

LASO Cycle 4 (2025-2026)

Learning Acceleration Support Opportunities

2025-2026 Leadership & Instructional Foundations for Texas (LIFT*) Standard (Bluebonnet) Grant

*LIFT merges programs formerly known as Strong Foundations Planning and Implementation (SFP and SFI), Texas Instructional Leadership (TIL), and Texas Lesson Study (TxLS)

Program Guidelines

REVISED 02/19/2026

Authorized by General Appropriations Act (GAA), Article III, Rider 61, 89th Texas Legislature, Regular Session, 2025.

General Appropriations Act (GAA), HB 500: A 3.02, HB 2 section 31.0752, 89th Texas Legislature, Regular Session, 2025.

General Appropriations Act (GAA), 89th Texas Legislature, GAA, Strategy B.2.1, Technology/Instructional Materials, Rider 3 Foundation School Program Funding

Grant Application Due Date
December 3, 2025; 5:00 p.m. CST



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Grant Program Guidelines

Grant Name as it will appear on the TEA Grant Opportunities Page	Leadership and Instructional Foundations for Texas (LIFT)
Application Due Date	December 3, 2025; 5:00 p.m. CT
Program Authority	<p>General Appropriations Act (GAA), Article III, Rider 61, 89th Texas Legislature, Regular Session, 2025.</p> <p>General Appropriations Act (GAA), HB 500: A 3.02, HB 2 section 31.0752, 89th Texas Legislature, Regular Session, 2025.</p> <p>General Appropriations Act (GAA), 89th Texas Legislature, GAA, Strategy B.2.1, Technology/ Instructional Materials, Rider 3 Foundation School Program Funding</p>

Introduction

TEA, as the pass-through entity¹, is the grantee² from the U.S. Department of Education (USDE) and TEA awards subgrants to non-federal entities³ such as local educational agencies (LEAs), including school districts, charter schools, and education service centers, and to a lesser degree institutions of higher education (IHEs), and nonprofit organizations (NPOs) who are the agency's subgrantees⁴. These guidelines apply to all subgrantees of TEA, regardless of whether referenced herein as subgrantee or grantee. For purposes of this document, TEA may use the terms grantee and subgrantee synonymously for its subrecipients.

This part of the request for application (RFA), Program Guidelines, is to be used in conjunction with the [General and Fiscal Guidelines](#) and any application instructions.

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

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 you review all referenced sections of the [General and Fiscal Guidelines](#) when preparing your application.

Errata Notices

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

¹ Pass-through entity is defined as a non-Federal entity that provides a subaward to a subrecipient to carry out part of a federal program. (2 CFR 200.74)

² 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. (34 CFR 77)

³ Non-federal entity is defined as a state, local government, Indian tribe, institution of higher education, or nonprofit organization that carries out a federal award as a recipient or subrecipient. (2 CFR 200.69)

⁴ Subgrantee is defined by TEA to be the same as a subrecipient which is defined as a non-federal entity that receives a subaward from a pass-through entity to carry out part of a federal program; but does not include an individual that is a beneficiary of such program. (2 CFR 200.93) Subgrantee is defined in 34 CFR 77 as the legal entity to which a subgrant is awarded and that is accountable to the grantee for the use of the funds provided.

Overview of the IDC Process

The following steps provide a high-level overview of the process for responding to a grant opportunity, including submitting an application, and being selected for funding:

1. TEA publishes IDC application and supporting documents on the [TEA Grant Opportunities](#).
2. Eligible applicants submit the grant application via Qualtrics by the specified deadline in this document.
3. Grant 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 eGrants funding application including assurances and a budget summary to receive funding. Note: All data submitted in the grant 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.

