

2016 Teacher Incentive Fund Grant Competition



Welcome

Please know that all lines have been muted, excepting presenters.

Thank you again for joining us. The presentation will begin momentarily.

Housekeeping...

Thank you for your interest in the TIF 5 Competition!

- The NIA and application package instructions have been posted on our website since May 31.
- FAQs and the application on Grants.gov are coming very soon!
- The TIF Competition Webinar is being recorded. A link to the recording along with the PowerPoint slides will be posted at the website at:
<http://www2.ed.gov/programs/teacherincentive/applicant.html>
- Please submit any questions to the TIF5@ed.gov mailbox.

Agenda

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- **The FY 16 Competition Overview**
- **Priorities and Requirements**
- **How to Apply**
- **Application Requirements**
- **Reporting Requirements**
- **Timeline**

Deadlines and Submission

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- Notice of Intent to Apply deadline: **June 30, 2016**
 - We will be able to develop a more efficient process for reviewing grant applications if we have a better understanding of the number of applications that we will receive. *The notice of intent to apply is optional.* Send an e-mail to TIF5@ed.gov with “Intent to Apply” in the e-mail subject line.
- Final application deadline: **July 15, 2016**

Purpose of the TIF Program

The purpose of the TIF program is to support, develop, and implement sustainable performance-based compensation systems (PBCS) for teachers, principals, and other personnel in high-need schools, within the context of a local educational agency's (LEA's) overall human capital management system (HCMS), in order to increase Educator effectiveness and student achievement in those schools.

TIF 5 Award Information

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- Estimated Available Funds: \$50,000,000 to \$70,000,000
- Number of New Awards Anticipated: 5-10
- Estimated Range of Awards: \$500,000-\$12,000,000
 - ▣ For the first year of the project.
- Project Period: Up to 60 months
 - ▣ Funding for the second through fifth years is subject to the availability of funds and the approval of continuation awards.

Competition Overview

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Much is new for 2016 for TIF.

We strongly encourage all applicants to read the entire application package instructions, Notice of Inviting Applications (NIA), and the Frequently Asked Questions (FAQs), which we hope to release very soon on our website.

Eligibility Criteria

Eligible applicants include:

- (a) States (SEAs) that apply with one or more LEAs.
- (a) Local educational agencies (LEAs), including charter schools that are LEAs.
- (c) Non-profit organizations that apply in partnership with one or more LEAs; or one or more LEA and SEA.

IMPORTANT NOTE: In order to be eligible for receiving an award under this competition, applicants must also meet any absolute priority and application requirements set forth in the NIA.

Overview of FY 2016

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The FY 2016 Competition will award to our TIF5 Cohort by September 30, 2016.

For this competition there are several key elements:

- one Absolute Priority;
- two Competitive Preference Priorities;
- one Invitational Priority; and
- two requirements.

Please also pay attention to the definitions section of our NIA!

Absolute Priority

An LEA-wide Human Capital Management (HCMS) with Educator Evaluation and Support Systems at the Center.

To meet this priority, the applicant must include, in its application, a description of its LEA-wide HCMS, as it exists currently and with any modifications proposed for implementation during the project period of the grant.

Absolute Priority (Cont.)

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The application must describe:

- (1) How the HCMS is or will be aligned with the LEA's vision of instructional improvement;
- (2) How the LEA uses or will use the information generated by the Evaluation and Support System it describes in its application to inform key human capital decisions, such as decisions on recruitment, hiring, placement, retention, dismissal, compensation, professional development, tenure, and promotion;
- (3) The human capital strategies the LEA uses or will use to ensure that High-Need Schools are able to attract and retain effective Educators; and
- (4) Whether or not modifications are needed to an existing HCMS to ensure that it includes the features described in response to paragraphs (1), (2), and (3) of this priority, and a timeline for implementing the described features, provided that the use of evaluation information to inform the design and delivery of professional development and the award of performance-based compensation under the applicant's proposed Performance-based Compensation Systems in High-Need Schools begins no later than the third year of the grant's project period in the High-Need Schools listed in response to paragraph (a) of Requirement 2--Documentation of High-Need Schools.

Requirement 1

Requirement 1—Implementation of Performance-Based Compensation Systems:

Each applicant must describe a plan to develop and implement Performance-based Compensation Systems for teachers, principals, and other personnel in High-Need Schools in LEAs, including charter schools that are LEAs. Applications must: address how applicants will implement Performance-based Compensation Systems as defined in this notice. Applicants also must demonstrate that such Performance-based Compensation Systems are developed with the input of teachers and school leaders in the schools and LEAs to be served by the grant.

