Revised
10/24/24

Objective

The purpose of this document is to provide eligibility and prioritization criteria that will enable an LEA to predict the likelihood of receiving an award.

Contents

Eligibility and Prioritization Guidance- Criteria used in awarding

Strong Foundation Planning (SFP)

Purpose: Provides technical assistance to develop a strong instructional framework in math or literacy based in the research-based instructional strategies (RBIS) to guide teaching and learning in the LEA.

Historic award rate: 65% (LASO 2) [248 applied; 160 awarded]; 64% (LASO 1); [128 applied; 82 awarded]

Eligibility
LEAs developing a framework in Literacy or Math
Note: Prior grantees are eligible to apply for a new content area, but may not apply for the same content area awarded in previous grant cycles

Prioritization
1. LEAs with a Board of Managers, Monitor, or Conservator for academic performance (based on rank order of STAAR scores from lowest to highest)
2. LEAs classified as rural (based on rank order of STAAR scores from lowest to highest)
3. LEAs in the top quartile of economically disadvantaged students in the state (based on rank order of STAAR scores from lowest to highest)
4. Other LEAs (based on rank order of STAAR scores from lowest to highest)
Note: Literacy applications will be ranked using 3rd grade RLA STAAR scores. Math applications will be ranked using 3rd grade Math STAAR scores.

Strong Foundation Implementation (SFI)

Purpose: Provides technical assistance to support high-fidelity implementation of the Texas open education resource (OER) instructional materials, including high-quality professional learning for teachers, instructional coaches, school leaders/campus administrators, and district leaders on effectively implementing OER.

Historic award rate: *72% (LASO 2) [269 applied, 194 awarded]; 99% (LASO 1) [102 applied, 101 awarded]*
*Award rate decrease contributed by shift in availability in total funding amount

Eligibility
LEAs implementing approved K–5 RLA core instructional materials (Bluebonnet Learning K–5 Reading Language Arts, Edition 1 and/or Aprendizaje Bluebonnet Artes del lenguaje y lectura K–5, Edición 1)
LEAs implementing approved K–5 Math core instructional materials (Bluebonnet Learning K–5 Math, Edition 1 and/or Aprendizaje Bluebonnet Matemáticas K–5, Edición 1)
LEAs implementing approved 6–8 Math and Algebra I core instructional materials (Bluebonnet Learning Secondary Mathematics, Edition 1)
Note: Previous approved core instructional materials in K–5 RLA (K–5 OER RLA COVID Emergency Release V3, also called Amplify Texas Elementary Literacy Program/Amplify Texas Lectoescritura en Español) and/or K–5 Math (K–5 OER Math COVD Emergency Release V2, also called Eureka Math TEKS Edition) and/or 6–12 Math (6–12 OER Math COVID Emergency Release V2, also called Carnegie Learning 6–12 Texas Math Solution) are not eligible.

*An LEA is eligible to apply to both SFI and IL grants, but in the event that both are awarded, the LEA must select their ESC as their provider for both SFI and IL.
*SFI programming will be limited to support of OER implementation and IL programming will be limited to non-OER support.

Prioritization
1. LEAs with prior participation in Strong Foundations Planning in the same content area (based on rank order of STAAR scores from lowest to highest)
2. LEAs with a Board of Managers, Monitor, or Conservator for academic performance (based on rank order of STAAR scores from lowest to highest)
3. LEAs in the bottom quartile of STAAR scores in the state (based on rank order of STAAR scores from lowest to highest)
4. LEAs classified as rural (based on rank order of STAAR scores from lowest to highest)
5. LEAs in the top quartile of economically disadvantaged students in the state (based on rank order of STAAR scores from lowest to highest)
6. Other LEAs (based on rank order of STAAR scores from lowest to highest)
Note: K-5 RLA applications will be ranked using 3rd grade RLA STAAR scores; K-5 Math applications will be ranked using 3rd grade Math STAAR scores; and 6-8 Math and Algebra I applications will be ranked using Algebra I STAAR scores.