Contact for Clarifying Information

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

The following TEA staff member should be contacted with questions:

Grant Program Contact

Program manager name	Ashley Prevost
Program manager title	Director of District Engagement and Operations
Program manager email	lift@tea.texas.gov

Additional Program Contact

Program manager name	Amanda Galvin
Program manager title	District Engagement Specialist
Program manager email	lift@tea.texas.gov
Program manager phone	512-936-6031

Funding Contact

Program manager name	Competitive Grants Unit
Program manager title	Grants Administration Division
Program manager email	Competitivegrants@tea.texas.gov
Program manager phone	(512) 463-8525

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	\$248,300,000
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	\$248,300,000

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

Timeline

For all dates related to the grant, 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 16, 17, 2025	General Webinar schedule Tuesday, September 16, 2025 (9:30-10:30 am CT)- Option 1 Wednesday, September 17, 2025 (3:00-4:00 pm CT)- Option 2
October 3, 2025	Grant application available
October 8, 22, 2025	LIFT Program Webinar schedule Wednesday, Oct 8, 2025 (2:00-3:00 pm CT)- Option 1 Wednesday, Oct 22, 2025 (9:30-10:30 pm CT)- Option 2
October 26, 2025	FAQ deadline
November 3, 2025	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
December 3, 2025	Due date for the IDC Qualtrics application. The IDC application must be received by the TEA by 5:00 p.m., Central Time. LASO individual application links will be emailed to Superintendents on October 3, 2025. Please see the LASO 4 website for more information. See General and Fiscal Guidelines , Application Due Date and Time
December 4, 2025- January 30, 2026	Application review period, including interviews if necessary See General and Fiscal Guidelines , Review Process
February 2, 2026	Anticipated award announcement
February 9, 2026	eGrants ADC and Application opens for awarded applicants
April 2, 2026	Due Date for eGrants Application
March 1, 2026	Beginning date of grant (if selected for funding) See General and Fiscal Guidelines , Grant Period
June 02, 2027	Amendment due date (if selected for funding)
August 31, 2027	End date of grant (if selected for funding)

Grant at a Glance

This section provides fundamental information pertinent to the grant program.

Authorizing Legislation

This grant is authorized by the General Appropriations Act (GAA), Article III, Rider 61, 89th Texas Legislature, Regular Session, 2025; General Appropriations Act (GAA), HB 500: A 3.02, HB 2 section 31.0752, 89th Texas Legislature, Regular Session, 2025; General Appropriations Act (GAA), 89th Texas Legislature, GAA, Strategy B.2.1, Technology/ Instructional Materials, Rider 3 Foundation School Program Funding.

Where to Submit the Grant Application

LASO individual application links will be emailed to Superintendents on October 3, 2025. Please see the [LASO website](#) for more information.

Purpose of Program

LIFT (Leadership and Instructional Foundations for Texas) is a three-year program designed to support Texas school systems in building the instructional and systems-level capacity needed to deliver high-quality learning experiences for all students. LIFT brings together the highest leverage components of Strong Foundations, Texas Instructional Leadership, and Texas Lesson Study, providing comprehensive support for districts to adopt HQIM and implement Bluebonnet Learning over multiple years.

Eligible Applicants

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

Eligible applicants are **Texas** public school systems that meet the following criteria:

- Commit to selecting and implementing a [State Board of Education \(SBOE\)-approved](#) high-quality instructional material (HQIM) in the 2027–28 school year, or
- Commit to implementing a Bluebonnet Learning (BL) product in the 2026–27 school year.

Participation in other grant programs does not disqualify applicants but may be considered during prioritization.

Eligibility List

There is not an eligibility list for this grant. All school systems are eligible, regardless of prior participation in Strong Foundations (Planning or Implementation), Texas Instructional Leadership, Texas Lesson Study, or other TEA-supported programming, as LIFT is a new initiative.

Education Service Centers (ESCs) are not eligible to apply.

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 350 - 475 applicants will be awarded grants ranging from \$235,000 to \$1,500,000 per school system, based on the formula that corresponds to the school system's year of entry, as detailed below:

Planning Year Grant

- \$235,000 per school system with one campus leader and one associated principal manager participating.
- \$29,000 per additional campus leader participating.
- \$29,000 per additional principal manager participating.
- If an award would exceed \$1,500,000 based on the number of participants, that award will instead be \$1,500,000.

Initial Implementation Year Grant

- \$365,000 per school system with one selected product, one campus leader, and one associated principal manager participating.
- \$37,000 for each additional selected product.
- \$29,000 per additional campus leader participating, with another \$9,000 each for every additional selected product.
- \$44,000 per additional associated principal manager participating.
- If an award would exceed \$1,500,000 based on the number of products and participants, that award will instead be \$1,500,000.

