School Action Fund (SAF)

LASO Cycle 3

Create New Action

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Welcome and Thank you for Joining Today!

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

Gaby Monreal
District Specialist , School Action Fund
Gaby.Monreal@tea.Texas.gov

schoolactionfund@tea.Texas.gov

Agenda

LASO Cycle 3
SAF in LASO 3
Grants Available

School Action Fund (SAF)
Overview
SAF: Create New Action
Resources, Next Steps, and Q&A

Next Steps

FYIs

? Submit questions during the webinar using the Zoom Q&A

Webinar slides and recordings will be posted on the LASO Cycle 3 website after all webinars have been completed

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

Today's Objectives

Participants will:

- Understand the why, what, and how of the Create New School Action

- Understand what the Planning Period and Continuation/Implementation Years will include

- Discuss real-world examples of the Create New School Action and Models

LASO Cycle 3

LASO Cycle 3 will award $160M to LEAs

Includes 11 grants to support learning acceleration

Curriculum & Instruction

Strong Foundations Planning

Strong Foundations Implementation

SFI School Improvement PLC Supports

Instructional Leadership

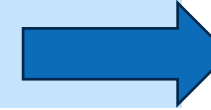Technology Lending Grant

Blended Learning Grant

Advanced Placement Computer Science Principles

More Time

ADSY Full Year

ADSY Summer Planning and Execution Program

Innovative School Models

School Action Fund

Early College High School

Pathways in Technology Early College High School

School Action Fund (Cycle 9), LASO 3

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

Innovative School Models

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

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

SAF Program Overview

Purpose

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

The 4 school actions that TEA supports are:

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

Eligibility

| Eligibility |
|---|
| Title 1 **and** Federal Accountability Designation:
 • CSI
 • TSI
 • Not ATS |
| Not previously awarded SAF, since 2019-2020 |

Best Fit For

Districts interested in:

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

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

School Action Fund Theory of Action

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

Strong Planning **+** Implementation with Fidelity **=** High Performing Schools and Improved Student Outcomes
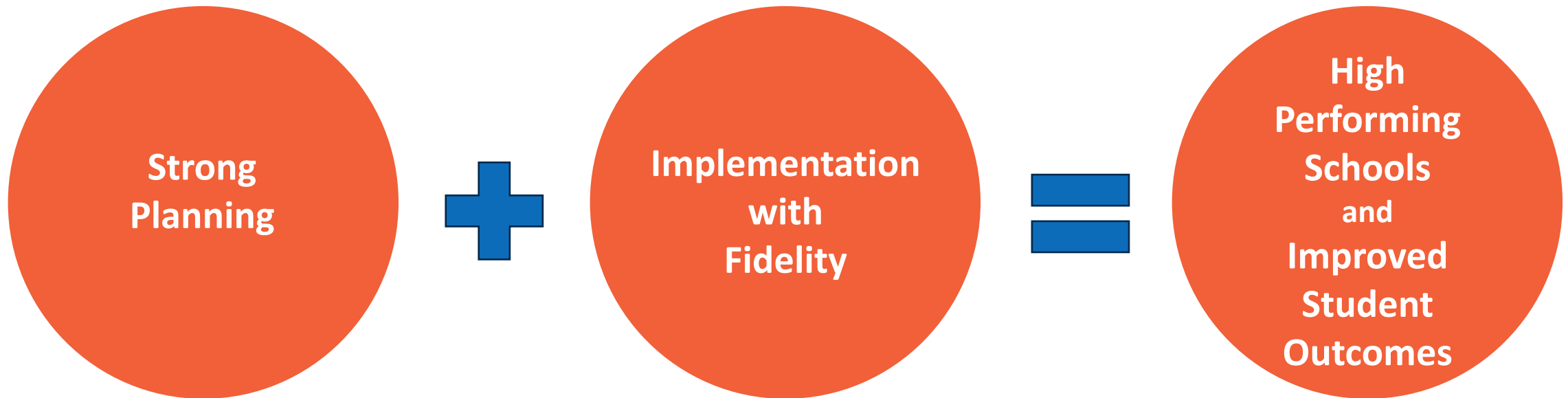
What's included in a School Action Fund grant?

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

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

School Action Fund Impact
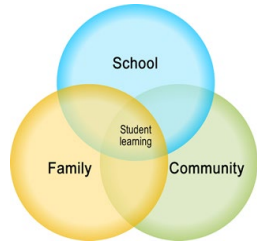
90 LEAs across all 20 ESCs
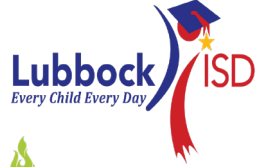
295+ School Actions Awarded/Planned/Implemented
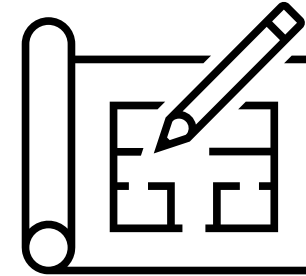
More than $232 million in direct-district grants and in-kind support

Community Engagement

HQIM

Professional Development

133,000+ students impacted

SAF Cycle 9 (LASO 3) School Actions and Models

TEA Texas Education Agency

SCHOOL ACTION FUND

Step 1: Select an Action

1. Restart an Under-Performing School
- New leader and mostly new teachers
- New academic program implemented in Year 1 (not phased in)

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

3. Redesign an Existing School
- New academic program implemented in Year 1 (not phased in)

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

Step 2: Select a Governance Type

A. District- Run
- Flexibility from district policy/ practice required

B. 1882 Partnership $
- Must meet all 1882 designation requirements

C. Governance Type and Model: N/A
- Target campus will close
- Students may be assigned to any A/B-rated campus in district, regardless of governance type or model

Step 3: Identify school model

1. ACE
2. Advanced STEM*
3. ADSY Full Year $

4. Turnaround Partnership $
- F-rated campuses, Restart only
- Eligible for pause in accountability sanctions
5. Innovation Partnership $

*Advanced STEM is available to Elementary and Middle Schools only

$ Actions/ Models that yield additional sustained funding opportunities.

