

Learning Acceleration Support Opportunities (LASO) 2023-2024

2024-2025 School Action Fund- Planning and
Implementation Program Guidelines



Table of Contents

.....	1
Learning Acceleration Support Opportunities (LASO) 2023-2024	1
Grant Program Guidelines	4
Introduction	4
Reference to the General and Fiscal Guidelines.....	4
Overview of the Process	5
U.S. Department of Education and/or State Appropriations	5
Applicant Assistance	5
Contact for Clarifying Information.....	6
Errata Notices	6
Grant at a Glance	7
Authorizing Legislation	7
Where to Submit the Grant Application	7
Purpose of Program	7
Eligible Applicants.....	8
Application Attachments	8
Required Attachments.....	8
Application Requirements and Assurances	8
Statutory Requirements.....	9
TEA Program Requirements.....	9
Program-Specific Assurances.....	10
Program Elements	12
Description of Program.....	12
Supplement, Not Supplant.....	14
*Qualifications and Experience	15
*Performance and Evaluation Measures.....	15
District-Run Actions, Planning: Gates Description and Expected Completion	15
Partner-Managed Actions, Planning: Gates Description and Expected Completion.....	16
District-Run Actions, Implementation: Gates Description and Expected Completion	16
Partner-Managed Actions, Implementation: Gates Description and Expected Completion.....	17
Project Evaluation and Modification	17

Limits on Contracted Evaluators..... 18

Application Funding..... 18

 Selection of Applicants for Funding..... 18

 Cost Share or Matching Requirement..... 19

 Limitation of Administrative Funds..... 19

 Activities and Use of Funds..... 19

Federal Grant Requirements..... 21

 Equitable Access and Participation..... 21

 Private Nonprofit School Participation..... 22

 Maintenance of Effort..... 22

Scoring And Review..... 22

 Grant Review and Funding Criteria..... 22

 Oral Interviews for Funding..... 22

Grant Program Guidelines

Grant Name as it will appear on the TEA Grant Opportunities Page	2024-2025 School Action Fund-Planning and Implementation
Application Due Date	5:00 p.m. Central Time, December 7, 2023
Program Authority	Elementary and Secondary Education Act of 1965, as amended by Every Student Succeeds Act (ESSA), Title I, Part A, Section 1003

Introduction

The Texas Education Agency (TEA), as the pass-through entity¹, is the grantee² from the U.S. Department of Education (USDE) and TEA awards subgrants to non-federal entities³ such as local educational agencies (LEAs), including school districts, open-enrollment charter schools, and education service centers, and to a lesser degree institutions of higher education (IHEs), and nonprofit organizations (NPOs) who are the agency’s subgrantees⁴. These guidelines apply to all subgrantees of TEA, regardless of whether referenced herein as subgrantee or grantee. For purposes of this document, TEA may use the terms grantee and subgrantee synonymously for its subrecipients.

This document **MUST** be used in conjunction with the [General and Fiscal Guidelines](#) and the specific program instructions. The Standard Application consists of all forms to be completed in order for the applicant to be eligible for funding.

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

Reference to the General and Fiscal Guidelines

The Program Guidelines provide information specifically relevant to this grant program. The [General and Fiscal Guidelines](#) provide information relevant to all TEA grant programs. Throughout the Guidelines, cross-references are given to applicable sections of the [General and Fiscal Guidelines](#). **It is critical that you review all referenced sections of the [General and Fiscal Guidelines](#) when preparing your application.**

¹ Pass-through entity is defined as a non-Federal entity that provides a subaward to a subrecipient to carry out part of a federal program. (2 CFR 200.74)
² Grantee is defined as the legal entity to which a grant is awarded and that is accountable to the federal government for the use of the funds provided. The term “grantee” does not include any secondary recipients, such as subgrantees and contractors that may receive funds from a grantee. (34 CFR 77)
³ Non-federal entity is defined as a state, local government, Indian tribe, institution of higher education, or nonprofit organization that carries out a federal award as a recipient or subrecipient. (2 CFR 200.69)
⁴ Subgrantee is defined by TEA to be the same as a subrecipient which is defined as a non-federal entity that receives a subaward from a pass-through entity to carry out part of a federal program; but does not include an individual that is a beneficiary of such program. (2 CFR 200.93) Subgrantee is defined in 34 CFR 77 as the legal entity to which a subgrant is awarded and that is accountable to the grantee for the use of the funds provided.

