



U.S. Department of Labor on behalf of the
U.S. Department of Education

Teacher Quality Partnership Program

Assistance Listing Number: 84.336S

FY 2026 Grant Competition

Posted May 7, 2026

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Program Information

The Employment and Training Administration at the U.S. Department of Labor (DOL) is soliciting application in support of the administration of the Teacher Quality Partnership (TQP) program on behalf of the U.S. Department of Education (ED). The purpose of the TQP program is to improve student achievement; improve the quality of prospective and new teachers by improving teacher preparation and enhancing professional development; 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 into the teaching force. The TQP program also supports the use of Registered Apprenticeships¹ as a high-quality, work-based learning pathway for preparing and credentialing new teachers based on demonstrated skill and merit, particularly in high-need schools and subject areas experiencing teacher shortages.

The TQP program supports “eligible partnerships” that pair a high-need local educational agency (LEA), a high-need school served by the LEA, or a high-need early childhood education (ECE) program with a partner institution that includes a school, department, or program of education within such partner institution, and a school or department of arts and sciences within such partner institution. Such partnerships also may include certain other entities described below. Under section 202(d) and (e) of the Higher Education Act of 1965, as amended (HEA) ([20 U.S.C. § 1022a\(d\) and \(e\)](#)), these partnerships must implement either (a) teacher preparation programs at the pre-baccalaureate or “fifth-year” level that include specific reforms in IHEs' existing teacher preparation programs; or (b) teacher residency programs for individuals who are recent graduates with strong academic backgrounds or are mid-career professionals from outside the field of education.

Assistance Listing Number: 84.336S.

Program Authority: [20 U.S.C. 1021-1022c](#).

OMB Control Number: 1894–0006.²

¹ Note: ED encourages applicants to consider the definition of Registered Apprenticeship Program as defined in [5 CFR 362.102, 29 CFR part 29](#).

² 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 and voluntary. Send

For Further Information: Mia Howerton.
Telephone: (202) 219-0147. Email:
Mia.Howerton@ed.gov or TQPartnership@ed.gov.

Type of Award: Discretionary grants.

Estimated Available Funds: \$70,000,000.

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

Estimated Range of Awards: \$500,000 to \$2 million.

Estimated Average Size of Awards: \$1,000,000 for the first year of the project.

Funding for the second, third, fourth, and fifth years is subject to the availability of funds and the approval of continuation awards (see [34 CFR 75.253](#)).

Maximum Award: We will not make an award exceeding \$2,000,000 to any applicant per 12-month budget period.

Estimated Number of Awards: 7-10.

Project Period: Up to 60 months.

Application Deadline: June 23, 2026.

Note: This application notice and instructions is the official document governing the grant competition. ED is not bound by any estimates in this notice.

Eligibility

Eligible Applicants

An eligible applicant must be an “eligible partnership” as defined in section 200(6) of the HEA. The term “eligible partnership” means an entity that—

(a) Must include—

(i) A high-need LEA;

(ii) (A) A high-need school or a consortium of high-need schools served by the high-need LEA; or

(B) As applicable, a high-need ECE program;

(iii) A partner institution;

comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to 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.

(iv) A school, department, or program of education within such partner institution, which may include an existing teacher professional development program with proven outcomes within a four-year IHE that provides intensive and sustained collaboration between faculty and LEAs consistent with the requirements of title II of the HEA; and

(v) A school or department of arts and sciences within such partner institution; and

(b) May include any of the following:

(i) The Governor of the State.

(ii) The State educational agency (SEA).

(iii) The State board of education.

(iv) The State agency for higher education.

(v) A business.

(vi) A public or private nonprofit educational organization.

(vii) An educational service agency.

(viii) A teacher organization.

(ix) A high-performing LEA, or a consortium of such LEAs, that can serve as a resource to the partnership.

(x) A charter school.

(xi) A school or department within the partner institution that focuses on psychology and human development.

(xii) A school or department within the partner institution with comparable expertise in the disciplines of teaching, learning, and child and adolescent development.

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

Note: So that ED can confirm the eligibility of the LEA(s) that an applicant proposes to serve, applicants must include information in their applications that demonstrates that each LEA to potentially be served by the project is a “high-need LEA” (as defined in this notice). Applicants should review this application notice and instructions for additional information on determining whether an LEA meets the definition of “high-need LEA.”

Note: An LEA includes a public charter school that operates as an LEA.

Costs

Cost Sharing or Matching

Under section 203(c) of the HEA ([20 U.S.C. 1022b\(c\)](#)), each grant recipient must provide, from non-Federal sources, an amount equal to 100 percent of the amount of the grant, which may be provided in cash or in-kind, to carry out the activities supported by the grant. Applicants should budget their cost share or matching contributions on an annual basis for the entire five-year project period.

Consistent with [2 CFR 200.306\(b\)](#) of the Uniform Administrative Requirements, Cost Principles, and Audit Requirements For Federal Awards, any cost share or matching funds must be an allowable use of funds consistent with the cost principles detailed in Subpart E of the Uniform Administrative Requirements, Cost Principles, and Audit Requirements For Federal Awards and not included as a contribution for any other Federal award. Section 203(c) of the HEA authorizes the Secretary to waive this cost share or matching requirement for any fiscal year for an eligible partnership if the Secretary determines that applying the cost share or matching requirement to the eligible partnership would result in serious hardship or an inability to carry out authorized TQP program activities. The Secretary does not, as a general matter, anticipate waiving this requirement in the future. Furthermore, given the importance of cost share or matching funds to the long-term success of the project, eligible entities must identify appropriate cost share or matching funds for the proposed five-year project period. Finally, the selection criteria include factors such as “the adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization” and “(iii) The extent to which the applicant demonstrates that it has the resources to operate the project beyond the project period, including a multiyear financial and operating model and accompanying plan; the demonstrated commitment of any partners; demonstration of broad support from community members and partners (such as State educational agencies, teachers' unions, families, business and industry, community members, and State vocational rehabilitation agencies) that are critical to the project's long-term success; or a plan for capacity-building by leveraging one or more of these types of resources” which may include a consideration of demonstrated cost share or matching support.

Supplement-Not-Supplant

This program involves supplement-not-supplant funding requirements. In accordance with section 202(k) of the HEA ([20 U.S.C. 1022a\(k\)](#)), funds made available under this program must be used to supplement, and not supplant, other Federal, State, and local funds that would otherwise be expended to carry out activities under this program. Additionally, the supplement-not-supplant requirement applies to all cost share or matching funds under the program.

Indirect Cost Rate Information

This program uses the training indirect cost rate. This limits indirect cost reimbursement to an entity's actual indirect costs, as determined in its negotiated indirect cost rate agreement, or eight percent of a modified total direct cost base, whichever amount is less. For more information regarding training indirect cost rates, see [34 CFR 75.562](#). For more information regarding indirect costs, or to obtain a negotiated indirect cost rate, please see this [webpage](#).

Administrative Cost Limitation

Under HEA section 203(d) ([20 U.S.C. 1022b\(d\)](#)), an eligible partnership that receives a grant under this program may not use more than two percent of the funds provided to administer the grant.

Subgrantees

Under [34 CFR 75.708\(b\)](#) and [\(c\)](#), a grantee under this competition may award subgrants to directly carry out project activities described in its application to the following types of entities: LEAs, SEAs, nonprofit organizations, or a business. The grantee may award subgrants to entities it has identified in an approved application.

Submission Requirements and Deadlines

Applications Available	May 7, 2026
Application Deadline	June 23, 2026
Deadline for Intergovernmental Review	August 24, 2026

Applicants are required to follow the 2025 Common Instructions for Applicants to Department of Education Discretionary Grant Programs, published in the *Federal Register* on August 29, 2025 (90 FR 42234) and available at [ED 2025 Common Instructions](#).

Program Description

Priorities

This notice includes five absolute priorities and three competitive preference priorities. Absolute Priorities 1-4 are from section 202(d), (e), and (f) of the HEA ([20 U.S.C. 1022a\(d\), \(e\) and \(f\)](#)). Absolute Priority 5 is from the Secretary's Supplemental Priorities and Definitions on Evidence-Based Literacy, Education Choice, and Returning Education to the States (2025 Supplemental Priorities), published in the *Federal Register* on September 9, 2025 ([90 FR 43514](#)).

Competitive Preference Priority 1 is from the Secretary's Supplemental Priority and Definitions on Career Pathways and Workforce Readiness (Career Pathways and Workforce Readiness Supplemental

Priority) NFP published in the *Federal Register* on April 13, 2026 ([91 FR 18780](#)). Competitive Preference Priority 2 is from the 2025 Supplemental Priorities). Competitive Preference Priority 3 is from the Secretary's Supplemental Priority and Definitions on Meaningful Learning Opportunities (Meaningful Learning Opportunities Supplemental Priority), published in the *Federal Register* on February 12, 2026 ([91 FR 6625](#)).

Absolute Priorities: ED considers only applications that meet one absolute priority. Applicants must meet Absolute Priority 1, 2, 3, 4 or 5, and each absolute priority constitutes its own funding category. An applicant that addresses Absolute Priority 5 must also address one of the other absolute priorities. Assuming that applications in each funding category are of sufficient quality, ED intends to award grants under each absolute priority. Applications will be scored and placed in rank order by absolute priority; thus, applications will be scored and ranked separately by absolute priority to create five funding slates. Applications that address more than one absolute priority or do not clearly identify the absolute priority being addressed will not be reviewed.

Competitive Preference Priorities: An application may receive a maximum of 5 additional points under Competitive Preference Priority 1, a maximum of 7 additional points under Competitive Preference Priority 2, and a maximum of 5 additional points under Competitive Preference Priority 3 for a maximum of 17 additional points under the competitive preference priorities. ED will not review or award points for the competitive preference priority if an applicant fails to clearly identify it as a competitive preference priority that it wishes ED to consider for purposes of awarding competitive preference priority points.

Priority Type	Priority Title	Required	Points
<i>Absolute Priority 1</i>	<i>Partnership Grants for the Preparation of Teachers.</i>	Yes, choose one among Absolute Priority 1, 2, 3, or 4.	Not applicable
<i>Absolute Priority 2</i>	<i>Partnership Grants for the Establishment of Effective Teaching Residency Programs.</i>	Yes, choose one among Absolute Priority 1, 2, 3, or 4.	Not Applicable
<i>Absolute Priority 3</i>	<i>Partnership Grants for the Development of Leadership Programs in Conjunction with the Preparation of a Pre-Baccalaureate Model for Teachers.</i>	Yes, choose one among Absolute Priority 1, 2, 3, or 4.	Not Applicable
<i>Absolute Priority 4</i>	<i>Partnership Grants for the Development of Leadership Programs in Conjunction with the Establishment of an Effective Teaching Residency Program.</i>	Yes, choose one among Absolute Priority 1, 2, 3, or 4.	Not Applicable
<i>Absolute Priority 5</i>	<i>Returning Education to the States</i> <i>Note: In Conjunction with one of the following:</i> <i>Absolute Priority 1</i> <i>Absolute Priority 2</i> <i>Absolute Priority 3</i>	Yes, if applicable. Must also address Absolute Priority 1, 2, 3, or 4.	Not Applicable

Priority Type	Priority Title	Required	Points
	<i>Absolute Priority 4</i>		
<i>Competitive Preference Priority 1</i>	<i>Career Pathways and Workforce Readiness</i>	No	Up to 5 points
<i>Competitive Preference Priority 2</i>	<i>Promoting Evidence-Based Literacy</i>	No	Up to 7 points
<i>Competitive Preference Priority 3</i>	<i>Meaningful Learning Opportunities for Students</i>	No	Up to 5 points

Absolute Priority 1—Partnership Grants for the Preparation of Teachers.

Under this priority, an eligible partnership must carry out an effective pre-baccalaureate teacher preparation program or a fifth-year initial licensing program that includes all of the following:

(a) Program Accountability. Implementing reforms, described in paragraph (b) of this priority, within each teacher preparation program and, as applicable, each preparation program for ECE programs, of the eligible partnership that is assisted under this priority, to hold each program accountable for—

(1) Preparing—

- (i) New or prospective teachers to meet the applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification, or, with regard to special education teachers, the qualifications described in section 612(a)(14)(C) of the Individuals with Disabilities Education Act (IDEA) (including teachers in rural school districts, special educators, and teachers of students who are limited English proficient);
- (ii) Such teachers and, as applicable, early childhood educators, to understand empirically-based practice and scientifically valid research related to teaching and learning and the applicability of such practice and research, including through the effective use of technology, instructional techniques, and strategies consistent with the principles of universal design for learning, and through positive behavioral interventions and support strategies to improve student achievement; and
- (iii) As applicable, early childhood educators to be highly competent; and

(2) Promoting strong teaching skills and, as applicable, techniques for early childhood educators to improve children's cognitive, social, emotional, and physical development.

Note: In addressing paragraph (a) of this priority, applicants may either discuss their implementation of reforms within all teacher preparation programs that the partner IHE administers and that would be

assisted under this TQP grant, or selected teacher preparation programs that need particular assistance and that would receive the TQP grant funding.

(b) Required reforms. The reforms described in paragraph must include—

- (1) Implementing teacher preparation program curriculum changes that improve, evaluate, and assess how well all prospective and new teachers develop teaching skills;
- (2) Using empirically-based practice and scientifically valid research, where applicable, about teaching and learning so that all prospective teachers and, as applicable, early childhood educators—
 - (i) Understand and can implement research-based teaching practices in classroom instruction;
 - (ii) Have knowledge of student learning methods;
 - (iii) Possess skills to analyze student academic achievement data and other measures of student learning and use such data and measures to improve classroom instruction;
 - (iv) Possess teaching skills and an understanding of effective instructional strategies across all applicable content areas that enable general education and special education teachers and early childhood educators to—
 - (A) Meet the specific learning needs of all students, including students with disabilities, students who are limited English proficient, students who are gifted and talented, students with low literacy levels, and, as applicable, children in ECE programs; and
 - (B) Differentiate instruction for such students;
 - (v) Can effectively participate as a member of the individualized education program team, as defined in section 614(d)(1)(B) of the IDEA; and
 - (vi) Can successfully employ effective strategies for reading instruction using the essential components of reading instruction;
- (3) Ensuring collaboration with departments, programs, or units of a partner institution outside of the teacher preparation program in all academic content areas to ensure that prospective teachers receive training in both teaching and relevant content areas in order to meet the applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification, or, with regard to special education teachers, the qualifications described in section 612(a)(14)(C) of the IDEA, which may include training in multiple subjects to teach multiple grade levels as may be needed for individuals preparing to teach in rural communities and for individuals preparing to teach students with disabilities;

Note: Alternative routes to certification may include pathways such as Registered Apprenticeship programs.

