2012 TIF Competition with a Focus on STEM Grant Competition

Welcome

- Thank you for entering the online portion of today's session. As you enter the conference call all lines have been muted, except presenters.
- Questions can be submitted at any time using the "Q&A" tab.
- Thank you again for joining us. The presentation will begin momentarily.

Housekeeping…

- During the presentation all phone lines will be placed on mute to avoid feedback during the presentation.
- Please use the "Q&A" tab to submit questions regarding TIF 4. Some of your questions will be answered during the presentation and we'll respond to others at the end of the presentation. Any questions we can't get to during the presentation will be answered by individual email.
- The TIF Competition with a Focus on STEM WebEx is being recorded. A link to the recording along with the PowerPoint slides and the questions and answers from today's presentation will be posted at the TIF ED.gov website at: http://www2.ed.gov/programs/teacherincentive/applicant.html
- Thank you for participating in today's TIF Competition with a Focus on STEM WebEx.

Agenda

- **Competition Information**
- **Purpose and Background of TIF**
- **Eligibility Information**
- **Application Format**
  - **Project Narrative: Priorities, Requirements, Selection Criteria, and required attachments**
  - **Budget Forms and Narratives**
  - **Procurement Requirements**
  - **Reporting Requirements (GPRA Measures)**

TIF Competition with a Focus on STEM

- The Department is holding two separate competitions (a General TIF Competition and TIF Competition with a Focus on STEM).
  - This technical assistance WebEx focuses on the TIF Competition with a Focus on STEM
  - Applicants can find information on technical assistance for the General TIF Competition at http://www2.ed.gov/programs/teacherincentive/applicant.html

TIF Competition with a Focus on STEM

- Applicants for the TIF Competition with a Focus on STEM must apply under CFDA Number 84.374**B**, using the government-wide site at http://www.Grants.gov (you may **not** e-mail an electronic copy of a grant application to us).

- Applicants must also identify the competition for which they are applying in their project abstract (Part 3 of the application).

Grants.gov

Note: We are offering a technical assistance Webex on Grants.gov on June 28th at 2pm EDT. Applicants who would like to participate can find more information and register at http://www2.ed.gov/programs/teacherincentive/applicant.html

Deadlines and Submission

- Notice of Intent to Apply deadline: **June 26, 2012**
  - 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 TIF4@ed.gov with "Intent to Apply" in the e-mail subject line. In the body of the email, identify if you will apply for the General TIF Competition (84.374**A**) or the TIF Competition with a Focus on STEM (84.374**B**).
- Final application deadline: **July 27, 2012**
- Deadline for Intergovernmental Review: **September 25, 2012**
- Deadline to request a waiver for electronic submission: **July 13, 2012**
  - Applicants may apply for a waiver to the electronic submission requirement by following the specific requirements and instructions in the Federal Register notice.

Award Information

- Estimated Available Funds: $284,461,350
- Number of New Awards Anticipated: 30
- Estimated Range of Awards: $500,000-$12,000,000
  - For the first year of the project.
- Project Period: Up to 5 years
  - Funding for the second through fifth years is subject to the availability of funds and the approval of continuation awards (see 34 CFR 75.253).

Review and Selection Process

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; and
- use independent reviewers from various backgrounds and professions.

Purpose of the TIF Program

To provide financial support to develop and implement sustainable performance-based compensation systems (PBCSs) for teachers, principals, and other personnel in high-need schools in order to increase educator effectiveness and student achievement in those schools.

Highlights

- LEA-wide human capitol management systems (HCMS) with educator evaluation at the center that is aligned with vision of instructional improvement
- LEA-wide educator evaluation systems for all teachers and principals that is the official evaluation system and is based in significant part on student growth, multiple observations and other factors
- Overall evaluation ratings with at least 3 performance levels that is used to inform human capitol decisions and professional development
- TIF funds may be used for professional development and performance based compensation systems in specified high-need schools only
- Competitive preference priorities for new or rural applicants, and for educator salary structure based on effectiveness

TIF4 Logic Model

LEA-Wide HCMS with Educator Evaluation Systems:
Aligned with Vision of Instructional Improvement

LEA-Wide Educator Evaluation Systems
Minimum requirements:
Evaluation done at least annually
Has at least 3 performance levels
Includes at least 2 observations
Based on student growth and additional factors determined by LEA

Used to inform:	Used to inform:	The "overall" rating used to inform:
HCMS Decisions such as: **Recruitment, hiring, promotion, etc.**	**Professional Development (PD)** **TIF Funds will support PD in Requirement 3 schools only**	**The PBCS** **TIF Funds will support the PBCS** In Requirement 3 schools only **PBCS – as defined in NIA:** Design Model 1 or Design Model 2

Eligibility Criteria

Eligible applicants include:

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

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

Eligibility Criteria (Cont.)

We strongly encourage all applicants to read the authorizing legislation, Requirements, Definitions and Selection Criteria in the Notice of Inviting Applications (NIA), and the Frequently Asked Questions (FAQs). An applicant that is eligible to apply to the FY 2012 TIF competitions based on its entity classification (e.g., the applicant is a local educational agency (LEA) or non-profit organization) might not be considered for funding if it fails to meet an absolute priority or a requirement set forth in the NIA.

Eligibility Criteria (Cont.)

Local Educational Agencies (LEAs)

- LEAs can apply independently or in a partnership with one or more LEAs, SEAs or non-profit organizations.
- The only eligible entity that may apply as a single applicant (i.e., that does not have to be part of a group application) is an LEA. (FAQ A-2).

