

Frequently Asked Questions (FAQs)

Learning Acceleration Support Opportunities (LASO) Cycle II

Updated December 2nd, 2023

General

Section A: Eligibility Questions

Question A-1

If we received previous TCLAS or LASO awards, can we apply for LASO grants?

Answer

Receipt of TCLAS awards may or may not impact eligibility for individual LASO grants. Each grant has its own eligibility requirements. More information is available in the [LASO Cycle II Grant One Pager](#) documents on the LASO website. Full details about each grant will be available in the Program Guidelines, which will be published on October 23rd when the grant application opens.

Question A-2

Are private schools eligible to apply for LASO Cycle II?

Answer

Details regarding each LASO program's eligibility can be found in LASO's program guidelines and on the LASO website: <https://tea.texas.gov/texas-schools/health-safety-discipline/laso-cycle-ii>

Question A-3

Are there any stipulations in Cycle 2 for those that were awarded grants under LASO in Cycle 1?

Answer

Each grant will have its own specific eligibility requirements. However, broadly speaking, LEAs receiving Cycle 1 awards are not prohibited from a LASO 2.0 application.

Question A-4

School Action Fund (SAF) has a posted list of eligible campuses. Does this list apply to all of LASO?

Answer

No. This eligibility list only applies to the School Action Fund program and does not affect the eligibility of LASO's 9 other programs.

Section B: Application-Related Questions

Question B-1

Can grant application documents be made available prior to the opening of the Application Window?

Answer

Initial information about LASO Cycle II grant opportunities is being provided through the General Webinar (recording and slides now posted on the LASO website) and in the the [LASO Cycle II Grant One Pager](#) documents on the LASO website.

Detailed Program Guidelines will be posted when the application opens on October 23rd. LEAs will have an additional opportunity to learn more about individual grants in the program-specific webinars taking place between October 26th and November 3rd. Please register for these webinars in the “Key Dates” section of the [LASO Website](#).

LEAs will have 45 days to complete the grant application.

Question B-2

Are all the grants open with the one application, or do they each have their own application?

Answer

There is one application that covers all LASO Cycle II grants.

Question B-3

Can a district receive more than one grant opportunity under LASO Cycle II?

Answer

Yes, a district may apply for and receive multiple grants under LASO Cycle II.

Question B-4

Will all superintendents receive a link to the LASO Cycle II grant? Can they share that link to the grant manager or others as needed? Lastly, does the Qualtrics application allow you to save and return to the document or does it need to be completed all at one time?

Answer

Yes, the link shared with Superintendents can be shared with others to complete different parts of the application. You will be able to save and return to the application document. **A Superintendent signature will be required** on the final page of submission.

Question B-5

We have a brand-new superintendent. How can I check to make sure you have the correct superintendent on file?

Answer

Please e-mail LASO@tea.texas.gov so that we can double check we have the correct information.

Question B-6

Will ESCs be able to monitor our LEAs' grant application process like we can for federal grants in TEAL eGrants?

Answer

This application does not run through eGrants, but LEAs and ESCs may work collaboratively to support LASO applications.

Question B-7

When does an LEA need to have a firm commitment to using an approved product for 2024-25?

Answer

Once Notice of Grant Awards are sent out to districts, there will be information about when districts need to confirm their participation in the grant award.

Question B-8

Do LEAs need to name specific vendors in their application?

Answer

This inclusion will vary by grant. For better reference, a copy of the application will be published to the LASO website on Monday, October 23rd.

Question B-9

Am I able to preview a version of the application? How can I access a copy?

Answer

Yes, a PDF copy is available on the [LASO website](#)

Question B-10

Will TEA be providing the list of potential providers (vendors), or is the choice of vendors open to the LEA choice?

Answer

A list of State Approved Provider List will be available on the [LASO website](#) on Monday, October 23rd.

Question B-11

During the application process, once a district admin creates an account can they immediately start the application process and get the superintendent to sign off at then end? Can you also save and continue the application on another date?

Answer

Each application link is unique to the Superintendent's email address and to the District. If the link is shared by the Superintendent within the district, many different staff may contribute to the application, but prior to submission, the Superintendent needs to review the application in its entirety, complete the Superintendent contact information on the last page, and submit by the end date of December 7th at 5:00 pm CST. If at any time the application times out or is submitted prior to completion, please request

a new link from the link provided on the [LASO Cycle II webpage](#). You will receive a new unique link that will open your unique application and allow you to revise, edit, and Superintendent will need to sign once again.

Section C: Program-Related Questions

Question C-1

Will there be a new SAPL (State-Approved Provider List) for technical assistance providers?

Answer

Yes. The SAPL (State-Approved Provider List) will be posted on October 23rd when the application opens.

Question C-2

Will any of the LASO grants work to continue the TCLAS tutoring program initially funded through ESSER?

Answer

Math Supplemental Curriculum will provide products that can be used in tutoring for Math.

Question C-3

How can I determine any training, professional development, or compliance requirements associated with each grant?

Answer

The program guidelines will provide key details on grant requirements and assurances. Additionally, each program's application will require explicit agreement or meeting each program's requirements & assurances.

Question C-4

LEAs are required to contract with ESCs for the LASO participation? Can I opt to apply for and implement LASO as I do with the majority of our grants and administer it myself?

Answer

LEAs are under no obligation to contract with ESCs for LASO participation.

Section D: Allowable Use of Funds Questions

Question D-1

Can indirect costs be charged to the grants?

Answer

Each grant has different guidelines pertaining to indirect costs. This information will be available in the Program Guidelines in the Application Funding section under "Indirect Costs".

Question D-2

Are there options for paying salaries for staff or extra duty pay from any of these grants?

Answer

For more information regarding eligible use of funds, please review the Program Guidelines published on Monday, October 23rd.

Section E: Funding Questions

Question E-1

What is the funding source for LASO grants?

Answer

Each initiative is funded from an individual source of funds:

- Strong Foundations Planning: House Bill 4545 & House Bill 1605
- Strong Foundations Implementation: House Bill 4545 & House Bill 1605
- Technology Lending Grant: Rider 8
- Blended Learning Grant: Rider 68
- PTECH: Rider 58
- ECHS: Rider 58
- Math Supplemental Curriculum: ESSER III
- AP Computer Science Principles: Rider 74
- ADSY Summer Learning Accelerator: ESSER III
- School Action Fund: Title I

Question E-2

Is there a district match requirement for any LASO grants?

Answer

ECHS requires a 20% cost share/match. PTECH requires a 20% cost share/match. Other initiatives do not require a cost share/match.

Question E-3

What's the difference between direct grant and in kind?

Answer

Direct grants will provide direct funding for the LEAs to spend. In-kind grants will not provide direct funding to the LEA but will provide supports through other means. In LASO 2.0, the Math Supplemental Curriculum (MSC) Grant provides in-kind support through curriculum licenses.

Question E-4

Which LASO grants have In-Kind Supports and which are Direct Grant Funds?

Answer

The Math Supplemental Curriculum (MSC) Grant provides in-kind supports. All other grants will award Direct Grant Funds.

Question E-5

How do you become an approved vendor with TEA?

Answer

Each grant program has its own evaluation criteria and process to certify vendors. Information is posted publicly, and outreach is conducted so that potential vendors can take part in the application process. For more information, please contact the program-specific point of contact listed in the LASO General Webinar slide deck.

Section F: Competitive Review Questions

Question F-1

Are you going to seek reviewers, or will TEA staff complete the application reviews?

Answer

TEA staff will be reviewing applications for eligibility requirements and scoring according to the criteria for each grant.

Strong Foundations Planning (SFP)

Section A: Eligibility Questions

Question A-1

Can a district apply for both Strong Foundations Planning and Implementation at the same time?

Answer

Yes, districts can apply for both Strong Foundations LASO Cycle II grants if they are pursuing those supports in different subject areas. For example, an LEA may have built a math framework in school year 2023-2024 and is interested in applying for implementation supports for our K-5 OER math product in school year 2024-2025 through Strong Foundations Implementation. That LEA may also want to start building their literacy framework through Strong Foundations Planning in LASO Cycle II, school year 2024-2045. This is okay to do! LEAs will work with their approved provider to support them in strategically planning the best way to move through the grant deliverables process.

Question A-2

Our LEA has already been awarded the Strong Foundations Grant for Literacy Framework. Can we apply for a Math Framework?

Answer

Yes, LEAs who have previously created a literacy framework through Strong Foundations Planning may apply for and are eligible to participate in the creation of a math framework through Strong Foundations Planning.

Question A-3

Can an LEA apply to both reading and math supports or only one? Is it best to apply for only one content area?

Answer

Yes, Strong Foundations Planning applicants can apply to both Math and Literacy and will be prompted to prioritize subject areas on the LASO application.

Question A-4

May new LASO LEAs apply for both SF Planning and Implementation Option A if they are wanting to implement HQIMs in 24/25 SY?

Answer

Yes, LEAs may apply to participate in both Strong Foundations Planning and Strong Foundations Implementation simultaneously.

Question A-5

Can a district apply for the implementation grant first, or do they need to go through the planning grant first?

Answer

Yes, LEAs may apply to participate in Strong Foundations Implementation first or apply to both grant programs simultaneously.

Question A-6

If we did CRIMSI through TCLAS can we apply for Strong Foundations Planning?

Answer

Yes, LEAs who previously participated in CRIMSI or TCLAS grants may apply to participate in Strong Foundations Planning. However, LEAs that have previously participated in the standalone Strong Foundations Framework Development Grant may not re-apply for the same subject area focus as previous grant cycles.

Question A-7

If our k-5 campus started using Eureka math during the 23-24 school year, are we eligible to apply for the planning grant? This would make next year our year 2 with Eureka.

Answer

Yes, the Strong Foundations Planning grant is open to all LEAs who have not previously participated in the Strong Foundations Planning Grant in the subject area they are applying to. The program guidelines state "LEAs that have previously engaged in the Strong Foundations Framework Development Grant may not re-apply for the same subject area focus as previous grant cycles. Prior grantees for the Strong Foundations Framework Development Grant are eligible applicants in new subject areas."

Question A-8

If our k-2 campus used only part of Amplify (kinder-knowledge and skills, 1st-only skills, 2nd-only skills), could we apply for the planning grant?

Answer

Yes, the Strong Foundations Planning grant is open to all LEAs who have not previously participated in the Strong Foundations Planning Grant in the subject area they are applying to. The program guidelines state "LEAs that have previously engaged in the Strong Foundations Framework Development Grant may not re-apply for the same subject area focus as previous grant cycles. Prior grantees for the Strong Foundations Framework Development Grant are eligible applicants in new subject areas."

Question A-9

Do charter high schools qualify for Strong Foundations Planning? (Schools that do not have an elementary or middle school)

Answer

No, for Strong Foundations Planning, the grant applicant must serve K-5 students in Math or Literacy.

Question A-10

Do charter drop out recovery charter schools qualify for planning and implementation grants?

Answer

Charter schools must be open-enrollment to apply.

Question A-11

Our charter completed CRIMSI two years ago. We continued and currently use K-5 Eureka and ST Math, 6-8 Carnegie Learning & MATHia. We are interested in learning more about the LASO grant for the Strong Foundations planning. One of our main questions, not being familiar with the framework, is the time requirements for meetings, training and professional development throughout the year. We would also like to preview any accountability and/or documentation requirements.

Answer

Participation in the Strong Foundations Planning grant starts with the selection of an approved provider from the state approved provider vendor list. With this approved provider you will outline and backwards plan all of the grant requirements together. Please see the program-specific assurances in the program guidelines for more details.

Question A-12

We are in year 2 of Eureka Math and Carnegie implementation, but year 1 of the Strong Foundations Planning Grant for math. Will K-5 be eligible for the Strong Foundations Implementation grant since we will be in year 3 of implementing Eureka Math, but we will have just completed the K-12 framework? OR will only secondary be eligible?

Answer

LEAs may apply to multiple options. Eligibility for options is based on individual teacher, coach, and leader participation in prior TEA grant programs for implementation of TEA-available pilot materials for

K-5 RLA (previously known as Amplify Elementary Literacy Program), TEA-available pilot materials for K-5 Math (previously known as Eureka Math TEKS Edition) and/or TEA pilot materials for 6-12 Math (previously known as Carnegie Learning Texas Math Edition).

Question A-13

We are not participating with anything CRIMSI or LASO this year (23-24). We completed all of the CRIMSI PDs with Carnegie Learning and Eureka (20-21, 21-22). We have continued using both of the math products. Do we only qualify for Phase I - Planning? If so, will the training be similar or repetitive?

Answer

Strong Foundations Planning is a product agnostic grant opportunity. LEAs build an instructional framework to set the vision for instruction in their district in Math or Literacy. The training is centered around Research Based Instructional Strategies, change management and district level instructional management. CRIMSI professional learning focuses on implementation of specific high-quality instructional materials.