- (4) Developing and implementing an induction program;
 - (5) Developing admissions goals and priorities aligned with the hiring objectives of the high-need LEA in the eligible partnership; and
 - (6) Implementing program and curriculum changes, as applicable, to ensure that prospective teachers have the requisite content knowledge, preparation, and degree to teach Advanced Placement or International Baccalaureate courses successfully.
- (c) Clinical experience and interaction. Developing and improving a sustained and high-quality preservice clinical education program to further develop the teaching skills of all prospective teachers and, as applicable, early childhood educators involved in the program. Such programs must do the following—
- (1) Incorporate year-long opportunities for enrichment, including—
 - (i) Clinical learning in classrooms in high-need schools served by the high need LEA in the eligible partnership, and identified by the eligible partnership; and
 - (ii) Closely supervised interaction between prospective teachers and faculty, experienced teachers, principals, other administrators, and school leaders at ECE programs (as applicable), elementary schools, or secondary schools, and providing support for such interaction;
 - (2) Integrate pedagogy and classroom practice and promote effective teaching skills in academic content areas;
 - (3) Provide high-quality teacher mentoring;
 - (4) Be offered over the course of a program of teacher preparation;
 - (5) Be tightly aligned with course work (and may be developed as a fifth year of a teacher preparation program);
 - (6) Where feasible, allow prospective teachers to learn to teach in the same LEA in which the teachers will work, learning the instructional initiatives and curriculum of that LEA;
 - (7) As applicable, provide training and experience to enhance the teaching skills of prospective teachers to better prepare such teachers to meet the unique needs of teaching in rural or urban communities; and
 - (8) Provide support and training for individuals participating in an activity for prospective or new teachers described in this paragraph, paragraphs (a) and (b), or paragraph (d) of this priority, and

for individuals who serve as mentors for such teachers, based on each individual's experience. Such support may include—

- (i) With respect to a prospective teacher or a mentor, release time for such individual's participation;
 - (ii) With respect to a faculty member, receiving course workload credit and compensation for time teaching in the eligible partnership's activities; and
 - (iii) With respect to a mentor, a stipend, which may include bonus, differential, incentive, or performance pay, based on the mentor's extra skills and responsibilities.
- (d) Induction programs for new teachers. Creating an induction program for new teachers or, in the case of an ECE program, providing mentoring or coaching for new early childhood educators.
- (e) Support and training for participants in ECE programs. In the case of an eligible partnership focusing on early childhood educator preparation, implementing initiatives that increase compensation for early childhood educators who attain associate or baccalaureate degrees in ECE.
- (f) Teacher recruitment. Developing and implementing effective mechanisms (which may include alternative routes to State certification of teachers) to ensure that the eligible partnership is able to recruit qualified individuals to become teachers who meet the applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification, or, with regard to special education teachers, the qualifications described in section 612(a)(14)(C) of the IDEA through the activities of the eligible partnership, which may include an emphasis on recruiting into the teaching profession—
- (1) Individuals from underrepresented populations;
 - (2) Individuals to teach in rural communities and teacher shortage areas, including mathematics, science, special education, and the instruction of limited English proficient students; and
 - (3) Mid-career professionals from other occupations, former military personnel, and recent college graduates with a record of academic distinction.

Note: Alternative routes to state certification of teachers may include Registered Apprenticeship programs.

- (g) Literacy training. Strengthening the literacy teaching skills of prospective and, as applicable, new elementary school and secondary school teachers—
- (1) To implement literacy programs that incorporate the essential components of reading instruction;

- (2) To use screening, diagnostic, formative, and summative assessments to determine students' literacy levels, difficulties, and growth in order to improve classroom instruction and improve student reading and writing skills;
- (3) To provide individualized, intensive, and targeted literacy instruction for students with deficiencies in literacy skills; and
- (4) To integrate literacy skills in the classroom across subject areas.

Absolute Priority 2—Partnership Grants for the Establishment of Effective Teaching Residency Programs.

(a) In general. Under this priority, an eligible partnership must carry out an effective teaching residency program that includes all of the following activities:

- (1) Supporting a teaching residency program described in paragraph II for high-need subjects and areas, as determined by the needs of the high-need LEA in the partnership.
- (2) 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.
- (3) Ensuring that teaching residents who participate in the teaching residency program receive—
 - (i) Effective pre-service preparation as described in paragraph II;
 - (ii) Teacher mentoring;
 - (iii) Support required through the induction program as the teaching residents enter the classroom as new teachers; and
 - (iv) The preparation described below:
 - (A) Incorporate year-long opportunities for enrichment, including—
 - (1) Clinical learning in classrooms in high-need schools served by the high-need LEA in the eligible partnership, and identified by the eligible partnership; and
 - (2) Closely supervised interaction between prospective teachers and faculty, experienced teachers, principals, other administrators, and school leaders at ECE programs (as applicable), elementary schools, or secondary schools, and providing support for such interaction.
 - (B) Integrate pedagogy and classroom practice and promote effective teaching skills in academic content areas.
 - (C) Provide high-quality teacher mentoring.

(b) Teaching Residency Programs.

(1) Establishment and design. A teaching residency program under this priority is a program 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 must be designed to include the following characteristics of successful programs:

- (i) The integration of pedagogy, classroom practice, and teacher mentoring.
- (ii) Engagement of teaching residents in rigorous graduate-level course work leading to a master's degree while undertaking a guided teaching apprenticeship.

Note: This may be structured and registered as a Registered Apprenticeship program that connects residents to nationally recognized occupational credentials and establishes transparent, skill-based competency progressions for participants.

- (iii) Experience and learning opportunities alongside a trained and experienced mentor teacher—
 - (A) Whose teaching must complement the residency program so that classroom clinical practice is tightly aligned with coursework;
 - (B) Who must 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
 - (C) Who may be relieved from teaching duties as a result of such additional responsibilities.
- (iv) 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 must be based on, but not limited to, observations of the following—
 - (A) Planning and preparation, including demonstrated knowledge of content, pedagogy, and assessment, including the use of formative and diagnostic assessments to improve student learning.
 - (B) Appropriate instruction that engages students with different learning styles.
 - (C) Collaboration with colleagues to improve instruction.
 - (D) 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.

(E) 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.

(v) Grouping of teaching residents in cohorts to facilitate professional collaboration among such residents.

(vi) The development of admissions goals and priorities—

(A) 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

(B) Which may include consideration of applicants who reflect the communities in which they will teach as well as consideration of individuals from underrepresented populations in the teaching profession.

(vii) 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.

(2) Selection of individuals as teacher residents.

(i) Eligible individual. In order to be eligible to be a teacher resident in a teaching residency program under this priority, an individual must—

(A) Be a recent graduate of a four-year IHE or a mid-career professional from outside the field of education possessing strong content knowledge or a record of professional accomplishment; and

(B) Submit an application to the teaching residency program.

(ii) Selection criteria for teaching residency program. An eligible partnership carrying out a teaching residency program under this priority must establish criteria for the selection of eligible individuals to participate in the teaching residency program based on the following characteristics—

(A) Strong content knowledge or record of accomplishment in the field or subject area to be taught.

(B) Strong verbal and written communication skills, which may be demonstrated by performance on appropriate tests.

(C) Other attributes linked to effective teaching, which may be determined by interviews or performance assessments, as specified by the eligible partnership.

(3) Stipends or salaries; applications; agreements; repayments.

- (i) Stipends or salaries. A teaching residency program under this priority must provide a one-year living stipend or salary to teaching residents during the teaching residency program.
- (ii) Applications for stipends or salaries. Each teacher residency candidate desiring a stipend or salary during the period of residency must submit an application to the eligible partnership at such time, and containing such information and assurances, as the eligible partnership may require.
- (iii) Agreements to serve. Each application submitted under paragraph (b)(3)(ii) of this priority must contain or be accompanied by an agreement that the applicant will—
 - (A) Serve as a full-time teacher for a total of not less than three academic years immediately after successfully completing the teaching residency program;
 - (B) Fulfill the requirement under paragraph (b)(3)(iii)(A) 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;
 - (C) 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 (b)(3)(iii)(A) and (B) of this priority at the beginning of, and upon completion of, each year or partial year of service;
 - (D) Meet the applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification, or, with regard to special education teachers, the qualifications described in section 612(a)(14)(C) of the IDEA, when the applicant begins to fulfill the service obligation under paragraph (b)(3)(iii) of this priority; and
 - (E) Comply with the requirements set by the eligible partnership under paragraph (b)(4) of this priority if the applicant is unable or unwilling to complete the service obligation required by paragraph (b)(3)(iii) of this priority.

(3) Repayments.

- (i) In general. A grantee carrying out a teaching residency program under this priority must require a recipient of a stipend or salary under paragraph (b)(3)(i) 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 (b)(3)(iii) 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.

- (ii) 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 (b)(3)(i) of this priority or for deferral of a teaching resident's service obligation required by paragraph (b)(3)(iii) 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.
- (iii) Use of repayments. An eligible partnership must use any repayment received under paragraph (b)(4) of this priority to carry out additional activities that are consistent with the purpose of this priority.

Absolute Priority 3—Partnership Grants for the Development of Leadership Programs in Conjunction with the Preparation of a Pre-Baccalaureate Model for Teachers.

Under this priority, the Secretary gives priority to applications from eligible partnerships that propose to carry out an effective school leadership program that will prepare individuals enrolled or preparing to enroll in such program for careers as superintendents, principals, ECE program directors, or other school leaders (including individuals preparing to work in LEAs located in rural areas who may perform multiple duties in addition to the role of a school leader). An eligible partnership may carry out the school leadership program either in the partner high-need LEA or in further partnership with an LEA located in a rural area. The school leadership program carried out under this priority must include the following activities:

- (a) Preparation of school leaders. In preparing school leaders, the school leadership program must include the following activities:
 - (1) Promoting strong leadership skills and, as applicable, techniques for school leaders to effectively
 - (i) Create and maintain a data-driven, professional learning community within the leader's schools;
 - (ii) Provide a climate conducive to the professional development of teachers, with a focus on improving student achievement and the development of effective instructional leadership skills;
 - (iii) Understand the teaching and assessment skills needed to support successful classroom instruction and to use data to evaluate teacher instruction and drive teacher and student learning;

- (iv) Manage resources and school time to improve student academic achievement and ensure the school environment is safe;
 - (v) Engage and involve parents, community members, the LEA, businesses, and other community leaders, to leverage additional resources to improve student academic achievement; and
 - (vi) Understand how students learn and develop in order to increase academic achievement for all students.
- (2) Developing and improving a sustained and high-quality preservice clinical education program to further develop the leadership skills of all prospective school leaders involved in the program. This clinical education program must do the following:
- (i) Incorporate year-long opportunities for enrichment, including—
 - (A) Clinical learning in high-need schools served by the high-need LEA or an LEA located in a rural area in the eligible partnership and identified by the eligible partnership; and
 - (B) Closely supervised interaction between prospective school leaders and faculty, new and experienced teachers, and new and experienced school leaders, in those high-need schools.
 - (ii) Integrate pedagogy and practice and promote effective leadership skills, meeting the unique needs of urban, rural, or geographically isolated communities, as applicable.
 - (iii) Provide for mentoring of new school leaders.
- (3) Creating an induction program for new school leaders.
- (4) Ensuring that individuals who participate in the school leadership program receive—
- (i) Effective preservice preparation as described in paragraph (a)(2) of this priority;
 - (ii) Mentoring; and
 - (iii) If applicable, full State certification or licensure to become a school leader.
- (4) Developing and implementing effective mechanisms to ensure that the eligible partnership is able to recruit qualified individuals to become school leaders through activities that may include an emphasis on recruiting into school leadership professions—
- (i) Individuals from underrepresented populations;
 - (ii) Individuals to serve as superintendents, principals, or other school administrators in rural and geographically isolated communities and school leader shortage areas; and

- (iii) Mid-career professionals from other occupations, former military personnel, and recent college graduates with a record of academic distinction.

Note: This may include structuring the school leadership preparation program as a Registered Apprenticeship in education leadership occupations, registered with DOL or a State Apprenticeship Agency, with participant selection based on demonstrated leadership aptitude, content expertise, and professional accomplishment.

- (b) In order to be eligible for the school leadership program under this priority, an individual must be enrolled in or preparing to enroll in an IHE, and must—

- (1) Be a—

- (i) Recent graduate of an IHE;
- (ii) Mid-career professional from outside the field of education with strong content knowledge or a record of professional accomplishment;
- (iii) Current teacher who is interested in becoming a school leader; or
- (iv) School leader who is interested in becoming a superintendent; and

- (2) Submit an application to the leadership program.

Note: The leadership program described above must be implemented in conjunction with a Pre-Baccalaureate Model for Teachers (see Absolute Priority 1). Both a Pre-Baccalaureate Model and a Leadership Model must be proposed for implementation in the application when addressing Absolute Priority 3.

Absolute Priority 4—Partnership Grants for the Development of Leadership Programs in Conjunction with the Establishment of an Effective Teaching Residency Program.

Under this priority, the Secretary gives priority to applications from eligible partnerships that propose to carry out an effective school leadership program that will prepare individuals enrolled or preparing to enroll in those programs for careers as superintendents, principals, ECE program directors, or other school leaders (including individuals preparing to work in LEAs located in rural areas who may perform multiple duties in addition to the role of a school leader). An eligible partnership may carry out the school leadership program either in the partner high-need LEA or in further partnership with an LEA located in a rural area. The school leadership program carried out under this priority must include the following activities:

- (a) Preparation of school leaders. In preparing school leaders, the school leadership program must include the following activities:

- (1) Promoting strong leadership skills and, as applicable, techniques for school leaders to effectively—
 - (i) Create and maintain a data-driven, professional learning community within the leader's schools.
 - (ii) Provide a climate conducive to the professional development of teachers, with a focus on improving student achievement and the development of effective instructional leadership skills;
 - (iii) Understand the teaching and assessment skills needed to support successful classroom instruction and to use data to evaluate teacher and drive teacher and student learning;
 - (iv) Manage resources and school time to improve student academic achievement and ensure a safe school environment;
 - (v) Engage and involve parents, community members, the LEA, businesses, and other community leaders, to leverage additional resources to improve student academic achievement; and
 - (vi) Understand how students learn and develop in order to increase academic achievement for all students.
- (2) Developing and improving a sustained and high-quality preservice clinical education program to further develop the leadership skills of all prospective school leaders involved in the program. This clinical education program must do the following:
 - (i) Incorporate year-long opportunities for enrichment, including—
 - (A) Clinical learning in high-need schools served by the high-need LEA or an LEA located in a rural area in the eligible partnership and identified by the eligible partnership; and
 - (B) Closely supervised interaction between prospective school leaders and faculty, new and experienced teachers, and new and experienced school leaders, in those high-need schools.
 - (ii) Integrate pedagogy and practice and promote effective leadership skills, meeting the unique needs of urban, rural, or geographically isolated communities, as applicable.
 - (iii) Provide for mentoring of new school leaders.
- (3) Creating an induction program for new school leaders.
- (4) Ensuring that individuals who participate in the school leadership program receive—
 - (i) Effective preservice preparation as described in paragraph (a)(2) of this priority.
 - (ii) Mentoring; and

- (iii) If applicable, full State certification or licensure to become a school leader.
- (5) Developing and implementing effective mechanisms to ensure that the eligible partnership is able to recruit qualified individuals to become school leaders through activities that may include an emphasis on recruiting into school leadership professions—
 - (i) Individuals from underrepresented populations;
 - (ii) Individuals to serve as superintendents, principals, or other school administrators in rural and geographically isolated communities and school leader shortage areas; and
 - (iii) Mid-career professionals from other occupations, former military personnel, and recent college graduates with a record of academic distinction.
- (b) In order to be eligible for the school leadership program under this priority, an individual must be enrolled in or preparing to enroll in an IHE, and must—
 - (1) Be a—
 - (i) Recent graduate of an IHE;
 - (ii) Mid-career professional from outside the field of education with strong content knowledge or a record of professional accomplishment;
 - (iii) Current teacher who is interested in becoming a school leader; or
 - (iv) School leader who is interested in becoming a superintendent; and
 - (2) Submit an application to the leadership program.

