



# **FY 2020 TEACHER AND SCHOOL LEADER INCENTIVE PROGRAM**

**GRANT COMPETITION**

**PRE-APPLICATION WEBINAR**

# WELCOME

- Thank you for your interest in the FY 2020 TSL Grant Competition!
- Participant lines will be muted throughout this presentation.
- This webinar is being recorded.
- Be sure to check out our other videos aimed at supporting applicants through the application process: <https://tqp.grads360.org/#program/tqp-videos>. Even though the videos are labeled “TQP,” all grant programs can benefit from the information.



# AGENDA

- Introduction to TSL FY'20 Competition
- Eligibility Criteria
- FY'20 TSL Competition Components
- Grant Review and Selection Criteria
- Completing and Submitting the Application
- Q&A



# TSL 101

- TSL is a discretionary grant program authorized in sections 2211 – 2213 of the Elementary and Secondary Education Act of 1965, as amended (ESEA)
- TSL promotes implementation of Human Capital Management Systems (HCMS) and Performance-Based Compensation Systems (PBCS) for teachers, principals, and other school leaders.
- TSL aims to drive improvements in a district's HCMS for increased educator effectiveness.
- TSL promotes comprehensive Evaluation and Support Systems for all Educators within an LEA, especially those serving in high-need schools.



# FY'20 COMPETITION LAUNCH

- NIA posted in the Federal Register on April 3, 2020.
- Application Instructions posted on Grants.gov and on the [TSL webpage!](#)
- FAQs are posted on the [TSL webpage.](#)
- Please submit any additional questions to the [TSL@ed.gov](mailto:TSL@ed.gov) mailbox.



# NOTICE OF INTENT TO APPLY

- Notice of intent to apply is not required but helps ED to ensure an efficient review
- Send by **May 4, 2020** to **TSL@ed.gov** with “Intent to Apply” in the e-mail subject line.
- Include:
  - Name of the organization;
  - State; and
  - Name of POC.



# KEY DIFFERENCES: TSL 2017 VS. 2020

- Applicants may use TSL funds to focus development, implementation, improvement, or expansion on HCMS overall or just the PBCS
- Change to application of provision on high-need schools
- Applicants may propose to use TSL funds to issue subgrants to LEAs, SEAs, nonprofit organizations, or for-profit organizations identified in the application
- Competitive Preference Points (CPPs) emphasize new potential applicants and applicants proposing to focus activities in qualified opportunity zones
- Application documents may be submitted in MS word in addition to PDF



# IMPORTANT TERMS-

**Over the course of the presentation you will hear the following terms used often (Refer to the NIA for a full list of definitions):**

- Evaluation and Support System
- Evidence-Based
- Human Capital Management System (HCMS)
- Performance-Based Compensation System (PBCS)
- High-Need School
- School Leader



# FY'20 FUNDING & EST. NO. OF AWARDS

- Estimated Available Funds: \$65,794,850
- Number of New Awards Anticipated: 8-10
- Estimated Range of Awards: \$500,000-\$10,000,000 for the first year of the project.
- Project Period: 36 months with the possibility of a 2-year renewal at the end of the project period. In their proposals, applicants should budget for a 3-year project period.





# ELIGIBILITY CRITERIA

**ELIGIBLE ENTITIES**

**COST SHARING OR MATCHING**

**SUPPLEMENT-NOT-SUPPLANT**

**SUBGRANTEES**

**RENEWAL**

# ELIGIBLE ENTITIES

## Eligible applicants include:

- An LEA (includes charter school LEAs or a consortium of LEAs)
- An SEA or other State agency designated to participate.
- The Bureau of Indian Education. or
- A partnership consisting of—
  - One or more from the above); and
  - At least one nonprofit organization as defined in 2 CFR 200.70 or at least one for-profit entity.



# COST SHARING OR MATCHING

- Applicants must provide matching, non-Federal funds equal to 50 percent of the award
- **Translation:** For every \$2 of Federal funding, a grantee must provide \$1 of non-Federal funding
- Provide a **signed assurance** attesting to the **intent and ability** to meet the matching requirements.
- Match may be provided in cash or in-kind



# SUPPLEMENT NOT SUPPLANT

- Funds must be used to **supplement, and not supplant**, other Federal or State funds that would otherwise be used to carry out TSL-supported activities.
- Grantees seeking to charge indirect costs to TSL funds must use their negotiated restricted indirect cost rates.



