



School Action Fund (SAF)

Learning Acceleration Support Opportunities (LASO) Cycle 3

October 18 and 24, 2024



Welcome and Thank you for Joining Today!



Chris DeWitt
Director, System Support
Christopher.DeWitt@tea.Texas.gov



Laura Hyatt
Manager, School Action Fund
Laura.Hyatt@tea.Texas.gov

schoolactionfund@tea.Texas.gov

Agenda

LASO Cycle 3

Overview
Application Process
Timeline

School Action Fund (SAF) Deep Dive

Overview
Actions and Models in Action
Requirements and Rationale
Resources, Next Steps, and Q&A

Next Steps

FYIs



Submit questions during the webinar using the Zoom Q&A



Webinar slides and recordings will be posted on the [LASO Cycle 3 website](#) after all webinars have been completed



Email LASO@tea.texas.gov with follow-up questions



Overview of LASO Cycle 3 Application Process and Timeline

School Action Fund is a part of Learning Acceleration Support Opportunities (LASO) Cycle 3

The Learning Acceleration Support Opportunities (LASO) Cycle 3 is the next iteration of a consolidated grant application that strategically batches funding opportunities that support learning acceleration and innovation opportunities.

**\$160
Million**
in services and
supports

11

TEA initiatives to
support learning
acceleration and
innovation

1

LEA program
application to
access funding



LASO is a consolidated grant application to support key learning acceleration strategies



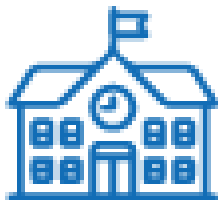
Curriculum and instruction

Rigorous, high-quality instructional materials designed to make up ground and master grade level TEKS



More time

More time for the students in most need, including expanding instructional time in the summer and with targeted tutoring



Innovative school models

Innovative school models to incorporate all of the learning acceleration framework



LASO Cycle 3 will award \$160M to LEAs

Includes 11 grants to support learning acceleration



Curriculum & Instruction

Strong Foundations Planning

Strong Foundations Implementation

SFI School Improvement PLC Supports

Instructional Leadership

Technology Lending Grant

Blended Learning Grant

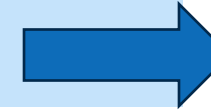
Advanced Placement Computer Science Principles



More Time

ADSY Full Year

ADSY Summer Planning and Execution Program



Innovative School Models

School Action Fund

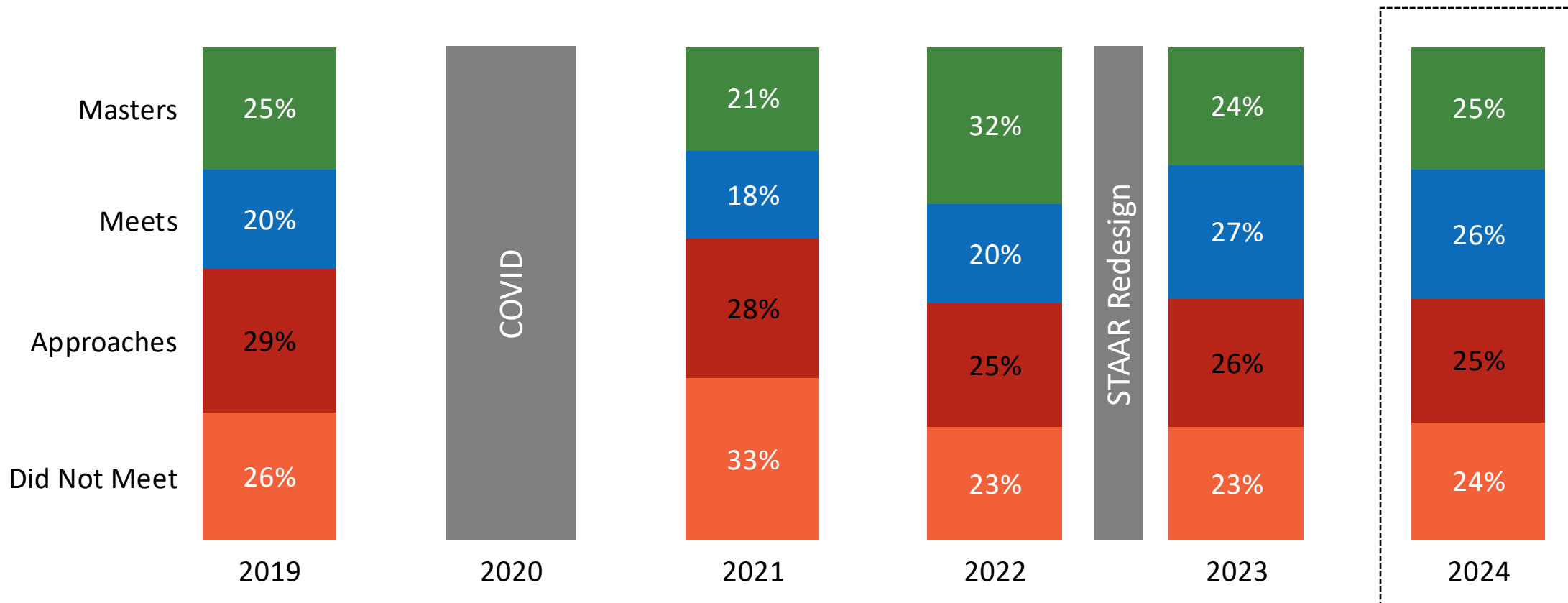
Early College High School

Pathways in Technology
Early College High School



Only ~50% of Grades 3-8 students in Texas are reading on grade level

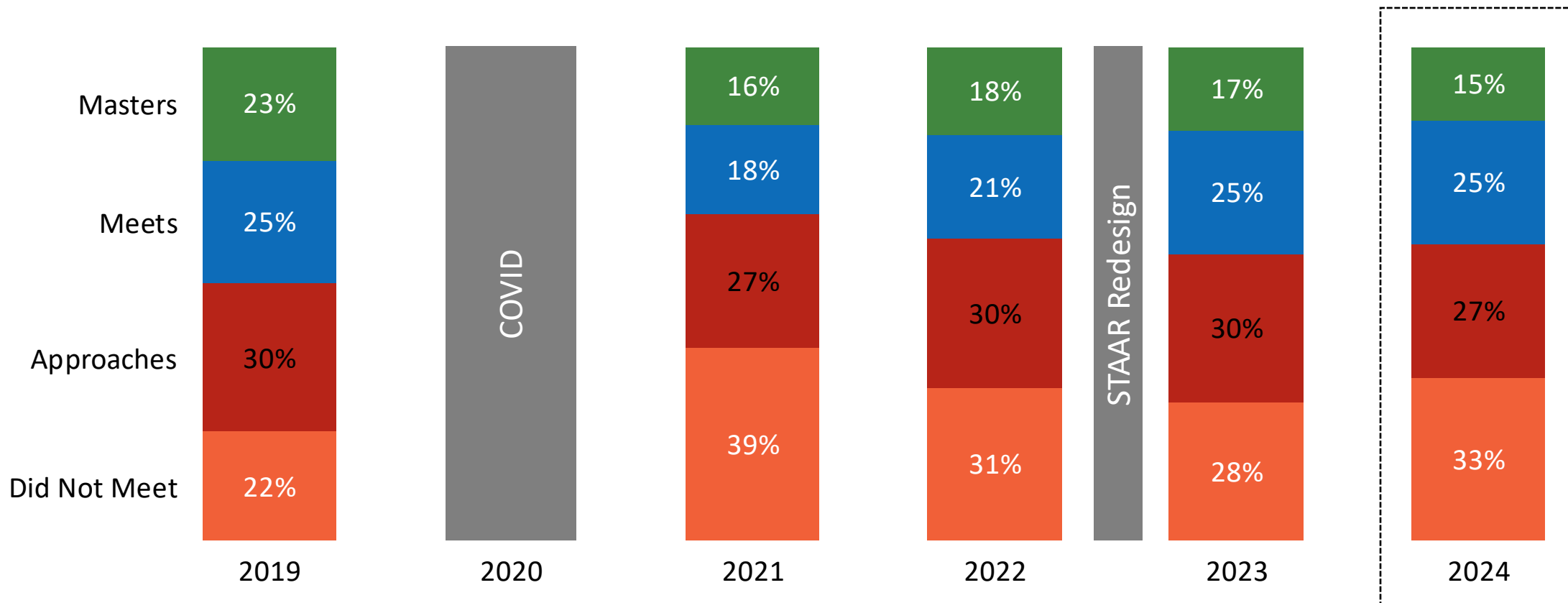
% of Students by Performance Level (RLA Grades 3-8)





