



Strong Foundations Planning

Learning Acceleration Support Opportunities
(LASO) Cycle 3

October 2024



Note on Generative Artificial Intelligence (AI)

- TEA's IT security team has asked us to not allow the use of Generative AI or "AI bots," on virtual calls and presentations.
- We request anyone using such software to disable it now.
- Our meeting host will also remove any AI attendees from the meeting.

- Please use the Q&A function to capture your questions. The team will work to answer as many questions as possible.
- All questions will be added to a future FAQ document.
- FAQ document will be published on the LASO website on November 13th.

Program introductions



Hannah Cox
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Agenda

Overview of LASO Cycle 3
Application Process and Timeline

Strong Foundations Planning (SFP)
Why & Deep Dive

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



Strong Foundations Planning (SFP) is 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



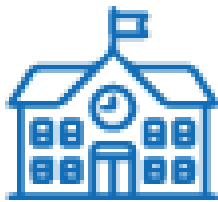
Curriculum and instruction

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



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



October

November

December

January

February

March

April

May

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

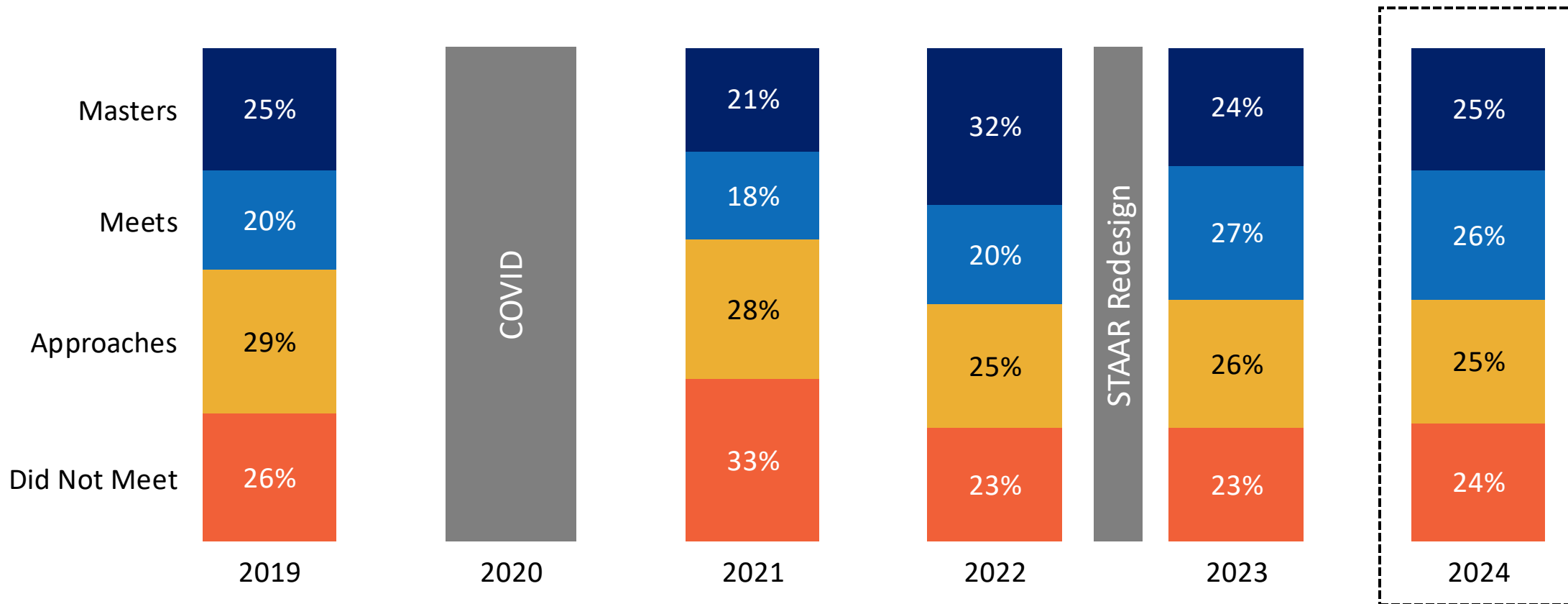


Why Strong Foundations Planning



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

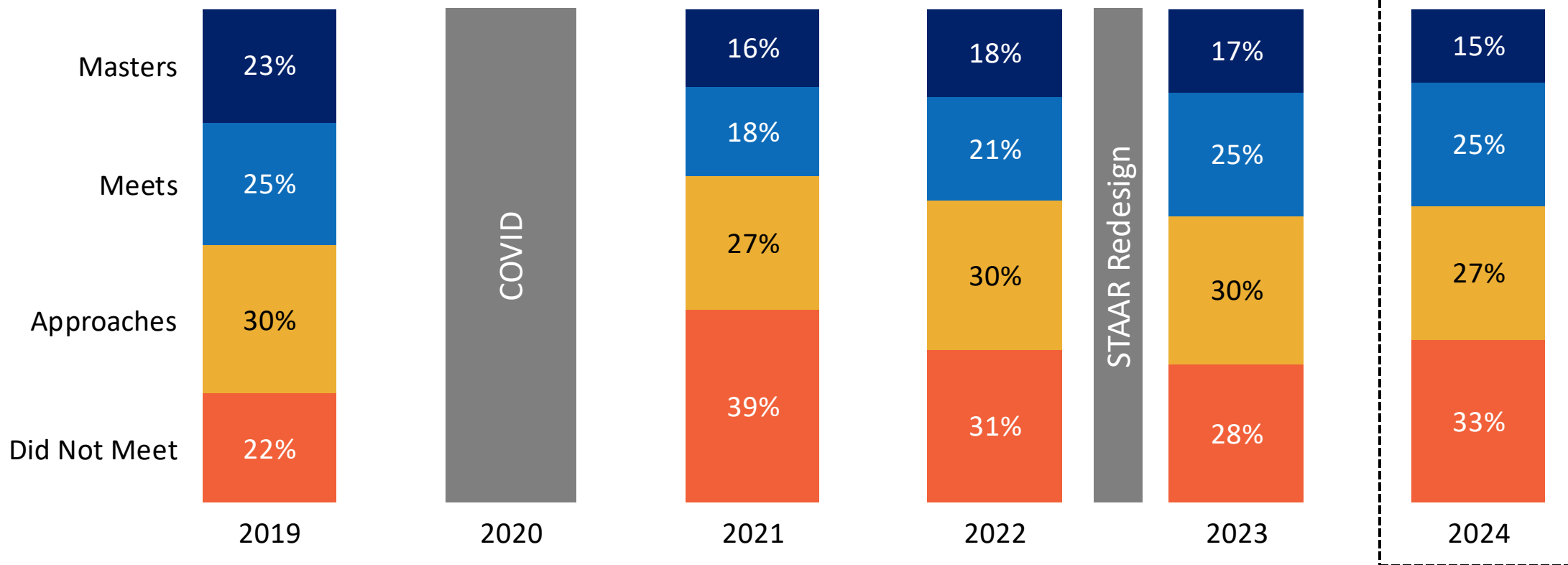
% of Students by Performance Level (RLA Grades 3-8)





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

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





Strong Foundations Planning provides support and services that will help improve student achievement

- Technical support and high-quality professional development for leadership and key district stakeholders on research based best practices in math or literacy instruction.
- Financial and technical support to learn about and from districts finding success and gains in student achievement data through their Strong Foundations Planning and Implementation Grant experiences.
- The creation of a research aligned instructional framework in math or literacy that will be used as the foundation for instructional decisions district wide.
- The creation and implementation of a Framework Rollout Plan to support next steps identified through participation in the Strong Foundations Planning Grant.