Overview of the Process

The following steps provide a high-level overview of the process for responding to a grant opportunity, including submitting an application, and being selected for funding:

1. TEA publishes grant application and supporting documents on the [TEA Grant Opportunities](#) webpage.
2. Eligible applicants submit grant application via Qualtrics to TEA by the specified deadline on the [TEA Grant Opportunities](#) webpage.
3. Grant applications are reviewed and scored. Note: Applicants may be required to attend an oral interview or respond to additional questions regarding their application.
4. TEA announces applicants selected for funding on the TEA [Grants Awarded Data](#) webpage.
5. ***Awarded applicants will be required to submit an eGrants application for funding.***
6. TEA staff conducts budget negotiations on the eGrants application.
7. The Notice of Grant Award (NOGA) will be issued upon successful completion of the negotiation process.

U.S. Department of Education and/or State Appropriations

The following is provided in compliance with the U.S. Department of Education Appropriations Act:

CATEGORY	AMOUNT
Total funds available for this project	Approximately \$7,920,000 in direct-to-LEA grants Approximately \$2,625,000 in in-kind support
Percentage to be financed with federal funds	100%
Amount of federal funds	Approximately \$7,920,000 in direct-to-LEA grants Approximately \$2,625,000 in in-kind support
Percentage to be financed from nonfederal sources	0%
Amount of nonfederal funds	\$0

Applicant Assistance

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

Contact for Clarifying Information

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

The following TEA staff member should be contacted with questions:

Program manager name	Laura Hyatt
Program manager title	Manager, School Action Fund
Program manager email	Laura.Hyatt@tea.texas.gov
Program manager phone	(214) 274-6232

Errata Notices

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

DATE	EVENT
October 18, 2023; 1:00-2:00 p.m. October 19, 2023; 9:00-10:00 a.m.	General Webinar schedule Webinar registration link can be found on the LASO website
October 23, 2023	LASO individual application links will be emailed to Superintendents on October 23, 2023. Please see the LASO website for more information.
October 26, 2023; 9:00-10:30 a.m. November 1, 2023; 2:00-3:30 p.m.	Program Specific Webinar schedule Webinar registration link can be found on the LASO website
November 10, 2023	FAQ deadline See the General and Fiscal Guidelines , Frequently Asked Questions.
November 17, 2023	FAQ Publishing The FAQs for this grant program will be posted to the TEA Grant Opportunities and LASO website site no later than the date listed on the Grant Timeline. Applicants may email their questions to the LASO central inbox at LASO@tea.texas.gov
December 7, 2023	Due date for the application. The application must be received by the TEA by 5:00 p.m. Central Time. LASO individual application links will be emailed to Superintendents on October 23, 2023. Please see the LASO website for more information. <i>See General and Fiscal Guidelines, Application Due Date and Time</i>

January 2, 2024-January 25, 2024	Application review period, including interviews if necessary. See General and Fiscal Guidelines , Review Process
February 8, 2024	Anticipated award announcement
March 1, 2024	Beginning date of grant (if selected for funding) See General and Fiscal Guidelines , Grant Period
March 31, 2025	Final date to submit an amendment (if selected for funding)
June 30, 2025	Ending date of grant (if selected for funding) See General and Fiscal Guidelines , Grant Period

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

Grant at a Glance

This section provides fundamental information pertinent to the grant program.

Authorizing Legislation

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

Where to Submit the Grant Application

LASO individual application links will be emailed to Superintendents on October 23, 2023. Please see the [LASO website](#) for more information.

Purpose of Program

The School Action Fund (SAF) grant provides technical assistance, resources, and grant funds to support the planning and implementation of school actions for, and at, individual campuses. School districts also receive support in adopting a broader continuous improvement strategy to improve schools and provide parents and families with the schools and programs they want, need, and deserve. A maximum of six grants will be awarded across all actions to any individual LEA.

Eligible Applicants

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

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. A campus may not have received funding from the 2019-2020 School Action Fund Planning (SAF) grant, any subsequent School Action Fund grants, a TCLAS Decision 10 grant, or a LASO 2023-2024 School Action Fund- Planning and Implementation grant. SAF applicants pursuing a SAF Implementation grant may not receive concurrent funding from the School Improvement Grant (SIG). SAF grantees, and applicants pursuing any School Acton Fund grants may not receive a concurrent Effective Schools Framework-Focused Support (ESF FS) grant.

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

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

Shared Services Arrangement

See the General and Fiscal Guidelines, Shared Services Arrangements.