Math performance in Texas has not recovered to pre-COVID levels

% of Students by Performance Level (Math Grades 3-8)



LASO Cycle 3 offers Curriculum & Instructional Bundles

Open Education Resources (OER)

Strong Foundations Implementation Grant

Non OER Instructional Leadership Support

Instructional Leadership Grant

OER+ School Improvement Supports

School Improvement PLC Grant

School Model Supports

School Action Fund Grant



C&I Bundles strategically pair complementary supports and services

SY24-25

SY25-26

SY26-27

SFP

EDF

ESF

LASO Readiness

MTSS/TIER

L
A
S
O

OER Ed. 1

SFI Year 1

SAF*

SFI-SI PLC*

SFI Year 2

SAF*

SFI-SI PLC*

Inst.*
Ldrshp /
Other IM

Product

Instructional
Leadership
(IL) Year 1

Instructional Leadership (IL) Year 1

IL Observational Feedback (O/F)

SAF*

Product

Instructional
Leadership
(IL) Year 2

Instructional Leadership (IL) Year 2

IL Data Driven Instruction (DDI)

SAF*

Each grant in the bundle functions independently, meaning that receiving one grant does not guarantee receiving other grants. To be considered, LEAs must apply for each grant individually.

* If a campus qualifies for multiple grants in C&I bundle, interviews will be conducted to determine the best fit of grants

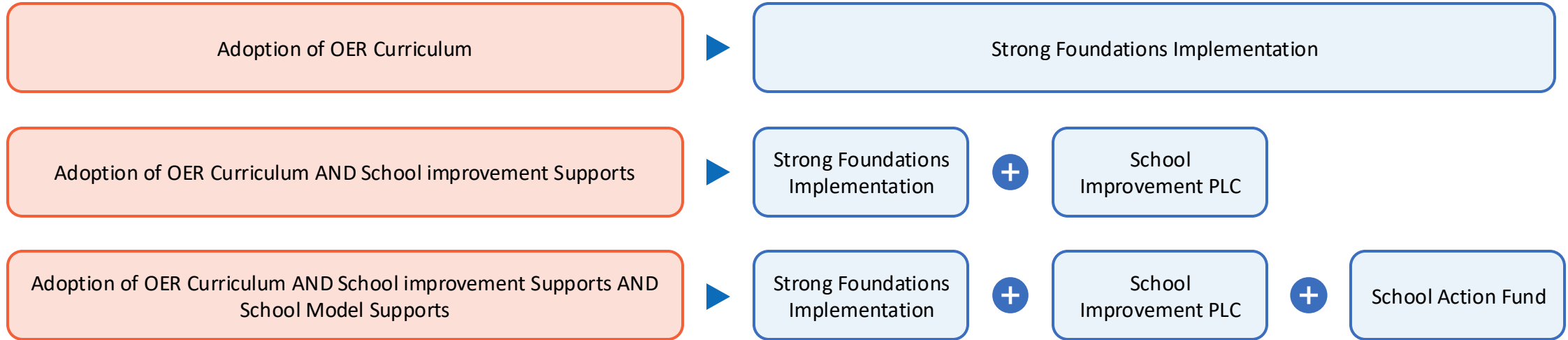
* Federally identified in 2024 and Title 1 campuses throughout grant period.

C&I Best Fit Grants per LEA Use Case

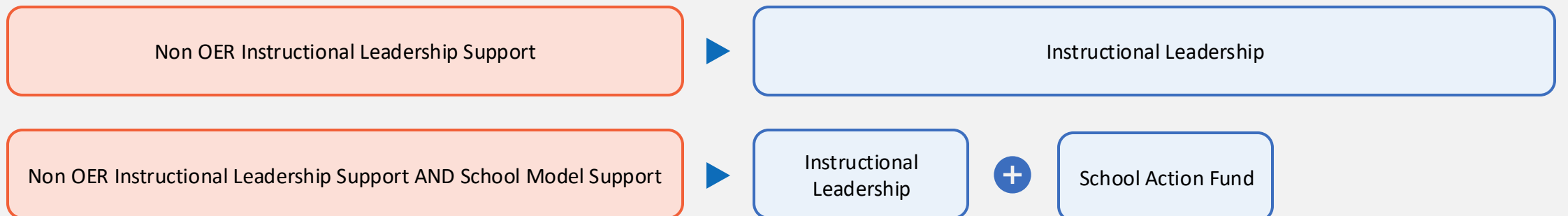
OER Pathway

Use Case

Associated Grant



IL Pathway



* If a campus qualifies for multiple grants in C&I bundle, interviews will be conducted to determine the best fit of grants



Matrix of Required Commitments

Campus/LEA Staff	IL	SFI	SFI SI PLC	SAF	Total Time Commitment
Campus Teachers	Professional Learning sessions <i>variable time commitment</i> ; weekly 1:1 coaching meetings & PLC planning and data analysis meetings – <i>variable time commitment pending case load</i>	Professional Learning Sessions and Flexible Supports 12-18 hours (year) Ongoing planning and preparation 4-8 hours (month)	Attend additional PLCs (weekly)	Variable: depending on action, model, need, and capacity 12-18 hours (year)	~30 hours weekly
Campus Principals/ Leadership		Flexible professional learning and planning support (8-32 hours, variable) Approved provider collaboration 1-2 times per month (3-4 hours) Deliverables planning and monitoring (8-12 hours per month)	Approved provider meetings 1-1.5 hours twice per month Learning Walks with Approved Provider	School Design Plan development and implementation Ongoing throughout the year, beginning in July of the Planning year 20 hrs/week	~23 hours weekly
Instructional Coaches		Professional Learning Sessions and Flexible Supports 12-18 hours (year) Ongoing planning and preparation 8-16 hours (week)	Attend additional PLCs (weekly)	Variable: depending on action, model, need, and capacity 12-18 hours (year)	~30 hours weekly
District Supervisors		Flexible professional learning and planning support (8-32 hours, variable)	DCSI meetings with Provider		
District Leaders	Monthly coaching and implementation visits – <i>1 day/month</i> ; supporting campus leadership with implementation and coaching – <i>variable time commitment weekly</i>	Approved provider collaboration 1-2 times per month (3-4 hours) Deliverables planning and monitoring (variable)	Approved provider meetings 1-1.5 hours twice per month Learning Walks with Approved Provider	Board of Trustees Governance Training: 16 – 48 hrs (year)	~3 hours bi-monthly ~48 hours annually


School Action Fund (SAF) Overview

- SAF Success Stories
- Program Overview
- Theory of Action
- Benefits and Impact of SAF
- Decision-making Cycle
- Actions, Governance, and Models in SAF Cycle 9
- Key Elements

School Action Fund (Cycle 9), LASO 3

The School Action Fund is designed to support districts in planning and implementing a whole school model. SAF's ultimate goal is for every campus we support to be rated A or B at the end of two years of implementation.

