

LASO Cycle 3 (2024-2025)

Learning Acceleration Support Opportunities

2024-2025 Strong Foundations Implementation Grant

Part B1

Program Guidelines

Authorized by Elementary and Secondary Education Act of 1965, as amended by Every Student Succeeds Act (ESSA), Title I, Part A, Section 1003



Grant Application Due Date

December 13, 2024; 5:00 p.m. CST

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Grant Program Guidelines

Grant Name as it will appear on the TEA Grant Opportunities Page	Strong Foundations Implementation, Part B1
Application Due Date	December 13, 2024; 5:00 p.m. CT
Program Authority	Elementary and Secondary Education Act of 1965, as amended by Every Student Succeeds Act (ESSA), Title I, Part A, Section 1003

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 school systems, 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 Informal Discretionary Competition (IDC) Grant 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	Kristi Michaels
Program manager title	Director of HQIM Implementation Supports
Program manager email	strongfoundations@tea.texas.gov
Program manager phone	512-470-9235

Additional Program Contact

Program manager name	Gloria Matthews
Program manager title	Strong Foundations Implementation Program Lead
Program manager email	strongfoundations@tea.texas.gov
Program manager phone	512-463-7942

Funding Contact

Program manager name	Paul Michels
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	\$44,475,000
Percentage to be financed with federal funds	100%
Amount of federal funds	\$44,475,000
Percentage to be financed from nonfederal sources	0%
Amount of nonfederal funds	\$0

* 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
April 21, 2025	Beginning date of grant (if selected for funding) See General and Fiscal Guidelines , Grant Period.
May 21, 2025	Anticipated eGrants ADC and Application open for awarded applicants
July 5, 2025	Due Date for eGrants Application
June 30, 2026	SFI Part B1: Last day to amend grant (if selected for funding) See General and Fiscal Guidelines , Grant Period.
September 30, 2026	SFI Part B1: End date of grant (if selected for funding) See General and Fiscal Guidelines , Grant Period.

Grant at a Glance

This section provides fundamental information pertinent to the grant program.

Authorizing Legislation

Updated: SFI Part B1 is authorized by the Elementary and Secondary Education Act of 1965, as amended by Every Student Succeeds Act (ESSA), Title I, Part A, Section 1003

Purpose of Program

Strong Foundations Implementation provides direct grant funds to School Systems for 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. Strong Foundations Implementation is the OER Instructional Material Support program established by Chapter 31 of the Texas Education Code.

Eligible Applicants

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

The eligible applicants are School Systems that have Title I served campuses with federal identifications at the time of the LASO application (Comprehensive Identified, Comprehensive Re-Identified, Comprehensive Progress, Targeted Support, Additional Targeted Support) in the 2024 federal accountability identification.

Eligible applicants are campuses at School Systems implementing approved core instructional materials in school year 2025-26.

Approved core instructional materials pending approval by the State Board of Education through the Instructional Materials Review and Approval (IMRA) process include:

- Bluebonnet Learning K-5 Reading Language Arts, Edition 1
- Bluebonnet Learning K-5 Math, Edition 1
- Bluebonnet Learning Secondary Mathematics, Edition 1 (Grades 6-8 and Algebra I)

Additional pilot approved core instructional materials include:

- Aprendizaje Bluebonnet Artes del lenguaje y lectura K-5, Edición 1
- Aprendizaje Bluebonnet Matemáticas K-5, Edición 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 COVID 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.

Note: An LEA is eligible to apply to both Strong Foundations Implementation (SFI) and Instructional Leadership (IL) grants, but in the event that both are awarded, **the School Systems must select the same Approved 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.

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

Eligibility List

- Any School System that applied for Strong Foundations Implementation in LASO Cycle 3 that has title-1 and federally identified campuses is eligible.

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.

SFI, Part B1 Funding:

An estimated 133 districts that could be awarded between \$200,000 to \$1,610,000 per School System per awarded instructional material based on the following funding formula:

- \$200,000 per School System for up to 30 participants

- \$3,000 per additional participant for up to 470 additional participants for a maximum of 500 total participants

Participants include teachers, instructional coaches, and school leaders/campus administrators participating in the program.

For example:

- Grant for School Systems with 20 participants: \$200,000
- Grant for School Systems with 100 participants: \$410,000 (\$200,000 + \$3,000 x 70 additional participants)
- Grant for School Systems with 1,000 participants: \$1,610,000 (\$200,000 + \$3,000 x 470 additional participants)

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

Selection of Applicants for Funding

Applicants will be selected in rank order.

