



Frequently Asked Questions

This document will provide frequently asked questions to guide our partners in their decision-making process to determine which grants are the best fit, aligned to district goals and needs.

LASO Cycle 4 Frequently Asked Questions (FAQ)- LIFT 1

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General Questions and Resources

Refer to the General Webinar FAQ deck [here](#), for information on Program Guidelines, Webinar Decks, Guidance Docs, and more.

Below are the FAQs related to the Leadership & Instructional Foundations for Texas (LIFT):

Section A: Program Overview

What is the purpose of the LIFT (Leadership and Instructional Foundations for Texas) initiative?

- LIFT (Leadership and Instructional Foundations for Texas) is a three-year program designed to support Texas school systems in building the instructional and systems-level capacity needed to deliver high-quality learning experiences for all students. LIFT brings together the highest leverage components of Strong Foundations, Texas Instructional Leadership, and Texas Lesson Study, providing comprehensive support for districts to adopt HQIM and implement Bluebonnet Learning over multiple years.

When will we find out the Approved Providers for LIFT?

- Approved providers are listed in the [State Approved Provide List \(SAPL\)](#).

Will LIFT only be K-5 or K-5 RLA and 6-Alg 1 math?

- Yes, LIFT eligibility is limited to grade bands where Bluebonnet materials are available.

Is this only for campuses who are a "D" or lower?

- LIFT is open to all Texas School systems that meet eligibility requirements. Please refer to page 11 in the program guidelines for more information on eligibility.

Is using Bluebonnet Reading K-5 a requirement for this grant?

- No, it is not a requirement. If your district does not currently have a reading product and is planning to adopt Bluebonnet for K–5, you can apply under the appropriate pathway. However, if your district is already implementing another HQIM in RLA but is interested in K-5 Math or Secondary Math, that may be a better fit.

Is this a district level award or a campus-by-campus award, like TIL was?

- LIFT is awarded at the district level. The SI PLC add-on is awarded at the campus level.

Who conducts the needs assessment? Is it an assessment that has already been created and we would receive help for our provider on it or do we conduct it ourselves?

- The Needs Assessment will be conducted in conjunction with the Approved Provider. The Approved Provider will do most of the heavy lifting with this task.

If we received LASO cycle 3 for Bluebonnet implementation and PLC support can we apply for the same for cycle 4?

- Previous LASO Strong Foundations recipients are eligible to apply for Cycle 4. Eligibility resources can be found within each grant's program guidelines upon LASO's launch. A preview of eligibility requirements can be found here: <https://tea.texas.gov/texas-schools/health-safety-discipline/laso-4-eligibility-and-prioritization-guidance-one-pager.pdf>. Please note: eligibility will vary by each LASO grant.

Is there any flexibility regarding the curriculum adoption for High Schools, considering that there are no current Bluebonnet curriculum materials for 9-12 aside from Algebra 1?

- For LASO 4, the first year of the LIFT program can support districts who have agreed to adopt a material from the SBOE list. For a district to receive additional year 2 and 3 support they must adopt and implement Bluebonnet Learning. The SI CISG grant exists for grade levels and subject areas for which there is not yet an IMRA approved HQIM list.

Is the LIFT Grant only for those that are using the Bluebonnet curriculum, or can you use your District Selected curriculum resources if awarded the LIFT Grant?

Eligible applicants are Texas public school systems that meet the following criteria:

- Commit to selecting and implementing a State Board of Education (SBOE)-approved high-quality instructional material (HQIM) in the 2027–28 school year, or
- Commit to implementing a Bluebonnet Learning (BL) product in the 2026–27 school year.
- Participation in other grant programs does not disqualify applicants but may be considered during prioritization. ([LIFT Program Guidelines](#), page 9)

There is no Bluebonnet learning for middle school grades, so these grades are not eligible?

- Middle school Math grades are eligible under LIFT. Bluebonnet includes Secondary Mathematics materials for Grades 6–8 and Algebra I, which are SBOE-approved and supported by the grant. If Geometry and Algebra II are approved, they will also be supported. However, there is currently no Bluebonnet RLA for middle school, so districts cannot apply for LIFT funding for RLA in those grades.