Innovative School Models



Innovative school models to incorporate all aspects of the learning acceleration framework

Estimated Total Funding Available	\$8 Million-Direct
Estimated Range of Award	\$185K - \$375K per campus
Estimated Award Numbers	36 campuses
Estimated Timeline: Planning Grants	March 2025 – June 2026
Estimated Timeline: Implementation Grants	SY 2025 – 2026

SAF Program Overview

Purpose

School actions are **whole-school strategies** districts use to increase access to high-quality schools by meeting community needs an/or addressing chronic underperformance.

The 4 school actions that TEA supports are:

- Restart an existing school
- Create a new school
- Reassign students to high performing campuses after school closure
- Redesign an existing school

Eligibility

Eligibility

Title 1
and
Federal Accountability Designation:

- CSI
- TSI
- Not ATS

Not previously awarded SAF, since 2019-2020

Not concurrent recipient of 2024-2026 ESF-FSG grant

Best Fit For

Districts interested in:

- transforming **campus and district systems** to enable better student experiences.
- Dramatically improving for **chronically underperforming campuses**.
- Creating **new school options** for families.
- **Integrating multiple strategies** such as HQIM, RBIS, and new academic and staffing models.

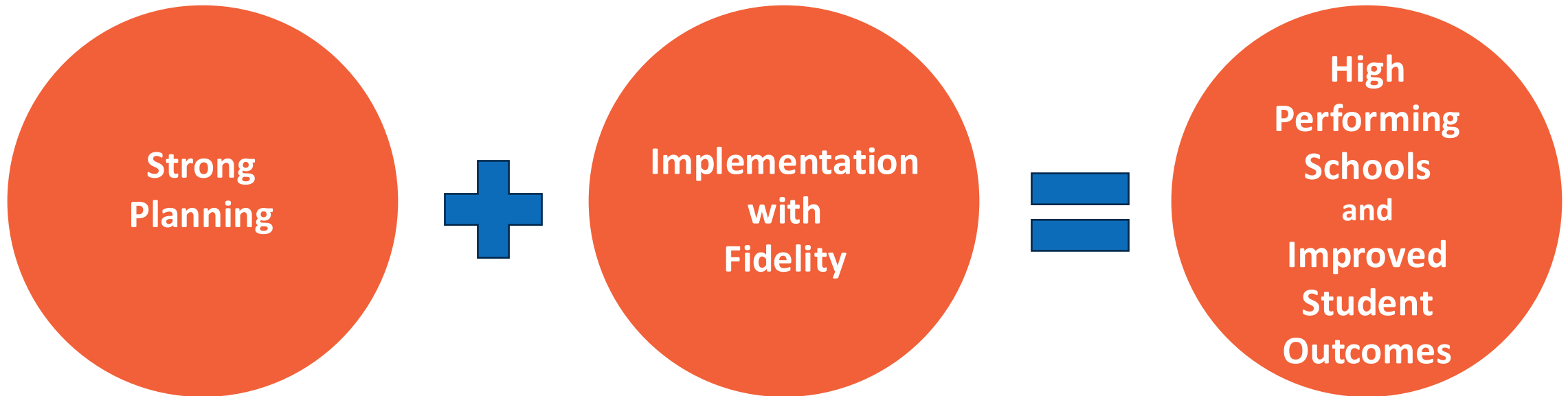
More information can be found in the [Grant One Pager](#)

More information can be found in the [Eligibility and Prioritization Doc](#)





More information can be found in the [Best Fit Guidance Doc](#)

**Not an exhaustive list of Eligibility, Program Assurances or Requirements.*

If district and campus leaders are supported to plan deeply every aspect of the school action and implement that plan with fidelity, then more students will have access to high-quality learning environments and outcomes will dramatically improve.



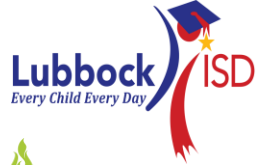
What's included in a School Action Fund grant?

<h2>Technical Assistance</h2>	<h2>Tools & Resources</h2>	<h2>Funding</h2>	<h2>Leader Professional Development</h2>
			
<p>Pre-approved TA providers with deep content expertise to support planning and implementation</p>	<p>Access to tailored tools and resources from TEA</p>	<p>Planning (1 year): approx. \$185k per school</p> <p>Continuation (up to 2 years): \$375k-\$500k per school</p>	<p>Opportunities for school leaders to participate in action-specific professional development or school design programs</p>

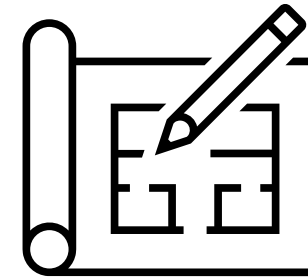
The Center for School Actions ([CSA](#)) works with campuses and LEAs to support strategic decision-making to identify and select best-fit school actions. Visit their website for tools, resources, and webinars.

