FY 2019

U.S. Department of Education
Office of Elementary and Secondary Education
Washington, DC 20202-5900

APPLICATION INSTRUCTIONS FOR GRANTS UNDER THE TEACHER QUALITY PARTNERSHIP GRANT PROGRAM

CFDA Number: **84.336S**
Form Approved
OMB No. 1894-0006
Expiration Date: 1-31-2021
Closing Date: May 20, 2019

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ARE YOU READY to APPLY?

Before you begin completing your FY 2019 Teacher Quality Partnership (TQP) application, we recommend that applicants complete the following steps:

- Have you reviewed the [FY 19 TQP Notice Inviting Applications](#)?
- Have you reviewed the Common Instructions for Applicants to Department of Education Discretionary Grant Programs, published in the Federal Register on February 13, 2019 (84 FR 3768) or at www.govinfo.gov/content/pkg/FR-2019-02-13/pdf/2019-02206.pdf?
- Have you reviewed the FY 19 TQP Application Instructions Package?
- Have you reviewed the TQP Frequently Asked Questions (FAQs)?
- Have you reviewed the instructions for electronic submission of your application?

If you answered **"YES"** to each of the above questions, you're ready to begin working on your application.

I.   Program Overview

Program Office: Office of Elementary and Secondary Education (OESE)
Grant Name: Teacher Quality Partnership (TQP)
CFDA Number: 84.336S
Grant Type: Discretionary/Competitive Grant

Purpose of Program:
The purposes of the TQP program are to improve student achievement; improve the quality of prospective and new teachers by improving the preparation of prospective teachers and enhancing professional development activities for new teachers; hold teacher preparation programs at institutions of higher education (IHEs) accountable for preparing teachers who meet applicable State certification and licensure requirements; and recruit highly qualified individuals, including minorities and individuals from other occupations, into the teaching force.

Eligible Applicants:
An eligible applicant must be an "**eligible partnership**" as defined in Section 200(6) of the Higher Education Act (HEA). The eligible partnership must include all of the following:

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

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

TQP Program Website:
https://innovation.ed.gov/what-we-do/teacher-quality/teacher-quality-partnership/

TQP Program Email:
TQPartnership@ed.gov

FY 19 TQP FAQs:
FAQs will be available on the program Website at https://innovation.ed.gov/what-we-do/teacher-quality/teacher-quality-partnership/.

Authorizing Legislation:
The Teacher Quality Partnership program statute is contained in Title II of the HEA, as amended on August 14, 2008, by the Higher Education Opportunity Act (Public Law 110-315). Definitions for the program (including those for components of an eligible partnership) are contained in Section 200 of the HEA, as amended, while the program authority itself is in Title II, Part A of that Act (Sections 201-204). You may view the full version of the HEA, as amended in 2008, at:
https://www.govinfo.gov/content/pkg/USCODE-2016-title20/html/USCODE-2016-title20-chap28-subchapII.htm.

Teacher Quality Partnership (84.336S)
Application available: April 3, 2019
Pre-Application Information Webinars: Pre-recorded informational webinars can be found on the TQP program Website at https://innovation.ed.gov/what-we-do/teacher-quality/teacher-quality-partnership/.

Deadline for submitting Intent to Apply: May 3, 2019
Deadline for transmitting applications: May 20, 2019
Estimated Award Announcement: Summer 2019

FY 2019 TQP Notice Inviting Applications: The full text of the Notice Inviting Applications (NIA) for the FY 2019 TQP grant competition can be found on the Federal Register Website at:

https://www.federalregister.gov/documents/2019/04/03/2019-06493/applications-for-new-awards-teacher-quality-partnership-grant-program

All TQP applications must be received on or before 11:59:59 p.m. Eastern Time, on **May 20, 2019.** Please note that the U.S. Department of Education (Department) grant application deadline is **11:59:59 p.m. Eastern Time.** Late applications will not be accepted. The Department is required to enforce the established deadline to ensure fairness to all applicants. The Department strongly encourages applicants to submit their applications well before the application deadline, as the Grants.gov system may take up to several hours to process and time and date stamp the application. No changes or additions to an application will be accepted after the deadline date and time.

After successfully submitting a Workspace application, a Grants.gov Tracking Number (GRANTXXXXXXXX) is automatically assigned to the application. The number will be listed on the Confirmation page that is generated after submission. Using the tracking number, access the Track My Application page under the Applicants tab or the Details tab in the submitted Workspace.

FY 2019 TQP Application Instructions Package:
Please note that the TQP Application Instructions Package is for applicants to download and use as a guide only. Unless the applicant qualifies for an exception to the electronic submission requirement, all TQP grant applications must be submitted online using Workspace in Grants.gov.

Intent to Apply:
The Secretary strongly encourages each potential applicant to notify the Department of its intent to submit an application for TQP funding by sending an email to tqpartnership@ed.gov by May 3, 2019.   Applicants that do not indicate their intent to apply may still apply for funding.

How to Apply:
A Grants.gov applicant must apply online using Workspace. Instructions on getting started on your Workspace Application can be found on the Grants.gov website here: https://www.grants.gov/web/grants/applicants/workspace-overview.html. For access to complete instructions on how to apply, refer to: www.grants.gov/web/grants/applicants/apply-for-grants.html.

Funding Opportunity Number: ED-GRANTS-040319-001
Each application will be reviewed under the competition for which it was submitted in the Grants.gov system, and only applications that are successfully submitted by the established deadline will be reviewed.

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.

Browser Support:
The latest versions of Microsoft Internet Explorer (IE), Mozilla Firefox, Google Chrome, and Apple Safari are supported for use with Grants.gov. However, these web browsers undergo frequent changes and updates, so we recommend you have the latest version when using Grants.gov. Legacy versions of these web browsers may be functional, but you may experience issues.

