

# Teacher Incentive Fund Main & Evaluation Competitions

**Technical Assistance Workshop**  
U.S. Department of Education

June 7, 2010  
*Minneapolis, MN*



# Goals for the Meeting

- Provide an overview of the Teacher Incentive Fund (TIF) Notice and the application package
  - Review the priorities, selection criteria, and requirements – together with their related definitions– for both the TIF Main Competition and the TIF Evaluation Competition
  - Discuss differences between the Main and Evaluation Competition
  - Review the application submission process
- Q/A and lessons learned from past TIF grantees
- Answer all questions from the audience

# Agenda

- 8:30-9:00 **Welcome and Overview of the Notice**
- 9:00-9:30 **Eligibility Requirements and Absolute Priorities (1-3)**
- 9:30-10:15 **Application Requirements**  
Requirements (for both Main & Eval Competitions)
- 10:15-10:30 **Break**
- 10:30-11:45 **Selection Criteria and Competitive Priorities (4-6)**
- 11:45-12:45 **Lunch on your own**
- 12:45-1:45 **Current TIF Grantee Panel**
- 1:45-2:30 **TIF Evaluation Competition**  
Eligibility & Requirements  
Overview of Evaluation Design
- 2:30-2:45 **Break**
- 2:45-3:30 **Budget Narrative**
- 3:30-4:15 **Preparing your Application for Submission & Review**  
New electronic submission website
- 4:15-5:00 **Other Q&A and Closing**

# Ground Rules

- Ask your questions as we go
- Webinar participants – ask your questions through “chat”
- Time Keeping
- Additional questions may be submitted to [TIF@ed.gov](mailto:TIF@ed.gov) or 202-205-5224
- Cell phones on vibrate please

# Introductions

- Jo Anderson, *Office of the Secretary*
- Joe Conaty, *Office of Elementary and Secondary Education*
- Joanna Han, *Office of Elementary and Secondary Education*
- Betsy Warner, *Institute for Education Sciences*
- Ann Whalen, *Office of the Secretary*

# Guiding Principles

- TIF is an opportunity to:
  - implement new forms of incentive compensation;
  - design and pilot career ladders for teachers, leaders and principals;
  - develop and implement the next generation of teacher evaluation systems, high performing human resource data systems, professional development systems, and other transformational reforms; and
  - invest in systems that support a culture of continuous improvement in classrooms, schools and districts.
- Thinking about systems of support and planning for sustainability from the beginning is vital.
- Collaboration with stakeholders, including teachers and principals, and engaging in ongoing communication throughout is central for success.
- Rigorous evaluation is needed to create a body of evidence for the changes in these systems that will be powerful for students and teachers.

# History of TIF Program

- Currently, there are 33 TIF grantees in two cohorts:
  - 15 Cohort 1 grantees (2006)
  - 18 Cohort 2 grantees (2007)
- Impacts ~1,315 schools, over 54,000 teachers and nearly 2,400 administrators
- Diverse set of grantees--large urban districts, small rural communities, States and charter school networks.
- 26 have created their own models of performance pay and eight of the sites implement the Teacher Advancement Program (TAP) model.

NOTE – Past grantees' projects are governed by a separate set of priorities, requirements and guidance.

# TIF Program Purpose

Purpose of Program: The purpose of the TIF program is to support projects that develop and implement PBCSs for teachers, principals, and other personnel in order to increase educator effectiveness and student achievement (as defined in the notice), measured in significant part by student growth (as defined in the notice), in high-need schools (as defined in the notice).

# Performance Based Compensation Systems (PBCSs)

Main & Evaluation  
Competition!

- Required Components—
  - Differentiated effectiveness incentives (Absolute Priority 1)
    - For high performers, based on student growth, multiple observations, and possibly other grantee proposed performance measures;
    - Substantive – “likely high enough to improve student achievement through current and future teacher/principal behaviors”; and
    - Differentiated – based on challenging criteria
  - A rigorous, transparent, and fair evaluation for teachers and principals (Application requirement)
  - Incentives for additional responsibilities and leadership roles (Application Requirement)

# Performance Based Compensation Systems (PBCSs)

- Need-targeted professional development (Application Requirement)
  - Based on assessed school needs;
  - Targeted to individual teachers' and principals' needs as identified in the evaluation process;
  - Improve performance of those not receiving the differentiated incentive bonus; and
  - Sustain and further improve performance of those who receive the differentiated incentive bonus.
- A data management system (Application Requirement)
- Plan for educator engagement and use of PBCS data and information (Application Requirement)

# Performance Based Compensation Systems (PBCSs)

- Optional Components —
  - Includes “Other Personnel”
  - Uses Value Added Methodology (Competitive Priority 4)
  - Incentives for recruitment and retention of effective teachers in hard-to-staff subjects and specialty areas (Competitive Priority 5)
  - Other!!!!

# Awards

Estimated Available Funds: \$437,000,000 in total.  
\$300,000,000 million from the FY 2010 appropriations  
and \$137,000,000 from FY 2009 American Recovery and  
Reinvestment Act (ARRA) funds.

Estimated Range of Awards: \$5,000,000-\$10,000,000.\*

Estimated Average Size of Awards: \$7,500,000.\*

Estimated Number of Awards: 40-80.

Project Period: Up to 60 months, including the planning  
period, if applicable.

\* Successful applicants for the TIF Evaluation competition  
can anticipate award amounts \$1M to \$2M more than for the  
Main TIF competition.

# Key Dates

Notice Inviting Applications Published	May 21, 2010
Notice of Intent to Apply Due (optional)	June 1, 2010
Technical Assistance Workshop Held	June 3, 2010 & June 7, 2010 Washington, D.C. & Minneapolis, MN
Evaluation Competition Webinar	June 8, 2010
Applications Due	July 6, 2010
Awards Made	September 2010

# Resources to Help

- Application package
- Notice Inviting Applications (NIA)
- Notice of Final Priorities (NFP)
- Frequently Asked Questions (FAQs)
- Public resources from the Center for Educator Compensation Reform (CECR):  
<http://www.cecr.ed.gov/>
- Mathematica [www.mathematica-mpr.com/education/tifgrantee.asp](http://www.mathematica-mpr.com/education/tifgrantee.asp)
- All available on our website:  
[www.ed.gov/programs/teacherincentive](http://www.ed.gov/programs/teacherincentive)

# Overview of the Notice

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# Overview of the Notice

## ***Applicants must meet:***

### **Eligibility Requirements:**

- Applicant/Fiscal Agent classification
- High-need schools' free or reduced-price lunch status

### **Main TIF Requirements:**

- Selection of competition
- Application requirement
- Core elements of a PBCS and a potential planning period
- Professional development
- High-need schools documentation
- Additional eligibility requirement

### **TIF Evaluation Requirements, e.g.:**

- PBCS Implementation Consistent with Lottery
- Scope of schools
- Advance notice
- Implementation of evaluation
- Cooperation with Data Collection
- Commitment to evaluation
- Budget Information

## ***Applications will be evaluated based on:***

### **Priorities:**

- Absolute:
  - Differentiated levels of compensation for effective teachers and principals
  - Fiscal sustainability of the performance-based compensation system
  - Comprehensive approaches to the performance-based compensation system
- Competitive:
  - Use of value-added measures of student achievement
  - Increased recruitment and retention of effective teachers to serve high-need students and in hard-to-staff subjects and specialty areas in high-need schools
  - New applicants to the Teacher Incentive Fund

### **Selection Criteria:**

- Need for the project
- Project design
- Adequacy of Support for the Proposed Project
- Quality of Local Evaluation

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#### • Absolute:

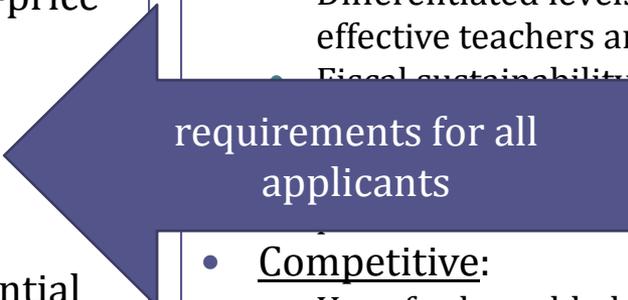
- Differentiated levels of compensation for effective teachers and principals
- Fiscal sustainability of the performance-based system
- Approaches to the compensation system

#### • Competitive:

- Use of value-added measures of student achievement
- Increased recruitment and retention of effective teachers to serve high-need students and in hard-to-staff subjects and specialty areas in high-need schools
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requirements for all applicants

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Requirements specific to  
applicants for the TIF Evaluation  
Competition

- Adequacy of Support for the Proposed Project
- Quality of Local Evaluation

# Overview of the Notice

## ***Applicants must meet:***

### **Eligibility Requirements:**

- Applicant/Fiscal
- High-need schools  
lunch status

must address – and meet –  
these priorities

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- Use of value-added measures of student achievement
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# Overview of the Notice

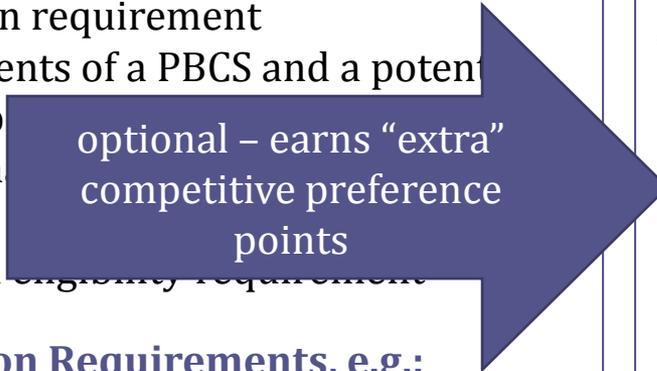
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- Selection of competition
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- Core elements of a PBCS and a potential planning p
- Professional
- High-need
- Additional eligibility requirements



optional – earns “extra”  
competitive preference  
points

### **TIF Evaluation Requirements, e.g.:**

- Budget information
- Incentive amounts
- Implementation of evaluation
- Commitment to evaluation
- Advance notice
- Scope of schools

## *Applications will be evaluated based on:*

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- Scope of
- Advance
- Impleme
- Cooperat
- Commitment to evaluation
- Budget Information

applicants write to these,  
and the reviewers judge  
and score the responses

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# Eligibility Criteria

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# Eligible Applicant

State educational agencies (SEAs); local educational agencies (LEAs); and partnerships of (1) an SEA, an LEA, or both and (2) at least one nonprofit organization. For the purposes of this program, LEAs include charter schools that are considered LEAs in their States.

- Note: For-profit charter schools are not eligible to apply individually or as part of a partnership because the Elementary and Secondary Education Act of 1965, as amended (ESEA), requires that LEAs be public agencies. Please see section 9101(26) of the ESEA.

# 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 (see section 1113(a)(5) of the ESEA (20 U.S.C. 6313(a)(5))). For middle and high schools, eligibility may be calculated on the basis of comparable data from feeder schools. Eligibility as a high-need school under this definition is determined on the basis of the most currently available data.

# Absolute Priorities (1-3)

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1. Differentiated levels of compensation for effective teachers and principals
2. Fiscal sustainability of the performance-based compensation system
3. Comprehensive approaches to the performance-based compensation system

# Absolute Priority

***Directions:*** Applicants for both Main and Evaluation Competitions must address **all three** absolute priorities in their application narrative (and budget and supporting materials as applicable). As part of the review process, Peer Reviewers will review and evaluate, to ensure that the application has met these priorities. Applications deemed to have not met one or more of the Absolute Priorities will not be funded.

# Absolute Priority 1

## **Differentiated Levels of Compensation for Effective Teachers and Principals**

To meet this absolute priority, an applicant must demonstrate, in its application, that it will develop and implement a PBCS that **rewards, at differentiated levels, teachers and principals** who **demonstrate their effectiveness** by improving **student achievement** (as defined in the notice) as part of the coherent and integrated approach of the local educational agency (LEA) to strengthening the educator workforce. In determining teacher and principal effectiveness as part of the PBCS,

# Absolute Priority 1

## Differentiated Levels of Compensation for Effective Teachers and Principals

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student achievement means:

- (a) For tested grades and subjects--(1) A student's score on the State's assessments under the ESEA; and (2) As appropriate, other measures of student learning, such as those described in paragraph (b) of this definition, provided that they are rigorous and comparable across schools; and
- (b) For non-tested grades and subjects, alternative measures of student learning and performance, such as student scores on pre-tests and end-of-course tests; student performance on English language proficiency assessments; and other measures of student achievement that are rigorous and comparable across schools.

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and  
and

# Absolute Priority 1, cont.

the LEA—

(a) Must give **significant weight to student growth** (as defined in the notice), based on objective data on student performance;

(b) Must include **observation-based assessments of teacher and principal performance at multiple points in the year**, carried out by evaluators trained in using objective evidence-based rubrics for observation, aligned with professional teaching standards; and, if applicable, as part of the LEA's coherent and integrated approach to strengthening the educator workforce; and

(c) May include other measures, such as evidence of leadership roles (as defined in the notice), that increase the effectiveness of other teachers in the school or LEA.

# Absolute Priority 1, cont.

the LEA—

(a) Must give **significant weight to student growth** (as defined in the notice), based on a distinction between student performance;

(b) Must include **principal** and **teacher and** evaluator observations; and, if applicable, a data-driven approach to strengthen

## student growth means:

The change in student achievement (as defined in the notice) for an individual student between two or more points in time.

A State or LEA may also include other measures that are rigorous and comparable across schools.

(c) May include other measures, such as evidence of leadership roles (as defined in the notice), that increase the effectiveness of other teachers in the school or LEA.

# Absolute Priority 1, cont.

In determining **principal effectiveness** as part of a PBCS, the LEA must give significant weight to student growth (as defined in the notice) and may include supplemental measures such as high school graduation and college enrollment rates.

In addition, the applicant must demonstrate that the differentiated effectiveness incentive payments will provide **incentive amounts that are substantial and provide justification for the level of incentive amounts chosen**. While the Department does not propose a minimum incentive amount, the Department encourages applicants to be thorough in their explanation of why the selected incentive amounts are likely high enough to create change in the behavior of current and prospective teachers and principals in order to ultimately improve student outcomes.

# Absolute Priority 1, cont.

In determining **principal effectiveness** as part of a PBCS, the LEA must give significant weight to student growth (as defined in the notice) and may include supplemental measures such as high school graduation and college enrollment rates.

In addition, the LEA must provide **incentive for the leader** to provide **justification** for the amount, and the Department of Education should be included in their explanation of how the amount is high enough to create change in the behavior of current and prospective teachers and principals in order to ultimately improve student outcomes.

Incentives may be individual, group, or mixed.

Description and rationale should be included in applicant's project design.

# Absolute Priority 2

## **Fiscal Sustainability of the Performance-Based Compensation System (PBCS)**

To meet this absolute priority, the applicant must provide, in its application, evidence that:

(a) The applicant has projected costs associated with the development and implementation of the PBCS, during the project period and beyond, and has accepted the responsibility to provide such performance-based compensation to teachers, principals, and other personnel (in those sites in which the grantee wishes to expand the PBCS to additional staff in its schools) who earn it under the system; and

## Absolute Priority 2, cont.

(b) The applicant will provide from non-TIF funds over the course of the five-year project period an **increasing share** of performance-based compensation paid to teachers, principals, and other personnel (in those sites in which the grantee wishes to expand the PBCS to additional staff in its schools) in those project years in which the LEA provides such payments as part of its PBCS

# Absolute Priority 3

## **Comprehensive Approaches to the Performance-Based Compensation System (PBCS).**

To meet this absolute priority, the applicant must provide, in its application, evidence that the proposed PBCS is **aligned with a coherent and integrated strategy for strengthening the educator workforce**, including the use of data and evaluations for professional development and retention and tenure decisions in the LEA or LEAs participating in the project during and after the end of the TIF project period.