For the curriculum related programs, would these require districts to implement Bluebonnet program?

- LIFT has a planning phase where you may qualify if you are using a different HQIM curriculum- to receive support while you prepare to implement Bluebonnet in the 2027-28 year.

If we choose an HQIM other than Texas BB for 2026-2027, will LASO be available for that implementation?

- If a district chooses a non-Bluebonnet HQIM for 26-27, they would not be a fit for the LIFT program and grant.

If we are currently in year two of implementation of Bluebonnet, are we able to apply for additional implementation support?

- Yes. Regardless of entry point, LIFT begins with a Needs Assessment to evaluate a school system's current state. Through the support of the chosen Approved Provider, LIFT customizes programming to align to the needs of each school system.

Will the needs assessment happen before School Systems apply or after they are awarded?

- After the LIFT award. Your approved provider leads the needs assessment with district input to finalize and customize support.

Who does the needs assessment? Approved provider or district internally?

- Your approved provider leads it, in collaboration with district leaders. Findings inform the finalized implementation plan and coaching schedule.

Implementation would be only for Bluebonnet materials, even though other programs are noted as approved vendors for LIFT and LIFT Add-On the LASO 4 page (Example, Carnegie is an Approved Provider).

- Correct. LIFT funds support Bluebonnet materials. Approved providers deliver services to support the implementation of Bluebonnet Learning products.

There is currently no OER or Bluebonnet curriculum for 6th-8th, so does this mean they will not have the opportunity to apply with an HQIM on the SBOE list.

- There are three subject pathways to apply to given the Bluebonnet Learning materials availability: K-5 Math, K-5 RLA, or Secondary Math. There is no pathway to apply to Secondary RLA.

Is this a district level award or a campus-by-campus award, like TIL was?

- LIFT is a district level award.

If applying for planning for HQIM in 27-28, do districts have to select a Bluebonnet product for 26-27 as they plan?

- No, school systems do not need to implement any HQIM products during their planning year. Please see pages 15-16 of the program guidelines for more information about each phase: [LIFT Program Guidelines](#)

Will the LEA need to apply every year since it is a 3-year program and the grant end dates for these 2 are in 2027?

- No, districts do not need to reapply every year. The school system will need to remain in good standing in order to receive continuation of funding. The end date is the 2028-2029 school year.

Can a district apply for planning for one subject and implementation for another subject they are already using?

- Yes, pathways are by subject. Apply for implementation where adopting in 2026–2027 and planning where adopting in 2027–2028.

What phase would a school system enter if a district currently uses Bluebonnet for one content (e.g., math) but wants to explore adopting Bluebonnet for the other content (e.g., RLA)?

- Enter implementation for the content already using Bluebonnet. For the other content, choose planning or implementation based on adoption year.

My district is currently in the first year of implementing BB. Would we qualify for any support through LIFT?

- Yes, you are eligible to enter the implementation phase. Supports will be tailored after the award.

Should a district apply for RLA and Math simultaneously if they are implementing or ready to implement both K-5?

- Yes, if capacity allows. Indicate both contents and select the correct pathway for each.

Is there a specific model that is used to gain information from the district for the Needs Assessment? Are there predeveloped surveys or does the district need to develop their own surveys?

- The needs assessment is created by TEA and is specific to tailoring supports under LIFT. After your district is awarded funding, your approved provider will guide and support you in completing the needs assessment process.

Will districts receive PLC support if the LIFT Add-on is not awarded?

- Yes, PLC support is one of the LIFT technical components.

Are there opportunities to see some of the materials that will be used for any of the initiatives? In particular, I'd like to know more about the tools and approach that will be used to develop school leaders' proficiency in the teacher observation and feedback cycle.

- No, those tools are under development and will not be shared at this time. The observation and feedback training will be grounded in best practices from previous programs, specifically Texas Instructional Leadership (TIL) and Strong Foundations Implementation (SFI) as well as a pilot being conducted in 25-26.

Does the totality of Bluebonnet need to be implemented for sustained participation over the 3-year grant. For example, could a district use a state-approved HQIM for reading/literacy and Bluebonnet for Math/STEM and be eligible to participate in the Implementation phase?