For additional information or updates, please see the Grants.gov Browser information in the Applicant FAQs: http://www.grants.gov/web/grants/applicants/applicant-faqs.html#browser.

ATTENTION – Workspace, Adobe Forms and PDF Files:
Grants.gov applicants can apply online using Workspace. Workspace is a shared, online environment where members of a grant team may simultaneously access and edit different web forms within an application. For each funding opportunity announcement (FOA), you can create individual instances of a workspace.

Below is an overview of applying on Grants.gov. For access to complete instructions on how to apply for opportunities, refer to: https://www.grants.gov/web/grants/applicants/workspace-overview.html.

1) **Create a Workspace:** Creating a workspace allows you to complete the application online and route it through your organization for review before submitting.

2) **Complete a Workspace:** Add participants to the workspace to work on the application together, complete all the required forms online or by downloading PDF versions, and check for errors before submission. The Workspace progress bar will display the state of your application process as you apply. As you apply using Workspace, you may click the blue question mark icon near the upper-right corner of each page to access context-sensitive help.

>   a. **Adobe Reader:** If you decide not to apply by filling out web forms you can download individual PDF forms in Workspace. The individual PDF forms can be downloaded and saved to your local device storage, network drive(s), or external drives, then accessed through Adobe Reader.

>   NOTE: Visit the Adobe Software Compatibility page on Grants.gov to download the appropriate version of the software at: https://www.grants.gov/web/grants/applicants/adobe-software-compatibility.html

>   b. **Mandatory Fields in Forms:** In the forms, you will note fields marked with an asterisk and a different background color. These fields are mandatory fields that must be completed to successfully submit your application.

c. **Complete SF-424 Fields First**: The forms are designed to fill in common required fields across other forms, such as the applicant name, address, and DUNS Number. Once it is completed, the information will transfer to the other forms.

3) **Submit a Workspace:** An application may be submitted through workspace by clicking the Sign and Submit button on the Manage Workspace page, under the Forms tab. Grants.gov recommends submitting your application package at least 24-48 hours prior to the close date to provide you with time to correct any potential technical issues that may disrupt the application submission.

4) **Track a Workspace Submission:** After successfully submitting a workspace application, a Grants.gov Tracking Number (GRANTXXXXXXXX) is automatically assigned to the application. The number will be listed on the Confirmation page that is generated after submission. Using the tracking number, access the Track My Application page under the Applicants tab or the Details tab in the submitted workspace.

For additional training resources, including video tutorials, refer to https://www.grants.gov/web/grants/applicants/applicant-training.html.

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

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

2) **SUBMIT EARLY** – **We strongly recommend that you do not wait until the application deadline to submit your application. Grants.gov will put a date/time stamp on your application and then process it only after it is fully uploaded.** The time it takes to upload an application will vary depending on a number of factors including the size of the application and the speed of your Internet connection, and the time it takes Grants.gov to process the application will vary as well. If Grants.gov rejects your application (see step three below), you will need to resubmit successfully to Grants.gov before 11:59:59 p.m. Eastern Time on the deadline date.

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

3) **VERIFY SUBMISSION IS OK** – You will want to verify that Grants.gov received your application submission on time and that it was validated successfully. To see the date/time your application was received, login to Grants.gov and click on the Track My Application link. For a successful submission, the date/time received should be earlier than 11:59:59 p.m. Eastern Time, on the deadline date, AND the application status should be: Validated, Received by Agency, or Agency Tracking Number Assigned. Once the Department receives your application from Grants.gov, an Agency Tracking Number (PR/award number) will be assigned to your application and will be available for viewing on Grants.gov's Track My Application link.

If the date/time received is later than 11:59:59 p.m. Eastern Time, on the deadline date, your application is late. If your application has a status of "Received" it is still awaiting validation by Grants.gov. Once validation is complete, the status will either change to "Validated" or "Rejected with Errors." If the status is "Rejected with Errors," your application has not been received successfully. Some of the reasons Grants.gov may reject an application can be found on the Grants.gov site: http://www.grants.gov/web/grants/applicants/encountering-error-messages.html. For more detailed information on troubleshooting Adobe errors, you can review the Adobe Reader Software Tip Sheet at: http://www.grants.gov/web/grants/applicants/adobe-software-compatibility.html. If you discover your application is late or has been rejected, please see the instructions below. Note: You will receive a series of confirmations both online and via e-mail about the status of your application. Please do not rely solely on e-mail to confirm whether your application has been received timely and validated successfully.

Submission Problems – What should you do?

If you have problems submitting to Grants.gov before the closing date, please contact Grants.gov Customer Support at 1-800-518-4726 or email at: mailto:support@grants.gov or access the Grants.gov Self-Service Knowledge Base web portal at: https://grants-portal.psc.gov/Welcome.aspx?pt=Grants.

If electronic submission is required, you must submit an electronic application before 11:59:59 p.m. Eastern 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. 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. (See the Federal Register notice for detailed instructions.)

Helpful Hints When Working with Grants.gov
Please visit http://www.grants.gov/web/grants/support.html for help with Grants.gov. For additional tips related to submitting grant applications, please refer to the Grants.gov Applicant FAQs at: http://www.grants.gov/web/grants/applicants/applicant-faqs.html. Additional information is available on Workspace at: https://www.grants.gov/web/grants/applicants/applicant-faqs.html#workspace.

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.)

Attaching Files – Additional Tips
Please note the following tips related to attaching files to your application:

- When you submit your application electronically, you must upload any narrative sections and all other attachments to your application as files in either Portable Document Format (PDF) or Microsoft Word. Although applicants have the option of uploading any narrative sections and all other attachments to their application in either PDF or Microsoft Word, we **recommend** applicants submit all documents as read-only flattened PDFs, meaning any fillable PDF files must be saved and submitted as non-fillable PDF files and not as interactive or fillable PDF files, to better ensure applications are processed in a more timely, accurate, and efficient manner.