School Action Fund Impact

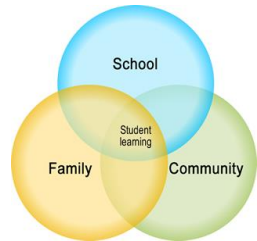
80 LEAs across all 20 ESCs



295+ School Actions
Awarded/Planned/Implemented



More than \$210 million in direct-district grants
and in-kind support



Community
Engagement



HQIM



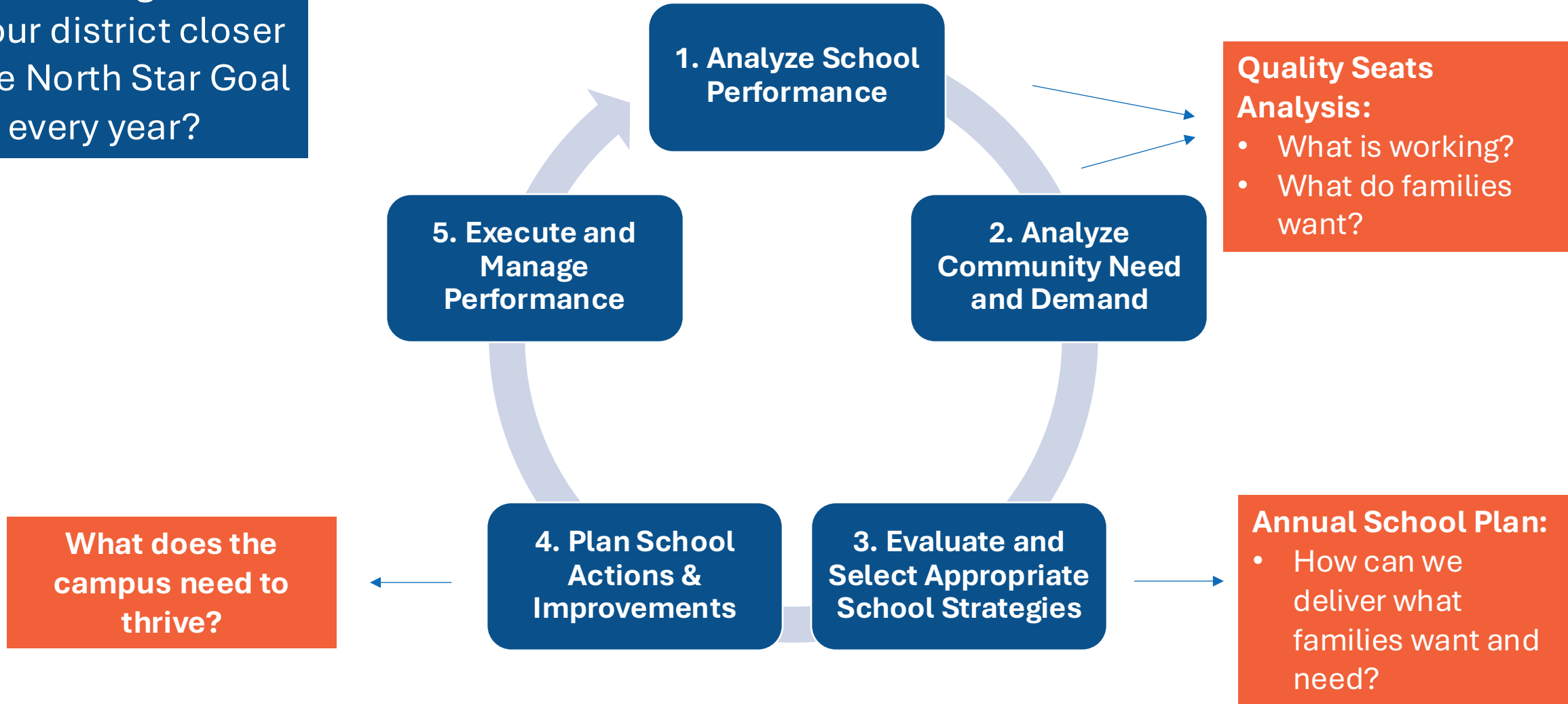
Professional
Development

132,000+ students impacted



How does a district select a school action?

What strategies will get our district closer to the North Star Goal every year?



Call the Right Play: What school actions should we consider?



Action Type	Campus Characteristics	Considerations
Restart	Chronic underperformance and need for new staff	<ul style="list-style-type: none"> “Our campus needs a fresh start.” “Our campus is on the accountability clock and needs a pause in sanctions.”
New School	Need for a new high-quality option for Title I students	<ul style="list-style-type: none"> “Our families are looking for different types of schools.” “We have a strong leader ready for a new challenge.” “We have a new building ready to open in 1-2 years.” “We’re willing to phase in a new school one grade level at a time.”
Reassign	Chronic Underperformance and/or low enrollment	<ul style="list-style-type: none"> “Our district has too many campuses and it’s impeding our ability to deliver a high-quality experience for every student.” “We have nearby A/B campuses that can absorb more students AND deliver a great student experience.”
Redesign	Chronic underperformance but strong staff	<ul style="list-style-type: none"> “Our families are telling us they want a different type of school model.” “We have the right team in place, but the campus must change the way it does business.”

District-Run: The LEA will directly run and support the campus.

Partner-Managed: The district authorizes an organization with a track record of success to operate the campus.

The LEA

- **Selects** the campus leader
- **Is responsible** for academic, financial, and operational needs
- Executes a **Performance Agreement** with campus leader to memorialize the agreed-upon flexibilities aligned to school design
- **Allows certain flexibilities**, which could include ability to waive certain district procedures and practices, determine aspects of the campus design, including curriculum, budget, and calendar
- **Holds campus accountable** for school model implementation and academic performance
- **Renews performance agreement** regularly to ensure campus continues to meet goals

What are Texas Partnerships / SB 1882 benefits?

- Potential **additional state funding** which can be used to support partnerships/authorizing work
- **TRS benefits** for operating partner staff
- Access to support in **building strong partnerships**
- (*Turnaround Partnership only*) a **sanction pause** to give time for turnaround to occur

- **Turnaround Partnerships (SAF Restart)**
 - Provides 2-year sanction pause for schools that received an unacceptable rating the year prior
 - Limited to F-rated campuses
- **Innovation Partnerships (SAF create new or redesign)**
 - Existing district schools that received an acceptable rating the year prior
 - Newly launched schools with a new CDCN

School Models are evidence-based, ESF-aligned approaches that districts can implement as best fit school options for students.

ACE

The five pillars of the ACE model are:

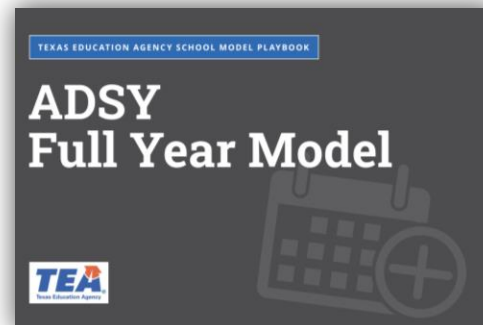
- Strategic Staffing
- Instructional Excellence
- Extended Learning Time
- Wraparound Supports
- Partnerships with Parental and Community Organizations



ADSY Full Year

The three components of the ADSY Full Year model are:

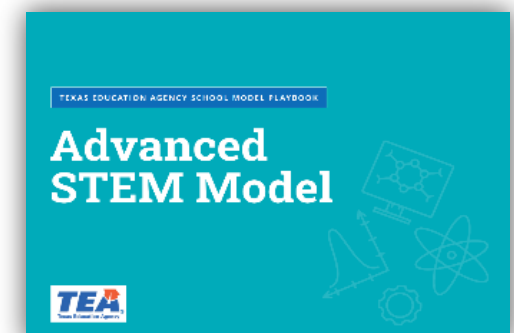
- Extended Year (up to 210 days)
- Reimagined schedule to increase teacher planning time
- Student Brain Breaks



Advanced STEM

The elements of the Advanced STEM model are:

- STEM integration
- Applied Learning
- Instructional Excellence
- Schoolwide Culture of Innovation



Step 1: Select an Action



1. Restart an Under-Performing School

- New leader and mostly new teachers
- New academic program implemented in Year 1 (not phased in)



2. Create a New School

- New school w/new CDCN phased in one grade level at a time
- New school leader, new teachers, new academic program



3. Redesign an Existing School

- New academic program implemented in Year 1 (not phased in)



4. Reassign Students to a High-Performing Campus

- Students reassigned to A/B rated campuses following deep community engagement and student and family support
- Campus closed in Year 1 w/ transition support provided to students in receiving schools

Step 2: Select a Governance Type

A. District- Run

- Flexibility from district policy/ practice required

B. 1882 Partnership \$

- Must meet all 1882 designation requirements

C. Governance Type and Model: N/A

- Target campus will close
- Students may be assigned to any A/B-rated campus in district, regardless of governance type or model

Step 3: Identify school model

1. ACE

2. Advanced STEM

3. ADSY Full Year \$



4. Turnaround Partnership \$

- F-rated campuses, Restart only
- Eligible for pause in accountability sanctions

5. Innovation Partnership \$

\$ Actions/ Models that yield additional sustained funding opportunities.