Shared services arrangements (SSAs) are not allowed for this grant program.

Application Attachments

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

Required Attachments

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

There are no program related attachments for this program.

Application Requirements and Assurances

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

- Statutory requirements (requirements defined in the authorizing statute)
- TEA program requirements (requirements defined by TEA program staff)

Statutory Requirements

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

Per TEC §22.0834, any person offered employment by any entity that contracts with TEA or receives grant funds administered by TEA (i.e., a grantee or subgrantee) is subject to the fingerprinting requirement. TEA is prohibited from awarding grant funds to any entity, including nonprofit organizations, that fails to comply with this requirement. For details, refer to the [General and Fiscal Guidelines](#), *Fingerprinting Requirement*.

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

1. Develop comprehensive support and improvement plans under section 1111(d)(1) for schools receiving funds under this section.
2. Support schools developing or implementing targeted support and improvement plans under section 1111(d)(2), if funds received under this section are used for such purpose.
3. Monitor schools receiving funds under this section, including how the local educational agency will carry out its responsibilities under clauses (iv) and (v) of section 1111(d)(2)(B) if funds received under this section are used to support schools implementing targeted support and improvement plans.
4. Use a rigorous review process to recruit, screen, select, and evaluate any external partners with whom the local educational agency will partner.
5. Align other Federal, State, and local resources to carry out the activities supported with funds received under subsection (b)(1).
6. As appropriate, modify practices and policies to provide operational flexibility that enables full and effective implementation of the plans.

TEA Program Requirements

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

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

Requirements for All Actions

1. The applicant will work in good faith with the TEA-vetted and matched school action Technical Assistance provider and agency-provided technical assistance.
2. The applicant will identify flexibilities and autonomies along with clear goals and metrics that are contextual to each campus and approve a Performance Agreement signed by the campus leader and at least the Superintendent by the end of the first year of award.
3. The applicant will attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, and sharing best practices through the TEA program office.
4. 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.
5. Applicants applying for Implementation grants must have previously planned the action with a TEA-approved Technical Assistance provider.

6. Any campus that is closing or potentially being repurposed as part of a school action must adhere to, and comply with, rule §97.1066: Campus Repurposing and Closure. (More information can be found [here](#).)

Requirements for Partner-Managed Actions

1. Applicants selecting “Partner-managed” actions must commit to the adoption of TEA’s Texas Partnership model authorizing [tools](#) and resources, including Performance Contracts.
2. Applicants selecting “Partner-managed” actions must register for the Texas Authorizer Leadership Academy (TALA) by December 1st of the first year of the awarded grant.
3. A, B, C, and D-rated campuses are not eligible for Texas Turnaround Partnership-Managed school actions.
4. Applicants pursuing a partnership-managed model must meet all funding requirements defined by Texas Partnerships, including allocating all federal, state, and local funds due to the campus, in alignment with Texas Partnership Guidelines.
5. Applicants seeking partner-managed actions must evaluate partner applicants’ plans for selection, adoption, and implementation of high-quality instructional materials (as defined in these Program Guidelines) during the Call for Quality Schools process. More information about a Call for Quality Schools process can be found [here](#).

Requirements for Create New School Actions

1. Applicants selecting “Create a New School” must select and designate a campus leader no later than June 21, 2024, and commit to that campus leader’s full participation in the New School Design Fellowship program beginning Summer 2024.
2. Applicants must apply for a new CDCN (County District Campus Number) for “New Schools” by March 2025.
3. “New Schools” established without tested grade levels must be paired with another campus in the same LEA or the overall LEA for accountability purposes by March 2025, as per guidelines in Chapter 7 of the 2022 Accountability [Manual](#) (or a later version if published).
4. “Create a new school” school actions will use an evidenced-based slow-grow model approved by TEA, such as K-1 for K-5th grades or 6th grade for 6th – 8th grades, and grow one grade at a time, year over year over; or the new school may open with all grade levels only if the district is opening a newly constructed facility or planning to use an unoccupied building. Any deviations from the slow-grow model described herein must be pre-approved by TEA.
5. Applicants selecting “Create a New School” school actions must include the new campus in its Title I ESSA plan in time for SY 2025-2026.
6. The applicant assures enrollment at a “New School” will prioritize students previously attending or zoned to a 2022-2023 Title I-serving Comprehensive and/or Targeted School (2023 ratings).

