FY 2017 TEACHER AND SCHOOL LEADER INCENTIVE PROGRAM

GRANT COMPETITION

PLEASE NOTE: ALL LINES HAVE BEEN MUTED, WITH THE EXCEPTION OF PRESENTERS. THE WEBINAR WILL BEGIN MOMENTARILY.

Introduction and Overview

Thank you for your interest in the TSL Competition!

- The NIA and application package instructions were posted on our website on December 20, 2016.

- The application instructions are posted on the OII website and on Grants.gov!

- FAQs are coming soon.

- The TSL Competition Webinar is being recorded. A link to the recording along with the PowerPoint slides will be posted on the grant program website.

- Please submit any questions to the TSL@ed.gov mailbox.

Deadlines and Submission

- Notice of Intent to Apply deadline: **February 4, 2017**

- We will be able to plan and implement a more efficient application review process if we have a more accurate picture of the number of applications to expect.

- *The notice of intent to apply is optional.*

- Send an e-mail to **TSL@ed.go**v with "Intent to Apply" in the e-mail subject line.

- Include the name of the organization, state, and name of POC in the intent to apply.

- Final application deadline: **March 24, 2017** at **4:30:00** pm.

Agenda

- The FY 17 Competition Overview

- Program Priorities and Requirements

- Grant Review and Selection Process

- Completing and Submitting the Application

- Q&A

What is TSL

- The TSL program is a new US Department of Education discretionary grant program.
- TSL is authorized in sections 2211 – 2213 of the Elementary and Secondary Education Act of 1965 (ESEA), as amended in December 2015 by the Every Student Succeeds Act (ESSA)
- The TSL program builds on the former Teacher Incentive Fund (TIF) program
- TSL promotes implementation of HCMS and PBCS for teachers, principals, and other school leaders.
- TSL aims to drive improvements in a district's HCMS for increased student outcomes.
- TSL promotes comprehensive Evaluation and Support Systems for all Educators within an LEA, especially those serving in high-need schools.
- TSL aims to improve student outcomes by increasing educators' effectiveness.

Common Terms and Definitions

- **Educator** means a teacher, principal or other School Leader.
- **Evaluation and Support System:** a system that is fair, rigorous, valid, reliable, and objective and reflects **clear and fair measures of teacher, principal, or other School Leader performance**, based in part on demonstrated improvement in **student academic achievement**; and provides teachers, principals, or other School Leaders with ongoing, **differentiated, targeted, and personalized support** and feedback for improvement, including professional development opportunities designed to increase effectiveness.
- **Evidence-Based:** the proposed activity, strategy, or intervention is: supported by strong evidence, supported by moderate evidence, supported by promising evidence, or demonstrates a rationale.
- **Human Capital Management System (HCMS):** a system—(A) By which a **LEA makes and implements human capital decisions**, such as decisions on preparation, recruitment, hiring, placement, retention, dismissal, compensation, professional development, tenure, and promotion; and (B) That **includes a Performance-Based Compensation System**.

Common Terms and Definitions

- **High-Need School:** a school with **50 percent or more of its enrollment from low-income families,** based on eligibility for **free or reduced-price lunch** subsidies under the Richard B. Russell National School Lunch Act, or other poverty measures that LEAs use consistent with ESEA section 1113(a)(5) (20 U.S.C. 6313(a)(5).

- **Performance-Based Compensation System (PBCS):** a system of compensation for teachers, principals, or other School Leaders that differentiates levels of compensation based in part on measurable increases in student academic achievement.

- **School Leader:** a principal, assistant principal, or other individual who is:
    - (A) An employee or officer of an elementary school or secondary school, LEA, or other entity operating an elementary school or secondary school; and
    - (B) Responsible for the daily instructional leadership and managerial operations in the elementary school or secondary school building.

Differences Between TIF and TSL

- There are many differences between TIF and TSL

- we **strongly encourage** all applicants to read:
  - the entire application package instructions;
  - Notice of Inviting Applications (NIA); and
  - the Frequently Asked Questions (FAQs), which we plan to release very soon on our website.

- Examples of differences:
  - 50% matching requirement
  - For TSL "at least a majority" of schools participating in the TSL-funded PBCS must be high-need schools
  - New priorities, programmatic requirements, and statutory requirements

Dif. Between TIF and TSL (cont.)