Note: Planning and/or implementation grants available. Districts already working with an approved TA provider may elect to apply for an implementation grant.

Elements of Successful School Actions

Regardless of action or model, all School Action Fund campuses will include the following elements:

Effective School
Framework (ESF)
alignment

High Quality
Instructional
Materials (HQIM)

Research based
instructional
strategies (RBIS)

Strategic
Scheduling

Campus Leader
with a track
record of success

Elements of Successful School Actions

Effective School Framework (ESF) alignment

High Quality Instructional Materials (HQIM)

Research based instructional strategies (RBIS)

Strategic Scheduling

Campus Leader with a track record of success

SAF grantees create a School Design Plan that addresses each lever of the Effective Schools Framework

- Lever 1: Strong School Leadership and Planning
- Lever 2: Strategic Staffing
- Lever 3: Positive School Culture
- Lever 4: High Quality Instructional Materials and Assessments
- Lever 5: Effective Instruction

Elements of Successful School Actions

Effective School Framework (ESF) alignment

High Quality Instructional Materials (HQIM)

Research based instructional strategies (RBIS)

Strategic Scheduling

Campus Leader with a track record of success

High-Quality Instructional Materials (HQIM) include at least Math and Reading/ Language Arts materials and are curricular resources that either:

1. meet all the requirements of the appropriate SBOE-approved content-area IMRA quality rubric and the suitability rubric, found on the [State Board of Education website](#);

or

2. have been approved by the Texas SBOE and are on the SBOE's list of adopted instructional materials found on the TEA website;

or

3. meet all of the following requirements:

i) ensure full coverage of Texas Essential Knowledge and Skills (TEKS);

ii) are aligned to evidence-based best practices in the relevant content areas of RLA, math, science, and social studies;

iii) support all learners, including students with disabilities, English Learners, and students identified as gifted and talented;

iv) enable frequent progress monitoring through embedded and aligned assessments;

v) includes implementation supports for teachers; and

vi) provide teacher and student-facing lesson-level materials.

Elements of Successful School Actions

Effective School Framework (ESF) alignment

High Quality Instructional Materials (HQIM)

Research based instructional strategies (RBIS)

Strategic Scheduling

Campus Leader with a track record of success

All SAF grantees implement **Research-Based Instructional Strategies** in ELAR and Math. The RBIS:

- Are a set of **research-based practices** that highlight misconceptions that are most common in the field.
- Cover topics that sometimes require **conceptual or philosophical changes** to how we approach instruction.
- Are based in the science of **how students best learn** math and reading in K-12 classrooms.

To learn more, visit the Strong Foundations Planning website, [here](#).

Elements of Successful School Actions

Effective School
Framework (ESF)
alignment

High Quality
Instructional
Materials (HQIM)

Research based
instructional
strategies (RBIS)

Strategic
Scheduling

Campus Leader
with a track
record of success

SAF grantees design master schedules that maximize available resources (people, time, and money) and meet the needs of students and teachers.

Examples include:

- **ADSY:** Intersession, Summer, or Full Year calendars
- **Extended Day:** add up to 60 additional minutes of instruction per day
- **Blended Learning:** Incorporate online learning with approved programs to maximize learning time and flexibility

Elements of Successful School Actions

Effective School Framework (ESF) alignment

High Quality Instructional Materials (HQIM)

Research based instructional strategies (RBIS)

Strategic Scheduling

Campus Leader with a track record of success

School Actions are most successful when

- **strong campus leaders** with a
- **track record of success** are given a
- **degree of flexibility** to
- **change** the way the campus functions.

School Action Fund

Actions and Models in Action

SAF Success Stories

Restart ACE

Aldine ISD

Ft. Worth ISD

Create new

Plemons-Stinnett-Phillips CISD

Lubbock ISD

Reassign Action

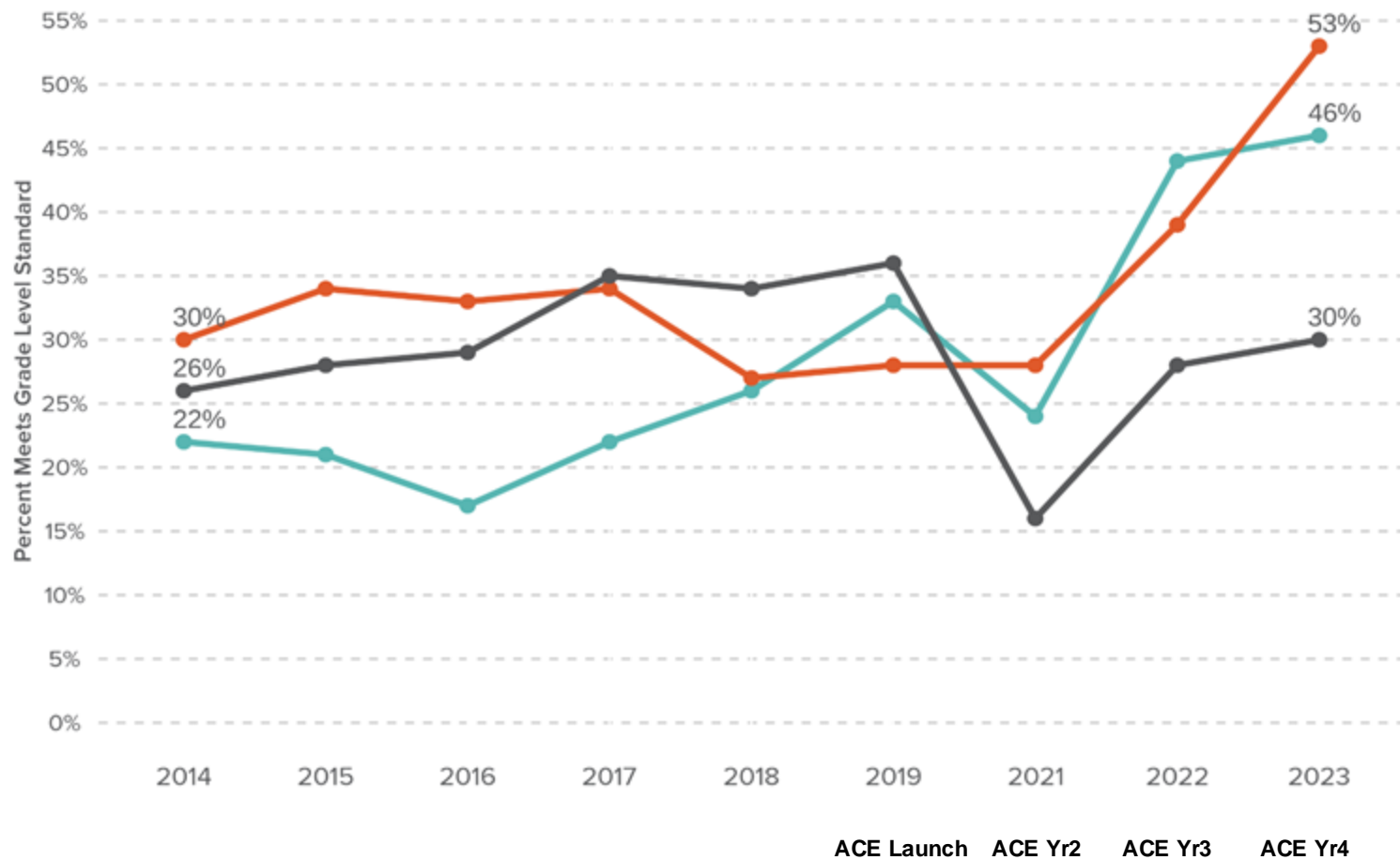
Ft. Worth ISD

Redesign Action

ADSY Full Year

Aldine ISD: Goodman ES and Worsham E S are performing well-above overall District average

