**Teacher and School Leader Incentive Program (TSL)**

**CFDA Number: 84.374A**

**Appendix G: Optional FY 2023 TSL Competition Applicant Checklist**

This optional applicant checklist is designed to aid prospective applicants in ensuring their draft application includes all required components before it is submitted in Grants.gov. By identifying where required information can be found in the application, the checklist also enables the Department to efficiently and accurately determine whether grant applications meet all eligibility requirements and prevents applications from being found ineligible for funding because required information cannot be located. Therefore, we strongly encourage, each potential applicant to complete and submit the optional checklist as part of their application appendices.

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| --- | --- | --- |
| **Applicant Name** |  | |
| **ED Standard Forms and Application Parts** | | **Included (Yes/No)** |
| Application for Federal Assistance (SF 424) | |  |
| Department of Education Supplemental Information for SF 424 | |  |
| EED Applicant Budget Worksheet | |  |
| Disclosure of Lobbying Activities (SF-LLL) | |  |
| GEPA Section 427 | |  |
| Assurances – Non-Construction Programs (SF 424B) Grants.gov Lobby form (formerly ED 80-0013 form) | |  |
| ED Abstract Narrative Form Project Narrative Form Budget Narrative Form | |  |
| Other Attachments Form (Upload Appendices, Match intent and ability letter, & High-Needs School data here) | |  |
| **Human Capital Management System (HCMS) and Performance-Based Compensation System (PBCS)** | | |
| **The application includes:** | | **Application Section and**  **Page Number** |
| A description of how the applicant will develop, implement, improve, or expand, in collaboration with teachers, principals, other School Leaders, and members of the public, a PBCS or HCMS**.** | |  |
| A description of how the HCMS or PBCS to be developed, implemented, improved, or expanded reflects clear and fair measures of educator performance, based in part on demonstrated improvement in student academic achievement. | |  |
| **High Need Schools** | | |
| **The application includes:** | | **Application Section and**  **Page Number** |
| A description of how the activities proposed to be assisted under the grant will be concentrated on teachers, principals, or other School Leaders serving in High-Need Schools. | |  |
| A list of schools in which the proposed TSL-supported activities would be implemented that includes:  (1) An identification of which of these schools are High-Need Schools; and  (2) The most recently available school-level data supporting each school’s designation as a High-Need School. | |  |
| **Competitive Preference Priorities (CPPs) (if applicable)** | | |
| **The application includes:** | | **Page Number (N/A if not Addressing the CPPs)** |
| A description of how the applicant proposes to address Competitive Preference Priority 1: Promoting Equity in Student Access to Educational Resources and Opportunities. | |  |
| A description of how the applicant proposes to address Competitive Preference Priority 2: Supporting a Diverse Educator Workforce and Professional Growth to Strengthen Student Learning. | |  |
| **Additional and Statutory Requirements** | | |
| **The application includes:** | | **Application Section and**  **Page Number** |
| A 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, including gaps or inequities in how effective teachers, principals, or other School Leaders are distributed across the LEA, as identified using factors such as data on school resources, staffing patterns, school environment, educator support systems, and other school-level factors. | |  |
| A description and evidence of the support and commitment from teachers, principals, or other School Leaders, as applicable to the proposed project, which may include charter school leaders, in the school (including organizations representing teachers, principals, or other school leaders), the community, and the LEA to the activities proposed under the grant. | |  |
| A 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, under the system that is based in part on measures of student academic achievement, including the baseline performance against which evaluations of improved performance will be made. | |  |
| A description of the LEAs or schools to be served under the grant, including student academic achievement, demographic, and socioeconomic information as identified in the application package for this program. | |  |
| A description of the effectiveness of teachers, principals, or other School Leaders, as applicable to the proposed project, in the LEA or LEAs and the schools to be served under the grant, and the extent to which the system will increase the effectiveness of teachers, principals, or other School Leaders in such schools. | |  |
| A description of how the eligible applicant will continue the activities assisted under the grant after the grant period ends. | |  |
| A 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. | |  |
| A 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. | |  |
| A description of how grant activities will be evaluated, monitored, and reported to the public. | |  |
| A timeline for implementation of key grant activities. | |  |
| **Budget and Matching Funds** | | |
| **The application includes:** | | **Yes/No and/or Section and Page Number** |
| The amount of federal grant funds needed for each year of the grant (**To be provided in Section A of the** **EED Application Budget Worksheet**). | |  |
| For each budget category, a detailed accounting of the costs associated with the project expenses for which federal funds are requested (**To be provided in Section D of the** **EED Application Budget Worksheet**). | |  |
| For each project expense for which federal funds are requested, a justification for why the expenditure is necessary for project success (**To be provided in Section E of the** **EED Application Budget Worksheet**). | |  |
| Statement providing assurance of the applicant’s intent and ability to match 50% of grant request amount and clearly showing that matching funds are from non-federal sources? | |  |
| The amount of matching funds to be provided by the applicant in each year of the grant, if awarded. (**To be provided in Section B of the** **EED Application Budget Worksheet**). | |  |
| Description showing the sources of matching funds. (**To be provided in Section C of the** **EED Application Budget Worksheet**). | |  |
| A copy of their current indirect cost rate agreement confirming the applicant’s restricted indirect cost rate. | |  |
| **Other Important Application Items** | | |
| **The application includes:** | | **Section and Page Number** |
| In the case of an applicant that is a charter school the application must include a letter from the authorized chartering agency or SEA that confirms their status in the State as an LEA. | |  |
| Commitment letters, surveys, or other evidence demonstrating educator support. | |  |
| Individual resumes for Project Directors and key personnel or job descriptions that describe their qualifications for the responsibilities they will carry out under the project. | |  |