pertaining to these reports are in the application notice.

Instructions for Budget Narrative

Attach both the detailed line item budget (SF 524) AND the accompanying budget narrative justification in the Budget Narrative Attachment Form

Applicants must describe their proposed multiyear project activities and present a multiyear budget. Section 75.112(b) of 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." In addition, projects must complete ED form 524 for all budget years of the proposed project. Applicants should include costs for the project director and evaluator to attend the annual project directors' meeting in Washington, DC. Further instructions are available with the budget form found in this package and in the Program Q&As.

The budget should include only costs that are allowable, reasonable and necessary for carrying out the objectives of the TTT project.

For each line item, provide detailed budget cost (in dollars) and a detailed budget justification or narrative to support your request for all budget years of the proposed project. Please check the accuracy of the combined totals and compare to the line item budget figures to those used in Section A and B of the ED Form 524.

Instructions for Other Attachments

Applicants will attach any appendices they may have to the Grants.gov Other Attachments Form. Please provide a special Table of Contents for the appendices. This is where you will include the data justifying high-need LEA eligibility and the high-need subject and LEA commitments. Other information may include curriculum vitas of key personnel, examples of evaluation materials, etc. 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.

High-Need LEA Eligibility, High-Need Subject, and LEA Commitment

Attach data justifying high-need LEA eligibility, high-need subject(s), and LEA commitments for each LEA included in the application to the Other Narrative Attachment Form.

High-Need LEA Eligibility

Each application must contain data confirming that the applicant (if the applicant is an LEA) and/or each LEA with which the applicant will work, is a high-need LEA. The definition is fully described in the Notice Inviting Applications for New Awards published in the Federal Register on November 13, 2008.

Each LEA must meet **both** the poverty and teacher quality components of the "high-need" definition. Applicants are strongly encouraged to submit the required data using the table provided below. Note that for component B1, applicants must identify the data source for each LEA listed.

NAME of the LEA	COMPONENT A: POVERTY DATA						COMPONENT B: TEACHER QUALITY DATA					
	A1	#	*Data Source (Identify as 2005 or 2007 Census data)	A2	%	*Data Source (Identify as 2005 or 2007 Census data)	B1	%	Data Source (Identify separately for each LEA)	B2	%	Data Source
District XYZ	X	24,543	2005							X	6.2	*Waiver data provided to the State for purposes of the State's October 2007 HEA section 207 report*
District ABC				X	25.88	2005				X	12.4	

Instructions for Providing Required Data for High-need LEA Eligibility

Component A

A1: Provide data that demonstrate that the LEA(s) serves not fewer than 10,000 children from families with incomes below the poverty line; **OR**

A2: Provide data that demonstrate that the LEA(s) is one for which not less than 20 percent of the children served by the LEA are from families with incomes below the poverty line.

***Acceptable Data Source for A1 or A2:**

Data from the U.S. Census Bureau are the only consistent available data for all LEAs that reflect the statutory requirement for the total number or percentage of individual age 15-17 from families below the poverty level. To determine if an LEA meets the poverty component, an

applicant must use the most recent Census Bureau data, which currently is the 2005 data. However, we understand that the U.S. Census Bureau may release data for 2007 before the closing date for applications under this competition. If the U.S. Census Bureau publishes 2007 poverty data before the application due date, the Department will consider U.S. Census Bureau poverty data for either 2005 or 2007 to be the most recent. If the U.S. Census Bureau does not release the 2007 poverty data, applicants must use the U.S. Census Bureau's poverty data for 2005.

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

U.S. Census Bureau Data:

The following links provide the Census data needed to determine LEA(s) eligibility under components A1 and A2.

A1: Census data that demonstrate that the LEA(s) serves not fewer than 10,000 'relevant' children age 5 to 17 from families with incomes below the poverty line is available on the U.S. Census Bureau's website at http://www.census.gov/hhes/www/saipe/district.html.

A2: Census data that provide the percent of children served by the LEA from families with incomes below the poverty line already calculated is available on the Department's website at http://www.ed.gov/programs/lsl/eligibility.html.

Component B
Provide data that demonstrate that each participating LEA has a "high percentage" of teachers--
B1: Teaching out of field; **OR**
B2: With emergency, provisional, or temporary certification or licensing.

