

Learning Acceleration Support Opportunities (LASO) 2022-2023 Winter Cycle

School Action Fund-Planning
and Implementation
Program Guidelines



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Grant Program Guidelines 2022

Grant Name as it will appear on the TEA Grant Opportunities Page	2023-2024 School Action Fund-Planning and Implementation
Application Due Date	11:59 p.m. Central Time, December 22, 2022
Program Authority	Elementary and Secondary Education Act of 1965, as amended by ESSA, Title I, Part A, Section 1003

INTRODUCTION

The Texas Education Agency (TEA), as the pass-through entity¹, is the grantee² from the U.S. Department of Education (USDE) and TEA awards subgrants to non-federal entities³ such as local educational agencies (LEAs), including school districts, open-enrollment 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 document MUST be used in conjunction with the [General and Fiscal Guidelines](#) and the specific program instructions. The Standard Application consists of all forms to be completed in order for the applicant to be eligible for funding.

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

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.

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 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.**

OVERVIEW OF 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 grant application and supporting documents on the [TEA Grant Opportunities](#) webpage.
2. Eligible applicants submit grant application via Qualtrics to TEA by the specified deadline on the [TEA Grant Opportunities](#) webpage.
3. Grant applications are reviewed and scored. Note: Applicants may be required to attend an oral interview or respond to additional questions regarding their 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 eGrant application including assurances and a budget summary to receive funding.***
6. TEA staff conducts budget negotiations on the eGrants application.
7. The Notice of Grant Award (NOGA) will be issued upon successful completion of the negotiation process.

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	Approximately \$7,050,000 in direct-to-LEA grants
Percentage to be financed with federal funds	100%
Amount of federal funds	Approximately \$7,050,000 in direct-to-LEA grants
Percentage to be financed from nonfederal sources	0%
Amount of nonfederal funds	\$0

APPLICANT ASSISTANCE

The following types of assistance are available to applicants for this grant program.

Contact for Clarifying Information

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

The following TEA staff member should be contacted with questions:

Program manager name	Laura Hyatt
Program manager title	School Action Fund Manager
Program manager email	Laura.Hyatt@tea.Texas.gov
Program manager phone	214.274.6232

Errata Notices

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

TIMELINE

Dates, except the grant ending date, may vary slightly as conditions require.

Date	Event
November 7, 2022	Grant application available
November 14, 2022; 3:00-4:00pm November 18, 2022, 11:00-12:00pm	Webinar schedule See the General and Fiscal Guidelines Applicants' Conference/Webinar Webinar registration link can be found at LASO website Webinars will be both live and recorded
December 1, 2022	Due date to submit questions for FAQ See the General and Fiscal Guidelines , Frequently Asked Questions. The FAQs for this grant program will be posted to the TEA Grant Opportunities and LASO website site no later than the date listed on the Grant Timeline. Applicants may email their questions to the LASO central inbox at LASO@tea.texas.gov
December 6, 2022	FAQ Publishing
December 22, 2022	Due date for the application. The application must be received by the TEA by 11:59 p.m., Central Time.

Date	Event
	See General and Fiscal Guidelines , Grant Application Due Date and Time
December 28, 2022- January 30, 2023	Application review period, including interviews if necessary See General and Fiscal Guidelines , Grant Review Process
February 6, 2023	Anticipated award announcement
March 1, 2023	Beginning date of grant (if selected for funding) See General and Fiscal Guidelines , Grant Period
April 1, 2024	Final date to submit an amendment (if selected for funding)
June 30, 2024	Ending date of grant (if selected for funding) See General and Fiscal Guidelines , Grant Period

For all dates related to the grant, including reporting dates, see the [TEA Grant Opportunities](#) page. If a due date falls on a weekend or holiday, the date will be on the following business day. All dates except the grant ending date may vary slightly as conditions require.

GRANT AT A GLANCE

This section provides fundamental information pertinent to the grant program.