Question A-14

For the board approval to use the HQIM associated with the grant, does this approval need to take place prior to the submission of the grant?

Answer

Approval of the board of the trustees to use the instructional materials is a required assurance for this program. Proof of board approval should be maintained locally and is not required to be submitted as part of the grant application.

Section B: Application-Related Questions

Question B-1

Is it better to submit a strong foundations grant where your student scores are weakest or strongest?

Answer

The Strong Foundations Planning Grant's Program Guidelines section "Review and Funding Criteria" lists how eligible LEAs will be evaluated. The STAAR scores being used as one of the evaluation criteria are taken from the LEA as a whole, not individual campuses.

Section C: Program-Related Questions

Question C-1

Would our entire k-5 campus need to use Amplify RLA in order to apply for the planning grant?

Answer

No, the Strong Foundations Planning Grant is not associated with any particular instructional material or product and there is no requirement on the LEA to adopt or implement a specific instructional material. The Strong Foundations Planning grant is open to all LEAs who have not previously participated in the

Strong Foundations Planning Grant in the subject area they are applying to. The program guidelines state "LEAs that have previously engaged in the Strong Foundations Framework Development Grant may not re-apply for the same subject area focus as previous grant cycles. Prior grantees for the Strong Foundations Framework Development Grant are eligible applicants in new subject areas."

Question C-2

Our superintendent wants to ensure that the grant supports the current instructional program and is not an overhaul. Will the development of the framework assist with this, and is the appropriate grant to pursue?

Answer

Strong Foundations Planning provides support through an approved provider and professional development to provide information and guidance on building an instructional framework based on a district's academic goals.

Question C-3

If LEAs are not eligible to complete both planning and implementation for this grant cycle, when will the next round of implementation support be available?

Answer

At this time, we do not know what future offerings will be. As soon as we can confirm an opportunity for Cycle III, we will post information publicly.

Question C-4

Are teachers included in the Strong Foundations Planning process? Is there training that they receive?

Answer

Yes, in Strong Foundations Planning the LEA creates a Leadership Team and Committee who engage in the work of building and instructional framework. Depending on the LEA this can include Teachers, Instructional Coaches, and whoever else the LEA selects to participate. All participants will participate in a Collective Learning Series where they learn more about creating an Instructional Framework and Research-Based Instructional Strategies.

Question C-5

Where can I find a list of TEA available Instructional Materials?

Answer

A list can be found [here](#)

Question C-6

Is Strong Foundations Planning only for LEAs that currently are not using any HQIM materials?

Answer

No, these can be districts that are not using HQIM or districts that have already adopted HQIM but need additional support with stakeholder engagement and aligning their systems and structures to support implementing with fidelity. There will be an optional path for districts not using HQIM to receive

adoption supports towards the end of the grant, but districts already using HQIM or not looking to adopt will not be required to participate in that set of supports in Strong Foundations Planning.

Section D: Allowable Use of Funds Questions

Question D-1

Can Strong Foundations awards be used to help fund a salary for an interventionist?

Answer

Per the grant guidelines, LEAs may use 30% of their grant funds for other allowable costs which may include salaries or partial salaries for positions directly supporting implementation of the instructional materials.

Question D-2

What is the funding used for in the Planning? Are LEA's only able to use the grant funding to contract with approved vendors for the planning and implementation or are they able to contract with other supports (that may not be approved vendors) for additional support? Can LEAs grant funds to secure services outside of the approved vendor list or do all supports/coaching/etc have to be from the approved vendor list?

Answer

50% of the funding must go towards the contracted services with a single Approved Provider.

20% of grant funds for additional support from the approved provider and/or salaries or partial salaries for instructional coaches or other positions directly supporting the grant activities,

The remaining 30% allowable expenses varies by program.

In the Strong Foundations Planning Grant that remaining 30% can be used the following ways:

- Salary to support a project manager at the LEA
- Stipends to accommodate committee member time spent on collective learning and providing feedback on an instructional framework
- Materials and supplies needed to support the collective learning series
- In-state travel associated with grant activities

In the Strong Foundations Implementation Grant that remaining 30% can be used the following ways:

- print materials
- digital licenses
- teacher stipends
- instructional coaches

Funding shall NOT be used for non-approved Strong Foundations vendors. Per the program guidelines, a contract with a vendor that is not on the state approved vendor list is an unallowable use of funds.

Question D-3

If my district selected to apply for Strong Foundations Planning would we get to pick which curriculum provider from the approved list or are we limited to Amplify, Eureka, and Carnegie?

Answer

If an LEA is awarded the Strong Foundations Planning Grant, they may choose to contract with any of our 43 Approved Providers. Strong Foundations Planning is a product agnostic grant opportunity, meaning LEAs are not limited to using Amplify, Eureka, or Carnegie as their instructional material as part of the Strong Foundations Planning Grant assurances.

Question D-4

LEAs are required to use 50% of grant funds to contract with a single Strong Foundations Approved Provider to provide HQPL and that an additional 20% of grant funds can be optionally spent on additional support from the approved provider. Do you have further guidance on the scope of HQPL that is included in the initial 50% versus what could be added on?

Answer

LEAs will work with their Approved Provider to determine additional support, which may vary by Approved Provider. TEA will provide optional training at the start of the grant to support LEAs in this process.

Section E: Funding Questions

Question E-1

What is the medium-range funding for strong foundations planning and implementation grant funding? How is funding determined, and what is it based on?

Answer

Funding for both the Strong Foundations Planning and Strong Foundations Implementation Grants are determined by LEA size and can be seen on the [Program Overview Deck](#).

Section F: Competitive Review Questions

Question F-1

Will all districts be interviewed?

Answer

Districts may be interviewed as part of the awarding process.

Question F-2

Can you clarify the definition of rural LEA as it pertains to “the median district enrollment for the state”

Answer

A rural district has either: (a) an enrollment of between 300 and the median district enrollment for the state and an enrollment growth rate over the past five years of less than 20 percent; or (b) an

enrollment of less than 300 students. For an overview of these classifications, please visit the [District Type, 2021-22](#) page on the TEA website.

Strong Foundations Implementation (SFI)

Section A: Eligibility Questions

Question A-1

What SFI Options is my LEA eligible to apply for based on our previous experience with HQIM implementation?

Answer

Please see the [Option Pathway Guide](#) for information about eligibility as it pertains to past implementation experience.

Question A-2

Can a district apply for both Strong Foundations Planning and Implementation at the same time? Can a district apply for the implementation grant first, or do they need to go through the planning grant first?

Answer

Districts can apply for both Strong Foundations LASO Cycle II grants if they are pursuing those supports in different subject areas. For example, an LEA may have been focusing on building out a math framework in SY 23-24 and would be interested in applying for implementation supports for our TEA-available pilot materials for K-5 Math (previously known as Eureka Math TEKS Edition) through Strong Foundations Implementation in SY24-25. LEA may also be interested in starting to build their literacy framework through Strong Foundations Planning in LASO Cycle 2 in SY 24-25. This is okay to do! LEAs may apply to participate in Strong Foundations Implementation first, or apply to both grant programs simultaneously

Question A-3

If a district began using an approved product in Strong Foundations prior to 2023-24, can they still be eligible to receive support? We have several who adopted for 22-23. Does this mean that the current year is Year 2 and 24-25 would be Year 3, and so they can't receive the SF Implementation grant?

Answer

Yes, districts are eligible for support in Option B who will be in Year 2 or beyond with implementation. For more information about eligibility based on past implementation experience, please see the [Option Pathway Guide](#).

Question A-4

When looking through last year's LASO materials, I noticed that there was a SF Implementation grant offered. Was this a pilot? Are there districts currently participating? Is a list of participants available? What lessons were learned, how will next year be similar/different?

Answer

Yes, we have a number of districts implementing TEA-available pilot materials for K-5 RLA (previously known as Amplify Elementary Literacy Program) and TEA-available pilot materials for K-5 Math (previously known as Eureka Math TEKS Edition) in SY 23-24. HQIM Learning Labs is a great resource to LEAs wanting to learn more about the implementation of high-quality instructional materials. Districts can find out more by visiting this website: <https://sites.google.com/tea.texas.gov/sfp/navigation/innovator-districts-hqim-learning-labs>.

Question A-5

Can districts who purchased materials with their own money and have never received LASO apply for 1A?

Answer

Yes. For more information about eligibility based on past implementation experience, please see the [Option Pathway Guide](#).

Question A-6

May an LEA apply for all three Strong Foundations Implementation pathways?

Answer

Yes, LEAs may submit applications for multiple Strong Foundations Implementation pathways.

Question A-7

For the Strong Foundation Implementation Grant, is that only for K-5 or could it include HQIM for 6-12?

Answer

Strong Foundations Implementation Options 1 and 2 provide implementation support for K-5 options through TEA-available pilot materials for K-5 RLA (previously known as Amplify Elementary Literacy Program) and TEA-available pilot materials for K-5 Math (previously known as Eureka Math TEKS Edition) Option 3 provides implementation support for 6-12 through TEA pilot materials for 6-12 Math (previously known as Carnegie Learning Texas Math Edition)

Question A-8

Can CRIMSI districts apply to option B?

Answer

Yes, LEAs who participated in CRIMSI in 2023-2024 can apply to Option B. For more information about eligibility based on past implementation experience, please see the [Option Pathway Guide](#).

Question A-9

If an LEA has previously implemented the TEA-Available Pilot Materials, but was not previously a part of a LASO grant, are they eligible to apply?

Answer

Yes, LEAs may apply for multiple options. Eligibility for options is based on individual teacher, coach, and leader participation in prior TEA grant programs for TEA-available pilot materials for K-5 RLA (previously known as Amplify Elementary Literacy Program), TEA-available pilot materials for K-5 Math (previously

known as Eureka Math TEKS Edition) and/or TEA-available pilot materials for 6-12 Math (previously known as Carnegie Learning Texas Math Solution). For more detail, go to the Option Guide document. For more information about eligibility based on past implementation experience, please see the [Option Pathway Guide](#).

Question A-10

Are there specific 23-24 LASO grants a district needs to be participating in to qualify for Option B?

Answer

Yes, individual teachers, coaches, and/or leaders that are currently participating in the Learning Acceleration Supports Opportunities (LASO) Cycle I grant (CRIMSI or Strong Foundations Implementation) in the 2023-24 school year for K-5 RLA and/or K-5 Math are eligible for Option B (Strong Foundations Implementation Year 2) for instructional materials they are currently implementing through the LASO Cycle I grant. For more information about eligibility based on past implementation experience, please see the [Option Pathway Guide](#).

Question A-11

Are districts who participated in TCLAS Decision 2A HQIM Implementation (CRIMSI or SAVL) during 2022-23 and participated in Year 2 supports year 2023-24 eligible for Strong Foundations Implementation for LASO Cycle 2?

Answer

Yes, LEAs may be eligible but only for new participants (teachers, coaches, and/or leaders). For more information about eligibility based on past implementation experience, please see the [Option Pathway Guide](#).

Question A-12

We completed instructional frameworks as a part of the Strong Foundations Planning Grant for RLA in SY 22-23 and Math in SY 23-24. This year is our first year Implementing the TEA-Available Pilot Materials for RLA. We began implementing the TEA-Available Pilot Materials for math, prior to our Strong Foundations Planning Grant. Would we qualify for Year 2 in both RLA and Math or just RLA?

Answer

Only RLA: Individual teachers, coaches, and/or leaders participated in the Learning Acceleration Supports Opportunities (LASO) Cycle I grant (CRIMSI or Strong Foundations Implementation) in the 2023-24 school year for K-5 RLA could be eligible for Option B, Year 2 supports. For more information about eligibility based on past implementation experience, please see the [Option Pathway Guide](#).

Question A-13

So if we are choosing to implement the TEA-Available Pilot Materials, then we could apply for the Implement grant to support our implementation of it?

Answer

That is correct. Eligible applicants are LEAs implementing TEA-available pilot materials for K-5 RLA (previously known as Amplify Elementary Literacy Program), TEA-available pilot materials for K-5 Math

(previously known as Eureka Math TEKS Edition), and/or TEA-available pilot materials for 6-12 Math (previously known as Carnegie Learning Texas Math Solution).

Question A-14

If you already adopted Eureka or Amplify, do you still qualify for a Strong Foundations Implementation grant?

Answer

Yes, LEAs may apply to multiple options. Eligibility for options is based on individual teacher, coach, and leader participation in prior TEA grant programs for K-5 RLA, K-5 Math, and/or 6-12 Math. For more details, please go to the [Option Guide document](#).

Question A-15

Do charter high schools qualify for Strong Foundations Planning? (Schools that do not have an elementary or middle school)

Answer

For Strong Foundations Planning, the grant applicant must serve K-5 students in Math or Literacy.

Question A-16

Do charter drop out recovery charter schools qualify for planning and implementation grants?