- No, you do not need to implement all available Bluebonnet products to be eligible for LIFT. You may implement Bluebonnet in one subject only. (refer to Program Guidelines, p. 8).

If we are currently in the SFP math grant process and will be determining the curriculum in early spring, can we go ahead and apply for the grant for implementation of Bluebonnet not knowing for sure if that will be the adoption? I guess, can we decline after being awarded?

- The district may still apply for implementation if they are strongly considering Bluebonnet in 26-27. If the district were to be awarded LIFT Implementation and not choose Bluebonnet, they would need to decline the award.

Is there only 1 approved provider for all the 15 initiatives in LASO 4?

- Each LASO 4 initiative has its own set of approved providers vetted specifically for that grant's requirements. Districts should review the Approved Provider List (SAPL) to compare providers across initiatives and select the one that best fits their needs for LIFT or any other LASO program.

When will the list of eligible SI campuses be released?

- The eligibility list will be posted to the LASO website soon.

If we are implementing Bluebonnet Reading without the SFI grant this year, can we apply for the planning and implementation for 26-27 school year?

- Supports depend on whether you enter planning or implementation. After awarding, your provider will customize services based on a needs assessment. (refer to Program Guidelines, p. 6–8)

If we choose an HQIM other than Texas Bluebonnet Learning for 2026-2027, will LASO be available for that implementation?

- If a district chooses a non-Bluebonnet HQIM for 26-27, they would not be a fit for the LIFT program and grant. If you have campuses that are federally identified for improvement, you may be eligible for the SI CISG grant for non-Bluebonnet HQIM support.

On page 13 of the program guidelines, it states that LEAs can prepare to implement an HQIM or BB in 2026-2027. Can you clarify this. Planning vs. Implementation

- Planning is for districts preparing to adopt a SBOE approved HQIM in 27-28, and Implementation is for Bluebonnet Learning adoption in 2026–2027. Choose one pathway per subject area.

Pathway 3 notes BB Math AND RLA - So districts must use both?

- No, you do not need both contents. Pathway 3 describes support options. Select Math, RLA, or both based on your needs.

Our district is currently in year one implementation of BB for K-5 math but are undecided on 6-A2. We are hoping to adopt something this school year for 2026-2027 implementation. My question: Can we use LASO for phase 3 with elementary while simultaneously implementing phase 2 for grades 6 to A2?

- Yes, you can apply for implementation in one grade band and planning for another, provided timelines align. Support will be sequenced to avoid overload. (refer to Program Guidelines, p. 6–8)

Would Pathway 3 also apply to an LEA who is already implementing, developed an instructional framework but have not engaged with TIL?

- Yes, you can enter implementation and receive leadership supports even if you have not engaged with TIL. (refer to Program Guidelines, p. 12)

Is our local ESC 2 an approved provider?

- All ESCs are Approved Providers for LIFT. A full list can be found on the SAPL website.

I want to confirm that LEAs can select both ELAR and SLAR (if approved by SBOE) for the LIFT grant? Additionally, would we be able to select Bluebonnet Math as well? It appears these can all be selected in tandem, but I want to make sure I understand. (Updated 11/7/25)

- That is correct. You can select all of those products in tandem. They are all a part of the LIFT grant.

Can LIFT be applied to a subset of campuses and not district wide? (Updated 11/07/25)

- We always encourage full district participation; however, that is not a requirement of the grant. You may apply with a subset of campuses/grade levels, provided you meet the program

requirement of committing to either planning to adopt an SBOE-approved HQIM in the 2027–2028 school year or implementing Bluebonnet Learning in the 2026–2027 school year.

Can LIFT be applied to a subset of grade levels at a campus? (Updated 11/07/25)

- We always encourage full district participation; however, that is not a requirement of the grant. You may apply with a subset of campuses/grade levels, provided you meet the program requirement of committing to either planning to adopt an SBOE-approved HQIM in the 2027–2028 school year or implementing Bluebonnet Learning in the 2026–2027 school year.