Authorizing Legislation

This grant is authorized by the Elementary and Secondary Education Act of 1965, as amended by ESSA, Title I, Part A, Section 1003.

Where to Submit the Grant Application

Complete the application via the link emailed to the Superintendent. In case, if the LEA is unable to receive the application link in the superintendent email, please refer to this form posted on [LASO website](#) to acquire a new link

Purpose of Program

The SAF grant provides technical assistance, resources, and grant funds to support school actions for individual campuses. School districts also receive support in adopting a broader continuous improvement strategy to improve schools and provide parents and families with the schools and programs they want and need.

Eligible Applicants

See the [General and Fiscal Guidelines](#), *Eligibility To Apply*

Eligible applicants are LEAs with Title I serving Comprehensive Schools and Targeted Schools, based on school year 2021-2022 ratings. For new schools, there must be clear intent to obtain Title I serving status for the SY 2024-2025. A campus may not have received funding from the 2019-2020 School Action Fund (SAF) Planning grant or any subsequent School Action Fund grants, or a TCLAS Decision 10 grant. Applicants pursuing a SAF implementation grant may not receive concurrent funding from the 2021-2023 Effective Schools Framework-Focused Support (ESF-FS) grant.

TEA reserves the right not to award a grant to a campus, LEA, or charter school that is identified by TEA as a high-risk grantee.

Shared Services Arrangements

See the [General and Fiscal Guidelines](#), Shared Services Arrangements.

Shared services arrangements (SSAs) **are** allowed for this grant program, only for those applying for the Redesign through development of a Rural Collaborative actions.

APPLICATION ATTACHMENTS

This section describes the required attachments that must be included with the application.

Required Attachments

See the following section of the [General and Fiscal Guidelines](#): *Grant Required Program-Related Attachments*

Does not apply to this grant program

APPLICATION REQUIREMENTS AND ASSURANCES

This section describes the types of requirements that applicants must assure adherence to in order to be eligible to be considered for funding:

Statutory requirements (requirements defined in the authorizing statute)

TEA program requirements (requirements defined by TEA program staff)

Statutory Requirements

See the [General and Fiscal Guidelines](#), *Statutory Requirements*.

Per TEC §22.0834, 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*.

Each applicant must agree to each, and all, of the Statutory Requirements below.

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)(2), 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)(2)(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

TEA Program Requirements

See the [General and Fiscal Guidelines](#), *Grant Program Requirements*.

In addition to the statutory requirements, TEA has established the following program requirements. Applicants must address within the application how they will achieve the following:

- The applicant will work in good faith with the TEA-vetted and matched school action Technical Assistance provider and agency-provided technical assistance.
- The applicant will identify a qualified Project Manager. The applicant may use these funds or other funds for this position.
- The applicant will provide access for on-site visits to the district and campus by TEA, the technical assistance provider, and its contractors.
- The applicant will attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, and sharing of best practices through the TEA program office.
- The applicant's board must commit to, and complete, Lone Star Governance (LSG) training and coaching.
- Applicants selecting "Partner-managed" actions must commit to the adoption of TEA's Texas Partnership model authorizing tools and resources.
- Applicants selecting "Partner-managed" actions must participate in the Texas Authorizer Leadership Academy.
- Applicants pursuing a partnership-managed model must meet all funding requirements defined by Texas Partnerships, including allocating all federal, state, and local funds due to the campus, in alignment with Texas Partnership Guidelines.
- Applicants seeking partner-managed actions must evaluate partner applicants' plans for selecting, adopting, and implementing high-quality instructional materials (as defined in these Program

Guidelines and found on the Texas Resource Review website) during the Call for Quality Schools process. More information about a Call for Quality Schools process can be found [here](#).