Note: The leadership program described above must be implemented in conjunction with a Teaching Residency Program (see Absolute Priority 2). Both a Residency Model and a Leadership Model must be proposed for implementation in the application when addressing Absolute Priority 4.

Absolute Priority 5— Returning Education to the States

Projects or proposals that will be carried out by State educational agencies (as defined in [20 U.S.C. 7801\(49\)](#)).

Note: An application from a State educational agency under Absolute Priority 5 must also address an additional absolute priority (Absolute Priority 1, Absolute Priority 2, Absolute Priority 3, or Absolute Priority 4).

Competitive Preference Priority 1— Career Pathways and Workforce Readiness (Up to 5 points)

Projects or proposals that are designed to support workforce development programs that are aligned with State priorities. This includes expanding the availability of pre-apprenticeships and registered

apprenticeships, including through dual or concurrent enrollment (as defined in [20 U.S.C. 7801\(15\)](#)), by supporting apprenticeship intermediaries.

Competitive Preference Priority 2— Promoting Evidence-Based Literacy (Up to 7 points).

Projects or proposals that are designed to advance, increase, or expand evidence-based literacy instruction (as defined in this notice).

Note: An applicant must identify at least one, but no more than two, citations for the purposes of meeting the evidence requirements under Competitive Preference Priority 2. An applicant must ensure that all evidence is available to ED from publicly available sources and provide links or other guidance indicating where it is available. Potential applicants can consider whether evidence-based practices described in What Works Clearinghouse Practice Guides are appropriate for inclusion in their project. Examples include [Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade](#) and [Providing Reading Interventions for Students in Grades 4-9](#). Applicants can also search the [What Works Clearinghouse](#) for recently reviewed individual studies that include literacy as an outcome.

Competitive Preference Priority 3— Meaningful Learning Opportunities for Students (Up to 5 points).

Projects or proposals that are designed to do one or more of the following:

- (a) Strengthen core instruction through one or more of the following:
 - (i) Improving mathematics instruction to promote student achievement through integrating explicit and systematic teaching strategies for mathematics or programming to build subject matter expertise for mathematics into preservice training for general or special education educators.
 - (ii) Creating and supporting principals and other school leaders in implementing strategic staffing models, instructional leadership roles, or developing models for teacher and paraprofessional advancement that incentivize high-performing educators with opportunities and leverage their time, resources, and talent in innovative ways to better support student learning and achievement.

Selection Criteria

Selection criteria outline how the application will be scored. The maximum possible total score an application can receive for addressing the criteria is 100 points. The maximum possible score for addressing each criterion is indicated in parentheses following the criterion. The selection criteria for this competition are from [34 CFR 75.210](#).

- (a) *Quality of the project design (Up to 30 points):* The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers:

- (i) The extent to which the proposed project demonstrates a rationale that is aligned with the purposes of the grant program. (Up to 5 points)
 - (ii) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified, measurable, and ambitious yet achievable within the project period, and aligned with the purposes of the grant program. (Up to 5 points)
 - (iii) The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students and increased social, emotional, and educational development for students, including members of underserved populations. (Up to 5 points)
 - (iv) The extent to which the design of the proposed project reflects the most recent and relevant knowledge and practices from research and effective practice. (Up to 5 points)
 - (v) The extent to which performance feedback and formative data are integral to the design of the proposed project and will be used to inform continuous improvement. (Up to 5 points)
 - (vi) The extent to which the proposed project is designed to build capacity and yield sustainable results that will extend beyond the project period. (Up to 5 points)
- (b) *Quality of the project evaluation or other evidence-building (Up to 30 points):* The Secretary considers the quality of the evaluation or other evidence-building of the proposed project. In determining the quality of the evaluation or other evidence-building the Secretary considers:
- (i) The extent to which the evaluation will access and link high quality administrative data from authoritative sources to improve evaluation quality and comprehensiveness. (Up to 15 points)
 - (ii) The extent to which the methods of evaluation or other evidence-building are thorough, feasible, relevant, and appropriate to the goals, objectives, and outcomes of the proposed project. (Up to 15 points)
- (c) *Quality of the management plan (Up to 30 points):* The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers the following factors:
- (i) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. (Up to 15 points)
 - (ii) The adequacy of plans for ensuring the use of quantitative and qualitative data, including meaningful community member and partner input, to inform continuous improvement in the operation of the proposed project. (Up to 15 points)

- (d) *Adequacy of resources (up to 10 points)*: The Secretary considers the adequacy of resources for the proposed project. In determining the adequacy of resources for the proposed project, the Secretary considers:
- (i) The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant or the lead applicant organization. (Up to 3 points)
 - (ii) The extent to which the budget is adequate to support the proposed project and the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project. (Up to 3 points)
 - (iii) The extent to which the applicant demonstrates that it has the resources to operate the project beyond the project period, including a multiyear financial and operating model and accompanying plan; the demonstrated commitment of any partners; demonstration of broad support from community members and partners (such as State educational agencies, teachers' unions, families, business and industry, community members, and State vocational rehabilitation agencies) that are critical to the project's long-term success; or a plan for capacity-building by leveraging one or more of these types of resources. (Up to 2 points)
 - (iv) The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project. (Up to 2 points)

Note: See the Appendix Section for suggested selection criteria scoring information.

Performance Measures

For purposes of ED reporting under [34 CFR 75.110](#), ED has established the following measures to evaluate the overall effectiveness of the grantee's project, as well as the TQP program as a whole:

Applications must describe:

The data collection and reporting methods the applicant would use and why those methods are likely to yield reliable, valid, and meaningful performance data.

The applicant's capacity to collect and report reliable, valid, and meaningful performance data, as evidenced by high-quality data collection, analysis, and reporting in other projects or research.

Program Measure	Description
Program Performance Measure 1	Certification/Licensure. The percentage of program graduates who have attained initial State certification/licensure by passing all necessary licensure/certification assessments within one year of program completion.
Program Performance Measure 2	Critical Need Subject Area Certification. The percentage of participating teachers fully certified in teaching literacy,

Program Measure	Description
	mathematics, special education, and English language acquisition and other identified teacher shortage areas as identified by the eligible partnership.
Program Performance Measure 3	One-Year Employment Retention. The percentage of program completers who met the requirements for initial certification and were employed as teachers of record in the preceding year by the partner high-need LEA or ECE program and were retained for the current school year.
Program Performance Measure 4	Teacher Performance. (a) The percentage of second year teachers employed under an <i>initial certification</i> who demonstrated student achievement gains through pre and post student assessments. (b) The percentage of second year teachers employed in <i>critical need subject areas</i> under an initial certification who demonstrated student achievement gains through pre and post student assessments.
Program Performance Measure 5	Registered Apprenticeship Completion. For grantees structuring their teacher preparation or residency program as a Registered Apprenticeship: the percentage of teacher apprentices who complete the Registered Apprenticeship program and earn the associated nationally recognized credential within the expected program timeframe.

Application Submission Information

Pre-Application Webinar

ED intends to conduct informational webinars designed to provide technical assistance to interested applicants for grants under the program. These informational webinars occur approximately 2 weeks after the publication of this notice on Grants.gov at TQP [website](#).

Registration

To apply, you must first be registered in two systems: [SAM.gov](#) and [Grants.gov](#). If you are already registered, make sure your registration is active and up to date.

Grants.gov registration involves several steps, including registration on [SAM.gov](#). You may begin working on your application while completing the registration process, but you cannot apply until all registration steps are complete. Once your SAM registration is active, it will take 24-48 hours for the information to become available in Grants.gov. For detailed information on the registration steps, please go to

[Grants.gov Applicant Registration](#). Please note that your organization will need to update its SAM registration annually.

SAM.gov

You must have an active account with SAM.gov. This includes having a Unique Entity Identifier. SAM.gov registration can take several weeks. **Begin that process early.**

To register, go to [SAM.gov](#) and click on "[Get Started](#)."

Click on the [Entity Registration Checklist](#) for the information you will need to register in SAM.gov.

If you need help, you can call 866-606-8220 or live chat with the [Federal Service Desk](#).

Grants.gov

You must also have an active account with Grants.gov.

To register, go to [Grants.gov](#) and click "[Register](#)." When ready, click on "[Get Registered Now](#)" and complete the required fields.

For more information or assistance, click on "[Applicant Registration Page](#)."

ED strongly recommends 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. If Grants.gov rejects your application, you will need to resubmit successfully to Grants.gov before 11:59:59 p.m. Eastern Time on the deadline date.

You must provide the Unique-Entity ID (UEI) on your application that was used when you registered as an Authorized Organization Representative (AOR) on Grants.gov. This UEI is assigned to your organization in SAM at the time your organization registers in SAM. If you do not enter the UEI assigned by SAM on your application, Grants.gov will reject your application.

A Grants.gov applicant must apply online using Workspace, a shared environment in Grants.gov where members of a grant team may simultaneously access and edit different web forms within an application. The Grants.gov website contains [further instructions on how to apply](#).

Intergovernmental Review

This is subject to Executive Order 12372 (Intergovernmental Review of Federal Programs) and the regulations in 34 CFR Part 79. One of the objectives of Executive Order 12372 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 developed to coordinate and review proposed Federal financial grant applications. Grant applicants need to contact State Single Points of Contact (SPOC) for information on their State's procedures. Multi-State applicants should follow procedures specific to each state. Further information about the [SPOC List and the official list of entities](#) can be found online.

Absent specific State review programs, applicants may submit comments directly to the point of contact listed in this notice.

Verify Submission

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, log in 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.

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 [Encountering Error Messages](#) webpage at Grants.gov.

For more detailed information on troubleshooting Adobe errors, you can review the [Adobe Reader Software Tip Sheet](#). 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.

Helpful Hints When Working with Grants.gov

Please go to the [Grants.gov Support Center](#) for help with Grants.gov. For additional tips related to submitting grant applications, please refer to the Grants.gov [Applicant FAQs](#) as well as [additional information on Workspace](#).

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 via email at: support@grants.gov. You may also access the [Grants.gov Self-Service Knowledge Base web portal](#).

Application Review Information

Review and Selection Process: We remind potential applicants that in reviewing applications in any discretionary grant competition, ED may consider, under [34 CFR 75.217](#), information outside the rank order of applications, including the information in each application; and any other information—

- (a) Relevant to a criterion, priority, or other requirement that applies to the selection of applications for new grants;
- (b) Concerning the applicant's performance and use of funds under a previous award under any ED program; and
- (c) Concerning the applicant's failure under any ED program to submit a performance report or its submission of a performance report of unacceptable quality.

Before making awards, ED staff will screen applications submitted in accordance with the requirements in this notice to determine whether applications have met eligibility and other requirements, including whether an application may fail to meet the “Terms and Conditions” applicable to awarded funds referenced elsewhere within this notice. This screening process may occur at various stages of the review and selection process. Applicants that are determined to be ineligible will not receive a grant, regardless of whether the application was included in the peer review process. Applications not selected for funding will be informed of ED's decision in accordance with [34 CFR 75.218](#).

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

Definitions

The definitions for “arts and sciences,” “children from low income families,” “early childhood educator,” “essential components of reading instruction,” “exemplary teacher,” “high-need early childhood education (ECE) program,” “high-need local educational agency (LEA),” “high-need school,” “highly competent,” “induction program,” “limited English proficient,” “partner institution,” “principles of scientific research,” “scientifically valid research,” “teacher mentoring,” “teaching residency program,” and “teaching skills” are from section 200 of the HEA ([20 U.S.C. 1021](#)). The definition of “charter school” is from section 4310(2) of the ESEA ([20 U.S.C. 7221j](#)). The definitions of “educational service agency,” “parent,” and “professional development” are from section 8101 of the ESEA ([20 U.S.C. 7801](#)). The definitions of “evidence framework,” “evidence-based literacy instruction,” “experimental study,” and “quasi-experimental design study” are from the 2025 Supplemental Priorities. The definition of “strategic staffing” is from the Meaningful Learning Opportunities Supplemental Priority. The definitions of

“continuous improvement,” “demonstrates a rationale,” “evaluation,” “evidence-building,” “logic model,” “project component,” “quality data,” and “relevant outcome” are from [34 CFR 77.1](#).

Arts and sciences means—

- (a) When referring to an organizational unit of an IHE, any academic unit that offers one or more academic majors in disciplines or content areas corresponding to the academic subject matter areas in which teachers provide instruction; and
- (b) When referring to a specific academic subject area, the disciplines or content areas in which academic majors are offered by the arts and sciences organizational unit.

Charter school means a public school that—

- (a) In accordance with a specific State statute authorizing the granting of charters to schools, is exempt from significant State or local rules that inhibit the flexible operation and management of public schools, but not from any rules relating to the other requirements of this definition;
- (b) Is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction;
- (c) Operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency;
- (d) Provides a program of elementary or secondary education, or both;
- (e) Is nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution;
- (f) Does not charge tuition;
- (g) Complies with the Age Discrimination Act of 1975 ([42 U.S.C. 6101](#) et seq.), title VI of the Civil Rights Act of 1964 ([42 U.S.C. 2000d](#) et seq.), title IX of the Education Amendments of 1972 ([20 U.S.C. 1681](#) et seq.), section 504 of the Rehabilitation Act of 1973 ([29 U.S.C. 794](#)), the Americans with Disabilities Act of 1990 ([42 U.S.C. 12101](#) et seq.), [20 U.S.C. 1232g](#) (commonly referred to as the “Family Educational Rights and Privacy Act of 1974”), and part B of the IDEA ([20 U.S.C. 1411](#) et seq.);
- (h) Is a school to which parents choose to send their children, and that—
 - (i) Admits students on the basis of a lottery, consistent with [20 U.S.C. 7221b\(c\)\(3\)\(A\)](#) if more students apply for admission than can be accommodated; or
 - (ii) In the case of a school that has an affiliated charter school (such as a school that is part of the same network of schools), automatically enrolls students who are enrolled in the immediate prior grade level of the affiliated charter school and, for any additional student openings or student

openings created through regular attrition in student enrollment in the affiliated charter school and the enrolling school, admits students on the basis of a lottery as described in clause (i);

- (i) Agrees to comply with the same Federal and State audit requirements as do other elementary schools and secondary schools in the State, unless such State audit requirements are waived by the State;
- (j) Meets all applicable Federal, State, and local health and safety requirements;
- (k) Operates in accordance with State law;
- (l) Has a written performance contract with the authorized public chartering agency in the State that includes a description of how student performance will be measured in charter schools pursuant to State assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public chartering agency and the charter school; and
- (m) May serve students in early childhood education programs or postsecondary students.

Note: Under section 4310(1), the term “authorized public chartering agency” means a “State educational agency, local educational agency, or other public entity that has the authority pursuant to State law and approved by the Secretary [of Education] to authorize or approve a charter school.”

Children from low-income families means children described in section 1124(c)(1)(A) of the Elementary and Secondary Education Act of 1965.

Continuous improvement means using plans for collecting and analyzing data about a project component's implementation and outcomes (including the pace and extent to which project outcomes are being met) to inform necessary changes throughout the project. These plans may include strategies to gather ongoing feedback from participants and stakeholders on the implementation of the project component.

Demonstrates a rationale means a key project component included in the project's logic model is informed by research or evaluation findings that suggest the project component is likely to improve relevant outcomes.

Early childhood educator means an individual with primary responsibility for the education of children in an ECE program.