Eligibility Criteria (Cont.)

Intermediary Units

- Are eligible to apply independently or in a partnership with one or more LEAs, SEAs or non-profit organizations.
- However, if it does not itself develop and implement an educator HCMS for all teachers and principals who work in the LEAs in which the TIF project would focus, it would need to apply as a group applicant with at least one LEA that does develop and implement such systems (FAQ A-3).

Eligibility Criteria (Cont.)

Charter Schools

- Charter schools that are LEAs in their State are eligible to apply.
- Charter schools should attach to their application a letter from their authorized chartering agency or SEA that confirms their status as an LEA.

Eligibility Criteria (Cont.)

States (SEAs)

- SEAs must always apply as part of a group application that includes one or more LEAs in the same State as the SEA, (i.e., an application involving two or more eligible entities), and must submit an MOU.

Eligibility Criteria (Cont.)

Non-Profit Organizations

- A nonprofit organization must always apply as part of a group application involving one or more LEAs or one or more SEAs, or both (FAQ A-2).
- If a nonprofit organization applies with one or more SEAs, then it also must follow the requirements for the SEA and apply with at least one LEA located in the same state as each of those SEAs (because SEAs must apply with one or more LEA(s)) (FAQ A-2).

Eligibility Criteria (Cont.)

Current TIF Grantees

- Generally, current TIF grantees are eligible to apply for FY 2012 TIF funds, but are subject to special restrictions described in Requirement 7.
- Applicants should carefully read Requirement 7 and FAQ A-9.

Eligibility Criteria (Cont.)

Group Applications

- A group application is an application from two or more eligible entities.
- Applications from the following are group applications:
  - (1) Any application from two or more LEAs.
  - (2) Any application that includes one or more SEAs.
  - (3) Any application that includes a nonprofit organization (FAQ A-4).

Memorandum of Understanding (MOU)

- All group applications must submit an MOU.
- A sample MOU for Group Applicants is included in Appendix 1 of the application package and can be downloaded at http://www2.ed.gov/programs/teacherincentive/applicant.html.

Questions?

Please let us know if you have any questions about the competition and eligibility information for the TIF Competition with a Focus on STEM. In the following section of this presentation, we'll provide guidance and instructions on the application format and content.

Completing Your Application Package

Instructions and Guidance

on Content and Format

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"

- Part 1: Preliminary Documents
- Part 2: Budget Information
- Part 3: ED Abstract Form
- Part 4: Project Narrative Attachment Form
- Part 5: Budget Narrative
- Part 6: Other Attachments
- Part 7: Assurances and Certifications
- Part 8: Intergovernmental Review

Part 1: Preliminary Documents

1. **Application for Federal Assistance** (form SF 424)
2. **ED Supplemental Information** for SF 424
   - Standard cover sheet for submission of applications that requires basic identifying information about the applicant and the application (including name, address, e-mail address and DUNS number)
   - Complete the Form SF 424 first
   - Provide all requested information
   - Instructions can be viewed and printed at http://www2.ed.gov/fund/grant/apply/appforms/sf424instruct.pdf

Part 2: Budget Information

- **ED Budget Information Non-Construction Programs (ED Form 524)**
  - ED Form 524 Section A: Provide a break-down of U.S. Department of Education funds
  - ED Form 524 Section B: Provide a break-down of Non-Federal program funds
    - Provide a break-down of Non-TIF Federal program funds in the budget narrative
  - This information should be consistent with the information provided in Part 5, Budget Narrative
  - Applicants should follow the instructions in Part 2 and Part 5 of the application package

Part 3: ED Abstract Form

- **Project Abstract --** Not to exceed **two** pages and to include a concise description of the following in order:
  - Whether the application is for the General TIF Competition or the TIF Competition with a Focus on STEM;

Part 3: ED Abstract Form (Cont.)

- The name and eligibility classification of each applicant:
  - Provide a list of the names of all participating LEAs, SEAs, or nonprofits in the group; and
  - Indicate if the application is from a single eligible applicant, and identify the applicant's eligibility classification (e.g., an LEA); Or
  - Indicate if the application is from a group applicant, including a partnership, and identify the name of all of the group members and their eligibility classification (e.g., an SEA, an LEA, and a nonprofit);

Part 3: ED Abstract Form (Cont.)

- The total number of schools in the participating LEAs;
- 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 applicant is applying.

Part 4: Project Narrative

- Guidance on Format
- Priorities
- Program Requirements
- Selection Criteria

Application Reference Chart

- Throughout the presentation today, we'll refer to the **Application Reference Chart,** which is provided for applicants in Appendix 2 of the application package.
- This chart is provided to help ensure that applications meet eligibility requirements and address all of the priorities and requirements – as any application that does not do so is ineligible for funding for the 2012 competitions. These charts will be used by Department staff when screening applications.
- When writing your application, **all applicants should complete the Application Reference Chart.**
- Applicants will upload the chart as an attachment and include it in Part 6 of the application package. Here is a "snapshot" of the Application Reference Chart.

Application Reference Chart

Application Reference Charts

Instructions: These charts are provided to help applicants ensure that their applications address all of the priorities and requirements – as any application that does not do so is ineligible for funding for the 2012 competitions. These charts will be used by Department staff when screening applications.

Applicants should complete and include these charts as an attachment with their application. Go to http://www2.ed.gov/programs/teacherincentive/applicant.html to download a Microsoft Word version of this template. Fill out the Word document and submit it as a PDF attachment with your application.

Please indicate your eligibility classification

Instructions: Check the eligibility classification that applies to your application.