# SUBGRANTEES

- A grantee under this competition **may award subgrants** to directly carry out project activities to the following entities *named* in an approved application:
  - LEAs,
  - SEAs
  - nonprofit organizations; or
  - for-profit organizations.
- This is a change from the last TSL competition



# GRANT RENEWAL

- At the Department's option
- Grants may be renewed for up to two additional years
- Grantee must demonstrate that it is effectively using funds.
- Renewal may include scale up or replication of the successful program.

# ADDITIONAL ELIGIBILITY CONSIDERATIONS

- An LEA may not participate in more than 2 TSL grants.
- This does not include former TIF grantees
- Generally IHEs are not eligible to apply (even non-profit IHEs)
- A State IHE may apply if legally designated as a State educational agency (SEA) and is authorized by the State to apply for this grant. (SEE See A-8; A-9; A-11 of the FAQ)





# HIGHLIGHTED APPLICATION COMPONENTS

**ABSOLUTE PRIORITIES**  
**COMPETITIVE PREFERENCE PRIORITIES**  
**STATUTORY APPLICATION REQUIREMENTS**

# ABSOLUTE PRIORITIES

- **Absolute Priority 1:** Human Capital Management System (HCMS) or Performance Based Compensation Systems (PBCS)
- **Absolute Priority 2:** High-Need Schools.

# ABSOLUTE PRIORITY 1: KEY POINTS

- The project must:
  - develop, implement, improve, or expand an **HCMS overall** or the portion that comprises its **PBCS**.
  - collaborate with teachers, principals, other School Leaders, and members of the public.
  - describe a process for how educator performance will be evaluated.



# ABSOLUTE PRIORITY 2: KEY POINTS

- Activities must be **concentrated** on teachers, principals, or other School Leaders serving in high-need schools.
- Applicants are no longer required to show that more than half of the schools that participate in TSL-funded activities are high-need schools
- Applicants must document the high-need schools and more on what a high need school is in a bit, to participate in the project if awarded FY 2020 TSL funding.



# COMPETITIVE PREFERENCE PRIORITIES

- **Competitive Preference Priority 1 (up to 10 points)**  
Spurring Investment in Qualified Opportunity Zones
- **Competitive Preference Priority 2 (0,2, or 5 points)**  
Applications from New Potential Grantees.

# COMPETITIVE PREFERENCE PRIORITY 1

## Spurring Investment in Qualified Opportunity Zones (up to 10 points)

- The area in which the applicant proposes to provide services must overlap with a Qualified Opportunity Zone (QOZ)
- A list of QOZs is available at [www.cdfifund.gov/Pages/Opportunity-Zones.aspx](http://www.cdfifund.gov/Pages/Opportunity-Zones.aspx); applicants may also determine whether a particular area overlaps with a QOZ using the National Center of Education Statistics' map located at <https://nces.ed.gov/programs/maped/LocaleLookup/>.
- An applicant must:
  - Provide the census tract number of the QOZ; and
  - Describe the services to be provided in the QOZ



# COMPETITIVE PREFERENCE PRIORITY 2

**Applications from New Potential Grantees (0,2, or 5 points):  
Applicant must demonstrate one of the following:**

Scenario 1: (0 or 5 points)	Scenario 2: (0, or 2 points)
Applicant has never received a grant under the TSL or TIF program	Applicant has not had an active TIF or TSL discretionary grant in the prior five years including any extension periods
Includes through membership in a group TSL or TIF application	Includes through membership in a group TSL or TIF application

Note: a grant is active until the end of the grant's or contract's project or funding period, including any extensions of those periods that extend the grantee's or contractor's authority to obligate funds.



# STATUTORY APPLICATION REQUIREMENTS

NOTE: BE SURE TO READ THE FULL TEXT OF THESE REQUIREMENTS IN THE NIA

## **Applicants must describe:**

- i. A description of the PBCS or HCMS you propose to develop, implement, or improve;
- ii. The most significant gaps or insufficiencies in student access to effective educators in High-Need Schools;
- iii. And document the support and commitment from educators and others of the activities proposed under the grant;
- iv. How the eligible entity will develop and implement a fair, rigorous, valid, reliable, and objective process to evaluate educator performance based in part on measures of student academic achievement;
- v. The LEAs or schools to be served under the grant;



# STATUTORY REQUIREMENTS, CONT.

- vi. The effectiveness of educators in the LEA and schools to be served under the grant, and the extent to which the system will increase the effectiveness of educators in such schools;
- vii. How grant funds will be used under the program in each year of the grant;
- viii. The plan to continue grant activities after the grant period ends;
- ix. The State, local, or other public or private funds that will be used to supplement the grant;
- x. The rationale for the project; and
- xi. A description of how grant activities will be evaluated, monitored, and publicly reported.