Educational service agency means a regional public multiservice agency authorized by State statute to develop, manage, and provide services or programs to LEAs.

Essential components of reading instruction means explicit and systematic instruction in—

- (a) Phonemic awareness;
- (b) Phonics;

- (c) Vocabulary development;
- (d) Reading fluency, including oral reading skills; and
- (e) Reading comprehension strategies.

Evaluation means an assessment using systematic data collection and analysis of one or more programs, policies, practices, and organizations intended to assess their implementation, outcomes, effectiveness, or efficiency.

Evidence framework means an approach to providing a determination about whether an activity, strategy, or intervention meets each aspect of the definition of strong evidence or moderate evidence (as defined in [20 U.S.C. 7801\(21\)\(A\)\(i\)\(I-II\)](#)), as applicable.

- (a) An evidence framework must include each of the following:
 - (i) Whether or not a study is an experimental study or quasi-experimental design study;
 - (ii) Whether or not a study shows a positive, statistically significant effect on student outcomes or other relevant outcomes;
 - (iii) Whether or not a study uses outcome measures that demonstrate validity and reliability, that do not give an unfair advantage to participants in one condition over another, and that are measured consistently for the groups or participants that are being compared;
 - (iv) Whether or not a study design is otherwise of high quality, including whether it minimizes factors outside the intervention that could affect student or other relevant outcomes (confounds) and whether random assignment (if used) was done with integrity; and
 - (v) Whether or not study implementation and analysis is appropriate, including whether groups or participants being compared demonstrate baseline equivalence on key individual and other relevant characteristics, whether differences in baseline equivalence are statistically controlled, and by considering the impact on the validity of the study of any changes to the sample over time.
- (b) An evidence framework may be implemented or verified by the Department or peer reviewers with statistical expertise who affirm an applicant's assertion that relevant information is strong evidence or moderate evidence because it is supported by study ratings included in the What Works Clearinghouse in one or more of:
 - (i) a practice guide;
 - (ii) an intervention report; or
 - (iii) individual studies otherwise assessed to meet strong evidence or moderate evidence.

Evidence-based literacy instruction means literacy instruction that relates to explicit, systematic and intentional instruction in phonological awareness, phonic decoding, oral and sign language, vocabulary, language structure, reading fluency, reading comprehension, and writing; promotes knowledge-rich materials; and is backed by one or more of the following, as supported by an evidence framework (as defined in this notice):

- (a) strong evidence, meaning an activity, strategy, or intervention that demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on at least one well-designed and well-implemented experimental study (strong evidence as defined in [20 U.S.C. 7801\(21\)\(A\)\(i\)\(I\)](#)) or
- (b) moderate evidence, meaning an activity, strategy, or intervention that demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on at least one well-designed and well-implemented quasi-experimental study (moderate evidence as defined in [20 U.S.C. 7801\(21\)\(A\)\(i\)\(II\)](#)).

Evidence-building means a systematic plan for identifying and answering questions relevant to programs and policies through performance measurement, exploratory studies, or program evaluation.

Exemplary teacher means a teacher who—

- (a) Is a highly qualified teacher such as a master teacher;
- (b) Has been teaching for at least five years in a public or private school or IHE;
- (c) Is recommended to be an exemplary teacher by administrators and other teachers who are knowledgeable about the individual's performance;
- (d) Is currently teaching and based in a public school; and
- (e) Assists other teachers in improving instructional strategies, improves the skills of other teachers, performs teacher mentoring, develops curricula, and offers other professional development.

Experimental study means a study that is designed to compare outcomes between two groups (such as students) that are otherwise equivalent except for their assignment to either a treatment group receiving an activity, strategy, intervention, process, product, practice, or policy as compared with a control group that does not. Experimental studies can support claims of strong evidence. Randomized controlled trials and single-case design studies are specific types of experimental studies that meet this definition.

High-need early childhood education (ECE) program means an ECE program serving children from low-income families that is located within the geographic area served by a high-need LEA.

High-need local educational agency (LEA) means an LEA—

- (a) (i) For which not less than 20 percent of the children served by the agency are children from low-income families;
 - (ii) That serves not fewer than 10,000 children from low-income families;
 - (iii) That meets the eligibility requirements for funding under the Small, Rural School Achievement program under section 5211(b) of the ESEA; or
 - (iv) That meets eligibility requirements for funding under the Rural and Low-Income School program under section 5221(b) of the ESEA ([20 U.S.C. 7351\(b\)](#)); and—
- (b) (i) For which there is a high percentage of teachers not teaching in the academic subject areas or grade levels in which the teachers were trained to teach; or
 - (ii) For which there is a high teacher turnover rate or a high percentage of teachers with emergency, provisional, or temporary certification or licensure.

Note: Information on how an applicant may demonstrate that a partner LEA meets this definition is included in the application package.

High-need school means a school that, based on the most recent data available, meets one or both of the following: (a) The school is in the highest quartile of schools in a ranking of all schools served by an LEA, ranked in descending order by percentage of students from low-income families enrolled in such schools, as determined by the LEA based on one of the following measures of poverty:

- (i) The percentage of students aged 5 through 17 in poverty counted in the most recent census data approved by the Secretary.
 - (ii) The percentage of students eligible for a free or reduced-price school lunch under the Richard B. Russell National School Lunch Act.
 - (iii) The percentage of students in families receiving assistance under the State program funded under part A of title IV of the Social Security Act.
 - (iv) The percentage of students eligible to receive medical assistance under the Medicaid program.
 - (v) A composite of two or more of the measures described in paragraphs (a)(i) through (a)(iv) of this priority.
- (b) In the case of—
 - (i) An elementary school, the school serves students not less than 60 percent of whom are eligible for a free or reduced-price school lunch under the Richard B. Russell National School Lunch Act; or

- (ii) Any other school that is not an elementary school, the other school serves students not less than 45 percent of whom are eligible for a free or reduced-price school lunch under the Richard B. Russell National School Lunch Act.
- (iii) The Secretary may, upon approval of an application submitted by an eligible partnership seeking a grant under title II of the HEA, designate a school that does not qualify as a high-need school under this definition, as a high-need school for the purpose of this competition. The Secretary must base the approval of an application for designation of a school under this clause on a consideration of the information required under section 200(11)(B)(ii) of the HEA and may also take into account other information submitted by the eligible partnership.

Note: Information on how an applicant may demonstrate that a partner school meets this definition is included in the application package.

Highly competent, 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
- (b) Who has demonstrated a high level of knowledge and use of content and pedagogy in the relevant areas associated with quality early childhood education.

Induction program means a formalized program for new teachers during not less than the teachers' first two years of teaching that is designed to provide support for and improve the professional performance and advance the retention in the teaching field of, beginning teachers. Such program must promote effective teaching skills and must include the following components:

- (a) High-quality teacher mentoring.
- (b) Periodic, structured time for collaboration with teachers in the same department or field, including mentor teachers, as well as time for information-sharing among teachers, principals, administrators, other appropriate instructional staff, and participating faculty in the partner institution.
- (c) The application of empirically-based practice and scientifically valid research on instructional practices.
- (d) Opportunities for new teachers to draw directly on the expertise of teacher mentors, faculty, and researchers to support the integration of empirically-based practice and scientifically valid research with practice.

- (e) The development of skills in instructional and behavioral interventions derived from empirically-based practice and, where applicable, scientifically valid research.
- (f) Faculty who—
 - (i) Model the integration of research and practice in the classroom; and
 - (ii) Assist new teachers with the effective use and integration of technology in the classroom.
- (g) Interdisciplinary collaboration among exemplary teachers, faculty, researchers, and other staff who prepare new teachers with respect to the learning process and the assessment of learning.
- (h) Assistance with the understanding of data, particularly student achievement data, and the applicability of such data in classroom instruction.
- (i) Regular and structured observation and evaluation of new teachers by multiple evaluators, using valid and reliable measures of teaching skills.

Limited English proficient,³ when used with respect to an individual, means an individual—

- (a) Who is aged 3 through 21;
- (b) Who is enrolled or preparing to enroll in an elementary school or secondary school;
- (c) (i) Who was not born in the United States or whose native language is a language other than English;
 - (ii) (1) Who is a Native American or Alaska Native, or a native resident of the outlying areas; and
 - (2) Who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
 - (iii) Who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- (d) Whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual—
 - (i) The ability to meet the challenging State academic standards;
 - (ii) The ability to successfully achieve in classrooms where the language of instruction is English; or
 - (iii) The opportunity to participate fully in society.

Logic model (also referred to as a theory of action) means a framework that identifies key project components of the proposed project (i.e., the active “ingredients” that are hypothesized to be critical to

³ The HEA definition of “limited English proficient” cross-references a definition of “English learner” in section 8101 of the ESEA. Because the HEA is the source of funding for this program, we use the HEA term “limited English proficient.”

achieving the relevant outcomes) and describes the theoretical and operational relationships among the key project components and relevant outcomes.

Parent includes a legal guardian or other person standing in loco parentis (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the child's welfare).

Partner institution means an IHE, which may include a two-year IHE offering a dual program with a four-year IHE, participating in an eligible partnership that has a teacher preparation program—

- (a) Whose graduates exhibit strong performance on State-determined qualifying assessments for new teachers through—
 - (i) Demonstrating that 80 percent or more of the graduates of the program who intend to enter the field of teaching have passed all of the applicable State qualification assessments for new teachers, which must include an assessment of each prospective teacher's subject matter knowledge in the content area in which the teacher intends to teach; or
 - (ii) Being ranked among the highest performing teacher preparation programs in the State as determined by the State—
 - (1) Using criteria consistent with the requirements for the State report card under section 205(b) of the HEA ([20 U.S.C. 1022d\(b\)](#)) before the first publication of the report card; and
 - (2) Using the State report card on teacher preparation required under section 205(b) ([20 U.S.C. 1022d\(b\)](#)), after the first publication of such report card and for every year thereafter; and

(b) That requires—

- (i) 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;
- (ii) Each student in the program preparing to become a teacher to meet the applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification, or, with regard to special education teachers, the qualifications described in section 612(a)(14)(C) of the IDEA ([20 U.S.C. 1412\(a\)\(14\)\(C\)](#)); and
- (iii) 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.

Principles of scientific research means principles of research that—

- (a) Apply rigorous, systematic, and objective methodology to obtain reliable and valid knowledge relevant to education activities and programs;

- (b) Present findings and make claims that are appropriate to, and supported by, the methods that have been employed; and
- (c) Include, appropriate to the research being conducted—
 - (i) Use of systematic, empirical methods that draw on observation or experiment;
 - (ii) Use of data analyses that are adequate to support the general findings;
 - (iii) Reliance on measurements or observational methods that provide reliable and generalizable findings;
 - (iv) Strong claims of causal relationships, only with research designs that eliminate plausible competing explanations for observed results, such as, but not limited to, random-assignment experiments;
 - (v) Presentation of studies and methods in sufficient detail and clarity to allow for replication or, at a minimum, to offer the opportunity to build systematically on the findings of the research;
 - (vi) Acceptance by a peer-reviewed journal or critique by a panel of independent experts through a comparably rigorous, objective, and scientific review; and
 - (vii) Consistency of findings across multiple studies or sites to support the generality of results and conclusions.

Professional development means activities that—

- (a) Are an integral part of school and LEA strategies for providing educators (including teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, and, as applicable, early childhood educators) with the knowledge and skills necessary to enable students to succeed in a well-rounded education and to meet the challenging State academic standards; and
- (b) Are sustained (not stand-alone, one-day, or short term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused, and may include activities that—
 - (i) Improve and increase teachers'—
 - (1) Knowledge of the academic subjects the teachers teach;
 - (2) Understanding of how students learn; and
 - (3) Ability to analyze student work and achievement from multiple sources, including how to adjust instructional strategies, assessments, and materials based on such analysis;
 - (ii) Are an integral part of broad schoolwide and districtwide educational improvement plans;

- (iii) Allow personalized plans for each educator to address the educator's specific needs identified in observation or other feedback;
- (iv) Improve classroom management skills;
- (v) Support the recruitment, hiring, and training of effective teachers, including teachers who became certified through State and local alternative routes to certification;
- (vi) Advance teacher understanding of—
 - (1) Effective instructional strategies that are evidence-based; and
 - (2) Strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers;
- (vii) Are aligned with, and directly related to, academic goals of the school or LEA;
- (viii) Are developed with extensive participation of teachers, principals, other school leaders, parents, representatives of Indian Tribes (as applicable), and administrators of schools to be served under the ESEA;
- (ix) Are designed to give teachers of English learners, and other teachers and instructional staff, the knowledge and skills to provide instruction and appropriate language and academic support services to those children, including the appropriate use of curricula and assessments;
- (x) To the extent appropriate, provide training for teachers, principals, and other school leaders in the use of technology (including education about the harms of copyright piracy), so that technology and technology applications are effectively used in the classroom to improve teaching and learning in the curricula and academic subjects in which the teachers teach;
- (xi) As a whole, are regularly evaluated for their impact on increased teacher effectiveness and improved student academic achievement, with the findings of the evaluations used to improve the quality of professional development;
- (xii) Are designed to give teachers of children with disabilities or children with developmental delays, and other teachers and instructional staff, the knowledge and skills to provide instruction and academic support services, to those children, including positive behavioral interventions and supports, multi-tier system of supports, and use of accommodations;
- (xiii) Include instruction in the use of data and assessments to inform and instruct classroom practice;
- (xiv) Include instruction in ways that teachers, principals, other school leaders, specialized instructional support personnel, and school administrators may work more effectively with parents and families;

- (xv) Involve the forming of partnerships with IHEs, including, as applicable, Tribal Colleges and Universities as defined in section 316(b) of the HEA ([20 U.S.C. 1059c\(b\)](#)), to establish school-based teacher, principal, and other school leader training programs that provide prospective teachers, novice teachers, principals, and other school leaders with an opportunity to work under the guidance of experienced teachers, principals, other school leaders, and faculty of such institutions;
- (xvi) Create programs to enable paraprofessionals (assisting teachers employed by an LEA receiving assistance under part A of title I of the ESEA) to obtain the education necessary for those paraprofessionals to become certified and licensed teachers;
- (xvii) Provide follow-up training to teachers who have participated in activities described in this paragraph that are designed to ensure that the knowledge and skills learned by the teachers are implemented in the classroom; and
- (xviii) Where practicable, provide jointly for school staff and other ECE program providers, to address the transition to elementary school, including issues related to school readiness.

Project component means an activity, strategy, intervention, process, product, practice, or policy included in a project. Evidence may pertain to an individual project component or to a combination of project components (e.g., training teachers on instructional practices for English learners and follow-on coaching for these teachers).

Quality data encompasses utility, objectivity, and integrity of the information. “Utility” refers to how the data will be used, either for its intended use or other uses. “Objectivity” refers to data being accurate, complete, reliable, and unbiased. “Integrity” refers to the protection of data from being manipulated.

Quasi-experimental design study means a study using a design that attempts to approximate an experimental study by identifying a comparison group that is similar to the treatment group in important respects. Cross-sectional group designs, comparative interrupted time series, difference-in-difference designs, and growth curve designs are specific types of quasi-experimental studies that meet this definition. This type of study can meet the definition of moderate evidence but not strong evidence.

Relevant outcome means the student outcome(s) or other outcome(s) the key project component is designed to improve, consistent with the specific goals of the program.

Scientifically valid research means applied research, basic research, and field-initiated research in which the rationale, design, and interpretation are soundly developed in accordance with principles of scientific research.