# Requirements

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Requirements (for both Main & Eval Competitions)

# Requirements

- Selection of Competition
- Application Requirement  
(Additional Roles & Responsibilities)
- High-need School Documentation
- Core Elements of a PBCS and a Potential Planning Period
- Professional Development
- Additional Eligibility Requirement  
(Current Grantees)

# Requirements: Selection of Competition

## Selection of Competition



Main or Evaluation Competition?

An applicant may submit an application for either the Main TIF competition or the TIF Evaluation competition. Each applicant must identify in its application the competition for which it is applying.

An applicant should clearly indicate which competition it is applying to in the first sentence of its Application Abstract

# Requirements: Additional roles and responsibilities

## Application Requirement

Each applicant must describe in its application how its proposed PBCS will provide educators with incentives to take on additional responsibilities and leadership roles (as defined in the notice).

**Additional responsibilities and leadership roles** means additional duties teachers may voluntarily accept, such as: (1) serving as master or mentor teachers who are chosen through a performance-based selection process (including through assessment of their teaching effectiveness and the ability to work effectively with other adults and students) and who have responsibilities to share effective instructional practices and/or to assess and improve the teaching effectiveness of other teachers in the school; (2) roles in induction and mentoring of novice teachers or high-need students (as defined in this notice); (3) tutoring students; or (4) roles in establishing and developing learning communities designed to continually improve the capacity of all teachers in a school to advance student learning, using a shared set of practices, instructional principles, or teaching strategies.

# Requirements: High need School Documentation

## High-need School Documentation

Each applicant must demonstrate, in its application, that the schools to be served by the proposed PBCS are **high-need schools** (as defined in the notice). Each applicant must provide, in its application, a **list of schools** in which the proposed PBCS will be implemented as well as the **most current data** on the percentage of each identified school's students who are eligible for free or reduced-price lunch

Data provided to demonstrate eligibility as a high-need school (as defined in the notice) must be school-level data; the Department will not accept LEA- or State-level data for purposes of documenting whether a school is a high-need school (as defined in the notice).

# Requirements: Core Elements

## Core Elements of a PBCS and a Potential Planning Period Requirement

Each applicant must either--

- (a) Demonstrate in its application that it has in place the five core elements that follow; or
- (b) If the applicant cannot demonstrate in its application that it has in place each of the five core elements—
  - (1) Agree, as part of its application, to implement a planning period of up to one year, during which it will use its TIF funds to develop the core element or elements it lacks; and
  - (2) Include, in its application, a plan for how it will implement the core element or elements it lacks during the planning period.

# Requirements: Core Elements

- (1) A **plan for effectively communicating** to teachers, administrators, other school personnel, and the community at-large the components of its PBCS;
- (2) The **involvement and support of teachers, principals, and other personnel** (including input from teachers, principals, and other personnel in the schools and LEAs to be served by the grant) and the **involvement and support of unions in participating LEAs** (where they are the designated exclusive representatives for the purpose of collective bargaining) that is needed to carry out the grant;

# Requirements: Core Elements, cont.

- (3) **Rigorous, transparent, and fair evaluation systems for teachers and principals** that differentiate effectiveness using multiple rating categories that take into account student growth (as defined in the notice) as a significant factor, as well as classroom observations conducted at least twice during the school year.

The evaluation process must: (1) use an objective, **evidence-based rubric aligned with professional teaching or leadership standards** and the LEA's coherent and **integrated approach to strengthening the educator workforce**; (2) provide for **observations** of each teacher or principal **at least twice during the school year** by individuals (who may include peer reviewers) who are provided specialized training; (3) incorporate the collection and evaluation of additional forms of evidence; and (4) ensure a high degree of inter-rater reliability (i.e., agreement among two or more raters who score approximately the same);

# Requirements: Core Elements, cont.

- (4) A **data-management system**\* that can link student achievement (as defined in the notice) data to teacher and principal payroll and human resources systems; and
- (5) A plan for ensuring that teachers and principals understand the specific measures of teacher and principal effectiveness included in the PBCS, and receive professional development that enables them to use data generated by these measures to improve their practice.

\*Successful applicants that receive TIF program grant awards must ensure that the program's PBCS, including the necessary data systems, complies with the Family Educational Rights and Privacy Act (FERPA), including the regulations in 34 CFR Part 99, as well as any applicable State and local requirements regarding privacy.

# Requirements: Planning Period

## Planning Period Requirements

The two requirements of the Planning Period are:

- (1) Required to demonstrate in its annual performance report or other interim performance report that it has implemented any of the five core elements it had lacked at the start of the project; and
- (2) Prohibited from using TIF program funds to provide incentive payments to teachers, principals, and other personnel (in those sites in which the grantee wishes to expand the PBCS to additional staff in its schools) until it has implemented a PBCS that, to the Secretary's satisfaction, has all five core elements.

# Requirements: Professional Development

## Professional Development

Each applicant must demonstrate, in its application, that its proposed PBCS will include **a high-quality professional development component for teachers and principals** consistent with the definition of the term professional development in section 9101(34) of the ESEA.

(AND)

The applicant must demonstrate that its PBCS has a professional development component in place, or a specific plan for developing one, that is **directly linked to the specific measures of teacher and principal effectiveness** included in the PBCS.

# Requirements: Professional Development, cont.

The professional development component of the PBCS must—

- (1) Be based on **needs assessed** either at the high-need schools (as defined in the notice) participating in the applicant's proposed PBCS or LEA-wide;
- (2) Be **targeted** to individual teachers' and principals' needs as identified in the evaluation process;
- (3) Provide-- (a) Those teachers and principals in participating TIF schools who do not receive differentiated compensation based on effectiveness under the PBCS with the tools and skills they need to improve their effectiveness in the classroom or school and be able to raise student achievement; and (b) Those teachers and principals who are deemed to be effective and who, therefore, receive differentiated compensation under the PBCS, with the tools and skills they need to (1) continue effective practices in the classroom or school and raise student achievement, and (2) successfully assume additional responsibilities and leadership roles

# Requirements: Professional Development, cont.

- (4) Support teachers and principals to better understand and use the measures of effectiveness in the PBCS to improve practice and student achievement (as defined in the notice); and
  
- (5) Include a process for regularly assessing the effectiveness of this professional development in improving teacher and leadership practice to increase student achievement (as defined in the notice) and making modifications necessary to improve its effectiveness.

# Requirements: Additional Eligibility Requirement

## Additional Eligibility Requirement

Each applicant **that currently participates in a TIF project** must confirm in its application either that—

- (a) Its proposed PBCS would be available to educators in high-need schools (as defined in the notice) in which the LEA does not currently make a TIF-supported PBCS available; or
- (b) If the applicant's current TIF project serves only principals or only teachers, its proposed project would add teachers or principals, respectively, who work in high-need schools (as defined in the notice) and who are not eligible for performance-based compensation under the applicant's current TIF project's PBCS.

# Requirements: Additional Eligibility Requirement, cont.

If awarded a grant, the grantee must maintain its PBCS for teachers and principals in high-need schools (as defined in the notice) for the duration of the new TIF project period. An applicant may also propose to have other personnel (in those sites in which the grantee wishes to expand the PBCS to additional staff in its schools) who work in high-need schools (as defined in the notice) benefit from the PBCS.