On the grant funding page, it says districts receive \$37K for each additional selected product. In the example, the scenario with 2 products doesn't include the \$37K in the formula. Should that example include \$37K given that the district is implementing 2 products? (Updated 11/07/25)

- The example formula does not show the \$37,000 as a numeric value, but it does include this in word form. This indicates that the extra product cost is factored into the total. The intent is that districts receive \$37,000 for each additional selected product during the Implementation Year.

Would you be able to provide how the LIFT grant would differ for our district if awarded (referring to other LASO grants in prior years). (Updated 11/07/25)

- We understand that School Systems, like yours, have already completed different components of various grants. However, there may be some components that your school system would benefit from. To understand exactly what is needed, if districts are awarded LIFT, they will undergo a needs assessment alongside their approved provider. The Needs Assessment will bring to light the exact technical assistance that the school system needs and will tailor the assistance for them.

I wanted to confirm whether there is a specific form our school board must sign to authorize the use of LASO 4 funds, if awarded, for Bluebonnet Reading. I understand that board approval is required, but I am unclear if the approval should be documented through a formal form or simply through a board vote. (Updated 11/07/25)

- While a formal process has not been written, we anticipate it will be a simple board vote with documentation that the Bluebonnet materials are being ordered. No specific TEA form is required at this time.

Section B Entry Points

Can we apply for the implementation of the LIFT grant for reading 6-8 even if we do not implement Bluebonnet? We are implementing an SBOE-approved HQIM (SAVVAS).

- Based on this information, it does not seem as if this scenario fits the LIFT grant pathways. LIFT is designed for districts that are either:

- Planning to adopt HQIM with eligible grade bands in the 2027–2028 school year, or
- Implementing Bluebonnet in the 2026–2027 school year.
- If a district is already implementing an SBOE-approved HQIM and plans to continue with that same HQIM in 2027–2028, it does not align with the LIFT grant’s purpose.

What if you are already implementing a HQIM from the SBOE list. But we are committed to continue adopting the SBOE HQIM in 27-28, does that make us eligible?

- No, this does not fit LIFT pathways. LIFT is for Bluebonnet adoption in 2026–2027 or planning for SBOE- approved HQIM adoption in 2027–2028.

Will there be a secondary ELAR Bluebonnet curriculum for school systems in Planning this year in LASO 3 Part C for Literacy to be able to implement next year?

- No, LASO 4 does not introduce a secondary ELAR Bluebonnet curriculum for planning this year. Districts in the planning phase will prepare for implementation using the existing Bluebonnet curriculum options outlined in the LASO 4 application. Planning is designed to support readiness for adoption and fidelity of implementation in the following year.

If we start year 1 planning and then decide to implement a non-Bluebonnet HQIM on the SBOE list, do we get 2 more years of implementation support? Or does our funding support end after the first year?

- To be eligible for continuation funding (funding after the first year), a district must adopt Bluebonnet Learning. So, in your example, funding support would end after the first year.

If a district is currently implementing an HQIM (BB) in one content area but is considering adding content moving forward, the district still needs to choose one area only correct? Cannot enter both Planning and Implementation, correct?

- You can select implementation in one subject and planning for another. If you select implementation in any category, you will enter the LIFT grant in the implementation phase, and planning supports will be added for the other category. (refer to Program Guidelines, p. 6–8)

To clarify, if we are currently in SFI and implementing, would we be considered in implementation or deeper implementation?

- You would enter implementation. Support will be customized after a needs assessment. (refer to Program Guidelines, p. 6–8)

If we received the LASO 3, can we apply for the LIFT & LIFT Add On if we were labeled School Improvement Additional Targeted and we implemented Bluebonnet in the 2025-2026 school year?

- Yes, if you align to a LIFT pathway and meet eligibility for both LIFT and the LIFT SI PLC Add on. Previous participation in LASO 3 does not disqualify you.

If we are currently in year two of implementation of Bluebonnet, are we able to apply for additional implementation support?

- Yes. You can apply under the implementation pathway. After award, your provider will conduct a needs assessment to tailor supports for your current stage. Continuation funding depends on fidelity and good standing.