Please note that a school system may only be awarded either a Planning Year Grant or an Implementation Year Grant. School systems will not be eligible to receive funds for both grants at the same time.

Funds will only be provided for one participating campus leader per participating campus, and funds will only be provided for additional participating principal managers if they directly manage at least 5 participating campus leaders.

For example:

- Grant for Planning Year with 3 participating campus leaders and 1 principal manager: \$293,000 (\$235,000 + \$29,000 * 2 additional campus leaders)
- Grant for Planning Year with 2 selected products, 10 participating campus leaders, and 2 principal managers: \$525,000 (\$235,000 + \$29,000 * 9 additional campus leaders + \$29,000*1 additional principal manager)
- Grant for Initial Implementation Year with 3 participating campus leaders and 1 principal manager: \$423,000 (\$365,000 + \$29,000 * 2 additional campus leaders)
- Grant for Initial Implementation Year with 2 selected products, 10 participating campus leaders, and 2 principal managers: \$751,000 (\$365,000 + (\$29,000+ \$9,000 * 1 additional product) * 9 additional campus leaders + \$44,000*1 additional principal manager)

** 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.*

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 not 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.

TEA limits the amount of direct administrative costs for this Grant program to no more than 10% of the total Grant award.

For this state funded Grant, the Grantee may claim a maximum for indirect costs equal to its current approved restricted indirect cost rate.

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.

Grant Application

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.

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. Agree to meet all program-specific assurances for LIFT.
2. Commit to beginning in either the planning or implementation phase of the grant, with the expectation that all districts will eventually implement, including:
 - Selecting and preparing to implement an SBOE-approved high-quality instructional material (HQIM) in the 2027–2028 school year, or
 - Implementing a Bluebonnet Learning product in the 2026–2027 school year.

Statutory and Program-Specific Assurances

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

1. 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.
2. The applicant assures to adhere to all the Statutory and TEA Program requirements as noted in the Program Guidelines.
3. The applicant assures to adhere to all the Performance Measures, as noted in the Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
4. 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.
5. 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.
6. 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.

7. 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.
8. The school system will maintain current contact information in AskTED to ensure timely communication.
9. The school system will regularly submit their expenditures (monthly preferred, quarterly at minimum) to remain on-track for grant expenditures.
10. The applicant ensures the school system will meet all program-specific assurances, including:
 - a. Committing to (with Board approval) implementing a Bluebonnet Learning (BL) product in the 2026–27 school year (if applying to the “Implementation Phase”) **OR** committing to selecting and implementing a State Board of Education (SBOE)-approved high-quality instructional material (HQIM) in the 2027–28 school year (if applying to the “Planning Phase”).
 - b. Contracting with a single Approved Provider from the LASO Cycle 4 State Approved Provider list for the duration of the program.
 - c. Submitting provider contracts and required funding summary reports to TEA.
 - d. Securing approval from the Superintendent and Chief Academic Officer (or equivalent leader) to participate in the program.
 - e. Appointing a designated LIFT Lead as the primary point of contact and identifying at least two additional contacts. The primary point of contact should be the equivalent of a senior academic team member or manager of campus principals.
 - f. Participating in required TEA-led activities, including a grant kick-off and communities of practice.
 - g. Engaging relevant school system and campus leaders, including special programs' leadership, as well as teachers, instructional coaches, special population educators and leaders, in upfront training, implementation support, and coaching.
 - h. Participating in a needs assessment of current instructional practices and materials.
 - i. Establishing or refining systems for instructional leadership, including schoolwide routines, observation and feedback, and student work analysis protocols.
 - j. Submitting all required grant deliverables, including instructional framework artifacts, implementation plans, district-level instructional materials transition plan, campus-level implementation action plans, classroom, campus, and district level observation data and

- student outcomes data and progress updates as requested by the Approved Provider or the TEA.
- k. Participating in TEA-administered surveys and/or focus groups, as requested.
 - l. Using grant funds in alignment with the required allocation structure and ensuring all expenditures support the goals of the LIFT program.
 - m. Permitting Approved Providers access to campuses to provide in-person support.
 - n. Ensuring teachers have sufficient planning time and use the required protocols.
 - o. Providing print materials for all participating teachers and students.
 - p. Following the year-long scope and sequence for the instructional materials, where applicable.
 - q. Meeting the minimum number of instructional minutes for the instructional materials.
 - r. Ensuring that a number of instructional leaders, aligned with district size, will actively participate in monthly implementation support and coaching provided by the Approved Provider.
 - s. Ensuring that the district cabinet regularly engages in data reflection/performance management routines.