Requirement 2

Requirement 2—Documentation of High-Need Schools:

Each applicant must demonstrate, in its application, that the schools participating in the implementation of the TIF-funded Performance-based Compensation Systems are High-Need Schools (as defined in this notice), including High-Poverty Schools, Priority Schools, or Persistently Lowest-Achieving Schools.

Requirement 2 (Cont.)

Each applicant must provide, in its application:

- (a) A list of High-Need Schools in which the proposed TIF-supported Performance-based Compensation Systems would be implemented; and
- (b) For each High-Poverty School listed, the most current data on the percentage of students who are eligible for free or reduced-price lunch subsidies under the Richard B. Russell National School Lunch Act or are considered students from low-income families based on another poverty measure that the LEA uses (see section 1113(a)(5) of the ESEA (20 U.S.C. 6313(a)(5))). Data provided to demonstrate eligibility as a High-Poverty School 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-Poverty School; and
- (c) For any Priority Schools listed, documentation verifying that the State has received approval of a request for ESEA flexibility, and that the schools have been identified by the State as priority schools.

Competitive Preference Priority 1

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This TIF competition also has two Competitive Preference Priorities and one Invitational Priority. Applicants must identify if they plan to address these priorities in the program Abstract as well.

Supporting High-Need Students (0 or 2 points).

- Projects that are designed to improve academic outcomes for students served by Rural Local Educational Agencies.

Competitive Preference Priority 2

Improving Teacher Effectiveness and Promoting Equitable Access to Effective Educators (up to 5 points).

Projects that are designed to promote equitable access to effective teachers for students from low-income families and minority students across and within schools and districts.

- For the purposes of this priority, teacher effectiveness must be measured using an Evaluation and Support System.
- Within Competitive Preference Priority 2, we are particularly interested in applications that address the following invitational priority:

Invitational Priority

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Promoting Equitable Access Through State Plans To Ensure Equitable Access to Excellent Educators.

Applications that include a description of how the applicant's project promotes equitable access to effective Educators for students from low-income families and for minority students across and within districts, consistent with approved State Plans to Ensure Equitable Access to Excellent Educators.

Review and Selection Process

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The Department will:

- screen applications submitted in accordance with the requirements set forth in the NIA;
- determine which applications are eligible to be read by reviewers based on whether they have met eligibility and other requirements established by the statute and the NIA;
- conduct a cost analysis budget review for successful applicants prior to award; and
- use independent reviewers from various backgrounds and professions to score applications.

Selection Criteria

Applicants for the TIF Competition should respond to Selection Criteria (a) through (e).

- The maximum score for all of the TIF Competition 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. They will be asked to evaluate and score each program narrative against the following selection criteria.

Selection Criterion (a)

Significance (20 points)

We will consider the 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.

Selection Criterion (b)

Quality of the Project Design (45 points)

We will consider the following factors:

- ▣ (1) 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;
- ▣ (2) The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services;
- ▣ (3) The extent to which the proposed project is supported by a strong theory; and
- ▣ (4) The extent to which the proposed project will integrate with or build on similar or related efforts to improve the relevant outcomes (as defined in 34 C.F.R. 77.1(c)), using existing funding streams from other programs or policies supported by community, State and Federal resources.

Selection Criterion (c)

Professional development systems to support the needs of teachers and principals identified through the evaluation process (15 points)

- We will consider the extent to which each participating LEA has a high-quality plan for professional development to help all Educators located in High-Need Schools, listed in response to Requirement 2(a), to improve their effectiveness; and
- We will consider the extent the plan describes how the participating LEA will use the disaggregated information generated by the proposed educator Evaluation and Support System to identify the professional development needs of individual Educators and schools.

Selection Criterion (d)

Quality of the management plan. (15 points)

We will consider 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 Criterion (e)

Adequacy of resources. (5 points)

We will consider the following factors:

- ▣ (1) The extent to which the applicant demonstrates that Performance-based Compensation Systems are developed with the input of teachers and school leaders in the schools and local educational agencies to be served by the grant.
- ▣ (2) The extent to which the applicant demonstrates a plan to sustain financially the activities conducted and systems developed under the grant once the grant period has expired.

Completing Your Application Package

Instructions and Guidance
on Content and Format

Grants.gov

Applicants for the TIF Competition must apply under CFDA Number 84.374A, using the government-wide site at <http://www.Grants.gov>.

This means all applications will be submitted electronically for FY 2016.

