**Optional TQP High-Need Lea Eligibility Checklist**

**Appendix D**

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| Applicants are strongly encouraged to use the checklist below to indicate the option used to support eligibility and the page of where it can be found in the application. Once complete, upload the checklist into Appendix D. Applicants must include information that confirms that each LEA (or consortium of LEAs) to be served under the grant meet the statutory definition of high-need. For high-need LEAs, data must be submitted for three components: poverty / rural area, teacher need, and High-need school within the partner LEA. The high-need schools eligibility within the partner LEA checklist is the subsequent checklist. It is very important that applicants review the definitions of high-need LEA and high-need school included in the NIA. | |
| **Poverty/Rural Area Requirement (Component A)** | |
| (pg.)\_\_\_\_\_    (pg.)\_\_\_\_\_    (pg.)\_\_\_\_\_    (pg.)\_\_\_\_\_ | A1: Provide the percentage that demonstrates that not less than 20% of the children served by the LEA(s) are children from low-income families.  **OR**  A2: Provide the number that demonstrates that the LEA(s) is one that serves not fewer than 10,000 children from low-income families.  **OR**  A3: Document that the LEA(s) meets the eligibility requirements for funding under the Small, Rural School Achievement (SRSA) Program under section 6211(b) of the ESEA.  **OR**  A4: Document that the LEA(s) meets the eligibility requirements for funding under the Rural and Low-Income School (RLIS) Program under section 6221(b) of the ESEA. |
| **Teacher Need (Component B)** | |
| (pg.) \_\_\_\_\_    (pg.)\_\_\_\_\_\_      (pg.) \_\_\_\_\_ | B1: The Department may accept data that demonstrates that the participating teachers in the participating LEA(s) have a lack of training in the academic subject areas or grade levels in which they were trained to teach. An applicant may demonstrate that they meet the statutory requirement of a “high percentage of teachers” by including appropriate comparison data, which may include State or National-level data to indicate that the participating LEA(s) have a “high percentage of teachers not teaching in the academic subject areas or grade levels in which the teachers were trained to teach” in relation to State or National averages.  OR  B2: The Department may accept data that demonstrates that the participating LEA(s) has a “high percentage,” of teachers with “emergency, provisional or temporary certification or licensure.” An applicant may demonstrate they meet this statutory requirement by including appropriate comparison data, which may include State or National-level data to indicate that the participating LEA(s) have a “high percentage of teachers with emergency, provisional, or temporary certification or licensure” in relation to State or National averages.  OR  B3: The Department may accept data that demonstrates that the participating LEA(s) has a “high annual teacher turnover rate.” An applicant may demonstrate they meet this statutory requirement by including appropriate comparison data, which may include State or National-level data to indicate that the participating LEA(s) have a “high annual teacher turnover rate” in relation to State or National averages. |

**Optional TQP High-Need School Eligibility Checklist**

**Appendix D**

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