Strong Foundation Implementation (SFI) School Improvement (SI) PLC Supports

Purpose: Provides technical assistance for Professional Learning Communities (PLCs) to support high-fidelity implementation of the Texas open education resource (OER) instructional materials in Title I and Federally Identified campuses participating in Strong Foundations Implementation (SFI).

Historic award rate: NEW grant

Eligibility
LEAs awarded Strong Foundations Implementation (eligible campuses must be Title I served with a 2024 federal accountability identification)

Prioritization
1. Comprehensive Support and Improvement (CSI) campuses (based on rank order of STAAR scores from lowest to highest)
2. Additional Targeted Support (ATS) campuses (based on rank order of STAAR scores from lowest to highest)
3. Targeted Support and Improvement (TSI) campuses (based on rank order of STAAR scores from lowest to highest)
Note: K–5 RLA applications will be ranked using 3rd grade RLA STAAR scores; K–5 Math applications will be ranked using 3rd grade Math STAAR scores; and 6–8 Math and Algebra I applications will be ranked using Algebra I STAAR scores.

Instructional Leadership (IL)

Purpose: Provides training, implementation support, and one-on-one coaching to campus and district leaders to build their own capacity and that of the educators that they manage. Approved providers include all 20 education service centers as well as vetted vendors with a history of strong results working with campuses and districts in Texas.

Historic award rate: NEW grant

Eligibility
Eligible campuses must be Title I served with a 2024 federal accountability identification

*An LEA is eligible to apply to both SFI and IL grants, but in the event that both are awarded, the LEA must select their ESC as their provider for both SFI and IL.

*SFI programming will be limited to support of OER implementation and IL programming will be limited to non-OER support.

Prioritization
1. Comprehensive Support and Improvement (CSI) campuses
2. Additional Targeted Support (ATS) campuses
3. Targeted Support and Improvement (TSI) campuses

Technology Lending Grant (TLG)

Purpose: Provides students with the equipment necessary to access and use digital instructional materials at school and at home.

Historic award rate: *20% (LASO 2) [270 applied, 55 awarded]; 87% (LASO 1) [118 applied, 136 awarded]
***Award rate decrease contributed by shift in availability in total funding amount**

Eligibility	
Grades K–5	
Grades 6–8	
Grades 9–12	

Prioritization
1. Campuses currently participating in a TEA High Quality Instructional Materials initiative.
2. Small, rural LEAs as defined by the National Center for Education Statistics (NCES).
2. Small, non-rural LEAs as defined by the National Center for Education Statistics (NCES).
3. Medium sized LEAs as defined by total enrollment of 5,000 – 29,999 students.
4. Large sized LEAs as defined by total enrollment of 30,000 or more students.
Note: Ranking by district size and then by percentage of students enrolled qualifying for Title-I funds.
Note: Within each tier, applicants will be sorted by highest to lowest percentage of economically disadvantaged students to determine prioritization. Rural areas will be a factor in determining prioritization.

Blended Learning Grant (BLG)

Purpose: Combines face to face instruction with online learning to provide access to core Tier 1 instruction for all students while differentiating supplemental instruction based on individual student needs with powerful, adaptive online curriculum.

Historic award rate: *16% (LASO 2); 77% (LASO 1)
***Award rate decrease contributed by shift in availability in total funding amount**

Eligibility
Eligible applicants to the Blended Learning Planning cohort are those LEAs who have previously participated or currently participating in strong Tier 1 math and/or reading curriculum planning TEA initiatives. (i.e. LASO 2 Strong Foundations, LASO 1 Strong Foundations, TCLAS Strong Foundations, or CRIMSI)

Eligible applicants to the Blended Learning Strategic Operations cohort are those LEAs who have previously participated in TEA Blended Learning Grants (i.e. Math Innovation Zones, Blended Learning Grant Program, or School Action Fund Redesign- Blended Learning). Applicants must have shown high usage in approved supplemental products in math and/or reading language arts for grades K–8 in Spring of 2024

Prioritization	
Planning Cohort	**Strategic Operations**
Successful planning for and implementation of core Tier 1 products, enabling readiness for the applicant to plan for and implement aligned high quality supplemental products through the Blended Learning Planning Grant.	Percentage of K-8 blended learning students participating in supplemental product implementation at participating campus(es).
LEAs will be ranked within each priority level by percent of student population identified as highest to lowest percentage of economically disadvantaged	The percentage of students meeting high-fidelity usage of a supplemental product implemented during the Spring of 2024.