- 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.

- When attaching files, applicants should follow the guidelines established by Grants.gov on the size and content of file names. Uploaded file names must be fewer than 50 characters, and, in general, applicants should not use any special characters. However, Grants.gov does allow for the following UTF-8 characters when naming your attachments: A-Z, a-z, 0-9, underscore, hyphen, space, period, parenthesis, curly braces, square brackets, ampersand, tilde, exclamation point, comma, semi colon, apostrophe, at sign, number sign, dollar sign, percent sign, plus sign, and equal sign. Applications submitted that do not comply with the Grants.gov guidelines will be rejected at Grants.gov and not forwarded to the Department.

- 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 with all attachments is less than 5 MB. Therefore, you may want to check the total size of your package before submission.

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

Date	Scope	Details
May 18-19, 2019	Release 17.1 Deployment	**Scheduled Maintenance Outage:** **Production System will go Offline Saturday, May 18, 2019 at 12:01 AM ET.** **Production System will go Online Monday, May 20, 2019 at 6:00 AM ET.** **Training System will go Offline Monday, May 20 at 12:01 AM ET.** **Training System will go Online Wednesday, May 22 at 6:00 AM ET.**
June 15-17, 2019	Server Maintenance	**Scheduled Maintenance Outage:** **Production System will go Offline Saturday June 15, 2019 at 12:01 AM ET.** **Production System will go Online Monday June 17, 2019 at 6:00 AM ET.**

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

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

Please provide the applicant's DUNS number. You can obtain your DUNS 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 DUNS 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 DUNS 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 DUNS number has been entered correctly. Dun & Bradstreet, a global information services provider, has assigned DUNS numbers to over 43 million companies worldwide. For live help Monday-Friday 9am-6pm (EST), dial 1-888-814-1435.

NOTE: Electronic submission via Grants.gov must use the DUNS number your organization used when it registered in the Central Contractor Registry.

Application Tips

I. **Register or maintain registration on SAM.gov.** The SAM registration process can take approximately seven business days, but may take upwards of several weeks, depending on the completeness and accuracy of the data entered into the SAM database by an entity. Thus, if you think you might want to apply for Federal financial assistance under a program administered by the Department, please allow sufficient time to obtain and register your DUNS number and TIN. Once your SAM registration is active, you will need to allow 24 to 48 hours for the information to update in the system.

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

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

IV. **Carefully review the FY 2019 NIA for eligibility requirements.** Clearly state which absolute priority under which you are submitting an application.

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

VI. **Submit all files in .PDF format.** While Grants.gov may accept other format types, the Department's system, which receives the files from Grants.gov, will only accept .PDF files. Files submitted in formats other than .PDF may not convert in a legible manner and, in these instances, cannot be reviewed. Ensure that you attach *.PDF files only* for any attachments to your application, and they must be in a **read-only, flattened format**. PDF files are the only Department approved file type accepted as detailed in the Federal Register application notice. Applicants must submit individual .PDF files only when attaching files to their application. Specifically, the Department will not accept any attachments that contain files within a file, such as PDF Portfolio files, or an interactive or fillable .PDF file. Any attachments uploaded that are not .PDF files or password protected files will not be read.

VII. **Submit early on Grants.gov.** Applications must be finished uploading, and be validated by the Grants.gov system, by 11:59:59 p.m. ET time on May 20, 2019. Validation indicates if the submission was successful and may take up to two days. If the submitted application is deemed invalid due to an error, applicants may correct the error and resubmit only if the 11:59:59 p.m. ET deadline has not passed. Applicants are encouraged to review the submission to be sure that the files transmitted correctly. Grants.gov may not catch all errors. Late submissions or modifications to the submitted application will not be accepted after the deadline.

VIII. Each application will be reviewed under the competition for which it was submitted in the Grants.gov system, and only applications that are successfully submitted by the established closing date will be reviewed.

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

IV.   Instructions for Completing an Application

Please carefully read the entire application instructions package, the Federal Register notice, and the authorizing legislation before submitting your TQP application.

INSTRUCTIONS FOR APPLICATION

Applicants applying for the TQP program will use the following Grants.gov and ED narrative forms:

> ED Abstract Narrative Attachment Form
>
> Project Narrative Attachment Form
>
> Budget Narrative Attachment Form
>
> Other Attachments Form
>
> ED Required forms, found on page 19 of this document, should also be uploaded into Grants.gov

The ED Abstract Narrative Attachment Form is where the applicant will attach the one-page project abstract.

The Project Narrative Attachment Form is where the applicant will attach the narrative sections addressing the Selection Criteria, the Absolute Priority and, if relevant, the Competitive Preference Priority(ies) and Invitational Priority.

The Budget Narrative Attachment Form is where the applicant will attach a detailed line-item budget and any supplemental budget information. Remember to include a matching budget of 100% of the total project cost, which is 100% of the Federal funds request.

The Other Attachments Form is where the applicant will attach proposal appendices. This is where the applicant will include information such as resumes/curriculum vitae of key personnel, high-need LEA and high-need school documentation, letters of support, waiver request form, etc. The Grants.gov system will allow applicants to attach as many as ten separate appendices in this section.

Please complete the SF 424 first. Grants.gov will automatically insert the correct CFDA (84.336s) and program name wherever needed thereafter.

NOTE: Please do not attach any narratives, supporting files, or application components to the Standard Form (SF 424).

INSTRUCTIONS FOR ED ABSTRACT NARRATIVE

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. The abstract should include the following items: project title, priorities addressed, project goals and expected outcomes, brief project description, target number of project participants to be served, and members of the eligible partnership and any other key partner organizations. It is a summary of your project.