# Break

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# Selection Criteria

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- (A) Need for the project
- (B) Project Design
- (C) Adequacy of support for the proposed project
- (D) Quality of local evaluation

## (A) Need for the project (up to 10 points)

In determining the need for the proposed project, the Secretary will consider the extent to which the applicant establishes that—

(1) The high-need schools (as defined in the notice) whose educators would be part of the PBCS have **difficulty**—

(i) **Recruiting highly qualified or effective teachers**, particularly in hard-to-staff subjects or specialty areas, such as mathematics, science, English language acquisition, and special education; and

(ii) **Retaining** highly qualified or effective teachers and principals.

## (A) Need for the project, cont.

- (2) **Student achievement** (as defined in the notice) in each of the schools whose educators would be part of the PBCS is **lower than in what the applicant determines are comparable schools in the LEA**, or another LEA in its State, in terms of key factors such as size, grade levels, and poverty levels;
- (3) A definition of what it considers a “comparable” school for the purposes of paragraph (2) of this selection criterion is established.

## (B) Project Design (up to 60 points)

In determining the quality of the design of the proposed project, the Secretary will consider the extent to which the proposed PBCS--

- (1) Is part of a proposed LEA or statewide strategy, as appropriate, for improving the process by which each participating LEA **rewards teachers, principals, and other personnel** (in those sites in which the grantee wishes to expand the PBCS to additional staff in its schools) in high-need schools (as defined in the notice) **based upon their effectiveness as determined in significant part by student growth** (as defined in the notice).

## (B) Project Design, cont.

With regard to the effectiveness of teachers, principals, and other personnel, the Secretary will consider whether–

- (i) The methodology the LEA or SEA proposes to use in its PBCS to determine the effectiveness of a school's teachers, principals, and other personnel (in those sites in which the grantee wishes to expand the PBCS to additional staff in its schools) **includes valid and reliable measures of student growth** (as defined in the notice);

## (B) Project Design, cont.

- (ii) The participating LEA would use the proposed PBCS to provide performance awards to teachers, principals, and other personnel (in those sites in which the grantee wishes to expand the PBCS to additional staff in its schools) that are of sufficient size to affect the behaviors of teachers, principals, and other personnel and their decisions as to whether to go to, or remain working in, the high-need school; and
- (iii) The applicant provides a clear explanation of how teachers, principals, and other personnel (in those sites in which the grantee wishes to expand the PBCS to additional staff in its schools) are determined to be “effective” for the purposes of the proposed PBCS.

## (B) Project Design, cont.

- (2) Has the **involvement and support of teachers, principals, and other personnel** (in those sites in which the grantee wishes to expand the PBCS to additional staff in its schools), **including input from teachers, and principals, and other personnel** in the schools and LEAs to be served by the grant, and **the involvement and support of unions in participating LEAs** where they are the designated exclusive representatives for the purpose of collective bargaining that is needed to carry out the grant;

## (B) Project Design, cont.

- (3) Includes **rigorous, transparent, and fair evaluation systems for teachers and principals** that differentiate levels of effectiveness using multiple rating categories that take into account data on student growth (as defined in the notice) as a significant factor, as well as classroom observations conducted at least twice during the school year;
  
- (4) Includes a **data-management system**, consistent with the LEA's proposed PBCS, that can **link student achievement (as defined in the notice) data to teacher and principal payroll and human resources systems**; and

## (B) Project Design, cont.

- (5) Incorporates **high-quality professional development** activities that increase the capacity of teachers and principals to raise student achievement (as defined in the notice) and are directly linked to the specific measures of teacher and principal effectiveness included in the PBCS.

## (C) Adequacy of Support for the Proposed Project (up to 25 points)

The Secretary considers the extent to which–

- (1) The **management plan** is likely to achieve the objectives of the proposed project on time and within budget, and includes clearly defined responsibilities and detailed timelines and milestones for accomplishing project tasks;
- (2) The **project director and other key personnel** are qualified to carry out their responsibilities, and their time commitments are appropriate and adequate to implement the project effectively;

## (C) Adequacy of Support for the Proposed Project, cont.

- (3) The applicant will support the proposed project with funds provided under other Federal or State programs and local financial or in-kind resources; and
- (4) The requested grant amount and **project costs are sufficient to attain project goals and reasonable in relation to the objectives and design of the project.**

## (D) Quality of Local Evaluation (up to 5 points)

Not applicable to Evaluation Competition – BUT...we strongly encourage you to address!

The Secretary considers the extent to which the applicant's evaluation plan–

(1) Includes the use of **strong and measurable performance objectives** (that are clearly related to the goals of the project) for raising student achievement (as defined in the notice), increasing the effectiveness of teachers, principals and other personnel (in those sites in which the grantee wishes to expand the PBCS to additional staff in its schools), and retaining and recruiting effective teachers, principals, and other personnel;

## (D) Quality of Local Evaluation, cont.

- (2) Will produce **evaluation data** that are **quantitative** and **qualitative**; and
- (3) Includes adequate evaluation procedures for ensuring **feedback and continuous improvement** in the operation of the proposed project.

<b>Selection Criteria</b>	<b>Points</b>
<b>(A) Need for Project</b>	<b>10</b>
<b>(B) Quality of Project Design</b>	<b>60</b>
<b>(C) Adequacy of Support for the Proposed Project</b>	<b>25</b>
<b>(D) Quality of Local Evaluation</b>	<b>5</b>
<b>Total Points</b>	<b>100</b>

# Competitive Priorities

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Competitive Priorities (4-6)

# Competitive Priority

**Directions:** Applicants for both Main TIF and TIF Evaluation Competitions may address either or both of the competitive preference priorities 4 and 5, as well as Priority 6 if eligible for it, in their application narratives (and budget and supporting materials, as applicable). Applicants do not need to “write to” the competitive priorities separately, but we strongly encourage them to indicate in their narratives if and how they have address any of the priorities. As part of the review process, Peer Reviewers will review, evaluate, and score the quality of the applicants’ response to Priorities 4 and 5 and determine if the applicant has met Priority 6.

# Competitive Priority 4

## **Use of Value-Added Measures of Student Achievement (up to 5 points)**

To meet this competitive preference priority, the applicant must demonstrate, in its application, that the proposed PBCS for teachers, principals, and other personnel (in those sites in which the grantee wishes to expand the PBCS to additional staff in its schools) will use a value-added measure of the impact on student growth (as defined in the notice) as a significant factor in calculating differentiated levels of compensation provided to teachers, principals, and other personnel (in those sites in which the grantee wishes to expand the PBCS to additional staff in its schools).

## Competitive Priority 4, cont.

Under this priority, the applicant must also demonstrate that it has a plan to ensure that, as part of the PBCS, it has the capacity to –

- (1) **implement the proposed value-added model** (e.g., through robust data systems that collect the necessary data and ensure data quality), and
- (2) clearly explain the chosen value-added model to teachers to enable them to **use the data generated** through the model to **improve classroom practices.**

# Competitive Priority 5

## **Increased Recruitment and Retention of Effective Teachers to Serve High-Need Students and in Hard-to-Staff Subjects and Specialty Areas in High-Need Schools (up to 5 points)**

To meet this competitive preference priority, the applicant must demonstrate in its application that its proposed PBCS is designed to assist high-need schools (as defined in the notice) to (1) **serve high-need students** (as defined in the notice), (2) **retain effective teachers in teaching positions in hard-to-staff subjects and specialty areas**, such as mathematics, science, special education, and English language acquisition, and (3) **fill vacancies with teachers of those subjects or specialty areas who are effective or likely to be effective.**

## Competitive Priority 5, cont.

The applicant must provide an explanation for how it will determine that **a teacher filling a vacancy is effective** or likely to be effective.

In addition, applicants must demonstrate, in their applications, the extent to which the subjects or specialty areas they propose to **target are hard-to-staff**.