Answer

Charter schools must be open-enrollment to apply

Question A-17

We would like to continue implementing more Eureka math with fidelity. Are we still able to apply for the implementation grant since we used the program during the 23-24 school year?

Answer

LEAs may apply for multiple options. Eligibility for options is based on individual teacher, coach, and leader participation in prior TEA grant programs for K-5 RLA, K-5 Math, and/or 6-12 Math. For more information about eligibility based on past implementation experience, please see the [Option Pathway Guide](#).

Question A-18

If my district did CRIMSI and other HQIMs through TCLAS, will we be able to apply for LASO Strong Foundation Planning and Implementation?

Can former TCLAS districts apply? Also, can districts who are piloting the products outside any grant apply for year one supports?

For a district in the 2nd or 3rd year of implementing Carnegie with no grant support. Are we eligible to apply for the SF Implementation Math Carnegie 6-12?

We are in year 2 of Eureka Math and Carnegie implementation, but year 1 of the Strong Foundations Planning Grant for math. Will K-5 be eligible for the Strong Foundations Implementation grant since we will be in year 3 of implementing Eureka Math, but we will have just completed the K-12 framework? Or will only secondary programs be eligible?

We are currently supporting a district with implementation of the RLA curriculum. They did not apply for LASO Cycle I but are currently in year 1 of implementation. They would like to apply for LASO Cycle II but not sure which avenue to pursue. They will be in year 2 of implementation, but since they did not participate in cycle 1 what path should they choose. We have provided the training for the teachers and IC and are continuing to provide implementation support. Can they apply for Option A?

I was reviewing the qualifications for the grant and wondered if our district began implementation of Eureka Math and Carnegie outside of a grant, do we qualify to apply?

We did CRIMSI (6-8) Carnegie Learning 21 - 23, but not this year. This year we have continued with Carnegie, but would we still need to go into Laso phase 1? Or would we be okay to go to phase 2?

We are starting from the very beginning. We are wanting to implement Eureka. Do we start with Option A?

Answer (for all situations)

Yes, LEAs may apply to multiple options. Eligibility for options is based on individual teacher, coach, and leader participation in prior TEA grant programs for K-5 RLA, K-5 Math, and/or 6-12 Math. For more information about eligibility based on past implementation experience, please see the [Option Pathway Guide](#).

Question A-19

An LEA is interested in piloting Eureka math on a few of their campuses next year before moving into district-wide implementation. Would they be eligible to receive Strong Foundations Implementation funding for this pilot or is full district implementation required to qualify?

Answer

Yes, the LEA could be eligible for funding for the pilot with a few campuses. LEAs may apply for multiple options and are not required to be implemented district-wide. Eligibility for options is based on individual teacher, coach, and leader participation in prior TEA grant programs for K-5 RLA, K-5 Math, and/or 6-12 Math.

Question A-20

We purchased and implemented Eureka Math K-5 this school year and were not a part of any grant or funding. Can we apply this year for Option A of the Strong Foundation Implementation grant? (Year 1 supports)

Answer

Individual teachers, coaches, and/or leaders that have not participated in a prior TEA grant program are eligible for Option A (Strong Foundations Implementation Year 1) for K-5 RLA and/or K-5 Math. For more information about eligibility based on past implementation experience, please see the [Option Pathway Guide](#).

Question A-21

With SFI, can LEAs and approved providers set a learning plan that does not include product academies if they have used the product through TCLAS or CRIMSI?

Answer

If an individual has implemented in a previous grant, that individual is not eligible for Option A and only eligible for Option B if they are in LASO 23-24 (which includes CRIMSI) which means they will be in Y2 Product Academies of implementation in 2024-25.

Question A-22

My school is already using Eureka in K-5...not as part of Part A Strong Foundations Planning. So, we are required to apply for Part A anyway? I had hoped to apply for Part B.

Answer

The school does not need to apply for Option A but with Option B, LEAs must have participated in LASO Cycle I for SY 23-24. For more detail, go to the Option Guide document. For more information about eligibility based on past implementation experience, please see the [Option Pathway Guide](#).

Question A-23

If we are considering this component for implementation of Eureka Math at K-5 (We have a foundations planning grant this year), one of the requirements is one "coach per product". We are a small district without a designated instructional coach at elementary-would this position be grant funded? If we do not have staffing for a coach are we disqualified from the grant?

Answer

No, your district is still eligible to apply. You do not have to designate an instructional coach for this role. You could use a principal, lead teacher, or other district staff for this position. Additionally, districts may work with their Approved Provider to identify instructional coaching supports as part of their contract.

Question A-24

For the board approval to use the HQIM associated with the grant, does this approval need to take place prior to the submission of the grant?

Answer

Approval of the board of the trustees to use the instructional materials is a required assurance for this program. Proof of board approval should be maintained locally and is not required to be submitted as part of the grant application.

Section B: Application-Related Questions

Question B-1

Can an LEA apply to both reading and math supports?

Answer

LEAs may apply for both math and RLA implementation supports.

Question B-2

Can an LEA apply for SF Implementation at some grade levels, but not all?

Answer

Yes. LEAs may apply for the grant for some campuses or grade levels. It is not required to be an LEA-wide implementation.

Question B-3

Is it best to apply for only one content area?

Answer

Applicants can apply for K-5 RLA, K-5 Math, and/or 6-12 Math.

Section C: Program-Related Questions

Question C-1

Can districts who have already been using OERs apply for Strong Foundations Implementation grant?

Answer

Yes, LEAs who have used TEA-available pilot products in K-5 RLA or K-5 Math, can be eligible for Strong Foundations Implementation grant. Please see options below to review program guidelines.

Option A - Strong Foundations Implementation Year 1 Supports: Eligible applicants for Option A are LEAs who will be implementing approved TEA-available pilot products in K-5 RLA (previously known as Amplify Texas Elementary Literacy Program) and/or TEA-available pilot products in K-5 Math (previously known as Eureka Math TEKS Edition) in school year 2024-25 with teachers, coaches, and administrators in Year 1 of implementation.

Option B - Strong Foundations Implementation Year 2 Supports: Eligible applicants for Option B are LEAs currently implementing approved TEA-available pilot products in K-5 RLA (previously known as Amplify Texas Elementary Literacy Program, Amplify Texas Lectoescritura En Español) and/or TEA-available pilot products in K-5 Math (previously known as Eureka Math TEKS Edition) in school year 2023-24 through a Learning Acceleration Support Opportunities (LASO) Strong Foundation Implementation grant.

Option C - Secondary Math HQIM Implementation: Eligible applicants for Option C are LEAs who will be implementing the approved TEA-available pilot products in 6-12 Math (previously known as Carnegie Learning Texas Math Solution) in school year 2024-25.

Question C-2

Is there a way to apply for the strong foundations planning and implementation in the same year?

Answer

Yes, districts can apply for Strong Foundations Planning and Strong Foundations Implementation in the same year.

Question C-3

What is the biggest difference between Strong Foundations Implementation and Strong Foundations Planning Supports as far as the intent?

Answer

Strong Foundations Implementation is supporting LEAs in implementing TEA-available pilot materials for K-5 RLA (previously known as Amplify Elementary Literacy Program), TEA-available pilot materials for K-5 Math (previously known as Eureka Math TEKS Edition), and/or TEA-available pilot materials for 6-12 Math (previously known as Carnegie Learning Texas Math Solution). Strong Foundations Planning is supporting LEAs in creating an instructional framework in math and/or literacy and will provide optional adoption supports if an LEA is looking to make a materials swap as a result of developing a new instructional framework (Strong Foundations Planning is the same as to the Strong Foundations Framework Development Grant currently running, but we are incorporating some continuous improvements into it that we've heard from the field). Strong Foundations Planning is not tied to any specific materials use, but the outcomes we want LEAs to work towards during Strong Foundations Planning is either selecting HQIM to use the following year (can be our TEA OER materials or other HQIM) or building stronger systems and structures to implement HQIM they may already have.

Question C-4

Can an LEA participate in Strong Foundations Implementation without previously participating in Strong Foundations Planning?

Answer

Participation in Strong Foundations Planning is highly recommended but not a requirement for this cycle.

Question C-5

Where can I confirm if our school used TCLAS in 22-23?

Answer

Please email strongfoundations@tea.texas.gov and we can provide that information for you.

Question C-6

If a district is using multiple approved products in Strong Foundations, can they receive support for more than one?

Answer

Yes, districts may apply for supports with TEA-available pilot materials for K-5 RLA (previously known as Amplify Elementary Literacy Program), TEA-available pilot materials for K-5 Math (previously known as Eureka Math TEKS Edition), and/or TEA-available pilot materials for 6-12 Math (previously known as Carnegie Learning Texas Math Solution).

Question C-7

For Strong Foundations Option C, can LEAs implement either the accelerated or the regular pathway?

Answer

LEAs in Option C may implement the regular or the accelerated version of the courses as both are TEA-available pilot materials for 6-12 Math on the Texas Gateway.

Question C-8

Are Districts required to implement every piece of the Amplify literacy suite (Amplify CKLA, Boost Reading, mCLASS, mCLASS Intervention, Amplify Tutoring, Amplify Caminos, Boost Lectura, and mCLASS Lectura) or are only certain pieces required?

Answer

No, LEAs are not required to implement every component of the Amplify literacy suite as part of Strong Foundations Implementation. LEAs will only be required to implement the TEA-available pilot materials for K-5 RLA (previously known as Amplify Elementary Literacy Program).

Question C-9

What is the format for Product Support Professional Development? Are they modules, live sessions, or both? What times of the day?

Answer

The format for professional learning will be a decision of the LEA with their approved provider. They may work together to make a plan for how to best deliver professional learning content as it meets the needs of the district.

Question C-10

I see that scope and sequence for curriculum is 180 days. What if our school year is 175 days from start to finish with students with no times in for state testing? Would we still qualify, or do we have to adjust?

Answer

Each pilot material has guidance for adjusting the scope and sequence based on the number of instructional days in each school year. You can learn more about the materials themselves on the [TEA Available Instructional Materials website](#).

Question C-11

Is training customized to the language needs of dual language program students? Spanish training vs. English training

Answer

Professional learning content is designed to support teachers and teachers who are implementing K-5 RLA product in English and Spanish within a dual language program.

Question C-12

What supplemental materials have been approved for Math?

Answer

Approved supplemental materials for Eureka Math TEKS Edition include ST Math and Zearn Math; approved supplemental materials for Carnegie Learning Texas Math Solution include MATHia.

Question C-13

Will districts get the vendor product (Amplify/Eureka) for 2023-24 or the TEA version of it?

Answer

The approved core products for LASO Cycle II are TEA-available pilot materials for K-5 RLA (previously known as Amplify Elementary Literacy Program), TEA-available pilot materials for K-5 Math (previously known as Eureka Math TEKS Edition), and/or TEA-available pilot materials for 6-12 Math (previously known as Carnegie Learning Texas Math Solution). HB 1605 requires the SBOE to review all instructional materials, including the current TEA Open Education Resource Pilot Products as listed here. The board is tentatively scheduled to review an initial batch of instructional materials in November of 2024, for use in the 2025-26 school year. This means that the print materials you receive in the Spring of 2024 as part of LASO Cycle II are pilot products and have not yet been reviewed nor approved by the SBOE in the new Instructional materials review and approval (IMRA) process. TEA available pilot materials have been field tested in pilots to support continuous improvement of the product. This feedback will be incorporated into a final Edition 1 that the Agency will submit to the SBOE for the inaugural IMRA process.

Question C-14

Can a district apply to implement only the Knowledge OR Skills units in Amplify K-2?

We would like to use a different phonics program for k-2 in conjunction to amplify. would that be allowed with the implementation grant?

Answer (for both)

LEAs must implement both Knowledge and Skills to be eligible.

Question C-15

Will recipients have access to Amplify mClass, Amplify Boost, and Amplify Intervention, as well as the Amplify Texas Elementary Literacy Program?

Answer

Per the grant guidelines, LEAs may use 30% of their grant funds for other allowable costs which may include approved supplemental materials.

Question C-16

What all is included in the Amplify Texas Elementary Literacy Program?

Answer

The TEA-available pilot materials for K-5 RLA (previously known as Amplify Texas Literacy Program) contains teacher guides, student activity books, readers, trade books and more. For a complete list of included materials by grade, please refer to the Texas Amplify Program Guide.

Question C-17

If LEAs are not eligible to complete both planning and implementation for this grant cycle, when will the next round of implementation support be available?

Answer

At this time, we do not know what future offerings will be. As soon as we can confirm an opportunity for Cycle III, we will post information publicly.

Section D: Allowable Use of Funds Questions

Question D-1

Strong Foundations Implementation is limited to the products TEA endorses, correct?