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

Program Elements

Description of Program

LIFT (Leadership and Instructional Foundations for Texas) is a three-year program designed to support Texas school systems in building the instructional and systems-level capacity needed to deliver high-quality learning experiences for all students. LIFT brings together the highest leverage components of Strong Foundations, Texas Instructional Leadership, and Texas Lesson Study, providing comprehensive support for districts to adopt HQIM and implement Bluebonnet Learning over multiple years.

The vision for LIFT is for all Texas students to have access to rigorous, grade-level content and instruction every day. The program is structured to support districts where they are in the implementation process, providing capacity building support and technical assistance to strengthen instructional practices in math or literacy.

LIFT is grounded in the belief that sustainable instructional improvement requires a clear vision, strong leadership, aligned systems, and high-quality instructional materials (HQIM). The program supports school systems in developing and executing a coherent instructional framework, strengthening the learning environment school-wide, and building the internal capacity to manage performance and scale effective school-wide practices.

Program Elements

Two-Phase Structure

Planning Phase: For school systems intending to adopt SBOE-approved HQIM for implementation in the 2027–2028 school year. This phase focuses on building a robust instructional framework in math or literacy grounded

in RBIS and laying the groundwork for effective instructional practices through implementation of strong school-wide routines and observation/feedback coaching cycles.

Technical assistance may include:

- Conducting a diagnostic of current instructional materials and practices to inform HQIM adoption and readiness.
- Support in developing a shared vision for excellent instruction rooted in RBIS, along with clear expectations and aligned systems for HQIM implementation.
- Providing upfront training to build a shared understanding of the mindsets, skills, and systems needed for sustained instructional leadership and HQIM implementation.
- Supporting the development of schoolwide routines and observation/feedback systems to establish RBIS-aligned learning environments.
- Assisting with the adoption of SBOE-approved HQIM and ensuring enabling conditions are in place for effective launch and long-term success.

Implementation Phase: For school systems implementing a Bluebonnet Learning product in the 2026–2027 school year. This phase focuses on strengthening instructional leadership in service of implementing Bluebonnet Learning and improving instructional quality and school climate.

Technical assistance may include:

- Developing district-level transition plans and campus-level action plans.
- Providing upfront training and ongoing implementation support for school and district leaders.
- Coaching instructional leaders to close practice gaps, implement HQIM with fidelity, and lead effective feedback cycles.
- Conducting classroom observations to assess and support implementation fidelity.
- Facilitating high-quality professional learning (HQPL) for teachers and coaches.
- Supporting teachers with lesson internalization, PLC engagement, student work analysis, and use of HQIM-embedded scaffolds.
- Helping school system stakeholders strengthen performance management systems and align structures for sustained success.

If you are in different places in your implementation journey for different products, your Approved Provider will customize support that combines elements of multiple phases.

Continuation Funding

School systems that qualify for LIFT by committing to implement an SBOE-approved HQIM in 2027–28 must adopt Bluebonnet Learning in the selected content area to remain eligible for continued funding. School systems that qualify for LIFT by implementing Bluebonnet Learning in 2026-2027 must continue implementing it in the selected content area to remain eligible for continued funding. In addition, grantees must:

- Meet all programmatic and reporting requirements

- Demonstrate progress toward goals
- Commit to sustaining successful practices beyond the grant period

Performance and Evaluation Measures

The applicant agrees to collect data and report on the following mandatory performance and evaluation measures, including, but not limited to:

- Submission of required deliverables, including teacher IDs, class rosters, and planning artifacts, using TEA-provided templates. Examples include diagnostics, rollout plans, observation and feedback cycles, student assessment data, coaching plans, and professional learning session plans.
- Active participation in implementation supports and coaching activities, such as calibration walks and use of observation and feedback tools.
- Engagement in TEA-administered surveys for stakeholder committees, teachers, coaches, school leaders, and school system leaders.
- Collection and submission of classroom observation data to support and assess implementation fidelity.
- Provision of artifacts demonstrating systems-building efforts, such as lesson internalization supports, student work analysis protocols, and feedback routines. Submission of deliverables using TEA templates

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.