If a district previously participated in Strong Foundations Planning in LASO Cycle 1, can they enter in the planning phase in LIFT?

- Yes, if you are now preparing to adopt Bluebonnet in 2027–2028. Previous participation does not prevent entry into LIFT Planning.

Section C: Prioritization

Who do I contact if I have questions about the 165 calendar days.

- Any questions about the LIFT program can be sent to lift@tea.texas.gov

If a district has less than 165 days, but has some/all of the tiers, where would they fall? Would they be below all 165+ days even if that district does not meet any of the 5 tiers?

- Districts under 165 instructional days who do not plan to increase their instructional days would not be prioritized and would fall below Tier 5.

Do half days count toward the 165 instructional days?

- Half days do count towards the 165 instructional days

If District A is less than 165 days but has some tiers and District B is more than 165 days but does not have any tiers, where would they fall?

- Districts with more than 165 instructional days or who indicate willingness to move towards 165 instructional days are prioritized. The exact tier cannot be confirmed without a full review of your district's information. Please look at the priority scale in the Program Guidelines and locate the highest priority tier that matches your school system's data—that is the tier you fall into. Within individual tiers, school systems will be ranked by district STAAR performance in 3rd grade reading, 3rd grade math, 8th grade math, or Algebra 1. For details, see page 11 of the Program Guidelines.

If my district qualifies for priority 2 but also has received SFP and SFI for bluebonnet RLA, what priority would we fall under?

- The exact tier cannot be confirmed without a full review of your district's information. Generally speaking, a district will be in the highest tier for which they qualify. Please look at the priority scale in the Program Guidelines and locate the highest priority tier that matches your school system's data—that is the tier you fall into. For details, see page 11 of the Program Guidelines.

Are smaller rural districts that have interlocal agreements governed by TEC §25.039 prioritized?**(Updated 11/07/25)**

- Yes, the current language now reads, *School districts without a full feeder pattern (K–12) will be placed at the bottom of the prioritization list. Districts with a full feeder pattern will be prioritized. Districts that have an interlocal agreement with another school system governed by TEC §25.039 will be considered as having a full K–12 feeder pattern.*

I need clarification and more information to respond to question one of the application - ELAR/SLAR. We are currently implementing HMH but wanting to plan for a new curriculum. We are currently implementing Bluebonnet math. What should we select? (Updated 11/7/25)

Based on your district's current implementation status, you might consider the following approach when completing the LASO application:

- For Math, since you're implementing Bluebonnet, you could select: "Implement Bluebonnet Learning (XYZ grade level) Math in 2026–27."
- For K–5 ELAR/SLAR, if you're not currently using an SBOE-approved HQIM, you might consider selecting: "Select an SBOE-approved HQIM during the planning year in 2026–27 and implement that HQIM in 2027–28."

Section D: Application and Submission**How do I get a link to the application?**

- Links were emailed to Superintendents on October 3, 2025. If you need to request a new link for your school system, please fill out the correct form on the TEA LASO 4 webpage: [LASO Cycle 4 | Texas Education Agency](#)

When is the deadline to apply?

- The deadline to apply is December 3, 2025 at 5:00 PM CT

If indeed board approval is required to submit LASO 4 grant applicant and if so, does it need approval prior to grant application submittal? (Updated 11/07/25)

- While the Roles and Responsibilities Insight Tool references board approval for the LIFT initiative, the LASO 4 grant application itself only requires the Superintendent's signature. This signature serves as confirmation that the district has followed its internal protocols, which may include board approval depending on local governance practices. We add this to the Roles and Responsibilities Insight Tool because most districts require board approval to apply for larger grant initiatives. This serves as a reminder or prompt that this process might be a role the board has to undertake.

I am completing my application for LIFT, but the question asks if I am implementing Bluebonnet or an SBOE-approved HQIM. Well we have already implemented Bluebonnet, so neither answer seems correct, what should I do? We will "continue" implementing, does that count? (Updated 11/07/25)

- Select the "Implement Bluebonnet" It sounds like you are currently implementing Bluebonnet Learning. Just let us know in the application that your school system will continue the curriculum in the 2026-207 school year by selecting those options.