Applications from a single entity:
In the case of a single applicant that is an LEA, check this box.

___ *LEA*

Group Applications:
Group applications involve two or more eligible entities. In the case of a group application, check the box that describes the eligibility classification of all of the applicants. Select only one box.

___ *2 or more LEAs*
___ *One or more SEAs and one or more LEAs*
___ *One or more nonprofit organizations and one or more LEAs (no SEA)*
___ *One or more nonprofit organizations and one or more LEAs and one or more SEAs*

Instructions

Instructions: In each column of the table below, please specify where your application discusses each priority or requirement -- including each provision that applies to each priority or requirement. For information, descriptions, or assurances included in the project narrative, please complete both 1) the Title of the Section(s) or Subsection(s) and 2) the relevant Page Number(s) where this matter is discussed. Otherwise, please indicate the Attachment in which it is discussed.

Please identify every section, page, and/or attachment in which the priority or requirement is discussed. More than one section, subsection, page, or attachment may appear in each cell.

Absolute Priority 1			
Requirement or Priority	**Title of Section or Subsection in which this priority or requirement is discussed**	**Page Number(s) on which this requirement or priority is discussed**	**Attachment on which this priority or requirement is discussed**
Absolute Priority 1: HCMS 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.			
(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 systems it describes in its application to inform key human capital decisions, such as decisions on recruitment, hiring, placement,			

Project Narrative

1. **Table of Contents** (one double spaced page)
2. **Project Narrative**
   - Should respond to priorities, 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.

Page Guidelines for the Project Narrative

- We encourage applicants to limit this section of the application to the equivalent of no more than **60** pages and adhere to the following guidelines:
  - A “page” is 8.5" x 11", on one side only, with 1" margins at the top, bottom, and both sides.
  - Spacing: Double space (no more than three lines per vertical inch) all text in the application, narrative, including titles, headings, and quotations.
  - Font: 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.

STEM Competition

<u>Applicants applying for the TIF Competition with a Focus on STEM:</u>

- **Must** respond to
  - Absolute Priorities 1;
  - Absolute Priorities 2;
  - Absolute Priorities 3;
  - **All** of the program requirements, and
  - All of the Selection Criteria (Selection Criteria (a) through (g)).
  - **Must** submit their application under CFDA# 84.374**<u>B</u>**.

Priorities

The TIF application includes absolute and competitive priorities

- **Absolute priority:** the Department will **only** approve those applications that meet the absolute priorities.
- **Competitive preference priority:** the Department will give competitive preference to an application by awarding up to 30 additional points, depending on how well the application meets one or more of these priorities.

Absolute Priority 1

Applicants for the TIF Competition with a Focus on STEM must meet Absolute Priority 1.

Priority 1 (Absolute): An LEA-wide Human Capital Management System (HCMS) with Educator Evaluation 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. The application must describe--

Absolute Priority 1 (Cont.)

- (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 systems 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

Absolute Priority 1 (Cont.)

- (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 PBCS 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 3--Documentation of High-Need Schools**.

Absolute Priority 2

Applicants for the TIF Competition with a Focus on STEM must meet Absolute Priority 2.

Priority 2 (Absolute): LEA-wide Educator Evaluation Systems Based, in Significant Part, on Student Growth.

- To meet this priority, an applicant must include, as part of its application, a plan describing how it will develop and implement its proposed LEA-wide educator evaluation systems.

Absolute Priority 2 (Cont.)

The plan must describe—

- (1) The frequency of evaluations, which must be at least annually;
- (2) The evaluation rubric for educators that includes at least three performance levels and the following— (i) Two or more observations during each evaluation period; (ii) Student growth, which for the evaluation of teachers with regular instructional responsibilities must be growth at the classroom level; and (iii) Additional factors determined by the LEA;
- (3) How the evaluation systems will generate an overall evaluation rating that is based, in significant part, on student growth; and

Absolute Priority 2 (Cont.)

- (4) The applicant's **timeline for implementing its proposed LEA-wide educator evaluation systems**. Under the timeline, the applicant must implement these systems as the LEA's official evaluation systems for assigning overall evaluation ratings for **at least a subset of educators or schools no later than the beginning of the second year of the grant's project period**. The applicant may phase in the evaluation systems by applying them, over time, to additional schools or educators so long as the new evaluation systems are the official evaluation systems the LEA uses to assign overall evaluation ratings **for all educators within the LEA no later than the beginning of the third year of the grant's project period.**

Absolute Priority 3

Applicants for the TIF Competition with a Focus on STEM must meet Absolute Priority 3.

Priority 3 (Absolute): Improving Student Achievement in Science, Technology, Engineering, and Mathematics (STEM).

- To meet this priority, an applicant must include a plan in its application that describes the applicant's strategies for improving instruction in STEM subjects through various components of each participating LEA's HCMS, including its professional development, evaluation systems, and PBCS. At a minimum, the plan must describe--

Absolute Priority 3 (Cont.)

- (1) How each LEA will develop a corps of STEM master teachers who are skilled at modeling for peer teachers pedagogical methods for teaching STEM skills and content at the appropriate grade level by providing additional compensation to teachers who—
  - (i) Receive an overall evaluation rating of effective or higher under the evaluation system described in the application;

Absolute Priority 3 (Cont.)

- (ii) Are selected based on criteria that are predictive of the ability to lead other teachers;
- (iii) Demonstrate effectiveness in one or more STEM subjects; and
- (iv) Accept STEM-focused career ladder positions;

- (2) How each LEA will develop the unique competencies that, based on evaluation information or other evidence, characterize effective STEM teachers;

Absolute Priority 3 (Cont.)