- Differences cont.
  - Emphasis on evidence-based practices
  - Increased focus on projects that emphasize efforts to create a diverse educator force
  - Expressed interest in alignment of TSL-funded activities with states' equitable access plans

TSL Award Information

- <u>Estimated Available Funds</u>: $105,000,000 to $110,000,000

- <u>Number of New Awards Anticipated</u>: 15-20

- <u>Estimated Range of Awards</u>: $500,000-$12,000,000

  - For the first year of the project.

- <u>Project Period</u>: **36 months** with option to **renew for up to 2 additional fiscal years.**

  - Applicants should budget for 5 years in their applications.

  - Funding beyond year 1 of the grant is subject to the availability of funds and the approval of continuation awards.

Eligibility Criteria

Eligible applicants include:

a) An LEA, including a charter school that is an LEA, or a consortium of LEAs.

b) An SEA or other State agency designated by the Chief Executive of a State to participate.

c) The Bureau of Indian Education. or

d) A partnership consisting of—

    i. One or more agencies described in (a), (b), or (c); and

    ii. At least one nonprofit organization as defined in 2 CFR 200.70 or at least one for-profit entity.

IMPORTANT NOTE: In order to be eligible for receiving an award under this competition, applicants must also meet any absolute priority and application requirements set forth in the NIA.

Frequently Asked Questions

Q: Can you clarify the section in the statute/NIA on limitations for how many times an applicant can receive an award?

A: An **LEA may only receive a TSL grant award twice.** However, the limitation does not apply to the other eligible entity categories.

Frequently Asked Questions (cont.)

Q: Would a non-profit based institution of higher education (IHE) be eligible to apply under the "partnership" part of the eligible entity definition?

A: No, our definition of "nonprofit" is imported from the Uniform Guidance (2 CFR 200.70) and specifically excludes IHEs.

Frequently Asked Questions (cont.)

Q: Would a State University be eligible to apply?

A: Yes, a State University would be considered "a State educational agency **or other State agency designated by the chief executive of a State…**".

The University would need to provide:

1. Documentation that it is legally considered a state agency of the state's government.

2. A letter, affirmation, or some sort of assurance that the Governor has approved the institution's participation in the TSL competition.

PROGRAM PRIORITIES AND REQUIREMENTS

Overview of FY 2017

For the FY 2017 competition, there are several key elements:

- Four absolute priorities;

- Two competitive preference priorities;

- Three programmatic requirements; and

- Other statutory application requirements

- Applicants must meet Absolute Priority 1 **and one of the following absolute priorities:** Absolute Priority 2, 3, or 4.

Absolute Priorities

Absolute Priority 1: Human Capital Management System (HCMS)

- To meet this priority, the applicant must include, in its application, a **description of its existing LEA-wide HCMS** (or, in the case of a consortium application or an SEA application, the shared HCMS that currently exists across the proposed LEAs that will participate in this project), **including a description of its PBCS.**

Absolute Priorities

Absolute Priority 1: Human Capital Management System (HCMS) cont.

- In addition, the application must describe:
  - How the HCMS currently includes an Eval. and Support System that:
    - addresses teachers, School Leaders, or both
    - reflects clear and fair measures of performance
    - is based in part on demonstrated improvement in student academic achievement;
  - Proposed modifications of the HCMS under the proposed project
  - How the Evaluation and Support System will provide **ongoing, differentiated, targeted, and personalized support and feedback** for improvement, including **professional development opportunities** designed to increase effectiveness during the entire project period;

Absolute Priorities

Absolute Priority 1: Human Capital Management System (HCMS) cont.

- In addition, the application must describe:
  - A data system that links Educators with student academic achievement data; and
  - How the HCMS uses performance information from the Evaluation and Support System to inform key school- and district-level human capital decisions **particularly as they affect Educators working in High-Need Schools** in the LEA or LEAs the project will serve.

Absolute Priorities

Absolute Priority 2: Evaluation and Support Systems for Teachers.

- To meet this priority, the applicant must include, in its application, a description of how its project would **enhance its Evaluation and Support System for teachers in High-Need Schools in the LEA** or LEAs the project will serve.

Absolute Priorities

Absolute Priority 3: Evaluation and Support Systems for School Leaders.

- To meet this priority, the applicant must include, in its application, a description of how its project would enhance its **Evaluation and Support System for School Leaders in High-Need Schools** in the LEA or LEAs the project will serve.

Absolute Priorities

Absolute Priority 4: Evaluation and Support Systems for Teachers and School Leaders.