# GRANT REVIEW AND SELECTION CRITERIA

# REVIEW AND SELECTION PROCESS

## The Department will:

- Screen applications submitted against the absolute priorities, competitive preference priority 2, 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 peer reviewers from various, relevant backgrounds and professions to score applications using the included selection criteria and competitive preference priority 1.
- Conduct a cost analysis budget review for successful applicants prior to award.



# SELECTION CRITERIA

**Applicants for the TSL Competition should take the selection criteria into account when drafting their application.** The maximum score for all of the 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 and competitive preference priority 1.
- Be sure to read the full text of the selection criteria in the NIA



# SELECTION CRITERIA: KEY POINTS

## (A) NEED FOR PROJECT (25 POINTS)

Applications will be evaluated based on how well they describe:

1. Specific gaps or weaknesses in services, infrastructure, or opportunities and how well the proposed project will address them.
2. How the proposed project will integrate with or build on similar or related efforts to improve Relevant Outcomes using existing funding streams from other programs or policies supported by community, State, and Federal resources.
3. 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.
4. 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.



# SELECTION CRITERIA (CONT.)

## (B) QUALITY OF THE PROJECT DESIGN (30 POINTS)

**Applications will be evaluated based on how well they describe:**

- 1.** The extent to which the proposed project will demonstrate a rationale.
- 2.** The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress towards achieving intended outcomes.



# SECTION CRITERIA (CONT.)

## (C) QUALITY OF THE MANAGEMENT PLAN (20 POINTS)

**Applications will be evaluated based on how well they describe:**

- 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 (CONT.)

## (D) ADEQUACY OF RESOURCES (25 POINTS)

**Applications will be evaluated based on how well they describe:**

1. The likelihood that the proposed project will result in system change or improvement.
2. The extent to which the proposed project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population.
3. The extent to which the applicant demonstrates that it has the resources to operate the project beyond the length of the grant, including a multi-year financial and operating model, and accompanying plan; the demonstrated commitment of any partners; evidence of broad support from stakeholders (e.g., SEAs, teachers unions) critical to the project's long-term success; or more than one of these types of evidence.





# COMPLETING THE APPLICATION PACKAGE

# APPLICATION FORMAT

- Applications should be organized as described in the **application instructions**;
- The application consists of the following Parts:
  - Part 1: ED Standard Forms
  - Part 2: Assurances and Certifications
  - Part 3: Application Narrative (Abstract, Application Narrative, Budget, Budget Narrative)
  - Part 4: Charter School Documentation (High Need Documentation - Required, Charter Documentation - Optional, Commitment – Not Optional)
  - Part 5: Commitment Letters
  - Part 6: Indirect Cost Rate Agreement
  - Part 7: Individual Resumes for Project Directors & Key Personnel



# PART 1: ED STANDARD FORMS

1. **Application for Federal Assistance (SF 424)**
2. **Department of Education Supplemental Information form 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 posted at:
  - <http://www2.ed.gov/fund/grant/apply/appforms/sf424instruct.pdf>; or
  - <https://www.grants.gov/web/grants/search-grants.html?keywords=84.374a>



# **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

- **One page limited to 2000 characters**
- **Be sure to include the following:**
  - The name and eligibility classification of each applicant
  - A list of all participating LEAs, States, or nonprofit organizations;
  - Total number of schools in the participating LEA(s);
  - The total number of schools to be served by the proposed PBCS (indicate how many are high-needs); and
  - Indicate any competitive preference priorities for which the applicant is applying.



# PART 3: APPLICATION NARRATIVE- PROJECT NARRATIVE FORM

- Describes the proposed approach to addressing absolute priorities and other required elements if funded.
- Be sure to include:
  - Table of Contents (no more than one double-spaced page)
  - Response to absolute priorities, selection criteria, and requirements found in the NIA.
  - Clear headings to help the Department staff and peer reviewers match the narrative with the selection criteria.
- Applicants are encouraged, but not required, to limit project narrative to 40 pages



# PART 3: APPLICATION NARRATIVE- BUDGET AND BUDGET NARRATIVE FORM

- The budget and budget narrative:
  - describe the estimated costs associated with proposed project; and
  - provide a justification for why each expenditure is necessary for successful project implementation
- Budget narrative must be submitted as a single document consisting of several parts:
  - TSL federal funding budget table (Aligns with Section A of 524 Form);
  - TSL Federal Funds Budget Narrative;
  - Non-Federal funding budget table(Aligns with Section B of 524 Form); and
  - Non-TSL Federal Program Funds Budget Narrative

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



# PART 3: APPLICATION NARRATIVE- BUDGET NARRATIVE FORM (CONT.)

Both Federal Funds and Non-Federal Funds budget narratives should provide **sufficient detail** and include:

- An **itemized budget breakdown** for each year of the proposed project (application budgets should reflect a **36-month expected project period**);
- The **basis for estimating the costs of each category outlined in budget table**;
- A justification for why the requested funds are necessary to implement project activities and meet the proposed outcomes;
- The **total amount that will be expended** as shown in the ED 524 Form



# 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 Free or Reduced Price 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.