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

Elements of Successful School Actions

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

Effective School Framework (ESF) alignment

High Quality Instructional Materials (HQIM)

Research based instructional strategies (RBIS)

Strategic Scheduling

Campus Leader with a track record of success

Selecting an Action

School Action Self – Assessment

The School Action Self-Assessment:

- Helps spark conversations with your fellow district leaders, your school board, and your families.
- Provides a starting place to understand which actions are the most likely to align with your school and community assets and needs.

Recommendations you will receive within this tool are created based off formulas. **This tool is not an exact science.** You know your district best, so please keep the human element in mind as you work through the assessment.

Why Create a New School?

This action requires a significant commitment on behalf of districts to take bold action…
- New campus leader
- New staff
- New CDCN
- Slow grow phase-in grades, year over year

Track record and success of the Create New Action
- *The number of "A" campuses quadrupled with SAF supports (2019-2022 data)*

Create New Action: Key Elements

Purpose and Need

- The new school is designed to fill a gap in the community, addressing specific needs such as a lack of high-quality school options or an underperforming school population.

New School Pathways

- LEAs create a new school that may be phased-in one grade level at a time OR implemented with all grade levels in a new facility or a facility that was unoccupied by a school in the previous year.
- Districts closing and repurposing an existing campus must comply with rule TAC §97.1066: Campus Repurposing and Closure.

New Leadership and Staff

- Campuses receive a new CDCN, recruit, select, and hire a new empowered campus leader and staff, and implement an evidence-based academic model, including high-quality instructional materials
- The leadership team is responsible for implementing a clear vision and mission for the school aligned with the district's goals.

Benefits of a New School Action

New, High-Performing School Option
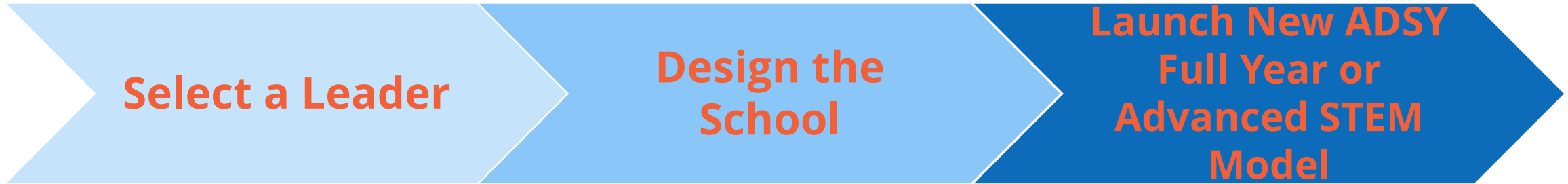
Innovative, Research-Based Models

New School Design Fellowship

Additional Funding (1882 Partnership, if eligible)

How do you plan and implement this action?

District-Managed

Select a Leader → Design the School → Launch New ADSY Full Year or Advanced STEM Model

Partnership-Managed (SB 1882)

Approve Board Policy → Launch a Call and Approve a Partner → Launch New Partnership School

How will the action be implemented?

Pre-Planning

- Learn about SAF
- Determine Action/Model
- Apply for SAF in LASO 3

Planning Year

- Engage Stakeholders
- Develop School Design Plan
- Approve Campus Performance Agreement
- Develop 2-year implementation plan

Year 1

- Launch Action
- Progress Monitoring of Model and Student Outcomes
- Set Year 2 priorities
- Sustainability Planning

Year 2

- Continue Model Implementation
- Progress Monitoring of Model and Student Outcomes
- Finalize Sustainability Plans

Sustainability

Create New Models in LASO 3

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

ACE

The five pillars of the ACE model are:
- Strategic Staffing
- Instructional Excellence
- Extended Learning Time
- Partnerships with Wraparound Supports
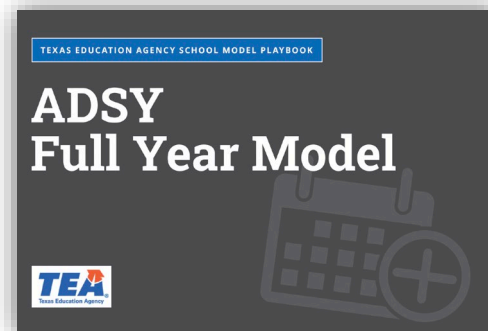- Parental and Community Organizations

Not Available for Create new school Actions

ADSY Full Year

The three components of the ADSY Full Year model are:
- Extended Year (up to 210 days)
- Reimagined schedule to increase teacher planning time
- Student Brain Breaks
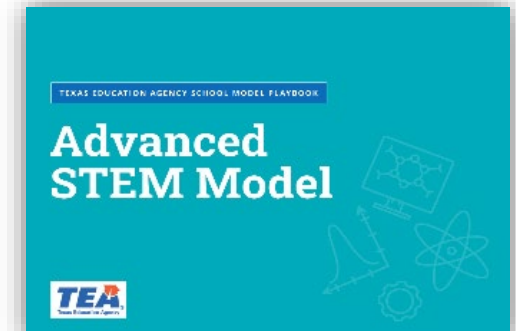- Must include an Elementary grade

Advanced STEM

The elements of the Advanced STEM model are:
- STEM integration
- Applied Learning
- Instructional Excellence
- Schoolwide Culture of Innovation

NOTE: Available to Elementary and Middle schools **only**

Governance Types

New School Action: Governance Types

District-Run

- District continues to directly run the campus and defines any flexibility from district policy in a Performance Agreement
- The district-selected leader engages in a New School Design Fellowship to craft a new school vision and design
- The new school either grows slowly year over year, or opens in a new or not-previously occupied building
- TEA-supported models are ADSY Full Year and Advanced STEM

Partner-Managed

- District launches Call for Quality Schools to seek an organization to operate the campus
- District uses strong authorizing practices to choose a partner to operate a campus as an in-district charter
- District applies for SB 1882 benefits (as much as $1,000 per pupil per year supporting the model)
- Operating Partner is given full autonomy over campus decision-making
- Operating Partner is accountable to the goals outlined in the Performance Contract

- Must prioritize enrollment for students (previously) zoned to Comprehensive/Targeted schools
- Apply for new CDCN in Planning period (by March 2026)
- Model must be ESF-aligned & meet SAF requirements (Campus leader with successful track record, HQIM/RBIS, Strategic Scheduling)

New School Action: District-Run

District-Run New Schools provide the option for districts to analyze community demand and design the learning environment that best suits their unique needs.