- (3) How each LEA will identify hard-to-staff STEM subjects, and use the HCMS to attract effective teachers to positions providing instruction in those subjects;
- (4) How each LEA will leverage community support, resources, and expertise to inform the implementation of its plan;

Absolute Priority 3 (Cont.)

- (5) How each LEA will ensure that financial and non-financial incentives, including performance-based compensation, offered to reward or promote effective STEM teachers are adequate to attract and retain persons with strong STEM skills in high-need schools; and
- (6) How each LEA will ensure that students have access to and participate in rigorous and engaging STEM coursework.

Competitive Preference Priority 4

The Department will give competitive preference to an application by awarding additional points, depending on how well the application meets Competitive Preference Priority 4.

Priority 4 (Competitive Preference): New or Rural Applicants to the Teacher Incentive Fund (Up to 10 total points).

To meet this priority, an applicant must provide at least one of the two following assurances, which the Department accepts:

- (a) An assurance that each LEA to be served by the project has not previously participated in a TIF-supported project.
- (b) An assurance that each LEA to be served by the project is a rural local educational agency (as defined in this notice).

Competitive Preference Priority 4 (Cont.)

- **Note:** An applicant that proposes to serve only LEAs that have not previously participated in a TIF-supported project may earn 6 points. An applicant that proposes to serve only rural LEAs may earn 10 points. An applicant may not receive more than 10 points under this priority. In other words, an applicant that meets both paragraph (a) and (b) of this priority may receive no more than 10 total points.

Competitive Preference Priority 5

The Department will give competitive preference to an application by awarding additional points, depending on how well the application meets Competitive Preference Priority 5.

- **Priority 5 (Competitive Preference): An Educator Salary Structure Based on Effectiveness (up to 20 additional points).**
- To meet this priority, an applicant must propose, as part of its PBCS, a timeline for implementing no later than in the fifth year of the grant's project period a salary structure based on effectiveness for both teachers and principals. As part of this proposal, an applicant must describe—

Competitive Preference Priority 5 (Cont.)

- (a) The extent to which and how each LEA will use overall evaluation ratings to determine educator salaries;
- (b) How each LEA will use TIF funds to support the salary structure based on effectiveness in the high-need schools listed in response to Requirement 3(a); and
- (c) The extent to which the proposed implementation is feasible, given that implementation will depend upon stakeholder support and applicable LEA-level policies.

Questions?

Please let us know if you have any questions about the project narrative, or the absolute or competitive priorities. In the following section of this presentation, we'll review the Application Requirements.

Application Requirements

Applicants to the TIF Competition with a Focus on STEM must meet all of the following requirements in order to be eligible for funding under this competition.

Requirement 1

Requirement 1--Performance-Based Compensation for Teachers, Principals, and Other Personnel.

- In its application, an applicant must describe, for each participating LEA, how its proposed PBCS will meet the definition of a PBCS set forth in the NIA.

Requirement 1 (Cont.)

- **Note:** The following charts illustrate how an applicant can design its PBCS to meet the definition of a PBCS. Chart 1 describes the two types of design models that meet the statutory requirements. Chart 2 identifies additional optional features that could be implemented as part of a PBCS.

Requirement 1 (Cont.)

Chart 1: PBCS Design Model 1

Design Model	Mandatory Elements
1* *Corresponds to paragraph (a)(1) of the PBCS definition	Proposed PBCS provides both of the following: (1) Additional compensation for teachers and principals who receive an overall rating of effective or higher under the evaluation systems described in the application. (2) Of those teachers and principals eligible for compensation under paragraph (1), additional compensation for teachers and, at the applicant's discretion, for principals, who take on additional responsibilities and leadership roles (as defined in the NIA).

Requirement 1 (Cont.)

Chart 1 (Cont.): PBCS Design Model 2

Design Model	Mandatory Elements
2* ***Corresponds to paragraph (a)(2) of the PBCS definition**	Proposed PBCS provides both of the following: (1) Additional compensation for teachers who receive an overall rating of effective or higher under the evaluation system described in the application and who take on career ladder positions (as defined in the NIA). (2) Additional compensation for one or both of the following: (A) Principals who receive an overall rating of effective or higher under the evaluation system described in the application, or (B) Principals who receive an overall rating of effective or higher under the evaluation system described in the application and who take on additional responsibilities and leadership roles (as defined in the NIA).

Requirement 1 (Cont.)

Chart 2: PBCS Optional Design Options

	Optional Elements
Compensation for Transfers to High-Need Schools	Proposed PBCS provides additional compensation for educators (which at the applicant's option may be for teachers or principals or both) who receive an overall rating of effective or higher under the evaluation systems described in the application or under comparable evaluation systems in another LEA, and who either: (1) Transfer to a high-need school from a school of the LEA that is not high-need, or (2) For educators who previously worked in another LEA, are hired to work in a high-need school.

Requirement 1 (Cont.)

Chart 2 (Cont.): PBCS Optional Design Options

	Optional Elements
Compensation for Other Personnel	Proposed PBCS provides additional compensation for other personnel, who are not teachers or principals, based on performance standards established by the LEA so long as those standards, in significant part, include student growth, which may be school-level student growth.

Requirement 2

Requirement 2--Involvement and Support of Teachers and Principals.