Answer

Strong Foundations Implementation will support districts with the implementation of TEA-available pilot materials for K-5 RLA (previously known as Amplify Elementary Literacy Program), TEA-available pilot materials for K-5 Math (previously known as Eureka Math TEKS Edition), and/or TEA-available pilot materials for 6-12 Math (previously known as Carnegie Learning Texas Math Solution).

Question D-2

Can districts in 1B use their funds to purchase Amplify PD?

Answer

No, districts in 1B can use funds to purchase professional learning from the approved provider list.

Question D-3

Can Strong Foundations awards be used to help fund a salary for an interventionist?

Answer

Per the grant guidelines, LEAs may use 30% of their grant funds for other allowable costs which may include salaries or partial salaries for positions directly supporting implementation of the instructional materials

Question D-4

Is the implementation grant allowed to purchase Tier 1 HQIM materials?

Answer

Per the grant guidelines, LEAs may use 30% of their grant funds for other allowable costs which includes aligned print materials.

Question D-5

If awarded Option B or C, can I use this funding to purchase print material consumables?

Answer

Yes, LEAs may use up to 30% of grant funds for other allowable expenses, which can include print materials.

Question D-6

Are LEA's only able to use the grant funding to contract with approved vendors, or are they able to contract with other supports (that may not be approved vendors) for additional support?

Answer

50% of the funding must go towards the contracted services with a single Approved Provider.

20% of grant funds for additional support from the approved provider and/or salaries or partial salaries for instructional coaches or other positions directly supporting the grant activities,

The remaining 30% allowable expenses varies by program.

In the Strong Foundations Planning Grant that remaining 30% can be used the following ways:

- Salary to support a project manager at the LEA
- Stipends to accommodate committee member time spent on collective learning and providing feedback on an instructional framework
- Materials and supplies needed to support the collective learning series
- In-state travel associated with grant activities

In the Strong Foundations Implementation Grant that remaining 30% can be used the following ways:

- print materials
- digital licenses
- teacher stipends
- instructional coaches

Funding shall NOT be used to non-approved Strong Foundations vendors. Per the program guidelines, contracts with a vendor that is not on the state approved vendor list is an unallowable use of funds.

Question D-7

Can I use this funding to pay for self-printing of print materials?

Answer

LEAs in Option B and Option C may use up to 30% of grant funds for other allowable expenses, which can include the printing of instructional materials. LEAs must abide by all applicable regulations and laws in the printing of these materials. For further assistance please reach out to printoperations@tea.texas.gov

Section E: Funding Questions

Question E-1

I am currently in my second year of implementation of TCLAS with Eureka math and PHD Science. I will have money left over which I am hoping will carry over. My question is should I apply to help maintain coaches and materials.

Answer

The TCLAS grant for Decision 2C is a GR funded grant and will end on 5/31/2024. This date will be the last opportunity for a drawdown on TCLAS 2A funds, and they will not carry over.

Question E-2

Is digital access included in the Strong Foundations Implementation grant?

Answer

If awarded Option A, digital access will be included for both K-5 RLA and K-5 Math.

Question E-3

When will print materials arrive?

Answer

It is currently estimated that Option A participants will have materials arrive in February or March. Print materials are not provided via in-kind print support for Options B and C. If LEAs would like to purchase print materials, they can reach out to the publishers directly for estimates. Please note, LEAs cannot use direct grant funds to purchase instructional materials until after March 1, 2024 and after a NOGA has been issued.

Question E-4

Is a second order available when school starts and the growth has exceeded the expectations?

Answer

If you are awarded Option A, we will be basing your print orders off of what was entered into the Qualtrics section of the application and changes will be limited due to financial constraints of the grant. If additional items need to be ordered when the school year starts, that will be at the expense of the LEA.

Question E-5

Is there a supplement/supplant provision for this grant?

Answer

The supplement, not supplant provision does not apply.

Question E-6

What is the medium-range funding for strong foundations planning and implementation grant funding? How is funding determined, and what is it based on?

Answer

Funding for both the Strong Foundations Planning and Strong Foundations Implementation Grants are broken down by LEA size and can be seen on the [Program Overview Deck](#)

Question E-7

How are materials paid for in Strong Foundations Implementation? Does the school purchase the materials out of its 20% or 30%? Is the 20% or 30% enough funding to purchase all needed materials?

Answer

LEAs in Strong Foundations Implementation Option A will receive in-kind print materials. Per the grant guidelines, LEAs in Options B and C may use 30% of their grant funds for other allowable costs which includes aligned print materials. For support in estimating the cost of print materials, the TEA has developed a tool to assist in the estimation of print costs. Please reach out to printoperations@tea.texas.gov to receive this tool. Please note, this tool is only meant to assist in the estimation of cost, not an actual calculator of the costs of printed materials. Publishers determine the pricing and is subject to change at the discretion of the publisher. You may also reach out to publishers directly to discuss pricing.

Question E-8

The \$3,000 in funding per teacher, coach, administrator - is that all participating in Amplify implementation or is that funding reflective of staff participating in a campus-based implementation team? So, if we have 5 campuses participating and each campus has 10 teachers, 2 instructional coaches and 1 administrator: would we receive \$3,000 for all 13 staff members at each campus?

Answer

LEAs awarded Option A and/or Option C will receive \$3,000 per participating staff (LEAs awarded Option B will receive \$1,500 per participating staff). Participating staff will be required to complete role-specific assurances including attending all required professional learning. For example, a LEA awarded Option A implementation supports for 13 staff per campus for 5 campuses would receive \$3,000 per staff for 65 staff, or a total of \$195,000 (in addition to the funding for technical assistance based on LEA size on slide 43 from the Strong Foundations [webinar](#)).

Question E-9

If we apply for the implementation grant and are awarded, is there a penalty for decreasing the number of schools we want to implement within?

Answer

Following awards announcements, LEAs will have 30 days to complete their applications in eGrants. Please finalize your budget within that time. We are not accepting declines after the NOGA has been awarded.

Question E-10

We are currently using Eureka Math for our students, but if we are fortunate enough to be awarded the implementation grant for option A: K-5 math, would we still receive a "pallet of materials" for each teacher?

Answer

Yes, LEAs would be provided in-kind print materials for new teachers and students for the full year, including manipulatives and trade books, in addition to digital access to the core materials.

Question E-11

How many pallets should I expect to receive if being provided print for Option A?

Answer

We estimate one pallet per teacher piloting.

Question E-12

Will these print materials be available for purchase, or should we plan on self-printing? If we use the TEA-available pilot materials, will there still be need to use the digital versions of Eureka, Carnegie and Amplify?

Answer

If an LEA is awarded Option A, the print materials will be provided for the LEA via in-kind support. If an LEA is awarded Option B or C, they may choose to procure those instructional materials from a publisher or self-print them. If self-printing, LEAs must abide by all applicable regulations and laws in the printing of these materials. For further assistance please reach out to printoperations@tea.texas.gov. SY24-25 print materials will match digital versions

Section F: Competitive Review Questions

Question F-1

Will all districts be interviewed?

Answer

Districts may be interviewed as part of the awarding process.

Question F-2

Is there a preference for Implementation awards for districts who received planning awards last year?

Answer

For Strong Foundations Implementation Option A, applicants with current participation and good standing in Strong Foundations Planning in the 2023-24 school year based on rank order of STAAR scores from lowest to highest will be awarded first. See more information about the process for awarding eligible applicants starting on page 14 of the Program Guidelines.

Question F-3

Can you clarify the definition of rural LEA as it pertains to “the median district enrollment for the state”

Answer

A rural district has either: (a) an enrollment of between 300 and the median district enrollment for the state and an enrollment growth rate over the past five years of less than 20 percent; or (b) an enrollment of less than 300 students. For an overview of these classifications, please visit [here](#)

Blended Learning Grant (BLG)

Section A: Eligibility Questions

Question A-1

Does a district need to already be a part of pre-existing cohorts to apply or are districts applying to be a part of a new cohort?

Answer

There are eligibility differences between the Planning and Strategic Operations cohort.

For the Planning Cohort, LEAs must have participated in LEAs must have participated in at least one of the following:

- 21-22 - CRIMSI 1.0 Standalone grant program
- 22-23 - TCLAS: Decision 2A: CRIMSI/SAVL or 2B: Print Product Academies
- 23-24 - LASO 1.0: 1A (CRIMSI), 1B (CRIMSI Local Implementation), or 1C (ESC SFI)
- LASO 2.0: 1A (CRIMSI), 1B (CRIMSI Local Implementation), or 1C (ESC SFI)

For the Strategic Operations Cohort, LEAs must have participated in one of the following current and/or previous TEA Blended Learning Grant Programs:

- LASO BLG Math (First year of execution in 2023-2024)
- LASO BLG RLA (First year of execution in 2023-2024)
- TCLAS 3A Math (First year of execution in 2022-2023)
- TCLAS 3A RLA (First year of execution in 2022-2023)
- SAF Blended Learning Redesign (First year of Continuation in 2021-2022)
- MIZ Grant (First year of execution in 2021-2022 or prior)

More information about eligibility can be found in the [Program Guidelines](#) on page 9.

Question A-2

Are campuses who participated in TCLAS SAF (BL Redesign) eligible for the Strategic Operations Cohort?

Answer

Yes, see specific participation eligibility in the question above (A-1) or find more information in the [Program Guidelines](#) on page 9.

Question A-3

Can you qualify for the strategic operations cohort without any previous participation in relevant programs?

Answer

Eligible applicants must have participated in one of the Blended Learning Grant Program, Math Innovation Zones, or School Action Fund Blended Learning Redesign. The initiative participation outlined for each cohort is one of the eligibility requirements. The rationale is to ensure that there is a strong existing foundation of Tier 1 planning and implementation prior to planning for blended learning or strategic operations.

Question A-4

Where can we find which LEAs participated in the Blended Learning Grant Program, Math Innovation Zones, or School Action Fund Blended Learning Redesign?

Answer

If you are a prospective applicant and are unsure, you can reach out to blendedlearning@tea.texas.gov with your district or charter name.

Question A-5

We currently have the Blended Learning from LASO Cycle I and wish to apply for the Strategic Operations cohort, but I notice that there must be evidence of (supplemental product) implementation during the spring of 2023, but this school year is our first year of implementation.

Answer

LEAs applying for Strategic Operations cohort need to supply evidence of high-quality supplemental product use. LEAs who started in LASO 1.0 are eligible for the Strategic Operations grant but will need to supply evidence of product use and will be assigned points based on that product use. If an LEA in that group does not have evidence of use, they would not be eligible. Note that evidence is not limited to current Blended Learning Grant eligible supplemental products.

Question A-6

Are there specific supplemental products that you must show evidence of for the Strategic Operations Cohort?

Answer

No specific supplemental product is required for submission of the Supplemental Usage Scoring Attachment, but products listed will need evidence of research-based usage targets. The purpose is for LEAs to show evidence of high-fidelity research-based usage targets -- through the percentage of students meeting that high-fidelity usage of a supplemental product implemented during the Spring of 2023 -- in their proposed campus(es), grade-levels, and subject(s).

Question A-7

Do we still qualify to apply since we are just starting the implementation of the online program? We previously used a different program, but with the LASO grant we have switched to using Amplify Boost.

Answer

No specific supplemental product is stated in the program guidelines for submission of the Supplemental Usage Scoring Attachment.

Question A-8

Strategic Operations looks similar to the TEA Strategic Staffing model. Would this be a qualifier for Strategic Operations?

Answer

There is some overlap, but the Strategic Operations Cohort is predicated on having a strong blended learning program as its foundation. That being the case, eligible applicants for the Strategic Operations Cohort must have participated in one of the Blended Learning Grant Program, Math Innovation Zones, or School Action Fund Blended Learning Redesign.

Question A-9

Are only schools that have been part of our MIZ grant prior allowed to be included in this application or are additional campuses permitted to be added?

Answer

Districts who are eligible for the BLG strategic operations cohort may include previous MIZ/non-math participating campuses, as well as other campuses that have implemented a blended model and determined, by the district, to be best equipped to meet grant requirement and assurances in the program guidelines.

Question A-10

Are districts that received funding under the 2022-2024 Blended Learning Execution Grant eligible to apply under the Strategic Operations Cohort?

Answer

Yes, if a district was awarded funding for the 2022-2024 Blended Learning Execution Grant, they will need to check one of the following for question 6 on the LASO 2.0 application for BLG:

- LASO Math (First year of execution in 2023-2024)
- LASO RLA (First year of execution in 2023-2024)

Question A-11

Are rural LEAs with small campuses (one teacher, per grade, per subject) eligible for the planning cohort or is a large-scale model required?

Answer

Yes, LEAs with small campuses are eligible. LEA eligibility can be found in the [Program Guidelines](#) on page 9.

Question A-12

Can we apply for licenses for Zearn K-2 and iReady 3-8, even if we have begun implementation this year?