INSTRUCTIONS FOR PROJECT NARRATIVE

The Project Narrative should describe the project that an applicant would carry out if funded and include the eligible applicant's response to the selection criteria since the application will be evaluated and scored against these criteria.

The NIA provides applicants with instructions for preparing and submitting the application, information describing the absolute priorities and competitive preference 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.

Applicants must address the Absolute Priority. Should an applicant choose to apply and meet the requirements of one or both of the two competitive preference priority(ies), the application can earn up to 110 points. In order to be considered for competitive preference priority points, the applicant must identify that the priority is addressed in the application and include the section as part of the project narrative. After review of the Absolute Priority, only applicants for which competitive preference points could enable them to be funded will have their competitive preference priorities applied to their final score. It is expected that applicants will use the selection criteria to frame their project narratives.

Formatting

We strongly encourage applicants to 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 reviewed.

Priorities

All applicants are required to address the Absolute Priority (Partnership Grants for the Establishment of Effective Teaching Residency Programs). Applicants that do not address the Absolute Priority will be deemed ineligible.

Clear headings should be provided to indicate an applicant's response to the Absolute Priority and to the competitive preference priority(ies) and invitational priority under which they are submitting their proposal, as applicable.

Absolute Priority

For the purpose of this application, the Department has established one Absolute Priority under the Teacher Quality Partnership grant program for the FY 2019 grant competition. Under Title II, Part A of the HEA (section 201 - 204), we consider only applications that meet the Absolute Priority.

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

Competitive Preference Priorities:

For the purpose of this application, the Department has established two OPTIONAL competitive preference priorities and one invitational priority under the TQP grant program for the FY 2019 grant competition. If applicants choose to address one or both of these competitive preference priorities, they may earn up to 110 total points on their application. After review of the Absolute Priority, only applicants for which competitive preference points could enable them to be funded will have their competitive preference priorities points applied to their final score.

> **Competitive Preference Priority 1** (up to 5 points). Projects designed to improve student achievement or other educational outcomes in computer science (as defined in this notice) by increasing the number of educators adequately prepared to deliver rigorous instruction in STEM fields, including computer science, through recruitment, evidence-based (as defined in 34 CFR 77.1) professional development strategies for current STEM educators, or evidence-based retraining strategies for current educators seeking to transition from other subjects to STEM fields.

Competitive Preference Priority 2 (5 points).   Projects submitted by applicants that meet the definition of novice applicant (as defined in this notice) at the time they submit their application.

Invitational Priority:

Invitational Priority: Spurring Investment in Opportunity Zones.

Under this priority, an applicant may address one or both of the following priority areas:

(1) Propose to serve children or students who reside, or attend TQP project schools, in a qualified opportunity zone as designated by the Secretary of the Treasury under section 1400Z-1 of the Internal Revenue Code, as amended by the Tax Cuts and Jobs Act (Pub. L. 115-97). In addressing this priority, an applicant must provide the census tract number of the qualified opportunity zone for which it proposes to serve children or students and describe the extent to which the applicant will serve individuals in the Qualified Opportunity Zone(s). A list of qualified opportunity zones, with census tract numbers, is available at www.cdfifund.gov/Pages/Opportunity-Zones.aspx; or (2) Demonstrate in its application that it has received or will receive financial assistance from a qualified opportunity fund under section 1400Z-2 of the Internal Revenue Code, as amended by the Tax Cuts and Jobs Act, for a purpose directly related to its proposed project. In addressing this priority, an applicant must identify the qualified opportunity fund from which it has received or will receive financial assistance and describe the extent to which the applicant will use the financial assistance for its proposed project.

NOTE: Please review the complete language for all priorities which can be found in the NIA for the FY 2019 TQP competition published in the Federal Register on May 20, 2019 (84 FR 13019).

Selection Criteria

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 NIA. Within each criterion, there are specific factors that will be used in evaluating that criterion. In addition, applicants should keep in mind that there is a lot of overlap between the TQP General Program requirements and the TQP Absolute Priority requirements. For this reason, you may address the TQP general program requirements as part of your project narrative when addressing 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	**(40)**
Adequacy of Resources	**(20)**
Quality of the Management Plan	**(20)**
Quality of the Project Evaluation	**(20)**

NOTE: We refer you to the NIA for a full description of each selection criterion and its sub factors.   Applicants are strongly encouraged to carefully read each criterion and its sub factors when preparing their applications. These are the criteria that will be used to review and score applications.

INSTRUCTIONS FOR BUDGET NARRATIVE

Before preparing the budget narrative, applicants should review the Federal Register notice and the authorizing legislation for specific guidance and requirements. Note that applications will be evaluated according to the specific selection criteria specified in the Federal Register notice.

The budget should include only costs that are allowable, reasonable, and necessary for carrying out the objectives of the TQP project. Rules about allowable costs are set out in 2 CFR Part 200[1], as adopted by the Department at 2 CFR Part 3474.[2]

Provide an itemized budget breakdown narrative, by project year, for each budget category listed in Section A of the ED 524 form. The project period is 60 months (5 years). Applicants must include a budget for all five years being requested.

Provide the rate and base on which fringe benefits are calculated. Please check all figures and combined totals in the budget narrative, and compare the amounts with those reflected on the ED 524. Provide other budget explanations or comments deemed necessary. Include travel for key grant staff to attend an annual project directors' convening in Washington, D.C..

Restricted Indirect Cost Rate Program

The program requires a restricted indirect cost rate. If an applicant does not have a negotiated restricted rate, they may use a place holder rate unless their approved restricted rate is likely to be lower than 8%. See 34 CFR §§ 75.563 and 76.564 – 76.569 for additional guidance on how to calculate a restricted indirect cost rate. (https://www.ecfr.gov/cgi-bin/text-idx?node=34:1.1.1.1.22&rgn=div5)

Non-Federal Matching Requirement and Supplement-not-Supplant Requirement

The TQP grant program has a 100% non-Federal match requirement. This is a dollar for dollar match of the Federal funds received. Applicants must describe a budget narrative that demonstrates how they will meet this matching requirement in cash or in-kind contributions to carry out the activities supported by the grant.

