

(e) The number and percentage of program completers who were employed for the first time as teachers of record in the preceding year by the partner high-need schools or hard-to-staff schools and were retained for the current school year.

(f) The number and percentage of program completers who were employed by the partner high-need school or hard-to-staff school for three consecutive years after initial employment.

(g) The number and percentage of program completers who are employed by the partner high-need school or hard-to-staff school teaching in mathematics, science, bilingual education, special education, career and technical education, or any other field of expertise where the State education agency determines that there is a shortage of qualified teachers.

VII. Other Information

Accessible Format: On request to the program contact person listed under **FOR FURTHER INFORMATION CONTACT**, individuals with disabilities can obtain this document and a copy of the application package in an accessible format.

The Department will provide the requestor with an accessible format that may include Rich Text Format (RTF) or text format (txt), a thumb drive, an MP3 file, braille, large print, audiotape, compact disc, or other accessible format.

Electronic Access to This Document: The official version of this document is the document published in the **Federal Register**. You may access the official edition of the **Federal Register** and the Code of Federal Regulations at www.govinfo.gov. At this site you can view this document, as well as all other documents of this Department published in the **Federal Register**, in text or Portable Document Format (PDF). To use PDF, you must have Adobe Acrobat Reader, which is available free at the site.

You may also access documents of the Department published in the **Federal Register** by using the article search feature at www.federalregister.gov. Specifically, through the advanced search feature at this site, you can limit your search to documents published by the Department.

Nasser Paydar,

Assistant Secretary for Postsecondary Education.

[FR Doc. 2024-07132 Filed 4-3-24; 8:45 am]

BILLING CODE 4000-01-P

DEPARTMENT OF EDUCATION

[Docket No.: ED-2024-SCC-0053]

Agency Information Collection Activities; Comment Request; Evaluation of Transition Supports for Youth With Disabilities

Correction

In notice document 2024-06753, appearing on pages 22133-22134 in the issue of Friday, March 29, 2024, make the following correction:

On page 22133, in the third column, in the **DATES**: section, the entry "June 28, 2024" should read "May 28, 2024".

[FR Doc. C1-2024-06753 Filed 4-2-24; 4:15 pm]

BILLING CODE 0099-10-D

DEPARTMENT OF EDUCATION

Applications for New Awards; Teacher Quality Partnership Grant Program

AGENCY: Office of Elementary and Secondary Education, Department of Education.

ACTION: Notice.

SUMMARY: The Department of Education (Department) is issuing a notice inviting applications for fiscal year (FY) 2024 for the Teacher Quality Partnership Grant (TQP) program, Assistance Listing Number 84.336S. This notice relates to the approved information collection under OMB control number 1894-0006.

DATES:

Applications Available: April 4, 2024.

Deadline for notice of intent to apply:

Applicants are strongly encouraged, but not required, to submit a notice of intent to apply by May 6, 2024.

Deadline for transmittal of applications: June 3, 2024.

Deadline for intergovernmental review: August 2, 2024.

Pre-application webinars: The Office of Elementary and Secondary Education intends to post pre-recorded informational webinars designed to provide technical assistance to interested applicants for grants under the TQP program. These informational webinars will be available on the TQP web page shortly after this notice is published in the **Federal Register** at <https://oese.ed.gov/offices/office-of-discretionary-grants-support-services/effective-educator-development-programs/teacher-quality-partnership/applicant-info-and-eligibility>.

ADDRESSES: For the addresses for obtaining and submitting an application, please refer to our Common Instructions for Applicants to Department of Education Discretionary

Grant Programs, published in the **Federal Register** on December 7, 2022 (87 FR 75045) and available at www.federalregister.gov/documents/2022/12/07/2022-26554/common-instructions-for-applicants-to-department-of-education-discretionary-grant-programs.

FOR FURTHER INFORMATION CONTACT: Mia Howerton, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-5960. Email: Mia.Howerton@ed.gov or TQPartnership@ed.gov.

If you are deaf, hard of hearing, or have a speech disability and wish to access telecommunications relay services, please dial 7-1-1.

SUPPLEMENTARY INFORMATION:

Full Text of Announcement

I. Funding Opportunity Description

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

Background: The Department is committed to recruiting, preparing, and retaining racially, culturally, and linguistically diverse educators to the teaching workforce. This commitment includes promoting educator diversity and ensuring that education is a profession that people from all backgrounds can pursue by supporting comprehensive, high-quality and affordable pathways into the profession. The Department thinks preparing, developing and supporting a diverse educator workforce is critical to strengthening student success. Additionally, addressing high-need shortage areas helps to ensure all students have access to a high-quality, well-rounded education. Through Raise the Bar: Lead the World,¹ the Department is working in partnership with States, Tribes, local educational agencies (LEAs), and educator preparation programs, including Historically Black Colleges and

¹ <https://www.ed.gov/raisethebar/eliminating-educator-shortages-compensation-preparation-leadership>.