Answer

Both the planning cohort grant and the strategic operations cohort grant can use grant funding for licenses. Note that the supplement, not supplant provision does apply to this grant though, so any grant expenditures would need to be supplementing existing programming.

Question A-13

If we implemented iReady this year, would we still be eligible to apply for the planning grant?

Answer

Yes, planning grant eligibility for LEAs can be found in the [Program Guidelines](#) on page 9. Note that the supplement, not supplant provision does apply to this grant though, so any grant expenditures would need to be supplementing existing programming.

Question A-14

We were part of Decision 10. Planning year - 2021-22, Year 1 Continuation - 2022-23, Year 2 - 2023-24. Do we qualify for the Strategic Operations grant?

Answer

Yes, please check the following on question 6 of the LASO 2.0 application for BLG:

- SAF Blended Learning Redesign (First year of Continuation in 2021-2022)

Question A-15

Does Carnegie/Eureka still qualify as HQIM with the new release of the HQIM rubric process?

Answer

The SBOE is working toward approval of the first materials in the new IMRA process in November for 2024. Until that time, the working definition will apply to the TEA pilot materials.

The current pilot materials (including Eureka Math TEKS Edition and Carnegie Learning Texas Math Solutions) meet the working definition of HQIM here: <https://tea.texas.gov/academics/instructional-materials/high-quality-instructional-materials> but will require official review in the new IMRA process by the State Board of Education to be approved as HQIM moving forward. High-Quality Instructional Material (HQIM) will be defined moving forward by the new Instructional Materials Review and Approval (IMRA) process set up by House Bill (HB) 1605.

Question A-16

We received Technology Lending and Blended Learning grants this year as well. Are we able to apply for Technology Lending and Blended Learning again in LASO Cycle 2?

Answer

For Blended Learning Grants, you can apply if you meet previously outlined eligibility requirements. Full LEA eligibility can be found in the [Program Guidelines](#) on page 9. Note that the supplement, not supplant provision does apply so any grant expenditures would need to be supplementing existing programming.

Section B: Application-Related Questions

Question B-1

Can an LEA apply for MSC (Math Supplemental Curriculum grant) and BLG in the LASO 2.0 grant?

Answer

Yes, an LEA can apply for both the MSC and BLG grants under LASO 2.0.

Question B-2

Can an LEA apply for both Blended Learning pathways, or do they need to select a singular one?

Answer

LEAs may apply for either the Planning or Strategic Operations Grant since the eligibility requirements are different.

Section C: Program-Related Questions

Question C-1

What qualifies a teacher as a “Master Teacher” as defined within the grant Program Guidelines?

Answer

Generally, a master teacher would be one who leads the Tier 1 instruction and has larger responsibilities. This is not intended to mean the teacher needs to be designated under the Teacher Incentive Allotment, though (although that certainly may be the case).

Question C-2

Are all products in English and Spanish for EBs and DLI classrooms?

Answer

Supplemental products are required to provide a full list of language supports for emergent bilingual students and multilingual learners included in the instructional materials and assessments, by grade-level, such as translated, trans adapted, and/or authentic texts.

Question C-3

Can we still use our current LMS (Learning Management System) to support Blended Learning?

Answer

The grant program is LMS-agnostic - the focus is more on the specific supplemental products being used.

Question C-4

Will there be support for creating the implementation plans?

Answer

There are supports through a community of practice with experts from Texas Tech, and optional vendors grantees can use grant funds to support the design and implementation process.

Question C-5

How many classes should be included in the (Strategic Operations) pilot? Does it have to be the whole district doing the model or can we select grades?

Answer

The pilot should include one full grade-level (math or reading) at the participating campus(es).

Question C-6

For the Strategic Operations Cohort, can a district that is already implementing one blended learning model (e.g. rotation) opt to shift to a different model (e.g. flex) under the grant?

Answer

Yes, districts may choose the best available blended model for classrooms based on need.

Question C-7

Are there currently schools successfully implementing this type of blended learning model?

Answer

There are school systems implementing elements of the Strategic Operations Cohort models. Examples of these similar operational shifts in staffing and/or scheduling can be found in the [TEA Blended Learning Supports page](#). The grant is intended to be utilized to further these types of models specifically using blended learning as a foundation, so some elements may be more unique to awarded grantees.

Question C-8

How does the Raise Your Hand RBL Grant align to Blended Learning?

Answer

The RBL grant through Raise Your Hand Texas definition and implementation of blended learning are similar to the TEA Blended Learning Grant Program, however participation in the RBL grant has no effect on eligibility purposes for the LASO-BLG application.

Question C-8

What would a day of Blending Learning Look like? We do CRIMSI.

Answer

There are several examples from a weekly BL schedule from Texas ISDs in the [TEA Blended Learning Supports page](#).

Question C-9

What happens if we cannot locally fund the software in year 3?

Answer

The intent of the Blended Learning Grant is to design and implement a future self-sustaining blended learning model. Elements of the program will include sustainability planning to support future budgeting processes.

Question C-10

Are Texas districts only allowed to work with vendors who are on the preferred provider list for the Blended Learning grant, or can they use providers not on the list?

Answer

Blended Learning Grant awardees can only use their direct grant funds with vendors on the SAPL list.

Question C-11

Is there a list of specific products that you must use with the acceptance of this grant?

Answer

LEAs do have specific supplemental products for math and RLA subjects, more details can be found in the webinar deck [here](#) with Tier 1 curriculum being aligned with a High-Quality Instructional Material curriculum (HQIM).

Section D: Allowable Use of Funds Questions

Question D-1

Will the grant support a FT Project Manager for the district?

Answer

Yes, that is an eligible expense for BLG project managers with at least 50% of their time devoted to the BL grant support.

Section E: Funding Questions

Question E-1

Will the approved blended learning tech platforms and full list of approved providers be released before the grant application closes?

Answer

We are working hard to finalize it as quickly as possible and are aiming to do so before the grant application closes. Products available will be published prior to award notices February 8, 2024. RLA products, LEAs may propose any RLA blended product for TEA review and approval, and there are three that are pre-approved.

Section F: Competitive Review Questions

Question F-1

So, after we submit the initial Qualtrics application, will TEA send us the Software Usage Scoring Attachment for more information?

Answer

All application questions, including the Software Usage Scoring Attachment (example [here](#)) are to be submitted at the same time as an upload into the Qualtrics survey.

Technology Lending Grant (TLG)

Section A: Eligibility Questions

Question A-1

We were awarded the TLG in a previous cycle. Are we eligible to apply and receive this grant this year?

Answer

Eligible applicants include school districts and open-enrollment charter schools. Prior participation in TLG is not a barrier to applying for this year's program.

Question A-2

It says we are required to use an OER at least 51% of the time. What is considered an OER to qualify for this grant?

Answer

OER is considered to be any resource found on the TEA Available Instructional Materials webpage, or any resource that is deemed to be of high-quality instructional material that the LEA is currently using.

Question A-3

If we do not plan to utilize the TEA Instructional Materials through other LASO grants, should we apply? We need to purchase laptops for our students to remain 1:1.

Answer

Eligible applicants include school districts and open-enrollment charter schools. Prior participation in TEA instructional Materials does not prohibit you from applying to TLG. However, program assurances require that the device will be used for instruction with TEA Available Instructional Materials (OER) for at least 51% or the majority of the time.

Question A-4

If we use SAVVAS Math and HMH Into Reading, do we qualify? We don't use Amplify reading

Answer

Aside from the usage of high-quality instructional materials, eligible applicants also include non-participants of materials listed on the TEA Available Instructional Materials page.

Question A-5

Must the devices be used with the TEA OER materials (at least 51% of the time)? If we do not have any classes using those materials, are we ineligible?

Answer

This is an assurance that LEAs will use devices bought with grant funds be used for instruction with TEA Available Instructional Materials (OER), or other high quality instructional materials for at least 51% or the majority of the time.

Question A-6

If we received Tech Lending in Cycle 1, can we apply again for Cycle 2?

Answer

Cycle 1 Tech Lending recipients are not prohibited from applying, as long as they agree to meet all requirements and assurances in the application.

Question A-7

We have previously allocated a portion of our Instructional Materials and Technology Allotment (IMTA) budget to acquire student devices. Nevertheless, our requirement for additional devices persists. We intend to utilize the remaining IMTA funds for the procurement of curriculum materials, a process currently undergoing thorough scrutiny by our committees. Could you please clarify if we remain eligible to apply for the grant, given that we have a balance of IMTA funds earmarked for curriculum purchases once our committees have reached a decision?

Answer

The LEA shall provide assurance that funds provided under the Instructional Materials and Technology Allotment (IMTA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.

Section B: Application-Related Questions

Question B-1

If the application discusses policy (following district policy for loaning technology), does this mean practices and procedures, or is this specifically referring to a board policy? If it is not yet a board policy, does the policy need to be adopted before we can submit our application, if we do not already have one?

Answer

The applicant must assure that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.

Participating LEAs that provide internet service in students' residences must have a Technology Lending Agreement that includes or references an existing Responsible Use Policy and that is signed by the

parents or guardians and by the student. The Technology Lending Agreement must provide that the internet will be used solely for educational purposes by the student.

If there is a local policy in place, the LEA must adhere to local policy with TLG funding.

Section C: Program-Related Questions

Question C-1

Is it a requirement for students to take the devices home?

Answer

Students are not required to take the devices home.

Question C-2

We would appreciate your clarification regarding the necessity of providing at-home internet access as part of the grant's requirements. Is at-home internet access obligatory, or is it only mandated in instances where such access is deemed essential?

Answer

It is an assurance of the Technology Lending Grant that the LEA will provide access to lending technology and residential access to the internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or internet service for learning at home.

Question C-3

Regarding the use of TEA Available Instructional Materials (OER), does our Local Education Agency (LEA) need to ensure that the devices are utilized with OER for a minimum of 51% of the instructional day, week, grading period, or the entire school year? Additionally, could you provide insights into the method by which the LEA is expected to monitor and track this 51% usage requirement?

Answer

The TLG gives awards to LEAs based on priority levels, including LEAs who choose to utilize high quality instructional materials for the majority of the time during the school year. It is up to the LEA to determine how to monitor/track the usage of high-quality instructional materials. TEA may, at any time, request this information.

Question C-4

Technology Lending Grant - What is the required usage for Instructional Materials? It states 51%. What is this usage based on: student license of instructional materials use or time on device usage? What if a school uses ST Math as supplemental in 5th grade but wants to use it for 3rd grade as well. Would this qualify and would it account for the usage?

Answer

The intent of the Technology Lending Grant is to support LEAs with student devices with a ratio of 1:1. The TLG gives awards to LEAs based on priority levels, including LEAs who choose to utilize high quality instructional materials for the majority of the time during the school year.

Question C-5

Concerning device training, are provisions made within the grant to cover the costs associated with training, or is it the responsibility of the LEA to allocate funds for this purpose?

Answer

The intent of the Technology Lending Grant is to provide students with the equipment necessary to access digital resources and does not cover the costs for any personnel or training costs. It is the responsibility of the LEA to provide training to students, teachers, or other educators on how to use and care for the device.

Question C-6

We seek clarification regarding the inclusion of charging stations/solutions for student devices and/or student device carts under the category of "other equipment necessary to access and use electronic instructional materials."

Answer

Under the General Allowable Activities and Use of Funds section of the Program Guidelines, the grant allows the purchase of technology devices that provide access to digital instructional materials for students. These devices include:

- laptops, tablets, and other personal devices
- operating system, productivity software
 - tech applications dedicated to word processing, presentation, spreadsheets
 - **carrying or storage cases**
- Classroom-based hardware that provide better access to digital materials such as smart whiteboards or document cameras

Question C-7

We have PreK students. Do we need to make devices available to all students or can we be selective as to the students that need and will use the additional access to HQIM as intended by the grant?

Answer

The LEA should decide the number of devices according to students' needs of accessing digital resources, such as high-quality instructional materials. If student devices for PreK students are needed, please include this number when referencing the student count for elementary students.

Question C-8

Regarding the use of TEA Available Instructional Materials (OER), does our Local Education Agency (LEA) need to ensure that the devices are utilized with OER for a minimum of 51% of the instructional day, week, grading period, or the entire school year? Additionally, could you provide insights into the method by which the LEA is expected to monitor and track this 51% usage requirement?

Answer

The TLG gives awards to LEAs based on priority levels, including LEAs who choose to utilize high-quality instructional materials for the majority of the time during the school year. It is up to the LEA to determine how to monitor/track the usage of high-quality instructional materials. TEA may, at any time, request this information.

Question C-9

Regarding the 51% use of TEA instructional materials assurance, how do we best quantify this? Our K-5 school in Plano uses Zearn math as their core curriculum and Amplify Reading Texas for mCLASS assessments intervention 3-5. Is there a distinction between using the TEA curricular resources as intervention and assessment versus day-to-day instruction?