All Students at Goodman and Worsham El. vs. Aldine All Student Avg., All Grades & Subjects, 2014-2023



- 1 Prior to ACE, Goodman consistently performed below District average; Worsham scores were on the decline.
- 2 Goodman and Worsham ACE student outcomes were less impacted by COVID and showed greater growth coming out of COVID compared to the District.

Emergent Bilingual, Special Education, and Black students also outperform the district in ACE Yr 4.

Restart Action: LAN, Ft. Worth ISD



TXWES | FWISD
LEADERSHIP ACADEMY
NETWORK

- FWISD launched a Turnaround Partnership with Texas Wesleyan University in 2019
- The Leadership Academy Network (LAN) operates five chronically underperforming campuses
- The LAN creates a symbiotic relationship between the LEA and IHE



- Challenge:
 - No existing early childhood centers available in the community
 - Recruiting and retaining quality staff who have young children has been a challenge for PCP CISD
- Solution:
 - PSP launched a Call for Quality Schools for a partner to operate an ECE in the district; ESC 16 applied and was approved
 - The new school opened in September 2024 with the following enrollment:
 - PK 3: 15 students
 - PK 4: 20 students
 - Kindergarten: 30 students



Commander William C.
MCCOOL ACADEMY



- Course options are STEM-focused
 - Advanced Math & Science course
 - Project Lead the Way courses
- Project-Based Learning integration
 - Partnered with New Tech Network for professional development
- Open enrollment campus
- McCool students connect with the community
 - Students host exhibitions

Reassign Action – Ft. Worth ISD

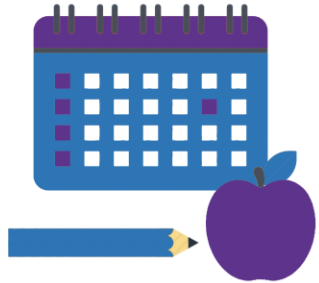
Como Montessori
students transitioned to
Daggett Montessori and Applied
Learning Academy



- Multiple factors led to Ft. Worth ISD's decision to close Como Montessori, including
 - Declining enrollment
 - Inconsistent implementation of the Montessori model
- District provided families with options at high-performing campuses, both
 - Other Montessori campuses
 - Choice-schools
- Receiving schools were provided opportunities for
 - Professional development
 - Engage with families prior to the transition

Redesign Action – ADSY Full Year

ADSY Allows for Strategic Use of Time



Full Year Redesign

- **Purpose:** Rethinking the School Day
- **Think:** A revamped up to 210- day calendar, with strategic schedules that increase teacher planning time and student whole child supports