Cost Share or Matching Requirement

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

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

Supplement, Not Supplant

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

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

Limitation of Administrative Funds

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

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

TEA limits the amount of direct administrative costs for this grant program to no more than 8% of the total grant award.

For this grant program, the grantee may claim a maximum for allowable indirect costs equal to its current approved restricted indirect cost rate.

To calculate the indirect costs to 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 permitted for this grant from 2/20/2025.

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.

Applicants must include the following in the application:

- Agree to meet all program-specific assurances
- Select which instructional material(s) the School System is applying for
- Select the specific campuses implementing each applicable instructional material
- Enter the estimated number of individual teachers and students implementing each applicable instructional material by grade level
- Enter the estimated number of individual coaches supporting implementation of each applicable instructional material

Note: To provide students receiving special education services access to high-quality instructional materials, rigorous instruction, and meaningful inclusion, special education teachers and students receiving special education services should have equitable access to all OER instructional materials provided to general education teachers and students who are not receiving special education services.

Note: Print materials are not included in the grant. School Systems must purchase all print materials required for implementation. Quantities entered in the application will be used by TEA to forecast demand. School Systems will be required to place a separate print order.

Statutory and Program-Specific Assurances

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

SFI, Part B1 Program-Specific Assurances:

1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this Grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2. The applicant assures that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3. The applicant is assured to adhere to all the Statutory and TEA Program requirements as noted in the Program Guidelines.
4. 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.
5. The applicant assures that any Electronic Information Resources (EIR) produced as part of this agreement will comply with the State of Texas Accessibility requirements as specified in 1 TAC 206, 1 TAC Chapter 213, Federal Section 508 standards, and the WCAG 2.0 AA Accessibility Guidelines.
6. The applicant acknowledges that Per Section 22.0834 of the Texas Education Code (TEC), any person offered employment by any entity that contracts with TEA or receives Grant funds administered by TEA (i.e., a Grantee or subGrantee) is subject to the fingerprinting requirement. TEA is prohibited from awarding Grant funds to any entity, including nonprofit organizations, that fails to comply with this requirement. For details, refer to the [General and Fiscal Guidelines](#), Fingerprinting Requirement.
7. The applicant assures the School System will maintain current contact information in AskTED to ensure timely communication.
8. The applicant acknowledges the School System should draw down approximately 25% of the grant amount quarterly to remain on-track for grant expenditures.
9. Submit a Targeted Improvement Plan for SY 25-26 during the life of the grant.

Assign a Campus Intervention Team (CIT) that must include the District Coordinator of School Improvement (DCSI) who oversees fidelity to this grant program and the campus principal's supervisor (if not the DCSI) and a campus level project manager to oversee fidelity of implementation

10. The applicant assures the School System 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. Ensuring approval of the board of the local governing agency/trustees of the district to use the instructional materials
 - c. Ensuring evidence showing classroom teachers support the use of the instructional materials
 - d. Contracting with an Approved Provider from the LASO Cycle 3 Approved Provider List for Strong Foundations Implementation
 - e. Submitting Approved Provider contracts and required funding summary reports to TEA

- f. Ensuring attendance and engagement by the School System's lead at periodic check-ins with the Approved Provider
- g. Ensuring participation of at least 1 school leader/campus administrator per participating campus
- h. Ensuring attendance and engagement by participating school leaders/campus administrators at periodic check-ins with the Approved Provider
- i. Submitting all required grant deliverables (e.g., district-level instructional materials transition plan, campus-level implementation action plans for all participating campuses)
- j. Ensuring participation of at least 1 coach per instructional material (coaches may include instructional coaches, administrators, leaders, or other individuals directly supporting teachers)
- k. Submitting participant registration information by designated deadlines
- l. Following the year-long scope and sequence for the instructional materials
- m. Meeting the minimum number of instructional minutes for the instructional materials
- n. Using the curriculum-embedded assessments included in the instructional materials
- o. Ensuring participating School Systems' leads, school leaders/campus administrators, coaches, and teachers are able to attend all required professional learning
- p. Ensuring teachers have sufficient planning time and use the required protocols
- q. Providing print materials for all participating teachers and students
- r. Ensuring digital access and rostering (if applicable) for the instructional materials
- s. Ensuring participating School Systems' leads, school leaders/campus administrators, coaches, and teachers complete all program requirements
- t. Submitting all required data

Program Elements

Description of Program

The vision for Strong Foundations is for all Texas students to have access to rigorous, grade-level content and instruction every day. Strong Foundations Implementation supports School Systems in implementing the Texas open education resource (OER) instructional materials to provide students access to high-quality instructional materials (HQIM) and high-quality instruction.