- Applicants selecting “Create a New School” must select and designate a campus leader no later than June 15, 2023.
- Applicants must apply for a new CDCN (County District Campus Number) for “New Schools” by March 2024.
- “New Schools” established without tested grade levels must be paired with another campus in the same LEA or the overall LEA for accountability purposes by March 2024, as per guidelines in Chapter 7 of the 2022 Accountability Manual (or a later version if published).
- Applicants selecting “Create a New School” must include the new campus in its Title I ESSA plan in time for SY2023-2024.
- The applicant assures enrollment at a “New School” will prioritize students previously attending or zoned to a 2021-2022 Title I served Comprehensive and/or Targeted School (2022 ratings).
- Applicants pursuing a new district-managed campus will select and design one of three approved new school models: STEM/STEAM, College Prep, or Montessori. More information about new school models supported by SAF can be found at centerforschoolactions.org.
- Applicants applying for Implementation grants must have previously planned the action with a TEA-approved Technical Assistance provider.

Program-Specific Assurances

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

The applicant LEA must agree to all of the program-specific assurances below.

The applicant LEA will select one of the eligible school actions and related models.

- Use a data-informed, both quantitative and qualitative, evaluation process and criteria for selecting the school action model for the specific campus to be supported with this grant
- If a specific campus has not yet been identified, use a data-informed, both quantitative and qualitative evaluation process, criteria, and appropriate timeline for identifying the campus for school action, including the rationale for naming a specific campus during the planning year
- Align the school action with the LEA’s overall strategy for support and intervention in low-performing schools and/or the LEA’s strategy for expanding high-quality school choices for students and families
- Assure that senior LEA leaders have and will be involved in the decision to select the school action for the campus(es) and to apply for this School Action Fund Planning and Implementation Grant
- Assure that the applicant LEA worked or will work with members of the school community (staff, families, community leaders) to communicate plans and solicit input into the school action planning and implementation process
- Identify a LEA staff member to coordinate the planning and implementation grant who is both qualified and experienced in project and program management
- Select, adopt, and implement with fidelity high-quality instructional materials to be integrated into the design and implementation of the chosen action

PROGRAM ELEMENTS

This section provides detailed information about the grant.

Description of Program

School Actions are a comprehensive and bold approach by LEAs to increase the number of students in top-rated schools and reduce the number of students in low-rated schools. By providing grant funds and technical assistance to support school actions for individual campuses, TEA also supports school districts in adopting a broader continuous improvement strategy that annually evaluates school quality, parent demand, and neighborhood needs to take strategic actions that both improve schools and provide parents and families with the schools and programs they desire.

LEAs that receive a 2023-2024 School Action Fund (SAF) Planning grant may be eligible for one to two-years of continuation funding, resources, and support to implement the school action. LEAs must satisfactorily complete all required elements and meet all milestones of the 2023-2024 SAF Planning grant in order to become eligible for a non-competitive continuation grant. (See Program Description for more details.)

To learn more about school actions, please visit <http://www.centerforschoolactions.org/>.

Districts must select one of the following school actions to plan (or implement, if eligible and selected) during the 2023-2024 school year:

- A.1 Restart a struggling school as an Accelerating Campus Excellence (ACE) campus (Planning): Plan for the implementation of an Effective Schools Framework (ESF)-aligned ACE model with fidelity to the five core components of the ACE model as a district-managed campus as described in TEC 39A.105, further defined here: <https://bestinclass.org/toolkits/ace>, and includes 1) Strategic Staffing; 2) Instructional Excellence; 3) Extended School Day; 4) Positive Behavior, School Climate and Culture; and 5) Partnership with Parents, Families, and Community Organizations.
- A.2: Restart a struggling school as an ACE campus (Implementation): LEAs with eligible campuses that have already planned an ACE model with a TEA-approved Technical Assistance provider may apply for an implementation grant.
- A.3: Restart a struggling school as a district-managed Resource campus (Planning): Adopt all aspects of the ACE model above, as well as all components of Sec. 29.934 HB 1525, including, but not limited to: 1) Participation in the Teachers Incentive Allotment and ADSY programs; 2) Adoption and implementation of high-quality instructional materials (as described later in these Program Guidelines); 3) Minimum teaching experience of three years for all educators; and 4) At least 60% of campus-based administrators and educators must have demonstrated instructional effectiveness in the previous school year and all other rules and regulations governing Resource Campuses. NOTE: Eligible campuses must have 4 or more unacceptable/F ratings in the last 10 years.
- A.4: Restart a campus with a qualified Texas Partnership operator (Planning): Districts launch a Call for Quality Schools and rigorous authorizing process to recruit, evaluate, and approve a high-quality operator to run an F-rated campus. Operator must meet Texas Partnerships requirements for a Turnaround Provider: "If the partner will manage a turnaround campus, evidence that the partner has been in existence for at least three years prior to undertaking the management of the district campus, has managed multiple campuses for multiple years, and has a track record of managing campuses to academic success or has significantly improved the academic performance of