- To meet this priority, the applicant must include, in its application, a description of how its project would **enhance its Evaluation and Support System for teachers and School Leaders in High-Need Schools** in the LEA or LEAs the project will serve.

Programmatic Requirements

Requirement 1: Use of Funds

- **Applicants must demonstrate how they will use funds to perform the following types of activities:**
    - **Develop or improve an evaluation and support system;**
    - **Conduct outreach within an LEA or state to gain input on how to construct an evaluation and support system and to generate support for building one;**
    - Supporting school leaders
    - Implementing a differentiated salary structure as part of a comprehensive PBCS
    - Improving the LEA's system and process for recruiting, selecting, placing, and retaining, effective educators
    - Instituting career advancement opportunities

23

Programmatic Requirements (cont.)

Requirement 2: Matching

- Each applicant must provide a **signed assurance** attesting to its **intent and ability** to meet the TSL requirement in section 2212(f) of the ESEA:
  - An amount equal to 50 percent of the amount of the grant
  - Must be from non-Federal sources
  - Match may be provided in cash or in kind
  - Applicants and grantees must budget their matching contributions on an annual basis relative to each annual award of TSL grant funds.

Programmatic Requirements (cont.)

Requirement 3: Documentation of High-Need Schools

- Applicants must demonstrate that **at least the majority of participating schools** are High-Need. Applicants must provide:
  - A list of schools in which the proposed TSL-supported PBCS would be implemented, and an identification of which of these schools are High-Need Schools;
  - **For each High-Need School listed**, the most current FRP data or other data that the LEA uses under section 1113(a)(5) of the ESEA (20 U.S.C. 6313(a)(5)) to determine that students are from low-income families based on another poverty measure; and
  - Rationale for extending the TSL-funded PBCS to any Educators not working in High-Need Schools.

Statutory Application Requirements

a) Description of the PBCS or HCMS you proposes to develop, implement, improve, or expand through the grant;

b) Description of the most significant gaps or insufficiencies in student access to effective teachers, principals, or other School Leaders in High-Need Schools, as applicable to the proposed project;

c) Description and evidence of the support and commitment from teachers, principals, or other School Leaders, as applicable to the proposed project,

d) Description of how the eligible applicant will develop and implement a fair, rigorous, valid, reliable, and objective process to evaluate teacher, principal, or other school leader performance, as applicable to the proposed project;

Statutory App. Requirements (cont.)

e) Description of the LEAs or schools to be served under the grant, including student academic achievement, demographic, and socioeconomic information;

f) Description of the effectiveness of teachers, principals, or other School Leaders in the LEA or LEAs and the schools to be served under the grant, and goals related to increasing their effectiveness;

g) Description of how you will use grant funds in each year of the grant, including a timeline for implementation of key grant activities;

h) Description of how the activities assisted under the grant will be continued after the grant period ends;

Statutory App. Requirements (cont.)

i)   Description of the State, local, or other public or private funds that will be used to supplement the grant, including funds under Title II, part A of the ESEA, and sustain the activities assisted under the grant after the end of the grant period;

j)   Description of the rationale for the project; **how the proposed activities are evidence-based**; and if applicable the prior experience of the eligible entity in developing and implementing such activities.

Competitive Preference Priorities

- **Competitive Preference Priority 1: Using the HCMS to Improve Equitable Access to Effective Educators (up to 10 points).**

- **At minimum, applicants must:**
  - **Identify the most significant gaps or insufficiencies in student access to effective teachers, School Leaders, or both, in High-Need Schools,** including gaps or inequities in how effective teachers, School Leaders, or both, are distributed across the LEA(s) the project will serve;
  - **Identify relevant factors used in determining such gaps**, such as data on availability of school resources, staffing patterns, school climate, and educator support; and
  - Describe how the **strategies** proposed for closing the identified gaps are **aligned to and are consistent** with the strategies identified in the **State's Plan to Ensure Equitable Access to Excellent Educators,** approved by the Department in 2015.

Competitive Pref. Priorities (cont.)

- **Competitive Preference Priority 2: Attracting, Supporting, and Retaining a Diverse and Effective Workforce (up to 5 points).**

- At minimum, applicants must provide a:
  - Description detailing their commitment to creating and maintaining a diverse workforce
  - Plan for attracting, supporting, and retaining diverse Educators.

GRANT REVIEW AND SELECTION

Review and Selection Process

The Department will:

- Screen applications submitted against the absolute priorities, programmatic, and application requirements identified in the NIA;

- Determine which applications are eligible to be read by reviewers based on whether they have met eligibility and other requirements established by the statute and the NIA;

- Use independent reviewers from various, relevant backgrounds and professions to score applications.