What it IS	What it's NOT
• An opportunity to launch a **new** school using **coherent** and **research-based** school models that families want, need, and deserve (ADSY Full Year, Advanced STEM) • A **district school** with **district students**	• Open-ended support for **untested ideas** or school models • "**Tweaking**" or small changes to an existing school

District-Run New School Pathway #1: New Building

There are **multiple pathways** to create a new district-run school depending on district circumstances and community needs. Some common examples include:
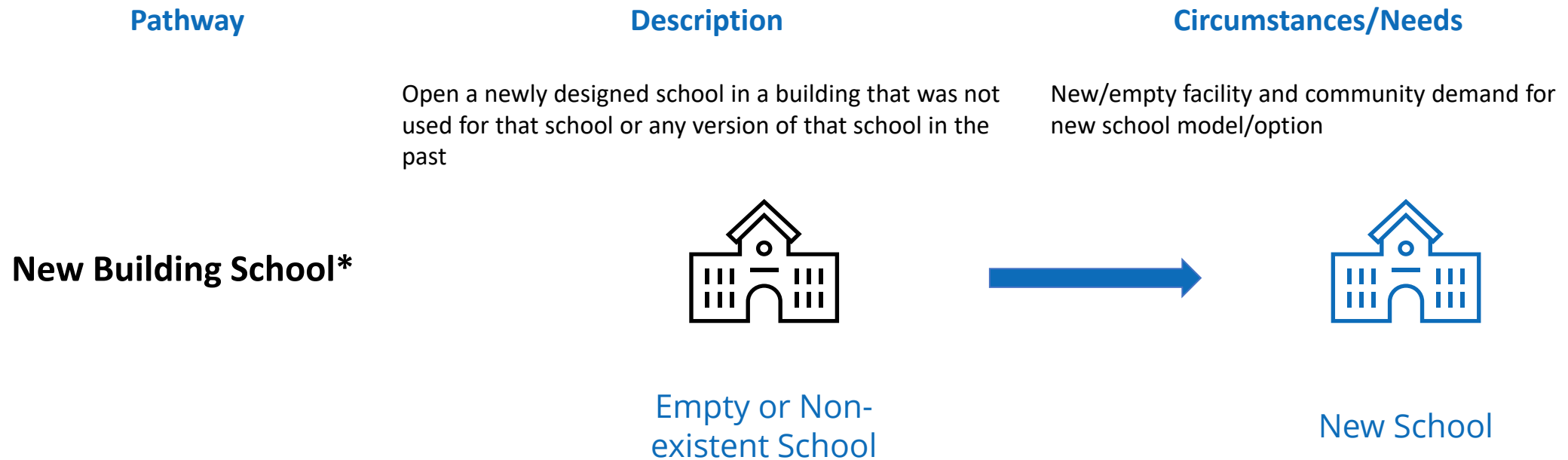
Pathway	Description	Circumstances/Needs
New Building School*	Open a newly designed school in a building that was not used for that school or any version of that school in the past	New/empty facility and community demand for new school model/option

Empty or Non-existent School → New School

*All new schools **must prioritize enrollment for students attending or zoned to a SAF-eligible campus** (Title I **and** Targeted or Comprehensive)*

*With TEA approval, grantees may choose to open with all grade levels or use an accelerated slow grow model such as two (2) grade levels per year.

District-Run New School Pathway #2: Phase In/Phase Out

Another pathway to opening a new school is to **phase in the new school** one grade level at a time while phasing out the "legacy" school.

Pathway	Description	Circumstances/Needs
Phase-In/Phase-Out*	Use the slow grow approach to slowly close an existing, struggling school and replace it with a new, district-run school	Demand for new high-quality option to serve population of a struggling school

Phase-out Campus

Phase-in Campus

Y1 → Future

All new schools **must prioritize enrollment for students attending or zoned to a SAF-eligible campus** (Title I **and** Targeted or Comprehensive)

*Phase-in and phase-out schools have **separate** leaders and educators

District-Run New School Pathway #3: Co-location

The third pathway to creating a new school is **co-locating the new school** with another school.

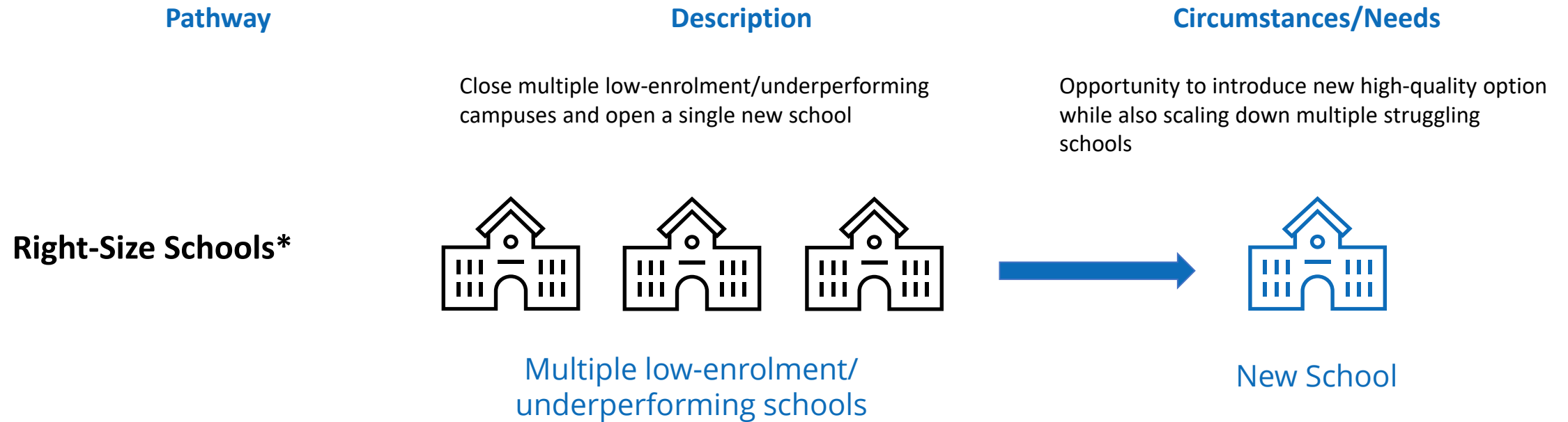| Pathway	Description	Circumstances/Needs
	Slowly grow a new school in a shared space with an existing school while gradually reducing the size of the existing school	Opportunity to introduce new high-quality option or sharing an existing school building that has the space to accommodate the new school
Co-locating Schools*		