Application Format

Applications should be organized in the manner described in the “Electronic Application Submission Checklist” in the application package, which provides instructions for all sections.

Application Format

“Electronic Application Submission Checklist”

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- Part 1: ED Standard Forms
- Part 2: Assurances and Certifications
- Part 3: Application Narrative
- Part 4: High Need Documentation
- Part 5: Charter School Documentation
- Part 6: Commitment Letters
- Part 7: Indirect Cost Rate Agreement
- Part 8: Individual Resumes for Project Directors & Key Personnel

Part 1: ED Standard Forms

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1. **Application for Federal Assistance (SF 424)**
2. **Department of Education Supplemental Information for 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 can be viewed and printed at

Part 2: Assurances and Certifications

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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

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- The **one-page** abstract, limited to 2000 characters, should include the following items:
 - The name and eligibility classification of each applicants:
 - Provide a list of the names of all participating LEAs, States, or nonprofit organizations in the applications; and
 - Indicate if the application is from a single eligible applicant or a partnership and identify the applicant's eligibility classification (e.g., an LEA).
 - The total number of schools in the participating LEA(s);
 - The total number of high-need schools to be served by the proposed TIF funded PBCS;
 - A summary statement of the project objectives and activities; and
 - Any competitive preference priorities for which the applicants is applying.

Part 3: Application Narrative- Project Narrative Form

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- The Project Narrative should describe the project that an applicant would carry out as well as other required elements if its application is funded.
 - Applicants should include a Table of Contents that does not exceed **one** double space page.
 - We encourage applicants to limit this section of the application to the equivalent of no more than **40** pages
 - Should respond to priority, selection criteria, and requirements found in the application package.
 - An applicant may be able to address a priority or requirement fully within the context of its selection criteria discussion. In other cases, an applicant may wish to address a priority or requirement in another section of the application package.
 - Should contain clear headings to help the Department staff and peer reviewers match the narrative with the selection criteria.

Part 3: Application Narrative- Budget Narrative Form

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In a single document attached to the Budget Narrative Attachment Form, each application must provide the **following two budget narratives:**

1. **TIF Grant Funds Budget Narrative (Must align with and break down the costs budgeted in Section A of ED Form 524)**
2. **Non-TIF Resources**
 - A. **Non-Federal (Aligns with Section B of 524 Form), and**
 - B. **Non-TIF Federal Program Funds Budget Narrative**

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

Part 3: Application Narrative- Budget Narrative Form (Cont.)

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Both budget narratives should be consistent with the ED 524 Form and provide **sufficient detail** to:

- Give an **itemized budget breakdown** for each year of the proposed project (up to 60 months);
- Show the **basis for estimating the costs** of personnel salaries, benefits, project staff travel, materials and supplies, consultants and subcontracts, indirect costs and any other projected expenditures;
- Show the **relationship** between the requested funds and project activities and outcomes;
- Show the **total amount that will be expended** as shown in the ED 524 Form;
- Enable reviewers and project staff to understand how the requested funds **in the ED 524 Form** will be used.

Part 3: Application Narrative- Budget Narrative Form (Cont.)

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Non-TIF Resources

- There is no specific match requirement in the FY 2016 competition.
- However, during the application review process, reviewers will consider the significance of an applicant's proposed contribution of non-TIF funds or in-kind resources when evaluating an applicant's sustainability plan.
- Each grantee must comply with the content of its approved application and is responsible for fulfilling the commitment of non-TIF funds or in-kind resources set forth in Section B of ED Form 524 included in its application and any commitment of non-TIF Federal funds identified in the application

Part 4: High Need Documentation

- Applicants must provide a list of the high-need schools in which the proposed PBCS will be implemented.
- For each high-poverty school listed, applicants must provide the most current data on the percentage of each identified school's students who are eligible for free or reduced-price lunch subsidies under the Richard B. Russell National School Lunch Act or are considered students from low-income families based on other measures that the LEA uses (see section 1113(a)(5) of the ESEA (20 U.S.C. 6313(a)(5)).
- For each persistently lowest-achieving school, identify the school by name and indicate that it is a persistently lowest-achieving school.
- For each priority school listed, applicants must provide documentation verifying that the State has received approval of a request for ESEA flexibility, and that the schools have been identified by the State as priority schools.

Part 5: Charter School Documentation

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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 6: Commitment

Applicants should use **letters, surveys, or other evidence** demonstrating educator support.

Part 7: Indirect Cost Rate Agreement

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All applicants should attached a copy of their current indirect cost rate agreement.