campuses.” LEAs must pass through to the operating partner all state, local, and federal funds, including all relevant 1882 allotments to fund the campus, minus a reasonable management/authorization fee. Campuses must attain Title I served status for SY 2024-2025. The LEA must launch a Call for Quality Schools to select a high-quality operating partner and apply for SB 1882 benefits by December 2023.

- B.1: Create a new school as a district-managed campus (Planning): Identify and support a high performing, entrepreneurial leader with sufficient release time who is dedicated to planning the action, who will participate in an intensive school design program with a TEA-matched technical assistance provider, and who will design an ESF-aligned educational model for the new school, including high-quality instructional materials as defined by TEA. LEAs must guarantee prioritized enrollment at the new campus for students attending or zoned to a Title I served Comprehensive or Targeted school (2022 ratings). Applicants must choose one of the SAF-supported new school models: STEM/STEAM, College Preparatory, or Montessori new schools. Campuses must apply for a new CDCN and Title I served status for SY 2023-2024.
- B.2: Create New: Texas Partnership Campus (Planning): Districts launch a Call for Quality Schools and rigorous authorizing process to recruit, evaluate, and approve a high-quality operator to launch a new school based on a successful, ESF-aligned school model that includes the selection, adoption, and implementation of high-quality instructional materials (as defined in these Program Guidelines). LEAs must pass through to the operating partner all state, local, and federal funds, including all relevant 1882 allotments to fund the campus, minus a reasonable management/authorization fee. Campuses must apply for a new CDCN and Title I served status for SY 2024-2025. The LEA must launch a Call for Quality Schools to select a high-quality operating partner and apply for SB 1882 benefits by December 2023.
- C.1: Redesign a group of secondary campuses into a Rural Collaborative (Planning): A lead LEA applies to plan and launch a Rural Collaborative of at least 3 regionally-proximal districts to increase post-secondary pathway options for students, provide cross-enrollment enrollment opportunities for students in Collaborative districts to access post-secondary opportunities, and develop sustainable organizational, legal, and financial structures to support the Collaborative long-term.
- C.2: Redesign a group of secondary campuses into a Rural Collaborative (Implementation): LEAs that have already successfully planned a Rural Collaborative with a TEA-approved Technical Assistance provider may apply for an implementation grant.
- C.3: Redesign a rural campus within a P-20 system model (Planning): Support a school leader, with sufficient release time to be dedicated to planning the action, to redesign a campus within the PK-8 grade level bands to become a part of an integrated P-20 system model as a district-managed campus. The new ESF-aligned educational model must be developed to serve rural community needs and align with secondary and postsecondary dual credit opportunities, P-TECH programming, college and career coaching and work-based learning opportunities
- C.4: Redesign a campus with a blended learning model (Planning): Support an entrepreneurial school leader, with sufficient release time to be dedicated to planning the action, to lead a design process and implement a whole-school redesign that includes a new ESF-aligned educational model that meets community needs, utilizes blended learning for instructional delivery in at least Math and ELAR, and addresses positive behavior, school culture, and climate.
- D.1: Close a campus and reassign students to an A/B-rated campus (Planning): Thoughtfully plan the closure of a low-performing and/or low-enrollment campus and support students in selecting, enrolling, and thriving in a high-performing (A/B-rated) campus. Provide targeted social and academic support to students transitioning to a new campus through ESF-aligned strategies, along

with support for the receiving campuses. NOTE: A district cannot close or order the closure of a campus in the year that the fifth or higher consecutive unacceptable/F accountability rating could be earned.