Data Source for B1 or B2:
B1: Applicants should obtain information from appropriate officials in each LEA regarding the LEA's percentage of teachers teaching out of field. Please note that the applicant must provide the percentage of *teachers* teaching out of field, *not* the number of *classes* not taught by highly qualified teachers. The Department will determine whether or not a district has a high percentage of teachers teaching out of field on a case-by-case basis.

B2: For the FY 2009 competition, an LEA will be considered to have a "high percentage" of teachers with emergency, provisional, or temporary certification or licensing if the percentage of teachers on waivers of State certification or licensure (i.e., with an emergency, provisional, or temporary certification or license) that it reported to the State for the purposes of the State's October 2007 Higher Education Act (HEA) report on the quality of teacher preparation in the State was at least **1.5 percent.**

Data Confirming High-Need LEA Eligibility

(Applicants may use the optional form or create their own to document LEA high-need eligibility, LEA commitment, and high-need subjects.)

NAME of the LEA	COMPONENT A: POVERTY DATA						COMPONENT B: TEACHER QUALITY DATA					
	A1	#	*Data Source (Identify as 2005 or 2007 Census data)	A2	%	*Data Source (Identify as 2005 or 2007 Census data)	B1	%	Data Source (Identify separately for each LEA)	B2	%	Data Source
												Waiver data provided to the State for purposes of the State's October 2007 HEA section 207 report

High-Need Subject and LEA Commitment

Each applicant must confirm that it will meet the program requirements to recruit project participants to meet the need for teachers of high-need subjects in the LEAs participating in the project. Further, each applicant must confirm that the participating LEAs have indicated they will hire project participants if they have vacancies and are satisfied that the participants are qualified.

To confirm that it will meet these requirements, an applicant may use the checklist below and complete and submit it with the application or may provide other documentation such as a letter of commitment from an authorizing official for each LEA.

____ (check) The applicant confirms that all LEAs listed in the application with which the applicant will partner have identified the **high-need subjects** they need individuals recruited through this program to teach, and that the applicant will recruit eligible participants to teach only these high-need subjects.

____ (check) The applicant confirms that each LEA listed in the application with which the applicant will partner will hire individuals recruited through this program to meet the LEA's teaching needs, assuming that the LEA still has positions to fill and is satisfied that the individuals are qualified to teach the high-need subjects for which the LEA needs teachers.

NOTICE TO ALL APPLICANTS

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

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

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

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

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

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

Estimated Burden Statement for GEPA Requirements

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

Standard Forms and Instructions

- **Application for Federal Assistance (SF 424)**
- **ED Supplemental Form for SF 424**
- **Instructions to ED Supplemental Form for SF 424**
- **Assurances—Non-Construction Programs (SF 424B)**
- **ED 524 Form and Instructions-Budget Information**
- **Certification Regarding Lobbying Form (ED 80-0013)**
- **SF LLL Form-Disclosure of Lobbying Activities**
- **Survey on Ensuring Equal Opportunity for Applicants**

OMB Number: 4040-0004
Expiration Date: 01/31/2009

Application for Federal Assistance SF-424 Version 02

*1. Type of Submission:
- ☐ Preapplication
- ☐ Application
- ☐ Changed/Corrected Application

*2. Type of Application
- ☐ New
- ☐ Continuation
- ☐ Revision

* If Revision, select appropriate letter(s)

*Other (Specify) _____

3. Date Received:

4. Applicant Identifier:

5a. Federal Entity Identifier:

*5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

*a. Legal Name:

*b. Employer/Taxpayer Identification Number (EIN/TIN):

*c. Organizational DUNS:

d. Address:

*Street 1: _____

Street 2: _____

*City: _____

County: _____

*State: _____

Province: _____

*Country: _____

*Zip / Postal Code _____

e. Organizational Unit:

Department Name:

Division Name:

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

Prefix: _____ *First Name: _____

Middle Name: _____

*Last Name: _____

Suffix: _____

Title:

Organizational Affiliation:

*Telephone Number:

Fax Number:

*Email:

OMB Number: 4040-0004
Expiration Date: 01/31/2009

Application for Federal Assistance SF-424 Version 02

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

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

*Other (Specify)

***10 Name of Federal Agency:**

11. Catalog of Federal Domestic Assistance Number:

_____

CFDA Title:

_____

***12 Funding Opportunity Number**:

_____

*Title:

_____

13. Competition Identification Number:

_____

Title:

_____

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

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

Application for Federal Assistance SF-424 Version 02

16. Congressional Districts Of:

*a. Applicant: *b. Program/Project:

17. Proposed Project:

*a. Start Date: *b. End Date:

18. Estimated Funding ($):

*a. Federal _____
*b. Applicant _____
*c. State _____
*d. Local _____
*e. Other _____
*f. Program Income _____
*g. TOTAL _____

***19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

☐ a. This application was made available to the State under the Executive Order 12372 Process for review on _____

☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.