Strong Foundations Planning

Deep Dive

Our vision: All Texas students have access to rigorous, grade-level content and instruction every day

Strong Foundations supports LEAs across the stages of HQIM adoption and implementation



STRONG FOUNDATIONS
Planning



STRONG FOUNDATIONS
Implementation

Pre-Adoption

Adoption

Pre-Launch

Initial
Implementation

Deeper
Implementation

What are our vision and goals for student learning?

Which instructional materials will best support our district to realize our vision and goals for student learning?

How do we create the conditions for successful implementation of the instructional materials and invest all stakeholders?

How do we support teachers in effectively implementing the instructional materials consistently?

How do we strengthen implementation of the instructional materials and empower teachers to use data to help all students access grade-level learning every day?

352 LEAs across Texas have participated in Strong Foundations



STRONG FOUNDATIONS
Planning



STRONG FOUNDATIONS
Implementation



Strong Foundations Planning

Strong Foundations Planning provides **direct grant funds** to LEAs for technical assistance to develop a strong **instructional framework** in math or literacy based in the **research-based instructional strategies** (RBIS) to guide key decisions about **teaching and learning** in the LEA



Instructional Framework
Development



Instructional Framework
Rollout

Instructional Frameworks include...

- ...clear **vision** for instruction in a specific content area
- ...compelling **belief statements** that drive the vision
- ...concrete **actions** stakeholders can take to realize this vision, including:
 - Students
 - Teachers
 - Leaders
 - Families

Instructional Frameworks are grounded in...

- ...**Research-based Instructional Strategies (RBIS)** on how students learn in a specific content area
- ...equitable access to rigorous, grade-level instruction for **all students**

Examples of research-based Instructional Frameworks

Literacy Instructional Framework

Midlothian ISD Literacy Instructional Framework

Our vision

Midlothian ISD envisions an experience where all students receive explicit, systematic literacy instruction through high quality instructional materials. All students will rise to their fullest potential through strong foundational skills and an exploration of complex texts that allows them to grow as readers and writers. We will inspire excellence in students to change the world tomorrow.

Beliefs

(Foundational)
We believe learning to read requires **explicit, systematic instruction of Foundational Reading Skills** that includes practicing specific skills in and out of text to make meaning of what is read. Through intentional daily instruction following the science of teaching reading, students are able to hear, speak, read, write and apply new learning.

(Text Complexity)
We believe giving all students access to **complex, grade-level text** is a requirement to ensure equity. Complex texts allow for sophisticated layers of meaning leading to analytical thinking. All students will read, write, discuss, and think through complex texts.

(Knowledge Coherence)
We believe learning is continuous. **Systematically building and leveraging students' background knowledge and vocabulary** through High Quality Instructional Materials (HQIM) develops life-long learners. Throughout each unit and school year, students broaden and deepen their knowledge of the world, of literature, and of the words we use to describe and conceptualize their learning.

Math Instructional Framework

Math Instructional Framework

Vision

Paint Rock ISD aims to embolden our students to be **critical thinkers and persistent problem solvers** who embrace a growth mindset. We strive to **create confident mathematicians** who have the ability to navigate real world challenges and **widen post-secondary opportunities** for students to pursue their choice of career.

Beliefs

1. **We believe** all students have the capability to grow and progress in mathematics and deserve access to on-grade-level materials that balance conceptual and procedural understanding and provide opportunities to pursue rigorous tasks.
2. **We believe** in supporting an environment that normalizes error and productive struggle as students and teachers work to master math content and pedagogy.
3. **We believe** that math instruction should tell a continuous, connected story that builds within and across grade levels to create deeper understanding.
4. **We believe** focusing time and effort on key math concepts ensures depth of student understanding and mastery.
5. **We believe** high quality math instruction can give students the confidence to steer their own learning and pursue advanced mathematics courses and careers in post-secondary life.

