

(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.

(Approved by the Office of Management and Budget under control number 1840-0007)

(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.*)