☐ c. Program is not covered by E. O. 12372

***20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)**

☐ Yes ☐ No

21. *By signing this application, I certify (1) to the statements contained in the list of certifications** and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U. S. Code, Title 218, Section 1001)

☐ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions

Authorized Representative:

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

*Title:

*Telephone Number: | Fax Number:

* Email:

*Signature of Authorized Representative: | *Date Signed:

Application for Federal Assistance SF-424 Version 02

***Applicant Federal Debt Delinquency Explanation**

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

INSTRUCTIONS FOR THE SF-424

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

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

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

Item	Entry:
1.	Type of Submission: (Required): Select one type of submission in accordance with agency instructions. • Preapplication Application • Changed/Corrected Application - If requested by the agency, check if this submission is to change or correct a previously submitted application. Unless requested by the agency, applicants may not use this to submit changes after the closing date.
2.	Type of Application: (Required) Select one type of application in accordance with agency instructions. • New - An application that is being submitted to an agency for the first time. • Continuation - An extension for an additional funding/budget period for a project with a projected completion date. This can include renewals. • Revision - Any change in the Federal Government's financial obligation or contingent liability from an existing obligation. If a revision, enter the appropriate letter(s). More than one may be selected. If "Other" is selected, please specify in text box provided. A. Increase Award B. Decrease Award C. Increase Duration D. Decrease Duration E. Other (specify)
3.	Date Received: Leave this field blank. This date will be assigned by the Federal agency.
4.	Applicant Identifier: Enter the entity identifier assigned by the Federal agency, if any, or applicant's control number, if applicable.
5a	Federal Entity Identifier Enter the number assigned to your organization by the Federal Agency, if any.
5b.	Federal Award Identifier: For new applications leave blank. For a continuation or revision to an existing award, enter the previously assigned Federal award identifier number. If a changed/corrected application, enter the Federal Identifier in accordance with agency instructions.
6.	Date Received by State: Leave this field blank. This date will be assigned by the State, if applicable.
7.	State Application Identifier: Leave this field blank. This identifier will be assigned by the State, if applicable.
8	Applicant Information: Enter the following in accordance with agency instructions:
f----	a. Legal Name: (Required): Enter the legal name of applicant that will undertake the assistance activity. This is the name that the organization has registered with the Central Contractor Registry. Information on registering with CCR may be obtained by visiting the Grants.gov website.
	b. EmployerlTaxpayer Number (EIN/TIN): (Required): Enter the Employer or Taxpayer Identification Number (EIN or TIN) as assigned by the Internal Revenue Service. If your organization is not in the US, enter 44-4444444. c. Organizational DUNS: (Required) Enter the organization's DUNS or DUNS+4 number received from Dun and Bradstreet. Information on obtaining a DUNS number may be obtained by visiting the Grants.gov website.

Item	Entry:
10.	Name Of Federal Agency: (Required) Enter the name of the Federal agency from which assistance is being requested with this application.
11.	Catalog Of Federal Domestic Assistance Number/Title: Enter the Catalog of Federal Domestic Assistance number and title of the program under which assistance is requested, as found in the program announcement, if applicable.
12.	Funding Opportunity NumberlTitle: (Required) Enter the Funding Opportunity Number and title of the opportunity under which assistance is requested, as found in the program announcement.
13.	Competition Identification Number/Title: Enter the Competition Identification Number and title of the competition under which assistance is requested, if applicable.
14.	Areas Affected By Project: List the areas or entities using the categories (e.g., cities, counties, states, etc.) specified in agency instructions. Use the continuation sheet to enter additional areas, if needed.
15.	Descriptive Title of Applicant's Project: (Required) Enter a brief descriptive title of the project. If appropriate, attach a map showing project location (e.g., construction or real property projects). For preapplications, attach a summary description of the project.
16.	Congressional Districts Of: (Required) 16a. Enter the applicant's Congressional District, and 16b. Enter all District(s) affected by the program or project. Enter in the format: 2 characters State Abbreviation - 2-3 characters District Number, e.g., CA-12 for California 12'h district, NC-1 03 for North Carolina's 1 03rU district. • If all congressional districts in a state are affected, enter "all" for the district number, e.g., MD-all for all congressional districts in Maryland. • If nationwide, i.e. all districts within all states are affected, enter US-all. • If the program/project is outside the US, enter 00-000.
17.	Proposed Project Start and End Dates: (Required) Enter the proposed start date and end date of the project.
18.	Estimated Funding: (Required) Enter the amount requested or to be contributed during the first funding/budget period by each contributor. Value of in-kind contributions should be included on appropriate lines, as applicable. If the action will result in a dollar change to an existing award, indicate only the amount