Program-Specific Assurances

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

School Action Fund program-specific assurances are listed below:

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

1. The applicant LEA will select one of the eligible school actions and related models as described, and available, in this grant, 2024-2025 School Action-Planning and Implementation.
2. Use a data-informed, both quantitative and qualitative, evaluation process and criteria for selecting the school action model for the specific campus to be supported with this grant.
3. If a specific campus has not yet been identified, use a data-informed, both quantitative and qualitative evaluation process, criteria, and appropriate timeline for identifying the campus for school action, including the rationale for naming a specific campus during the planning year.
4. Align the school action with the LEA's overall strategy for support and intervention in low-performing schools and/or the LEA's strategy for expanding high-quality school choices for students and families.
5. Assure that senior LEA leaders have been, and will be, involved in the decision to select the school action for the campus(es) and to apply for this School Action Fund Planning and Implementation Grant, and that they will continue to be involved throughout the grant period.
6. Assure that the applicant LEA worked, or will work, with members of the school community (staff, families, community leaders) to communicate plans and solicit input into the school action planning and implementation process.
7. Identify a LEA staff member to coordinate the planning and implementation grant who is both qualified and experienced in project and program management.
8. Select, adopt, and implement, with fidelity, high-quality instructional materials (as described later in these Program Guidelines) to be integrated into the design and implementation of the chosen action.
9. Implement strategic scheduling (such as [ADSY](#), extended day/year, and/or blended learning programs that require operational and staffing shifts to rethink and maximize time and flexibility) and [accelerated instruction](#), including all requirements of HB 1416, at the school action campus by the first year of implementation as defined by TEA, unless otherwise approved or stated by TEA.

ADSY Full Year program-specific assurances are listed below. ADSY Full Year is a specific model that applicants may select for eligible campuses.

1. Serve at least one grade level within grades PreK-5.
2. Have campus academic calendar(s) that meet ADSY eligibility requirements (currently 180 instructional days), not including staff development waivers, as well as at least 75,600 operational minutes.
3. Add between 25 and 30 additional days of instruction (ADSY days) to the campus's academic calendar (currently at 180 days). ADSY days must be on separate days from regular instructional calendar days.
4. Create a comprehensive Strategic Plan utilizing the planning resources and templates provided in the grant program.
5. Develop a strategic scheduling plan focused on reducing teacher workload that includes brain breaks and enrichment time for students, and additional collaborative planning time for teachers.
6. Identify a project manager who will manage the planning process as well as a cross-departmental steering committee that includes a representative from the finance team to facilitate strong planning.
7. Have a teacher meeting the LEA's certification requirements deliver at least two hours of academic instruction specific to math and reading on dedicated ADSY days.
8. Utilize an approved SAF ADSY Technical Assistance provider to support the program design and planning process.
9. Participate in all learning community sessions during the 2024-2025 school year (up to one day per month).
10. Participate in periodic reflection processes following the planning year to continuously improve program based on existing data.

11. Grantees commit to forming a cross-departmental Steering Committee, including a representative from the Finance team, to guide full year redesign planning.
12. Grantees commit to bringing an ADSY calendar to their school board for approval by March 1st of the year prior to their selected year of implementation.
13. Select, adopt, and implement with fidelity high-quality instructional materials (as described later in these Program Guidelines) to be integrated into the design and implementation of the chosen action.

Program Elements

This section provides detailed information about the grant.

Description of Program

School Actions are whole-school strategies districts use to increase access to high-quality schools, meet community needs, and address chronic underperformance. By providing grant funds and technical assistance to support school actions for individual campuses, TEA also supports school districts in adopting a broader continuous improvement strategy that annually evaluates school quality, parent demand, and neighborhood needs to take strategic actions that both improve schools and provide parents and families with the schools and programs they want, need, and deserve. All SAF grantees must plan and implement [ESF](#)-aligned academic and educational models, strategic scheduling (such as [ADSY](#), extended day/year, and/or blended learning programs that require operational and staffing shifts to rethink and maximize time and flexibility), and select, adopt, and implement high quality instructional materials ([HQIM](#)), research-based instructional strategies (RBIS) and [accelerated instruction](#), including all requirements of HB 1416, at the school action campus by the first year of implementation as defined by TEA.

LEAs that receive a 2024-2025 School Action Fund (SAF) Planning grant may be eligible for one to two years of continuation funding, resources, and support to implement the school action. LEAs must satisfactorily complete all required elements and meet all milestones of the 2024-2025 SAF Planning grant in order to become eligible for a non-competitive continuation grant. (See below Program Descriptions for more details of each action/model.) A maximum of six grants will be awarded across all actions to any individual LEA.

