

(b) *Significance of project activities.* (1) The Secretary considers the significance of project activities.

(2) In determining the significance of the project activities, the Secretary considers the following factors:

(i) How well the project involves promising new strategies or exceptional approaches in the way new teachers are recruited, prepared and inducted into the teaching profession.

(ii) The extent to which project outcomes include preparing teachers to teach to their State’s highest K–12 standards, and are likely to result in improved K–12 student achievement.

(iii) The extent to which the partnership has specific plans to institutionalize the project after federal funding ends.

(iv) The extent to which the partnership is committed to disseminating effective practices to others and is willing to provide technical assistance about ways to improve teacher education.

(v) How well the partnership will integrate its activities with other education reform efforts underway in the State or communities where the partners are located, and will coordinate its work with local, State or federal teacher training, teacher recruitment, or professional development programs.

(c) *Quality of resources.* (1) The Secretary considers the quality of resources of project activities.

(2) In determining the quality of resources, the Secretary considers the extent to which—

(i) Support available to the project, including personnel, equipment, supplies, and other resources, is sufficient to ensure a successful project;

(ii) Budgeted costs are reasonable and justified in relation to the design, outcomes, and potential significance of the project; and

(iii) The applicant’s matching share of the budgeted costs demonstrates a significant commitment to successful completion of the project and to project continuation after federal funding ends.

(d) *Quality of management plan.* (1) The Secretary considers the quality of the management plan.

(2) In determining the quality of the management plan, the Secretary considers the following factors:

(i) The extent to which the management plan, including the work plan, is designed to achieve goals and objectives of the project, and includes clearly defined activities, responsibilities, timelines, milestones, and measurable outcomes for accomplishing project tasks.

(ii) The extent to which the project has an effective, inclusive, and responsive governance and decision-making structure that will permit all partners to participate in and benefit from project activities, and to use evaluation results to ensure continuous improvements in the operations of the project.

(iii) The qualifications, including training and experience, of key personnel charged with implementing the project successfully.

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(Authority: 20 U.S.C. 1021 *et seq.*)

**§611.24 What additional selection criteria are used for a full application that proposes teacher recruitment activities?**

In reviewing full applications that propose to undertake teacher recruitment activities, the Secretary also considers the following selection criteria:

(a) In addition to the elements contained in §611.23(a) (Quality of project design), the Secretary considers the extent to which the project reflects—

(1) A commitment to recruit, support and prepare additional well-qualified new teachers for high-need schools;

(2) Appropriate academic and student support services; and

(3) A comprehensive strategy for addressing shortages of well-qualified and well-trained teachers in high-need LEAs, especially teachers from disadvantaged and other underrepresented backgrounds.

(b) In addition to the elements contained in §611.23(b) (Significance of project activities), the Secretary considers the extent to which the project promotes the recruitment, scholarship assistance, preparation, and support of additional cohorts of new teachers.

(c) In addition to the elements contained in § 611.23(c) (Quality of resources), the Secretary considers the impact of the project on high-need LEAs and high-need schools based upon—

- (1) The amount of scholarship assistance the project will provide students from federal and non-federal funds;
- (2) The number of students who will receive scholarships; and
- (3) How those students receiving scholarships will benefit from high-quality teacher preparation and an effective support system during their first three years of teaching.

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(Authority: 20 U.S.C. 1021 *et seq.*)

**§ 611.25 What competitive preference does the Secretary provide?**

The Secretary provides a competitive preference on the basis of how well the project includes a significant role for private business in the design and implementation of the project.

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(Authority: 20 U.S.C. 1021 *et seq.*)

**Subpart D—Teacher Recruitment Grants Program**

SOURCE: 65 FR 19612, Apr. 11, 2000, unless otherwise noted.

**§ 611.31 What are the program's selection criteria for pre-applications?**

In evaluating pre-applications, the Secretary considers the following criteria:

- (a) *Project goals and objectives.* (1) The Secretary considers the goals and objectives of the project design.
  - (2) In determining the quality of the project goals and objectives, the Secretary considers how the partnership or State applicant intends to—
    - (i) Produce significant and sustainable improvements in teacher recruitment, preparation, and support; and
    - (ii) Reduce teacher shortages in high-need LEAs and schools, and improve student achievement in the schools in which teachers who participate in its project will teach.

(b) *Partnership commitment.* (1) The Secretary considers the partnering commitment embodied in the project.

(2) In determining the quality of the partnering commitment, the Secretary considers the following factors:

- (i) What the partnership, or the State and its cooperating entities, can accomplish by working together that could not be achieved by working separately.
- (ii) How the project proposed by the partnership or State is driven by the needs of LEA partners.

(c) *Quality of key project components.*

(1) The Secretary considers the quality of key project components.

(2) In determining the quality of key project components, the Secretary considers the following factors:

- (i) The extent to which the project would make significant and lasting systemic changes in how the applicant recruits, trains, and supports new teachers, and reflects knowledge gained from research and practice.
- (ii) The extent to which the project would be implemented in ways that significantly improve recruitment, scholarship assistance to preservice students, training, and induction support for new entrants into teaching.

(d) *Specific project outcomes.* (1) The Secretary considers the specific outcomes the project would produce in the recruitment, preparation, and placement of new teachers.

(2) In determining the specific outcomes the project would produce in the recruitment, preparation, and placement of new teachers, the Secretary considers the following factors:

- (i) The number of teachers to be produced and the quality of their preparation.
- (ii) The partnership's or State's commitment to sustaining the work of the project after federal funding has ended by recruiting, providing scholarship assistance, training, and supporting additional cohorts of new teachers.

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(Authority: 20 U.S.C. 1021 *et seq.*)