d. Address: Enter the complete address as follows: Street address (Line 1 required), City (Required), County, State (Required, if country is US), Province, Country (Required), Zip/Postal Code (Required, if country is US).

e. Organizational Unit: Enter the name of the primary organizational unit (and department or division, if applicable) that will undertake the assistance activity, if applicable.

f. Name and contact information of person to be contacted on matters involving this application: Enter the name (First and last name required), organizational affiliation (if affiliated with an organization other than the applicant organization), telephone number (Required), fax number, and email address (Required) of the person to contact on matters related to this application.

9. Type of Applicant: (Required)
Select up to three applicant type(s) in accordance with agency instructions.

A. State Government
B County Government
C. City or Township Government
D. Special District Government
E. Regional Organization
F. U.S. Territory or Possession
G. Independent School District
H. Public/State Controlled Institution of Higher Education
I. Indian/Native American Tribal Government (Federally Recognized)
J. Indian/Native American Tribal Government (Other than Federally Recognized)
K. Indian/Native American Tribally Designated Organization
L. Public/Indian Housing Authority
M. Nonprofit with 501 C3 IRS Status (Other than Institution of Higher Education)
N. Nonprofit without 501 C3 IRS Status (Other than Institution of Higher Education)
O. Private Institution of Higher Education
P Individual
Q. For-Profit Organization (Other than Small Business)
R. Small Business
S. Hispanic-serving Institution
T. Historically Black Colleges and Universities (HBCUs)
U. Tribally Controlled Colleges and Universities (TCCUs)
V. Alaska Native and Native Hawaiian Serving Institutions
W Non-domestic (non-US) Entity
X. Other (specify)

of the change. For decreases, enclose the amounts in parentheses.

19. Is Application Subject to Review by State Under Executive Order 12372 Process? Applicants should contact the State Single Point of Contact (SPOC) for Federal Executive Order 12372 to determine whether the application is subject to the State intergovernmental review process. Select the appropriate box. If "a." is selected, enter the date the application was submitted to the State

20. Is the Applicant Delinquent on any Federal Debt? (Required) Select the appropriate box. This question applies to the applicant organization, not the person who signs as the authorized representative. Categories of debt include delinquent audit disallowances, loans and taxes.

If yes, include an explanation on the continuation sheet.

21. Authorized Representative: (Required) To be signed and dated by the authorized representative of the applicant organization. Enter the name (First and last name required) title (Required), telephone number (Required), fax number, and email address (Required) of the person authorized to sign for the applicant.
A copy of the governing body's authorization for you to sign this application as the official representative must be on file in the applicant's office. (Certain Federal agencies may require that this. authorization be submitted as part of the application.)

SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION

1. Project Director:

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

Address:

* Street1:

Street2:

* City:

County:

* State * Zip Code: * Country:

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

Email Address:

2. Applicant Experience:

Novice Applicant ☐ Yes ☐ No ☐ Not applicable to this program

3. Human Subjects Research:

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

☐ Yes ☐ No

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

☐ Yes Provide Exemption(s) #:

☐ No Provide Assurance #, if available:

Please attach an explanation Narrative:

Add Attachment Delete Attachment View Attachment

OMB Control No. 1894-0007

INSTRUCTIONS FOR
DEPARTMENT OF EDUCATION SUPPLEMENTAL INFORMATION FOR SF 424

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

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

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

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

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

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

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

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

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

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

Paperwork Burden Statement. *According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1894-0007. The time required to complete this information collection is estimated to average between 15 and 45 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537. If you have comments or concerns regarding the status of your individual submission of this form write directly to: Application Control Center, U.S. Department of Education, Potomac Center Plaza, 550 12th Street, S.W. Room 7076, Washington, D.C. 20202-4260.*