Stakeholder Actions

Stakeholder	Actions
	Persist in the face of challenges and use all resources available to them. Try various

APs support LEAs in developing an instructional framework

Instructional Framework
Development



Instructional Framework
Rollout



Roadmap: APs work with LEAs to plan how to customize supports and develop a roadmap for grant deliverables and professional development



Collective Learning: APs facilitate a collective learning series with the leadership team and stakeholder committee on the RBIS to ensure all stakeholders have a collective and deep understanding of the “why”



Framework Development: APs collaborate with LEAs to create a vision and identify key beliefs, gather input from stakeholders, and ultimately develop a RBIS-aligned instructional framework to guide teaching and learning

APs support LEAs in rolling out an instructional framework

Instructional Framework
Development



Instructional Framework
Rollout



Diagnostic: APs support LEAs in conducting a diagnostic of the current state of instructional materials and instruction to compare with the vision for the future



Framework Rollout Plan: APs work with LEAs develop an instructional framework rollout plan and identify the highest leverage actions to achieve their instructional goals, such as whether to adopt HQIM

LASO Cycle 3 SFP key commitments



Approved Provider | Contract with an Approved Provider for Strong Foundations Planning.



Leadership Team | Form a leadership team that includes representation from key district leaders.



Stakeholder Committee | Form a stakeholder committee that includes representation from key stakeholders in the LEA (e.g., board members, district leaders, school leaders, curriculum specialists, instructional coaches, teachers, families/caregivers, community members), including representation from general education, special education, and emergent bilingual stakeholders.



Collective Learning | Ensure all members of the leadership team and stakeholder committee complete the research-based instructional strategies (RBIS) collective learning series.



Instructional Framework Development | Create a vision, identify key beliefs and action steps, gather input from stakeholders, and develop an RBIS-aligned instructional framework in math or literacy.



Instructional Framework Rollout | Conduct a diagnostic of the current state of instructional materials and instruction and develop an instructional framework rollout plan.



Participation of Senior Leadership | Participation of at least 1 senior district leader (e.g., Superintendent, Chief Academic Officer) at monthly communities of practice.

1. The applicant acknowledges the LEA should draw down approximately 25% of the grant amount quarterly to remain on-track for grant expenditures.

2. The applicant assures the LEA will meet all program-specific assurances, including:
 - a. Ensuring approval by the Superintendent and Chief Academic Officer (or equivalent leader) to participate in the program
 - b. Submitting Approved Provider contracts and required funding summary reports to TEA
 - c. Appointing a LEA lead as the primary point of contact for all grant-related activities and designating at least one additional point of contact
 - d. Submitting all required grant deliverables (e.g., roadmap, instructional framework, instructional framework rollout plan)
 - e. Submitting all required data and agreeing to the leadership team and/or stakeholder committee participating in focus groups upon TEA request



Strong Foundations Planning Role & Time Commitments

Role	Commitment
CAO or similar leader 1 hour; monthly	Participation of at least 1 senior district leader (e.g., Superintendent, Chief Academic Officer) at monthly communities of practice.
Leadership Team 4-8 hours; monthly (varies)	Meetings with Approved Provider to plan, collaborate and create grant deliverables. Professional development training on research-based instructional strategies (RBIS) in math or literacy.
Stakeholder committee 1-4 hours; monthly (varies)	Meetings and possible asynchronous support to build an instructional framework in math or literacy. Professional development training on research-based instructional strategies (RBIS) in math or literacy.

More information can be found in the Program Guidelines

**not an exhaustive list of eligibility, program assurances or requirements.*



Next Steps

LASO application window opens on October 14, 2024 and closes on December 13, 2024 at 5:00 CT



Application Window

October 14- December 13



Program Webinars

October 17- 25



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

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



**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 processes
 - 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

Questions?



Office Hours

Attend office hours for technical assistance or discussion with program teams

- November 8, 8:00-9:00 a.m. [Registration Link](#)



FAQs

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



Email

- For questions about the application process or technical assistance with the application, contact LASO@tea.texas.gov
- For questions about SFP, contact strongfoundations@tea.texas.gov