Teacher Planning Time



Reimagine the Teaching Job

Brain Breaks



Accelerate & Enrich Learning

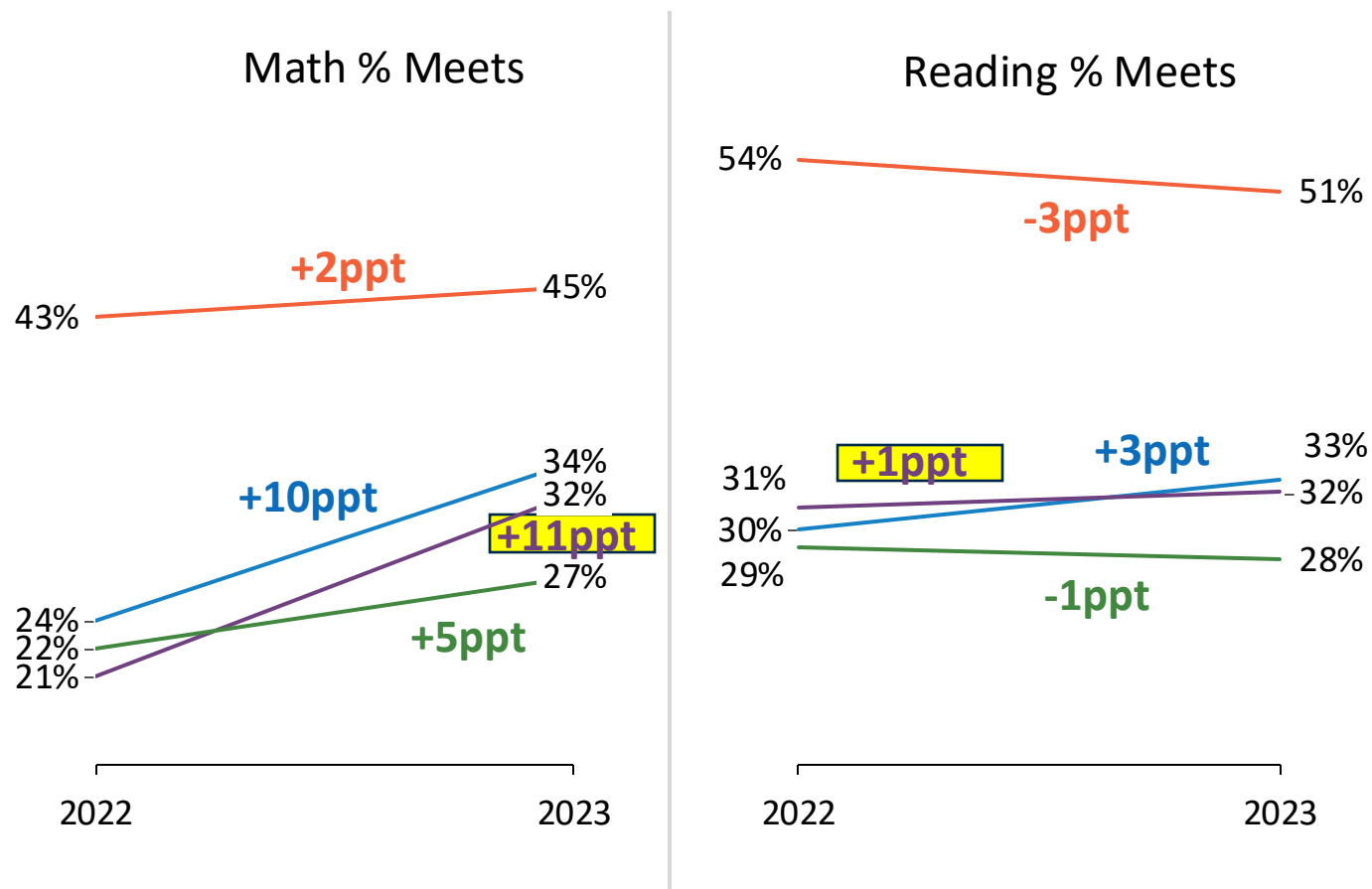


Strengthen Whole-Child Supports

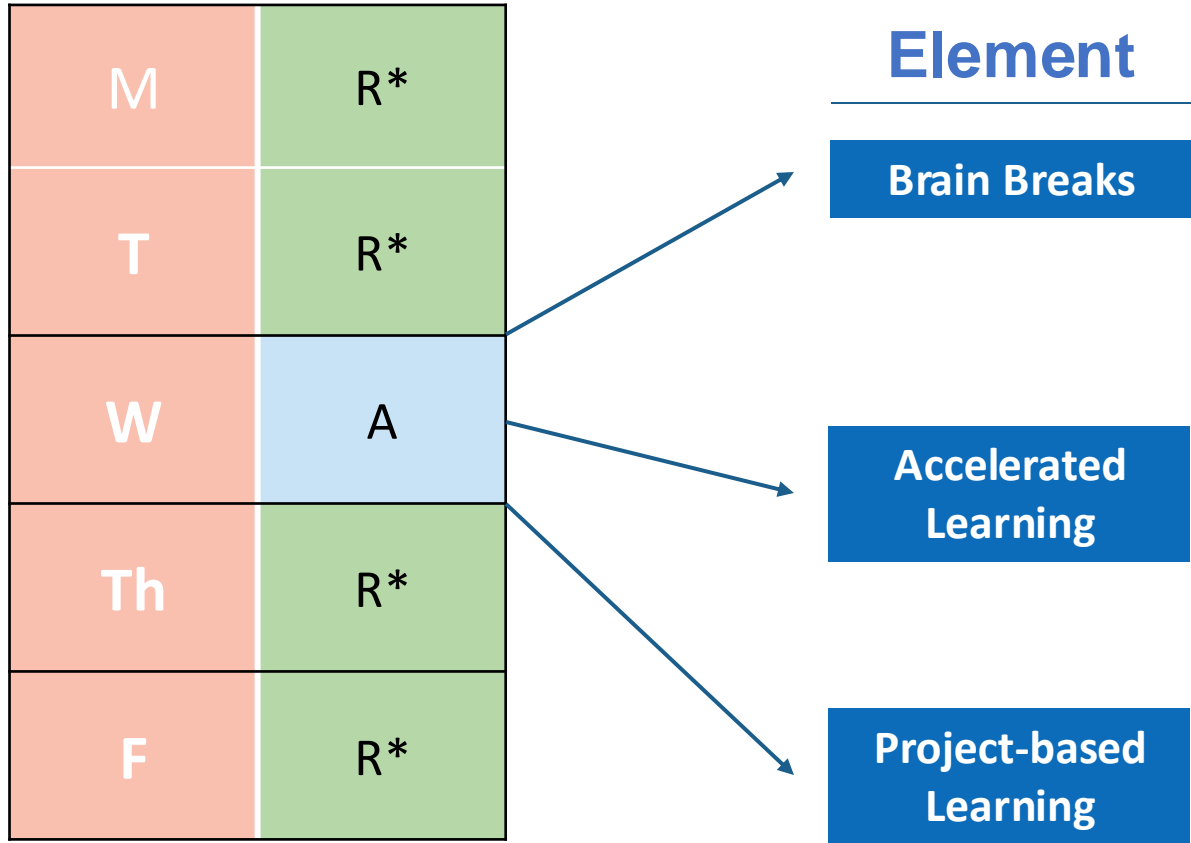
Students who participated in ADSY PEP or ADSY FYR saw larger gains

Outcomes by ADSY Model

- Non-ADSY (1M)
- ADSY PEP Summer (6.7k)
- **ADSY FYR (1.1k)**
- ADSY Non-PEP (12k)



Example of Strategic Scheduling



Regular School Day	ADSY Day
15 minutes per day	30 minutes per day
30 minutes of whole child support time	
45 minutes of specials	90 minutes of project-based learning time
290 minutes of academic instruction	210 minutes of accelerated math and reading learning time
20 minutes of individualized learning time	30 minutes of individualized learning time

School Action Fund

Requirements & Scoring

Statutory Requirements

Program Requirements

All Actions

Partner-Managed Actions

Create new school Actions

Scoring

Methodology

Awards

Interviews

Statutory Requirements

1. Develop comprehensive **support and improvement plans** under section 1111(d)(1) for schools receiving funds under this section.
2. Support schools developing or implementing targeted **support and improvement plans** under section 1111(d)(3)(A), if funds received under this section are used for such purpose.
3. Monitor schools receiving funds under this section, including how the local educational agency will carry out its responsibilities under clauses (iv) and (v) of section 1111(d)(3)(B) if funds received under this section are used to support schools implementing targeted **support and improvement plans**.
4. Use a rigorous review process to recruit, screen, select, and evaluate any external partners with whom the local educational agency will partner.
5. Align other Federal, State, and local resources to carry out the activities supported with funds received under subsection (b)(1).
6. As appropriate, **modify practices and policies to provide operational flexibility that enables full and effective implementation of the plans**.

Program Requirements for All Actions

- Grantees will identify **flexibilities and autonomies** along with clear goals and metrics that are contextual to each campus. Flexibilities and metrics must be articulated in a **Performance Agreement** (for district-run actions) OR a **Partnership Performance Contract** (for partner-managed actions) signed by the campus leader and the district Superintendent and/or School Board **by the end of the first year of the grant.**
- The grantee's **Board of Trustees must complete, TEA-approved Board training and coaching by Gate 3 of the first year** of the awarded grant.
 - TSL Board Integrated Pathway
 - SGS Board Pathway
 - Lone Star Governance (LSG)
- Applicants applying for **Implementation grants** must have completed planning the school action with a TEA-approved Technical Assistance provider **before receiving** a School Action Fund award in March **2025**, and be **ready to implement the Action in Fall 2025.**
- Any campus that is closing, or potentially being repurposed as part of a school action, must adhere to, and comply with, rule §97.1066: Campus Repurposing and Closure.

Program Requirements for Partner-Managed Actions

- Applicants selecting “Partner-managed” actions must commit to the adoption of TEA’s Texas Partnership model authorizing tools and resources, including Performance Contracts.
- Grantees awarded “Partner-managed” actions must **register for the Texas Authorizer Leadership Academy (TALA) by December 1st of the first year** of the awarded grant and **complete TALA training by the end of the first year of the awarded grant.**
- Texas Turnaround Partner-Managed school actions is available to F-rated schools only. “F-rated:
 - 2023-2024 Accountability Ratings
 - As defined by TEA
 - Confirmed by internal district analysis using publicly available data
- Meet all funding requirements defined by Texas Partnerships, including allocating all.
- Evaluation of partner applicants’ plans for **selecting, adopting, and implementing high-quality instructional materials** during the Call for Quality Schools process.