- If you don't yet have an indirect cost rate, be sure to look at the application package and the FAQs.

Part 8: Individual Resumes for Project Directors & Key Personnel

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All applicants should provide brief resumes or job descriptions that describe their qualifications for the responsibilities they will carry out under the project.

Other Attachment Form

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- TIF Optional Application Requirements Checklist
- TIF Optional High-Need School Checklist
- Logic Model, if applicable
- Resumes of Key Personnel
- Other documents, if applicable

Submission Deadline

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- **The application deadline is no later than 4:30 pm, Washington, DC time on July 15, 2016.**
- Your application must be **fully uploaded and submitted with a date and time stamp** by the Grants.gov system no later than 4:30:00pm, Washington, DC time.
- Late applications will NOT be accepted.

Register Early

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- Applicants must register with Grants.gov.
- An applicant **must** have an active SAM (System for Award Management) registration and DUNS number in order to register on Grants.gov and apply for federal funds.
 - Registration instructions are found in the TIF application package.
 - This process could take days or weeks!
- You can download and work on the application during the registration process but you cannot submit an application until all the registration steps are complete.

Authorized Organization Representative (AOR)

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- ❑ The person who will sign and submit the application through Grants.gov on behalf of your organization.
- ❑ The AOR will need to create a username and password that will serve as an "electronic signature" when submitting an application.
- ❑ The AOR should be the certifying official who is ultimately responsible for the grant, if awarded.
- ❑ Electronic Business Point of Contact must approve the AOR in Grants.gov in order to submit a grant application.

APPLY!

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- Through the Applicant Tab, search by the CFDA number to locate the application package.
 - CFDA Number for the TIF application is 84.374A**
 - Be sure that you have the latest version of Adobe Reader.
 - Download the application package on your computer to work offline.
 - You do not need to be registered in Grants.gov to download an application package to work offline.
- Log in to Grants.gov and submit the application package (applications must be in PDF format).

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Submission

- Applicants are required to upload all documents and attachments in read-only, non-modifiable **PDF format only**.
- You *will not* receive an error message if you attach a document that is not PDF.
- Any attachments uploaded that are not PDF files or that are password protected files or contain files within a file can not be viewed by Department staff.
- Grants.gov cannot process an application that includes two or more files that have the same name within a grant submission.

SUBMIT EARLY!

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- We strongly recommend that you do not **until the last day to** submit your application.
- It is important to note that the time it takes to upload your application will vary depending upon the size of your application and the speed of your internet connection. **It can take a few minutes to several hours to complete your grant submission.**
- If grants.gov rejects your application, you will need to have the time to address the error and resubmit successfully prior to the deadline.

Tracking Your Application

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- You will receive an email that your application has been received by Grants.gov.
- You will receive either a validation or rejection email from Grants.gov.
 - ▣ Verifying Successful Submission
 - ▣ **OR** Rejection Due to Errors with a description of issue(s)
- You **must** have a validation email from Grants.gov to confirm that your application has been successfully submitted.
- You will be notified when ED has retrieved your application from Grants.gov.

Need help with Grants.Gov?

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Grants.gov Contact Center

Email: support@grants.gov

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

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).

GPRA Reporting

Successful applicants must submit an **annual performance report and a final performance report** with the most current financial and performance measure data to demonstrate their progress in meeting approved project objectives during the reporting period. Under the Government Performance and Results Act (GPRA), the following performance indicators have been established to evaluate the overall effectiveness of the TIF Program:

GPRA Measures

- **Measure 1:** The percentage of educators in all schools who earned performance-based compensation.
- **Measure 2:** The percentage of educators in all High-Need Schools who earned performance-based compensation.
- **Measure 3:** The gap between the retention rate of educators receiving performance-based compensation and the average retention rate in each high-need school.
- **Measure 4:** The number of school districts participating in a TIF grant that use educator evaluation systems to inform the following human capital decisions: Recruitment; hiring; placement; retention; dismissal; professional development; tenure; promotion; or all of the above.
- **Measure 5:** The percentage of performance-based compensation paid to educators with State, local, or other non-TIF Federal resources.
- **Measure 6:** The percentage of teachers and principals who receive the highest effectiveness rating.
- **Measure 7:** The percentage of teachers and principals in high-needs schools who receive the highest effectiveness rating.

Questions?

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Thank you for participating in today's webinar for
TIF5 Applicants!



Please email us your questions at TIF5@ed.gov as they come up. We want to be sure we capture all questions and will respond quickly.

Good luck!