



## TRIVIUM CONSULTING: FUNDING OPPORTUNITY BRIEF



Department of Education Office of Elementary and Secondary  
Education

### TRIVIUM CONSULTING FUNDING OPPORTUNITY BRIEF Supporting Effective Educator Development Program

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#### Supporting Effective Educator Development (SEED) [Notice of Funding Opportunity \(NOFO\)](#) Summary

Notice of Intent to Apply Deadline (Encouraged but Not Required): May 4, 2022

**Application Deadline: June 3, 2022**

Deadline for Intergovernmental Review: August 2, 2022.

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#### Program Basics

The goal of the Department of Education's (Department's) SEED program is to increase the number of highly effective educators by implementing Evidence-Based practices that prepare, develop, or enhance the skills of educators.

#### Eligible Recipients

- a. An Institution of Higher Education (IHE) that provides course materials or resources that are Evidence-Based in increasing academic achievement, graduation rates, or rates of postsecondary education matriculation;
- b. A National Nonprofit organization<sup>1</sup> with a demonstrated record of raising student academic achievement, graduation rates, and rates of higher education attendance,

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<sup>1</sup> This requires a non-profit to provide services in 3 or more states.

matriculation, or completion, or of effectiveness in providing preparation and Professional Development activities and programs for teachers, principals, or other School Leaders;

- c. The Bureau of Indian Education; or
- d. A partnership consisting of—
  - i. One or more entities described in paragraph (a) or (b); and
  - ii. A for-profit entity.

### Award Duration

- Up to 36 months (3 project years)

### Award Amount

- *Estimated Range of Awards:* \$1,000,000-\$6,000,000 per project year. ● *Estimated Average Size of Awards:* \$3,500,000 per project year.
- *Estimated Number of Awards to be made:* 16-20.
- *Estimated Available Funds for the program:* \$65,000,000.

### Matching Requirement

- Recipient must provide, from non-Federal sources, at least 25% of the total cost for each year of the project activities.
- These funds may be provided in cash or through in-kind contributions.
- Grantees must include a budget showing their matching contributions on an annual basis relative to the annual budget amount of SEED grant funds and must provide evidence of their matching contributions for the first year of the grant in their grant applications.

### Absolute Priorities: Two Funding Categories

- The program has two Absolute Priorities, which make up its two funding categories.
- Applicants *must* address *exactly one* of these priorities.

The Absolute Priorities are

1. *Supporting Effective Teachers.* Activities may include:
  - a. Directing teachers from nontraditional preparation and certification routes to service in traditionally underserved Local Educational Agencies (LEAs); and/or
  - b. Providing teachers with Evidence-Based professional enhancement activities, which may include activities that lead to an advanced credential.
2. *Supporting Effective Principals or Other School Leaders.* Activities may include:
  - a. Directing principals or other School Leaders from nontraditional preparation and certification routes to service in traditionally underserved LEAs;
  - b. Providing principals or other School Leaders with Evidence-Based Professional Development activities that address literacy, numeracy, remedial, or other needs of LEAs and the students the agencies serve; and/or

- c. Providing principals or other School Leaders with Evidence-Based professional enhancement activities, which may include activities that lead to an advanced credential.

## Selection Criteria

An application may earn up to a total of 100 points based on the following factors. Descriptions of the activities constituting these factors are provided.

### *A. Quality of the Project Design (35 points).*

1. Provide training or professional development of sufficient quality, intensity, and duration to lead to improvements in practice among the service's recipients.
2. Build capacity and yield results that will extend beyond the period of Federal financial assistance.
3. Have a high-quality conceptual framework underlying the proposed research or demonstration activities.
4. Involve the collaboration of appropriate partners for maximizing the effectiveness of project services.
5. Design for the needs of the target population or other identified needs.

### *B. Significance (25 points).*

1. Attain results or outcomes of high importance or magnitude, especially improvements in teaching and student achievement.
2. Have reasonable costs in relation to the number of persons to be served and the anticipated results.
3. Create project purposes, activities, or benefits that can be incorporated into the ongoing work of the recipient organization at the end of Federal funding.
4. Disseminate results in ways that will enable others to use their information or strategies.

### *C. Quality of the Management Plan (20 points).*

1. Clearly specify measurable goals, objectives, and outcomes to be achieved.
2. Include clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.
  - i. Create a management plan to achieve objectives on time and within budget.

### *D. Quality of the Project Evaluation (20 points).* Use evaluation methods which:

1. Produce evidence about the project's effectiveness that would meet the What Works Clearinghouse (WWC) standards as described in the [WWC Handbook](#).
2. Provide performance feedback and periodic assessment of progress toward achieving intended outcomes.
3. Use objective performance measures that are clearly related to the intended outcomes of the project and that produce quantitative and qualitative data to the extent possible.
4. Provide valid and reliable performance data on Relevant Outcomes.
5. Create information which could guide possible replication of project activities or strategies.

- i. Include information about the effectiveness of the approach or strategies employed by the project.

### Competitive Preference Priorities:

These are not required but are strongly encouraged. Up to 10 additional points may be awarded depending on how well the following priorities are addressed.

1. *Increasing Educator Diversity (up to 5 points).*
  - a. Improve the recruitment, outreach, preparation, support, development, and retention of a diverse educator workforce
  - b. Adopt, implement, or expand high-quality, comprehensive teacher preparation programs that have a track record of attracting, supporting, graduating, and placing underrepresented teacher candidates, and that include one year of high-quality clinical experiences (prior to becoming the teacher of record) in high-need schools.
2. *Promoting Equity in Student Access to Educational Resources and Opportunities (up to 3 points).*
  - a. Promote educational equity and adequacy in resources and opportunity for Underserved Students in one or more of the following educational settings:
    - Early learning programs.
    - Elementary school.
    - Middle school.
    - High school.
    - Career and technical education programs.
    - Out-of-school-time settings.
    - Alternative schools and programs.
    - Juvenile justice system or correctional facilities;
  - b. Examine sources of inequity and inadequacy.
  - c. Implement responses to inequity that include pedagogical practices in educator preparation programs and professional development programs that are inclusive with regard to:
    - race,
    - ethnicity,
    - culture,
    - language,
    - disability status.
  - d. Prepare educators to create inclusive, supportive, equitable, unbiased, and identity-safe learning environments for their students.
3. *Meeting Student Social, Emotional, and Academic Needs (up to 2 points).*
  - a. Improve students' social, emotional, academic, and career development, with a focus on Underserved Students.
  - b. Develop and support Educator and school capacity to support social and emotional learning and development that:
    - Fosters skills and behaviors that enable academic progress;

- Identifies and addresses conditions in the learning environment that may negatively impact social and emotional well-being for Underserved Students, including conditions that affect physical safety; and
- Is trauma-informed, such as addressing exposure to community-based violence and trauma specific to Military- or Veteran-Connected Students.

Steps applicants can initiate now that NOFO is released:

1. Engage in a meeting with Trivium to discuss project scope.
2. Organize evidence of track record of success in educator training and/or professional development.
3. Register applicant organization in SAM.
4. Begin to sketch project design, emphasizing:
  - a. Placement of educators from nontraditional paths in underserved LEAs.
  - b. Evidence-based training and professional development.
  - c. Equitable programming with benefits for underserved students and underrepresented educators.
  - d. Funding needs and availability of external funding.