Supplement, Not Supplant

For supplement, not supplant guidance, see the Supplement, Not Supplant Handbook on the Grants Administration Division's [Administering a Grant](#) page.

The supplement not supplant provision

Applies

QUALIFICATIONS AND EXPERIENCE

The applicant agrees to provide data on the qualifications and experience of the existing or future staff members, as required per the program guidelines as follows:

The LEA select a qualified Project Manager at the district-level who has access to C-suite decision-makers, and who has the authority to implement activities as related to this grant.

PERFORMANCE AND EVALUATION MEASURES

The applicant agrees to collect data and report on the following mandatory performance and evaluation measures:

Deliverables identified for Measurable Progress should align to the SMART goal and should relate to the "Gates and Deliverables" section below.

DISTRICT-RUN ACTIONS, PLANNING: GATES DESCRIPTION EXPECTED COMPLETION

- GATE 0: Establish: May 2023
- Develop a communication plan to articulate purpose and process of school action planning
- Establish organizational capacity/ leadership to manage school action planning activities, including Project Manager with C-suite decision-making access and/or authority
- Recruit design team from internal and external stakeholder groups
- GATE 1: Envision and Plan: October 2023
- Identify the purpose, mission, vision, and goals of the school action
- Determine the conditions for change at the district and campus level
- GATE 2: Design and Authorize: December 2023
- Finalize major components of the school action and model, including HQIM selection and adoption, and instructional vision
- Finalize LEA's internal school design plan approval process
- Complete HQIM order (if applicable)
- Check in on the conditions for change
- GATE 3: Prepare to Implement: March 2024

- Develop detailed plans for the implementation of effective instruction, including HQIM, data-driven instruction, research-based instructional strategies
- Develop detailed plans for positive behavior, school climate and culture
- Develop detailed plans for highly effective staff development to ensure all staff have the training and support to implement the school model
- Develop detailed plans to implement all model-specific elements during the first two years of implementation
- Establish goals for student outcomes during the first two years of implementation
- GATE 4: Prepare to Launch: May 2024
- Submit complete School Design plan for final TEA review
- Continue instructional leadership planning and training
- Finalize logistical and operational considerations, including facility readiness, staff hiring, student recruitment, and campus-level budgeting.

PARTNER-RUN ACTIONS, PLANNING: GATES DESCRIPTION AND EXPECTED COMPLETION

- GATE 0: Establish: May 2023
- Develop a communication plan to articulate purpose and process of school action planning
- Establish organizational capacity/ leadership to manage school action planning activities, including Project Manager with authorizer decision-making access and/or authority
- Establish strategy for building a pipeline of partner organizations and school leaders
- LEA Board-approved District Authorizing Policy
- LEA Board registers for TALA training
- (DRAFT) Call of Quality Schools, including HQIM and RBIS as requirements
- GATE 1: Envision and Plan: October 2023
- Released Call of Quality Schools, including HQIM and RBIS as requirements
- HQIM under consideration and Pilot Schedule
- GATE 2: Design and Authorize: December 2023
- LEA Board-approves Operating Partner
- LEA Board-approves Partnership agreement, including Performance Expectations and Contract Terms and Instructional Model
- Operational and Instructional Flexibility and Autonomy
- HQIM under consideration and Pilot Schedule
- Student Recruitment and Retention Plan
- Apply for SB 1882 Benefits
- Conduct Financial Spending Analysis
- Gate 3: Prepare to Implement: March 2024
- Operating Partner Board registers for TALA training
- LEA Board completes TALA training
- LEA (authorizer) creates school review process to monitor campus progress in terms of academic, financial, and organizational performance
- Finalize staff recruitment and selection process
- GATE 4: Prepare to Launch: May 2024
- Apply for continuation grant funding to implement school action
- Create detailed implementation plan – including academic, logistical, staffing, funding, resources, and operational areas and needs

