

Informal Discretionary Competitive (IDC Grant)

LASO 2026-2027 (Cycle 5)

Learning Acceleration Support Opportunities

2027-2029 Additional Days School Year Planning & Execution Program (ADSY PEP) Program Guidelines

Authorized by the General Appropriations Act (GAA), Article III, Rider 29, 89th Texas Legislature, Strategy B.3.1, Improving Educator Quality/Leadership

Grant Application Due Date

December 1, 2026; 5:00 p.m. CT



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Introduction to the Program Guidelines

The Texas Education Agency (TEA) administers federal¹ and state grant awards to its subgrantees² to carry out a program. Such entities include primarily school systems (referred to as local educational agencies [LEAs] in statutes), including independent school districts and charter schools; education service centers (ESCs); and, to a lesser degree, institutions of higher education (IHEs), nonprofit organizations (NPOs), and other statutorily allowable organizations. The following Program Guidelines apply to all eligible subgrantees for the designated grant program.

The Program Guidelines, as part of the request for application (RFA), are to be used in conjunction with the [General and Fiscal Guidelines](#) and any application instructions or other RFA requirements, as listed for the grant on the [TEA Grant Opportunities](#) page. The Standard Application System (SAS) consists of Application Part 1 (PDF narrative schedules) and Application Part 2 (Excel budget schedules). An eligible applicant must submit both parts of the SAS to apply for funding, unless specifically delineated in these guidelines.

For applicants selected for funding, all guidelines and instructions will be incorporated by reference into the Notice of Grant Award (NOGA).

Requirement for Username and Password

To access eGrants and apply for this grant, you must have access to the [TEA Login \(TEAL\)](#). Follow these steps to apply for usernames and passwords on TEAL:

1. Visit the [TEA Login \(TEAL\)](#) page of the TEA website. Select [Request New User Account](#) to begin the process of applying for a TEAL account online.
2. Once you have been assigned a TEA Login (TEAL) account, log into TEAL and under Self-Service select My Application Accounts.
3. The My Accounts tab will open. Select Request New Account, then find eGrants in the list and follow the instructions to submit your request.
4. Entities with existing TEAL accounts but no eGrants accounts should email competitivegrants@tea.texas.gov to ensure proper access to eGrants and this application.
5. If the application does not appear in your "Apply for Eligible Grants" section in your eGrants homepage, please email competitivegrants@tea.texas.gov.
6. For those entities without a prior relationship with TEA, and no TEAL accounts please email competitivegrants@tea.texas.gov with the following information prior to requesting a TEAL

¹ TEA is the grantee and pass-through entity for federal education funding. *Grantee* is defined as the legal entity to which a grant is awarded and that is accountable to the federal government for the use of the funds provided. The term "grantee" does not include any secondary recipients, such as subgrantees and contractors, that may receive funds from a grantee pursuant to a subgrant or contract. (34 CFR 77.1) *Pass-through entity* is defined as a recipient or subrecipient that provides a subaward to a subrecipient (including lower tier subrecipients) to carry out part of a federal program. (2 CFR 200.1)

² *Subgrantee* is defined by TEA to be the same as a *subrecipient*, which is defined in 2 CFR 200.1 as an entity that receives a subaward from a pass-through entity to carry out part of a federal award. The term does not include an individual that is a beneficiary or participant of the program. For purposes of the request for application (RFA), TEA may use the terms *subgrantee*, *grantee*, *subrecipient*, and *applicant* synonymously.

account:

- a. Entity name
 - b. Entity full address – Street, city, state, zip code
 - c. County
 - d. Entity phone number
 - e. Entity email address
 - f. Entity Legal Authority - Name, title, email and phone
 - g. Entity Legal Authority Backup – Name, title, email and phone
 - h. Vendor ID/FEIN
7. All requests for TEAL and eGrants accounts must be submitted well in advance of the application deadline to avoid delays. Please note that this application process is both detailed and time intensive. It is the applicant's responsibility to plan accordingly and allocate sufficient time to complete, certify, and submit the application before the deadline.

Late submissions caused by delays in obtaining TEAL or eGrants access, or by technical issues, will not be accepted under any circumstances. To ensure a smooth process, we strongly recommend initiating account setup and application work as early as possible.

Reference to the General and Fiscal Guidelines

The Program Guidelines provide information specifically relevant to this grant program. The [General and Fiscal Guidelines](#) provide information relevant to all TEA grant programs. Throughout the Program Guidelines, cross-references are given to applicable sections of the [General and Fiscal Guidelines](#). It is critical that the grantee review all cross-referenced sections when preparing the application.

Errata Notices

See the [General and Fiscal Guidelines](#), Errata Notices.

Overview of LASO Process

The following steps provide a high-level overview of the process for responding to Informal Discretionary Competition (IDC), including submitting an IDC application, and being selected for funding:

1. TEA publishes IDC application and supporting documents on the [TEA Grant Opportunities](#).
2. Eligible applicants submit the LASO application via Qualtrics by the specified deadline in this document.
3. IDC applications are reviewed and scored. Note: The highest scoring applicants may be required to attend an oral interview or respond to questions regarding their IDC application.
4. TEA announces applicants selected for funding on the TEA [Grants Awarded Data](#) webpage.
5. Applicants selected for funding will be required to submit and certify an eGrant funding application including assurances and a budget summary to receive funding. Note: All data submitted in the needs

assessment application is incorporated into the eGrants funding application under the Notice of Grant Award (NOGA).

6. TEA staff conducts budget negotiations on the IDC application.
7. Notice of Grant Award (NOGA) issued upon successful completion of the negotiation process.

Email Bulletins

See the [General and Fiscal Guidelines](#), GovDelivery Bulletins, as applicable.

Contact for Clarifying Information

See the [General and Fiscal Guidelines](#), *TEA Contacts*.

The following TEA staff member should be contacted with questions:

Primary Program Contact: Ruchamah Belizor, Manager of Additional Days School Year

Primary Program Contact Email: Ruchamah.Belizor@tea.texas.gov

Primary Program Contact Phone: (512) 463-9331

Additional Program Contact: Erica Stewart, Summer Learning Project Manager

Additional Program Contact Email: erica.stewart@tea.texas.gov

Additional Program Contact Phone: (512) 463-9075

Funding Manager: Competitive Grants Unit, Grants Administration Division

Funding Manager Email: competitivegrants@tea.texas.gov

U.S. Department of Education and/or State Appropriations

The following is provided in compliance with the U.S. Department of Education Appropriations Act:

CATEGORY	AMOUNT
Total funds available for this project	\$3,550,000
Percentage to be financed with federal funds	0%
Amount of federal funds	\$0
Percentage to be financed from nonfederal sources	100%
Amount of nonfederal funds	\$3,550,000

**Should additional funding become available for this program, the agency may add it to the base amount indicated above and fund additional qualifying awardees until all funding is exhausted.*

LASO Timeline

For all dates related to LASO, including reporting dates, see the [TEA Grant Opportunities](#) page. If a report due date falls on a weekend or holiday, the report will be due the following business day. All dates except the grant ending date may vary slightly as conditions require.