Strong Foundations Implementation provides direct grant funds to School Systems for technical assistance to support high-fidelity implementation of the Texas OER instructional materials, including high-quality professional learning (HQPL) for teachers, coaches, school leaders/campus administrators, and district leaders on effectively implementing OER. Strong Foundations Implementation is the OER Instructional Material Support program established by Chapter 31 of the Texas Education Code.

Technical assistance includes:

- Support in developing a district-level instructional materials transition plan and campus-level implementation action plans

- Facilitation of flexible supports for school leaders/campus administrators (e.g., professional learning, coaching, consultations)
- Learning walks with school leaders/campus administrators to understand implementation fidelity and progress
- Facilitation of HQPL for teachers and coaches on effectively implementing the instructional materials
- Facilitation of flexible supports for teachers and coaches (e.g., additional professional learning, unit and lesson internalization, lesson rehearsal, student work analysis, observation and feedback)
- Observations to support teacher implementation

SFI, Part B1:

School Systems are required to use:

- 50% of grant funds to contract with a single Approved Provider per instructional material from the LASO Cycle 3 Approved Provider List for Strong Foundations Implementation to support grant activities (it is highly recommended that School Systems contract with the same provider for all instructional materials)
- 20% of grant funds for additional support from the Approved Provider and/or salaries or partial salaries for instructional coaches or other positions directly supporting implementation of the instructional materials
- 30% of grant funds for other allowable expenses (e.g., print materials, digital licenses, assessment licenses, teacher stipends, instructional coaches)

In-kind print materials are not included in the grant. School Systems will need to provide all print materials for teachers and students.

Performance and Evaluation Measures

The School System must submit data as requested by TEA, in accordance with TEA guidance, including, but not limited to:

- Teacher identification numbers, including Texas Unique ID
- Class rosters from each campus for each teacher indicating students enrolled at the beginning of the school year and at the end of the school year
- Deliverables submissions using TEA-provided templates
- Surveys of teachers, coaches, school leaders/campus administrators, and School Systems' leads prior to and during the school year administered by TEA

Limits on Contracted Evaluators

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

Allowable Activities and Use of Funds

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

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

General Allowable Activities and Use of Funds

- Payroll costs
- Professional and contracted services
- Consumable and durable supplies and materials

School Systems are required to use 50% of grant funds to contract with a single Approved Provider per instructional material from the LASO Cycle 3 Approved Provider List for Strong Foundations Implementation to support grant activities (it is highly recommended that LEAs contract with the same Approved Provider for all instructional materials); 20% of grant funds for additional support from the Approved Provider and/or salaries or partial salaries for instructional coaches or other positions directly supporting implementation of the instructional materials; and 30% of grant funds for other allowable expenses. *Up to 30% of grant funds may be utilized for the procurement of approved core instructional materials in printed format, as well as for covering the associated reasonable and necessary freight costs for shipping these printed materials. Please confirm any local allowability with your business office or independent auditor.*

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

- Additional support from the Approved Provider
- Stipends for teachers implementing the instructional materials
- Stipends for instructional coaches supporting implementation of the instructional materials
- Salary or partial salary for instructional coaches or other positions directly supporting implementation of the instructional materials
- In-state travel to support grant activities (e.g., site visits to HQIM Learning Labs)

Licenses for supplemental materials approved through the **HB 1416 Ratio Waiver List (RWL)**, **Math Supplemental Curriculum (MSC)** initiative, or the **Blended Learning Grant Program (BLGP)**:

- Math
 - Carnegie Mathia (MSC, BLGP for 6-8, Alg I, Geom, Alg II)
 - iReady Math (MSC, BLGP for K-8)
 - IXL Math (MSC, RWL for PK-12)
 - MyMathAcademy (MSC, BLGP for PK-2)
 - ST Math (MSC, RWL for PK-8)
 - Zearn Math (MSC, BLGP for K-8)
- RLA:
 - Amira Learning (RWL for K-6)
 - HMH Read180 Flex (RWL for 3-12)
 - IXL Language Arts (RWL for PK-12)
 - Boost Reading Texas (district-proposed through BLGP, K-8)
 - iReady Reading (district-proposed through BLGP, K-8).
- Licenses for assessment platforms supporting the approved core instructional materials

- Print materials (including manipulatives and trade books) for teachers and students

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:

- Travel associated with the grant activities. Travel expenses are capped at 5% of the 30% discretionary spending allotment (1.5% of the total award).

