

FY 2021 Teacher and School Leader Incentive Program Grant Competition

PRE-APPLICATION WEBINAR

Friday, July 16, 2021



Welcome

- Thank you for your interest in the FY 2021 TSL Grant Competition!
- This webinar is being recorded.
- Please mute yourself during this presentation.
- Be sure to check out our application support video series:
<https://eed.communities.ed.gov/#program/eed-videos>.
- Please review the NIA and application instructions for a better understanding of terms and acronyms.



Agenda

- Introduction to TSL FY'21 Competition
- Eligibility Criteria
- FY'21 TSL Priorities, Requirements, & Fiscal Considerations
- Q&A
- Grant Review and Selection Criteria
- Completing and Submitting the Application
- Grant Reporting
- 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'21 Competition Timeline

Event	Date
TSL NIA published	July 9, 2021
Intent to Apply Email to TSL@ed.gov (**Name of organization, State, Name and email of point of contact)	July 30, 2021
Applications Due	August 13, 2021, 11:59:59 pm Washington, DC time
Peer review period	August 20, 2021 – September 2, 2021
Estimated Award Announcement:	On or before September 30, 2021

FY'21 Funding & Est. # of Awards

Estimated Available Funds	\$88,060,000
Number of New Awards Anticipated	15-20
Estimated Range of Awards	\$500,000-\$8,500,000 for the first year of the project.
Project Period	Budget for 36 months
Potential for Renewal	Possible 2-year renewal in their proposals

Key Updates 2021 Competition

- Updated Absolute Priority 2 and TSL-specific definition for high-need school.
- New competitive preference priorities stem from recently published final EED priorities.
- Emphasis on supporting educators & their development and increasing educator diversity.
- New GPRA measures for the TSL program that emphasize impact on student growth and equitable access to project services.

Eligibility Criteria



Eligible Entities

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

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**

Additional Eligibility Considerations

- LEAs limited to participation in 2 TSL grants.
- IHEs may only apply if legally designated as an (SEA) and authorized to apply.
- TSL has a 50% matching funds requirement.
- An applicant may propose to *award subgrants* to eligible entities to directly carry out project activities.

Priorities and Requirements

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

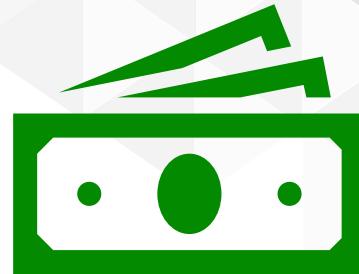
- High Need Schools

Absolute Priority 1: HCMS or PBCS

TSL Projects must develop, implement, improve, or expand:



or



*A Human Capital
Management System
(HCMS) Overall*

*The portion that comprises the
Performance-Based
Compensation System*

Absolute Priority 1: HCMS or PBCS

TSL Projects must also:



or



Describe the process for conducting educator evaluations

Show collaboration with teachers, principals, other School Leaders, and members of the public

Absolute Priority 2: High Need Schools

- A high-need school is a school where 50%+ of its enrollment is from low-income families.
- Can be calculated using:
 - The number of students using free or reduced-price lunch subsidies (NSLP);
 - An alternative measure based on LEA's participation in Community Eligibility Provision of NSLP; or
- Data from feeder schools.

Absolute Priority 2: High Need Schools

To demonstrate that project activities are concentrated on educators serving in high-need schools, applicants must (in Appendix E High-Need School documentation):

1

- Provide a list of all schools to be included in the project and indicate which schools are high-need schools.

2

- Provide the most recent data that supports each school's designation as a high-need school.

3

- Describe how the proposed activities will be implemented in the schools listed.

Competitive Preference Priorities

Competitive Preference Priority 1

- Supporting Educators and their Professional Growth (up to 5 points)

Competitive Preference Priority 2

- Increasing Educator Diversity (up to 5 points)

Competitive Preference Priority 1

Supporting Educators and their Professional Growth (up to 5 points)

Projects may be designed to address one or more of the following:

- Adopting, implementing, or expanding efforts to recruit, select, prepare, support, and develop talented individuals---to serve as mentors, instructional coaches, principals, or School Leaders in High-Need Schools who have the knowledge and skills to significantly improve instruction.