Date	Event
September 14, 2026	General Webinar #1 Registration Link - Option #1 Webinar registration link can be found on the LASO website
September 18, 2026	General Webinar #2 Registration Link - Option #2 Webinar registration link can be found on the LASO website
September 23, 2026	LASO application available LASO individual application links will be emailed to Superintendents on September 23, 2026. Please see the LASO website for more information.
September 28, 2026	FAQ Publishing The FAQs for this grant program will be posted to the TEA Grant Opportunities page and LASO website no later than the date listed on the Grant Timeline. Applicants may email their questions to the LASO central inbox at LASO@tea.texas.gov See General and Fiscal Guidelines , Frequently Asked Questions
October 7, 2026, 10:30 a.m. CT	Program Specific Webinar #1 Registration links found on the LASO website
October 13, 2026, 1:30 p.m. CT	Program Specific Webinar #2 Registration links found on the LASO website
November 1, 2026	FAQ question submission deadline
November 4, 2026, 10:30 a.m. CT	Office Hours Registration links found on the LASO website
December 1, 2026	Due date for the LASO Qualtrics application. The LASO application must be received by the TEA by 5:00 p.m. CT. See TEA Grant Opportunities , LASO Application Due Date and Time
December 2, 2026- January 30, 2027	Application review period, including interviews if necessary See General and Fiscal Guidelines , Review Process
February 8, 2027	Anticipated award announcement
February 8, 2027	eGrants ADC and Application opens for awarded applicants

March 2, 2027	Due Date for eGrants Application
March 2, 2027	Beginning date of grant (if selected for funding) See General and Fiscal Guidelines , Grant Period
January 30, 2029	Final date to submit an amendment (if selected for funding)
April 30, 2029	End date of grant (if selected for funding)

Resources Available to Help Applicants Select the Most Appropriate Initiative(s)

An applicant that is eligible to apply for more than one initiative is encouraged to carefully review all available program information before submitting an application. To support applicants in determining which initiative or combination of initiatives best aligns with local needs, program goals, and eligibility requirements, the following resources are available:

- Frequently Asked Questions (FAQ) Resource**
 Applicants may submit program-specific questions through the FAQ process to obtain clarification regarding eligibility requirements, allowable activities, program priorities, application expectations, and other grant-related topics. Responses to frequently asked questions may also provide additional guidance and interpretation of program requirements that can assist applicants in making informed decisions about which initiative(s) to pursue.
- Webinars**
 The Texas Education Agency (TEA) may offer informational webinars designed to provide an overview of available initiatives, application requirements, timelines, funding considerations, and program expectations. These live virtual presentations may include slide decks, demonstrations, and opportunities to address commonly asked questions. Recordings and presentation materials may be made available for later reference.
- Office Hours**
 TEA program staff may conduct designated office hours to provide technical assistance and support to prospective applicants.
- Additional Best-Fit Guidance Resources**
 TEA has developed supplemental resources to assist applicants in selecting the initiative or combination of initiatives that best aligns with local needs and strategic priorities. These resources include initiative-specific one-pagers, best-fit guidance presentations, and initiative coherence supports designed to help applicants understand program distinctions, identify complementary funding opportunities, and make informed application decisions. Resources can be found via the [LASO Cycle 5 website](#).

Note: Programmatic support is only available via webinars and the FAQ process. Office hours are for technical support only regarding application submittal prior to the application deadline.

Applicants are strongly encouraged to utilize these resources prior to submitting an application. Participation in webinars, review of FAQ guidance, and engagement during office hours can help ensure a clear understanding of program requirements and assist applicants in identifying the funding opportunity that best supports their intended outcomes.

LASO at a Glance

This section provides fundamental information pertinent to the initiative program.

Authorizing Legislation

This initiative is authorized by General Appropriations Act (GAA), Article III, 89th Texas Legislature, Strategy B.3.1, Improving Educator Quality/Leadership; HB 2 Section 5.06, Section 25.0816.

Where to Submit the LASO Application

LASO individual application links will be emailed to Superintendents on September 23, 2026. Please see the [LASO website](#) for more information.

Purpose of Program

Pursuant to Section 25.0816 of the Texas Education Code (TEC), the Texas Education Agency (TEA) shall establish and administer a grant program to provide funding and technical assistance to school systems and open-enrollment charter schools to support planning and operational adjustments necessary to qualify for the Additional Days School Year (ADSY) incentive funding under TEC §48.0051.

Participation in this grant program is not required to access ADSY funding but is intended to strengthen implementation and help school systems maximize the incentive available under TEC §48.0051.

The Additional Days School Year Planning and Execution Program (ADSY PEP) is a voluntary, three-year grant initiative that provides comprehensive support to school systems and open-enrollment charter schools in the design and sustainability of high-quality, evidence-based ADSY programs. Through targeted professional development and technical assistance, ADSY PEP supports implementation of either the ADSY Full Year or ADSY Summer model. ADSY PEP is intended to help school systems strategically plan, launch, and refine extended learning opportunities that are responsive to student needs and aligned with local priorities.

Eligible Applicants

See the [General and Fiscal Guidelines](#), Eligibility for Funding.

School system eligibility: School systems may apply for ADSY PEP if they meet one of the following conditions:

- New to ADSY Formula Funding: School systems that have never drawn down ADSY Formula Funding at any PK–8 campus.
- New to ADSY PEP (but may have previous ADSY drawdowns): School systems that have accessed ADSY Formula Funding but have never participated in any ADSY PEP cycle.
- Prior ADSY PEP participants from LASO 2 or before (limited eligibility): School systems that have previously participated in ADSY PEP in LASO 2 (planning in 2024-2025) or prior competitions may apply only for campuses that have never accessed ADSY Formula Funding.
- Charters not **yet** serving students may apply for the ADSY Full Year model but are not eligible for the ADSY Summer model.

Campus-Level Eligibility Requirements (apply to all applicants): All participating campuses must:

- Serve students in one or more grade levels within PK–8.
- Operate on at least 175 full instructional days with 75,600 operational minutes for all instructional tracks at the associated CDCN or provide evidence of a board-approved plan to implement such a calendar before the 2027–2028 school year.
- Implement IMRA-approved Tier 1 instructional products in math and RLA during the regular school year or have a board approved plan to adopt IMRA approved Tier 1 products in 2027-2028.

- Education Service Centers (ESCs) are not eligible to apply.
- School systems that are current ADSY PEP grantees are not eligible to apply.
- ***If a charter school closure is pending review, the award will be placed on hold pending a final determination regarding closure. If the final determination is to keep the charter open, the funding will be released. If the determination is to close the charter, making the charter ineligible, the award will be voided and no funds will be disbursed.*

Eligibility List

There is not an eligibility list for this grant.

Shared Services Arrangement

See the [General and Fiscal Guidelines](#), Shared Services Arrangements.

Shared services arrangements (SSAs) are not allowed.

Application Funding

See the [General and Fiscal Guidelines](#): *Continuation Funding, Fund Management, and Use of Funds*.

It is anticipated that approximately 38 applicants will be awarded between \$60,000 and \$250,000 in LASO 5.

** Should additional funding become available for this program, the agency may add it to the base amount indicated above and fund additional qualifying awardees until all funding is exhausted.*

***If a charter school closure is pending review, the award will be placed on hold pending a final determination regarding closure. If the final determination is to keep the charter open, the funding will be released. If the determination is to close the charter, making the charter ineligible, the award will be voided and no funds will be disbursed.*

The table below outlines the ADSY Summer and ADSY Full Year grant funding for over three years. The program begins in March 2027 and concludes in 2030. Each continuation award will have its own funding period and expiration date, which will be specified in the continuation award notice.