Implementation grants in the 2024-2025 School Action Fund–Planning and Implementation grant are available to those potential grantees who have already worked through planning the action with a TEA-approved technical assistance provider; and who are ready to implement the action in SY 2024-2025. School Action Fund implementation (or continuation) grantees may not receive a concurrent School Improvement Grant (SIG) award.

To learn more about school actions and model Playbooks, please visit [Center for School Actions](#).

When selecting actions, LEAs should follow the decision process below based on individual campus needs.

STEP 1: Select an Action

1. Restart: LEAs reconstitute campus leaders and a majority of staff and implement a new whole-school academic and educational model to turnaround a chronically underperforming campus. LEAs plan and implement the selected school model in all grade levels in year one of implementation.

2. Create a New School: LEAs create a new school that may be phased-in one grade level at a time OR implemented with all grade levels in a new facility or a facility that was unoccupied by a school in the previous year. Campuses receive a new CDCN, recruit, select, and hire a new campus leader and staff, and implement an evidence-based academic model, including high-quality instructional materials. Districts closing and repurposing an existing campus must comply with rule §97.1066: Campus Repurposing and Closure. (More information can be found [here](#).) Campuses must also be designated Title-I serving in Year 1 of implementation.
3. Reassign Students to Higher-Performing Campuses after School Closure: LEAs work with their communities to thoughtfully close school(s) and reassign students to A/B-rated campuses (according to 2022-2023 ratings or new schools). Districts closing an existing campus must comply with rule §97.1066: Campus Repurposing and Closure.
4. Redesign: LEAs support campus leaders and staff at an existing campus to plan and implement an evidence-based, whole-school academic and educational model to transform all aspects of school. LEAs implement the selected school model in all grade levels in year one of implementation.

STEP 2: Select Governance Structure

1. District-Run: The campus is directly run and supported by the LEA. All staff members of the campus are employees of the LEA.
2. Partner-Managed: The LEA launches a Call for Quality Schools and other rigorous authorizing processes to recruit, evaluate, and approve a high-quality operator to plan and implement the school action(s) through a Texas Turnaround (SB 1882; *available for F-rated campuses only*) or Innovation Partnership. Designated Texas Turnaround or Innovation Partnerships may be eligible for additional state funding. More information about Texas Partnerships [here](#).

STEP 3: Select an evidence-based, codified school model from those found below and on the [Center for School Actions](#) where you will find model Playbooks and other resources for in-depth descriptions and guidance:

1. Restart
 - i. Accelerating Campus Excellence (ACE; see [Toolkit](#))
 - ii. Resource Campus ([TEC 29.934](#) or most recent relevant legislation, and Resource Campuses TEA [webpage](#))
Additional funding may be available for designated Resource campuses, and Eligible campuses must have 4 or more unacceptable/F ratings in the last 10 years.
 - iii. College and Career Prep*
 - iv. Advanced STEM*
 - v. ADSY Full Year (elementary grades only; within the ADSY model, initial priority given to those applying for ADSY PEP Full Year and ADSY Summer grants together, with second priority given to ADSY PEP Full-Year only; additional funding may be available for designated ADSY campuses)
 - vi. Rural P-20 System
 - vii. Other (Texas Turnaround Partnership grants are available only for F-rated campuses)
2. Create new
 - i. College and Career Prep*
 - ii. Advanced STEM*

- iii. Montessori*
 - iv. ADSY Full Year (elementary grades only; within the ADSY model, initial priority given to those applying for ADSY PEP Full Year and ADSY Summer grants together, with second priority given to ADSY PEP Full-Year only; additional funding may be available for designated ADSY campuses)
 - v. Rural P-20 System
 - vi. Other (Texas Innovation Partnership campuses only)
3. Reassign Students to Higher-Performing Campuses after School Closure
4. Redesign
- i. College and Career Prep*
 - ii. Advanced STEM*
 - iii. ADSY Full Year (within the ADSY model, initial priority given to those applying for ADSY Summer and ADSY PEP Full-Year together, with second priority given to ADSY PEP Full-Year only; additional funding may be available for designated ADSY campuses)
 - iv. Rural P-20 System
 - v. Other (Texas Innovation Partnership campuses only)

*Kindergarten – 8th Grades only

Implementation grants in the 2024-2025 School Action Fund—Planning and Implementation grant are available to those potential grantees who have already planned the action at the time of application with a TEA-approved technical assistance provider and will be ready to implement the action on campus(es) in SY 2024-2025.