- Conduct a cost analysis budget review for successful applicants prior to award; and

Selection Criteria

Applicants for the TSL Competition should respond to Selection Criteria (a) through (e).

- The maximum score for all of the TIF Competition selection criteria is 100 points.

- The points or weights assigned to each criterion are indicated in parentheses.

- Non-Federal peer reviewers will review each application against the following selection criteria.

Selection Criteria (cont.)

(a) Evidence of Support (30 points)

In determining evidence of support of the proposed project, the Secretary considers the following factors:

1. 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.

2. The extent to which the services to be provided by the proposed project involve the **collaboration of appropriate partners** for maximizing the effectiveness of project services.

3. The extent to which the proposed project will **integrate with or build on similar or related efforts to improve relevant outcomes** (as defined in 34 CFR 77.1(c)), using existing funding streams from other programs or policies supported by community, State, and Federal resources.

Selection Criteria (cont.)

(b) Need for the Project (25 points)

In determining the need for the proposed project, the Secretary considers the following factors:

1. The extent to which the proposed project will provide services or otherwise **address the needs of students at risk** of educational failure.

2. The extent to which specific **gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed** by the proposed project, including the nature and magnitude of those gaps or weaknesses.

Selection Criteria (cont.)

(c) Quality of the Project Design (20 points)

In determining the quality of the project design of the proposed project, the Secretary considers the following factors:

1. The extent to which the proposed project **demonstrates a rationale.**

2. The extent to which the design of the proposed project is appropriate to, and will **successfully address, the needs of the target population** or other identified needs.

3. The extent to which the grant **activities will be evaluated, monitored, and reported** to the public.

Selection Criterion (cont.)

(d) Quality of the Management Plan. (20 points)

In determining the quality of the management plan for the proposed project, the Secretary considers 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.

Selection Criteria (e)

(e) Adequacy of Resources. (5 points)

The Secretary considers the adequacy of resources for the proposed project based on the following factors:

1. The potential for **continued support of the project after Federal funding ends,** including, as appropriate, the demonstrated commitment of appropriate entities to such support.

2. The potential for the **incorporation of project purposes,** activities, or benefits into the **ongoing program** of the agency of organization at the **end of the Federal funding.**

COMPLETING AND SUBMITTING THE APPLICATION PACKAGE

GUIDANCE ON CONTENT AND FORMAT

Grants.gov

Applicants for the TIF Competition <u>must</u> apply under CFDA Number 84.374**<u>A</u>**, using the government-wide site at http://www.Grants.gov.

This means all applications will be submitted electronically for FY 2017.

Application Format

- Applications should be organized in the manner described in the "FY 2017 Application Checklist" located on **page 49 of the application package**: sections.
    - Part 1: ED Standard Forms
    - Part 2: Assurances and Certifications
    - Part 3: Application Narrative
    - Part 4: High Need Documentation
    - Part 5: Charter School Documentation
    - Part 6: Commitment Letters
    - Part 7: Indirect Cost Rate Agreement
    - Part 8: Individual Resumes for Project Directors & Key Personnel
- Detailed instructions for all sections are included in the application package.

Part 1: ED Standard Forms

1. **Application for Federal Assistance** (SF 424)

2. **Department of Education Supplemental Information** for SF 424

3. **Department of Education Budget Summary Form (ED 524) Sections A** (Provides a break-down of U.S. Department of Education funds) **& B** (Provides a break-down of Non-Federal program funds)

4. **Disclosure of Lobbying Activities (SF-LLL)**

Instructions can be viewed and printed at
http://www2.ed.gov/fund/grant/apply/appforms/sf424instruct.pdf

Part 2: Assurances and Certifications

1. **General Education Provisions Act (GEPA) Requirements-Section 427**

2. **Assurances – Non-Construction Programs (SF 424B)**

3. **Grants.gov Lobby Form** (formerly ED 80-0013 form)

Part 3: Application Narrative-ED Abstract Narrative Form

- The **one-page** abstract, limited to 2000 characters, should include the following items:
  - The name and eligibility classification of each applicant:
    - Provide a list of the names of all participating LEAs, States, or nonprofit organizations in the applications; and
    - Indicate if the application is from a single eligible applicant or a partnership and identify the applicant's eligibility classification (e.g., an LEA).
  - The total number of schools in the participating LEA(s);
  - The total number of schools to be served by the proposed TSL-funded PBCS with an indication of how many are high-needs;
  - A summary statement of the project objectives and activities; and
  - An indication of any competitive preference priorities for which the applicant is applying.