Timeline	ADSY Summer	ADSY Full Year	Notes
Year 1 (2027-2028)	\$60,000-\$100,000*	\$250,000	Initial award at LASO 5
Year 2 (2028-2029)	\$50,000	\$200,000	Year 2 continuation funding is contingent upon satisfactory performance and completion of Year 1. Funds have separate expiration dates.
Year 3 (2029-2030)	\$30,000	\$150,000	Year 3 continuation funding is contingent upon satisfactory performance and completion of Year 2. Funds have

			separate expiration dates.
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*For ADSY Summer, the Year 1 award amount is based on the number of participating campuses. Each awarded school system will receive a \$50,000 base award plus \$10,000 per participating campus, up to three campuses, for a maximum Year 1 base award of \$80,000 before any enrollment-based bonus.

School systems may be eligible to receive an enrollment-based funding bonus under the ADSY Summer model. **Bonus amounts are determined based on the total number of ADSY-eligible students across all participating campuses (up to three) included in the school system's application, with award tiers aligned to defined enrollment ranges. Final bonus amounts and distribution are contingent upon applicant enrollment distribution and the availability of remaining grant funds after base awards are allocated.**

Enrollment-based bonuses will be determined based on the total number of ADSY-eligible students across all participating campuses (up to three) included in the school system's application. The ADSY PEP program reserves the right to adjust or redistribute bonus amounts to ensure equitable allocation and full utilization of grant funds.

Selection of Applicants for Funding

Applicants will be selected in rank order.

Cost Share or Matching Requirement

See the [General and Fiscal Guidelines](#), Cost Share/Match Requirement.

There is no cost share or matching requirement for this grant program.

Supplement, not supplant

For supplement, not supplant guidance, see the Supplement, Not Supplant Handbook on the Department of Grant Compliance and Administration's [Training and Other Resources](#) page.

The supplement, not supplant provision does apply to this grant program.

Limitation of Administrative Funds

See the [General and Fiscal Guidelines](#), *Administrative Costs*.

NOTE: Administrative funds include **both** direct administrative costs **and** allowable indirect costs.

Note Regarding Grantee Determination of Grant-Funded Position Functions as Administrative or Programmatic: The grantee is responsible for making case-by-case determinations to determine whether the functions of a grant-funded position are **administrative or programmatic**, or divided between both. There may be overlap in characteristics and activities, and no single factor or combination of factors is necessarily determinative. There are no uniform federal regulations that define how to characterize costs as either direct program or direct administrative costs. However, the organization must be consistent across programs in how they charge these costs. For more information, including considerations for making a determination regarding a grant-funded position, see the [Universal Errata](#) issued by TEA on July 15, 2026.

Direct Administrative Costs

TEA limits the amount of funds that may be budgeted to administer the program, including direct administrative costs and indirect costs, to no more than 15% of the total grant awarded.

Indirect Costs

For this state-funded grant, the grantee may claim a maximum for indirect costs equal to **the lesser** of its current, approved restricted indirect cost rate or 15%.

To calculate the maximum indirect costs that can be claimed for a grant, complete the [Maximum Indirect Costs Worksheet](#), located on the Grants Administration Division's [Grant Resources](#) page.

Pre-Award Costs

See the [General and Fiscal Guidelines](#), Pre-Award Costs.

Pre-award costs are not permitted for this grant.

LASO Application Requirements and Assurances

This section identifies the types of requirements in which applicants must comply to be eligible for funding:

- Statutory requirements (requirements defined in the authorizing statute)
- TEA program requirements (requirements defined by TEA program staff)

Statutorily Required Responses

See the [General and Fiscal Guidelines](#), Statutory Requirements

Per Section 22.0834 of the Texas Education Code (TEC), any person offered employment by any entity that contracts with TEA or receives grant funds administered by TEA (i.e., a grantee or subgrantee) is subject to the fingerprinting requirement. TEA is prohibited from awarding grant funds to any entity, including nonprofit organizations, that fails to comply with this requirement. For details, refer to the [General and Fiscal Guidelines](#), Fingerprinting Requirement.

There are no statutory required responses for this Grant opportunity.

TEA Application Required Responses

See the [General and Fiscal Guidelines](#), TEA Program Requirements.

In addition to the statutory requirements, TEA has established the following program requirements. Applicants must address within the application how they will achieve the following:

1. The grant program will be funded by reimbursement once the NOGA has been issued and the grantee submits payment requests through the Expenditure Reporting (ER) system. See [Expenditure Reporting](#). The grantee is required to regularly request payment for allowable expenditures as grant program requirements are carried out.
2. The school system is currently implementing an IMRA-approved, full-subject Tier 1 HQIM for **Math** at the campus(es) anticipated to participate in ADSY PEP.
3. The school system is currently implementing an IMRA-approved, full-subject Tier 1 HQIM for **RLA** at the campus(es) anticipated to participate in ADSY PEP.
4. **ADSY PEP Summer:** The school system agrees to implement an ADSY PEP summer program lasting at **least** 25 days, with each day including:
 - a. At least 360 minutes (6 hours) of total programming, which must include:
 - i. A minimum of 180 minutes (3 hours) dedicated to math and reading instruction.

- ii. At least 60 minutes (1 hour) of TEKS-based enrichment activities aligned with core subjects, based on local needs and STAAR data.
 - iii. The remaining 120 minutes (2 hours) should include:
 - 1. 60 minutes (1 hour) of traditional enrichment activities, such as arts, science exploration, or sports.
 - 2. 60 minutes (1 hour) can be dedicated to transitions, lunch, and other flexible needs.
- 5. **ADSY PEP Summer:** The school system agrees to implement a summer academic strategy that is data-driven and that aligns with both the regular-year HQIM and regular-year academic strategy.
- 6. **ADSY PEP Summer:** The school system understands that they must prioritize student data from the regular school year to determine whether students need learning acceleration or targeted remediation as part of their academic strategy planning for ADSY Summer.
- 7. **ADSY PEP Summer:** The school system agrees to assign highly effective teachers with grade-level, content-area, and curricular expertise to provide instruction on ADSY days. When making staffing assignments, the school system will prioritize effective teachers who taught the same grade level in the previous school year or who will teach the same grade level in the following school year.
- 8. **ADSY PEP Summer:** The school system understands that teachers who meet the school system's certification requirements must provide at least three hours of academic instruction focused on math and reading and one hour of enrichment aligned to core subjects on dedicated ADSY summer program days.
- 9. **ADSY PEP Summer:** The school system agrees to implement the following elements into professional development for summer instructors:
 - a. Summer Program Staff Manual Internalization.
 - b. Academic PD that includes training and dedicated planning time to internalize the curriculum and effectively implement instructional strategies.
 - c. Enrichment PD that includes training and dedicated planning time to internalize the curriculum and effectively implement instructional strategies.
 - d. Climate and Culture PD.
- 10. **ADSY PEP Summer:** The school system agrees to provide ongoing training and instructional support for teachers throughout the summer program, including lesson internalization and regular observation and feedback from instructional experts.
- 11. **ADSY PEP Summer:** The school system agrees to conduct an ADSY Summer approved pre- and post-summer assessment and agrees to share program effectiveness data with TEA, including student outcomes and projected and final student attendance during summer programs for the duration of the grant.
- 12. **ADSY PEP Summer:** The school system agrees to develop a Summer Program Impact Report each year using the tools and templates provided by the grant program and share the Impact Report with TEA and stakeholders.
- 13. **ADSY PEP Summer:** The school system agrees to upload a sample proposed 2027-2028 instructional

calendar for the participating campus(es) that demonstrates implementation of the ADSY Summer model. The calendar must include:

- a. *a base academic calendar with at least 175 full instructional days,*
 - i. *a minimum of 25 full ADSY Summer program days.*
 - ii. *clear identification of the ADSY Summer 2028 program dates, and*
- b. *a sample daily schedule demonstrating how the ADSY Summer program will align with the school system's regular-year instructional program and HQIM.*

14. **Optional ADSY Summer Narrative Response for Auto-Award Consideration:** Describe how the school system will use ADSY Summer programming to accelerate student learning. The response should explain:
 - a. how students will be identified for participation,
 - b. how academic instruction and enrichment opportunities will work together to support student growth, and
 - c. how the ADSY Summer program will align with the school system's regular-year instructional program and the implementation of high-quality instructional materials (HQIM).
15. **Optional ADSY Summer Narrative Response for Auto-Award Consideration:** Describe why the school system is investing in ADSY Summer programming and how school system leaders will support and sustain the program over time.
16. **ADSY PEP Full-Year:** The school system agrees to add between 25 and 30 additional instructional days (ADSY days) to the base ADSY-eligible academic calendar, for ***all*** students enrolled at the campus.
Note: ADSY days must be separate days from regular instructional calendar days.
17. **ADSY PEP Full-Year:** The school system agrees to ensure that 75% of their ADSY days are placed between August and April of the implementation years.
18. **ADSY PEP Full-Year:** The school system agrees to assign a teacher who meets its certification requirements to deliver instruction across the 200+ instructional days (175 full instructional days plus 25–30 additional full days).
19. **ADSY PEP Full-Year:** The school system agrees that as part of their planning year, they must develop and implement a strategic master scheduling plan that includes two critical ADSY Full Year shifts for students:
 - a. Structured brain breaks for students during the regular school year.
 - b. Enrichment.
20. **ADSY PEP Full-Year:** The school system agrees to use the tools and resources provided to conduct a desk audit to verify teacher planning time allocations at the campus prior to the ADSY Full Year, and to demonstrate a measurable percentage increase in teacher planning time during subsequent ADSY Full Year implementation years.
21. **ADSY PEP Full-Year:** The school system agrees to incorporate enrichment time into the daily schedule to support student engagement and well-being.
22. **ADSY PEP Full-Year:** The school system agrees to develop a stakeholder engagement plan for ADSY Full

Year that includes deliberate strategies to engage families, community members, and teachers to generate and sustain continuous buy-in.

23. **ADSY PEP Full-Year:** The school system agrees to submit a sample proposed 2027-2028 instructional calendar for the participating campus(es) that demonstrates implementation of the **ADSY Full Year model**. The calendar must include:
 - a. *a base academic calendar with at least 175 full instructional days,*
 - i. *a minimum of 25 additional ADSY instructional days,*
 - ii. *distribution of ADSY days throughout the school year,*
 - iii. *clear identification of all ADSY instructional days, and*
 - b. *A sample campus daily schedule that demonstrates how the campus will incorporate enrichment and student supports as part of the ADSY Full Year model.*
24. **Optional ADSY Full Year Narrative Response for Auto-Award Consideration:** Describe how the school system will use ADSY Full Year programming to improve student outcomes. In the response, explain:
 - a. how additional ADSY instructional days will be integrated throughout the school year,
 - b. how enrichment opportunities and other student supports will be used to enhance student engagement and well-being, and
 - c. how the ADSY Full Year model will align with the school system's regular-year instructional program and the implementation of high-quality instructional materials (HQIM).
25. **Optional ADSY Full Year Narrative Response for Auto-Award Consideration:** Describe why the school system is investing in the ADSY Full Year model and how school system leaders will support and sustain this work over time.

Statutory or Program-Specific Assurances

See the [General and Fiscal Guidelines](#), Provisions and Assurances.

1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this IDC will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2. The applicant assures that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3. The applicant assures to adhere to all the Statutory and TEA Program requirements as noted in the ADSY PEP Program Guidelines.
4. The applicant assures to adhere to all the Performance Measures, as noted in the ADSY PEP Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.

5. The applicant assures that any Electronic Information Resources (EIR) produced as part of this agreement will comply with the State of Texas Accessibility requirements as specified in 1 TAC 206, 1 TAC Chapter 213, Federal Section 508 standards, and the WCAG 2.0 AA Accessibility Guidelines.
6. The applicant acknowledges that Per Section 22.0834 of the Texas Education Code (TEC), any person offered employment by any entity that contracts with TEA or receives grant funds administered by TEA (i.e., a grantee or subgrantee) is subject to the fingerprinting requirement. TEA is prohibited from awarding grant funds to any entity, including nonprofit organizations, that fails to comply with this requirement. For details, refer to the [General and Fiscal Guidelines](#), Fingerprinting Requirement.
7. Equal Treatment of All Persons: Consistent with Article I, Section 3a of the Texas Constitution, the Fourteenth Amendment to the United States Constitution, federal and State law, and Executive Order No. GA-55, Subrecipient represents and warrants that: 1. All conduct under this Subaward shall be administered and performed in a neutral manner without regard to race of persons; 2. Subrecipient shall not, in the specific performance of this Subaward, elevate one individual person over another, or advantage any one person over another, due to race; 3. Subrecipient shall not, in the specific performance of this Subaward, employ practices or engage in any advancement of the programs known as DEI, critical race theory, affirmative action, or other similar, divisive agendas; 4. Subrecipient's staff, agents, subgrantees, contractors, and subcontractors that are selected and employed in the specific performance of this Subaward shall be selected and employed solely on merit and the ability to perform; and 5. Subrecipient shall ensure that any subgrantees, contractors and their subcontractors participating in the specific performance of this Subaward represent and warrant to the provisions of this clause.
8. Biological Sex and No Preferred Pronouns: Subrecipient represents and warrants that it shall ensure that all actions in specific performance of this Subaward shall comply with federal and state law and reflect that there are only two sexes. Subrecipient's employees, officers, representatives, subgrantees, contractors, subcontractors, and agents shall not, in performance of this Subaward, present, direct, request, or suggest the use of preferred personal pronouns in professional correspondence or presentations.
9. The school system will maintain current contact information in AskTED to ensure timely communication.
10. The school system will regularly submit their expenditures (monthly preferred, quarterly at minimum) to remain on-track for grant expenditures.
11. The school system agrees to the ADSY PEP grant requirement of implementing and maintaining a base academic calendar of 175 instructional days and 75,600 operational minutes and adding at least 25 Additional Days (aligned to the approved model) to the calendar at the eligible campuses for the full duration of the grant.
12. The school system agrees to assign a qualified and experienced project manager with school system-level decision-making authority who can align campus-based actions with school system goals and ensure high-quality instruction on ADSY days, and who will:
 - Attend all required grant activities, including the annual Summit, and at least 1 Learning Lab during the grant period.
 - Attend all Learning Community professional development workshops.