Under section 202(k) of the HEA, the TQP grant program has a Supplement-not-Supplant requirement. This means that costs may not be charged to TQP funds or to matching funds if, in the absence of TQP funds, these costs would be borne by the applicant anyway. Both Federal and matching funds must supplement, not supplant, existing funds used to carry out activities supporting the grant.

2% Administrative Cost Cap

Under section 203(d) of the HEA, an eligible partnership that receives a grant under this part may use not more than two percent of the funds provided to administer the grant.

ED 524 LINE ITEM DESCRIPTIONS
Provide an itemized budget breakdown, and justification by project year, for each budget category included in Sections A and B of the ED 524. Provide this information by project year, and provide a total projected cost for each category – by project year and for the project as a whole.

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

Fringe Benefits (Line 2): The institution's or agency's normal contributions for fringe benefits may be charged to TQP funds or contributed as a match. If you are including fringe benefits, please explain how the fringe rate was calculated

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[1] http://www.ecfr.gov/cgi-bin/text-idx?SID=a00c8ef91d397f640d8c236871fe5eef&tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl
[2] http://www.ecfr.gov/cgi-bin/text-idx?SID=a00c8ef91d397f640d8c236871fe5eef&node=pt2.1.3474&rgn=div5

and identify the staff members who would receive the benefits. Leave this line blank if fringe benefits applicable to direct salaries and wages are included in indirect costs.

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

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

Supplies (Line 5): Describe all supplies to be purchased for the TQP project, i.e., all tangible, expendable personal property to be purchased to support the TQP project. Supplies (which include materials) differ from equipment in that they are consumable, expendable, and have a unit cost below that of equipment. For each kind of supply, provide the amount to be purchased, the projected cost and how this cost was determined, and a justification for these purchases.

Contractual (Line 6): The contractual category should include all costs specifically incurred with actions that the applicant takes in conjunction with an established procurement system. Include consultant fees, expenses, and travel costs in this category if the consultant's services are obtained through a written binding agreement or contract. Identify the contractor, the amount of the contract (this should include a breakdown of the major service components of the contract and the costs of each portion) and an explanation of what the services are being provided by the contractor.   In addition, if applicant proposes to select a contractor before receiving a TQP award, please see 34 CFR 75.135(a) - (c) (section 75.135(a) - (c) of EDGAR) on how the requirements for competitive procurements that normally apply may be avoided by naming the contractors in the application.

Construction (Line 7): Not applicable.

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

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

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

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

NOTE: If you have questions about how to obtain an approved restricted indirect cost rate or how to apply that rate, you may contact a cost negotiator using the information provided at: http://www2.ed.gov/about/offices/list/ocfo/fipao/icgreps.html. If you have further questions about restricted indirect cost rates, please refer to the TQP FAQs. Applicants may also contact the Department's Indirect Cost Rate Group at IndirectCostGroup@ed.gov.

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

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

NOTE: Please remember that a budget narrative should be provided for both Federal costs and Non-Federal costs. Please also check all figures and combined totals in the budget narrative, Section C, to ensure that they correspond to the amounts reflected in Section A and Section B on ED 524. We have provided a Budget Narrative Template that applicants are encouraged to use. The template may be found on the program Website at https://innovation.ed.gov/what-we-do/teacher-quality/teacher-quality-partnership/ .

INSTRUCTIONS FOR OTHER ATTACHMENTS (APPENDIX)

Applicants will attach any appendices they may have to the Grants.gov Other Attachments Form. Use the outline below to know which document to place in each appendix. The Grants.gov system will allow applicants to attach as many as ten separate appendices in this section.

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

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

Appendix C: **REQUIRED TQP General Application Requirements Needs Assessment**

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

Appendix E: **TQP Optional Absolute Priority Checklist***
Applicants must address the Absolute Priority.

Appendix F: **TQP Waiver Request of 100% Match Requirement, if applicable**
Applicants should include a written request and justification in order to be considered for a waiver from the match requirement, if applicable. The Department does not anticipate waiving the match requirement.

Appendix G: **Demonstrates Rationale:** (Logic Model)

Appendix H: **Resumes of Key Personnel**

Appendix I: **Letters of Support and Memorandum of Understanding from partners, if applicable. Match Documentation Letters and Match chart.**

Appendix J: **Current Indirect Cost Rate Agreement** and **Other documents, as applicable**

*Applicants are **strongly encouraged** to use the optional checklists to document and identify where required information can be found in the proposed application. These checklists are found in section B. ED Required Forms & TQP Optional Checklists of this Application Package. Use of the checklists will enable reviewers and Department staff to identify where in your applications required information is located, and prevent your applications from being found ineligible for funding because this information cannot be located. The TQP program statue includes many application and program requirements that your application must address. We don't want any applicant to have its application rejected because we could not find required information in the application.

Applicants can download the above listed optional checklists from the TQP program Website:
https://innovation.ed.gov/what-we-do/teacher-quality/teacher-quality-partnership/.

Sample TQP High-Need Data Resources
Eligible applicants must meet the definition of a high-need LEA and high-need schools as found in section 200(10) and 200(11) of the HEA by providing documentation that it has at least 20 percent of, or at least 10,000, children from low-income families, providing documentation that the LEA(s) meets the eligibility requirements for funding under the Small, Rural School Achievement (SRSA) Program under section 6211(b) of the ESEA or meets the eligibility requirements for funding under the Rural and Low-Income School (RLIS) Program under section 6221(b) of the ESEA and a high-percentage teachers not teaching in the academic subject areas or grade levels in which the teachers were trained to teach.