Strategic Staffing means a team-based approach to school staffing that replaces the traditional one-teacher, one-classroom model. In this model, at least two professional educators share responsibility for a common roster of students during the same blocks of time in the school day. Teamed educators have

differentiated roles and distributed expertise, allowing for flexible student grouping, more effective use of instructional time, and expanded career entry and advancement opportunities.

Teacher mentoring means the mentoring of new or prospective teachers through a program that—

- (a) Includes clear criteria for the selection of teacher mentors who will provide role model relationships for mentees, which criteria must be developed by the eligible partnership and based on measures of teacher effectiveness;
- (b) Provides high-quality training for such mentors, including instructional strategies for literacy instruction and classroom management (including approaches that improve the schoolwide climate for learning, which may include positive behavioral interventions and supports);
- (c) Provides regular and ongoing opportunities for mentors and mentees to observe each other's teaching methods in classroom settings during the day in a high-need school in the high-need LEA in the eligible partnership;
- (d) Provides paid release time for mentors, as applicable;
- (e) Provides mentoring to each mentee by a colleague who teaches in the same field, grade, or subject as the mentee;
- (f) Promotes empirically-based practice of, and scientifically valid research on, where applicable—
 - (i) Teaching and learning;
 - (ii) Assessment of student learning;
 - (iii) The development of teaching skills through the use of instructional and behavioral interventions;
and
 - (iv) The improvement of the mentees' capacity to measurably advance student learning; and
- (g) Includes—
 - (i) Common planning time or regularly scheduled collaboration for the mentor and mentee; and
 - (ii) Joint professional development opportunities.

Teaching residency program means a school-based teacher preparation program in which a prospective teacher—

- (a) For one academic year, teaches alongside a mentor teacher, who is the teacher of record;
- (b) Receives concurrent instruction during the year described in paragraph (1) from the partner institution, which courses may be taught by LEA personnel or residency program faculty, in the teaching of the content area in which the teacher will become certified or licensed;

- (c) Acquires effective teaching skills; and
- (d) Prior to completion of the program—
 - (i) Attains full State certification or licensure and, with respect to special education teachers, meets the qualifications described in section 612(a)(14)(C) of the IDEA ([20 U.S.C. 1412\(a\)\(14\)\(C\)](#)); and
 - (ii) Acquires a master's degree not later than 18 months after beginning the program.

Teaching skills means skills that enable a teacher to—

- (a) Increase student learning, achievement, and the ability to apply knowledge;
- (b) Effectively convey and explain academic subject matter;
- (c) Effectively teach higher-order analytical, evaluation, problem-solving, and communication skills;
- (d) Employ strategies grounded in the disciplines of teaching and learning that—
 - (i) Are based on empirically-based practice and scientifically valid research, where applicable, related to teaching and learning;
 - (ii) Are specific to academic subject matter; and
 - (iii) Focus on the identification of students' specific learning needs, particularly students with disabilities, students who are limited English proficient, students who are gifted and talented, and students with low literacy levels, and the tailoring of academic instruction to such needs;
- (e) Conduct an ongoing assessment of student learning, which may include the use of formative assessments, performance-based assessments, project-based assessments, or portfolio assessments, that measures higher-order thinking skills (including application, analysis, synthesis, and evaluation);
- (f) Effectively manage a classroom, including the ability to implement positive behavioral interventions and support strategies;
- (g) Communicate and work with parents, and involve parents in their children's education; and
- (h) Use, in the case of an early childhood educator, age-appropriate and developmentally appropriate strategies and practices for children in early childhood education programs.

Award Requirements

Terms and Conditions

If you are awarded a grant under this competition, you must ensure and may be required to demonstrate that federal funds will not be used under this project in any manner that violates the United States Constitution, Title VI or Title VII of the Civil Rights Act of 1964 ([42 U.S.C. 2000d et seq.](#) or [42 U.S.C. 2000e et seq.](#)), Title IX of the Education Amendments of 1972 ([20 U.S.C. 1681 et seq.](#)), section 504 of the Rehabilitation Act ([29 U.S.C. 794](#)), the Age Discrimination Act of 1975 ([42 U.S.C. 6101 et seq.](#)), Title II of the Americans with Disabilities Act of 1990 ([42 U.S.C. 12131 et seq.](#)), the Boy Scouts of America Equal Access Act of 2001 ([20 U.S.C. 7905](#)), section 117 of the Higher Education Act of 1965, as amended ([20 U.S.C. 1011f](#)), or other applicable federal law.

Please note the provisions of Executive Orders, including but not limited to, 14151, 14168, 14173, and 14190, as well as the U.S. Department of Justice’s July 29, 2025, non-regulatory [“Guidance for Recipients of Federal Funding Regarding Unlawful Discrimination,”](#) which clarifies the application of federal antidiscrimination laws to programs or initiatives that may involve discriminatory practices, including those labeled as Diversity, Equity, and Inclusion (“DEI”) programs.

Such activities may risk violating federal civil rights laws and may jeopardize federal funding. This includes any discriminatory equity ideology in violation of a Federal anti-discrimination law. A definition of “discriminatory equity ideology” is contained in Section 2(b) of Executive Order 14190. To the extent that any entity receiving grant funds under this grant uses those grant funds for such unallowable activities, ED reserves the right to take appropriate enforcement actions, including the recovery of grant funds or may pursue termination or non-continuation. The Grant Award Notification document accompanying your award may contain further terms and conditions, as necessary, to ensure grantee compliance with applicable laws, regulations, and administrative priorities.

Applicable Regulations

(a) The Education Department General Administrative Regulations in 34 CFR parts 75, 77, 79, 81, 82, 84, 86, 97, 98, and 99. (b) The Office of Management and Budget (OMB) Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of ED in 2 CFR part 3485. (c) The Uniform Administrative Requirements, Cost Principles, and Audit Requirements For Federal Awards in 2 CFR part 200, as adopted and amended as regulations of ED in 2 CFR part 3474. (d) The 2025 Supplemental Priorities. (e) Career Pathways and

Workforce Readiness Supplemental Priority. (f) The Meaningful Learning Opportunities Supplemental Priority.

Note: The regulations in 34 CFR part 86 apply to IHEs only.

Continuation Awards

In making a continuation award under [34 CFR 75.253](#), ED considers, among other things: whether a grantee has made substantial progress in achieving the goals and objectives of the project; whether the grantee has expended funds in a manner that is consistent with its approved application and budget; if ED has established performance measurement requirements, whether the grantee has made substantial progress in achieving the performance targets in the grantee's approved application; or whether the continuation of the project is in the best interest of the Federal government.

In making a continuation award, ED also considers whether the grantee is operating in compliance with the terms and conditions specified elsewhere in this notice and the assurances in its approved application, including those applicable to Federal civil rights laws that prohibit discrimination in programs or activities receiving Federal financial assistance from ED ([34 CFR 100.4](#), [104.5](#), [106.4](#), [108.8](#), and [110.23](#)). In making any continuation award determination, ED may consider all relevant information.

Application Checklist

The application will require you to fill out several forms, which are listed and linked in Grants.gov. See below for a description of forms and sections:

1. Standard ED Documents

- Application for Federal Assistance (SF-424)
- ED Supplemental Information for SF-424
- ED Grant Application Form for Project Objectives and Performance Measures Information
- Evidence Form: Applicable for applicants addressing Competitive Preference Priority 2

2. Budget Information

- Budget Information for Non-Construction Programs (SF-424A)

3. Abstract Form

- Project Abstract (see sample Abstract in Appendix)

4. Project Narrative

- Application Narrative (Project Narrative Attachment Form)

5. Budget Narrative

- Budget Narrative Attachment Form

6. Other Attachment Forms

- Individual Resumes for Project Director & Key Personnel
- Required TQP Program Checklists
 - TQP Absolute Priority Checklist (Select only one absolute priority)

If addressing Absolute Priority 5, complete the Absolute Priority 5 Checklist along with the appropriate checklist (Absolute Priority 1, 2, 3, or 4) that represents what is being addressed in your application.

- TQP Application and General Program Requirements Checklist
- TQP Eligible Partner Checklist
- TQP Partner IHE Checklist

- TQP High-need LEA/School Checklist

Note: Please see the Appendix Section for copies of all required TQP Checklists. These checklists will also be available on the TQP [website](#).

7. Assurances and Certifications

- Disclosure of Lobbying Activities (Standard Form LLL)
- Grants.gov Lobbying Form

Part 1: Standard Documents

- Application for Federal Assistance (SF-424)
- ED Supplemental Information for SF-424

These forms require basic identifying information about the applicant and the application. Please provide all requested applicant information (including name, address, e-mail address and UEI).

When applying electronically via Grants.gov, you will need to ensure that the UEI on your application is the same as the UEI your organization used when it registered with the System for Award Management.

Applicants are advised to complete the Application for Federal Assistance (Form SF-424) first. Grants.gov will automatically insert the correct Assistance Listing Number and program name automatically wherever needed on other forms.

Please do not attach any narratives, supporting files, or application components to the Standard Form (SF-424). Although this form accepts attachments, ED will only review materials/files attached in accordance with the instructions provided within this application.

- Evidence Form: Applicable for applicants addressing Competitive Preference Priority 2

Part 2: Budget Information

- Budget Information for Non-Construction Programs (SF-424A)

The SF-424A Budget Information Form is required. This part of your application contains information about the Federal funding you are requesting. The form requires high level, total funding requests for each year of the project, but only requires detailed information for Year 1 of the project. You will provide information on all years of the project, including an itemized budget breakdown for each year of the proposed project, in your Budget Narrative. Specific instructions for completing the Budget Narrative are provided within this application notice and instructions under Budget Narrative. Budget Narrative attachments are not included in the page count.

Instructions for completing SF-424A:

The SF-424A has six sections (A-F). While the form includes several sections and boxes, please use the information below to complete only the necessary sections.

Section A – Budget Summary

- *Section A-Budget Summary:* Enter the name of the grant program for which you are requesting funds in 1(a).
- *Section A-Budget Summary:* 1(b): Enter the Assistance Listing Number (84.336S).
- *Section A-Budget Summary:* 1(e) “Federal”: Include the total amount requested for the entire performance period. The amount you enter here will auto populate in 5 (e).
- *Section A-Budget Summary:* 1(f) “Non-Federal”: Only include an amount in this section if you propose to include non-Federal financial resources as part of this project, including any non-Federal funds to meet any program cost sharing requirements. If not including non-Federal financial resources, leave this blank or include 0.
- *Section A-Budget Summary:* 1(g): If using Grants.gov form, the total amount included here will be auto-calculated based on what is included in 1(e) and 1(f).

Section B – Budget Categories

Section B-Budget Categories:

- *Line 6. Object Class Categories:* The categories listed here (a-k) are the categories you will need to further describe in the Budget Narrative. For this section, only include the total amount by category for Year 1 of the project. You will provide a breakdown by category for each year of the project in the Budget Narrative. If using Grants.gov, line 6 column (1) will be auto-populated with the name of the program for which you are requesting funding.
 - *Personnel (line 6a.):* Enter project personnel salaries and wages only. Include fees and expenses for consultants on line 6f or 6h.
 - *Fringe Benefits (line 6b):* The organization’s normal fringe benefits contribution may be charged to the program. Leave this line blank if fringe benefits applicable to direct salaries and wages are treated as part of the indirect cost.
 - *Travel (line 6c):* Indicate the travel costs of employees and participants only. Include travel of persons such as consultants on line 6f or 6h.
 - *Equipment (line 6d):* Indicate the cost of tangible, non-expendable personal property that has a 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 \$10,000 per article. Lower limits may be established to maintain consistency with the applicant's policy.

- *Supplies (line 6e)*: Show all tangible, expendable personal property. Direct supplies and materials differ from equipment in that they are consumable, expendable, and of a relatively low unit cost. Supplies purchased with grant funds should directly benefit the grant project and be necessary for achieving the goals of the project.
- *Contractual (line 6f)*: The contractual category should include all costs specifically incurred with actions that the applicant takes in conjunction with an established internal 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.
- *Construction (line 6g)*: Construction funds are not authorized, unless specified by the program.
- *Other (line 6h)*: Indicate all direct costs not covered on lines 1-6. For example, include 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. If applicable, include stipends under other. If stipends are included under other, do not include stipends when calculating the indirect cost. Do not include costs that are included in the indirect cost rate.
- *Total Direct Costs (line 6i)*: The sum of lines 6a-6h. If using Grants.gov, this number is auto-calculated.
- *Indirect Costs (line 6j)*: Indicate the applicant's approved indirect cost rate, per [34 CFR 75.560 - 75.564](#). If an applicant does not have an approved indirect cost rate agreement with a cognizant Federal agency, the applicant must apply to ED for a temporary indirect cost rate if it wishes to charge indirect costs to the grant. For more information, go to [ED's website](#). In addition, a grantee, if it is eligible, may also use de minimis rate as provided for under [2 CFR 200.414\(f\)](#).
- *Total Cost (line 6i and 6j)*: This number should be equal to sum of lines 6i-6j (total of direct costs + indirect costs). If using Grants.gov, this number is auto-calculated. The sum for column one, labeled Project Year 6 (1), should also be equal to item 15a on the application cover sheet (SF Form 424).
- *Line 7. Program Income*: You may leave this field blank.

Section C – Non-Federal Resources

This section should only be completed if you are proposing a cost share or if the program for which you are applying requires a Non-Federal cost share. If the program includes a cost share, provide a breakdown by including the dollars that will come from the applicant, State, and other sources, as applicable.

Section D – Forecasted Cash Needs

- *Line 13. Federal:* The total for 1st Year column will automatically calculate based on the funding amounts included in Quarters 1-4. These quarters apply to **Year One ONLY**. Enter the forecasted cash needs from Federal sources for each quarter of the first program year. The amount entered for each quarter will be used to auto-calculate the amount in line 15 and is your forecasted needs. You will have an opportunity to provide updates to these quarterly amounts in post-award.
- *Line 14. Non-Federal:* The total for 1st year column will automatically calculate based on the funding amounts included in Quarters 1-4. These quarters apply to **Year One ONLY. Leave this blank for each quarter if you are not including any Non-Federal Funds.** If including non-Federal funds, enter the forecasted cash needs from non-Federal sources for the first quarter of the first program year. If not applicable, leave blank.
- *Line 15. (sum of lines 13 and 14):* If using Grants.gov, the total is auto-calculated.

Section E – Budget Estimates of Federal Funds Needed for Balance of the Project

This section collects information for future funding periods. While the columns are labeled First (b) through Fourth (e), this is the section where you will include the **total** amount of Federal funds requested for Years 2-5, for five-year projects. You are only including the **total** amount of Federal funds requested for the outyears beyond Year 1. The total amount in Section D. line 13 plus the total amount in the outyears should match the project total requested in Section A line 5 (e).

- *Line 16 Column (a) Grant Program:* If using Grants.gov, this box will be auto-populated with the name of the program you included in Section A Line 1.
- *Line 16 Column (b) First:* Include the total amount requested for the first outyear. **Year 2 of the project.** Ensure this amount matches what is in your Budget Narrative.
- *Line 16 Column (c) Second:* Include the total amount requested for the second outyear. **Year 3 of the project.** Ensure this amount matches what is in your Budget Narrative.
- *Line 16 Column (d) Third:* Include the total amount requested for the third outyear. **Year 4 of the project.** Ensure this amount matches what is in your Budget Narrative.

