

Teacher and School Leader Incentive Fund (TSLIF) Grant, CFDA 84.374A

Purpose

The purpose of the Teacher and School Leader Incentive Fund (TSLIF) is to assist states, local educational agencies (LEAs), and nonprofit organizations to develop, implement, improve, or expand comprehensive performance-based compensation systems or human capital management systems for teachers, principals, and other school leaders (especially for teachers, principals, and other school leaders in high-need schools) who raise student academic achievement and close the achievement gap between high- and low-performing students.

Application Timeline

RFP Announcement – December 20, 2016

Application Due – March 24, 2017

Project Period

Up to 36 months, with renewal of up to two additional years if the grantee demonstrates to the Secretary that the grantee is effectively using funds.

TSLIF Grant Funding

Available Funding for New Awards: \$159,000,000

Number of Awards Anticipated: 15-20

Range of New Awards: \$500,000–\$12,000,000 for the first year

Estimated Average Size of Awards for the First Year: \$10,000,000

Eligibility

Eligible applicants:

- (a) An LEA, including a charter school that is an LEA, or a consortium of LEAs;
- (b) An SEA or other State agency designated by the Chief Executive of a State to participate;
- (c) The Bureau of Indian Education; or
- (d) A partnership consisting of—
 - (i) One or more agencies described in subparagraph (a), (b), or (c) above; and
 - (ii) At least one nonprofit organization as defined in 2 CFR 200.70 or at least one for-profit entity.

Requirements:

Each applicant must demonstrate how it will use TSLIF grant funds to develop, implement, improve, or expand, in collaboration with Educators and members of the public, one or more of the following:

- (A) Developing or improving an Evaluation and Support System, including as part of a Human Capital Management System (HCMS), that—
 - (i) Reflects clear and fair measures of teacher or School Leader performance, or both, based in part on demonstrated improvement in student academic achievement; and
 - (ii) Provides teachers, or School Leaders, or both, with ongoing, differentiated, targeted, and personalized support and feedback for improvement, including professional development opportunities designed to increase effectiveness.
- (B) Conducting outreach within an LEA or a State to gain input on how to construct an Evaluation and Support System and to develop support for the Evaluation and Support System, including by training appropriate personnel in how to observe and evaluate teachers, or School Leaders, or both.
- (C) Providing School Leaders with—
 - (i) Balanced autonomy to make budgeting, scheduling, and other school-level decisions in a manner that meets the needs of the school without compromising the intent or essential components of the policies of the LEA or State; and
 - (ii) Authority to make staffing decisions that meet the needs of the school, such as building an instructional leadership team that includes teacher leaders or offering opportunities for teams or pairs of effective teachers or candidates to teach or start teaching in High-Need Schools together.

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(D) Implementing, as part of a comprehensive Performance-Based Compensation Systems (PBCS), a differentiated salary structure, which may include bonuses and stipends, to one or both of the following:

- (i) Teachers who—
 - (I) Teach in High-Need Schools or high-need subjects;
 - (II) Raise student academic achievement; or
 - (III) Take on additional leadership responsibilities; or
- (ii) School Leaders who serve in High-Need Schools and raise student academic achievement in the schools.

(E) Improving the LEA's system and process for the recruitment, selection, placement, and retention of effective teachers, or School Leaders, or both, in High-Need Schools, such as by improving LEA policies and procedures to ensure that High-Need schools are competitive and timely in—

- (i) Attracting, hiring, and retaining effective Educators;
- (ii) Offering bonuses or higher salaries to effective Educators; or
- (iii) Establishing or strengthening School Leader Residency Programs and Teacher Residency Programs.

(F) Instituting career advancement opportunities characterized by increased responsibility and pay that reward and recognize effective teachers, principals, or other School Leaders in High-Need Schools and enable them to expand their leadership and results, such as through teacher-led professional development, mentoring, coaching, hybrid roles, administrative duties, and career ladders.

The AVID System Can be a Strong Component of a Teacher and School Leader Incentive Fund Application

- ✓ **Intensive [professional development for educators](#)** prepares them to implement AVID and trains them to make learning more effective by providing engaging, rigorous, and collaborative classrooms
- ✓ **AVID instructional methodologies, known as [WICOR](#)**, were developed to open student access to rigorous college preparatory coursework. The methodologies are research-based and proven effective, and they form the foundation for AVID student instruction, curriculum materials, and professional development for educators
- ✓ **The [AVID schoolwide system transforms schools](#)** in four key areas of a school, Instruction, Systems, Leadership, and Culture, thus ensuring college readiness for all AVID Elective students and improved academic performance for all students based on increased opportunities
- ✓ **The AVID system is proven effective: [About 93% of AVID students complete course requirements for admission to a four-year college or university](#)**. The proportions of AVID students who completed these course loads were nearly consistent for each sub-group of students, with a gap of only 2 percentage points from the highest performing to the lowest nationally.
- ✓ **Most [AVID students are underrepresented minorities](#)**—about 52% are Hispanic, 17% are African American, and 66% are low income (qualify for the Free or Reduced Lunch program) yet 79% of AVID graduates were accepted into a four-year college.
- ✓ Additional [grant writing resources](#) including the [AVID K-12 Grant Budget Development Chart](#) are available
- ✓ Additional evidence of AVID's success and AVID research are available [here](#)