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

Definitions:

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

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

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

PROTECTION OF HUMAN SUBJECTS IN RESEARCH

I. Definitions and Exemptions

A. Definitions.

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

—Research

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

—Human Subject

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

B. Exemptions.

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

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

(2) Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless: (a) information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and (b) any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation. *If the subjects are children, exemption 2 applies only to research involving educational tests and observations of public behavior when the investigator(s) do not participate in the activities being observed.*

Exemption 2 does not apply if children are surveyed or interviewed or if the research involves observation of public behavior and the investigator(s) participate in the activities being observed. [Children are defined as persons who have not attained the legal age for consent to treatments or procedures involved in the research, under the applicable law or jurisdiction in which the research will be conducted.]

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

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

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

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

II. Instructions for Exempt and Nonexempt Human Subjects Research Narratives

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

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

B. Nonexempt Research Narrative.

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

(1) **Human Subjects Involvement and Characteristics**: Provide a detailed description of the proposed involvement of human subjects. Describe the characteristics of the subject population, including their anticipated number, age range, and health status. Identify the criteria for inclusion or exclusion of any subpopulation. Explain the rationale for the involvement of special classes of subjects, such as children, children with disabilities, adults with disabilities, persons with mental disabilities, pregnant women, prisoners, institutionalized individuals, or others who are likely to be vulnerable

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

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

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

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

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

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

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

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

Standard Form 424B (Rev. 7-97)

OMB Approval No. 0348-0040

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.

2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. . . 4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. . . 1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. . 794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. . . 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) . . 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. . . 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. . 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. . . 1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. . .276a to 276a-7), the Copeland Act (40 U.S.C. .276c and 18 U.S.C. . .874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. . . 327-333), regarding labor standards for federally assisted construction subagreements.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. . .1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. . .7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).

12 Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. . .1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. .470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. . .469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. . .2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. . .4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, Audits of States, Local Governments, and Non-Profit Organizations.

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
APPLICANT ORGANIZATION	DATE SUBMITTED

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

OMB Control Number: 1890-0004
Expiration Date: 02/28/2011

Name of Institution/Organization

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

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

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

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

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

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ____Yes ____ No

(2) If yes, please provide the following information:
Period Covered by the Indirect Cost Rate Agreement: From: ___/___/_____ To: ___/___/_____ (mm/dd/yyyy)
Approving Federal agency: ____ ED ____ Other (please specify): _____

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
___ Is included in your approved Indirect Cost Rate Agreement? or ___ Complies with 34 CFR 76.564(c)(2)?

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

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

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

SECTION C – BUDGET NARRATIVE (see instructions)

Instructions for ED 524

General Instructions

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

Section A - Budget Summary
U.S. Department of Education Funds

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

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

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

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

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

Indirect Cost Information:
If you are requesting reimburse-ment for indirect costs on line 10, this information is to be completed by your Business Office. (1): Indicate whether or not your organization has an Indirect Cost Rate Agreement that was approved by the Federal government. (2): If you checked "yes" in (1), indicate in (2) the beginning and ending dates covered by the Indirect Cost Rate Agreement. In addition, indicate whether ED or another Federal agency (Other) issued the approved agreement. If you check "Other," specify the name of the Federal agency that issued the approved agreement. (3): If you are applying for a grant under a Restricted Rate Program (34 CFR 75.563 or 76.563), indicate whether you are using a restricted indirect cost rate that is included on your approved Indirect Cost Rate Agreement or whether you are using a restricted indirect cost rate that complies with 34 CFR 76.564(c)(2). Note: State or Local government agencies may not use the provision for a restricted indirect cost rate specified in 34 CFR 76.564(c)(2). Check only one response. Leave blank, if this item is not applicable.

Section B - Budget Summary
Non-Federal Funds

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

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

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

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

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

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

1. Provide an itemized budget breakdown, and justification by project year, for each budget category listed in Sections A and B. For grant projects that will be divided into two or more separately budgeted major activities or sub-projects, show for each budget category of a project year the breakdown of the specific expenses attributable to each sub-project or activity.