- *Line 16 Column (e) Fourth:* Include the total amount requested for the fourth outyear. **Year 5 of the project.** Ensure this amount matches what is in your Budget Narrative.

Section F – Other Budget Information

- *Line 21. Direct Charges:* You may leave this field blank.
- *Line 22. Indirect Charges:* Enter the type of indirect rate (provisional, predetermined, final or fixed) or 15% de minimis rate that will be in effect during the funding period, the estimated amount of the base to which the rate is applied, and the total indirect expense.
- *Line 23. Remarks:* You may leave this field blank.

Part 3: Abstract Form

The project abstract should not exceed one page and should include a concise description of the following information:

- all priorities being addressed in the application;
- brief project description/summary of the proposed project;
- members of the eligible partnership and any other key partner organizations;
- individual project goals and expected outcomes; and
- target number of project participants to be served each year.

Ensure that you only attach the ED approved file types detailed in the [2025 Common Instructions](#).

Note: Please see the Appendix Section for a sample TQP Abstract.

Part 4: Project Narrative

This section should be attached as a single document to the Project Narrative Attachment Form and should be organized in the following manner and include the following parts in order to expedite the review process.

Ensure that you only attach the ED approved file types detailed in the [2025 Common Instructions](#).

Table of Contents

The Table of Contents shows where and how the important sections of your proposal are organized and should not exceed one double-spaced page.

Application Narrative

ED encourages applicants to limit this section of the application to the equivalent of no more than **50** pages. The recommended page limit does not apply to the cover sheet; the budget section,

including the narrative budget justification; the assurances and certifications; or the one-abstract, the resumes, the bibliography, or the letters of support. However, the recommended page limit does apply to the Project Narrative.

Part 5: Budget Narrative

This section should be attached as a single document to the Budget Narrative Attachment Form. It should be organized in the following manner and include the following parts in order to expedite the review process. Ensure that you attach the ED approved file types detailed in the [2025 Common Instructions](#).

Each application must also provide a Budget Narrative for requested Federal funds. The Budget Narrative for requested Federal funds should provide a justification of how the money requested for each budget item will be spent, and the total amounts for each project year should match the total amounts in Section E – Budget Estimates of Federal Funds Needed for Balance of the Project in SF-424A.

This section requires an itemized budget breakdown for each project year and the basis for estimating the costs of personnel salaries, benefits, project staff travel, materials and supplies, consultants and subcontracts, indirect costs and any other projected expenditures. Be sure to complete an itemized budget breakdown and narrative for each year of the proposed project. Below is a breakdown of the categories to be included in the Budget Narrative for each project year:

- *Personnel:* List all staff positions by title including roles and responsibilities. For each position give the annual salary, the percentage of time devoted to the project, and the amount of each position's salary funded by the grant.
- *Fringe Benefits:* The institution's normal fringe benefits contribution may be charged to the program. Leave this line blank if fringe benefits applicable to direct salaries and wages are treated as part of the indirect cost.
- *Travel:* For grantee staff only, specify the purpose, number of staff traveling, mileage, per diem, estimated number of in-state and out-of-state trips, and other estimated costs for each type of travel.
- *Equipment:* Identify each item of equipment you expect to purchase that has an estimated acquisition cost of \$10,000 or more per unit (or if your capitalization level is less than \$10,000, use your capitalization level) and a useful lifetime of more than one year (see [2 CFR Part 200.1](#) for the definition of Equipment). List the item, quantity, and the unit cost per item.
- *Supplies:* Identify the cost of supplies (e.g., general office supplies, desk/chairs, laptops/printers, other specialty items) in the detailed budget per category. Except for general office supplies, list the item, quantity, and the unit cost per item. Supplies include all tangible

personal property other than “equipment” (see [2 CFR Part 200.1](#) for the definition of Supplies). Items with a unit cost of less than \$10,000 are supplies, not “equipment.”

- *Contractual*: The contractual category should include all costs specifically incurred with actions that the applicant takes in conjunction with an established internal 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.
- *Construction*: Construction funds are not authorized.
- *Other*: Indicate all direct costs not covered elsewhere. For example, include such costs as space rental, required fees, honoraria and travel (where a contract is not in place for services), training, and communication and printing costs. List items, such as stipends or incentives, not covered elsewhere. Do not include costs that are included in the indirect cost rate.
- *Indirect Costs*: Indicate the applicant’s approved indirect cost rate, per sections [34 CFR 75.560 - 75.564](#). If an applicant does not have an approved indirect cost rate agreement with a cognizant Federal agency, the applicant must apply to ED for a temporary indirect cost rate if it wishes to charge indirect costs to the grant. For more information, go to [ED’s website](#). In addition, a grantee, if it is eligible, may also use de minimis rate as provided for under 2 CFR 200.414(f).
- *Total Cost*: This number should be total direct costs + indirect costs.

The Budget Narrative provides an opportunity for the applicant to identify the nature and amount of the proposed expenditures. The applicant should provide sufficient detail to enable reviewers and project staff to understand how requested funds will be used, how much will be expended, and the relationship between the requested funds and project activities and outcomes.

In accordance with [34 CFR 75.232](#), ED staff perform a cost analysis of each recommended project to ensure that costs relate to the activities and objectives of the project and are reasonable, allowable and allocable. ED may delete or reduce costs from the budget during this review.

Note: Applicants are encouraged to review the Cost Principles described in [2 CFR part 200 subpart E](#) of the Uniform Administrative Requirements, Cost Principles, and Audit Requirements For Federal Awards.

Part 6: Other Attachment Forms

Attach one or more documents to the Other Attachments Form. You may provide all of the required information in a single document, or in multiple documents.

Ensure that you only attach the ED approved file types detailed in the [2025 Common Instructions](#).

Note: Please reference the appendix list below when uploading your documents.

Appendix A: Required TQP Program Checklists (5 listed above)

Appendix B: Required Needs Assessment (Application and General Program Requirement)

Appendix C: Demonstrates Rationale: (Logic Model)

Appendix D: Resumes of Key Personnel

Appendix E: Letters of Support and Memorandum of Understanding from TQP project partners

Appendix F: Current Indirect Cost Rate Agreement

Appendix G: TQP Waiver Request of 100% Cost Share or Match Requirement, if applicable

Appendix H: Other documents, as applicable

Appendix I: Proprietary Information

Part 7: Assurances and Certifications

Be certain to complete all required assurances and certifications and include all required information in the appropriate place on each form. The assurances and certifications required for this application are:

- Disclosure of Lobbying Activities**
- Grants.Gov Lobbying Form – “Certification Regarding Lobbying”**

Note: While it is required to submit the lobbying form that best meets an applicants’ situation, the two forms are classified as “optional” in Grants.gov to avoid submission errors when only one of the lobbying forms is submitted.

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 Portable Document Format (PDF). ED recommends 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 ED.
- 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.

Appendix Section

All TQP (All TQP required checklists will be available on the TQP program [website](#)).

TQP General and Application Program Requirements Checklist*

<p>INSTRUCTIONS: Applicants must provide the application page number(s) for each requirement listed below so that the Department may verify that each requirement has been met and discussed in the application’s project narrative or shown via a document or form included in the appendix. Some requirements are dependent on the design of the applicant’s project and are listed “as applicable.”</p>	
Page Number(s)	Each eligible partnership desiring a grant under the TQP program must submit an application that contains—
(a)_____	<p>(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</p>
(b)_____	<p>(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</p>
(c)_____	<p>(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</p>
(1)_____ (2)_____	<p>(d) A description of—</p> <ol style="list-style-type: none"> (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
(1)_____ (2)_____ (3)_____	<p>(e) An assessment that describes the resources available to the eligible partnership, including—</p> <ol style="list-style-type: none"> (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 <p style="text-align: center;">commitments, and to the continuation of the activities when the grant ends.</p>
(1)_____	<p>(f) A description of—</p> <ol style="list-style-type: none"> (1) How the eligible partnership will meet the purposes of the TQP Grant Program as specified in section 201 of the HEA;

(g) _____	(g) 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;
(h) _____	(h) If the partnership chooses to use funds under this section for a project or activities under section 202(f) of the HEA, how the partnership will carry out such project or required activities based on the needs identified in paragraph (a), with the goal of improving student academic achievement;
(i) _____	(i) The partnership’s evaluation plan under section 204(a) of the HEA;
(j) _____ (as applicable)	(j) How the partnership will align the teacher preparation program with the-- (1) State early learning standards for Early Childhood Education (ECE) programs, as appropriate, and with the relevant domains of early childhood development as applicable; and (2) 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
(k) _____	(k) 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;
(l) _____	(l) How the partnership will prepare general education and special education teachers to teach students who are limited English proficient;
(m) _____	(m) 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—
(1) _____	(1) Provide high-quality professional development activities to strengthen the content knowledge and teaching skills of elementary school and secondary school teachers; and
(2) _____	(2) Train other classroom teachers to implement literacy programs that incorporate the essential components of reading instruction;
(n) _____	(n) How the partnership will design, implement, or enhance a year-long and rigorous teaching preservice clinical program component;
(o) _____	(o) How the partnership will support in-service professional development strategies and activities; and
(p) _____	(p) 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.

<p>(q)</p> <p>(1) _____</p> <p>(2) _____</p> <p>(3) _____</p> <p>(4) _____ (as applicable)</p>	<p>(q) With respect to the induction program required as part of the activities carried out under the Absolute Priority—</p> <p>(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;</p> <p>(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;</p> <p>(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</p> <p>(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, as applicable.</p>
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*Eligible applicants *must* submit this checklist at the time of application.

TQP Eligible Partnership Requirements Checklist*

Eligible Partnership Components	Partner Name	Application Page Number(s) Where Letters of Support can be found.
High Need LEA(s) <i>(list all)</i>		
High Need School(s) within the high-need LEA(s) <i>(list all)</i>		
Partner IHE(s)		
School of Education at the Partner IHE		
School of Arts and Sciences at the partner IHE		
State Education Association (SEA) <i>This is only applicable if the applicant is addressing AP 5.</i>		

*Eligible applicants *must* submit this checklist at the time of application.

High Need LEA and High Need School Verification Checklist*

High-Need LEA Verification	Data Source	Application Page Number(s) where confirmation data can be found.
Poverty/Rural Status Data <i>(select at least one)</i>	<ul style="list-style-type: none"> • Data showing LEA serves 20% or more children from low-income families • Data showing LEA serves 10,000 or more children from low-income families • LEA is eligible for ESEA’s Small, Rural School Achievement Program • LEA is eligible for ESEA’s Rural and Low-Income School Program 	
Teacher Data <i>(select at least one)</i>	<ul style="list-style-type: none"> • High percentage of teachers not teaching in the academic subject areas or grade levels in which the teachers were trained to teach. • High teacher turnover rate • High percentage of teachers with emergency, provisional, or temporary certification or licensure 	
High-Need School Verification	Data Source	Application Page Number(s) where confirmation data can be found.
High Need Schools within the LEA <i>(select at least one)</i>	<ul style="list-style-type: none"> • In highest quartile of schools in LEA using Free and Reduced-Price Lunch (FRPL) data • Elementary Schools - 60% or more of students eligible for FRPL • Not an Elementary School - 45% or more of students eligible for FRPL 	

*Eligible applicants *must* submit this checklist at the time of application.

Partner IHE Eligibility Checklist*

<p>“Partner institution” from Section 200(17) of the HEA 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--</p>	
<p>(i) Whose graduates exhibit strong performance on State determined qualifying assessments for new teachers through--</p>	
<p>Page(s) _____</p>	<p>(A) Demonstrating that 80 percent or more of the graduates of the program who intend to enter the field of teaching have passed all 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</p>
<p>(B) Being ranked among the highest-performing teacher preparation programs in the State as determined by the State--</p>	
<p>Page(s) _____</p>	<p>(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</p>
<p>Page(s) _____</p>	<p>(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</p>
<p>(ii) That requires--</p>	
<p>Page(s) _____</p>	<p>(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;</p>
<p>Page(s) _____</p>	<p>(B) Each student in the program preparing to become a teacher who meets applicable State certification and licensure requirements; and</p>
<p>Page(s) _____</p>	<p>(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.</p>
<p><i>Note:</i> 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--</p> <p style="margin-left: 20px;">(a) With specialized education and training in development and education of young children from birth until entry into kindergarten;</p> <p style="margin-left: 20px;">(b) With--</p> <p style="margin-left: 40px;">(i) A baccalaureate degree in an academic major in the arts and sciences; or</p> <p style="margin-left: 40px;">(ii) An associate degree in a related educational area; and</p>	

(c) Who has demonstrated a high level of knowledge and use of content and pedagogy in the relevant areas associated with quality ECE.

*Eligible applicants *must* submit this checklist at the time of application.

REQUIRED TQP ABSOLUTE PRIORITY 1 CHECKLIST*

APPLICANT NAME:

Effective Pre-Baccalaureate Teacher Preparation Programs (Pre-Bac Program)	
<p>INSTRUCTIONS: Applicants must provide page number(s) for each requirement listed below so that the Department may identify whether each requirement is discussed and met in the application’s project narrative or shown via a document or form included in the appendix. Some requirements are dependent on the design of the applicant’s project and are listed “as applicable.”</p>	
Page Number	<p>(I) IN GENERAL. Under this priority, an eligible partnership must carry out an effective pre-baccalaureate teacher preparation program or a fifth-year initial licensing program that includes all of the following:</p>
(a) _____	<p>(a) <u>Program Accountability.</u> Implementing reforms, described in paragraph (b) of this priority, within each teacher preparation program and, as applicable, each preparation program for ECE programs, of the eligible partnership that is assisted under this priority, to hold each program accountable for--</p>
(i) _____	<p>(1) Preparing--</p> <p>(i) New or prospective teachers who meet the applicable State certification and licensure requirements including any requirements for certification obtained through alternative routes to certification, or, with regard to special education teachers, the qualifications described in section 612(a)(14)(C) of the IDEA (including teachers in rural school districts, special educators, and teachers of students who are limited English proficient);</p>
(ii) _____	<p>(ii) Such teachers and, as applicable, early childhood educators, to understand empirically-based practice and scientifically valid research related to teaching and learning and the applicability of such practice and research, including through the effective use of technology, instructional techniques, and strategies consistent with the principles of universal design for learning, and through positive behavioral interventions and support strategies to improve student achievement; and</p>
(iii) _____	<p>(iii) As applicable, early childhood educators to be highly competent; and</p>
(2) _____	<p>(2) Promoting strong teaching skills and, as applicable, techniques for early childhood educators to improve children’s cognitive, social, emotional, and physical development.</p>
<p>(b) <u>Required reforms.</u> The reforms described in paragraph (a), above, must include--</p>	
(1) _____	<p>(1) Implementing teacher preparation program curriculum changes that improve, evaluate, and assess how well all prospective and new teachers develop teaching skills;</p>