Lastly, applicants must demonstrate, in their applications, that they will implement a process for effectively communicating to teachers which of the LEA's schools are high-need and which subjects and specialty areas are considered hard-to-staff.

# Competitive Priority 6

## **New Applicants to the Teacher Incentive Fund (2 points)**

To meet this competitive preference priority, an applicant must be a **new applicant to the TIF program**. For the purposes of this priority, a new applicant is—

- (1) an eligible entity that has not previously been awarded a grant under the TIF program, or
- (2) a nonprofit organization that previously received funding through TIF, as part of a partnership with one or more LEAs or SEAs, but that is applying to work with a different group of eligible LEAs or SEAs than it worked with under any previous TIF grant.

## Competitive Priority 6, cont.

Under this competitive preference priority, a current nonprofit grantee may not propose to use new TIF funds to compensate for any activities related to the development and implementation of its PBCS in LEAs and high-need schools (as defined in the notice) already served under the current grant. Rather, a nonprofit organization that is a current TIF grantee may only use new TIF funds for the costs of implementing the PBCS in high-need schools (as defined in the notice) that have not previously received TIF funds.

# Break

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# Current TIF Grantee Panel

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Denver Public Schools

Harrison School District 2

# PROFESSIONAL COMPENSATION FOR TEACHERS AND SCHOOL LEADERS

Presented by

Connie Casson and Brad Grippin

Denver Public Schools

# ProComp: The Policy Premise

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Teacher compensation, which is a school district's single largest expenditure, should be linked directly and in multiple ways to improved student learning, which is the district's intended organizational outcome.

# Milestones in the ProComp Story – Collaboration Between DCTA and DPS

- Aug 1999 – DPS and DCTA agree to the “Pay for Performance Pilot”
- Oct 2001 to Jan2004 – Joint Task Force on Teacher Compensation develops ProComp, based in part on learnings from pilot
- March 2004 – DCTA members ratify ProComp 59.8% to 40.2%
- November 2005 – Denver voters approve property tax increase
- August 2008 – DPS and DCTA reach agreement on significant revisions to ProComp with support of 78% of teachers, increasing student performance incentives by seven times and market incentives by two times
- Current – over two-thirds of teachers now in ProComp
- Ongoing collaboration through the joint Transition Team and joint ProComp Trust Board

# ProComp Objectives

- Alignment of teacher compensation with improved student learning outcomes
- More equitable total compensation structure
- Competitive salaries to attract new teachers and retain effective mid-career teachers where turnover highest
- Meaningful incentives to serve in high poverty schools and hard to staff assignments
- Incentives for great work to drive positive school cultures and foster collaboration between teachers
- Alignment with School Performance Framework and principal performance pay incentives

# ProComp Incentives

- Knowledge and Skills
  - ▣ Advanced Degree/License
  - ▣ Tuition/Student Loan Reimbursement
  - ▣ Professional Development Units (PDUs)
- Market Incentives
  - ▣ Hard to Serve Schools
  - ▣ Hard to Staff Assignments
- Comprehensive Professional Evaluation
- Student Growth
  - ▣ Student Growth Objectives (SGOs)
  - ▣ Exceeds CSAP Expectations
  - ▣ Top Performing Schools
  - ▣ High Growth Schools

# Principal Performance Pay

- Begun in 2007-2008 with Teacher Incentive Fund (TIF) grant from the Department of Education (DOE)
- All principals and APs eligible for incentives
- Aligned with awards for teachers under ProComp
- Incentives of over \$30,000 available for:
  - ▣ Top performance on the School Performance Framework
  - ▣ High growth on SPF student growth measures
  - ▣ Leading high-poverty schools
  - ▣ Successful implementation of school improvement plans
  - ▣ Documenting best practices in instructional practice
- Made changes in 2009-10 to align program with negotiated changes for ProComp

# Lessons Learned

- Experimental system designed to evolve
- Build coalition with shared goals, but competing priorities
  - ▣ Union, community, District, Board, schools, foundations
- Develop effective communication strategy
- Build strong organizational capacity in HR and IT

# References

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- <http://denverprocomp.dpsk12.org/>
- <http://denverprincipalprocomp.dpsk12.org/>



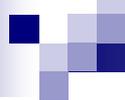
# Teacher Incentive Fund

The foundation of where we  
are as a district

# HSD2 TIF Grant

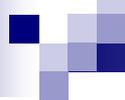


- Building and Individual Achievement Awards
- Principal Awards
- Recruitment and Retention
- Tuition Reimbursement
- Distinguished Teachers



# What we wished we had known....

- Communication is critical
- Unexpected results
- Don't forget about Evaluation
- Meet with fellow TIF Grantees

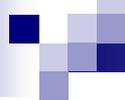


# Harrison Core Beliefs

- Our main purpose is to improve student academic achievement.
- Effective instruction makes the most difference in student academic performance.
- There is no excuse for poor quality instruction.
- With our help, at risk students will achieve at the same rate as non-at risk students.
- Staff members must have a commitment to children *and* a commitment to the pursuit of excellence.



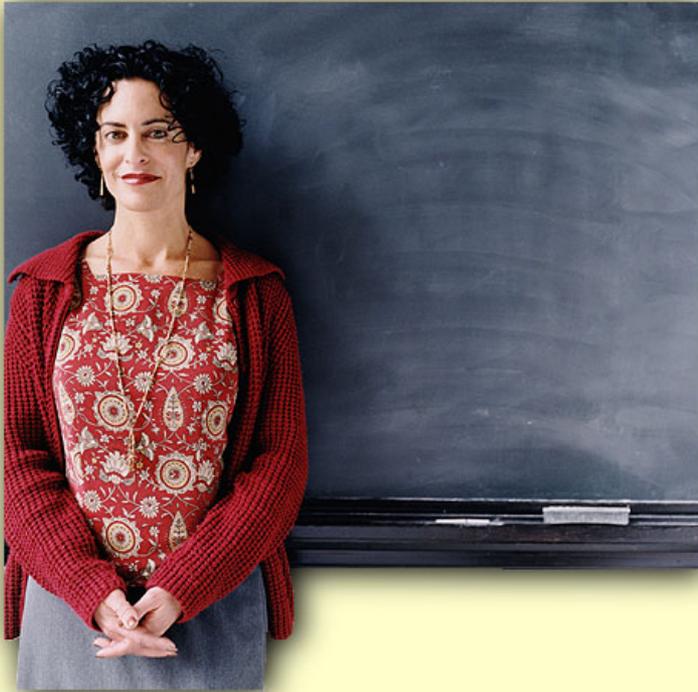
***A system will only maximize its effectiveness if the major parts of the system are aligned and work in reinforcing ways.***



# Key points

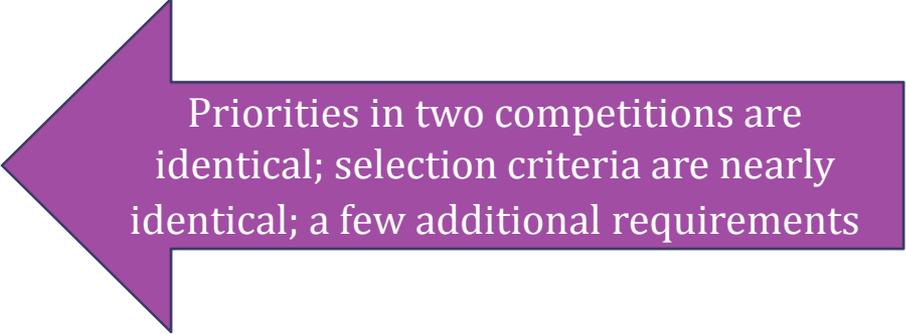
- One of the most rigorous in the nation
- Systemic
- Eliminates salary schedule
- Effectiveness = teacher performance + student achievement results (50%)

# Key points



- For all licensed staff
  - Including elective teachers, counselors, etc.
  - 85% already placed on new system
  - 100% in 2011-2012

# TIF Evaluation Competition



Priorities in two competitions are identical; selection criteria are nearly identical; a few additional requirements

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Absolute and Competitive Priorities  
Selection Criteria  
Eligibility and Other Requirements  
National Evaluation Benefits  
Further Technical Assistance

# National Evaluation Overview:

## **Congressionally Mandated Study**

The ARRA requires the Department's Institute of Education Sciences (IES) to conduct a rigorous impact evaluation.