- Implementing practices or strategies that support High-Need Schools in recruiting, preparing, hiring, supporting, developing, and retaining qualified, experienced, effective, and diverse educators.

Competitive Preference Priority 1 (cont.)

- *Increasing* the number of teachers with ***State or national advanced educator certification or certification*** in a ***teacher shortage area***, as determined by the Secretary, such as special education or bilingual education.
- Providing ***high-quality professional development*** opportunities to all educators in High-Need Schools ***on meeting the needs of diverse learners***, including students with disabilities and English learners.

Competitive Preference Priority 2

Increasing Educator Diversity (up to 5 points)

- Educator candidate *support and preparation strategies and practices focused on underrepresented teacher candidates*, and which may include “grow your own programs,” which typically recruit middle or high school students, paraprofessionals, or other school staff and provide them with clear pathways and intensive support to enter the teaching profession.
- *Professional growth and leadership opportunities for diverse educators*, including opportunities to influence school, district, or State policies and practices in order to improve educator diversity.

Competitive Preference Priority 2

- *High-quality professional development on addressing bias* in instructional practice and fostering an inclusive, equitable, and supportive workplace and school climate for educators.
- *Data systems, timelines, and action plans for promoting inclusive* and bias-free human resources practices that promote and support development of educator and school leader diversity.

Statutory Application Requirements

Note: Be sure to read the FULL TEXT of these requirements in the NIA

Applicants must describe:

- i. 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. 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 Application Requirements

- 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.*

Fiscal Considerations

Cost Sharing or “Matching”

Supplement, not Supplant

EED Budget Worksheet

Budget Breakdown and Narrative



Cost Sharing or “Matching”

- Applicants must provide matching, non-Federal funds equal to 50% 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.

Effective Educator Development (EED) Applicant Budget Worksheet

- EED Applicant Budget Worksheet: https://oese.ed.gov/files/2021/07/EED-Applicant_Grantee-Budget-Worksheet_Final.xlsx
- The EED Applicant Budget Worksheet should be attached as a single document to the Budget Narrative Attachment Form.
- This budget should reflect a 3-year proposed project period.
- The annual budget period will be October 1 – September 30. For instance, the budget for year 1 should include the estimated costs for October 1, 2021 – September 30, 2022.

Budget Worksheet Sections

Section	Description
A	Indicate Department of Education funds requested for each budget category, and for each year of the project.
B	Indicate non-Federal matching funds for each budget category, and for each year of the project.
C	Indicate the sources and amounts of non-Federal matching funds.
D	Provide detailed breakdown of the Federal funds requested
E	Provide a narrative justification for both Federal <u>and</u> non-Federal matching funds needed for the proposed project.

Itemized Budget Breakdown

Personnel

- Title of each position to be compensated under the project
- Base salary for each position listed
- Number of FTEs at each key position
- Dollar amount of the portion of the base salary to be compensated under this project

Fringe

- Title of each position listed in the Personnel category for which Fringe Benefits will be applied
- Fringe Rate for each position listed
- Dollar amount of the Fringe Benefits to be provided for each position listed.

Travel

- High-level travel category for each type of trip (i.e. conferences, regional meetings, etc.).
- Indicate the number of instances travel will occur within each category across the full project period
- For each project year, provide the total amount to be expended under each travel category.

Equipment

- Brief description of each equipment purchase
- For each project year, indicate the quantity of units to be purchased, and the unit cost
- Total equipment item cost for each project year will auto-calculate based on the figures provided.

Itemized Budget Breakdown

Supplies

- Brief description of each supply purchase
- For each project year, indicate the total cost proposed to be expended for each supply category

Contractual

- Brief description of each product to be acquired or professional service to be provided by a vendor
- For each project year, indicate the cost for each product or service listed.

Performance-Based Compensation

- Type of performance compensation to be provided
- Itemize costs associated with Fringe Benefits for performance-based compensation, if applicable.
- Number of educators expected to receive the incentive.
- Total proposed cost associated with the performance incentive (amount per person times the number of individuals expected to receive the incentive).