Poverty/Rural Area Requirement
Section 200(2) of the HEA defines the term "children from low-income families" to have the meaning described in section 1124(c)(1)(A) of the ESEA, as amended. That ESEA provision requires use of the most recent poverty data issued by the US Census Bureau. These data may be found at:

https://www.census.gov/programs-surveys/saipe.html
https://www2.ed.gov/programs/reapsrsa/eligibility.html
https://www2.ed.gov/programs/reaprlisp/eligibility.html

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

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

Applicants should present their best case with the documentation of poverty among the target population proposed in their TQP applications. The Websites listed above may be used to help document poverty data, however, other reliable data sources may be used as well. Please make sure your data sources are properly documented and are the most recent data available.

Applicants must submit along with their project narratives the required standard forms, assurances, and certifications. Below is a list of the standard forms, assurances, and certifications that are required.

- SF 424 Application Form for Federal Assistance

- ED Supplemental Form for SF 424

- ED 524 Form (Budget Summary Form)

- Grant Application Form for Project Objectives and Performance Measures

- SF-LLL Disclosure of Lobbying Activities

- General Education Provisions Act (GEPA) Requirements - Section 427

- Grants.gov Certification Regarding Lobbying (formerly ED 80-0013)

- SF 424B Form - Assurances, Non-Construction Programs

Electronic copies of the required forms can be found at http://www2.ed.gov/fund/grant/apply/appforms/appforms.html; on the Grants.gov website at https://www.grants.gov/web/grants/forms.html; and in the Grants.gov submission package.

Applicants are strongly encouraged to use the optional checklists on the following pages to document and identify where required information can be found in the proposed application. These optional checklists are available for download at https://innovation.ed.gov/what-we-do/teacher-quality/teacher-quality-partnership/. Use of the checklists will enable reviewers and Department staff to identify where in your applications required information is located, and prevent your applications from being found ineligible for funding because this information cannot be located. The TQP program statue includes many application and program requirements that your application must address. We don't want any applicant to have its application rejected because we could not find required information in the application.

OPTIONAL TQP ELIGIBLE PARTNERSHIP AND PARTNER IHE CHECKLIST
APPENDIX A

Eligible Applicant Name:	

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

Partner IHE Eligibility	
Partner institution from Section 200(17) means an IHE, which may include a two-year IHE offering a dual program with a partner four-year IHE, participating in an eligible partnership that has a teacher preparation program--	
(i) Whose graduates exhibit strong performance on State determined qualifying assessments for new teachers through--	
Page _____	(A) Demonstrating that 80 percent or more of the graduates of the program who intend to enter the field of teaching have passed all of the applicable State qualification assessments for new teachers, which shall include an assessment of each prospective teacher's subject matter knowledge in the content area in which the teacher intends to teach; or
(B) Being ranked among the highest-performing teacher preparation programs in the State as determined by the State--	
Page _____	(1) Using criteria consistent with the requirements for the State Report Card under section 205(b) of the HEA before the first publication of the report card; and
Page _____	(2) Using the State report card on teacher preparation required under section 205(b), after the first publication of such report card and for every year thereafter; and
(ii) That requires--	
Page _____	(A) Each student in the program to meet high academic standards or demonstrate a record of success, as determined by the institution (including prior to entering and being accepted into a program), and participate in intensive clinical experience;
Page _____	(B) Each student in the program preparing to become a teacher who meets applicable State certification and licensure requirements; and
Page _____	(C) Each student in the program preparing to become an early childhood educator to meet degree requirements, as established by the State, and become highly competent.

Note: For purposes of paragraph (ii)(C) of this definition, the term "highly competent," under section 200(12) of the HEA, when used with respect to an early childhood educator, means an educator--
   (a) With specialized education and training in development and education of young children from birth until entry into kindergarten;
   (b) With–-
   (i) A baccalaureate degree in an academic major in the arts and sciences; or
   (ii) An associate's degree in a related educational area; and
   (c) Who has demonstrated a high level of knowledge and use of content and pedagogy in the relevant areas associated with quality ECE.	

OPTIONAL TQP APPLICATION AND GENERAL PROGRAM REQUIREMENTS CHECKLIST
APPENDIX B

To be considered for funding, applicants must address the following general program application and program requirements that the HEA requires. Except as specifically noted in this section, the general application requirements are from section 202(b) of the HEA (20 U.S.C. 1022a(b)). To ensure every program requirement is met and an authorized activity listed below, the Department strongly encourages the applicant, to indicate the page number(s) where the specific component is located in the program narrative on the left side of the page.

Each eligible partnership desiring a grant under this program must submit an application that contains—

(a)_____ A needs assessment of the partners in the eligible partnership with respect to the preparation, ongoing training, professional development, and retention of general education and special education teachers, principals, and, as applicable, early childhood educators. (*Place the needs assessment in Appendix C*)

(b)_____	(b) A description of the extent to which the program to be carried out with grant funds, as described in the Absolute Priority, in this notice, will prepare prospective and new teachers with strong teaching skills
(c)_____	(c) A description of how such program will prepare prospective and new teachers to understand and use research and data to modify and improve classroom instruction
(d) (1)_____ (2)_____	(d) A description of-- (1) How the eligible partnership will coordinate strategies and activities assisted under the grant with other teacher preparation or professional development programs, including programs funded under the ESEA and IDEA and through the National Science Foundation; and (2) How the activities of the partnership will be consistent with State, local, and other education reform activities that promote teacher quality and student academic achievement
(e) (1)_____ (2)_____ (3)_____	(e) An assessment that describes the resources available to the eligible partnership, including- (1) The integration of funds from other related sources; (2) The intended use of the grant funds; and (3) The commitment of the resources of the partnership to the activities assisted under this program, including financial support, faculty participation, and time commitments, and to the continuation of the activities when the grant ends.
(f) (1)_____ (2)_____	(f) A description of-- (1) How the eligible partnership will meet the purposes of the TQP Grant Program as specified in section 201 of the HEA;