2. For non-Federal funds or resources listed in Section B that are used to meet a cost-sharing or matching requirement or provided as a voluntary cost-sharing or matching commitment, you must include:

   a. The specific costs or contributions by budget category;
   b. The source of the costs or contributions; and
   c. In the case of third-party in-kind contributions, a description of how the value was determined for the donated or contributed goods or services.

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

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

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

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

5. Provide other explanations or comments you deem necessary.

Paperwork Burden Statement

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

CERTIFICATION REGARDING LOBBYING

Applicants must review the requirements for certification regarding lobbying included in the regulations cited below before completing this form. Applicants must sign this form to comply with the certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying." This certification is a material representation of fact upon which the Department of Education relies when it makes a grant or enters into a cooperative agreement.

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a Federal contract, grant or cooperative agreement over $100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

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

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

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants and contracts under grants and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certification.

NAME OF APPLICANT	PR/AWARD NUMBER AND / OR PROJECT NAME
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
SIGNATURE	DATE

ED 80-0013 06/04

Approved by OMB

0348-0046

Disclosure of Lobbying Activities

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

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

INSTRUCTIONS FOR COMPLETION OF SF-LLL, DISCLOSURE OF LOBBYING ACTIVITIES

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

1. Identify the type of covered Federal action for which lobbying activity is and/or has been secured to influence the outcome of a covered Federal action.

2. Identify the status of the covered Federal action.

3. Identify the appropriate classification of this report. If this is a followup report caused by a material change to the information previously reported, enter the year and quarter in which the change occurred. Enter the date of the last previously submitted report by this reporting entity for this covered Federal action.

4. Enter the full name, address, city, State and zip code of the reporting entity. Include Congressional District, if known. Check the appropriate classification of the reporting entity that designates if it is, or expects to be, a prime or subaward recipient. Identify the tier of the subawardee, e.g., the first subawardee of the prime is the 1st tier. Subawards include but are not limited to subcontracts, subgrants and contract awards under grants.

5. If the organization filing the report in item 4 checks "Subawardee," then enter the full name, address, city, State and zip code of the prime Federal recipient. Include Congressional District, if known.

6. Enter the name of the federal agency making the award or loan commitment. Include at least one organizational level below agency name, if known. For example, Department of Transportation, United States Coast Guard.

7. Enter the Federal program name or description for the covered Federal action (item 1). If known, enter the full Catalog of Federal Domestic Assistance (CFDA) number for grants, cooperative agreements, loans, and loan commitments.

8. Enter the most appropriate Federal identifying number available for the Federal action identified in item 1 (e.g., Request for Proposal (RFP) number; Invitations for Bid (IFB) number; grant announcement number; the contract, grant, or loan award number; the application/proposal control number assigned by the Federal agency). Included prefixes, e.g., "RFP-DE-90-001."

9. For a covered Federal action where there has been an award or loan commitment by the Federal agency, enter the Federal amount of the award/loan commitment for the prime entity identified in item 4 or 5.

10. (a) Enter the full name, address, city, State and zip code of the lobbying registrant under the Lobbying Disclosure Act of 1995 engaged by the reporting entity identified in item 4 to influence the covered Federal action.
(b) Enter the full names of the individual(s) performing services, and include full address if different from 10(a). Enter Last Name, First Name, and Middle Initial (MI).

11. The certifying official shall sign and date the form, print his/her name, title, and telephone number.

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

Survey on Ensuring Equal Opportunity for Applicants

OMB No. 1890-0014 Exp. 02/28/09

Purpose: The Federal government is committed to ensuring that all qualified applicants, small or large, non-religious or faith-based, have an equal opportunity to compete for Federal funding. In order for us to better understand the population of applicants for Federal funds, we are asking nonprofit private organizations (not including private universities) to fill out this survey.

Upon receipt, the survey will be separated from the application. Information provided on the survey will not be considered in any way in making funding decisions and will not be included in the Federal grants database. While your help in this data collection process is greatly appreciated, completion of this survey is voluntary.