Section E: Funding and Compliance

If a district is currently engaged in TIL through ESF Focus Grant (which expires after this year) and is in their first year of SF Implementation, are they eligible to continue their TIL support through additional pathways (such as DDI) through this grant?

- Districts in this situation have two options. Option 1: They can apply for LIFT for different schools than are participating in TIL through 26-27, or Option 2: they can apply for LIFT in the same set of schools and forego the TIL award for 26-27 should they be awarded LIFT.

The amounts listed in the guidelines are per year for the 3 years or for all 3 years?

- Amounts listed are examples of what an annual amount could be for the current cycle year. LIFT runs for three years with continuation funding. Funding is calculated based on a variety of factors. For more information see the Program Guidelines.

Does the school system have to select the same AP for RLA and Math under LIFT?

- Yes. Districts must contract with one approved provider to ensure continuity of services and alignment across coaching, implementation supports, and leadership practices. This approach helps maintain consistency in planning, pacing, and fidelity checks across content areas.

When will I receive my NOGA?

- NOGAs are issued in order received and anticipated to be issued within 60 days of successful eGrants submission of acceptance and budget workbook in eGrants.

What are the allowable uses of funds?

- Allowable use of funds can be found on page 15 of the Program Guidelines: [LIFT Program Guidelines](#)

How much funding is set aside and available for non-Bluebonnet Support Vs Bluebonnet

- There are \$200M of LIFT funding available in LASO IV. That amount is not divided between planning and implementation. You can find information on how the program is funded on Page 11 of the Program Guidelines: [LIFT Program Guidelines](#)

Can we hire a School System Lead with LIFT funds?

- Yes, if the role supports LIFT implementation. See Allowable Uses on page 17 of the Program Guidelines: [LIFT Program Guidelines](#)

What percentage of the funds must go to the approved provider?

- At least 70% of funds must go to one Approved Provider. See page 17 of the Program Guidelines: [LIFT Program Guidelines](#)

Are the amounts listed [in the webinar] per year for the 3 years or for all 3 years?

- The amounts listed are examples of what an annual amount could be for the current cycle year. LIFT runs for three years with continuation funding. Funding is calculated using a variety of different factors.

Where do I find the contract language required by state law that you mentioned?

- It is provided in all LASO IV webinar decks which are publicly available. Approved Providers have been trained and understand the language that needs to be included in the contract. Work with your Approved Provider to add in the language.

If we were awarded IL in LASO Cycle 3, do we need to use the same approved provider for LIFT?

- Ideally, districts should use the same approved provider for LIFT and the Instructional Leadership Grant to maintain continuity and coherence in implementation. However, it is not an absolute requirement. If a district determines that a different provider is necessary, for example, due to fitness or capacity, they may select a different approved provider. TEA strongly encourages alignment across grants, when possible, but flexibility exists to ensure districts can access the support they need.

On the LASO grant for LIFT, can we just apply for math since our math curriculum is Bluebonnet? We use amplify for ELA so we would not apply for support with ELA.

- That is correct. You will apply for the grant under math. On the application, you will indicate that you have already adopted Bluebonnet as your HQIM.

We currently have ~1200 students enrolled in our district. Which level of funding will we qualify for?

- Your district falls within the Very Small size range based on enrollment. Please note, funding is not based on student enrollment. Please see pages 10–11 of the [LIFT Program Guidelines](#) for details on how award amounts are calculated

In the application PDF we noticed that the LIFT add-on campuses cannot overlap with the LIFT campuses. I'm wanting to confirm if this is true or if I have misinterpreted the assurances?

(Updated 11/07/25)

- Campuses listed in the LIFT Add-On PLC support should also be included in your main LIFT application if they are identified for school improvement. The Add-On is designed to provide additional support to those campuses already participating in LIFT.

For the LIFT grant, if we have LASO 3 the IL Pathway can we still apply for LASO 4 for our CSI Federally identified campuses. If so how does that impact our year two of TIL from LASO 3?