Other

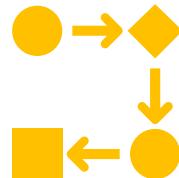
- List and identify items by major type or category (e.g., communications, printing, postage, equipment rental, etc.)
- For each project year, indicate the total proposed cost associated with the other expense.

Budget Narrative

Additionally, the budget narrative must provide sufficient detail **to justify the use of TSL funds and non-Federal matching funds.**



Provide the **basis for estimating the costs**



Clarify the **relationship** between the requested funds and project activities and outcomes



Describe the total **amount that will be expended**

Indirect Costs: Include any proposed indirect costs using a currently approved Indirect Cost Rate (ICR) agreement with a restricted rate. The rules allow for a temporary ICR of 10% of budgeted salaries and wages and require the grantee to submit an ICR proposal within 90 days after issuance of the grant award notification (see 34 CFR § 75.560(c)).

Importance of Estimating Costs Accurately

Proposed budgets must only include costs that are:



Allowable

- Historically, TIF and TSL grantees have returned millions of unused grant dollars to U.S. Treasury.



Reasonable

- Reviewers will be instructed to assess the reasonableness and necessity of individual project expenses, as well as the overall budget.



Necessary

- Budget proposals will be scrutinized and requested funds will be reduced or removed if they do not meet the cost principles.
- Review 2 C.F.R. Part 200, UAR Subpart E.

Q&A Break

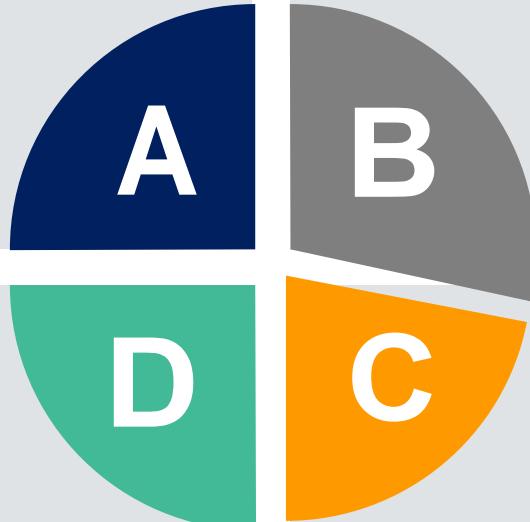


Selection Criteria



Selection Criteria: Key Points

Need for Project
(25 points)



Quality of the
Project Design
(30 points)

Adequacy of
Resources
(25 points)

Quality of the
Management Plan
(20 points)



Need for Project (25 points)

Applications will be evaluated based on how well they:

- Describe gaps or weaknesses in services, infrastructure, or opportunities;
- Integrate with or build on efforts to improve Relevant Outcomes using existing funding streams from other programs or policies;
- Are a part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students; and
- Successfully address, the needs of the target population or other identified needs.



Quality of the Project Design (30 points)

Applications will be evaluated based on how well they describe:

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

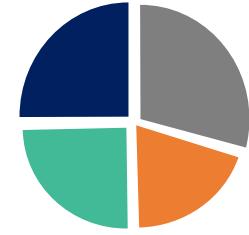


Quality of the Management Plan

(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.



Adequacy of Resources (25 points)

Applications will be evaluated based on how well they describe:

- The likelihood the project will result in system change or improvement;
- The extent the project will likely build local capacity to provide, improve, or expand services that address the needs of the target population; and
- The resources needed to sustain the project beyond the length of the grant.

Tips for Addressing Selection Criteria

- Be sure to **address all parts of the selection criteria**, including the subparts.
- The evidence standard for this competition is “Demonstrates a Rationale” (Quality of the Project Design). **Be sure to include a logic model in your proposal.**
- Where possible, **use labels or headings** so important information isn’t missed during review.
- **Use the optional TSL checklist** to pinpoint where information is addressed.
- **Cite data, research findings**, and give specific examples where appropriate.