- Participate in calls with the designated approved provider.
 - Lead the school system's ADSY PEP steering committee.
 - Ensure timely and high-quality completion of the school system's ADSY PEP strategic plan and artifacts.
13. The school system agrees to form a cross-departmental Steering Committee that meets at least monthly and includes representatives from the Finance, Curriculum & Instruction, Special Populations, and ADSY Campus Leadership teams to guide strategic planning.
 14. The school system agrees to attend and actively participate in all required grant meetings, Professional Development sessions (in person and/or virtual), Technical Assistance (TA) meetings, and maintain open, responsive communication with the assigned TA provider throughout the grant period.
 15. The school system agrees to complete the comprehensive ADSY PEP Strategic Plan using the provided planning resources and templates and submit it by the designated deadlines.
 16. The school system understands that continuation in the ADSY PEP grant is contingent upon demonstrated effort to implement feedback, adherence to all grant requirements, and evidence of yearly progress.
 17. The school system agrees that failure to secure board approval of an ADSY-eligible calendar (defined as a 175-day base instructional calendar with 75,600 operational minutes) for the 2027–2028 school year at participating campuses will result in ineligibility to continue in ADSY PEP.
 18. The school system agrees to maintain the annual ADSY-eligible calendar approval process at participating campuses for the full duration of the grant and acknowledges that failure to secure board approval in future years during the ADSY PEP grant cycle will result in ineligibility for continued funding, if available.
 19. The school system agrees to implement an IMRA-approved, full subject Tier 1 HQIM for Math and RLA on ADSY days at the campus(es) participating in ADSY PEP.
 20. The school system understands that the *minimum* Full-Time Equivalent (FTE) requirement for the ADSY PEP Project Managers is as follows:
 - ADSY Summer: 0.5 FTE
 - ADSY Full Year: 0.75 FTE
 21. The school system ensures that representatives from the Finance, Curriculum & Instruction, Special Populations, ADSY Campus leadership teams attend all relevant Learning Community meetings.
 22. The school system agrees to implement recommendations and feedback provided by their Technical Assistance provider.
 23. The school system agrees to use high-quality instructional materials (HQIM), as defined by the state of Texas, for core instruction and to provide aligned professional development to teachers and staff operating the ADSY programs for the duration of the grant.
 24. The school system agrees to ensure the Program Manager, Curriculum & Instruction leadership, and Campus Principal participate in ADSY PEP observations conducted by a TEA-approved partner using the

established ADSY PEP rubric, complete all required pre- and post-observation activities, and implement the resulting feedback.

25. The school system agrees to follow research-based design expectations for implementing the ADSY PEP program.
26. For school systems participating with campuses serving grades 6-8, the school system agrees that any proposed instructional time shifts beyond Mathematics and Reading Language Arts (RLA) must receive prior approval from the program. To be considered, the grantee must submit data supporting the requested scheduling adjustment, demonstrating that the proposed shift (e.g., prioritizing Science instruction) is data-driven, responsive to student needs, and aligned with program approvals.

The program-specific assurances for this LASO program are listed in the Qualtrics application.

Program Elements

Description of Program

The Additional Days School Year (ADSY) Planning and Execution Program (PEP) is a three-year grant initiative designed to support school systems and open-enrollment charter schools in developing and sustaining high-quality ADSY programs.

ADSY PEP provides participating school systems with comprehensive support to design programs that are grounded in research and aligned with evidence-based practices that improve student outcomes. The program structure includes:

- Year 1: Planning - School systems engage in a year-long planning process with TEA-approved technical assistance providers to design a strategic, research-aligned ADSY model tailored to their local context.
- Years 2-3: Implementation Refinement and Continuous Improvement - School systems receive ongoing support to strengthen program quality, monitor outcomes, and make data-informed adjustments to ensure long-term success and sustainability.

This structured approach builds school system capacity in program design, strategic planning, and change management. It ensures that additional instructional days are effectively implemented and aligned with school system priorities to maximize academic impact.

School systems will be able to select between two ADSY models, Full Year and Summer, to receive planning and implementation support aligned with research-based best practices.

Description of ADSY Full Year

ADSY PEP Full Year is designed to support school systems in extending learning time across the full school year and sustaining high-quality ADSY learning year-round. Grounded in research-based practices, the program supports school systems in redesigning the school calendar and daily schedule to increase time for student enrichment, brain breaks, teacher planning, and collaboration. Schools will add at least 25 additional instructional days, extending the standard 175-day school year and allowing flexibility to incorporate small group instruction, recess, and free play.

This grant program provides ADSY PEP Full Year grantees with one year of supported planning to design a year-round learning model aligned with research-based best practices in academics, operations, and enrichment. During the planning year, school systems receive support from technical assistance providers and collaborate through a Learning Community to prepare their ADSY Full Year model. After the initial 2027-2028 planning year, school systems will begin implementing the ADSY Full Year model in the 2028-2029 school year, followed

by another year of support to continue the program in 2029-2030.

Description of ADSY Summer

ADSY PEP Summer is designed to combat summer learning loss and promote academic acceleration for PreK-8th grade students. Grounded in research from the RAND Corporation, the program emphasizes the importance of sustained high-quality instruction during the summer months. RAND's findings show that offering three to four hours of academic instruction daily over five to six weeks can significantly mitigate the cumulative effects of summer learning loss, particularly for students from low-income backgrounds.

This grant program provides all ADSY PEP Summer grantees with one year of supported planning to design a summer learning program aligned with research-based best practices in academics, operations, and enrichment. ADSY Summer program implementation begins in summer 2028. Grantees will then engage in two more years of continuous improvement to support summer 2029 and summer 2030 implementation.

Qualifications and Experience

The applicant agrees to provide data on the qualifications and experience of the existing or future staff members, as required per the program guidelines. The applicant agrees to assign a project manager with school system-level decision-making authority who meets most or all the following qualifications and experience criteria:

- Holds a leadership role within the school system's central office.
- Has demonstrated experience in strategic planning, program implementation, and change management.
- Has led or actively participated in school system-level initiatives aligned with academic goals.
- Has experience coordinating with external providers and facilitating professional development.
- Will be able to lead the ADSY PEP steering committee and ensure timely completion of strategic plans and deliverables.
- Will attend all Learning Community workshops and participate in provider calls as required.

The applicant also agrees to ensure that teachers meeting the school system's certification requirements will deliver core instruction aligned with model requirements.