Unallowable Activities and Use of Funds

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

- Out-of-state travel
- Travel for students to conferences
- 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)
 - c. Interest on Debt Costs (6523)
 - d. Audit services for state-funded Grants

Other unallowable expenses include, as applicable to the core instructional material(s) awarded:

- Expenses that support the use of Tier 1 instructional materials other than the core approved instructional materials, including previous core approved instructional materials in K-5 RLA (K-5 OER RLA COVID Emergency Release V3, currently called Amplify Texas Elementary Literacy Program/Amplify Texas Lectoescritura en Español) and/or K-5 Math (K-5 OER Math COVID Emergency Release V2, currently called Eureka Math TEKS Edition) and/or 6-12 Math (6-12 OR Math COVID Emergency Release V2, currently called Carnegie Learning 6-12 Texas Math Solution)

- Contracts with a provider not included on the LASO Cycle 3 Approved Provider List for Strong Foundations Implementation
- Stipends or salaries for positions not directly supporting implementation of the core approved instructional materials
- Expenses for print materials of the core approved instructional materials above the 30% threshold
- Expenses for licenses for supplemental materials not included on the approved supplemental materials list
- Expenses for materials and supplies not directly related to implementation of the core approved instructional materials
- Expenses for technology (e.g., computers)
- Expenses for in-state travel not directly related to grant activities

Federal Grant Requirements *

Equitable Access and Participation

See the [General and Fiscal Guidelines](#), Equitable Access and Participation.

This requirement does apply to this federally funded Grant program.

Private Nonprofit School Participation

See the [General and Fiscal Guidelines](#), Private Nonprofit School Participation.

This requirement does apply to this federally funded Grant program.

Maintenance of Effort

See the [General and Fiscal Guidelines](#), Maintenance of Effort.

This requirement does apply to this federally funded Grant program.

Attachments

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

Required Program-Related Attachments

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

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.

This requirement does not apply to this grant program.

LASO Scoring and Review

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

LASO Review and Funding Criteria

Note: Only School Systems with Title 1 serving and federally identified campuses from the 2024 accountability ratings will be considered for award.

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

Standard GRANT Review Criteria	Description	Maximum Points Available
STAAR Scores	Rank order from lowest to highest using 3 rd grade RLA STAAR scores for K-5 RLA applications, 3 rd grade Math STAAR scores for K-5 Math applications, and Algebra I STAAR scores for 6-8 Math applications	n/a
School Systems in Strong Foundations Planning (SFP)	School Systems with prior participation and good standing in Strong Foundations Planning in SY2022-23, SY2023-24, and/or SY2024-25 in the same content area (i.e., SFP in literacy for K-5 RLA applications, SFP in math for K-5 Math and/or 6-8 Math applications), with good standing defined as completion or on track to completion of all required grant activities	1 st priority tier
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	2 nd priority tier
School Systems in the Bottom Quartile of STAAR Scores	School Systems in the bottom quartile of STAAR scores using 3 rd grade RLA STAAR scores for K-5 RLA applications, 3 rd grade Math STAAR scores for K-5 Math applications, and Algebra I STAAR scores for 6-8 Math applications	3 rd 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	4 th priority tier

School Systems in the Top Quartile of Economically Disadvantaged Students	School Systems in the top quartile of economically disadvantaged students in the state as defined as eligibility to participate in the national free or reduced-price lunch program	5 th priority tier
Total Standard Review Points Possible		n/a

Priority Points

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

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 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 applicants in the 5th priority tier have been funded, grant funds will be awarded to other applicants based on rank order of STAAR scores from lowest to highest.

Oral Interviews for Funding

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

During the virtual oral interviews (if needed), applicants will have the opportunity to elaborate and be evaluated on the topics below, as well as answer any additional questions which TEA may have to assess their readiness for the grant program. The applicant may reference any documents, including the Program Guidelines and FAQs:

- Systems Alignment (50%): Including, but not limited to, instructional time, planning time, and assessment strategy.
- Support Models (50%): Including, but not limited to, coaching supports and observation and feedback practices.

If a School System qualifies for multiple Curriculum and Instruction bundled grants, then the following criteria will be used to grant multiple grants.

- Readiness: School Systems provide plan on how these programs would successfully co-exist.

- Resource considerations: School Systems provide plan for staffing resources to execute multiple programs well.
- Past success: School Systems provide success data for prior participation.

The School System may be asked to submit evidence for the above criteria, and/or invited to a virtual interview to determine best-fit grants, if deemed necessary by the TEA.