About the Peer Review

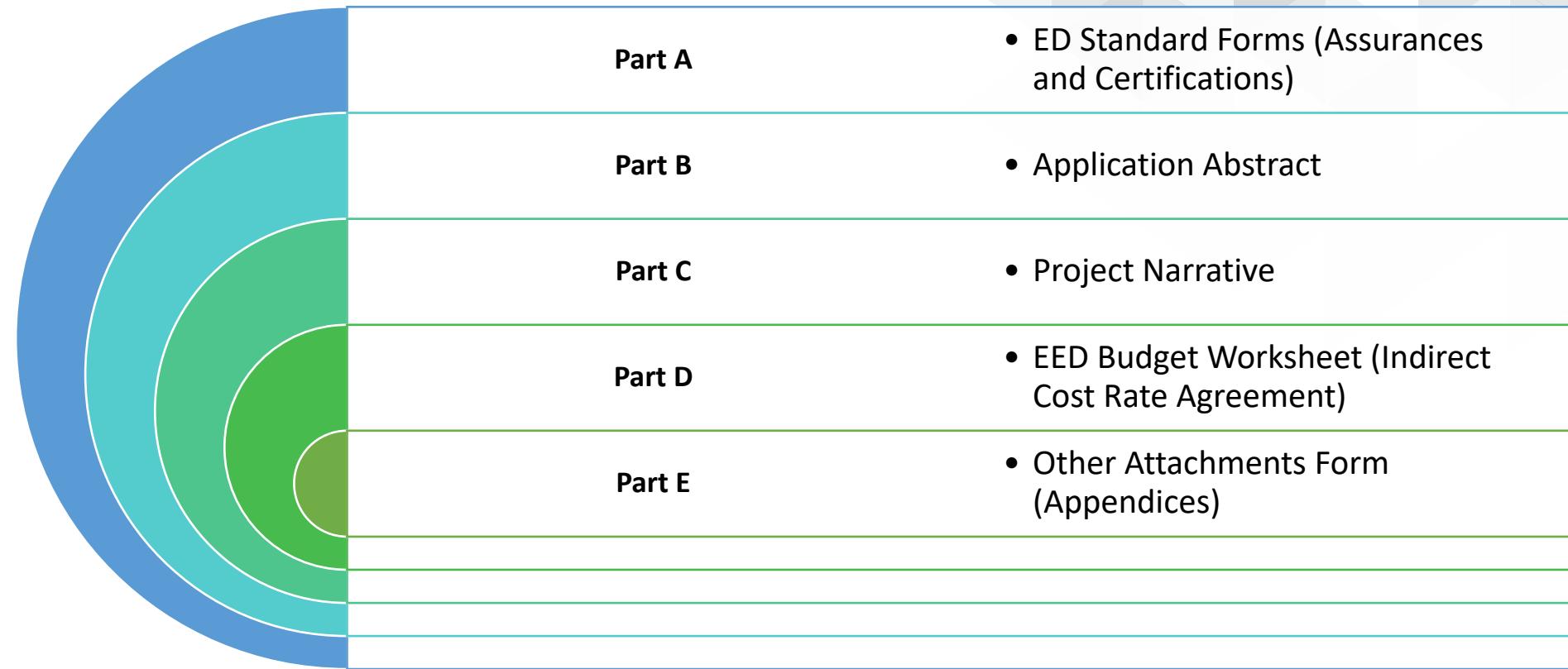
Applications submitted for the FY'21 TSL competition will be peer-reviewed by panels of non-ED personnel. Peer reviewers will:

- Be selected based on expertise and relevant backgrounds.
- Be screened for conflicts of interest with the TSL program and/or individual applicants.
- Be trained prior to starting the reviews and be monitored by ED personnel for adherence to competition review protocols.
- Rate applications using the selection criteria and record scores and comments on a technical review form.