Performance and Evaluation Measures

The applicant agrees to collect data and report on the following mandatory performance and evaluation measures:

1. Annual Data Collection (ADSY Summer and Full Year Redesign)
 - a. Collect annual data on student progress for both ADSY PEP Full Year and ADSY PEP Summer programs.
2. Program Satisfaction and Planning (ADSY Summer and Full Year Redesign)
 - a. Administer annual student and staff satisfaction surveys.
 - b. Submit planning documents related to program implementation.
3. Teacher Time Analysis (Full Year Only)

- a. ADSY PEP Full Year grantees must be willing to conduct a teacher time analysis utilizing a common program tool.
 - b. Demonstrate a clear percentage increase in teacher planning time during implementation of the extended year calendar.
4. Implementation Observation (ADSY Summer and Full Year Redesign)
 - a. To support continuous improvement and help ensure fidelity to the ADSY PEP model, both internal and external observations of program implementation are required. These observations serve as a mechanism to assess alignment with strategic plans, identify areas for growth, and inform responsive action planning.
 - i. Internal Monitoring: Conduct annual school system-led observations of ADSY PEP program implementation. These observations must be carried out by the Project Manager and Steering Committee Members to verify alignment with the completed ADSY PEP model-specific Strategic Plan. Summary data must be shared using an ADSY PEP-derived tool, and an action plan must be created and monitored by the Project Manager as part of the local program's continuous improvement plan.
 - ii. External Monitoring: Allow ADSY PEP determined third-party observations of ADSY model program implementation. Following the observations, meet with observers to review findings and gather feedback. Collaboratively develop a plan of action with the Technical Assistance (TA) provider to address identified areas for improvement and strengthen implementation of the program.

Limits on Contracted Evaluators

Applicants should make every effort to ensure that contracted evaluators are independent and objective.

Allowable Activities and Use of Funds

Refer to the [Budgeting Costs Guidance Handbook](#) on the Grants Administration Division's [Grant Resources](#) page for general guidance on allowable activities and use of funds.

Note regarding travel costs, if allowable per guidance below: Any personnel approved in this grant must be reimbursed for travel according to the applicant's written policies and procedures; however, reimbursement may not exceed State of Texas mileage allowance, General Services Administration (GSA) hotel rate, and per diem rate existing in the current Texas State Appropriations Act. The state travel guidelines require only reimbursement of actual costs paid and, therefore, prohibit per diem payments to travelers without reconciliation to actual costs expended. Note: Contractor travel is paid as it is described in the individual contract, not to exceed the State rates, and may or may not be delineated out specifically in the contract.

Allowable activities and use of funds for this Grant include only the following:

General Allowable Activities and Use of Funds

- Payroll costs are limited to the eligible payroll positions below:
 - Stipend for ADSY PEP Project Manager
 - Stipends for ADSY PEP Steering Committee members who attend 85% or more of Steering Committee meetings and support the development of the school system's ADSY PEP Summer

Strategic Plan.

- Payroll costs for ADSY PEP program teachers (meeting the school system's certification requirements) that teach on ADSY days.
- ADSY PEP program Paraprofessionals, and ADSY PEP program campus Principal or Assistant Principal
- Consumable and durable supplies and materials that are necessary and reasonable to meet the objective of the ADSY PEP program.
- ADSY PEP Program Operations such as curriculum materials, classroom supplies for ADSY program.
- Professional and contracted services that are necessary and reasonable to achieve the intended ADSY PEP program requirements.
- Additional activities and costs that are necessary and reasonable to meet ADSY PEP program requirements, including travel costs for required grant activities such as the ADSY PEP Summit, Learning Labs, and other in-person grant convenings.

Other Allowable Operating Costs Requiring Specific Approval in the Grant Application (6400)

Field Trips

Field trips may be funded under the Grant program.

Only the following types of field trips may be allowable (2 maximum):

- Instructional field trips that extend student learning or complement the ADSY program and are tied to Texas Essential Knowledge and Skills (TEKS).
- Instructional field trips that enhance student learning in a manner that is not possible through the regular ADSY program (such as college visits for Grades 6-8) setting and are tied to TEKS.

Field trips will require a written justification form to be maintained locally and made available to TEA upon request. To access the Justification for Educational Field Trips form, refer to the [Forms for Prior Approval, Disclosure, and Justification](#) page.

Unallowable Activities and Use of Funds

Refer to the [Budgeting Costs Guidance Handbook](#) on the Grants Administration Division's [Grant Resources](#) page for general guidance on unallowable costs.

- Out-of-state travel
- Travel for students to conferences
- Stipends for non-employees
- Non-employee costs for conferences
- Travel costs for officials such as executive director, superintendent, or board members
- Cost of membership in any civic or community organization
- Hosting or sponsoring of conferences
- Advisory council
- Technical Assistance

In addition, unallowable activities and use of funds for this grant include, but are not limited to, the following:

- Audit services for state-funded Grants
- Playground equipment or refurbishment.
- Technology purchases such as laptop computers.
- Transportation costs such as vehicle purchases.
- Debt services (lease liabilities for terms greater than 12 months) — unallowable costs include:
 - Capital Lease Liability — Principal Costs (6512)
 - Capital Lease Liability – Interest Costs (6522)
 - Interest on Debt Costs (6523)
 - Subscription-based Information Technology Arrangement (SBITA) – Principal Costs (6514)
 - Subscription-based Information Technology Arrangement (SBITA) – Interest Costs (6526)

Any activity not specified above in the Allowable Activities and Use of Funds section.

Expenditure Reporting (ER)

See the [General and Fiscal Guidelines](#), Cash Management, as well as the [Expenditure Reporting](#) webpage.

The grant program will be funded by reimbursement once the NOGA has been issued and the grantee submits payment (drawdown) requests through the Expenditure Reporting (ER) system. The grantee is required to request payment regularly, at minimum quarterly, for allowable expenditures as grant program requirements are carried out. However, it is best practice to request funds monthly to support program implementation.

Attachments

There are two types of attachments that may be required to be submitted with your Qualtrics application:

Required Program-Related Attachments

See the [General and Fiscal Guidelines](#), Required Program-Related Attachments, for a general description of program-related documents that can be required as attachments to the application.

The applicant must submit with the Qualtrics application the following required program-related attachments.

1. Board Approved 2026-2027 School Year Calendar
2. Sample 2027-2028 School Year Calendar with ADSY Days placed aligned to applicable ADSY model
3. Sample Master Schedule of ADSY day, aligned to ADSY model

Reminder: Do not submit unsolicited attachments. Unsolicited attachments will not be reviewed.

Required Fiscal-Related Attachments

No fiscal-related attachments are required for this Grant program.

Adding Attachments

The instructions in the following sections describe how to attach files to an eGrants application, if applicable.

General Instructions

The size of each attachment cannot exceed 10MB. If you have a larger file, use a different scanning setting or zip the file to make it take up less space.

The only supported browser is Google Chrome. If you are using another browser, please change to Google Chrome before attaching files.

Documents only need to be attached once. Do not attach duplicate documents when completing an amendment. Remove an existing attached document prior to attaching a new version.

Naming Attachments

Name the files you are going to attach with no spaces (for example, 501C3letter.doc or 501C3_letter.doc) and no special characters. Use a meaningful name that identifies the specific document.

Make sure that each attachment has a valid extension (.pdf, .doc, .rtf, .xls, .bmp, .txt, .docx, .xlsx).

Note that attachments with very long names may not be able to be uploaded. If you have difficulty, try renaming the file and starting over.

Scanning Documents

If a document must be scanned to create an electronic copy, use the following hints to ensure that the document size is as small as possible:

- Use an OCR or DPI setting of 200 DPI.
- Scanned files must be in PDF format.

Zippping Files

If your files are too large, add them to a zip file to save space (download a free version of [WinZip](#) and find instructions on creating zip files).