School Actions are whole-school strategies districts use to increase access to high-quality schools, meet community needs, and address chronic underperformance. By providing grant funds and technical assistance to support school actions for individual campuses, TEA also supports school districts in adopting a broader continuous improvement strategy that annually evaluates school quality, parent demand, and neighborhood needs to take strategic actions that both improve schools and provide parents and families with the schools and programs they want, need, and deserve.

All SAF grantees must plan and implement [ESF](#)-aligned academic and educational models, strategic scheduling (such as [ADSY](#), extended day/year, and/or blended learning programs that require operational and staffing shifts to rethink and maximize time and flexibility), and select, adopt, and implement high quality instructional materials ([HQIM](#)), research-based instructional strategies (RBIS) and [accelerated instruction](#), including all requirements of HB 1416, at the school action campus by the first year of implementation as defined by TEA.

Please visit [Center for School Actions](#) to review model Playbooks for in-depth descriptions and guidance.

Supplement, Not Supplant

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

The supplement not supplant provision

- Applies

- Does not apply

The following sections designated by an asterisk () are not required and may be skipped by entering a NA if not applicable.*

*Qualifications and Experience

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

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

*Performance and Evaluation Measures

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

Deliverables identified for Measurable Progress should align to the SMART goal and relate to the “Gates and Deliverables” section below which includes a representative sample, but not all Deliverables. Note: Deliverables and Gates may be adjusted based on feedback in an ongoing continuous improvement process.

District-Run Actions, Planning: Gates Description and Expected Completion

- **GATE 0: Establish: May 2024**
 - Develop a communication plan to articulate purpose and process of school action planning
 - Recruit and hire campus leader and leadership team
 - Recruit design team from internal and external stakeholder groups
- **GATE 1: Envision and Plan: October 2024**
 - Identify the purpose, mission, vision, and goals of the school action
 - Determine the conditions for change at the district and campus level
- **GATE 2: Design and Authorize: December 2024**
 - Finalize major components including strategic staffing decisions, HQIM selection and adoption
 - Finalize LEA’s internal school design plan approval process
 - Complete HQIM order (if applicable)
- **GATE 3: Prepare to Implement: March 2025**
 - Develop detailed plans for the implementation of effective instruction, data-driven instruction
 - Create a two-years implementation plan
 - Establish goals for student outcomes during the first two years of implementation
- **GATE 4: Prepare to Launch: May 2025**
 - Submit complete School Design plan for final TEA review
 - Continue instructional leadership planning and training

- Develop detailed plans for family engagement

Partner-Managed Actions, Planning: Gates Description and Expected Completion

- **GATE 0: Establish: May 2024**
 - Develop a communication plan to articulate purpose and process of school action planning
 - LEA Board-approved District Authorizing Policy
 - (DRAFT) Call of Quality Schools, including HQIM and RBIS as requirements
- **GATE 1: Envision and Plan: October 2024**
 - Release Call of Quality Schools, including HQIM and RBIS as requirements
- **GATE 2: Design and Authorize: December 2024**
 - LEA Board-approves Operating Partner
 - LEA Board-approves Partnership agreement, Performance Expectations and Contract Terms
 - Apply for SB 1882 Benefits
- **Gate 3: Prepare to Implement: March 2025**
 - Operating Partner Board registers for TALA training
 - LEA (authorizer) creates school review process to monitor campus progress
- **GATE 4: Prepare to Launch: May 2025**
 - Apply for continuation grant funding to implement school action
 - Create detailed implementation plan
 - Implement procurement plan for high-quality instructional materials (HQIM)

District-Run Actions, Implementation: Gates Description and Expected Completion

- **GATE 0: Implement with Fidelity: May 2024**
 - Quarterly Classroom Observations schedule and leadership team and teacher assignments
 - Math, ELAR, and sub-population SMART goals
 - Lone Star Governance (LSG) training registration
- **GATE 1: Monitor Model and Student Outcomes: October 2024**
 - Quarterly Classroom Observations with debrief
 - BOY CBA data and/or Formative Assessment Data for Math and RLA
 - MOU or contract for independent third party ESF-aligned review
- **GATE 2: Monitor Model and Student Outcomes: December 2024**
 - Spring semester Professional Development calendar, topics
 - Data analysis meetings and Learning Acceleration Plans (DDI) based on MOY data
 - MOY CBA data and/or Formative Assessment Data for Math and RLA
- **GATE 3: Monitor Model and Student Outcomes: March 2025**
 - Interim and/or Formative Assessment Data for Math and RLA
 - Confirm Completion of Lone Star Governance (LSG) training
 - Report from for independent third party ESF-aligned review
- **GATE 4: Monitor Model and Student Outcomes: May 2025**
 - Teacher observations and feedback; Data analysis meetings and Learning Acceleration Plans
 - EOY Assessment Data for Math and RLA