# PARTS 4 AND 5

## Part 4: 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 5: Commitment

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

# PART 6: INDIRECT COST RATE AGREEMENT

**Grantees seeking to charge indirect costs to the grant must use their restricted indirect cost rate:**

- Attach copy of current indirect cost rate agreement (ICRA).
- Grantees without an ICRA may calculate indirect costs using a temporary rate of 10%.
- After the award is made, the applicant must move swiftly to obtain an approved indirect cost rate agreement from their cognizant federal agency.
- Guidance related to calculating an indirect cost rate can be found on ED's website at:  
<http://www.ed.gov/about/offices/list/ocfo/fipao/icginde x.html>.



# PART 7: INDIVIDUAL RESUMES FOR PROJECT DIRECTORS & KEY PERSONNEL

- 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

- Logic Model
- Resumes of Key Personnel
- Letters of Support and Memoranda of Understanding from partners, if applicable
- Other documents, if applicable



**SUBMITTING THE APPLICATION  
PACKAGE IN [GRANTS.GOV](https://grants.gov)**

# APPLICATION SUBMISSION

- For FY 2020, all applications will be submitted electronically in GRANTS.gov;
- Apply under CFDA Number 84.374A
- Applications must be submitted no later than **11:59:59 pm, EDT on June 2, 2020.**
- Applications must be **fully uploaded and submitted with a date and time stamp** by the Grants.gov system by the deadline.
- Late applications will **NOT** be accepted.



# AUTHORIZED ORGANIZATION REPRESENTATIVE (AOR)

- Signs and submits the application through **Grants.gov** on behalf of the applicant entity.
- Must create a username and password that will serve as an "electronic signature".
- 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 an application.



# APPLICATION SUBMISSION

- All documents and attachments must be uploaded in read-only, non-modifiable **PDF or Microsoft Word format only.**
- Department staff are not able to view any uploaded documents that are:
  - 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.



# START REGISTRATION EARLY

- Applicants must **register with Grants.gov.**
- Applicants **must have an active SAM** (System for Award Management) registration **and DUNS number** in order to register on Grants.gov
- You cannot submit an application until all of the registration steps are complete. Note, this 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.



# SUBMIT YOUR APPLICATION EARLY!

- **Do not wait until the last day** to submit.
- Upload times may not be instantaneous and will vary depending upon the size of the application and internet connection speed.
- **It can take a few minutes to several hours to complete the grant submission process.**
- If Grants.gov rejects your application, you may resubmit, but be sure to consider your time frame.



# TRACKING YOUR APPLICATION

- Once submitted, you will receive either a validation or rejection email from Grants.gov.
- Rejection emails will provide a description of the submission 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](mailto:support@grants.gov)

Toll-Free Phone Number: 1-800-518-4726



# GPRA REPORTING

- Successful applicants will be required to submit an **annual performance report (APR)** and a **final performance report (FPR)** demonstrating progress in meeting approved project objectives
- APR and FPR will contain the following:
  - The most current financial information related to the grant
  - Performance data on the following performance indicators established to evaluate the overall effectiveness of the TSL 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.



# GPRA PERFORMANCE MEASURES

- **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-TSL 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.



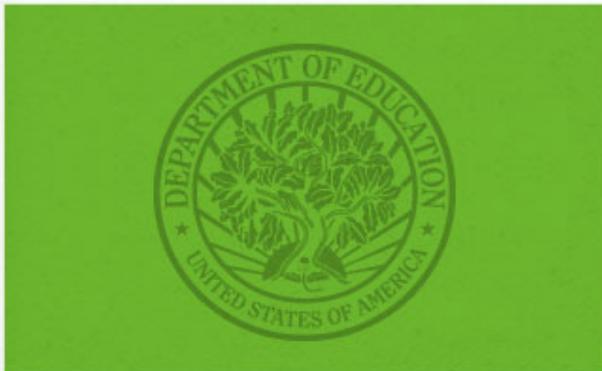
# QUESTIONS?

Q & A

# THANK YOU

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

Good luck!



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