Part 3 (cont.): Application Narrative-Project Narrative Form

– The Project Narrative should describe the project that an applicant would carry out as well as other required elements if its application is funded.

– Applicants should include a Table of Contents that does not exceed **one** double-spaced page.

– We encourage applicants to limit this section of the application to the equivalent of no more than **40** pages

– Should respond to absolute priorities, selection criteria, and requirements found in the application package.

– An applicant may be able to address a priority or requirement fully within the context of its selection criteria discussion. In other cases, an applicant may wish to address a priority or requirement in another section of the application package.

– Should contain clear headings to help the Department staff and peer reviewers match the narrative with the selection criteria.

Part 3: Application Narrative-Budget Narrative Form

In a single document attached to the Budget Narrative Attachment Form, each application must provide the **following two budget narratives**:

1. **TSL Grant Funds Budget Narrative** (**Must align with** and break down the costs budgeted in **Section A of ED Form 524**)

2. **Non-TSL Resources**

   A. **Non-Federal** (Aligns with Section B of 524 Form)**, and**

   B. **Non-TIF Federal Program Funds Budget Narrative**

**IMPORTANT NOTE: Applicants should follow the instructions in the application package when completing these budget narratives.

Part 3: Application Narrative-Budget Narrative Form (Cont.)

Both budget narratives should be consistent with the ED 524 Form and provide **sufficient detail** to:

- Give an **itemized budget breakdown** for each year of the proposed project (application budgets should reflect a **60-month expected project period**);

- Show 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;

- Show the **relationship** between the requested funds and project activities and outcomes;

- Show the **total amount that will be expended** as shown in the ED 524 Form;

- Enable reviewers and project staff to understand how the requested funds **in the ED 524 Form** will be used.

Part 3: Application Narrative-Budget Narrative Form (Cont.)

Non-TSL Resources

- TSL requires a **50% match of funds** in the FY 2017 competition.

- During the application review process, reviewers will consider the significance of an applicant's proposed contribution of non-TIF funds or in-kind resources when evaluating an applicant's **sustainability plan.**

- Each grantee must comply with the content of its approved application and is responsible for fulfilling the commitment of non-TIF funds or in-kind resources set forth in Section B of ED Form 524 included in its application and any commitment of non-TIF Federal funds identified in the application

Part 4: High-Need Documentation

- Applicants must provide a **list of all schools** in which the proposed TSL-supported PBCS will be implemented.

- The list must **indicate which schools are high-need.**

- For each high-need school listed, applicants must **provide the most current FRP data or other data** that the LEA uses under section 1113(a)(5) of the ESEA (20 U.S.C. 6313(a)(5)) to determine that students are from **low-income families** based on another poverty measure.

- Applicants must provide a **rationale** for extending the TSL-funded **PBCS to any Educators not working in High-Need Schools.**

Parts 5 and 6

Part 5: Charter School Documentation

If applicable, applicants that are charter schools should include a letter from the authorized chartering agency or SEA that confirms their status in the State as an LEA.

Part 6: Commitment

Applicants should provide copies of **letters, surveys,** or **other evidence** to demonstrate educator support.

Part 7: Indirect Cost Rate Agreement

- All applicants should attach a copy of their current indirect cost rate agreement.
- If you don't yet have an indirect cost rate, you will not be required to submit any documentation regarding indirect costs.
- The proposed indirect costs, however, should be calculated using a temporary rate of 10%.
- After the award is made, however, the applicant must move swiftly to obtain an indirect cost rate agreement.
- For more in-depth information about indirect costs, be sure to review page 41 of the application package.

Part 8: Individual Resumes for Project Directors & Key Personnel

- All applicants should provide brief resumes or job descriptions for Project Directors and other key personnel

- This documentation should describe the qualifications of these individuals for the responsibilities they will carry out under the project.

Other Attachment Form

- TSL **Optional** Application Requirements Checklist

- TSL **Optional** High-Need School Checklist

- Logic Model, if applicable

- Resumes of Key Personnel

- Other documents, if applicable

Submission Deadline

- **Applications must be submitted no later than _4:30:00 pm, Washington, DC time on March 24, 2017_**.