Existing School and New School
Share the Existing Building

*All new schools **must prioritize enrollment for students attending or zoned to a SAF-eligible campus** (Title I **and** Targeted or Comprehensive)*

*Co-located schools have **separate** leaders and educators

District-Run New School Pathway #4: Right-Size

The fourth pathway to creating a new school is Right Sizing schools to better serve student needs at a New Campus.

Pathway	Description	Circumstances/Needs
	Close multiple low-enrolment/underperforming campuses and open a single new school	Opportunity to introduce new high-quality option while also scaling down multiple struggling schools

Right-Size Schools*

Multiple low-enrolment/ underperforming schools

New School

*All new schools **must prioritize enrollment for students attending or zoned to a SAF-eligible campus** (Title I **and** Targeted or Comprehensive)*

*The Right-sized New School has **separate** leaders and educators

District-Run: New School Design Fellowship

TEA
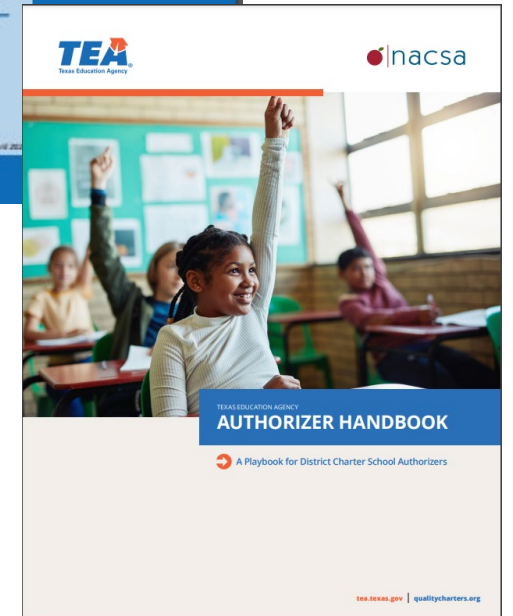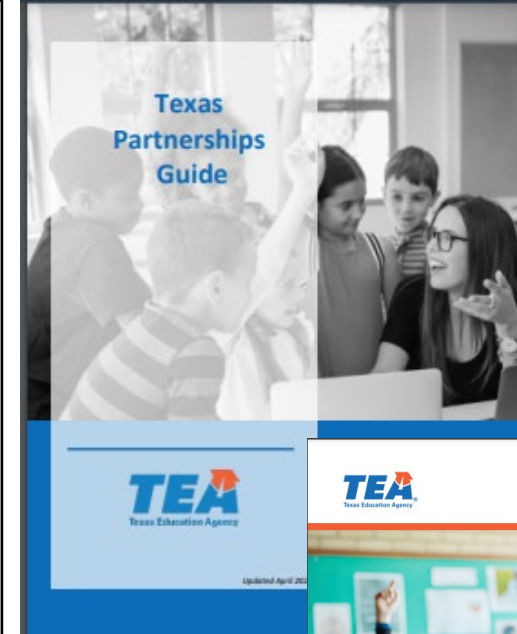
The New School Design Fellowship includes:

- Weekly, virtual Design Sessions
- In-Person cohort convenings
- 1:1 principal coach
- Dedicated district-level support with planning and grant management

Applicants selecting "Create a New School" must select and designate a campus leader no later than June 13, 2025, and commit to that empowered campus leader's full participation in the New School Design Fellowship program beginning Summer 2025.

Partner-Managed Campuses

Districts authorize an Operating Partner to manage the school through an SB 1882 partnership, which is either a Turnaround Partnership (available for F-rated campuses only, or, an equivalent, as defined by TEA, or as confirmed by internal LEA data analysis using all publicly available data) or an Innovation Partnership.

The LEA launches a Call for Quality Schools (which must require that Operating Partners implement high quality instructional materials, or HQIM, as defined later in these Program Guidelines) to recruit, evaluate, and approve a high-quality operator to plan and implement the school action(s). More information about Texas Partnerships can be found [here](#).

2025-2026 School Action Fund Grant Program Guidelines
(Program Elements, pg.17)
Partner-Managed

(ii) For partnership benefits applied to all campuses approved for the 2022-2023 school year and thereafter, evidence must be provided that the **operating partner**:

    (I) has been in existence for **at least three years** prior to undertaking the management of the district campus;

    (II) has managed **multiple campuses for multiple years**; and

    (III) has a track record of managing campuses to **academic success** or has **significantly improved the academic performance** of campuses.

(E) In order to qualify for ongoing benefits, subsequent to initial eligibility validation or approval, the eligible partnership must comply with all information requests or monitoring visits deemed necessary by TEA staff to monitor the ongoing eligibility of the partnership.

(F) To receive benefits under TEC, §11.174(f) and (g) and §48.252, the district must continuously meet the requirements in this subsection.

(G) Notwithstanding this subsection, the commissioner will treat a campus granted a charter under TEC, Chapter 12, Subchapter C, as an open-enrollment charter school under TEC, §11.174(a)(1), if the Subchapter C charter was granted by a high-quality district authorizer. A high-quality district authorizer is a district that has successfully completed a state-approved professional development program in high-quality authorizing and has operated at least four Subchapter C campuses that are eligible for benefits under TEC, §11.174, in the prior year with at least 75% of those campuses performing at or above an agency-identified threshold for each campus's School Progress Domain.

