



FY 2023 Teacher and School Leader Incentive Program

Grant Competition
Pre-Application Webinar



Welcome

Thank you for your interest in the FY 2023 TSL Grant Competition!

- This webinar is being recorded.
- Participant lines will be muted throughout this presentation.
- Be sure to check out our application support video series:

<https://eed.communities.ed.gov/#program/eed-videos>.



Agenda



- Introduction to TSL FY'23 Competition
- Eligibility Criteria
- FY'23 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'23 Competition Timeline

Event	Date
TSL NIA published	May 24, 2023
Intent to Apply Email to TSL@ed.gov (***Name of organization, State, Name and email of point of contact)	June 7, 2023
Applications Due	June 28, 2023, 11:59:59 pm EDT
Peer reviewer reading period	July 14, 2023 - August 2, 2023
Estimated Award Announcement:	By September 30, 2023



FY'23 Funding & Est. # of Awards

Estimated Available Funds	\$95,000,000
Number of New Awards Anticipated	25
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 2023 Competition

- Updated Absolute Priority 1 and additional definitions
- New competitive preference priorities aligned to the Secretary's Raise the Bar initiative
 - Emphasis on equity and workforce diversity

Eligibility Criteria





Eligible Entities

The following entity types are eligible to apply for this grant:

LEAs

- Including charter LEA or consortium of LEAs

SEAs

- Or other State agency authorized to participate.

Bureau of Indian Education

- Independently or in collaboration.

Partnerships

- Consisting of other eligible entity type and Non-Profit or For-Profit organization.



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.
- An applicant may propose to **award subgrants** to eligible entities to directly carry out project activities.



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.



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

Priorities and Requirements





Absolute Priorities

Absolute Priority 1

- Human Capital Management Systems (HCMS) or Performance Based Compensation Systems (PBCS) and Career Advancement Opportunities

Absolute Priority 2

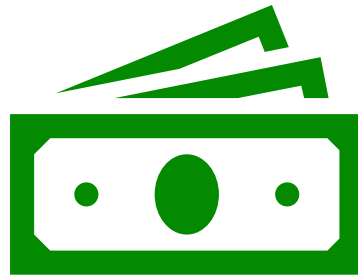
- High Need Schools

Absolute Priority 1: HCMS or PBCS and Career Advancement Opportunities

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



OR



AND



A Human Capital Management System (HCMS) Overall

The portion that comprises the Performance-Based Compensation System

Career advancement opportunities that reward and recognize effective educators and enable them to expand their leadership and results

Absolute Priority 1: HCMS or PBCS and Career Advancement Opportunities

TSL Projects must also:



AND



Describe how the HCMS reflects clear and fair measures of educator performance based in part on student achievement

Provide educators with ongoing, differentiated, targeted, and personalized support and feedback designed to increase effectiveness

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.

**** At least the majority of schools participating in TSL funded activities must be high-need schools.**

Absolute Priority 2: Cont.

To demonstrate that project activities are **concentrated** on educators serving in high-need schools, applicants must:

Provide

- the most recently available school-level data supporting each school's designation as a high-need school

Include

- a list of all schools in which the TSL-funded project would be implemented

Describe

- how the TSL-assisted grant activities are focused in those schools



Competitive Preference Priorities

Competitive Preference Priority 1

- Promoting Equity in Student Access to Educational Resources and Opportunities. (up to 5 points)

Competitive Preference Priority 2

- Supporting a Diverse Educator Workforce and Professional Growth to Strengthen Student Learning. (up to 5 points)

CPP1: Promoting Equity in Student Access to Educational Resources and Opportunities

Up to 5 points

Applicant must demonstrate a proposal designed to promote educational equity and adequacy in resources and opportunity for underserved students in one or more of the following:

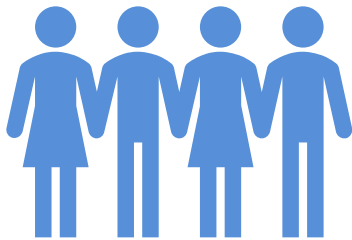


- **Elementary school**
- **Middle school**
- **High school**
- **Career and technical education programs**

Competitive Preference Priority 1 Cont.

Up to 5 points

Applicant must also demonstrate the examination of the sources of inequity and inadequacy and implement responses that may include one or more of the following:



AND/OR



**Increasing the number of
and proportion of
experienced, fully certified,
in-field, and effective
educators from traditionally
underrepresented
backgrounds**

**Improving the retention of
fully certified,
experienced, and effective
educators in high-need
schools or shortage areas**

CPP2: Supporting a Diverse Educator Workforce and Professional Growth to Strengthen Student Learning

Up to 5 points

Applicant must demonstrate that the project is designed to

increase the proportion of well-prepared, diverse, and effective educators serving students, with a focus on underserved students,

through building or expanding high-poverty school districts' capacity to hire, support, and retain an effective and diverse educator workforce,



by developing data systems, timelines, and action plans for promoting inclusive and bias-free human resources practices that promote and support development of educator 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

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, how the project activities are evidence-based, and, if applicable, prior experience with developing and implementing such activities

Selection Criteria





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 selection criteria and competitive preference priority 1 and 2.
- Be sure to read the full text of the selection criteria in the NIA



Selection Criteria: Key Points

(a) Need for Project (20 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: Key Points

(b) Quality of the Project Design (25 points)

Applications will be evaluated based on how well they describe:

1. The extent to which the proposed project demonstrates a rationale.
2. The extent to which the design of the proposed project includes a thorough, high-quality review of the relevant literature, a high-quality plan for project implementation, and the use of appropriate methodological tools to ensure successful achievement of project objectives.
3. The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.



Selection Criteria: Key Points

(c) Quality of the Management Plan (25 points)

Applications will be evaluated based on how well they describe:

1. 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: Key Points

(d) Adequacy of Resources (30 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>

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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, State agencies, or nonprofit or for-profit organizations in the application;
 - **Indicate if the application is from a single eligible applicant or a partnership;**
 - **Total number of schools, teachers, principals, etc., and students directly impacted by the project;**
 - 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);
 - **A summary statement of the project objectives and activities; 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 - EED Applicant Budget Worksheet

- 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 – EED Applicant Budget Worksheet (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 EED Applicant Budget Worksheet**

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/icgindex.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
- Match Intent and Ability Letter
- High Needs School Data
- Other Documents, if applicable
- Optional TSL Applicant Checklist

Submitting the Application Package in Grants.gov



Application Submission

- For FY 2023, 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 28, 2023.**
- 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

GPRA Reporting





GPRRA Reporting

- **Successful applicants will be required to submit an interim performance report (IPR), annual performance report (APR), and a final performance report (FPR) demonstrating progress in meeting approved project objectives.**
- **IPR, 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;

GPRA Performance Measures

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;

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 6

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

GPRA Performance Measures

Measure 7

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

Measure 8

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

Measure 9

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

Questions



Thank You!!!

Please email your
questions to
TSL@ed.gov.

Good Luck!