In its application, the applicant must include—

- (a) Evidence that educators in each participating LEA have been **involved**, and will continue to be **involved**, in the development and implementation of the PBCS and evaluation systems described in the application;
- (b) A description of the extent to which the applicant has educator **support** for the proposed PBCS and educator evaluation systems; and
- (c) A statement indicating whether a union is the exclusive representative of either teachers or principals in each participating LEA.

Requirement 3

Requirement 3--Documentation of High-Need Schools.

- Each applicant must demonstrate, in its application, that the schools participating in the implementation of the TIF-funded PBCS are high-need schools (as defined in this notice), including high-poverty schools (as defined in this notice), priority schools (as defined in this notice), or persistently lowest-achieving schools (as defined in this notice).
- Each applicant must provide, in its application--
  - (a) A list of high-need schools in which the proposed TIF-supported PBCS would be implemented;

Requirement 3 (Cont.)

- (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 Elementary and Secondary Education Act of 1965, as amended (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

Requirement 3 (Cont.)

- (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.

- **Note:** Applicants should provide the requested high-need documentation that is outlined in Part 6 of the application package. An example of how an applicant might provide this information follows.

Example

High-Need Documentation

The following table is provided to show how an applicant may present how its proposed participating schools are high-need schools that meet Requirement 3

- Use a separate table for each participating LEA
- Indicate how each school qualifies as high-need
- **Additional documentation is required to evidence priority school status**

Name and location of school	Persistently lowest-achieving school, (place a check in box)	High poverty school (Most current percent of students eligible for free or reduced lunch subsidies)	Priority School (place a check in box)
School A, LEA		82%	
School B, LEA	✓		
School C, LEA	✓		

Requirement 4

Requirement 4--SEA and Other Group Applications.

- (a) Applications from the following are group applications:
  - (1) Any application from two or more LEAs.
  - (2) Any application that includes one or more SEAs.
  - (3) Any application that includes a nonprofit organization.
- (b) An applicant that is a nonprofit organization must apply in a partnership that includes one or more LEAs, and must identify in the application the LEA(s) and any SEA(s) with which the proposed project would be implemented.

Requirement 4 (Cont.)

- (c) An applicant that is an **SEA** must apply for a grant under this program as part of a group application that includes one or more LEAs in the same State as the SEA, and must identify in the application the LEA(s) in which the project would be implemented.
- (d) All group applications must include a Memorandum of Understanding (MOU) or other binding agreement signed by all of the members of the group. At a minimum, the MOU or other agreement must include--

Requirement 4 (Cont.)

- (1) A commitment by each participating LEA to implement the HCMS, including the educator evaluation systems and the PBCS, described in the application;
- (2) An identification of the lead applicant;
- (3) A description of the responsibilities of the lead applicant in managing any grant funds and ensuring overall implementation of the proposed project as described in the application if approved by the Department;
- (4) A description of the activities that each member of the group will perform; and
- (5) A statement binding each member of the group to every statement and assurance made in the application.

Requirement 4 (Cont.)

- (e) In any group application identified in paragraph (a) of this requirement, each entity in the group is considered a grantee.

NOTE: A sample MOU for group applicants is provided in Appendix 1 of this application package and can be downloaded at http://www2.ed.gov/programs/teacherincentive/applicant.html

Requirement 5

Requirement 5--Limitations on Multiple Applications.

- (a) An LEA applicant may participate in no more than one application in any fiscal year.
- (b) An SEA applicant may participate in no more than one group application for the General TIF Competition, and no more than one group application for the TIF Competition with a Focus on STEM in any fiscal year.
- (c) A nonprofit organization applicant may participate in one or more group applications for the General TIF Competition, and in one or more applications for the TIF Competition with a Focus on STEM, in any fiscal year.

Requirement 6

Requirement 6--Use of TIF Funds to Support the PBCS.

- (a) LEA-wide Improvements to Systems and Tools. TIF funds may be used to develop and improve systems and tools that support the PBCS and benefit the entire LEA.

Requirement 6 (Cont.)

- (b) Performance-based Compensation and Professional Development.
  - (1) High-Need Schools. TIF funds may be used to provide performance-based compensation and related professional development in the high-need schools listed in response to paragraph (a) of Requirement 3--Documentation of High-Need Schools. TIF funds may not be used to provide performance-based compensation or related professional development in schools other than those high-need schools listed in response to paragraph (a) of Requirement 3--Documentation of High-Need Schools.

Requirement 6 (Cont.)

- (2) PBCSs. TIF funds may be used to compensate educators only when the compensation is provided as part of the LEA's PBCS, as described in the application.

Requirement 6 (Cont.)

- (3) <u>For Additional Responsibilities and Leadership Roles</u>. When a proposed PBCS provides additional compensation to effective educators who take on additional responsibilities and leadership roles, TIF funds may be used for either the entire amount of salary for career ladder positions, or for salary augmentations (i.e., an additional amount of compensation over and above what the LEA would otherwise pay the effective teacher), or both. **TIF-funds may be used to fund additional compensation for additional responsibilities and leadership roles up to the cost of 1 full-time equivalent position for every 12 teachers**, who are not in a career ladder position, located **in the high-need schools listed in response to Requirement 3(a).**

Requirement 6 (Cont.)

- (c) Other Permissible Types of Compensation. Nothing in this requirement precludes the use of TIF funds to compensate educators who are hired by a grantee to administer or implement the TIF-supported PBCS, or to compensate educators who attend TIF-supported professional development outside their official duty hours, or to develop or improve systems and tools needed to support the PBCS.

Requirement 7

Requirement 7--Limitation on Using TIF Funds in High-Need Schools Served by Existing TIF Grants.