New School Action: Partnership-Managed

Texas Education Agency

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Texas Partner-Managed New Schools provide the option for districts to conduct a rigorous process and authorize a partner to manage a school as an in-district charter school to fill a need within its community

What it IS	What it's NOT
• An opportunity to authorize a non-profit, institutes of higher education (IHE), charter management organization (CMO) or government partner to improve outcomes with resources • A focus on coherent, proven school models that families want, need, and the most vulnerable students deserve • A district school with district students	• Privatizing or selling off schools • Offering district schools to partners with ambiguous ideas or untested school models • Innovation without accountability

New School Action: Partnership-Managed

New School Texas Partnerships are created when a district selects and authorizes a partner organization, such as a non-profit or institution of higher education, to manage a new school designed to fill a need in the community.

| Key Elements	Why Choose a Partnership?
• New leader, new staff - district or partner employees • District maintains ultimate responsibility over the partnership through negotiated performance measures and financial goals in the performance agreement. • Districts have the authority to monitor and provide oversight and may extend the partnership term or revoke the partnership if performance and financial goals are not met • In order for decision making rights to remain as close to the students as possible and allow for fidelity of implementation of the proposed model, partner has sole autonomy over staffing, curriculum, budgets, and calendar.	• Increase enrollment by attracting students to new offerings and/or expanding into new grade levels • Introduce new options to meet the needs of specific student groups with a more diverse set of choice schools • Expand your district's capacity and receive more resources to serve a growing student population • Attract and retain leaders and teachers by guaranteeing them the flexibility and autonomy to innovate • Replicate a high-performing, high-demand model into a sustainable network of schools.

Texas Authorizer Leadership Academy (TALA)

- Grantees awarded "Partner-managed" actions **must register** for the Texas Authorizer Leadership Academy (TALA) by **December 1st** of the **first year of the awarded grant** and **complete** TALA training by the **end of the first year of the awarded grant.**

- TALA is a comprehensive program for district leaders who are currently, or aspiring to, use authorizing practices to improve the number of high quality, best fit school options in their district. Through a cohort model, participants will learn to implement effective authorizing practices and lead change in their districts.

School Action Fund Model

Create new school Action

- ADSY FY Model

- (Advanced) STEM

ADSY Allows for Strategic Use of Time
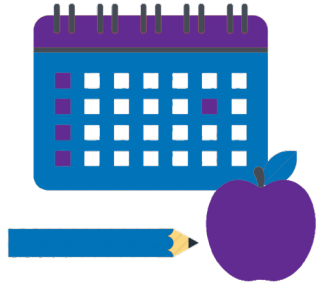
Full Year Model

- **Purpose:** Rethinking the School Day; PK-5 or K-5 grade band
- **Think:** A revamped up to 210- day calendar, with strategic schedules that increase teacher planning time and student whole child supports

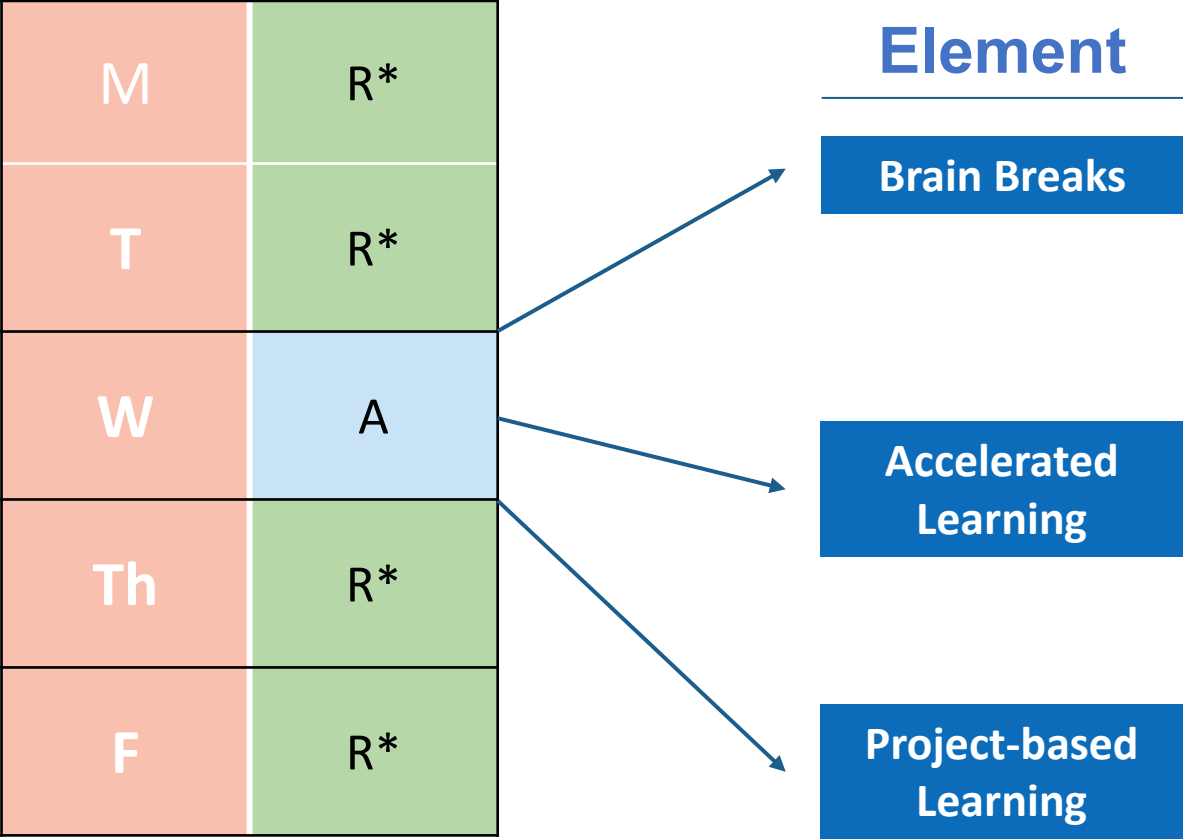Teacher Planning Time

Brain Breaks

Reimagine the Teaching Job

Accelerate & Enrich Learning

Strengthen Whole-Child Supports

Example of Strategic Scheduling

		Element
M	R*	
T	R*	**Brain Breaks**
W	A	**Accelerated Learning**
Th	R*	
F	R*	**Project-based Learning**