- Finalize campus budget for the 2024-2025 school year, master schedule, and staff roster
- LEA allocates funds to the operating partner for start-up funds, per program guidelines budget guidance, and monitor progress toward a strong opening in SY24-25.
- Finalize summer professional development
- Create and implement procurement plan for high-quality instructional materials (HQIM), including digital curricular resources

IMPLEMENTATION ACTIONS, GATES DESCRIPTION AND EXPECTED COMPLETION

- GATE 0: Establish: May 2023
- Establish organizational capacity/leadership to implement and monitor school action activities, including external organizations
- Establish roles and responsibilities of all LEA internal and external stakeholders
- Create operational and logistical plans i.e. meeting cadence and participants, master schedules and professional development
- Formalize finance and budget allocations
- Finalize resources i.e. staff, HQIM, and technology
- GATES 1 – 4 Description and Expected Completion information for ACE Implementation and Rural Collaborative Implementation actions will be available upon request to interested applicants during the application window by directly emailing Laura Hyatt, School Action Fund Manager at Laura.Hyatt@tea.Texas.gov.

Project Evaluation and Modification

By submitting this application, the applicant agrees to comply with any evaluation requirements that may be established by TEA and agrees to submit the required evaluation reports in the format and time requested by TEA. TEA will collect and analyze relevant data from PEIMS if it is available.

Specific critical success factors and milestones will be developed in a manner determined appropriate by TEA.

Performance Measures

The applicant agrees to collect data and report on the following mandatory performance measures:

Completion of ongoing progress monitoring of Gates and Deliverables, including student outcomes, as established by the TEA. Upon grant award, TEA will provide awardees with the SAF Progress Monitoring Rubric (PMR) and access to data upload systems/platforms on or around April 1, 2023. LEAs must complete the SAF Progress Monitoring Rubric (PMR) with their matched school action technical assistance provider. Progress will be monitored by the agency on a monthly basis.

High Quality Instructional Materials Requirements

For School Action Fund grantees, high-quality instructional materials are materials that: 1) ensure full coverage of the Texas Essential Knowledge and Skills (TEKS); 2) are aligned to evidence-based best practices in the relevant content area and have a comprehensive and cohesive scope and sequence; 3)

include implementation supports for teachers, embedded and aligned assessments to enable frequent progress monitoring, and lesson-level materials with engaging texts (books, multimedia, etc.), problems, and assessments which support all learners; and 4) are externally validated.

For School Action Fund grantees this includes at least the core content areas of Math and English Language Arts/Reading materials listed on 1) Texas Home Learning; 2) Texas Resource Review (rated 80% or higher); 3) EdReports (rated Green and then aligned to the TEKS); or 4) materials evaluated by the district in partnership with their Technical Assistance provider using the established Texas Resource Review rubrics and rated 80% or higher.

All SAF grantees **must** select, adopt, and implement HQIM at the school action campus by the first year of implementation.

Limits on Contracted Evaluators

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

APPLICATION FUNDING

See the [General and Fiscal Guidelines](#): *Continuation Funding, Fund Management, and Use of Funds*

It is anticipated that approximately 30 # of grants will be awarded ranging in amounts from \$200,000 to \$500,000.

Selection of Applicants for Funding

Applicants will be selected in:

Rank Order by Action after calculating application and priority points

Cost Share or Matching Requirement

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

TEA (or Authorizing statute) requires a:

There is no cost share or matching requirement

Limitation of Administrative Funds

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

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

Direct Administrative Costs

TEA/TBD limits the amount of direct administrative costs to no more than 8% of the total award.