Attaching Files to an eGrants Application

- Ensure that the document is saved on your computer, using the naming instructions above.
- On the Grant application's Table of Contents page, select Attach File.
- Select the appropriate radio button for a TEA Defined Attachment or an Optional Attachment.
- Select the Browse button. A standard Windows browser appears. Find the file.
- Select Attach.
- Confirm the document title appears under Documents Submitted in This Version; refresh the page if necessary. If the attachment does not appear, you may have to rename your document with a shorter name and start over.
- Repeat this process to attach all your documents.

LASO Scoring and Review

This section provides information on the scoring and review of LASO applications.

LASO Review and Funding Criteria

See the [General and Fiscal Guidelines](#), *Review Criteria*

Applicants will be scored using three components: base points, priority points, and narrative/readiness points. The required pre-interview score is worth up to 110 points. Applicants seeking auto-award consideration may earn up to 20 additional optional narrative/readiness points, for a maximum auto-award consideration score of 130 points.

- Applicants may earn up to 110 required pre-interview points based on base points, priority points, and the required proposed 2027-2028 instructional calendar.
- Applicants seeking auto-award consideration may earn up to 20 additional optional narrative points, for a maximum auto-award consideration score of 130 points.

Applicants who demonstrate stronger readiness and meet the higher auto-award threshold may be considered for award without an interview, if they did not select “No” for any of the ADSY Summer or ADSY Full Year Program Specific Questions in the LASO 5 Qualtrics Application.

Applicants who do not submit the optional additional narrative/readiness responses, or who submit them but do not earn the narrative/readiness score needed for auto-award consideration, may still be invited to interview if they meet the minimum pre-interview score and other eligibility requirements. Meeting a minimum score does not guarantee an award.

Final awards will be made in rank order, with Tier 1 applicants awarded first, followed by Tier 2 and then Tier 3 if allocations remain. The tier structure prioritizes the applicants that are closest to or already meeting the ADSY calendar requirement of 175 full instructional days in the 2026-2027 school year:

- Tier 1 represents applicants that meet or exceed the ADSY calendar requirement with 175 or more instructional days in the 2026-2027 regular academic calendar.
- Tier 2 represents applicants that are close to meeting the ADSY calendar requirement with 170-174 instructional days in the 2026-2027 regular academic calendar.
- Tier 3 represents applicants that are approaching the ADSY calendar requirement with 167-169 instructional days in the 2026-2027 regular academic calendar.

Scoring Overview

Scoring Component	Maximum Points Available
Base Points	50
Priority Points	50
Required Proposed 2027-2028 Instructional Calendar	10
Total Pre-Interview Points Available	110
Optional Narrative Responses for Auto-Award Consideration	20
Maximum Points for Auto-Award Consideration	130

**Important: The required proposed 2027-2028 board-ready instructional calendar is worth up to 10 points and is included in the required pre-interview score.*

The two additional narrative/readiness responses are worth up to 20 additional points. Applicants seeking auto-award consideration should submit both additional responses because auto-award consideration requires at least 24 out of 30 narrative/readiness points. Applicants who do not submit them may still be considered through the interview pathway if they meet the minimum pre-interview score and other eligibility requirements.

Base Points

Tier	Instructional Days in Regular 2026-2027 Academic Calendar	Calendar Points	IMRA Approved Full Subject Math Product(s)	IMRA Approved Full Subject RLA Product(s)	Maximum Base Points Available
Tier 1	175+ Instructional Days	40	5	5	50
Tier 2	170-174 Instructional Days	20	5	5	30
Tier 3	167-169 Instructional Days	15	5	5	25

The tier structure prioritizes applicants closest to or already meeting ADSY eligibility. Tier 1 applicants will be prioritized first, followed by Tier 2, then Tier 3 if allocations remain available.

Priority Points

See the [General and Fiscal Guidelines](#), Priorities for Funding.

Applicants may earn up to 50 priority points based on the following criteria.

Criteria	Points Available
Applicants with Prior Strong Foundations Implementation (SFI) Completion or Leadership and Instructional Foundations for Texas (LIFT) participation	20
Applicants Implementing Bluebonnet Learning Math Materials	10
Applicants Implementing Bluebonnet Learning RLA Materials	10
Resource Campus Eligibility	5
Applicants with Established Educator Preparation Program (EPP) Partnership	5

Narrative/Readiness Questions

The Proposed 2027-2028 Board-Ready Instructional Calendar is required. Applicants may submit two additional narrative/readiness responses to demonstrate instructional vision, school system investment, and sustainability and to earn additional points toward the auto-award threshold.

Narrative/Readiness Application Component	Purpose	Maximum Points
Proposed 2027-2028 board-ready instructional calendar	Confirms readiness and feasibility of implementing 175 regular instructional days plus 25 ADSY days aligned to the model	10
ADSY Summer or FYR learning acceleration response	Assesses quality of instructional vision, student identification, enrichment alignment, and HQIM connection	10
School system investment and sustainability response.	Assesses leadership commitment, rationale, and long-term sustainability	10

Applicant Total Narrative/Readiness Score: 30 Points

Applicants must earn at least 24 out of 30 narrative/readiness points, including at least 7 points on the required calendar component, to be considered for auto-award. Because the required calendar is worth no more than 10 points, an applicant must submit the two additional responses to have an opportunity to reach the 24-point threshold.

Narrative/Readiness Rubric

Application Component	Scoring Guidance	Maximum Points
Proposed 2027-2028 board-ready instructional calendar	9-10 points: Calendar is complete and clearly demonstrates readiness. It includes at least 175 regular instructional days, 25 ADSY days, proposed ADSY program dates or placement, and a daily schedule that reflects required instructional and enrichment time allocations. 7-8 points: Calendar meets the readiness threshold. It demonstrates the required calendar structure, but one element may need minor clarification or refinement. 4-6 points: Calendar partially demonstrates readiness, but one or more required elements are missing, unclear, or not yet feasible. Interview required. 0-3 points: Calendar does not demonstrate readiness to implement the required ADSY calendar structure. Interview required.	10
ADSY Summer or FYR learning acceleration response	9-10 points: Response is complete and clearly demonstrates readiness. It explains how students will benefit from the model, including student identification or integration of ADSY days, alignment between academic instruction and enrichment or student supports, and connection to the regular-year instructional program and HQIM. 7-8 points: Response meets the readiness threshold. It addresses the	10

	required elements, but one area may need minor clarification or refinement. 4-6 points: Response partially demonstrates readiness, but one or more required elements lack sufficient detail or coherence. Interview required. 0-3 points: Response is vague, incomplete, or does not demonstrate a coherent learning acceleration plan. Interview required.	
School system investment and sustainability response.	9-10 points: Response is complete and clearly demonstrates readiness. It explains why the school system is investing in ADSY, how leaders will actively support implementation, and how the work will be sustained beyond the grant period. 7-8 points: Response meets the readiness threshold. It shows school system commitment and a general sustainability plan, but one area may need minor clarification or refinement. 4-6 points: Response partially demonstrates readiness, but details about leadership support, rationale, or long-term sustainability are limited. Interview required. 0-3 points: Response does not demonstrate meaningful school system commitment or a credible plan to sustain the work. Interview required.	10
	Total Narrative/ Readiness Points	30

Auto-Award Path

Applicants will be considered for award without an interview only if they meet all of the following requirements:

- Meet all ADSY PEP eligibility requirements for 2026-2027.
- Earn a minimum pre-interview score of 100 out of 130.
- Earn at least 24 out of 30 narrative/readiness points.
- Earn at least 7 points on the required Proposed 2027-2028 Board-Ready Instructional Calendar component.
- Did not select "No" for *any* of the ADSY Summer or ADSY Full Year Program Specific Questions in the LASO 5 Qualtrics Application.