Advanced Placement (AP) Computer Science Principles (CSP)

Purpose: Create leaders in the field of computer science, attract students who are traditionally underrepresented in computer science and engage them with essential computing tools and multidisciplinary opportunities. The APCSP grant opportunity allows grantees to achieve this goal by providing funds for staffing, training, supplies, materials, travel, technology and equipment to plan, implement and sustain an APCSP course.

Historic award rate: 88% (LASO 2) [75 applied, 66 awarded] -NEW for LASO 2

Eligibility
Grades 9-12

Prioritization
LEAs in the top quartile of economically disadvantaged students in the state
LEAs that are classified by TEA district type as rural
LEAs that are adding a new course, new program, or expanding current program

Additional Days School Year (ADSY) Summer

Purpose: High-quality, evidence-based summer learning programs help to prevent summer slide, i.e., learning loss created by the lack of student engagement in rigorous content between academic school years. This grant program provides LEAs with a supported planning process to design and implement a summer program aligned with research-based best practices in academics, operations, and enrichment activities.

Historic award rate: 66% (LASO 2); 41% (LASO 1)

Eligibility
Grades PK-5
180-Day Calendar currently or by SY 26/27

Prioritization
1 ADSY Calendar with **180 instructional days** (not including staff development waivers) in the 2024-2025 school year- and ranked by highest to lowest percentage of Economically Disadvantaged Students
2 Calendar with **175+ instructional days** (not including staff development waivers) in the 2024-2025 school year and are willing to meet ADSY eligibility requirements by the 2026-2027 school year- and ranked by highest percentage of Economically Disadvantaged Students
3 Calendar with **170+ instructional days** (not including staff development waivers) in the 2024-2025 school year and are willing to meet ADSY eligibility requirements by the 2026-2027 school year- and ranked by highest to lowest percentage of Economically Disadvantaged Students
4 Calendar with **less than 170 instructional days** (not including staff development waivers) in the 2024-2025 school year and are willing to meet ADSY eligibility requirements by the 2026-2027 school year- and ranked by highest to lowest percentage of Economically Disadvantaged Students
5 Existing ADSY PEP (Cycles 1-5) LEAs planning to scale ADSY PEP summer programming to new campuses- and ranked by highest to lowest percentage of Economically Disadvantaged Students
Note: In the case of a tie of Economically Disadvantaged Students, highest Grade 3 Math needs, as indicated by 2023-2024 STAAR approaches levels, will receive priority.

School Action Fund (SAF)

Purpose: School Actions are whole-school strategies districts use to increase access to high-quality schools, meet community needs, and address chronic underperformance. Provides technical assistance, resources, and grant funds to support school actions for, and at, individual campuses.

Historic award rate:
LEA Level- 38% (LASO 2) [45 applied, 17 awarded]; 39% (LASO 2) [54 applied, 21 awarded]
Campus Level- 47% (LASO 2) [68 applied, 32 awarded]; 34% (LASO 2) [105 applied, 36 awarded]

Eligibility
Title 1 **and** Federal Accountability Designation (All Comprehensive-support identifications; Targeted-support)
Not previously awarded SAF grant since 2019-2020 (Planning, Continuation, Implementation)
Not awarded 2024-2026 Effective Schools Framework Focused Support Grant (ESF-FSG)

Priority Points
Comprehensive-support Identification
Low Student Achievement Campus (LEA, if campus not identified)
Economically Disadvantaged Campus (Greater than 80% of Students)- LEA, if campus not identified
Model Selection
Established Office of Innovation/Transformation (as distinct from District of Innovation)

Early College High School (ECHS)

Purpose: Offers campuses an opportunity to plan to build an Early College High School within their district. This program offers opportunities for campuses to provide targeted supports for historically underserved students through rigorous instruction and accelerated postsecondary courses and provide academic and wrap around strategies that help students succeed in college level coursework at no cost to the students. The ECHS program requires a campus to maintain a partnership with an institution of higher education (IHE) to provide dual credit opportunities to the ECHS academy students.