## **Goals of the Study**

- Estimate the effect of differentiated performance-based incentive pay on student achievement, teacher mobility, and the quality of teachers and principals in high-need schools;
- Learn about the features of PBCSs that are associated with the greatest impact; and
- Learn about PBCS implementation challenges and strategies to overcome.

# Overview: Same as Main Competition

## Priorities

### *Absolute Priorities*

Differentiated levels of compensation for effective teachers and principals

Fiscal sustainability of the PBCS

Comprehensive approaches to the PBCS

### *Competitive Preference Priorities*

Use of value-added measures of student achievement (5 points)

Increased recruitment and retention of effective teachers to serve high-need students in hard-to-staff subjects and specialty areas in high-need schools (5 points)

New applicants to the Teacher Incentive Fund (2 points)

## Selection Criteria

(1) Need for Project (up to 10 points)

(2) Quality of Project Design (up to 60 points)

(3) Adequacy of Support for the Proposed Project (up to 25 points)

(4) Quality of Local Evaluation (up to 5 points)

# Overview: Same as Main Competition

## Priorities

### *Absolute Priorities*

Differentiated levels of compensation for effective teachers and principals

Fiscal sustainability of the PBCS

Comprehensive approaches to the PBCS

### *Competitive Preference Priorities*

Use of value-added measures of student achievement (5 points)

Increased recruitment and retention of effective teachers to serve high-need students in hard-to-staff subjects and specialty areas in high-need schools (5 points)

New applicants to the Teacher Incentive Fund (2 points)

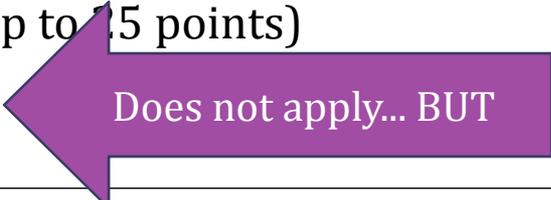
## Selection Criteria

(1) Need for Project (up to 10 points)

(2) Quality of Project Design (up to 60 points)

(3) Adequacy of Support for the Proposed Project (up to 15 points)

(4) Quality of Local Evaluation (up to 5 points)



Does not apply... BUT

# Performance Based Compensation Systems (PBCSs)

Main & Evaluation  
Competition!

- Required Components—
  - Differentiated effectiveness incentives (Absolute Priority 1)
    - For high performers, based on student growth, multiple observations, and possibly other grantee proposed performance measures;
    - Substantive – “likely high enough to improve student achievement through current and future teacher/principal behaviors”; and
    - Differentiated – based on challenging criteria
  - A rigorous, transparent, and fair evaluation for teachers and principals (Application requirement)
  - Incentives for additional responsibilities and leadership roles (Application Requirement)

# Performance Based Compensation Systems (PBCSs)

- Need-targeted professional development (Application Requirement)
  - Based on assessed school needs;
  - Targeted to individual teachers' and principals' needs as identified in the evaluation process;
  - Improve performance of those not receiving the differentiated incentive bonus; and
  - Sustain and further improve performance of those who receive the differentiated incentive bonus.
- A data management system (Application Requirement)
- Plan for educator engagement and use of PBCS data and information (Application Requirement)

# Performance Based Compensation Systems (PBCSs)

- Optional Components —
  - Includes “Other Personnel”
  - Uses Value Added Methodology (Competitive Priority 4)
  - Incentives for recruitment and retention of effective in hard-to-staff subjects and specialty areas (Competitive Priority 5)
  - Other!!!

# Overview of the Notice

## *Applicants must meet:*

### **Eligibility Requirements:**

- Applicant/Fiscal Agent classification
- High-need schools' free or reduced-price lunch status

### **Main TIF Requirements:**

- Selection of competition
- Application requirement
- Core elements of a PBCS and a potential planning period
- Professional development
- High-need schools documentation
- Additional eligibility requirement

### **TIF Evaluation Requirements, e.g.:**

- PBCS Implementation Consistent with Lottery
- Scope of schools
- Advance notice
- Implementation of evaluation
- Cooperation with Data Collection
- Commitment to evaluation
- Budget Information

## *Applications will be evaluated based on:*

### **Priorities:**

- Absolute:
  - Differentiated levels of compensation for effective teachers and principals
  - Fiscal sustainability of the performance-based compensation system
  - Comprehensive approaches to the performance-based compensation system
- Competitive:
  - Use of value-added measures of student achievement
  - Increased recruitment and retention of effective teachers to serve high-need students and in hard-to-staff subjects and specialty areas in high-need schools
  - New applicants to the Teacher Incentive Fund

### **Selection Criteria:**

- Evaluation
- Competition ONLY!
- Quality of Local Evaluation



# PBCS Implementation – use of lottery

Evaluation  
Competition  
ONLY!

Must agree to have the IES evaluator ([Mathematica Policy Research](#)) select schools, by lottery, into two groups—

LEA Schools Participating  
in the Evaluation

Lottery

## Group 1

- Differentiated effectiveness incentive
- Leadership/addit. responsibility incentives
- Professional development activities
- Evaluations
- Hard-to-staff and specialty area incentives (if relevant)

## Group 2

- 1% across-the-board bonus
- Leadership/addit. responsibility incentives
- Professional development activities
- Evaluations
- Hard-to-staff and specialty area incentives (if relevant)

# Scope of Schools

Evaluation  
Competition ONLY!

Must include a minimum of **eight and up to sixteen schools** in grades 3-8 within the same LEA:

- If elementary schools are included, there are at least two schools within the same **LEA\*** within the same state;
- If middle schools are included, there are at least two schools within the same **LEA\*** within the same state.

\* For purposes of the TIF Evaluation Competition, an **"LEA" includes consortia and intermediary units**, so long as they are considered an LEA under State law and there is a central or coordinated data function.

At least one LEA within the application must meet the scope of schools requirement

# Scope of Schools



Must include a minimum of **eight** schools in grades 3-8 within the same LEA.

An applicant for the Evaluation competition may still propose to have its TIF-supported PBCS apply to teachers, principals, and other personnel in **ADDITIONAL** high-need schools– including high schools or schools greater than 16 per LEA. Those schools simply would not be a part of the TIF national evaluation.

\*  
C  
L

# Advance Notice:

Evaluation  
Competition ONLY!

Must agree to work with [Mathematica Policy Research](#) to notify all participating evaluation schools of their assigned group:

- Implementing in 2010-11– can work with [Mathematica Policy Research](#) pre-grant award notification, OR shortly after award;
- Implementing in 2011-12 – must notify schools no later than 2 months prior to the beginning of the school year.

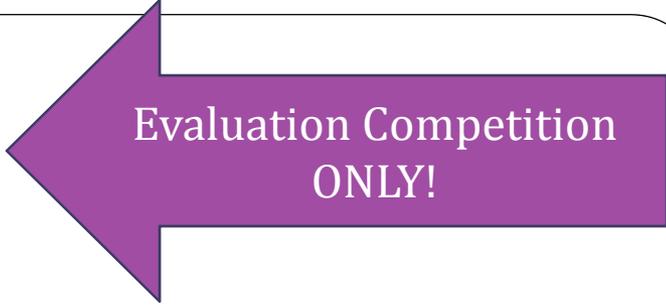
# Cooperation with Data Collection

Evaluation  
Competition  
ONLY!