- Each applicant must provide an assurance, in its application, that, if successful under this competition, it will use the grant award to implement the proposed PBCS and professional development only in high-need schools that are not served, as of the beginning of the grant's project period or as planned in the future, by an existing TIF grant.

Questions?

Please let us know if you have any questions about the Application Requirements. In the following section of this presentation, we'll review the Selection Criteria.

Selection Criteria

Applicants for the TIF Competition with a Focus on STEM should respond to all of the Selection Criteria.

- The maximum score for all of the TIF Competition with a Focus on STEM selection criteria is 225 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)

A Coherent and Comprehensive Human Capital Management System (HCMS). (45 points)

- We will consider the quality and comprehensiveness of each participating LEA's HCMS as described in the application. In determining the quality of the HCMS, as it currently exists and as the applicant proposes to modify it during the grant period, we will consider the extent to which the HCMS described in the application is--
- (1) Aligned with each participating LEA's clearly described vision of instructional improvement (10 points); and

Selection Criterion (a) (Cont.)

- (2) Likely to increase the number of effective educators in the LEA's schools, especially in high-need schools, as demonstrated by (35 points)--
  - (i) The range of human capital decisions for which the applicant proposes to consider educator effectiveness – based on the educator evaluation systems described in the application.
  - (ii) The weight given to educator effectiveness--based on the educator evaluation systems described in the application--when human capital decisions are made;
  - (iii) The feasibility of the HCMS described in the application, including the extent to which the LEA has prior experience using information from the educator evaluation systems described in the application to inform human capital decisions, and applicable LEA-level policies that might inhibit or facilitate modifications needed to use educator effectiveness as a factor in human capital decisions;

Selection Criterion (a) (Cont.)

- (iv) The commitment of the LEA's leadership to implementing the described HCMS, including all of its component parts; and
- (v) The adequacy of the financial and nonfinancial strategies and incentives, including the proposed PBCS, for attracting effective educators to work in high-need schools and retaining them in those schools.

Selection Criterion (b)

Rigorous, Valid, and Reliable Educator Evaluation Systems. (35 points)

- We will consider, for each participating LEA, the quality of the educator evaluation systems described in the application. In determining the quality of each evaluation system, we will consider the extent to which--
- (1) Each participating LEA has finalized a high-quality evaluation rubric, with at least three performance levels (e.g., highly effective, effective, developing, unsatisfactory), under which educators will be evaluated (2 points);

Selection Criterion (b) (Cont.)

- (2) Each participating LEA has presented (4 points)--
  - (i) A clear rationale to support its consideration of the level of student growth achieved in differentiating performance levels; and
  - (ii) Evidence, such as current research and best practices, supporting the LEA's choice of student growth models and demonstrating the rigor and comparability of assessments;

Selection Criterion (b) (Cont.)

- (3) Each participating LEA has made substantial progress in developing a high-quality plan for multiple teacher and principal observations, including identification of the persons, by position and qualifications, who will be conducting the observations, the observation tool, the events to be observed, the accuracy of raters in using observation tools and the procedures for ensuring a high degree of inter-rater reliability (13 points);

Selection Criterion (b) (Cont.)

- (4) The participating LEA has experience measuring student growth at the classroom level, and has already implemented components of the proposed educator evaluation systems (4 points);
- (5) In the case of teacher evaluations, the proposed evaluation system (6 points) —
  - (i) Bases the overall evaluation rating for teachers, in significant part, on student growth;
  - (ii) Evaluates the practice of teachers, including general education teachers and teachers of special student populations, in meeting the needs of special student populations, including students with disabilities and English learners;

Selection Criterion (b) (Cont.)

- (6) In the case of principal evaluations, the proposed evaluation system (6 points) --
  - (i) Bases the overall evaluation rating on, in significant part, student growth; and
  - (ii) Evaluates, among other factors, a principal's practice in-
    - (A) Focusing every teacher, and the school community generally, on student growth;
    - (B) Establishing a collaborative school culture focused on continuous improvement; and
    - (C) Supporting the academic needs of special student populations, including students with disabilities and English learners, for example, by creating systems to support successful co-teaching practices, providing resources for research-based intervention services, or similar activities.

Selection Criterion (c)

Professional Development Systems to Support the Needs of Teachers and Principals Identified Through the Evaluation Process. (35 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 3(a), to improve their effectiveness. In determining the quality of each plan for professional development, we will consider the extent to which the plan describes how the participating LEA will--

Selection Criterion (c)

- (1) Use the disaggregated information generated by the proposed educator evaluation systems to identify the professional development needs of individual educators and schools (8 points);
- (2) Provide professional development in a timely way (2 points);
- (3) Provide school-based, job-embedded opportunities for educators to transfer new knowledge into instructional and leadership practices (5 points); and

Selection Criterion (c) (Cont.)

- (4) Provide professional development that is likely to improve instructional and leadership practices, and is guided by the professional development needs of individual educators as identified in paragraph (c)(1) of this criterion (20 points).

Selection Criterion (d)

Involvement of Educators. (35 points)

- We will consider the quality of educator involvement in the development and implementation of the proposed PBCS and educator evaluation systems described in the application. In determining the quality of such involvement, we will consider the extent to which--
- (1) The application contains evidence that educator involvement in the design of the PBCS and the educator evaluation systems has been extensive and will continue to be extensive during the grant period (10 points); and
- (2) The application contains evidence that educators support the elements of the proposed PBCS and the educator evaluation systems described in the application (25 points).