Instructions for Submitting the Survey: **If you are applying using a hard copy application, please place the completed survey in an envelope labeled "Applicant Survey." Seal the envelope and include it along with your application package. If you are applying electronically, please submit this survey along with your application.**

Applicant's (Organization) Name: _____

Applicant's DUNS Number: _____

Federal Program: _____ **CFDA Number:** _____

1. Has the applicant ever received a grant or contract from the Federal government?

☐ Yes ☐ No

2. Is the applicant a faith-based organization?

☐ Yes ☐ No

3. Is the applicant a secular organization?

☐ Yes ☐ No

4. Does the applicant have 501(c)(3) status?

☐ Yes ☐ No

5. Is the applicant a local affiliate of a national organization?

☐ ☐

Yes No

6. How many full-time equivalent employees does the applicant have? *(Check only one box).*

☐ 3 or Fewer ☐ 15-50
☐ 4-5 ☐ 51-100
☐ 6-14 ☐ over 100

7. What is the size of the applicant's annual budget?

(Check only one box.)

☐ Less Than $150,000
☐ $150,000 - $299,999
☐ $300,000 - $499,999
☐ $500,000 - $999,999
☐ $1,000,000 - $4,999,999
☐ $5,000,000 or more

Survey Instructions on Ensuring Equal Opportunity for Applicants

Provide the applicant's (organization) name and DUNS number and the grant name and CFDA number.

1. Self-explanatory.

2. Self-identify.

3. Self-identify.

4. 501(c)(3) status is a legal designation provided on application to the Internal Revenue Service by eligible organizations. Some grant programs may require nonprofit applicants to have 501(c)(3) status. Other grant programs do not.

5. Self-explanatory.

6. For example, two part-time employees who each work half-time equal one full-time equivalent employee. If the applicant is a local affiliate of a national organization, the responses to survey questions 2 and 3 should reflect the staff and budget size of the local affiliate.

7. Annual budget means the amount of money your organization spends each year on all of its activities.

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1890-0014. The time required to complete this information collection is estimated to average five (5) minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** The Agency Contact listed in this grant application package.

OMB No. 1894-0010 Exp. 02/28/09

Executive Order 12372 (Intergovernmental Review of Federal Programs)

This program falls under the rubric of Executive Order 12372 (Intergovernmental Review of Federal Programs) and the regulations in 34 CFR Part 79. One of the objectives of the Executive order is to strengthen federalism--or the distribution of responsibility between localities, States, and the Federal government--by fostering intergovernmental partnerships. This idea includes supporting processes that State or local governments have devised for coordinating and reviewing proposed Federal financial grant applications.

The process for doing this requires grant applicants to contact State Single Points of Contact for information on how this works. Multi-state applicants should follow procedures specific to each state.

Further information about the State Single Point of Contact process and a list of names by State can be found at:

http://www.whitehouse.gov/omb/grants/spoc.pdf

Absent specific State review programs, applicants may submit comments directly to the Department. All recommendations and comments must be mailed or hand-delivered by the date indicated in the actual application notice to the following address: The Secretary, EO 12372--CFDA# [commenter must insert number--including suffix letter, if any], U.S. Department of Education, room 7E200. 400 Maryland Avenue, SW., Washington, DC 20202.

Proof of mailing will be determined on the same basis as applications (see 34 CFR §75.102). Recommendations or comments may be hand-delivered until 4:30 p.m. (eastern time) on the closing date indicated in this notice.

Important note: The above address is not the same address as the one to which the applicant submits its completed applications. ***Do not send applications to the above address.***

Transition to Teaching
FY 2009 Application Checklist

<u>Use This Checklist While Preparing Your Application.</u> All items listed on this checklist are required, except as noted.

Part I: 424 Forms

- ❑ Application for Federal Assistance (SF 424)
- ❑ ED Supplemental Form for SF 424

Part II: 524 Forms

- ❑ ED 524 Form- Budget Information

Part III: Program Narrative

- ❑ ED Abstract Narrative Attachment Form
- ❑ Budget Narrative Attachment Form
- ❑ Project Narrative Attachment Form
  Note: Have you addressed all Application Requirements including Selection Criteria and Priorities?
- ❑ Other Attachments Form
- ❑ Narrative addressing GEPA Section 427

Part IV: Assurances and Certifications

- ❑ Assurances – Non-Construction Programs (SF 424B)
- ❑ Certification Regarding Lobbying Form (ED 80-0013)
- ❑ SF-LLL Form-Disclosure of Lobbying Activities (if applicable; refer to instructions)
- ❑ Survey on Ensuring Equal Opportunity for Applicants

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1894-0006. The time required to complete this information collection is estimated to average 60 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection.

If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537.

If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Transition to Teaching Program, U.S. Department of Education, 400 Maryland Avenue, S.W., 4W302, Washington D.C. 20202-5960.