(2)_____	(2) Using empirically-based practice and scientifically valid research, where applicable, about teaching and learning so that all prospective teachers and, as applicable, early childhood educators--
(i)_____	(i) Understand and can implement research-based teaching practices in classroom instruction;
(ii)_____	(ii) Have knowledge of student learning methods;
(iii)_____	(iii) Possess skills to analyze student academic achievement data and other measures of student learning and use such data and measures to improve classroom instruction;
(iv)_____	(iv) Possess teaching skills and an understanding of effective instructional strategies across all applicable content areas that enable general education and special education teachers and early childhood educators in order to--
(A)_____	(A) Meet the specific learning needs of all students, including students with disabilities, students who are limited English proficient, students who are gifted and talented, students with low literacy levels, and, as applicable, children in ECE programs; and
(B)_____	(B) Differentiate instruction for such students;
(v)_____	(v) Can effectively participate as a member of the individualized education program team, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act (IDEA); and
(vi)_____	(vi) Can successfully employ effective strategies for reading instruction using the essential components of reading instruction;
(3)_____	(3) Ensuring collaboration with departments, programs, or units of a partner institution outside of the teacher preparation program in all academic content areas to ensure that prospective teachers receive training in both teaching and relevant content areas in order to become meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification, or, with regard to special education teachers, the qualifications described in section 612(a)(14)(C) of the IDEA, which may include training in multiple subjects to teach multiple grade levels as may be needed for individuals preparing to teach in rural communities and for individuals preparing to teach students with disabilities;
(4)_____	(4) Developing and implementing an induction program;
(5)_____	(5) Developing admissions goals and priorities aligned with the hiring objectives of the high-need LEA in the eligible partnership; and

(6) _____	(6) Implementing program and curriculum changes, as applicable, to ensure that prospective teachers have the requisite content knowledge, preparation, and degree to teach Advanced Placement or International Baccalaureate courses successfully.
(c) (1)_____ (i)_____ (ii)_____ (2)_____ (3)_____ (4)_____ (5)_____ (6)_____ (7)_____ (8)_____ (i)_____ (ii)_____ (iii)_____	(c) Clinical experience and interaction. Developing and improving a sustained and high-quality preservice clinical education program to further develop the teaching skills of all prospective teachers and, as applicable, early childhood educators involved in the program. Such programs shall do the following-- (1) Incorporate year-long opportunities for enrichment, including— (i) Clinical learning in classrooms in high-need schools served by the high-need LEA in the eligible partnership, and identified by the eligible partnership; and (ii) Closely supervised interaction between prospective teachers and faculty, experienced teachers, principals, other administrators, and school leaders at ECE programs (as applicable), elementary schools, or secondary schools, and providing support for such interaction; (2) Integrate pedagogy and classroom practice and promote effective teaching skills in academic content areas; (3) Provide high-quality teacher mentoring. (4) Be offered over the course of a program of teacher preparation. (5) Be tightly aligned with course work (and may be developed as a fifth year of a teacher preparation program). (6) Where feasible, allow prospective teachers to learn to teach in the same LEA in which the teachers will work, learning the instructional initiatives and curriculum of that LEA. (7) As applicable, provide training and experience to enhance the teaching skills of prospective teachers to better prepare such teachers to meet the unique needs of teaching in rural or urban communities. (8) Provide support and training for individuals participating in an activity for prospective or new teachers described in this paragraph, or paragraphs (a) and (b), or (d), and for individuals who serve as mentors for such teachers, based on each individual’s experience. Such support may include-- (i) With respect to a prospective teacher or a mentor, release time for such individual’s participation; (ii) With respect to a faculty member, receiving course workload credit and compensation for time teaching in the eligible partnership’s activities; and (iii) With respect to a mentor, a stipend, which may include bonus, differential, incentive, or performance pay, based on the mentor’s extra skills and responsibilities.

(d)_____	(d) <u>Induction programs for new teachers.</u> Creating an induction program for new teachers or, in the case of an early childhood education program, providing mentoring or coaching for new early childhood educators.
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(e)_____	(e) <u>Support and training for participants in ECE programs.</u> In the case of an eligible partnership focusing on early childhood educator preparation, implementing initiatives that increase compensation for early childhood educators who attain associate or baccalaureate degrees in ECE.
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(f)_____	(f) <u>Teacher recruitment.</u> Developing and implementing effective mechanisms (which may include alternative routes to State certification of teachers) to ensure that the eligible partnership is able to recruit qualified individuals to become teachers who meet the applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification, or, with regard to special education teachers, the qualifications described in section 612(a)(14)(C) of the IDEA, through the activities of the eligible partnership, which may include an emphasis on recruiting into the teaching profession--
(1)_____	(1) Individuals from underrepresented populations.
(2)_____	(2) Individuals to teach in rural communities and teacher shortage areas, including mathematics, science, special education, and the instruction of limited English proficient students; and
(3)_____	(3) Mid-career professionals from other occupations, former military personnel, and recent college graduates with a record of academic distinction.

(g)_____	(g) <u>Literacy training.</u> Strengthening the literacy teaching skills of prospective and, as applicable, new elementary school and secondary school teachers--
(1)_____	(1) To implement literacy programs that incorporates the essential components of reading instruction.
(2)_____	(2) To use screening, diagnostic, formative, and summative assessments to determine students' literacy levels, difficulties, and growth in order to improve classroom instruction and improve student reading and writing skills.
(3)_____	(3) To provide individualized, intensive, and targeted literacy instruction for students with deficiencies in literacy skills.
(4)_____	(4) To integrate literacy skills in the classroom across subject areas.

*Applicants that address Absolute Priority 1 *must* submit this Required Absolute Priority Checklist.

REQUIRED TQP ABSOLUTE PRIORITY 2 CHECKLIST*

APPLICANT NAME:

<p>Effective Teaching Residency Programs (Teacher Residency Program)</p> <p>INSTRUCTIONS: Applicants must provide page number(s) for each requirement listed below so that the Department may identify whether each requirement is discussed and met in the application’s project narrative or shown via a document or form included in the appendix. Some requirements are dependent on the design of the applicant’s project and are listed “as applicable.”</p>	
<p>Page Number</p>	<p>(I) IN GENERAL. Under this priority, an eligible partnership must carry out an effective teaching residency program that includes all of the following activities:</p>
(a) _____	(a) Supporting a teaching residency program described in paragraph II(a) for high-need subjects and areas, as determined by the needs of the high-need LEA in the partnership;
(b) _____	(b) Placing graduates of the teaching residency program in cohorts that facilitate professional collaboration, both among graduates of the teaching residency program and between such graduates and mentor teachers in the receiving school;
(1) _____	(c) Ensuring that teaching residents who participate in the teaching residency program receive—
(2) _____	(1) Effective pre-service preparation as described in paragraph II;
(3) _____	(2) Teacher mentoring;
(4) _____	(3) Support required through the induction program as the teaching residents enter the classroom as new teachers; and
	(4) The preparation described in paragraphs (c)(i), (ii), and (iii) Clinical Experience and Interaction in the Absolute Priority.
	<p>(II) REQUIRED COMPONENTS OF TEACHING RESIDENCY PROGRAMS.</p> <p>(a) <u>Establishment and design.</u> A teaching residency program under this priority must be a program 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 must be designed to include the following characteristics of successful programs:</p>
(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) Experience and learning opportunities alongside a trained and experienced mentor teacher--

<p>(i) _____</p> <p>(ii) _____</p> <p>(iii) _____</p>	<p>(i) Whose teaching must complement the residency program so that classroom clinical practice is tightly aligned with coursework;</p> <p>(ii) Who must 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</p> <p>(iii) Who may be relieved from teaching duties as a result of such additional responsibilities;</p>
<p>(4) _____</p> <p>(i) _____</p> <p>(ii) _____</p> <p>(iii) _____</p> <p>(iv) _____</p> <p>(v) _____</p> <p>(as applicable)</p>	<p>(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 must be based on, but not limited to, observations of the following-</p> <p>(i) Planning and preparation, including demonstrated knowledge of content, pedagogy, and assessment, including the use of formative and diagnostic assessments to improve student learning;</p> <p>(ii) Appropriate instruction that engages students with different learning styles;</p> <p>(iii) Collaboration with colleagues to improve instruction;</p> <p>(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</p> <p>(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;</p>
<p>(5) _____</p>	<p>(5) Grouping of teaching residents in cohorts to facilitate professional collaboration among such residents;</p>
<p>(6) _____</p> <p>(i) _____</p> <p>(ii) _____</p> <p>(as applicable)</p>	<p>(6) The development of admissions goals and priorities--</p> <p>(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</p> <p>(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, as applicable</p>
<p>(7) _____</p>	<p>(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.</p>

<p>(i) _____</p> <p>(ii) _____</p> <p>(i) _____</p> <p>(ii) _____</p> <p>(iii) _____</p> <p>(as applicable)</p>	<p>(b) <u>Selection of individuals as teaching residents.</u></p> <p>(1) Eligible Individual. In order to be eligible to be a teaching resident in a teaching residency program under this priority, an individual must—</p> <p>(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</p> <p>(ii) Submit an application to the teaching residency program.</p> <p>(2) <u>Selection Criteria for Participants.</u> An eligible partnership carrying out a teaching residency program under this priority must establish criteria for the selection of eligible individuals to participate in the teaching residency program based on the following characteristics--</p> <p>(i) Strong content knowledge or record of accomplishment in the field or subject area to be taught;</p> <p>(ii) Strong verbal and written communication skills, which may be demonstrated by performance on appropriate tests; and</p> <p>(iii) Other attributes linked to effective teaching, which may be determined by interviews or performance assessments, as specified by the eligible partnership.</p>
<p>(1) _____</p> <p>(2) _____</p> <p>(i) _____</p> <p>(ii) _____</p> <p>(iii) _____</p> <p>(iv) _____</p>	<p>(c) <u>Stipends or salaries; applications; agreements; repayments.</u></p> <p>(1) Stipends or salaries. A teaching residency program under this priority must provide a one-year living stipend or salary to teaching residents during the teaching residency program;</p> <p>(2) Applications for stipends or salaries. Each teacher residency candidate desiring a stipend or salary during the period of residency must submit an application to the eligible partnership at such time, and containing such information and assurances, as the eligible partnership may require;</p> <p>(3) Agreements to serve. Each application submitted under paragraph (c)(2) of this priority must contain or be accompanied by an agreement that the applicant will—</p> <p>(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;</p> <p>(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;</p> <p>(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;</p> <p>(iv) Meet the applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification, or, with regard to special education teachers, the qualifications described in section 612(a)(14)(C) of the IDEA, when the applicant begins to fulfill the service obligation</p>

	under this provision; and
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(v)____	<p>(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.</p> <p>(d) <u>Repayments.</u></p>
(1)____	<p>(1) In general. A grantee carrying out a teaching residency program under this priority must 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;</p>
(2)____ (as applicable)	<p>(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;</p>
(3)____	<p>(3) Use of repayments. An eligible partnership must use any repayment received under paragraph</p> <p>(d) to carry out additional activities that are consistent with the purposes of this priority.</p>

*Applicants that address Absolute Priority 2 *must* submit this Required Absolute Priority Checklist.

REQUIRED TQP ABSOLUTE PRIORITY 3 CHECKLIST*

APPLICANT NAME:

Effective Pre-Baccalaureate Teacher Preparation Programs (Pre-Bac Program) AND Leadership Model	
<p>INSTRUCTIONS: Applicants must provide page number(s) for each requirement listed below so that the Department may identify whether each requirement is discussed and met in the application’s project narrative or shown via a document or form included in the appendix. Some requirements are dependent on the design of the applicant’s project and are listed “as applicable.”</p>	
Page Number	<p>(I) IN GENERAL. Under this priority, an eligible partnership must carry out an effective pre-baccalaureate teacher preparation program or a fifth-year initial licensing program that includes all of the following:</p>
(a)_____	<p>(a) <u>Program Accountability.</u> Implementing reforms, described in paragraph (b) of this priority, within each teacher preparation program and, as applicable, each preparation program for ECE programs, of the eligible partnership that is assisted under this priority, to hold each program accountable for--</p>
(i)_____	<p>(1) Preparing--</p> <p>(i) New or prospective teachers who meet the applicable State certification and licensure requirements including any requirements for certification obtained through alternative routes to certification, or, with regard to special education teachers, the qualifications described in section 612(a)(14)(C) of the IDEA (including teachers in rural school districts, special educators, and teachers of students who are limited English proficient);</p>
(ii)_____	<p>(ii) Such teachers and, as applicable, early childhood educators, to understand empirically-based practice and scientifically valid research related to teaching and learning and the applicability of such practice and research, including through the effective use of technology, instructional techniques, and strategies consistent with the principles of universal design for learning, and through positive behavioral interventions and support strategies to improve student achievement; and</p>
(iii)_____	<p>(iii) As applicable, early childhood educators to be highly competent; and</p>
(2)_____	<p>(2) Promoting strong teaching skills and, as applicable, techniques for early childhood educators to improve children’s cognitive, social, emotional, and physical development.</p>
<p>(b) Required reforms. The reforms described in paragraph (a), above, must include--</p>	
(1)_____	<p>(1) Implementing teacher preparation program curriculum changes that improve, evaluate, and assess how well all prospective and new teachers develop teaching skills;</p>

(2)_____	(2) Using empirically-based practice and scientifically valid research, where applicable, about teaching and learning so that all prospective teachers and, as applicable, early childhood educators--
(i)_____	(i) Understand and can implement research-based teaching practices in classroom instruction;
(ii)_____	(ii) Have knowledge of student learning methods;
(iii)_____	(iii) Possess skills to analyze student academic achievement data and other measures of student learning and use such data and measures to improve classroom instruction;
(iv)_____	(iv) Possess teaching skills and an understanding of effective instructional strategies across all applicable content areas that enable general education and special education teachers and early childhood educators in order to--
(A)_____	(A) Meet the specific learning needs of all students, including students with disabilities, students who are limited English proficient, students who are gifted and talented, students with low literacy levels, and, as applicable, children in ECE programs; and
(B)_____	(B) Differentiate instruction for such students;
(v)_____	(v) Can effectively participate as a member of the individualized education program team, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act (IDEA); and
(vi)_____	(vi) Can successfully employ effective strategies for reading instruction using the essential components of reading instruction;
(3)_____	(3) Ensuring collaboration with departments, programs, or units of a partner institution outside of the teacher preparation program in all academic content areas to ensure that prospective teachers receive training in both teaching and relevant content areas in order to become meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification, or, with regard to special education teachers, the qualifications described in section 612(a)(14)(C) of the IDEA, which may include training in multiple subjects to teach multiple grade levels as may be needed for individuals preparing to teach in rural communities and for individuals preparing to teach students with disabilities;
(4) _____	(4) Developing and implementing an induction program;
(5) _____	(5) Developing admissions goals and priorities aligned with the hiring objectives of the high-need LEA in the eligible partnership; and

(6) _____	(6) Implementing program and curriculum changes, as applicable, to ensure that prospective teachers have the requisite content knowledge, preparation, and degree to teach Advanced Placement or International Baccalaureate courses successfully.
(1)_____ (i)_____ (ii)_____	(c) <u>Clinical experience and interaction</u> . Developing and improving a sustained and high-quality preservice clinical education program to further develop the teaching skills of all prospective teachers and, as applicable, early childhood educators involved in the program. Such programs shall do the following-- (1) Incorporate year-long opportunities for enrichment, including— (i) Clinical learning in classrooms in high-need schools served by the high-need LEA in the eligible partnership, and identified by the eligible partnership; and (ii) Closely supervised interaction between prospective teachers and faculty, experienced teachers, principals, other administrators, and school leaders at ECE programs (as applicable), elementary schools, or secondary schools, and providing support for such interaction;
(2)_____	(2) Integrate pedagogy and classroom practice and promote effective teaching skills in academic content areas;
(3)_____	(3) Provide high-quality teacher mentoring.
(4)_____	(4) Be offered over the course of a program of teacher preparation.
(5)_____	(5) Be tightly aligned with course work (and may be developed as a fifth year of a teacher preparation program).
(6)_____	(6) Where feasible, allow prospective teachers to learn to teach in the same LEA in which the teachers will work, learning the instructional initiatives and curriculum of that LEA.
(7)_____	(7) As applicable, provide training and experience to enhance the teaching skills of prospective teachers to better prepare such teachers to meet the unique needs of teaching in rural or urban communities.
(8)_____	(8) Provide support and training for individuals participating in an activity for prospective or new teachers described in this paragraph, or paragraphs (a) and (b), or (d), and for individuals who serve as mentors for such teachers, based on each individual’s experience. Such support may include--
(i)_____	(i) With respect to a prospective teacher or a mentor, release time for such individual’s participation;
(ii)_____	(ii) With respect to a faculty member, receiving course workload credit and compensation for time teaching in the eligible partnership’s activities; and
(iii)_____	(iii) With respect to a mentor, a stipend, which may include bonus, differential, incentive, or performance pay, based on the mentor’s extra skills and responsibilities.