(4)_____ (5)_____ (5i)_____ (5ii)_____ (6)_____ (7)____ (8)____ (i)_____ (ii)_____ (9)_____ (10)_____ (11)____	(2) How the partnership will carry out the activities required under Absolute Priority , as described in this notice, based on the needs identified in paragraph (a), with the goal of improving student academic achievement; (4) The partnership's evaluation plan, it's plan for including the objective and measures identified in under section 204(a) of the HEA; (5) How the partnership will align the teacher preparation program with the-- (i) State early learning standards for Early Childhood Education (ECE) programs, as appropriate, and with the relevant domains of early childhood development; and (ii) Student academic achievement standards and academic content standards under section 1111(b)(1) of the ESEA, established by the State in which the partnership is located; (6) How the partnership will prepare general education teachers to teach students with disabilities, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the IDEA; (7) How the partnership will prepare general education and special education teachers to teach students who are limited English proficient; (8) How faculty at the partner institution will work during the term of the grant, with teachers who meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification, or, with regard to special education teachers the qualifications describes in section 612(a)(14)(C) of the IDEA, in the classrooms of high-need schools served by the high-need LEA in the partnership to— (i) Provide high-quality professional development activities to strengthen the content knowledge and teaching skills of elementary school and secondary school teachers; and (ii) Train other classroom teachers to implement literacy programs that incorporate the essential components of reading instruction; (9) How the partnership will design, implement, or enhance a year-long and rigorous teaching preservice clinical program component; (10) How the partnership will support in-service professional development strategies and activities; and (11) How the partnership will collect, analyze, and use data on the retention of all teachers and early childhood educators in schools and ECE programs located in the geographic area served by the partnership to evaluate the effectiveness of the partnership's teacher and educator support system.

(g)_____	(g) With respect to the induction program required as part of the activities carried out under the Absolute Priority—
(1)_____	(1) A demonstration that the schools and departments within the IHE that are part of the induction program will effectively prepare teachers, including providing content expertise and expertise in teaching, as appropriate;
(2)_____	(2) A demonstration of the eligible partnership's capability and commitment to, and the accessibility to and involvement of faculty in, the use of empirically-based practice and scientifically valid research on teaching and learning;
(3)_____	(3) A description of how the teacher preparation program will design and implement an induction program to support, though not less than the first two years of teaching, all new teachers who are prepared by the teacher preparation program in the partnership and who teach in the high-need LEA in the partnership, and, to the extent practicable, all new teachers who teach in such high-need LEA, in the further development of the new teachers' teaching skills, including the use of mentors who are trained and compensated by such program for the mentors' work with new teachers; and
(4)_____	(4) A description of how faculty involved in the induction program will be able to substantially participate in an ECE program or elementary school or secondary school classroom setting, as applicable, including release time and receiving workload credit for such participation.

OPTIONAL TQP HIGH-NEED LEA ELIGIBILITY CHECKLIST
APPENDIX D

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

Poverty/Rural Area Requirement (Component A)

☐ (pg.)_____	A1: Provide the percentage that demonstrates that not less than 20% of the children served by the LEA(s) are children from low-income families. **OR**
☐ (pg.)_____	A2: Provide the number that demonstrates that the LEA(s) is one that serves not fewer than 10,000 children from low-income families. **OR**
☐ (pg.)_____	A3: Document that the LEA(s) meets the eligibility requirements for funding under the Small, Rural School Achievement (SRSA) Program under section 6211(b) of the ESEA. **OR**
☐ (pg.)_____	A4: Document that the LEA(s) meets the eligibility requirements for funding under the Rural and Low-Income School (RLIS) Program under section 6221(b) of the ESEA.

Teacher Need (Component B)

☐ (pg.) _____	B1: The Department may accept data that demonstrates that the participating teachers in the participating LEA(s) have a lack of training in the academic subject areas or grade levels in which they were trained to teach. An applicant may demonstrate that they meet the statutory requirement of a "high percentage of teachers" by including appropriate comparison data, which may include State or National-level data to indicate that the participating LEA(s) have a "high percentage of teachers not teaching in the academic subject areas or grade levels in which the teachers were trained to teach" in relation to State or National averages. OR
☐ (pg.)_____	B2: The Department may accept data that demonstrates that the participating LEA(s) has a "high percentage," of teachers with "emergency, provisional or temporary certification or licensure." An applicant may demonstrate they meet this statutory requirement by including appropriate comparison data, which may include State or National-level data to indicate that the participating LEA(s) have a "high percentage of teachers with emergency, provisional, or temporary certification or licensure" in relation to State or National averages. OR

☐ (pg.) _____	B3: The Department may accept data that demonstrates that the participating LEA(s) has a "high annual teacher turnover rate." An applicant may demonstrate they meet this statutory requirement by including appropriate comparison data, which may include State or National-level data to indicate that the participating LEA(s) have a "high annual teacher turnover rate" in relation to State or National averages.