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

General Allowable Activities and Use of Funds

School systems are required to use a minimum of 70% of grant funds to contract with a single LIFT Approved Provider to support grant activities and may use up to 30% of grant funds for other allowable expenses.

Other allowable expenses include, as applicable to the core approved instructional materials awarded:

- Professional and Contracted Services (e.g., additional services from Approved Providers, academic reviews)
- Salary or partial salary for instructional coaches or other positions directly supporting implementation of the instructional materials
- Stipends for teachers implementing the instructional materials
- Stipends for instructional coaches supporting implementation of the instructional materials
- In-state travel to support grant activities (e.g., site visits to HQIM Learning Labs)
- Supplemental Materials necessary for Bluebonnet implementation (updated 2/13/26)
- Substitute coverage for teachers attending internalization days (updated 2/19/26)
- Licenses for supplemental materials as listed below (updated 2/13/26):

Math:

- Carnegie Mathia (K–8, Algebra I, Geometry, Algebra II)
- iReady Math (K–8, Algebra I)
- IXL Math (PK–12)
- MyMathAcademy (PK–2)
- ST Math (PK–8)
- Zearn Math (K–8, Algebra I)
- SpringMath Accelerate (K-12)

Reading/Language Arts:

- Amira Learning (K–2)
- IXL Language Arts (PK–12)
- Boost Reading Texas (K–8, district-proposed)
- iReady Reading (K–8, district-proposed)

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

Travel Costs for Officials such as Executive Director, Superintendent, or Board Members

Travel costs for officials such as executive director, superintendent, or board members may be funded under the Grant program.

Only the following travel costs may be allowable for these positions:

- Applies to Executive Directors, Superintendents, and Board Members.
- Must be directly associated with grant activities.
- Capped at 5% of the 30% discretionary spending allotment (i.e., 1.5% of the total award).

Hosting or Sponsoring of Conferences

Conferences may be hosted or sponsored under the Grant program.

Conferences must be managed to minimize costs to the Grant award. The following types of conferences may be allowable:

- Must support instructional leadership capacity building.
- Requires a written justification form maintained locally and available to TEA upon request.
- Refer to the [Forms for Prior Approval, Disclosure, and Justification](#) page for access

Hosting or sponsoring of conferences will require a written justification form to be maintained locally and made available to TEA upon request. To access the Justification for Hosting or Sponsoring of Conferences 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.

Note: If out-of-state travel; travel for students to conferences; field trips; 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; and/or advisory council are unallowable, list them in this section.

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
- Field trips
- Stipends for non-employees
- Non-employee costs for conferences
- Travel costs for officials such as executive director, superintendent, or board members that is not associated with the grant activities
- Cost of membership in any civic or community organization
- Hosting or sponsoring of conferences
- Advisory council

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

- Debt services (lease liabilities for terms greater than 12 months) — unallowable costs include:
 - a) Capital Lease Liability — Principal Costs (6512)
 - b) Capital Lease Liability – Interest Costs (6522)
- Interest on Debt Costs (6523)
- Audit services for state-funded Grants
- Stipends or salaries for positions not directly supporting grant activities
- Expenses for in-state travel not directly related to grant activities
- Print materials (including manipulatives and trade books) for teachers and students (updated 2/13/26)

Attachments

There are two types of attachments that may be required to be submitted with your 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.

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

Required Fiscal-Related Attachments

See the [General and Fiscal Guidelines](#), Fiscal-Related Documentation Required to Be on File, for a general description of fiscal-related documents that can be required as attachments to the application.

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 5013C_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.