Answer

It is up to the LEA to determine how to monitor/track the usage of high quality instructional materials. TEA may, at any time, request this information. Please visit the [TEA Available Instructional Materials page](#) for a list of high-quality instructional materials (HQIM) designed especially for Texas, including supplemental tutoring resources, such as [Zearn Math](#) and [Amplify mCLASS Intervention + Tutoring](#).

Question C-10

If we do not currently have any classes using TEA Available Instructional Materials, how do we answer the question regarding prioritizing these classrooms? Would we answer "yes," as in we would if we had any, or do we answer it "no," as in we don't have any at this time?

Answer

Please answer yes to move through the survey, however, please provide a list of all instructional materials and resources that are currently being used in Qualtrics. Please also note that non-participation of any resources under the TEA Available Instructional Materials webpage falls under the Priority Level 2 category.

Question C-11

Is at-home internet access obligatory, or is it only mandated in instances where such access is deemed essential?

Answer

The LEA provides assurance that it will provide access to lending technology and residential access to the internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or internet service for learning at home.

Question C-12

How do we determine that any projectors purchased are used to support the TEA instructional materials 51% of the time?

Answer

It is up to the LEA to determine how to monitor/track the usage of high-quality instructional materials. TEA may, at any time, request this information.

Question C-13

If our K-5 population is using these curricular resources to a greater degree than 6-12, can we specifically ask for the grant for this population?

Answer

Please include this number in the Qualtrics survey when referencing the student count for elementary students.

Question C-14

Do we need to be currently using these resources? Our campus in McKinney may be using some of the TEA curriculum resources in 2024-2025 for social studies. If this is the case, would we only be eligible for those grade levels using the curriculum?

Answer

If the LEA indicates that any of the materials listed on the TEA Available Instructional Materials webpage is being used, as an assurance of the program, the LEA shall assure that devices will be prioritized for classrooms and students using TEA Available Instructional Materials (OER). However, eligible applicants that do not use high-quality instructional materials will fall under the category of Priority Level 2.

Question C-15

Must students take a device home continuously or could the device be left at school?

Answer

LEAs may decide whether or not students can take home devices continuously. The intent of the Technology Lending Grant is to provide students with dedicated access to high-quality instructional materials at school and at home.

Question C-16

Must a school district provide internet connectivity at a student's residence as a requirement to apply for this grant, or is it just one of the items to which funds can be applied?

Answer

The Technology Lending Grant gives LEAs the opportunity to provide residential or area internet access where there is a student need for such devices.

Section D: Allowable Use of Funds Questions

Question D-1

Our computers are outdated and are considered "end of life". The TLG program guidelines state that we cannot use funds for lost, stolen, or damaged devices. Can this grant be used to buy new computers for 1-to-1 technology usage at our district?

Answer

Under the "Description of Program" section of the Program Guidelines, the grant may not be used to replace lost, stolen, damaged, or end-of-life devices.

Question D-2

Are we able to purchase graphing calculators for students who do not have their own?

Answer

Equipment approved as use of funds from this grant include:

- individual student devices such as laptops or tablets (including management licenses to support these products).
- individual residential internet access or area internet access such as hot spots.
- insurance and care for the aforementioned devices and internet access products.
- other equipment necessary to access and use electronic instructional materials such as classroom display devices.

Question D-3

Can devices be used to replace devices purchased using ECF funds?

Answer

Under the “Description of Program” section of the Program Guidelines, the grant may not be used to replace lost, stolen, damaged, or end-of-life devices.

Question D-4

Can SMART Board/TV devices be allowed as classroom display devices?

Answer

The grant does allow for devices that meet specifications of classroom display equipment. As an assurance, the LEA agrees to put the display equipment in classrooms where [high-quality instructional materials](#) are being used for most of the instructional time.

Question D-5

Would we be able to buy additional cases for our existing computers so we can provide protection for the devices since they will be traveling?

Answer

The intent of the program is to provide student devices, including storage cases to protect these aforementioned devices. However, additional storage cases for devices not purchased under the Technology Lending Grant are not allowed.

Question D-6

We seek clarification regarding the inclusion of charging stations/solutions for student devices and/or student device carts under the category of "other equipment necessary to access and use electronic instructional materials."

Answer

The followable are allowable activities and use of funds under this grant:

- laptops, tablets, and other personal devices
- operating system, productivity software

- tech applications dedicated to word processing, presentation, spreadsheets
- carrying or storage cases

Question D-7

Concerning device training, are provisions made within the grant to cover the costs associated with training, or is it the responsibility of the LEA to allocate funds for this purpose?

Answer

The Technology Lending Grant does not fund any personnel or training costs. It is the responsibility of the LEA to provide training to students, teachers, or other educators on how to use and care for the device.

Question D-8

Are districts able to choose the type of technology purchased? i.e. Chromebook, Kindle, etc.? We use Office 365 on both of our campuses.

Answer

LEAs may have a choice in the purchase of technology equipment as long as it meets the following as approved under this grant:

- individual student devices such as laptops or tablets (including management licenses to support these products).
- individual residential internet access or area internet access such as hot spots.
- insurance and care for the aforementioned devices and internet access products.
- other equipment necessary to access and use electronic instructional materials such as classroom display devices.

Question D-9

Could the grant also cover Chromebook carts (specifies must be stationed in the classroom, however, due to space in K-5 classes, this may not be possible).

Answer

The followable are allowable activities and use of funds under this grant:

- laptops, tablets, and other personal devices
- operating system, productivity software
 - tech applications dedicated to word processing, presentation, spreadsheets
 - carrying or storage cases

Question D-9

Are hotspots or access points an allowable purchase for assessment, such as mClass, as well as the use of the TEA curricular resources for intervention?

Answer

Hotspots are funded under the Technology Lending Grant. Please visit the TEA Available Instructional Materials webpage for a list of high-quality instructional materials, including supplemental tutoring resources.

Question D-10

Is the purchase of fiber Internet data service for a student's home an eligible service to include for the Technology Lending Grant. A local Internet Service Provider built out the fiber infrastructure for a rural school community in our ISD. Is the purchase of monthly Fiber service fees an allowable expense in the Technology Lending Grant for students in this rural school community to gain access to online instructional materials at home.

Answer

individual residential internet access” would qualify the purchase of wired or fixed internet service for students for the grant. With the recent updates to the IMTA this would also be an allowable expense.

Question D-11

One of the options to use the money for is for classroom display devices. Would that include VR headsets?

Answer

Classroom display devices in this sense means “showing or accessing content to be displayed to the classroom as a whole.” VR (virtual reality) headsets is individualized. Furthermore, all the resources listed on the TEA Available Instructional Materials webpage do not have VR capabilities.

Section E: Funding Questions

Question E-1

What are the differences between TLG funding and IMTE funding?

Answer

IMTA funds can be used for technological equipment that contributes to student learning or supports the use of instructional materials, including laptops, headphones, desktops, calculators, charging carts, and protective cases for tablets.

The Technology Lending Grant program awards grants to school districts and open enrollment charter schools for the purpose of implementing a local technology lending program that provides students equipment necessary to access and use digital instructional materials at school and at home. Note: The grant is not intended to fund district wide one-to-one programs. The general Instructional Materials and Technology Allotment (IMTA) may be used for that.

Question E-2

Technology Lending grant has an estimate amount based on the student count or an exact amount? Is there a specific price point for devices?

Answer

Awards are calculated based upon the cost of equipment multiplied by the number of equipment needed per student.

- The number of devices needed to provide to students who do not have access to these devices.
 - Formula: \$500 x number of students needing devices
 - Note: Cost of device based on analysis of average cost of tablets
- The number of hotspots needed to provide to students who do not have access to internet at home.
 - Formula: \$250 x number of students needing internet access at home
 - Note: Cost of hotspot based on analysis of average cost of hotspot with one year of service
- The number of classrooms needing other equipment necessary to access and use electronic instructional materials
 - Formula: \$1000 x number of classrooms needing other equipment
 - Note: Applicants will not submit the number of classrooms for the purpose of this application. This award will be calculated based on a 1:25 classroom: student ratio from the number of students needing a device
 - Note: Costs based on analysis of average cost of smart board and document cameras

Question E-3

We have previously allocated a portion of our Instructional Materials and Technology Allotment (IMTA) budget to acquire student devices. Nevertheless, our requirement for additional devices persists. We intend to utilize the remaining IMTA funds for the procurement of curriculum materials, a process currently undergoing thorough scrutiny by our committees. Could you please clarify if we remain eligible to apply for the grant, given that we have a balance of IMTA funds earmarked for curriculum purchases once our committees have reached a decision?

Answer

The LEA provides assurance that funds provided under the Instructional Materials and Technology Allotment (IMTA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device

Question E-4

If the cost of the smart boards are greater than \$1,000 or they have smaller than 1:25 classroom:student ratio, will the district be expected to pay for the additional costs with their own funds? Or, can districts combine grant funds and pay for what they can afford?

Answer

The district is expected to cover any remaining costs if classroom display devices are over \$1000. TEA does not recommend combining grant funds.

Section F: Competitive Review Questions

Questions regarding this topic were not asked

Math Supplemental Curriculum (MSC)

Section A: Eligibility Questions

Question A-1

Which LEAs are eligible for the award?

Answer

All LEAs are eligible to apply (to be eligible, a completed application must be submitted before the deadline). ESCs are not eligible.

Question A-2

I am a K-6 math coordinator. Can the grant be broken into this group?

Answer

MSC licenses will span PK-12, so there should be coverage for the group you mentioned.

Question A-3

Is this grant for all students or a certain population, such as HB4545/HB1416?

Answer

There are various use cases for the MSC licenses such as Blended Learning. So no, the students accessing the licenses do not have to be under HB 1416 required supplemental accelerated instruction.

Section B: Application-Related Questions

Question B-1

Can an LEA apply for MSC and BLG in the LASO 2.0 grant?

Answer

Yes, an LEA can apply for both and multiple grants under LASO 2.0.

Section C: Program-Related Questions

Question C-1

How many licenses can we receive?

Answer

An LEA can request any number of licenses which it is going to access and hit usage targets. Please be advised that there is an award cap of 5,000 licenses for each LEA in each round of award.

Question C-2

What is the difference between the MSC and BLG programing?

Answer

The BLG program is to provide cohorts for the planning and strategic support of a blended learning implementation. BLG provides funding up to \$500k to support activities:

Project Manager, 1:1 Technical Assistance, Digital Supplemental Products, Additional Technology, Operational Cost

MSC licenses (In-kind support) can be used in a BL program as well as other applications such as after school programming, tutoring, or any other supplemental instruction use case.

Question C-3

What if a portion of our students do not access (log into) licenses we have requested?

Answer

This may cause a reduction in licenses for the duration of the grant.

Question C-4

What if a portion of our students does not meet minimum usage requirements?

Answer

This will decrease the grantee's priority in renewal for year 2 and may reduce overall licenses that are provided.

Question C-5

What is an implementation plan and what should be included in one?

Answer

At a minimum, the grantee will maintain and submit to TEA an implementation plan that contains the following:

- LEA contact for the license implementation
- Acknowledgments from campus administrators where the MSC licenses are to be used
- Campus(es) and contact information for license implementation
- Total licenses required for each campus
- Schedules for dedicated time and use case for allocated licenses
- A data monitoring plan for student progress as well as usage monitoring at the campus and district level
- Planning and intended use of these licenses in a summer program (if summer programming is offered at participating campuses)

Question C-6

What grades does MSC cover?

Answer

The Math Supplemental Curriculum (MSC) grant provides licenses to qualified LEAs to provide high-quality supplemental materials for accelerated instruction activities like high impact tutoring for

students PK-12. More information can be found here: <https://tea.texas.gov/texas-schools/health-safety-discipline/laso-grant-one-pagers-cycle-ii.pdf>

Question C-8

Is this a 1-year grant only?

Answer

The timeline for the grant is as follows:

- Launch: Spring/Summer 2024
- Implementation Year 1: 2024-2025 School Year
- Implementation Year 2: 2025-2026 School Year, through February 2026
 - *Note: Funding for this project expires February 2026*

Question C-9

What will the usage of fidelity requirements be for MATHia?

Answer

We are working to finalize all providers of licenses and will update that information on the LASO website when available. Final notification of all providers available will be made by the award notification date February 8, 2024. Additional information sessions are planned so that grantees can better understand what all the vendors have to offer.

Section D: Allowable Use of Funds Questions

Question D-1

Can the program be launched for full 2nd semester (spring 2024) implementation?

Answer

Our anticipated awards announcement will be February 8, 2024. We will work with grantees to coordinate with vendors after that date.

Question D-2

Can we subset our resources or would the same provider need to be used for all K-12 students?

Answer

As soon as vendors are secured, information regarding this will be shared out.

Section E: Funding Questions

Question E-1

When will the provider information be made available?