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

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

Outcomes by ADSY Model

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

Math % Meets
- Non-ADSY: 43% → 45% (+2ppt)
- ADSY PEP Summer: 24% → 34% (+10ppt)
- ADSY FYR: 21% → 32% (+11ppt)
- ADSY Non-PEP: 22% → 27% (+5ppt)
- 2022 / 2023

Reading % Meets
- Non-ADSY: 54% → 51% (-3ppt)
- ADSY PEP Summer: 30% → 33% (+3ppt)
- ADSY FYR: 31% → 32% (+1ppt)
- ADSY Non-PEP: 29% → 28% (-1ppt)
- 2022 / 2023
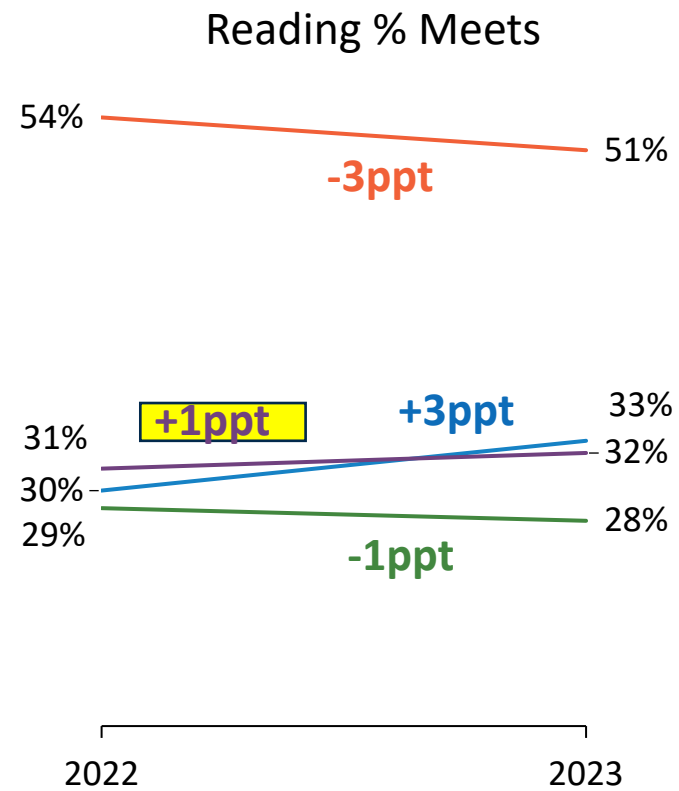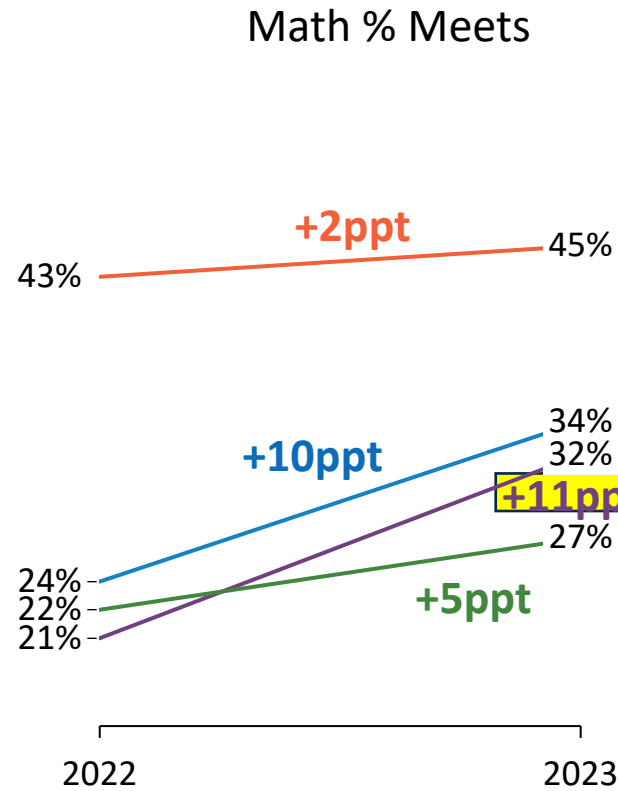
Create new school Action – Advanced STEM
Elementary or Middle Schools only

Texas Education Agency

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Advanced STEM Model — TEA

SCHOOL ACTION FUND → **Texas STEM Education Framework**
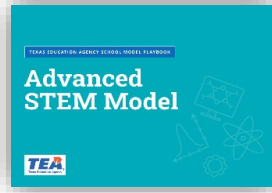
Advanced STEM