(Updated 11/07/25)

- Applying for LASO Cycle 4 alongside existing LASO 3 IL Pathway support depends on how the scopes are defined. If the campus you have in mind for LASO 4 is the same as the one receiving LASO 3 support, and LASO 4 funds are awarded, the campus would forfeit its Year 2 IL funding from LASO 3. However, if the campus seeking LASO 4 funding is different from the one supported through LASO 3, the original LASO 3 funds would remain with that campus.

Section F: Implementation and Monitoring

What are the key program commitments?

- Committing to (with Board approval) implementing a Bluebonnet Learning (BL) product in the 2026–27 school year (if applying to the “Implementation Phase”) OR committing to selecting and implementing a State Board of Education (SBOE)-approved high-quality instructional material (HQIM) in the 2027–28 school year (if applying to the “Planning Phase”).
- Contracting with a single Approved Provider from the LASO Cycle 4 State Approved Provider list for the duration of the program.
- Submitting provider contracts and required funding summary reports to TEA.
- Securing approval from the Superintendent and Chief Academic Officer (or equivalent leader) to participate in the program.
- Appointing a designated LIFT Lead as the primary point of contact and identifying at least two additional contacts. The primary point of contact should be the equivalent of a senior academic team member or manager of campus principals.
- Participating in required TEA-led activities, including a grant kick-off and communities of practice.
- Engaging relevant school system and campus leaders, including special programs' leadership, as well as teachers, instructional coaches, special population educators and leaders, in upfront training, implementation support, and coaching.
- Participating in a needs assessment of current instructional practices and materials.
- Establishing or refining systems for instructional leadership, including schoolwide routines, observation and feedback, and student work analysis protocols.
- Submitting all required grant deliverables, including instructional framework artifacts, implementation plans, district-level instructional materials transition plan, campus-level

implementation action plans, classroom, campus, and district level observation data and student outcomes data and progress updates as requested by the Approved Provider or the TEA.

- Participating in TEA-administered surveys and/or focus groups, as requested.
- Using grant funds in alignment with the required allocation structure and ensuring all expenditures support the goals of the LIFT program.
- Permitting Approved Providers access to campuses to provide in-person support.
- Ensuring teachers have sufficient planning time and use the required protocols.
- Providing print materials for all participating teachers and students.
- Following the year-long scope and sequence for the instructional materials, where applicable.
- Meeting the minimum number of instructional minutes for the instructional materials.
- Ensuring that a number of instructional leaders, aligned with district size, will actively participate in monthly implementation support and coaching provided by the Approved Provider.
- Ensuring that the district cabinet regularly engages in data reflection/performance management routines.

All of these can be found on page 14 – 15 of the program guidelines: [LIFT Program Guidelines](#)

How will performance be evaluated?

- The applicant agrees to collect data and report on the following mandatory performance and evaluation measures, including, but not limited to:
 - Submission of required deliverables, including teacher IDs, class rosters, and planning artifacts, using TEA-provided templates. Examples include diagnostics, rollout plans, observation and feedback cycles, student assessment data, coaching plans, and professional learning session plans.
 - Active participation in implementation supports and coaching activities, such as calibration walks and use of observation and feedback tools.
 - Engagement in TEA-administered surveys for stakeholder committees, teachers, coaches, school leaders, and school system leaders.
 - Collection and submission of classroom observation data to support and assess implementation fidelity.
 - Provision of artifacts demonstrating systems-building efforts, such as lesson internalization supports, student work analysis protocols, and feedback routines.Submission of deliverables using TEA templates

Section G: Support and Resources

Where can I find additional resources or training?

- TEA LASO 4 webpage: [LASO Cycle 4 | Texas Education Agency](#)

Where can I access the program specific recording and PowerPoints following the webinar?

- The recording will be posted on the TEA LASO webpage: [LASO Cycle 4 | Texas Education Agency](#)

What support can I expect from an Approved Provider?

- Support is customized based on school system need and is evaluated using a needs assessment. Customized supports are listed on page 16 of the Program Guidelines: [LIFT Program Guidelines](#)

Section H: Contact Information

Who should I contact for questions?

- For technical/application assistance: laso@tea.texas.gov
- For program assistance: lift@tea.texas.gov