Answer

We are working to finalize all providers of licenses and will update that information on the LASO website when available. Final notification of all providers available will be made by the award notification date

February 8, 2024. Additional information sessions are planned so that grantees can better understand what all the vendors have to offer.

Question E-2

What if I want to reduce or increase the number of licenses requested from the application?

Answer

After award notifications have been sent, license requests will be considered and approved on a case-by-case basis at the discretion of the program staff. If you make a mistake on the application, you may resubmit your application to update your information prior to the application deadline of December 7, 2023, @ 5:00 pm CST or email laso@tea.texas.gov for further assistance.

Question E-3

What if we don't like the products that TEA selects? Can we opt out? When is the last date to opt out?

Answer

Products available will be published prior to award notices February 8, 2024. If an LEA does not like any of the products, they can decline the award for MSC licenses with the program prior to the applicant designation certification window closing Monday, March 18th, 2024.

Question E-4

What happens if I do not submit my implementation plan?

Answer

The process for setting up your licenses will be delayed until your implementation plan is submitted.

Question E-5

How many licenses can we receive?

Answer

An LEA can request any number of licenses which it is going to access and hit usage targets. Please be advised that there is an award cap of 5,000 licenses for each LEA in each round of award.

Section F: Competitive Review Questions

Question F-1

What criteria is the award based on?

Answer

Award prioritization will begin by sorting districts by size, prior TEA program participation, then prioritized by economically disadvantaged percentage.

Question F-2

What does the scoring rubric look like?

Answer

There is not a scoring rubric but rather prioritization criteria for LEAs that apply.

Question F-3

If we are a TCLAS decision 2A district, will we receive prioritization?

Answer

Prior participation in named programs on the application will be prioritized in Tier 1. Further information is available in the recorded webinar and in the slide deck.

Advanced Placement Computer Science Program (APCSP)

Section A: Eligibility Questions

Question A-1

If we are currently offering the course, can we still apply for the grant?

Answer

Yes, LEA is eligible to apply.

Question A-2

If a teacher is already teaching the course, do they still have to participate in the summer training?

Answer

Training is strongly recommended.

Question A-3

The last Advanced Placement (AP) Computer Science Principles (CSP) Grant opened in May and was due in July. Will it now be open from October 23rd - December 7th?

Answer

The current cycle for AP Computer Science Principles grants is embedded in the LASO 2.0 grant cycle open from October 23rd – December 7th.

Section B: Application-Related Questions

Questions regarding this topic were not asked

Section C: Program-Related Questions

Question C-1

Are there any prerequisites for students before taking this course?

Answer

There are no specific prerequisites for this course ([TAC §127.772](#)). Students shall be awarded one credit for successful completion of this course. Recommended prerequisite: Algebra I.

Question C-2

What grade level(s) are recommended for AP Computer Science courses?

Answer

AP courses are designed for [high school students](#); The AP Program recognizes the autonomy of secondary schools and districts in setting AP course participation policies that best meet their students' unique needs and learning goals, making this decision a local district decision. The AP designation may only be applied to courses offered at or above the ninth-grade level that have received authorization through the annual AP Course Audit process.

Question C-3

What are the requirements for a teacher to teach this course?

Answer

An assignment for Advanced Placement Computer Science Principles is allowed with one of the following certificates ([TAC §231.587](#))

- (1) Computer Science: Grades 8-12.
- (2) Grades 6-12 or Grades 9-12--Computer Information Systems.
- (3) Junior High School (Grades 9-10 only) or High School--Computer Information Systems.
- (4) Secondary Computer Information Systems (Grades 6-12).
- (5) Technology Applications: Early Childhood-Grade 12.
- (6) Technology Applications: Grades 8-12.
- (7) Trade and Industrial Education: Grades 6-12. This assignment requires a bachelor's degree and appropriate work approval.
- (8) Trade and Industrial Education: Grades 8-12. This assignment requires a bachelor's degree and appropriate work approval.
- (9) Trade and Industrial Workforce Training: Grades 6-12. This assignment requires a bachelor's degree and appropriate work approval.

Section D: Allowable Use of Funds Questions

Questions regarding this topic were not asked

Section E: Funding Questions

Question E-1

What's the timeline for when districts need to select a curriculum and PD provider?

Answer

After grantees are notified, a kickoff meeting will be held to discuss budget and grant planning. An LEA will need to select their curriculum provider before receiving a NOGA. Some providers charge fees that must be incorporated within LEA budgeting to be submitted prior to the NOGA awarding process.

Section F: Competitive Review Questions

Questions regarding this topic were not asked

Additional Days School Year (ADSY Summer Learning)

Section A: Eligibility Questions

Question A-1

Our calendar for 23-24 does not have 180 days but we will have it on the calendar for 24-25 year. Does a district qualify to apply for the grant?

Answer

Per the ADSY Summer Learning Accelerator grant assurances, ADSY eligibility requirements, such as a 180-day instructional calendar, must be met during the execution year (2023-2024).

Question A-2

Will there be a change to the 180-day eligibility requirement for ADSY?

Answer

Any change in that requirement would come from legislation. At this time, in order to be eligible for ADSY half-day formula funding, participating campuses must meet the 180-day calendar requirement.

Question A-3

We are currently receiving TCLAS funds for the ADSY summer program. Is our district eligible to apply for the ADSY grant under LASO Cycle II?

Answer

First priority will be LEAs who have not participated in ADSY PEP Cycles 1-3. If funding allows, ADSY PEP Cycles 1-3 who meet eligibility requirements will be awarded based on the same priority and ranking listed under Grant Review and Funding Criteria in the Program Guidelines.

Question A-4

Is there any differentiation of eligibility between ADSY PEP Cycles 1-3 vs Cycle 4? Are any current ADSY programs eligible to apply?

Answer

Cycle 4 LEAs that meet ADSY calendar eligibility requirements are eligible to apply. Priority will be LEAs who have not participated in ADSY PEP Cycles 1-3. If funding allows, ADSY PEP Cycles 1-3 who meet eligibility requirements will be awarded based on the same priority and ranking listed under Grant Review and Funding Criteria in the Program Guidelines.

Question A-5

We are currently receiving ADSY funds and are scheduled to use them until the end of the summer of 2024. We would love to apply for LASO Cycle II ADSY Summer School funds. Would the overlap of grants during the summer of 24 make us ineligible for LASO Cycle II ADSY Summer?

Answer

Any LEA that has a board approved ADSY eligible calendar in the 2023-2024 school year for the campuses that serve students in grades PK- 5 are eligible to apply for the LASO Cycle II ADSY Summer Learning Accelerator grant. Please note that per the Program Guidelines, first priority will be LEAs who have not participated in ADSY PEP Cycles 1-3. If funding allows, ADSY PEP Cycles 1-3 who meet eligibility requirements will be awarded based on the same priority and ranking listed under Grant Review and Funding Criteria in the Program Guidelines.

Section B: Application-Related Questions

Questions regarding this topic were not asked

Section C: Program-Related Questions

Question C-1

Does the required 6 hours include breakfast and transportation home? Does this grant pay for transportation?

Answer

An ADSY Summer program day must consist of 3 hours of academic instruction + 2 hours of enrichment + 1 flex hour as part of the 6-hour requirement (the flex hour can include breakfast, lunch, transitions, assembly time). Travel/Transportation time is not included. Travel expenses for the summer program would be an eligible expense.

Section D: Allowable Use of Funds Questions

Questions regarding this topic were not asked

Section E: Funding Questions

Questions regarding this topic were not asked

Section F: Competitive Review Questions

Question F-1

In the past, ADSY did not have a hard deadline or app. Has that changed?

Answer

This grant is meant to supplement and strengthen ADSY programming and is distinct from ADSY formula funding. Any LEA that meets ADSY eligibility requirements can access ADSY funding with or without this grant. Please reach out to adsy@tea.texas.gov for further guidance.

Early College High School (ECHS)

Section A: Eligibility Questions

Question A-1

What type of campuses are eligible to apply?

Answer

Eligible campuses include those that: Serve students in Grades 9–12; or will begin serving students in Grade 9 or students in Grades 9 and 10 in the first year of implementation (2025-2026) and will progressively scale up by adding at least one grade level per year after the first year of implementation.

Any 23-24 ECHS planning, provisional or designated campuses are not eligible to apply.

Furthermore, recipients of previous ECHS grants are not eligible to apply:

- ECHS Planning and Implementation Grant (2021-2023; 2022-2024)
- Any recipients of previous LASO - ECHS Grants

Question A-2

Are the grant funds only available to new ECHS entering their planning year?

Answer

That is correct. The intention of these grants is to support new ECHS programs. Any 23-24 ECHS planning, provisional or designated campuses are not eligible to apply. If you are opening a new ECHS campus not currently affiliated with a current ECHS, that campus is eligible to apply.

Question A-3

We are partnering with an out-of-state University to work with our sophomores and juniors to complete teacher education program requirements. Is this type of program eligible for consideration under this grant?

Answer

Eligibility is determined by current affiliation with our current ECHS Network only. Any 23-24 ECHS planning, provisional or designated campuses are not eligible to apply. If you are not a current ECHS, you are eligible to apply. If the University is an accredited institution, they are able to be your partner in this system.

Section B: Application-Related Questions

Questions regarding this topic were not asked

Section C: Program-Related Questions

Questions regarding this topic were not asked

Section D: Allowable Use of Funds Questions

Questions regarding this topic were not asked

Section E: Funding Questions

Questions regarding this topic were not asked

Section F: Competitive Review Questions

Questions regarding this topic were not asked

Pathways in Technology Early College High School (P-TECH)

Section A: Eligibility Questions

Question A-1

Our campus currently has a designated ECHS. If we apply for the PTECH grant portion, would we have to phase out our existing ECHS for the P-TECH or could we have both designations on the same campus?

Answer

No, your campus would not have to phase out their ECHS. A campus (identified by a CDC) can maintain 2 CCRS Model designations simultaneously, one for ECHS and one for P-TECH. Students can only participate in one model, either ECHS or P-TECH.

Question A-2

If we received the P-TECH planning and implementation grant a few years ago, can we still receive funding through this grant if we are adding new pathways to our P-TECH? What about if we are in Year 2 of our P-TECH Implementation?

Answer

If you are adding pathways to the same campus that received a P-TECH planning and implementation grant and is a current 23-24 P-TECH campus that campus is not eligible for this grant. The P-TECH grant offers campuses an opportunity to plan to build a Pathways in Technology Early College High School (P-TECH) campus within their district. Any 23-24 P-TECH planning, provisional, or designated campuses are not eligible to apply. If you are opening a new P-TECH campus not currently affiliated with a current P-TECH, that campus is eligible to apply.

Section B: Application-Related Questions

Questions regarding this topic were not asked

Section C: Program-Related Questions

Question C-1

What would be the first year of accountability for a PTECH/ECHS under the CCRSM blueprint?

Answer

ECHS/P-TECH campuses are required to meet the CCRSM Outcomes-Based Measures (OBMs) after 5 years of implementation. ECHS/P-TECH campuses will begin implementing in 24-25 under LASO. The Texas Education Agency (TEA) uses an accountability system to evaluate the academic performance of Texas public schools. The CCRSM OBM requirements are related data indicators, but specific to being an ECHS/P-TECH campus.

Question C-2

Do we need a business partner for each pathway or 1 business partner that may not align with all pathways?

Answer

While meeting the requirement with a single business partner is possible, it proves challenging due to the diverse pathways offered and the limited capabilities of an individual partner. An alternative approach is to consider multiple business partners per pathway, which could present a more viable and flexible solution.

Question C-3

If we submit three different programs of study on the grant and we want to use those funds for other programs of study not noted on the grant, are we still able to do that?

Answer

Yes, it is feasible to use LASO 2.0 funds on other P-TECH programs of study that serve your P-TECH students if the district needs to make that adjustment (and those PsOS align to the P-TECH Blueprint standards). We understand that an LEA may make needed adjustments during the Planning year as they continue to develop partnerships with the IHE(s) and Business and Industry partner(s).

Section D: Allowable Use of Funds Questions

Questions regarding this topic were not asked

Section E: Funding Questions

Questions regarding this topic were not asked

Section F: Competitive Review Questions

Questions regarding this topic were not asked

School Action Fund (SAF)

Section A: Eligibility Questions

Question A-1

We were awarded the 2023-2025 Title 1003 ESF-Focused Support Grant for a Targeted Support campus. This means that we are not eligible for LASO 2 SAF for that campus, correct?

Answer

Correct. Applicants pursuing any School Acton Fund grants may not receive a concurrent Effective Schools Framework-Focused Support (ESF FS) grant. (SAF Program Guidelines, page 8)

Question A-2

Where can I find a list for SAF eligibility?

Answer

Currently, there is a list of Campuses Served with Title I, Part A Funding Fiscal Year 24 posted on the LASO II webpage, under the School Action Fund section. As Accountability ratings have not yet been released and Target/Comprehensive status not yet designated, districts should use all data available to determine on behalf of which campuses to apply for grants.