Indirect Costs

For Federal Grants Only

If supplement, not supplant applies | The grantee may claim a maximum for indirect costs equal to its current approved restricted indirect cost rate for this federally funded grant.

For State Funded Grants Only

Does not apply to this grant program.

To calculate the maximum indirect costs that can be claimed for a grant, complete the [Maximum Indirect Costs Worksheet](#), posted on the Administering a Grant page, under the Handbooks and Other Guidance section.

Pre-Award Costs

See the [General and Fiscal Guidelines](#), *Pre-Award Costs*.

Pre-award costs:

are permitted

Note Pre-award costs are permitted from the award announcement date to the start date.

Activities and Use of Funds

See the [Administering a Grant](#) page for general guidance on allowable activities and use of funds.

Allowable activities and use of funds may include but are not limited to the following:

Field Trips

Field trips

may not be funded under the grant program

Only the following types of field trips are allowable:

Does not apply to this grant program

Note Field Trips will require a written justification form to be maintained locally and made available to TEA upon request. To access the Field Trips Justification form, refer to the [Administering a Grant page](#).

Advisory Council

An advisory council:

may not be funded under the grant program.

Only the following types of advisory councils are allowable:

Does not apply to this grant program

Cost of Membership in Any Civic or Community Organization

The cost of membership in any civic or community organization:

may not be funded under the grant program.

Only the following types of civic or community organization membership costs are allowable:

Does not apply to this grant program

Hosting or Sponsoring of Conferences

Hosting or sponsoring conferences

may not be funded under the grant program.

Conferences must be managed to minimize costs to the grant award. Only the following types of civic or community organization membership costs are allowable:

Does not apply to this grant program

Note Hosting or Sponsoring of Conferences will require a written justification form to be maintained locally and made available to TEA upon request. To access the cost of Hosting or Sponsoring of Conferences Justification form, refer to the Administering a Grant page.

Out-of-State Travel

Out-of-state travel costs:

may be funded under this grant program

Note Out-of-state travel costs should be minimal. Travel costs are allowable as long as the expenses for transportation, lodging, subsistence, and related items are only incurred by employees on official business of the grantee and follow the grantee's regular business operations and written travel policy. Out-of-State Travel will require a written justification form to be maintained locally and made available to TEA upon request. To access the Out-of-State Travel Justification form, refer to the Administering a Grant page

Travel Costs

Officials such as Executive Director, Superintendent, or Board Members

Travel costs for officials such as the executive director, superintendent, or board members

may be funded under the grant program

Only the following travel costs are allowable for these positions

Travel expenses for TEA required events, school action convenings hosted by TA provider organization, LEA-directed trips to visit similar in-state model-specific campuses, or other TEA-approved activities to support school action planning and implementation.

General Allowable Activities and Use of Funds

Grant applicants should establish grant budgets that align with the following requirements for use of funds. Budget guidance is specific to the selected school action. All required budget line items include “**up to**” amounts for the budget item. It is expected that grantees will closely adhere to the categories and amounts listed in the Budget Guidance section below. Capital expenditures must be pre-approved by TEA.

District-Run Actions, Planning:

- Planning Year School Leader release time to complete planning activities: 80,000
- High-quality Instructional Materials and Support: 35,000
- District Administrator / Innovation Officer Position: 20,000
- Educator Stipends and Salaries: 45,000
- Travel expenses: 10,000
- School community engagement support: 15,000

Partner-Managed Actions, Planning:

- District Administrator / Innovation Officer Position: 20,000
- Start-up/transition funding for Partner Organization: 125,000
- High-quality Instructional Materials and Support: 35,000
- Travel expenses: 10,000
- School community engagement support: 10,000

District-run ACE Restart, Implementation:

- Extended Day Expenses: 120,000
- High-quality Instructional Materials and Support, campus-wide: 100,000
- District Administrator / Innovation Officer Position: 20,000
- Educator Stipends and Salaries: 120,000
- Travel expenses: 10,000
- School community engagement support: 15,000

Rural Collaborative Action, Implementation:

- District Administrator / Innovation Officer Position, \$20,000 per LEA: 60,000
- Start-up/transition funding for Partner Organization: 275,000
- High-quality Instructional Materials and Support, \$35,000 per LEA: 105,000

- Travel expenses, \$10,000 per LEA: 30,000
- School community engagement support, \$10,000 per LEA: 30,000

General Unallowable Activities and Use of Funds

In general, refer to the Budgeting Cost Guidance Handbook on the [Administering a Grant](#) page for unallowable costs

Advisory Council • Field trips • Cost of Membership in Any Civic or Community Organization • Hosting or Sponsoring of Conferences • Travel costs for students to conferences • Stipends for non-employees • Non-employee costs for conferences • Debt service (lease-purchase) • Personal computing, electronics, and other devices (purchased in a quantity that will create an excess of a one-to-one technology ratio for students or faculty and staff) • Textbooks or curricular materials (purchased in a quantity that will create an excess of a one-to-one resource ratio for students or faculty and staff).

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

- Debt service (lease-purchase)
- Audit services for state-funded grants

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 program.

Private Nonprofit School Participation

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

This requirement

- does not apply to this federally funded program.

Maintenance of Effort

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

This requirement

does apply to this federally funded program.

SCORING AND REVIEW

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

Grant Review and Funding Criteria

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

All eligible LEA's grant applications will be evaluated based on the following categories:

- Strategy Overview (no points awarded)
- School Action Eligibility (no points awarded)
- Priority Points based on campus and district context (up to 50 points per campus)
- Interview with district and campus leaders (up to 50 points per campus)

Awards will be determined according to the following methodology:

1. Application: Applicants will complete the LASO questionnaire and indicate the school actions/models for which the district is applying.
2. Priority Points: TEA will then award priority points to eligible applicants. Priority points will be granted to high needs districts and campuses (as determined by 2022 accountability ratings), economically disadvantaged districts and campuses, and districts that have an Office of Innovation (up to 50 points). TEA will rank order campuses by priority points. The top 40 campuses will go to the next round, the virtual interview. In the case of a tie, campuses with the highest eco-dis percentage will go to the next round. (For new schools or campuses that have not yet been identified, the district average will be considered.)
3. Virtual Interview: A maximum of 50 points are available during the interview, which will be added to the overall point total. The interviews will cover the following topics:
 - School Action Selection (25 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 (25 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.

4. A final list of awardees will be made based on overall (priority points and interview) point totals. Awards will be granted to the top-scoring applicants for each action up to the amounts listed below:

1. Restart: ACE Planning: up to 4 grants
2. Restart: ACE Implementation: up to 2 grants
3. Restart: Resource: up to 2 grants
4. Restart: Texas Partnerships: up to 3 grants
5. Redesign: Blended Learning: up to 5 grants
6. Redesign: Rural P-20: up to 2 grants
7. Redesign: Rural Collaborative Planning: up to 1 grant
8. Redesign: Rural Collaborative Implementation: up to 1 grant
9. New School: District-run: up to 7 grants
10. New School: Texas Partnership: up to 2 grants
11. Reassign: up to 3 grants

5. Finally, additional awards will be made as funding allows based on rank order of overall point totals, regardless of action or model.

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 percentage at the campus.

Oral Interviews for Funding

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

All finalists for grant awards will be invited to attend a virtual interview. LEAs should include the following individuals in the oral interview process:

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

During the oral interviews, applicants will have the opportunity to elaborate and be evaluated on the topics above, as well as answer any additional questions which the TEA may have. The applicant may reference any documents, including 2023-2024 School Action Fund – Planning and Implementation Program Guidelines and the FAQs.