- For Year 2 of implementation, updated/revised, Learning Acceleration Plans (DDI)

Partner-Managed Actions, Implementation: Gates Description and Expected Completion

- **GATE 0: Implement with Fidelity: May 2024**
 - Schedule / plan for LEA to pass through to the operating partner all state, local, and federal funds, including all relevant 1882 allotments to fund the campus, minus a reasonable management/authorization fee
 - Campuses must have attained Title I serving status for SY 2024-2025
 - Both Authorizer and Operating Partner Board Members have registered and begun TALA Training
- **GATE 1: Monitor Model and Student Outcomes: October 2024**
 - Operating Partner provides Authorizer with updates on progress toward goals outlined in the Partnership Contract
 - Authorizer conducts high-quality in-district progress monitoring activities as defined by quality authorizing principles
- **GATES 2-4: Monitor Model and Student Outcomes: December 2024, March 2025, May 2025**
 - Operating Partner provide Authorizer with updates on progress toward goals outlined in the Partnership Contract
 - Data review meeting is held.
 - Both Authorizer and Operating Partner Board Members have completed TALA Training (Gate 4).

Project Evaluation and Modification

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

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

Performance Measures

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

Completion of ongoing progress monitoring of Gates and Deliverables, including student outcomes, as established by the TEA. Upon grant award, TEA will provide awardees with the SAF Progress Monitoring Rubric (PMR) and access to data upload systems/platforms on or around April 5, 2024. LEAs must complete the SAF Progress Monitoring Rubric (PMR) with their matched school action technical assistance provider. Progress will be monitored by the agency on a monthly basis.

An ESF-aligned third-party implementation quality review must be completed during the Fall semester of year two implementation or continuation, unless otherwise approved by TEA. The third-party implementation quality review must be conducted by an organization not connected to the grantee district, campus, or TEA-matched technical assistance provider and must be skilled in understanding the Levers, Essential Actions, and Key Practices of the Effective Schools Framework.

The third-party organization must use a tool which measures i) effective implementation of both the selected school action/model, and the Effective Schools Framework Levers, Essential Actions, and Key Practices. The tool should also include an opportunity to provide insight and guidance into areas of need and improvement with practical follow-up activities and data analysis. The tool to be used must be approved by TEA.

High Quality Instructional Materials Requirements

For School Action Fund grantees high quality instructional materials (HQIM) includes at least the core content areas of Math and English Language Arts/Reading materials that are curricular resources that 1) ensure full coverage of Texas Essential Knowledge and Skills (TEKS); 2) are aligned to evidence-based best practices in the relevant content areas of RLA, math, science, and social studies; 3) support all learners, including students with disabilities, English Learners, and students identified as gifted and talented; 4) enables frequent progress monitoring through embedded and aligned assessments; 5) includes implementation supports for teachers; and 6) provide teacher and student-facing lesson-level materials.

All SAF grantees must select, adopt, and implement HQIM at the school action campus by the first year of implementation. Authorizers must demonstrate evidence of evaluating and approving the academic model proposed by the operating partner, including HQIM in the Call for Quality Schools.

Limits on Contracted Evaluators

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

Application Funding

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

It is anticipated that approximately 36 grants will be awarded ranging in amounts from \$185,000 to \$500,000. A maximum of six grants will be awarded across all actions to any individual LEA.

Selection of Applicants for Funding

Applicants will be selected in:

- Rank order
- Order by selected action. More detailed information is found in the Grant Review and Funding Criteria section.

Cost Share or Matching Requirement

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

TEA requires a:

- X% cost share/match
- There is no cost share or matching requirement

Limitation of Administrative Funds

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

Direct Administrative Costs

- TEA limits the amount of direct administrative costs to no more than 8% of the total award.
- TEA/The authorizing statute does not permit direct administrative costs.