STEM Model Progression

The Advanced STEM model includes:
- STEM Integration/Cross-curricular experiences
- Applied/Hands-on learning
- STEM Integration/Cross-curricular experiences
- Instructional Excellence/STEM: "everywhere, every day" – beyond state standards
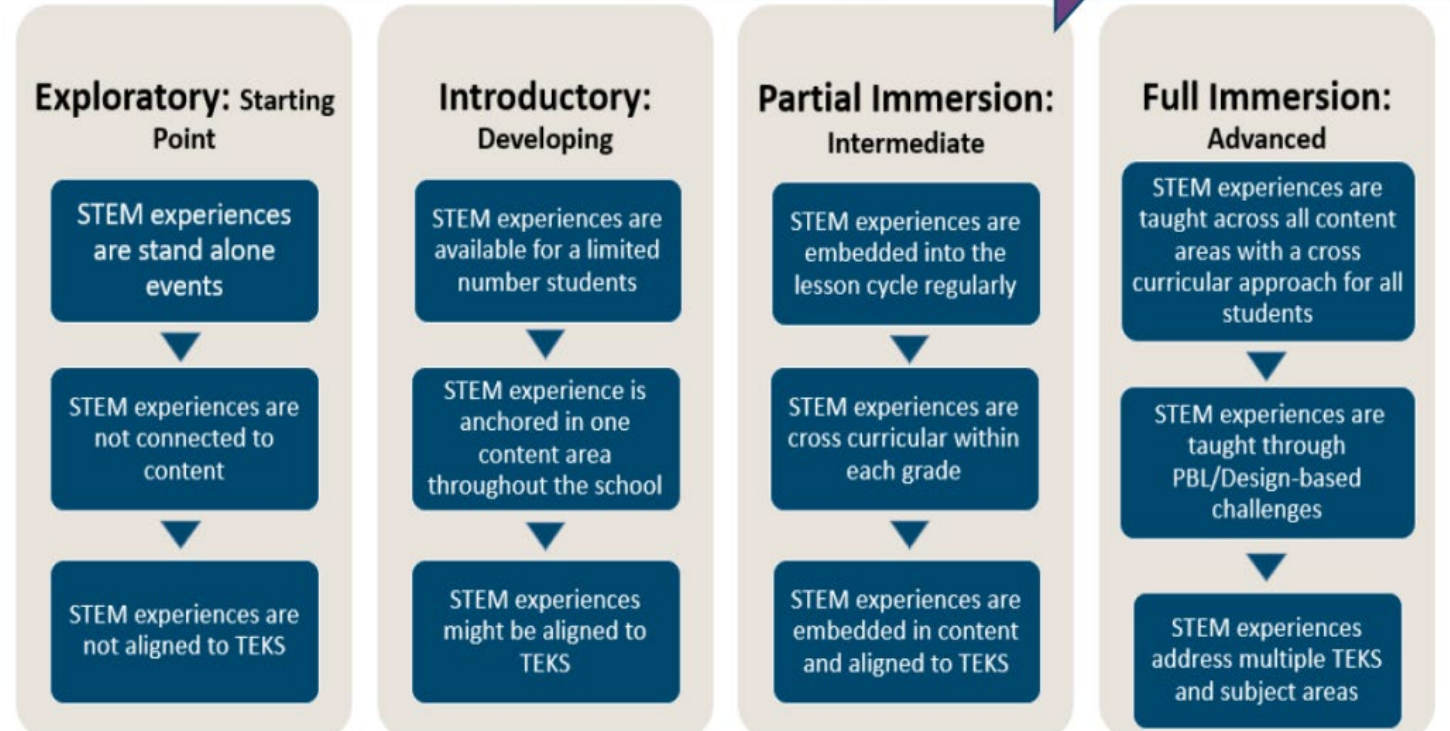- Schoolwide Culture of Innovation/Design-based thinking

Exploratory: Starting Point
- STEM experiences are stand alone events
- STEM experiences are not connected to content
- STEM experiences are not aligned to TEKS

Introductory: Developing
- STEM experiences are available for a limited number students
- STEM experience is anchored in one content area throughout the school
- STEM experiences might be aligned to TEKS

Partial Immersion: Intermediate
- STEM experiences are embedded into the lesson cycle regularly
- STEM experiences are cross curricular within each grade
- STEM experiences are embedded in content and aligned to TEKS

Full Immersion: Advanced
- STEM experiences are taught across all content areas with a cross curricular approach for all students
- STEM experiences are taught through PBL/Design-based challenges
- STEM experiences address multiple TEKS and subject areas

Prior SAF Cycles   **LASO 3→Beyond**

Wester EL, Lubbock ISD

Home of the Whirlwinds

Background and Context

- Wester scored an F in overall accountability for SY 2018-2019 school and was CS-Identified.
- The campus was performing in the bottom 5% of all elementary schools across the state.
- In the prior 7 years, Wester had been in and out of F-status overall, and had scored a D or F in Achievement each year in the same time period.
- The community was not accessing jobs in the STEAM career path, because there had not traditionally been a focus to provide specialized education in these areas.
- The mission became one of ensuring that students have access to high quality STEAM programming as a first step to launching them towards a 21st century or high-tech role with positive average income potential.

During School Action Fund Implementation

Wester EL

- Implemented flipped PLCs and Prioritization Plans
  - Teachers came to PLCs with data already analyzed, prepared for discussion and with initial plans
- Selected Math STEMscopes, incorporated the STEAM Framework, and integrated art into the curriculum
- Recruited community partners who supported STEM, such as Texas Tech University which taught after-school STEM programming