Historic award rate:

LEA Level: 63% (LASO 2) [16 applied, 10 awarded]; 43% (LASO 1) [23 applied, 10 awarded]
Campus Level: 48% (LASO 2) [21 applied, 10 awarded]; 35% (LASO 1) [28 applied, 10 awarded]

Eligibility
Grades 9-12 (by SY 26/27)
Not current ECHS campuses
Not previously awarded the ECHS grant

Prioritization
Not participating in CCRSM network
Rural District
At-risk
Upper quartile of Economically Disadvantaged
District Size- Enrollment size under 5,000 students receive 1 priority point; Enrollment size between 5,001-10,000 students receive 2 priority points.

Pathways in Technology (P-TECH) Early College High School

Purpose: Offers campuses an opportunity to plan to build a P-TECH within their district. Designed to support historically underserved and at-risk students, P-TECH schools offer opportunities for students to earn a high school diploma while simultaneously earning industry certifications, and/or an associate degree on or before the sixth anniversary of a student's first day of high school. The P-TECH program requires a campus to maintain a partnership with an institution of higher education (IHE) to provide dual credit opportunities to the P-TECH academy students and with a business/industry partner to provide work-based learning experiences.

Historic award rate:
LEA Level: 36% (LASO 2) [28 applied, 10 awarded]; 27% (LASO 1) [37 applied, 10 awarded]
Campus Level: 32% (LASO 2) [31 applied, 10 awarded]; 27% (LASO 1) [44 applied, 10 awarded]

Eligibility
Grades 9-12 (by SY 26/27)
Not current P-TECH campuses
Not previously awarded the P-TECH grant

Prioritization
Not participating in CCRSM network
Rural District
At-risk
Upper quartile of Economically Disadvantaged
District Size- Enrollment size under 5,000 students receive 1 priority point; Enrollment size between 5,001-10,000 students receive 2 priority points.

Prioritization Matrix- Top four prioritization categories

STAAR Scores-	Rural
Ranked Lowest to Highest 3rd grade RLA/Math/Algebra I (depending on content applied for) - Strong Foundation Planning (SFP) - Strong Foundation Implementation (SFI) - SFI School Improvement (SI) PLC Supports - Instructional Leadership (IL)	- Strong Foundation Planning (SFP) - Strong Foundation Implementation (SFI) - Technology Lending Grant (TLG) - Advanced Placement (AP) Computer Science Principles (CSP) - Early College High School (ECHS) - Pathways in Technology Early College High School (P-TECH)
Economically Disadvantaged- **Upper quartile** **Ranked highest to lowest percentage of economically disadvantage** - Strong Foundation Planning (SFP) - Strong Foundation Implementation (SFI) - Technology Lending Grant (TLG) - Blended Learning Grant (BLG) - Advanced Placement (AP) Computer Science Principles (CSP) - Additional Days School Year (ADSY Summer - School Action Fund (SAF) - Early College High School (ECHS) - Pathways in Technology Early College High School (P-TECH)	**District Size- Defined by NCES** Small (1 - 4,999 students) Medium (5,000 – 29,999 students) Large (above 30,000 students) **Technology Lending Grant (TLG)** - Tier 1: Small district; top ranked 24 LEAs in Tier 1 1a: Rural areas as determined by NCES 1b: Non-rural areas - Tier 2: Medium district; top ranked 8 LEAs in Tier 2 - Tier 3: Large district; top ranked 5 LEAs in Tier 3 *Within each tier, applicants will be sorted by highest to lowest % economically disadvantaged students to determine prioritization. Rural areas will be a factor in determining prioritization.* **ECHS and PTECH:** - Small districts receive 1 priority point - Enrollment size between 5,001-10,000 students receive 2 priority points.