Indirect Costs

For Federal Grants Only

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

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

Pre-Award Costs

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

Pre-award costs:

- are permitted
- are not permitted

Activities and Use of Funds

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

Out-of-State Travel

Out-of-state travel costs:

- may be funded under this grant program
- may not be funded under this grant program:

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

Travel Costs for Officials such as Executive Director, Superintendent, or Board Members

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

- may be funded under the grant program
- may not be funded under the grant program.

Only the following travel costs are allowable for these positions:

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

General Allowable Activities and Use of Funds

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

District-Run Actions, Planning:

- Planning Year School Leader release time to complete planning activities: 80,000
- District Administrator / Innovation Officer Position: 20,000
- High quality instructional materials and support: 30,000
- Educator Stipends and Salaries: 40,000
- Travel expenses: 10,000
- School community engagement support: 10,000

Partner-Managed Actions, Planning:

- Authorizer Administrator / Innovation Officer Position: 40,000
- Operating Partner Organization Start-up/Transition Funding: 125,000
- Travel expenses: 10,000

- School community engagement support: 10,000

District-Run Actions, Implementation:

- District Administrator / Innovation Officer Position: 50,000
- High quality instructional materials and support: 150,000
- Educator Stipends and Salaries: 250,000
- Travel expenses: 10,000
- School community engagement support: 40,000

Partner-Managed Actions, Implementation:

- Authorizer Administrator / Innovation Officer Position: 80,000
- Operating Partner Funding: 400,000
- Third-party School Quality Review: 10,000
- School community engagement support: 10,000

General Unallowable Activities and Use of Funds

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

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

Federal Grant Requirements

Equitable Access and Participation

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

This requirement

- does apply to this federally funded program.
- does not apply to this federally funded program.

Private Nonprofit School Participation

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

This requirement

- does apply to this federally funded program.
- does not apply to this federally funded program.

Maintenance of Effort

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

This requirement

- does apply to this federally funded program.
- does not apply to this federally funded program.

Scoring And Review

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

Grant Review and Funding Criteria

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

All eligible grant applications will be evaluated based on the methodology below using school year 2022-2023 accountability 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.


- Priority Points based on campus and district context: up to 50 points per campus; high needs districts and campuses (as determined by 2022-2023 accountability ratings), economically disadvantaged districts and campuses, and districts that have an Office of Innovation. TEA will rank order campuses by priority points within each action.
- Virtual Oral Interview with district and campus leaders: up to 100 points per campus

Awards will be determined according to the following methodology:

1. Determine Eligibility: Applicants will complete the LASO questionnaire and indicate the school actions/models the district is applying for each eligible campus.
2. Conduct Virtual Oral Interview: Based on priority points as calculated above, the top 50 campuses will proceed to the virtual Oral Interview. In the case of a tie, campuses with the higher economically disadvantaged percentage will go to the Oral Interview. (For new schools or campuses that have not yet been identified, the district average will be considered.)
3. Determine Finalists: Applicants must meet at least 80% of overall points (priority and oral interview points) to be considered for a grant award.
4. Determine Awards: Awards will be granted to all of the finalists for each action until funds are expended, with priority for funding in the order listed below:
 1. Restart actions

2. Create New School actions
3. Reassign actions
4. Redesign actions
5. Finally, awards will be made as funding allows based on the prioritization of actions as noted above. Any remaining funds may be awarded to applicants who scored less than 80%, in rank order with the highest percentage of economically disadvantaged students on a campus, while keeping the maximum of six awards of grants per individual LEA in place.

In the case of a tie between applicants at the end of available funding, the grant will be awarded to the applicant with the highest percentage of economically disadvantaged students at the campus.

Please note: A maximum of six grants will be awarded across all actions to any individual LEA. 

Oral Interviews for Funding

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

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

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

The interviews will cover the following topics:

School Action Selection (50 points)

- Evaluation process and criteria for selecting the school action
- Alignment of school action with overall district strategy for school improvement
- Support from district leadership and school board

Readiness to Plan/Implement (50 points)

- Understanding of school action requirements and planning activities
- Awareness of school action implementation challenges and mitigation strategies
- Plans for engaging technical assistance organizations
- Presence of existing practices and policies to support school action planning.

During the oral interviews, applicants will have the opportunity to elaborate and be evaluated on the topics above, as well as answer any additional questions which the TEA may have. The applicant may reference any documents, including 2024-2025 School Action Fund–Planning and Implementation Program Guidelines and the FAQs.