- Your application must be **fully uploaded and submitted with a date and time stamp** by the Grants.gov system no later than 4:30:00pm, Washington, DC time.

- Late applications will **NOT** be accepted.

Important Things to Remember

- Start the registration process early
- Applicants must **register with Grants.gov.**
- An applicant **must have an active SAM** (System for Award Management) registration **and DUNS number** in order to register on Grants.gov and apply for federal funds.
  - Registration instructions are found in the TIF application package.
  - **This process could take days or weeks!**
- You can download and work on the application during the registration process but you cannot submit an application until all the registration steps are complete.

Authorized Organization Representative (AOR)

- The person who will **sign and submit the application through Grants.gov** on behalf of your organization.

- The AOR will need to create a username and password that will serve as an "electronic signature" when submitting an application.

- The AOR should be the **certifying official** who is ultimately responsible for the grant, if awarded.

- Electronic Business Point of Contact must approve the AOR in Grants.gov in order to submit a grant application.

APPLY!

- Through the Applicant Tab, search by the CFDA number to locate the application package.

  CFDA Number for the TIF application is <u>84.374A</u>

  - Be sure that you have the latest version of Adobe Reader.
  - Download the application package on your computer to work offline.
  - You do not need to be registered in Grants.gov to download an application package to work offline.

- Log in to Grants.gov and submit the application package (applications must be in PDF format).

Application Submission

- All documents and attachments must be uploaded in read-only, non-modifiable ***PDF format only***.

- You *will not* receive an error message if you attach a document that is not PDF.

- Department staff are not able to view any uploaded documents that are:

    - not PDF files; or

    - that are password protected PDF files; or

    - contain files within a file

- Grants.gov cannot process an application that includes two or more files that have the same name within a grant submission.

SUBMIT YOUR APPLICATION EARLY!

- We strongly recommend that you **do not wait until the last day to** submit your application**.**

- It is important to note that the time it takes to upload your application will vary depending upon the size of your application and the speed of your internet connection. **It can take a few minutes to <u>several hours </u>to complete your grant submission.**

- If grants.gov rejects your application, you will need to have the time to address the error and resubmit successfully prior to the deadline.

Tracking Your Application

- Once submitted, you will receive an email indicating that your application has been received by Grants.gov.

- You will receive either a validation or rejection email from Grants.gov.
  - Verifying Successful Submission
  - **OR** Rejection Due to Errors with a description of issue(s)

- You **must** have a validation email from Grants.gov to confirm that your application has been successfully submitted.

- You will be notified when ED has retrieved your application from Grants.gov.

Need help with Grants.Gov?

- All questions or concerns regarding submission of your application package through Grants.gov should be directed to the **Grants.gov support team.**
- You must obtain a **Grants.gov Help Desk Case Number** and keep track of your progress to resolve the issue(s).

Grants.gov Contact Center
Email: support@grants.gov
Toll-Free Phone Number: 1-800-518-4726

GPRA Reporting

Successful applicants will be required to submit an **annual performance report and a final performance report** with the most current financial and performance measure data to demonstrate their progress in meeting approved project objectives during the reporting period. Under the Government Performance and Results Act (GPRA), the following performance indicators have been established to evaluate the overall effectiveness of the TIF Program:

GPRA Performance Measures

- **Measure 1**: The percentage of educators in all schools who earned performance-based compensation.

- **Measure 2:** The percentage of educators in all High-Need Schools who earned performance-based compensation.

- **Measure 3:** The gap between the retention rate of educators receiving performance-based compensation and the average retention rate of educators in each high-need school whose educators participate in the project.

- **Measure 4:** The number of school districts participating in the TSL grant that use educator evaluation systems to inform the following human capital decisions: Recruitment; hiring; placement; retention; dismissal; professional development; tenure; promotion; or all of the above.

- **Measure 5:** The number of High-Need Schools within districts participating in a TSL grant that use Educator Evaluation and Support Systems to inform the following human capital decisions: recruitment; hiring; placement; retention; dismissal; professional development; tenure; promotion; or all of the above.

- **Measure 6:** The percentage of performance-based compensation paid to educators with State, local, or other non-TIF Federal resources.

- **Measure 7:** The percentage of teachers and principals who receive the highest effectiveness rating.

- **Measure 8:** The percentage of teachers and principals in high-needs schools who receive the highest effectiveness rating.

Other Questions?

Thank you for participating in today's webinar!

Please email your questions at [TSL@ed.gov.](mailto:TSL@ed.gov)

Good luck!