# Create new Action – Lubbock ISD

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

Post-SAF Grant Campus Data

Wester EL

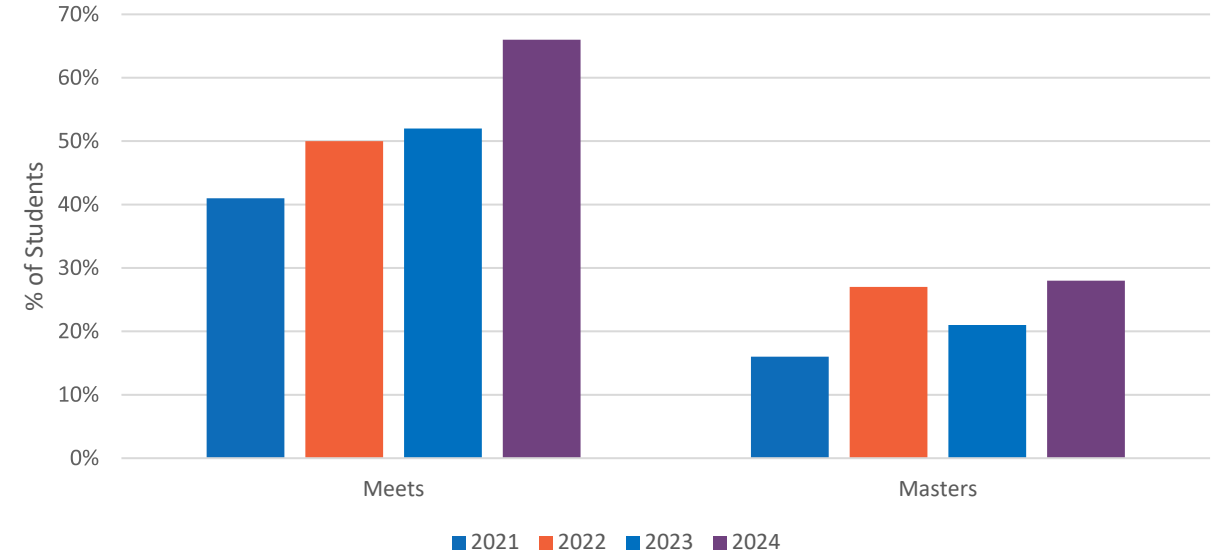### Overall STAAR Achievement Rates by Performance Standard
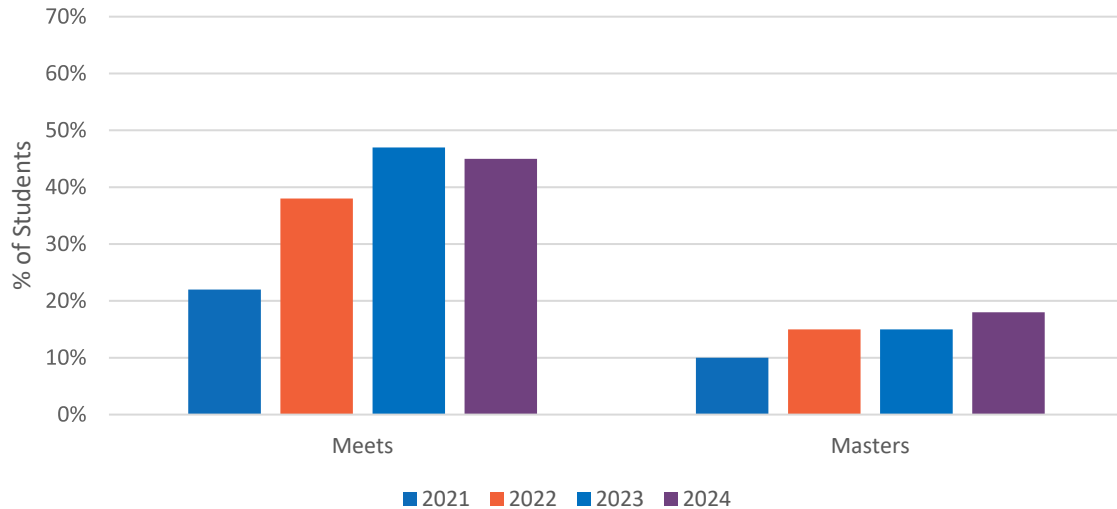
Enrollment: 395 Students

Sources:
2022-2023 *Texas Academic Performance Reports (TAPR) , Texas Education Agency*
STAAR Data *retrieved from the* Texas Assessment Research Portal

Commander William C. McCool Academy

Overall STAAR Achievement Rates by Performance Standard

Enrollment: 417 Students

Galveston ISD and Moody Early Childhood Center

- In 2015, Galveston ISD partnered with Moody Early Childhood Center to provide more infants and toddlers critical developmental services, and to introduce them to the ISD system at a time when many would otherwise stay home or attend a private preschool program
  - The district's San Jacinto Early Childhood Center served students who were 3-years old on or before Sept. 1
  - Moody ECE served younger children who were at least six weeks old

- Although curriculum was aligned across classrooms, there were still two very distinct systems in the building, with funding, personnel, and services largely separate from one another
  - One Early Childhood Center that the Moody Foundation operated, and
  - A separate public PK3 that the district operated

- The potential for more funding for PK3 students through **Texas Partnerships (SB 1882)** motivated the Moody Foundation and Galveston ISD to create a new school with a new CDCN
  - Galveston ISD authorized Moody Foundation as an in-district charter operator
  - Moody Foundation assumed responsibility and was better able to streamline their services and operations
  - What had been the "district" side of the center could access the community partners with which the Moody Foundation worked

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

School Action Fund Resources

LASO 3 Next Steps

Q&A

SAF Resources
LASO 3 Next Steps
　　　　Timeline
　　　　Submission
　　　　Application
　　　　Resources
　　　　Change Request and Declines

School Action Fund Resources

School Model Playbooks

- Center for School Action website
  - ACE
  - ADSY Full Year
  - Advanced STEM

Other Resources

- School Actions Self-Assessment
- Texas Partnerships website
  - Texas Partnerships Guide
  - TEA Authorizer Handbook

HQIM and RBIS Resources:

- SBOE website
  - Instructional Materials Review and Approval Content and Suitability Rubrics
- TEA website – HQIM and OER
- Strong Foundations website – RBIS

Center for School Actions

Office Hours	November 1, 11:00 – 12:00 pm November 7, 9:00 – 10:00 am
Schedule a 1:1 Call	Schedule a private call with the Center for School Actions Team Sarah Gudenkauf is the Director of Systems Innovation at MAYA Consulting. She is an SGS Executive Advisor and has supported multiple school districts in implementing School Action Fund grants.

LASO Cycle 3 Timeline

TEA opens application on 10/14

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

TEA announces awards on 2/20 (tentative)

TEA issues NOGAs by 5/24

October	November	December	January	February	March	April	May

TEA publishes FAQ

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

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

LEAs must complete this step for NOGAs to be issued

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

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

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

Applications must be signed by the superintendent to be accepted

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

Application Window
October 14-December 13

SAF Office Hours
November 4, 2024 | 11:00 am-12:00 pm

SAF Program Webinars
October 17- 25

- ~~Restart Action~~ webinar
  October 28, 2024 |1:00 -2:00 pm

- ~~Reassign Action~~ webinar
  October 29, 2024 |1:00 -2:00 pm

- ~~Redesign Action~~ webinar
  October 30, 2024 |1:00 -2:00 pm

- Create New Action webinar
  October 31, 2024 |2:00 -3:00 pm

REGISTRATION

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

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

Register for our upcoming informational webinars.

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

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

Questions?

Office Hours

Attend office hours for technical assistance or discussion with program teams

November 4, 11:00 a.m. – 12:00 p.m. Registration Link

FAQs

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

Email

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