(d)_____	(d) <u>Induction programs for new teachers</u> . Creating an induction program for new teachers or, in the case of an early childhood education program, providing mentoring or coaching for new early childhood educators.
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(e)_____	(e) <u>Support and training for participants in ECE programs</u> . In the case of an eligible partnership focusing on early childhood educator preparation, implementing initiatives that increase compensation for early childhood educators who attain associate or baccalaureate degrees in ECE.
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(f)_____	(f) <u>Teacher recruitment</u> . Developing and implementing effective mechanisms (which may include alternative routes to State certification of teachers) to ensure that the eligible partnership is able to recruit qualified individuals to become teachers who meet the applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification, or, with regard to special education teachers, the qualifications described in section 612(a)(14)(C) of the IDEA, through the activities of the eligible partnership, which may include an emphasis on recruiting into the teaching profession--
(1)_____	(1) Individuals from underrepresented populations.
(2)_____	(2) Individuals to teach in rural communities and teacher shortage areas, including mathematics, science, special education, and the instruction of limited English proficient students; and
(3)_____	(3) Mid-career professionals from other occupations, former military personnel, and recent college graduates with a record of academic distinction.

(g)_____	(g) <u>Literacy training</u> . Strengthening the literacy teaching skills of prospective and, as applicable, new elementary school and secondary school teachers--
(1)_____	(1) To implement literacy programs that incorporates the essential components of reading instruction.
(2)_____	(2) To use screening, diagnostic, formative, and summative assessments to determine students' literacy levels, difficulties, and growth in order to improve classroom instruction and improve student reading and writing skills.
(3)_____	(3) To provide individualized, intensive, and targeted literacy instruction for students with deficiencies in literacy skills.
(4)_____	(4) To integrate literacy skills in the classroom across subject areas.

Leadership Model	
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Page Number _____	Leadership Models must be implemented with a new Pre-Bac or Residency Model. The Leadership model is not a standalone model.
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_____	Leadership Model must prepare individuals interested in becoming superintendents, principals, ECE program directors, or other school leaders.
_____	An “eligible partnership” may carry out the school leadership program either in the partner high-need LEA or in further partnership with an LEA located in a rural area.
_____	Leadership Model must promote strong leadership skills and, as applicable, techniques for school leaders.

_____	Leadership Model must develop and improve a sustained and high-quality preservice clinical education program to further develop the leadership skills of all prospective school leaders involved in the program.
_____	Leadership Model must provide an induction program for new school leaders.
(i) _____ (ii) _____ (iii) _____	Leadership Model must provide participants with: (i) Effective preservice preparation (ii) Mentoring; and (iii) if applicable, full State certification or licensure to become a school leader.
_____	Leadership Model must develop and implement effective mechanisms to ensure that the “eligible partnership” is able to recruit qualified individuals to become school leaders.
_____	Leadership Model Residents may be offered a stipend as part of their participation in the TQP program.
_____	Leadership Model Residents must be placed in cohorts as they matriculate through the TQP program to facilitate professional collaboration.

*Applicants that address Absolute Priority 3 *must* submit this Required Absolute Priority Checklist.

REQUIRED TQP ABSOLUTE PRIORITY 4 CHECKLIST*

APPLICANT NAME:

Effective Teaching Residency Programs (Teacher Residency Program) and Leadership Model
INSTRUCTIONS: Applicants must provide page number(s) for each requirement listed below so that the Department may identify whether each requirement is discussed and met in the application’s project narrative or shown via a document or form included in the appendix. Some requirements are dependent on the design of the applicant’s project and are listed “as applicable.”

Page Number	(I) IN GENERAL. Under this priority, an eligible partnership must carry out an effective teaching residency program that includes all of the following activities:
(a) _____	(a) Supporting a teaching residency program described in paragraph II(a) for high-need subjects and areas, as determined by the needs of the high-need LEA in the partnership;
(b) _____	(b) Placing graduates of the teaching residency program in cohorts that facilitate professional collaboration, both among graduates of the teaching residency program and between such graduates and mentor teachers in the receiving school;
	(c) 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) <u>Establishment and design.</u> A teaching residency program under this priority must be a program 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 must be 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--

<p>(i) _____</p> <p>(ii) _____</p> <p>(iii) _____</p>	<p>(i) Whose teaching must complement the residency program so that classroom clinical practice is tightly aligned with coursework;</p> <p>(ii) Who must 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</p> <p>(iii) Who may be relieved from teaching duties as a result of such additional responsibilities;</p>
<p>(i) _____</p> <p>(ii) _____</p> <p>(iii) _____</p> <p>(iv) _____</p> <p>(v) _____</p> <p>(as applicable)</p>	<p>(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 must be based on, but not limited to, observations of the following-</p> <p>-</p> <p>(i) Planning and preparation, including demonstrated knowledge of content, pedagogy, and assessment, including the use of formative and diagnostic assessments to improve student learning;</p> <p>(ii) Appropriate instruction that engages students with different learning styles;</p> <p>(iii) Collaboration with colleagues to improve instruction;</p> <p>(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</p> <p>(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;</p>
<p>(5) _____</p>	<p>(5) Grouping of teaching residents in cohorts to facilitate professional collaboration among such residents;</p>
<p>(i) _____</p> <p>(ii) _____</p> <p>(as applicable)</p>	<p>(6) The development of admissions goals and priorities--</p> <p>(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</p> <p>(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, as applicable</p>
<p>(7) _____</p>	<p>(7) Support for residents, once the teaching residents are hired as teachers of record, through an induction program, professional development, and networking opportunities to</p>

	support the residents through not less than the residents' first two years of teaching.
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	<p>(b) <u>Selection of individuals as teaching residents.</u></p> <p>(1) Eligible Individual. In order to be eligible to be a teaching resident in a teaching residency program under this priority, an individual must—</p> <p>(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</p> <p>(ii)_____ (ii) Submit an application to the teaching residency program.</p> <p>(2) <u>Selection Criteria for Participants.</u> An eligible partnership carrying out a teaching residency program under this priority must establish criteria for the selection of eligible individuals to participate in the teaching residency program based on the following characteristics--</p> <p>(i)_____ (i) Strong content knowledge or record of accomplishment in the field or subject area to be taught;</p> <p>(ii)_____ (ii) Strong verbal and written communication skills, which may be demonstrated by performance on appropriate tests; and</p> <p>(iii)_____ (iii) Other attributes linked to effective teaching, which may be determined by interviews or performance assessments, as specified by the eligible partnership.</p>
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	<p>(c) <u>Stipends or salaries; applications; agreements; repayments.</u></p> <p>(1)_____ (1) Stipends or salaries. A teaching residency program under this priority must provide a one-year living stipend or salary to teaching residents during the teaching residency program;</p> <p>(2)_____ (2) Applications for stipends or salaries. Each teacher residency candidate desiring a stipend or salary during the period of residency must submit an application to the eligible partnership at such time, and containing such information and assurances, as the eligible partnership may require;</p> <p>(3)_____ (3) Agreements to serve. Each application submitted under paragraph (c)(2) of this priority must contain or be accompanied by an agreement that the applicant will—</p> <p>(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;</p> <p>(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;</p> <p>(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;</p> <p>(iv)_____ (iv) Meet the applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification, or,</p>
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	with regard to special education teachers, the qualifications described in section 612(a)(14)(C) of the IDEA, when the applicant begins to fulfill the service obligation under this provision; and
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(v)_____	(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) <u>Repayments.</u>
(1)_____	(1) In general. A grantee carrying out a teaching residency program under this priority must 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)_____ (as applicable)	(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 must use any repayment received under paragraph (d) to carry out additional activities that are consistent with the purposes of this priority.

Leadership Model

Page Number _____	Leadership Models must be implemented with a new Pre-Bac or Residency Model. The Leadership model is not a standalone model.
_____	Leadership Model must prepare individuals interested in becoming superintendents, principals, ECE program directors, or other school leaders.
_____	An “eligible partnership” may carry out the school leadership program either in the partner high-need LEA or in further partnership with an LEA located in a rural area.
_____	Leadership Model must promote strong leadership skills and, as applicable, techniques for school leaders.
_____	Leadership Model must develop and improve a sustained and high-quality preservice clinical education program to further develop the leadership skills of all prospective school leaders involved in the program.

_____	Leadership Model must provide an induction program for new school leaders.
(i) _____ (ii) _____	Leadership Model must provide participants with: (i) Effective preservice preparation (ii) Mentoring; and
(iii) _____	(iii) if applicable, full State certification or licensure to become a school leader.
_____	Leadership Model must develop and implement effective mechanisms to ensure that the “eligible partnership” is able to recruit qualified individuals to become school leaders.
_____	Leadership Model Residents may be offered a stipend as part of their participation in the TQP program.
_____	Leadership Model Residents must be placed in cohorts as they matriculate through the TQP program to facilitate professional collaboration.

*Applicants that address Absolute Priority 4 *must* submit this Required Absolute Priority Checklist.

REQUIRED TQP ABSOLUTE PRIORITY 5 CHECKLIST*

APPLICANT NAME:

Absolute Priority 5: Returning Education to the States

Application includes:	
List Partner State Educational Agency (SEA):	
<p>Which absolute priority will this eligible partnership address in conjunction with the above listed SEA?</p> <ul style="list-style-type: none"> • <i>Use the complete and submit the appropriate Absolute Priority Checklist with your application so the Departments knows that all requirements have been met and where they can be found in your application.</i> 	<p><input type="checkbox"/> Absolute Priority 1- Pre-Bac Model</p> <p><input type="checkbox"/> Absolute Priority 2- Residency Model</p> <p><input type="checkbox"/> Absolute Priority 3- Pre-Bac & Leadership Models</p> <p><input type="checkbox"/> Absolute Priority 4- Residency & Leadership Models</p> <p>*Applicants may only address one Absolute Priority.</p>

TQP Sample Abstract

Organization Name:

Address:

Program Contact:

Phone:

Email:

Absolute Priority: (select only one)

Competitive Preference Priorities: (list all that apply)

Requested 5-year Total Award Amount:

Project Description:

SAMPLE: OHIO and ESCCO will collaborate to improve the quality of OHIO's special education teacher preparation program and thereby to improve the academic achievement of K-12 students. Key program tasks include the creation of: (1) Executive Team that will provide leadership for the project, (2) Curriculum Team who redesign the curriculum of OHIO's program to include knowledge and skills in evidence-based practices, high-leverage practices, and computer information science content, (3) Clinical Team who will redesign the clinical experiences to include a year-long teacher residency and make stronger alignment between curriculum and clinical experiences, (4) Mentoring Team who will create systems and supports to promote ongoing mentoring of prospective students from OHIO faculty, mentor special education teachers, and mentor STEM+ teachers, (5) Induction Team who will create a 2-year induction program for STEM+ FOR ALL that will sustain after the conclusion of the grant, and (6) Professional Development Team who will provide ongoing training and supports for new and mentor teachers, as well as create a Computer Information Science Summer Institute.

Project Expected Outcomes:

SAMPLE: To effectively train 104 new special education teachers to successfully over the 5 year grant cycle, to obtain licensure in special education for learners with moderate-to-intensive needs and teach K-12 students with moderate-to-intensive educational needs; to create pathways that increase communication, collaboration, and mentorship among prospective special education teachers, expert special education mentor teachers, and expert STEM+ mentors.

Project Special Features:

SAMPLE: TTR practices mindful pairing of residents and mentors and recognizes the importance of matching mentor strengths with resident needs as well as ensuring personal compatibility. Given the unique philosophy and instructional model of String Theory Schools, we will be specially selecting potential residents based on their background and fit for the institution. We also run a week-long TTR Summer Institute for residents, mentors, and coaches. Summer Institute topics are designed to prepare residents for work in classrooms, introductions to urban education, culturally responsive teaching, and special education. For TTR+ST we will also devote special sessions to the unique, arts-infused, student-centered curriculum of String Theory Schools.

Project Partners:

SAMPLE: EED-TQP University (Partner Institution of Higher Education), Cardona College of Education and (b) the Biden College of Arts and Sciences, the DC Public Schools (Partner Local Education Agency) with and a consortium of high-need schools within the district.

FY 2026 TQP Application Suggested Scoring Rubric

Selection Criterion			Total Points
Quality of the project design: The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers:			30
Factor i	The extent to which the proposed project demonstrates a rationale that is aligned with the purposes of the grant program.		5
Factor ii	The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified, measurable, and ambitious yet achievable within the project period, and aligned with the purposes of the grant program.		5
Factor iii	The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students and increased social, emotional, and educational development for students, including members of underserved populations.		5
Factor iv	The extent to which the design of the proposed project reflects the most recent and relevant knowledge and practices from research and effective practice.		5
Factor v	The extent to which performance feedback and continuous improvement are integral to the design of the proposed project.		5
Factor vi	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.		5
Not Addressed 0	Limited 1-2	Adequate 3-4	Excellent 5
Quality of the project evaluation or other evidence-building: The Secretary considers the quality of the evaluation or other evidence-building of the proposed project. In determining the quality of the evaluation or other evidence-building, the Secretary considers:			30
Factor i	The extent to which the evaluation will access and link high quality administrative data from authoritative sources to improve evaluation quality and comprehensiveness.		15
Factor ii	The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.		15
Not Addressed 0	Limited 1-5	Adequate 6-14	Excellent 15

Quality of the management plan: The Secretary considers the adequacy of resources for the proposed project. In determining the adequacy of resources for the proposed project, the Secretary considers:			10
Factor i	The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant or the lead applicant organization.		3
Factor ii	The extent to which the budget is adequate to support the proposed project and the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.		3
Factor iii	The extent to which the applicant demonstrates that it has the resources to operate the project beyond the project period, including a multiyear financial and operating model and accompanying plan; the demonstrated commitment of any partners; demonstration of broad support from community members and partners (such as State educational agencies, teachers' unions, families, business and industry, community members, and State vocational rehabilitation agencies) that are critical to the project's long-term success; or a plan for capacity-building by leveraging one or more of these types of resources.		2
Factor iv	The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project.		2
Not Addressed 0	Limited 1	Adequate 1-2	Excellent 2-3
Adequacy of resources: The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers feasibility of the management plan to achieve project objectives and goals on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.			30
Factor i	The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.		15
Factor ii	The adequacy of plans for ensuring the use of quantitative and qualitative data, including meaningful community member and partner input, to inform continuous improvement in the operation of the proposed project.		15
Not Addressed 0	Limited 1-5	Adequate 6-14	Excellent 15