Selection Criterion (e)

Project Management. (30 points)

- We will consider the quality of the management plan of the proposed project. In determining the quality of the management plan, we will consider the extent to which the management plan--
- (1) Clearly identifies and defines the roles and responsibilities of key personnel (3 points);
- (2) Allocates sufficient human resources to complete project tasks (5 points);
- (3) Includes measurable project objectives and performance measures (5 points); and

Selection Criterion (e) (Cont.)

- (4) Includes an effective project evaluation plan (5 points);
- (5) Specifies realistic and achievable timelines for:
  - (i) Implementing the components of the HCMS, PBCS, and educator evaluation systems, including any proposal to phase in schools or educators (8 points).
  - (ii) Successfully completing project tasks and achieving objectives (4 points).

Selection Criterion (f)

Sustainability. (20 points)

- We will consider the quality of the plan to sustain the proposed project. In determining the quality of the sustainability plan, we will consider the extent to which the sustainability plan--
- (1) Identifies and commits sufficient non-TIF resources, financial and nonfinancial, to support the PBCS and educator evaluation systems during and after the grant period (10 points); and
- (2) Is likely to be implemented and, if implemented, will result in a sustained PBCS and educator evaluation systems after the grant period ends (10 points).

Selection Criterion (g)

Comprehensive Approach to Improving STEM Instruction. (25 points)

- To meet Priority 3, we will consider the quality of an applicant's plan for improving educator effectiveness in STEM instruction. In determining the quality of the plan, we will consider the extent to which--

Selection Criterion (g) (Cont.)

- (1) The financial and nonfinancial strategies and incentives, including the proposed PBCS, are adequate for attracting effective STEM educators to work in high-need schools and retaining them in these schools (4 points);
- (2) The proposed professional development opportunities--
  - (a) Will provide college-level STEM skills and content knowledge to STEM teachers while modeling for teachers pedagogical methods for teaching those skills and that content at the appropriate grade level (4 points); and
  - (b) Will enable STEM teachers to provide students in high-need schools with increased access to rigorous and engaging STEM coursework appropriate for their grade level, including college-level material in high schools (7 points);

Selection Criterion (g) (Cont.)

- (3) The applicant will significantly leverage STEM-related funds across other Federal, State, and local programs to implement a high-quality and comprehensive STEM plan (7 points); and
- (4) The applicant provides evidence (e.g., letters of support) that the LEA has or will develop extensive relationships with STEM experts and resources in industry, academic institutions, or associations to effectively implement its STEM plan and ensure that instruction prepares students to be college-and-career ready (3 points).

TIF4 Logic Model

LEA-Wide HCMS with Educator Evaluation Systems:
Aligned with Vision of Instructional Improvement

LEA-Wide Educator Evaluation Systems
Minimum requirements:
Evaluation done at least annually
Has at least 3 performance levels
Includes at least 2 observations
Based on student growth and additional factors determined by LEA

Used to inform:	Used to inform:	The "overall" rating used to inform:
HCMS Decisions such as: **Recruitment, hiring, promotion, etc.**	**Professional Development (PD)** **TIF Funds will support PD in Requirement 3 schools only**	**The PBCS** **TIF Funds will support the PBCS** In Requirement 3 schools only **PBCS – as defined in NIA:** Design Model 1 or Design Model 2

Questions?

Please let us know if you have any questions about the Selection Criteria. In the following section of this presentation, we'll review the budget narrative, required attachments and assurances, intergovernmental review process, and reporting requirements.

Part 5: Budget Narrative (Cont.)

In accordance with 34 CFR 75.232, Department of Education staff perform a cost analysis of the each recommended project to ensure that costs relate to the activities and objectives of the project, are **reasonable, allowable and allocable**. We may delete or reduce costs from the budget during this review.

Part 5: Budget Narrative (Cont.)

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

1. **TIF Grant Funds Budget Narrative** (Aligns with Section A of 524 Form)
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 5: Budget Narrative (Cont.)

Non TIF Resources

- There is no specific match requirement in the FY 2012 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 (Selection Criterion (f)).
- 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 5: Budget Narrative (Cont.)

Both budget narratives should:

- Be consistent with the ED 524 Form;
- 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 5: Budget Narrative (Cont.)

Provide all requested budget information for each year of the project (up to 60 months) and the total amount in the ED 524 Form in order to be considered for Federal funding. The annual budget period will be October 1 – September 30. For instance, the budget for year 1 should include the estimated costs for October 1, 2012 – September 30, 2013, and so forth. (FAQs Y-2 and Y-3)

Use of Funds

Applicants must follow all rules and regulations set forth in the 2012 NIA governing the limitations and restrictions on the use of TIF funds.

Explaining Performance-Based Compensation Costs

- **In the ED form 524 Section A and the budget narrative, applicants must budget incentive costs in the year that these expenses are earned.**
- For instance, if an applicant anticipates using the TIF grant to make performance-based awards to educators for their performance in Year 1 with the TIF grant, the applicant should include those expenses in Year 1 budget.
- While we realize that in many cases the actual payment of these funds will not occur until the next budget period (i.e., incentives for Year 1 are not paid until Year 2), the budget form requires applicants to list expenses using a 5 year budget period.

Indirect Costs

- The Department of Education (ED) reimburses grantees for its portion of indirect costs that a grantee incurs on projects funded by the Teacher Incentive Fund program (CFDA 84.374A or 84.374B).
- Instructions for how to acquire an approved ICR is in the application package (FAQs Y-13 through Y-18).

Indirect Costs (Cont.)