Applicants who meet the auto-award threshold may be awarded without an interview, if they did not select "No" for any of the ADSY Summer or ADSY Full Year Program Specific Questions in the LASO 5 Qualtrics Application, subject to available funding, allocation limits, applicant quality, program capacity, and final eligibility review. Meeting the threshold does not guarantee an award.

Final Award Ranking Interview Path

Applicants will be placed into one of two final ranking groups **based on the ADSY Model selected**:

Ranking Group	Points Included	Minimum Requirement
Group 1: Auto-Award Applicants	Base + Priority + Narrative/Readiness Points	100 out of 130 total points for auto-award consideration, with at least 24 out of 30 narrative/readiness points; at least 7 points on the

		required calendar component; final eligibility review.
Group 2: Interviewed Applicants	Base + Priority + Applicable Narrative/Readiness + Interview Points	At least 70 out of 130 pre-interview points to be eligible for interview; at least 20 out of 30 interview points to remain under consideration; final eligibility review.

Within each final ranking group, awards will be made in rank order, with Tier 1 applicants prioritized first, followed by Tier 2. Tier 3 applicants will be considered if additional award allocations remain available.

Special Priority and Tie-Breaking Criteria

Board of Managers priority: Board of Managers school systems meeting ADSY eligibility requirements, including school systems providing evidence of a board-approved plan to implement a qualifying calendar before the 2027-2028 school year, are considered for award selection prior to the application of tier rankings and tie-breaking criteria.

Tie-Breaking Criteria: In the event of a tie within each tier, the tie will be broken by first prioritizing;

School systems meeting ADSY eligibility criteria with average STAAR Mathematics approaches grade level and above percentage in grades 3 (if applying for elementary campuses only), grade 7 (if applying for middle school campuses only), or grades 3 and 7 averaged (if applying for both elementary and middle campuses), **ranked in order from lowest average to highest, then,**

If a tie remains after the consideration above, school systems applying with campuses with a higher percentage of Economically Disadvantaged (Eco Dis) students will be selected in rank order from highest to lowest.

Process Flexibility and Final Award Considerations

- Final awards are subject to available funding, allocation limits, applicant quality, program capacity, and final eligibility review.
- Applicants that selected “No” for any ADSY Summer or ADSY Full Year program-specific question in the LASO 5 Qualtrics application will be considered last for awards within their respective tier, after all other applicants in that tier have been considered in rank order.
- If allocations remain after auto-awards and initial interviews, TEA may invite additional eligible applicants to interview in rank order, including applicants who did not meet the pre-interview threshold if they meet ADSY eligibility requirements or can demonstrate eligibility for the 2027-2028 school year.

Oral Interviews for Funding

See the [General and Fiscal Guidelines](#), *Oral Interviews for Funding*.

Applicants who do not meet the auto-award threshold but earn a minimum pre-interview score of at least 70 out of 110 will be invited to interview. This includes applicants who do not submit the two optional narrative/readiness responses and applicants who submit them but do not earn the narrative/readiness score required for auto-award consideration. Applicants who otherwise meet the auto-award threshold but selected “No” for any ADSY Summer or ADSY Full Year program-specific question in the LASO 5 Qualtrics application will also be invited to interview rather than considered for an award without an interview.

Interview invitations will be sorted and ranked by highest base score within tiers first, followed by total pre-interview score, and may be limited based on available allocations, applicant quality, and program capacity.

Applicants must include the following individuals in the oral interview process:

- Superintendent, or Superintendent designee
- Selected (or, proposed) ADSY PEP Project Manager
- Chief Financial Officer
- Senior school system leader directly responsible for overseeing the potentially selected campus(es).

Applicants invited to interview will be scored out of a maximum of 30 points. Applicants who receive fewer than 20 out of 30 interview points will be removed from further consideration.

The interviews will cover the topics below:

Interview Category	Scoring Guidance	Scoring Criteria
Calendar Commitment and Eligibility Readiness	Assesses the applicant's commitment to implementing and maintaining an ADSY-eligible calendar, including evidence of leadership, board, and stakeholder readiness.	7.5 points: Clear and demonstrated commitment to implementing and maintaining an ADSY-eligible calendar, with strong evidence of leadership, board, and stakeholder readiness. 5 points: General commitment to an ADSY-eligible calendar is evident, but board or stakeholder readiness is not fully demonstrated. 2.5 points: Limited commitment is described, with unclear evidence of leadership, board, or stakeholder support. 0 points: No meaningful commitment to implementing or maintaining an ADSY-eligible calendar is provided.
Understanding of ADSY PEP Requirements and Implementation Plan	Assesses the applicant's understanding of ADSY PEP grant requirements and the strength of the proposed implementation plan, including planned activities, timelines, and project management structures.	7.5 points: Comprehensive understanding of ADSY PEP requirements, with a detailed and feasible implementation plan that includes clear activities, timelines, roles, and project management structures. 5 points: General understanding of ADSY PEP requirements, with an implementation plan that includes some key activities but lacks detail in timelines, roles, or management structures. 2.5 points: Minimal understanding of ADSY PEP requirements; implementation plan is vague, incomplete, or lacks clear connection to grant expectations. 0 points: No understanding of ADSY PEP requirements or credible implementation plan is presented.
Instructional Readiness and Academic Strategy	Assesses the applicant's academic strategy, including alignment to ADSY PEP requirements, use of HQIM, student identification, learning acceleration, instructional leadership,	7.5 points: Clear and detailed academic strategy aligned to ADSY PEP requirements, including use of HQIM, student identification, learning acceleration, instructional leadership, and support structures.

	and support structures.	5 points: General academic strategy is presented and includes some connection to HQIM, student needs, or learning acceleration, but lacks detail on instructional leadership or support systems. 2.5 points: Limited academic strategy is described; plans for HQIM implementation, student identification, or instructional support are unclear. 0 points: No academic strategy or instructional readiness is presented.
Organizational Capacity and Sustainability	Assesses staffing, training, leadership ownership, cross-functional coordination, future funding, partnerships, and the applicant's plan to sustain ADSY programming beyond the grant period.	7.5 points: Strong evidence of organizational capacity and sustainability, including clear staffing, training, leadership ownership, cross-functional coordination, future funding, and/or partnerships beyond the grant period. 5 points: Some organizational capacity and sustainability planning are evident, but details on staffing, training, funding, or long-term ownership are incomplete. 2.5 points: Limited evidence of capacity or sustainability; roles, training plans, funding, or long-term continuation are unclear. 0 points: No credible evidence of organizational capacity or sustainability planning is presented.
	Total Interview Points Available	30

If a school system qualifies for multiple initiatives, the applicant will be invited to an interview to determine the best fit.