Question A-3

School Action Fund (SAF) has a posted list of eligible campuses. Does this list apply to all of LASO?

Answer

Please see the response to Question A-2. The current posted list does not impact eligibility for the other nine (9) LASO II programs.

Question A-4

If we are Title I but not comprehensive school or a targeted school, are we eligible?

Answer

To be eligible, campuses must be both Title I-serving AND Comprehensive or Targeted. (SAF Program Guidelines, page 8)

Question A-5

Are districts applying for SAF required to be LSG districts?

Answer

During the application, LEAs must agree to all Application Requirements and Assurances, including Statutory Requirements, TEA Program Requirements, and Program-Specific Assurances. "The applicant's board must commit to, and complete, Lone Star Governance (LSG) training and coaching by December 1st of the first year of the awarded grant." (SAF Program Guidelines, TEA Program Requirements, #4, page 9)

Question A-6

Does a district need to currently be in the SB1882 process to apply as a school of innovation?

Answer

No; a district does not need to currently be in the SB1882 process to apply for a School Action Fund grant to support a Texas Innovation Partnership school.

Question A-7

Does a district need to be a District of Innovation to do ADSY?

Answer

Districts will need to have flexibility to start their participating campus's calendar before the fourth Monday in August. Many districts approach this through a DOI exemption, but there are also year-round calendar designations that give flexibility. To receive a year-round calendar designation, a campus's academic year must include at least one day in at least 11 out of 12 months of the year. Charter schools also have school calendar flexibility.

Question A-8

Can the Office of Innovation have shared roles with other duties for rural or smaller districts?

Answer

Yes. That decision is up to the district, but TEA will look for evidence of support for new and innovative strategies beyond the normal scope of the role.

Question A-9

Does TEA have a list of schools that have previously received SAF grants (starting from 2019)?

Answer

Yes. This list can be found here: [Previous SAF Grantees](#) on the LASO II webpage.

Question A-10

Where can I find a list of comprehensive status ratings to determine eligibility?

Answer

Comprehensive, Targeted, and Additional Targeted Support designations under federal accountability will be posted on **November 16, 2023**.

Question A-11

Do campuses/districts need to be a part of Great Schools to apply/receive a SAF grant?

Answer

No, applicants do not need to be part of the System of Great Schools or any other TEA program. Eligible applicants are LEAs that apply on behalf of Title I-serving Comprehensive schools and Targeted schools, based on school year 2022-2023 ratings, or an alternative method determined by TEA, if needed. TEA will make final award determinations when these ratings are available, or use an alternative method, if

needed. For new schools, there must be clear Title I, Part A eligibility and intent to obtain Title I-serving status for school year 2025-2026 and beyond. (SAF Program Guidelines, page 8)

Question A-12

What does "restarting an existing school" mean? And are only campuses who received a Needs Improvement rating the last time we received a rating eligible? We are anticipating based on last year STAAR scores that we need to take some comprehensive actions but of course don't know our rating yet.

Answer

Restart actions are designed to transform a chronically under-performing campus into a high-performing learning environment. These actions involve replacing a leader with a principal with a track record of success, replacing all or the majority of instructional staff, and incorporating a new, evidence-based instructional model designed to accelerate instruction. In LASO II SAF, there are several models available under the Restart action. Please refer to the SAF Program Guidelines page 13; the SAF Program Overview Deck on the LASO II [webpage](#), slides 24, 25, 37, 38, and 43. For more details on the various SAF models included in the LASO II grant, visit the Center for School Actions website at: <https://www.centerforschoolactions.org/resources> where you will find Model Playbooks which provide in-depth information about each codified model.

Question A-13

Do we submit the School Action Fund under LASO II for continuation of funding for the same School Improvement Campus? Can you confirm the process to apply for continuation funds this spring and the likely dollar amount?

Answer

SAF Continuation grants for LASO Cycle I will be posted in Spring 2024 and are not part of LASO II. There will be a SAF Continuation grant released in Spring 2024 (March/April) and the potential award amount is up to \$1,000,000 for up to 2-years depending on the action and model, should they have completed and met all Planning grant Deliverables, including the selection and adoption of HQIM for at least ELAR and Math.

Question A-14

I have a question about eligible campuses. In the past, there was a SAF planning grant and an SAF implementation grant. I didn't do LASO last year, so I'm wondering if this is still the case. If so, when the guidance says implementation grant, would a school that has received any of those grants still be eligible to apply for a planning grant?

Answer

LASO II SAF includes both Planning and Implementation grants. If a campus has previously received a Planning grant, it may apply for a Continuation grant in that cycle to implement the action it has planned, not through a LASO II Implementation grant. Please see the SAF Program Guidelines, Eligible Applicant section, page 8.

Question A-15

For Cycle 8, when thinking about the ADSY model under the "create a new school", it was unclear to us in reading the materials if the school was required to do ADSY full year or only ADSY Pep.

Answer

ADSY Full Year is one of the school models which can be selected under the "Create a New School" action, so it is not required. However, Strategic Scheduling is a required element of all SAF actions. (SAF Program Guidelines pages 13 and 14; SAF Program Overview Deck on LASO II webpage, slides 19, 23, 24 and 37.) For more details on the various SAF models included in the LASO II grant, visit the Center for School Actions website at: <https://www.centerforschoolactions.org/resources> where you will find Model Playbooks which provide in-depth information about each codified model.

Question A-16

How do I apply for the Innovative School model- Texas Innovation Partnership?

Answer

During the completion of the application, once (you) have selected the model under the Create a New School action, (you) will be asked to choose the governance structure for the school: District-run or Texas Innovation Partner-Managed. Based on (your) responses, (you) will then respond to specific questions aligned to that particular governance structure.

Question A-17

Does an LEA have to be on the SAF TEA Cycle 8 list to be eligible for SAF?

Answer

Depending on the action selected, a district may or may not be required to choose a school in the application. Based on the information you have provided above, the district is starting a new school and it would not be on the list. Please refer to the Program Guidelines, pgs. 9 – 11 for TEA Program Requirements and Program-Specific Assurances.

Question A-18

Does an LEA have to use an SAF action on the campus listed or can they just use SAF to start a new PRK?

Answer

Yes, to apply for a SAF grant, the district must select one of the four available actions: Restart, Create a New School, Reassign, or Redesign. Please refer to the FAQs that are available on the LASO II webpage, under the School Action Fund portion, question D-1 for further information.

Question A-19

Our district was hoping to apply for a SAF grant to transform an existing middle school into a STEM school of choice (open enrollment). We are currently in our planning phase and will open in 2025-26. To apply before Dec.7 should we have already contacted a Technical Assistance Provider?

Answer

The TEA matches Technical Assistance providers to grantees.

Section B: Application-Related Questions

Question B-1

Where can I find details for specific school models?

Answer

You can visit the Center for School Actions website: <https://www.centerforschoolactions.org/resources> where you will find Model Playbooks which provide in-depth information about each codified model.

Question B-2

How many campuses can one LEA apply for?

Answer

An LEA may apply for as many eligible campuses as desired but may only apply for one action for any individual school/campus.

Question B-3

Should districts wait to apply until ratings are released or if interested, complete the LASO II application now?

Answer

Districts are encouraged to use all available data to make informed application decisions within a timely manner prior to the application window closure on **December 7, 2023, at 5:00 pm, CST**.

Section C: Program-Related Questions

Question C-1

Is ADSY a required part of the School Action Fund?

Answer

ADSY is one of the school model options available within the School Action Fund, not a requirement. Some actions require ADSY, such as the Resource model or the ADSY Full Year model. However, Strategic Scheduling is a required element of all SAF actions. (SAF Program Guidelines pages 13 and 14; SAF Program Overview Deck on the LASO II webpage, slides 19, 23, 24 and 37.) For more detail on the various SAF models included in the LASO II grant, visit the Center for School Actions website at: <https://www.centerforschoolactions.org/resources> where you will find Model Playbooks which provide in-depth information about each codified model.

Question C-2

What are the total number of school days for ADSY Full Year Redesign?

Answer

ADSY eligibility requirements are currently 180 instructional days, as well as at least 75,500 operational minutes, adding between 25-30 additional days of instruction (ADSY days). (Program Guidelines, page 11)

Question C-3

Would the SAF grant be appropriate for a campus to expand a current P-TECH model?

Answer

SAF does not currently support districts in implementation of the P-TECH model, but there is a separate PTECH grant opportunity in LASO II. Please review the resources which are available on the LASO II website to help you and your team make determinations of which grants are appropriate and beneficial for your district.

Question C-4

If we received a 2022-23 SAF implementation grant for one campus, can we apply for the LASO: SAF for a different campus that qualifies based on ratings?

Answer

Yes, an LEA may apply on behalf of another campus that meets the eligibility requirements.

Question C-5

Is the college and career prep model inclusive of PTECH and ECHS? Could a campus be redesigned as a P-TECH and receive SAF grant in addition to P-TECH grant?

Answer

The School Action Fund College and Career Prep Model focuses on Kindergarten through 8th grades and is designed to complement PTECH/ECHS by preparing students to take full advantage of CCMR options in high school. Visit the LASO II webpage for other grants which may support PTECH. For more details on the various SAF models included in the LASO II grant, visit the Center for School Actions website at: <https://www.centerforschoolactions.org/resources> where you will find Model Playbooks which provide in-depth information about each codified model.

Question C-6

Where can we find more resources about the center for school actions?

Answer

More information regarding the Center for School Actions (CSA) can be found at <https://www.centerforschoolactions.org>

Question C-7

The SAF grant also is available for districts wishing to create new campuses, correct? Are there Title 1 related requirements for new campuses?

Answer

Yes; all SAF grants are Title I, Part A funded. Applicants selecting “Create a New School” must include the new campus in its Title I ESSA plan in time for SY2024-25 and ensure the campus is Title-I serving in year 1 and throughout the grant period. (SAF Program Guidelines, Requirements for Create New School Actions section, page 10.)

Question C-8

What is the difference between a planning grant and an implementation grant?

Answer

A Planning grant supports a grantee with deeply thinking about how to design and plan for the implementation of the selected action and model. Towards the end of the Planning grant, grantees apply for a Continuation to go ahead and implement the action and model. An Implementation grant does not include a planning period. It is intended to support a grantee with an immediate launch of the action and model.

Question C-9

We are applying for the LASO SAF grant and wanted to know if we can include technical assistance providers, we've been working with who are not listed on the [state provider list](#).

Answer

The TEA will match grantees with Technical Assistance providers. Grantees may choose to expend funds with other organizations as allowed, based on the General Allowable Activities and Use of Funds section in the Program Guidelines, on pages 20-21.

Question C-10

Are School Action Fund Grants for planning or implementation?

Answer

Applicants may apply for either Planning or Implementation grants. To apply for an Implementation grant, an applicant must have worked/planned with a TEA-approved provider.

Question C-11

I would like to submit our school design as an option for a school redesign/reassign model for the LASO Application for struggling Texas school districts. I believe FWISD is planning to release a replication call as a part of Spring Call for Schools, but I would like to help other school districts if there is an interest. Is the Applied Learning model an option that TEA would be supportive of?

Answer

SAF supports actions and models with a track record of success in Texas. Those being offered in LASO II can be found in both the SAF Program Guidelines, pages 13 and 14 and in the SAF Program Overview Deck on the LASO II webpage, slides 24 and 37. For more details on the various SAF models included in

the LASO II grant, visit the Center for School Actions website at:

<https://www.centerforschoolactions.org/resources> where you will find Model Playbooks which provide in-depth information about each codified model.

Question C-12

A campus has a LASO I SAF Planning grant for blended learning redesign. Are they also eligible for the LASO II Blended Learning Grant, presuming they met other requirements?

Answer

Please review the resources on the LASO II webpage to determine which grants your campus and/or district may be eligible.

Question C-13

I am looking for clarification on the Lone Star Governance training requirement for the School Action Fund grant. Can you tell me exactly which components are required by Dec 1 of the grant year and the required hours for those components?

Answer

LASO II SAF grantees must complete the Lone Star Governance (LSG) two-day workshop by December 1, 2024. Please visit the Lone Star Governance (LSG) [webpage](#) for further details.

Section D: Allowable Use of Funds Questions

Question D-1

I have heard that districts have used this grant to start exploration into a district-run childcare facility, 6 weeks to 4 years old. A co-located school with separate leadership etc. Is this a possibility under the language: "provide communities with the schools and program they want, need, and deserve."?

Answer

SAF does not support day-care/child-care facilities. However, districts may apply for a Planning grant to open an Early Childhood Center (with ages 3-4 and above) during the application process and select the most appropriate governance type and model at that time.

Section E: Funding Questions

Questions regarding this topic were not asked

Section F: Competitive Review Questions

Questions regarding this topic were not asked