Must agree to cooperate with **national evaluation data collection** activities which include:

- Surveys (principals, teachers, TIF grant manager) administered by **Mathematica Policy Research**;
- Interview (TIF grant manager);
- Student test scores and demographic information collected from administrative records; and
- Teacher and principal school assignment information.

# Commitment to Evaluation

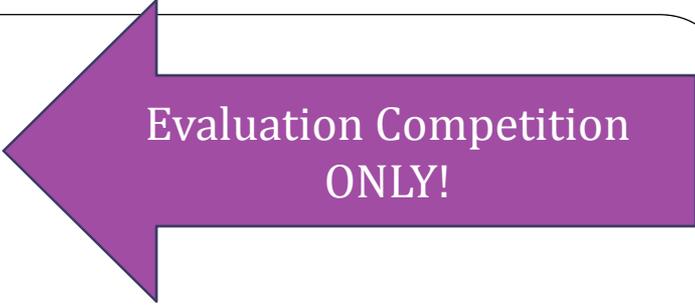


Evaluation Competition  
ONLY!

Must provide in the application:

- Letter from LEA superintendent and principals in schools agreeing to the evaluation requirements;
- Letter from the research office or research board agreeing to the evaluation requirements (if such approval is needed)

# Budget Information



Evaluation Competition  
ONLY!

- Must indicate how the applicant plans to use the additional \$1M -\$2M.
- Permissible uses include:
  - Salaries for any academic coaches, Master, Mentor, or Lead teachers\*;
  - Support to meet fiscal sustainability under Absolute Priority 2;
  - Professional development and expenses related to release time for teachers to attend professional development;
  - Costs associated with developing value-added measures;
  - Any costs associated with complying with the national evaluation;
  - Other

\*NOTE: In Main Competition, TIF Funds may only be used to support one salary per position per school.

# Benefits of Applying to the Evaluation Competition:

Additional Funding (\$1M to \$2M)

8 schools	\$1 million
10 schools	\$1.25 million
12 schools	\$1.5 million
14 schools	\$1.75 million
16 schools	\$2 million

# Benefits of Applying to the Evaluation Competition, cont.

- In-Depth Technical Assistance
  - Customized plan for TA
  - Potential support
    - ✓ Refining program design
    - ✓ Developing infrastructure (e.g., data systems, value added modeling)
    - ✓ Outreach support
    - ✓ Ongoing problem solving
- Priority funding
- Grant level information from the national evaluation
- No local evaluation requirement
- Part of “What Works” knowledge base

## Further Information and Technical Assistance

Technical requirements can be answered by  
Mathematica Policy Research:

[www.mathematica-  
mpr.com/education/tifgrantee.asp](http://www.mathematica-mpr.com/education/tifgrantee.asp)

Frequently Asked Questions will be available at:

[www.ed.gov/programs/teacherincentive/faq.htm](http://www.ed.gov/programs/teacherincentive/faq.htm)  
1

# Break

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# Budget & Other Requirements

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# Suggested Guidelines for the Budget Narrative

In accordance with 34 CFR 75.232, Department staff perform an analysis of the projects recommended for funding to ensure that: costs relate to the activities and objectives of the project; and are reasonable (costs that would be incurred by a “prudent person”), allowable (either permitted or not specifically prohibited), and allocable (can be directly allocated to your project). Any costs not fully described or justified may be deleted from your funding request during the budget review.

# Documenting Differentiated Compensation

- If a **fringe benefits rate will be applied** to the added compensation or incentives for teachers, principals, and other personnel, an applicant should include the **differentiated compensation in the “personnel” line item**, and the costs generated by applying the fringe benefit rate included in the “fringe benefits” line item.
- If you **do not plan to apply a fringe rate** to the added compensation or incentives you would provide to teachers, principals, and other personnel (in those sites that wish to expand its PBCS to additional staff in its schools) you should include the **differentiated compensation in the “other” line item**.

# Incentives & Services for Other Personnel

ARRA legislation authorizes TIF grants for PBCSs that include teachers and principals, where FY 2010 legislation authorizes TIF grants for PBCSs that include teacher, principals and other school personnel. Because the Department cannot award ARRA funds for the costs of PBCSs tied to these other personnel, It is important that applicants –

- **Separately identify in their budgets all proposed expenses related to incentives provided to other school personnel and any other costs associated with including them in their PBCSs.**

# Budget Example for Other Personnel

<i>Personnel or Other: Differentiated Compensation &amp; Incentives</i>	# staff	Amount of Award	Total
Other Personnel: Awards based on school-wide student growth in mathematics, based on the incentive model described on page 12 of the project proposal.	200	\$XXX	\$XXXX
Other Personnel: Awards provided to other personnel who have taken on the additional responsibility of tutoring students after school in mathematics.	50	\$XXX	\$XXXX

# Documenting Expenses Related to the Planning Period

For those applicants that have not completed all five core elements required before first year of implementation, the applicant must propose a planning period of up to one year. This planning period may be one to twelve months, depending on the amount of time an applicant believes it needs to complete the core element(s) it lacks. For the purposes of proposing and documenting the expenses related to the planning period, **it is important to provide specific information as to the amount of time needed for the planning period and for those related expenses to complete the core element(s) in the budget narrative.**

# Section A Form – Line Item Categories

It is important that each expense included in each of the budget categories is listed in detail, with the appropriated justification for the need of that expense. The following are the budget line items:

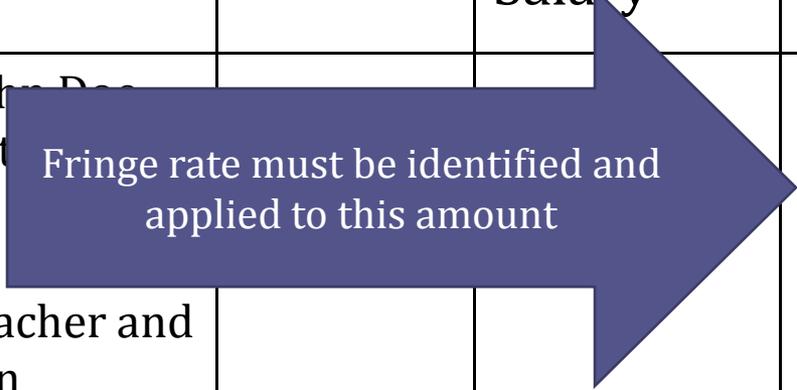
- Personnel
- Fringe
- Travel
- Equipment
- Supplies
- Contractual
- Other

# Personnel Budget Examples

<i>Personnel:</i> The following requested personnel will all be hired as employees of the project.	% FTE	Base Salary	Total
Project Director (1): John Doe will be responsible for the overall leadership and management of the Performance-Based Teacher and Principal Compensation Program. His qualifications are described in detail in the project on page 24 of the application.	80%	\$65,000	\$52,000

# Personnel Budget Examples - Fringe

<i>Personnel:</i> The following requested personnel will all be hired as employees of the project.	% FTE	Base Salary	Total
Project Director (1): John Doe will be responsible for the overall leadership and management of the Performance-Based Teacher and Principal Compensation Program. His qualifications are described in detail in the project on page 24 of the application.			\$52,000



# Travel Expenses

Applicants must budget for attendance at two required annual meetings. There are no registration fees for these meetings. For planning purposes, applicants should include funds for transportation, lodging, and per diem costs for the following meetings:

**1. Required Meeting: *Teacher Incentive Fund Grantee Meeting***

This 1.5 day meeting will provide participants with key information needed to manage and implement a discretionary grant awarded by ED and technical assistance from experts. Grantee meetings will be held annually.

**2. Required Meeting: *Teacher Incentive Fund Topical Meeting***

This 1.5 day meeting will provide participants with in depth information on a topic related to implementing PBCSs. Topical meetings will be held annually.