Group Applicants

- The entity that applies on behalf of the group, whether or not the group is a partnership that includes a nonprofit organization, is the lead applicant and fiscal agent.
- Any eligible entity – an SEA, an LEA, or a nonprofit organization -- can be the lead applicant and fiscal agent in a group application.
- Each member of the group may charge indirect costs, but must follow its own approved indirect cost rate agreement (FAQ Y-18).

Part 6: Other Attachment Form

- Application Reference Chart describing where each priority and application requirement is addressed in the application, and the applicant's eligibility classification
- High Need Documentation
- Charter School Documentation, if applicable
- Memorandum of Understanding (MOU) or Binding Agreement
- Commitment letters, surveys, or other evidence demonstrating educator support
- Indirect Cost Rate Agreement
- Individual Resumes for Project Directors and Key Personnel

Application Reference Chart

Application Reference Charts

Instructions: These charts are provided to help applicants ensure that their applications address all of the priorities and requirements – as any application that does not do so is ineligible for funding for the 2012 competitions. These charts will be used by Department staff when screening applications.

Applicants should complete and include these charts as an attachment with their application. Go to http://www2.ed.gov/programs/teacherincentive/applicant.html to download a Microsoft Word version of this template. Fill out the Word document and submit it as a PDF attachment with your application.

Please indicate your eligibility classification

Instructions: Check the eligibility classification that applies to your application.

Applications from a single entity:
In the case of a single applicant that is an LEA, check this box.

___ *LEA*

Group Applications:
Group applications involve two or more eligible entities. In the case of a group application, check the box that describes the eligibility classification of all of the applicants. Select only one box.

___ *2 or more LEAs*
___ *One or more SEAs and one or more LEAs*
___ *One or more nonprofit organizations and one or more LEAs (no SEA)*
___ *One or more nonprofit organizations and one or more LEAs and one or more SEAs*

Instructions

Instructions: In each column of the table below, please specify where your application discusses each priority or requirement -- including each provision that applies to each priority or requirement. For information, descriptions, or assurances included in the project narrative, please complete both 1) the Title of the Section(s) or Subsection(s) and 2) the relevant Page Number(s) where this matter is discussed. Otherwise, please indicate the Attachment in which it is discussed.

Please identify every section, page, and/or attachment in which the priority or requirement is discussed. More than one section, subsection, page, or attachment may appear in each cell.

Absolute Priority 1			
Requirement or Priority	**Title of Section or Subsection in which this priority or requirement is discussed**	**Page Number(s) on which this requirement or priority is discussed**	**Attachment on which this priority or requirement is discussed**
Absolute Priority 1: HCMS 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.			
(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 systems it describes in its application to inform key human capital decisions, such as decisions on recruitment, hiring, placement,			

Part 7: Assurances and Certifications

- Assurances for Non-Construction Programs (SF 424B Form)
- Disclosure of Lobbying Activities (SF LLL Form)
- Certification Regarding Lobbying (ED 80-0013 Form)
- General Education Provisions Act (GEPA) Requirements – Section 427
- Survey on Ensuring Equal Opportunity for Applicants (form 1890-0014)

Part 8: Intergovernmental Review

- Multi-state applicants should follow procedures specific to each state.
- Requires grant applicants to contact State Single Points of Contact for information
- State Single Point of Contact (SPOC) process and a list of names by State can be found at:
- http://www.whitehouse.gov/omb/grants_spoc
- If your State does not have a SPOC, you may send application materials directly to the Department as described in the *Federal Register* notice.

Procurement Practices

Applicants that intend to use procurement transactions in implementing proposed projects should be familiar with the applicable requirements in the Education Department General Administrative Regulations (EDGAR)

- State and local governments: 34 C.F.R. § 80.36
- Non-profit organizations: 34 C.F.R. § 74.43 and 34 C.F.R. § 74.44.

Procurement Practices (Cont.)

- For example, as a general matter, 34 C.F.R. § 80.36, and the comparable requirements for non-profits organizations, govern competition in procurement transactions by grantees, including a requirement that all procurement transactions be conducted in a manner "providing full and open competition" consistent with the standards in that regulation.

Procurement Practices (Cont.)

- Grantees must use appropriate procurement procedures to select contractors
- **An applicant should not preselect specific contractors or vendors, or identify the names of specific contractors or vendors in its grant application.**
- An applicant may include information about the scope of work to be completed by outside contractors and the contractor qualifications; however, it should not pre-identify a specific contractor or enter into an agreement with any contractor(s) until after the grant has been awarded.

Reporting and Accountability

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 number of teachers and principals, who are rated at the highest level, at least effective, and not effective, as measured by the district's evaluation system and the number who are not rated.
- **Measure 2:** The number of teachers teaching in a high-need field or subject, such as teaching English learners, students with disabilities, or STEM, who are rated at the highest level, at least effective, and not effective, as measured by the district's evaluation system and the number who are not rated.

GPRA Measures (Cont.)

- **Measure 3:** The number of teachers and principals who were rated at the highest level, at least effective, and not effective, as measured by the district's evaluation system, and the number who were not rated, in the previous year and who returned to serve in the same high-need school in the LEA.
- **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.

Applicant Information

http://www2.ed.gov/programs/teacherincentive/applicant.html

- NFP
- NIA
- Copy of the application package (for reference)
- FAQs
- Application Reference Chart
- Sample MOU

Questions?

Thank you for participating in the 2012 TIF Competition with a Focus on STEM applicant training WebEx. Please let us know if you have any questions! You may also email us your questions at TIF4@ed.gov or call (202)205-5224.