Program Requirements for Create New School Actions

- Applicants selecting “Create a New School” must **select and designate a campus leader no later than June 13, 2025**, and commit to that empowered campus leader’s full participation in the New School Design Fellowship program beginning Summer 2025.
- Applicants must apply for a **new CDCN** for “New Schools” **by March 2026**.
- Use an evidenced-based **slow-grow model**, such as **K-1 for K-5th grades or 6th grade for 6th – 8th grades**, and grow one grade at a time, year over year over, beginning with the earliest grade level(s); or the new school may open with all grade levels only if the district is opening a newly constructed facility or planning to use an unoccupied building.
- The applicant assures enrollment at a “New School” will prioritize students previously attending, or zoned to, a Title I-serving SY2024-25 and beyond and Comprehensive Support-identified or Targeted Support-identified school (2023-2024 ratings).

All eligible grant applications will be evaluated in using the methodology below.

- School Action Eligibility
 - Title I + CSI or TSI
 - Not prior recipient of SAF grant since 2019-2020
 - No 2024-2026 ESF-FSG award
- Priority Points based on campus and district context; 10 points each, maximum of 50 points
 - CS-Identification
 - Low achieving campus: < 50% students at Meets combined Math + ELAR on 2023-2024 STAAR
 - Economically disadvantaged campus: > 80% students
 - ADSY FYR model selection
 - LEAs that have an Office of Innovation/Transformation: different from “District of Innovation”
- Oral interview; maximum of 100 points
 - In the case of a tie, campuses with the highest economically disadvantaged percentage will proceed
- Score
 - In the case of a tie, campuses with the highest economically disadvantaged percentage will proceed
 - For new schools or campuses that have not yet been identified, the district average will be considered
 - A **maximum of 150 points** may be attained: Priority Points + Interview Points
 - To determine **finalists**, campuses will be rank ordered by action

Finalists

- Applicants must meet **at least 80%** of overall points to be considered for a grant award
 - Priority + Interview points: 120 out of a total of 150 points

Awards

- Awards will be granted to all of the finalists for each action until funds are expended, with priority for funding **in the order** listed below.
 - Restart Actions
 - Create New School actions
 - Reassign actions
 - Redesign actions
- Awards will be made as funding allows based on the prioritization of actions as noted above.
 - Any remaining funds may be awarded to applicants who scored less than 80%, in rank order with the highest percentage of economically disadvantaged students on a campus, while keeping the **maximum of six awards of grants per individual LEA and maximum of 4 awards per action** in place.
 - In the case of a tie between applicants at the end of available funding, the grant will be awarded to the applicant with the highest percentage of economically disadvantaged students at the campus.

During the virtual oral interview, LEAs should include the individuals below.

- Superintendent, or Superintendent delegate
- Proposed grant project manager
- Chief Financial Officer
- Senior district leader directly responsible for overseeing the selected campus
- **Campus-level leader** selected to lead the school action planning process (if identified)

Interviews will cover the following topics:

School Action Selection (50 points)

- Evaluation process and criteria for selecting the school action
- Alignment of school action with overall district strategy for school improvement
- Support from district leadership and school board

Readiness to Plan/Implement (50 points)

- Understanding of school action requirements and planning activities
- Awareness of school action implementation challenges and mitigation strategies
- Plans for engaging technical assistance organizations
- Presence of existing practices and policies to support school action planning

School Action Fund Resources

LASO 3 Next Steps

Q&A

SAF Resources

LASO 3 Next Steps

Timeline

Submission

Application

Resources

Change Request and Declines

School Model Playbooks

- Center for School Action [website](#)
 - ACE
 - ADSY Full Year
 - Advanced STEM

Other Resources

- School Actions [Self-Assessment](#)
- Texas Partnerships [website](#)
 - Texas Partnerships Guide
 - TEA Authorizer Handbook

HQIM and RBIS Resources:

- SBOE [website](#)
 - Instructional Materials Review and Approval Content and Suitability Rubrics
- TEA [website](#) – HQIM and OER
- Strong Foundations [website](#) – RBIS

Center for School Actions

<p>Office Hours</p>	<p>Oct. 21 1:30-2:30 PM Oct. 22 10:00-11:00 AM Oct. 30 11:00 AM - 12:00 PM Nov. 1 10:00-11:00 AM</p>
<p>Schedule a 1:1 Call</p>	<p>Schedule a private call with the Center for School Actions Team</p> <p>Sarah Gudenkauf is the Director of Systems Innovation at MAYA Consulting.</p> <p>She is an SGS Executive Advisor and has supported multiple school districts in implementing School Action Fund grants.</p>



LASO Cycle 3 Timeline

TEA opens application on 10/14

TEA closes application on 12/13 at 5:00 p.m. **CT**

TEA announces awards on 2/20 (tentative)

TEA issues NOGAs by 5/24



TEA publishes FAQ

TEA scores applications and conducts interviews with LEAs (if applicable)

LEAs accept awards and submit budgets in eGrants by 3/24

LEAs must complete this step for NOGAs to be issued



**LEAs must
submit LASO
Cycle 3
applications by
December 13 at
5:00pm CST**



TEA emailed unique application links to LEA superintendents on October 14 (if needed, LEAs can complete a [Request for Application Link Form](#) to receive a new link)



PDF of the application is posted on the [LASO Cycle 3 website](#); however, LEAs must submit the application through Qualtrics using the unique application link



Applications must be signed by the superintendent to be accepted

Change Requests and Declines

- TCLAS was unique in the aspect of the funding source (ESSER) and the speed at which we were operating to distribute the funding
- Therefore, to accommodate the unique circumstances of TCLAS, change requests and decline options were provided to LEAs
- Since we are no longer operating under the unique circumstances of TCLAS, we are returning to a traditional grant process to ensure equity and fairness
- LASO is again anchored in the informal discretionary competitive grant process
 - Declines and change requests are not advisable in typical competitive process
 - If declines are requested, they will be considered on a case-by-case basis for the LEAs and could raise the LEA's federal grant risk level in the coming year

LASO application window open: October 14, 2024 – December 13, 2024, 5:00 PM CT



Application Window

October 14-December 13

SAF Office Hours

November 4, 2024 | 11:00 am – 2:00 pm



SAF Program Webinars

October 17- 25

- Restart Action [webinar](#)
October 28, 2024 | 1:00 -2:00 pm
- Reassign Action [webinar](#)
October 29, 2024 | 1:00 -2:00 pm
- Redesign Action [webinar](#)
October 30, 2024 | 1:00 -2:00 pm
- Create New Action [webinar](#)
October 31, 2024 | 2:00 -3:00 pm



Next Steps

Visit the LASO 3 website to familiarize with included grant offerings.

Communicate and share the information with LEA internal teams to support the decision-making process on which sets of grants to apply for.

Register for our upcoming informational webinars.



Resources Available

- [Best Fit Guidance](#) provides criteria to help determine if a grant fits LEAs needs
- [Grant One Pagers](#) provide preliminary grant eligibility and key commitments
- [Eligibility and Prioritization Guidance Doc](#) provides information to help determine the likelihood of being awarded



REGISTRATION

Find all LASO related supports - including timelines, webinars, and planning tools - at tea.texas.gov/LASO

Questions?



Office Hours

Attend office hours for technical assistance or discussion with program teams
November 4, 11:00 a.m. – 12:00 p.m. [Registration Link](#)

FAQs

Review the general FAQ (updated FAQs will be posted by November 13th)



Email

- For questions about the application process or technical assistance with the application, contact LASO@tea.texas.gov
- For questions about SAF grants, contact Laura.Hyatt@tea.texas.gov