Zipping 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

1. Ensure that the document is saved on your computer, using the naming instructions above.
2. On the Grant application's Table of Contents page, select Attach File.
3. Select the appropriate radio button for a TEA Defined Attachment or an Optional Attachment.
4. Select the Browse button. A standard Windows browser appears. Find the file.
5. Select Attach.
6. 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.
7. 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*

Standard GRANT Review Criteria	Description	Maximum Points Available
STAAR Scores	Within each tier, school systems will be rank ordered from lowest to highest using 3rd grade RLA STAAR scores for K-5 RLA applications, 3rd grade Math STAAR scores for K-5 Math applications, and Algebra I STAAR scores for 6-8 Math applications	n/a
School Systems with Board of Managers*, Monitor, or Conservator for Academic Performance	School systems with a Commissioner-appointed board of managers*, monitor, or conservator for academic performance.	1 st Priority Tier
School Systems with an F Rated Campus or Federal SI Identification	LEAs with an-F rated campus based on 2024-2025 state accountability and LEAs with a campus that has been federally identified for school improvement (CSI, ATS, or TSI).	2 nd Priority Tier
School Systems Implementing Bluebonnet Learning	School systems implementing a Bluebonnet Learning product that did not access SFI support for that product (updated 11/14/25) in LASO 3.	3 rd Priority Tier
Previous Program Participation	School systems that previously participated in SFP, SFI, TIL; are currently in TSL and in good standing; or that implemented a CER OER product.	4 th Priority Tier
School Systems Classified as Rural	School systems classified as rural as defined as (a) enrollment of between 300 and the median district enrollment of the state and an enrollment growth rate over the past five years of less than 20 percent, or (b) enrollment of less than 300 students.	5 th Priority Tier

Districts with calendars <165 days will be placed at the bottom of the prioritization list. If your calendar has >165 days, or if you're moving to >165 days, you will be prioritized.

School districts without a full feeder pattern (K-12) will be placed at the bottom of the prioritization list. ~~If your district has a full feeder pattern, you will be prioritized.~~ Districts with a full feeder pattern will be prioritized. Districts that have an interlocal agreement with another school system governed by TEC §25.039 will be considered as having a full K-12 feeder pattern. (Updated 11/07/25)

* All districts with a state appointed board of managers and/or with at least 5 years of unacceptable accountability ratings

Priority Points

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

No priority points will be utilized.

All eligible applicants will be categorized in priority tiers as noted above with grant funds awarded as follows:

- Grant funds will be awarded to applicants in the 1st priority tier based on rank order of STAAR scores from lowest to highest.
- After the applicants in the 1st priority tier have been funded, grant funds will be awarded to applicants in the 2nd priority tier based on rank order of STAAR scores from lowest to highest.
- After the applicants in the 2nd priority tier have been funded, grant funds will be awarded to applicants in the 3rd priority tier based on rank order of STAAR scores from lowest to highest.
- After the applicants in the 3rd priority tier have been funded, grant funds will be awarded to applicants in the 4th priority tier based on rank order of STAAR scores from lowest to highest.
- After the applicants in the 4th priority tier have been funded, grant funds will be awarded to applicants in the 5th priority tier based on rank order of STAAR scores from lowest to highest.
- After the applicants in the 5th priority tier, grant funds will be awarded to remaining applicants based on rank order of STAAR scores from lowest to highest.

Districts with calendars <165 days will be placed at the bottom of the prioritization list. If your calendar has >165 days, or if you're moving to >165 days, you will be prioritized.

School districts without a full feeder pattern (K-12) will be placed at the bottom of the prioritization list. If your district has a full feeder pattern, you will be prioritized.

Oral Interviews for Funding

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

If a campus qualifies for multiple Curriculum and Instruction bundled grants, the applicant may be invited to an interview to determine the best fit of grants. Applicants must include the following individuals in the oral interview process:

- Superintendent, or Superintendent designee
- The primary point of contact for the LIFT program
- Chief Financial Officer

The interviews will cover the topics below.

Readiness to plan/implement multiple Curriculum and Instruction grants, if qualified (50 points)

- Understanding of LIFT requirements and planning activities

- ~~Awareness of LIFT implementation challenges and mitigation strategies~~
- ~~Plans for engaging technical assistance organizations~~
- ~~Presence of existing practices and policies to support curriculum planning and implementation, such as Human Resources/Talent, Finance/Budget, Curriculum and Instruction (Teaching and Learning; Academics).~~

Oral interviews will not be used (Updated 11/21/25)