OPTIONAL TQP HIGH-NEED SCHOOL ELIGIBILITY CHECKLIST
APPENDIX D

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

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

(i)_____	(i) Whose teaching shall complement the residency program so that classroom clinical practice is tightly aligned with coursework;
(ii)_____	(ii) Who shall have extra responsibilities as a teacher leader of the teaching residency program, as a mentor for residents, and as a teacher coach during the induction program for new teachers; and for establishing, within the program, a learning community in which all individuals are expected to continually improve their capacity to advance student learning; and
(iii)_____	(iii) Who may be relieved from teaching duties as a result of such additional responsibilities;
(4)_____	(4) The establishment of clear criteria for the selection of mentor teachers based on measures of teacher effectiveness and the appropriate subject area knowledge. Evaluation of teacher effectiveness shall be based on, but not limited to, observations of the following--
(i)_____	(i) Planning and preparation, including demonstrated knowledge of content, pedagogy, and assessment, including the use of formative and diagnostic assessments to improve student learning;
(ii)_____	(ii) Appropriate instruction that engages students with different learning styles;
(iii)_____	(iii) Collaboration with colleagues to improve instruction;
(iv)_____	(iv) Analysis of gains in student learning, based on multiple measures that are valid and reliable and that, when feasible, may include valid, reliable, and objective measures of the influence of teachers on the rate of student academic progress; and
(v)_____	(v) In the case of mentor candidates who will be mentoring new or prospective literacy and mathematics coaches or instructors, appropriate skills in the essential components of reading instruction, teacher training in literacy instructional strategies across core subject areas, and teacher training in mathematics instructional strategies, as appropriate;
(5)_____	(5) Grouping of teaching residents in cohorts to facilitate professional collaboration among such residents;
(6)_____	(6) The development of admissions goals and priorities--
(i)_____	(i) That are aligned with the hiring objectives of the LEA partnering with the program, as well as the instructional initiatives and curriculum of such agency, in exchange for a commitment by such agency to hire qualified graduates from the teaching residency program; and
(ii)_____	(ii) Which may include consideration of applicants that reflect the communities in which they will teach as well as consideration of individuals from underrepresented populations in the teaching profession;
(7)_____	(7) Support for residents, once the teaching residents are hired as teachers of record, through an induction program, professional development, and networking opportunities to support the residents through not less than the residents' first two years of teaching.

(b)_____	(b) <u>Selection of individuals as teaching residents</u>.
(1)_____	(1) Eligible Individual. In order to be eligible to be a teaching resident in a teaching residency program under this priority, an individual shall—-
(i)_____	(i) Be a recent graduate of a four-year institution of higher education or a mid-career professional from outside the field of education possessing strong content knowledge or a record of professional accomplishment; and
(ii)_____	(ii) Submit an application to the teaching residency program.
(2)_____	(2) <u>Selection Criteria for Participants</u>. An eligible partnership carrying out a teaching residency program under this priority shall establish criteria for the selection of eligible individuals to participate in the teaching residency program based on the following characteristics--
(i)_____	(i) Strong content knowledge or record of accomplishment in the field or subject area to be taught;
(ii)_____	(ii) Strong verbal and written communication skills, which may be demonstrated by performance on appropriate tests; and
(iii)_____	(iii) Other attributes linked to effective teaching, which may be determined by interviews or performance assessments, as specified by the eligible partnership.
	(c) <u>Stipends or salaries; applications; agreements; repayments.</u>
(1)_____	(1) Stipends or salaries. A teaching residency program under this priority shall provide a one-year living stipend or salary to teaching residents during the teaching residency program;
(2)_____	(2) Applications for stipends or salaries. Each teacher residency candidate desiring a stipend or salary during the period of residency shall submit an application to the eligible partnership at such time, and containing such information and assurances, as the eligible partnership may require;
(3)_____	(3) Agreements to serve. Each application submitted under paragraph (c)(2) of this priority shall contain or be accompanied by an agreement that the applicant will—
(i)_____	(i) Serve as a full-time teacher for a total of not less than three academic years immediately after successfully completing the teaching residency program;
(ii)_____	(ii) Fulfill the requirement under paragraph (c)(3)(i) of this priority by teaching in a high-need school served by the high-need LEA in the eligible partnership and teach a subject or area that is designated as high-need by the partnership;
(iii)_____	(iii) Provide to the eligible partnership a certificate, from the chief administrative officer of the LEA in which the resident is employed, of the employment required under paragraph (c)(3)(i) and (ii) of this priority at the beginning of, and upon completion of, each year or partial year of service;
(iv)_____	(iv) Meet the applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification, or, with regard to special

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

C. FY 2019 Application Checklist

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

ED Standard Forms
- ☐ Application for Federal Assistance (SF 424)
- ☐ Department of Education Supplemental Information for SF 424
- ☐ Department of Education Budget Summary Form (ED 524) Sections A & B
- ☐ Grant Application Form for Project Objectives and Performance Measures
- ☐ Disclosure of Lobbying Activities (SF-LLL)

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

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

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

TQP Program Checklists are optional. However, applicants are **strongly encouraged** to use the optional checklists listed below. All TQP optional program checklists can be found on the TQP program Website at http://innovation.ed.gov/what-we-do/teacher-quality/teacher-quality-partnership/.

- ☐ Optional Eligible Partnership **AND** IHE Verification Checklist (Appendix A)
- ☐ Optional TQP General Application and Program Requirements Checklist (Appendix B)
- ☐ REQUIRED TQP General Application Requirements Needs Assessment (Appendix C)
- ☐ Optional High-Need LEA **AND** High-Need School Checklist (Appendix D)
- ☐ Optional Absolute Priority Checklist (Appendix E)
- ☐ Optional Match Documentation and Tracking Documents
- ☐ Optional Budget Narrative Template

TQP Closing Date: May 20, 2019

V. Additional Information

EXECUTIVE ORDER 12372

Intergovernmental Review of Federal Programs

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

You may locate the name and contact information of State Single Point of Contact at:
http://www.whitehouse.gov/omb/grants_spoc

PAPERWORK BURDEN STATEMENT

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. Public reporting burden for this collection of information is estimated to average 87 hours 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. The obligation to respond to this collection is required to obtain or retain benefit (Section 14007 of the American Recovery and Reinvestment Act of 2009 (ARRA)) and voluntary. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number **1894-0006**.

Note: Please do not return the completed 1894-0006 TQP application to this address.