# Equipment & Supplies Budget Expenses

## Equipment:

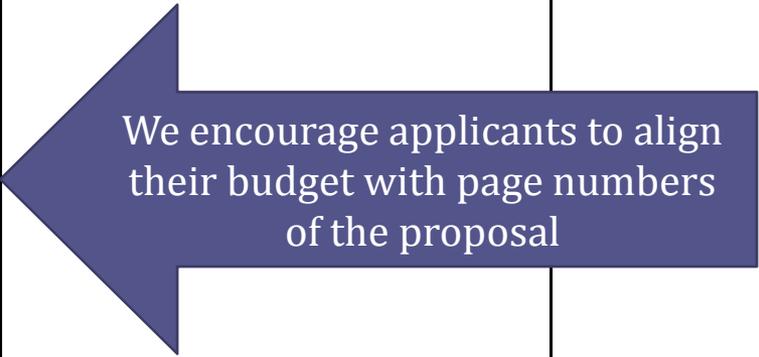
- Indicate the estimated unit cost for each item to be purchased.
- Identify each type of equipment.
- Provide adequate justification of the need for items of equipment to be purchased.
- Explain the purpose of the equipment, and how it relates to project success.
- Provide the basis for cost estimates or computations.

## Supplies:

- Provide an itemized estimate of materials and supplies by nature of expense or general category (e.g., office supplies).
- Explain the purpose of the supplies and how they relate to project success.
- Provide the basis for cost estimates or computations.

# Contractual Budget Expenses

<i>Contractual</i>	Timing of Costs	Total
ABC District plans to contract with an external evaluator to conduct the local evaluation, using both qualitative and quantitative data analysis. ABC expects to receive bi-annual evaluation reports and surveys from the new contractor. Please see <b>page 37</b> of the project proposal for more information on the evaluation design.	Bi-Annual	\$XXXX



# Construction & Other Expenses

## Construction:

Not allowable under the TIF program.

## Other:

- List and identify items by major type or category (e.g., communications, printing, postage, equipment rental, etc.).
- Provide the cost per item (printing = \$500, postage = \$750).
- Provide the purpose for the expenditures and relation to project success.
- Provide the basis for cost estimates or computations

# Indirect Cost Rate

- Identify indirect cost rate (if the applicant proposes to charge indirect costs to the grant).
  - *Note:* Remember to provide a copy of the most recent approved indirect cost agreement in the Other Attachments form section of the application.
  - If the applicant does not have an indirect cost rate, it must apply for funding based on a rate of 8% to receive any funding for indirect costs. Once the grantee receives an approved rate, it will then shift funds around in its budget to reflect the expenditure of the actual rate approved.
  - If an applicant does not request in its proposed budget indirect costs, the Department will not grant the applicant additional funding at a later date. The Applicant must request these expenses at the time of application submission.

# Evaluation Competition Budgets

- **Do** budget and provide a narrative for –
  - Differentiated Compensation in proposed “Group 1” schools
  - 1% bonus in proposed “Group 2” schools
    - Applicants should list expenses under the “Personnel” or “Other” Budget Category
  - Any expenses related to proposed schools above and beyond “scope of schools” requirements (e.g., high schools and additional elementary or middles schools)
  - \$1M-\$2M of Additional Funding
    - Applicants should document separately under the “Other” Budget Category. Please provide separate itemized detail.
  - Local Evaluation (If Evaluation Competition grantee elects not to implement a local evaluation, local evaluation won’t be funded)

## Evaluation Competition Budgets (Cont)

- If applicant is not awarded grant under Evaluation Competition, but is awarded grant under Main –
  - During budget negotiations Department will work with applicant to ensure a reasonable and allowable budget to cover the scope of project (including differentiated compensation in all participating schools).

# Other Assurances and Requirements

- Abstract
  - High level overview of proposal and program goals and objectives.
- ARRA reporting requirements (1512)
  - Quarterly reporting requirements for grantee and sub grantees
- Annual Performance Reports (APRs)
- Two annual technical assistance conferences

# Preparing your Application for Submission & Review

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Notice of Intent to Apply

New electronic submission website

Tips & Reminders

# Notice of Intent to Apply

- Optional
- As of June 1, 2010, we have received ~130
- Used to inform review process
- If you plan on submitting an application, but have not sent an intent to apply, please send an e-mail to [tif@ed.gov](mailto:tif@ed.gov).

# New electronic submission website

## **e-Application**

The Department has changed which system it uses to accept applications from the public. Many of you may be familiar with grants.gov but for this competition, all applications must be submitted through e-grants, under e-application.

<http://e-grants.ed.gov/e-app/eaHome.asp>

# e-Application Submission Procedures and Tips



Main & Evaluation  
Competition!

- Electronic submission is required and must be completed by 4:30:00 p.m. (Washington D.C. time) on July 6<sup>th</sup>. ***Late applications will not be accepted.***
- Applicants must register online first to access an application package – Don't wait until the last minute!
- Website has limited hours of operation... Plan accordingly.
- Forms in the application package are completed online and narratives are uploaded while logged into the system – **uploading documents may take time.**

# e-Application Submission Procedures and Tips (cont.)

Main & Evaluation Competition!

- Same Application Package for both the Main and the Evaluation Competitions
- Submit Application to **CFDA # 84.385**
- **Remember to –**
  - Review the TIF application submission requirements in the NIA and Application Checklist on pg. 24 of the Application Package.
  - Submit your Application – Make sure complete!
    - Only authorized individuals for your organization can submit an application
    - You will receive an e-mail to confirm that your application was received, and it will include a unique application number. Please print and keep this e-mail for your records.
- Fax **SF 424 Cover Page**

# Exemption

- May request exemption from electronic submission if –
  - You do not have access to the Internet; or
  - You do not have the capacity to upload large documents to e-Application;
- Written request and rationale for exemption must be submitted to the Department no later than two weeks before the application deadline.

# General Information

- Applicants cannot include website links in their applications. Reviewers will only review and score information included in the application (this includes letters of support).
- Page length/formatting
- A “page” is 8.5" x 11", on one side only, with 1" margins at the top, bottom, and both sides.
- Double space (no more than three lines per vertical inch) all text in the application narrative, including titles, headings, footnotes, quotations, references, and captions, as well as all text in charts, tables, figures, and graphs.
- Use a font that is either 12 point or larger or no smaller than 10 pitch (characters per inch).
- Use one of the following fonts: Times New Roman, Courier, Courier New, or Arial. An application submitted in any other font (including Times Roman or Arial Narrow) will not be accepted.

# How Applications Will Be Reviewed

- Main and Evaluation Competition Applications will be reviewed by panels of expert reviewers.
- General review process:
  - Reviewers will review applications independently, write preliminary comments, and assign preliminary scores.
  - Reviewers will convene to review and discuss applications.
  - Reviewers will independently finalize their comments and scores.
  - The Department will scores and rank order the applicants for each category of the competition based on reviewer scores.
  - The Secretary will make the final determination of awards in each category.
  - If an Evaluation Competition applicant is not awarded a grant under the Evaluation Competition, it will automatically be considered under the Main Competition.

# Wrap Up and Questions

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# Resources and Assistance

**Website:** [www.ed.gov/programs/teacherincentive](http://www.ed.gov/programs/teacherincentive)

## **Official Documents/Regulations:**

- *Notice of Final Properties*
- *Notice Inviting Applications*
- *Application*

## **Supporting Materials:**

- *Executive Summary and Highlights*
- *Frequently Asked Questions*  
(coming soon – will be updated regularly)

# Contact Us

- Website:  
[www.ed.gov/programs/teacherincentive](http://www.ed.gov/programs/teacherincentive)
- Email:  
[TIF@ed.gov](mailto:TIF@ed.gov)
- Telephone:  
202-205-5224
- **CFDA # 84.385**