Completing the Application Package



Application Format



Part A: ED Standard Forms

- *Application for Federal Assistance* (SF 424)
- *Department of Education Supplemental Information* form SF 424
- *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)
- *Disclosure of Lobbying Activities* (SF-LLL) (Optional)

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>

Assurances & Certifications

■ General Education Provisions Act (GEPA)

Requirements-Section 427

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

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

Part B: ED Abstract Narrative Form

One-page, limited to 2000 characters. Be sure to include:

1. The name and eligibility classification of each applicant;

2. A list of all participating LEAs, State agencies (including the Bureau of Indian Education if it is an applicant) or nonprofit or for-profit organizations in the application;

3. Indicate if the application is from a single eligible applicant or a partnership and identify the applicant's eligibility classification (e.g., an LEA);

4. Total number of schools, teachers, principals, etc., and students directly impacted by the project in the participating LEA(s);

5. A summary statement of the project objectives and activities; and

6. Indicate any competitive preference priorities for which the applicant is applying;

Part C: Project Narrative

- 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 D: EED Applicant Budget Worksheet

The budget and budget narrative should:

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 the EED Budget Worksheet);

TSL Federal Funds Budget Narrative;

Non-Federal funding budget table(Aligns with Section B of the EED Budget Worksheet); and

Non-TSL Federal Program Funds Budget Narrative

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/icgindex.html>.

Other Attachments Form

- **Appendix A**-Logic Model
- **Appendix B**-Resumes of Key Personnel
- **Appendix C**-Letters of Support and Memoranda of Understanding from partners, if applicable
- **Appendix D**-*Match Intent and Ability Letter*
- **Appendix E**-*High Needs School Data*
- **Appendix F**-Other documents, if applicable
- **Appendix G**-*Optional TSL Applicant Checklist*

Submitting the Application Package in Grants.gov



Application Submission

- For FY 2021, 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 August 13, 2021.**
- 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.

Application Prep & Submission Tips



Start early and submit early.



Pay attention to formatting requirements outlined in the [common instructions for submitting applications for federal assistance.](#)



Be sure you get a validation email from Grants.gov after you submit.

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



Reporting



Annual and Final Performance Reports

- Successful applicants will be required to submit an *annual performance report (APR)* for each year of the project and a *final performance report (FPR)* at the end of the grant period of performance.
- APRs and FPRs are used to report progress in meeting approved project objectives.
- APR and FPR will contain the following:
 - Narrative providing an overview of progress
 - Budget summary and narrative justification of funds
 - Performance measure data
 - Other important information

New GPRA Measures

- For FY'21 the TSL program has introduced new performance measures.
- The new measures were intended to highlight the impact of TSL project activities on student achievement and equity.
- 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 teachers and School Leaders within the TSL-assisted schools rated effective or higher by their districts' evaluation and support systems;



Measure 2: The percentage of teachers and School Leaders across the participating district(s) that show improvements, over the previous year, on the student growth component of their evaluation rating;

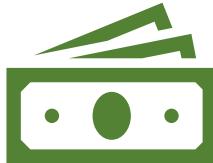


Measure 3: The percentage of teachers and School Leaders within the TSL-assisted schools that show improvements, over the previous year, on the student growth component of their evaluation rating;



Measure 4: The percentage of teachers and School Leaders in TSL-assisted schools for whom evaluation ratings were used to inform decisions regarding recruitment, hiring, placement, retention, dismissal, professional development, tenure, promotion, or all of the above;

GPRA Performance Measures



Measure 5: The percentage of teachers and School Leaders within the participating district(s) who earned performance-based compensation based on their individual evaluation ratings;



Measure 8: The number of School Leaders receiving performance compensation disaggregated by race, gender, and where available, disability status;



Measure 6: The percentage of teachers and School Leaders in TSL-funded schools who earned performance-based compensation based on their individual evaluation ratings;



Measure 7: The number of teachers receiving performance compensation disaggregated by race, gender, and where available, disability status;



Measure 9: The number of teachers receiving performance compensation for leadership responsibilities disaggregated by race, gender, and where available, disability status.

Questions?



Important Resources and Reminders

- [FY'21 TSL Notice Inviting Applications](#)
- [EED Applicant Budget Worksheet](#)
- [Optional Application Checklist](#)
- [TSL FY'21 FAQs](#)
- Email Optional Intent to Apply to TSL@ED.gov. Be sure to include Name of organization, POC name and email address , State.
- Email Questions to TSL@ED.gov.
- **Deadline to apply: August 13, 2021 at 11:59:59 p.m.**

Thank You! Good Luck!

EMAIL ANY QUESTIONS TO
tsl@ed.gov

