

Welcome!
We will begin soon!





Leadership & Instructional Foundations for Texas (LIFT)

October 8, 2025 & October 22, 2025



Welcome! LASO LIFT & LIFT Add On: SI PLC Webinar



Presenters



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Executive Director of High-Quality
Instructional Materials Implementation
Leadership and Instructional Foundations for Texas



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FYIs



Submit questions during the webinar
using the Zoom Q&A



Webinar slides and recordings will be
posted on the [LASO Cycle 4 website](#)
after all webinars have been
completed



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

01 Overview of LASO Cycle 4

02 LIFT Grant – Deep Dive

03 LIFT Add On: SI PLC

04 LASO Cycle 4 Application Process and Timeline

05 Next Steps

Overview of LASO Cycle 4

Learning Acceleration Support Opportunities (LASO)



Learning Acceleration Support Opportunities (LASO) is a **single, consolidated application that combines grants, allotments, and in-kind supports**, bundled around a few key strategies to accelerate academic gains. LASO Cycle 4 will offer 15 opportunities focused on curriculum & instruction, educator training, more time, and innovative school models.

\$500M

in estimated services
and supports

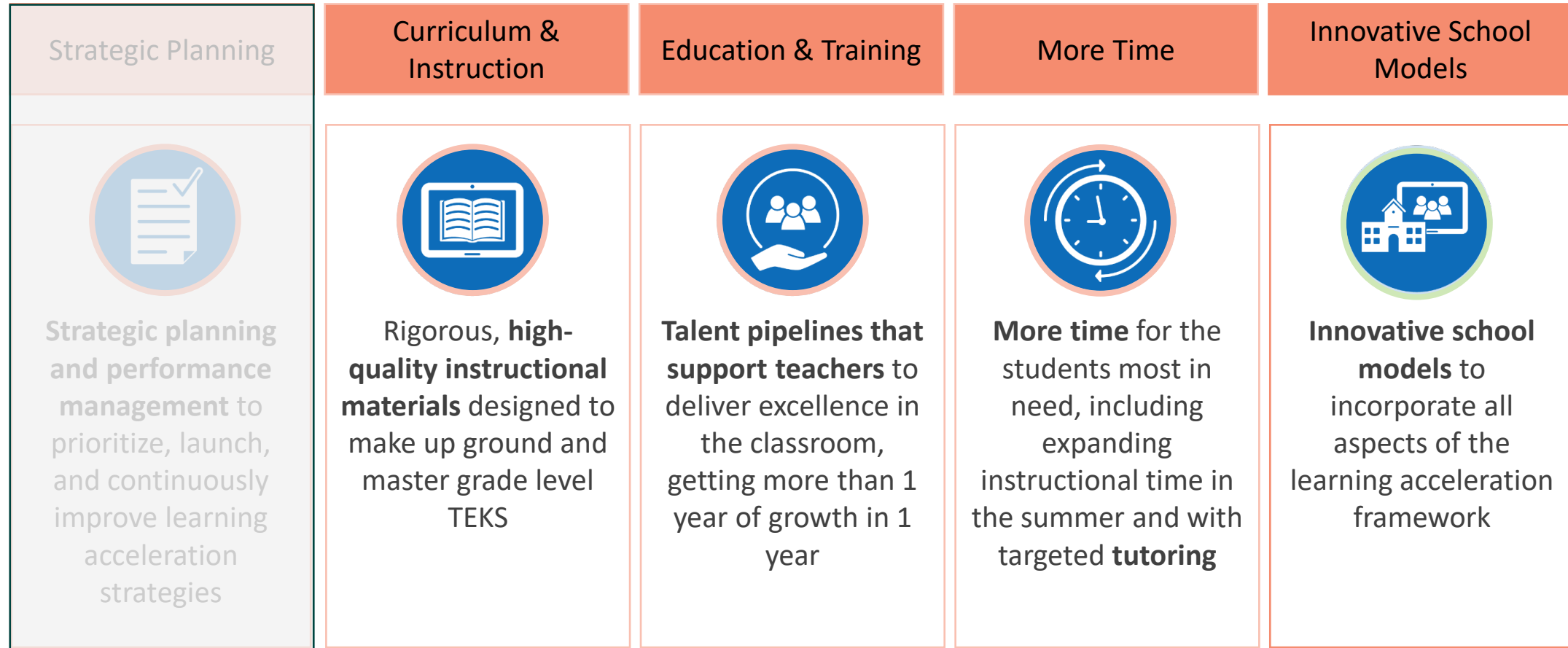
15

initiatives to support
learning acceleration
and innovation

1

application to access
funding

LASO Cycle 4 will be anchored in four Learning Acceleration Strategies



LASO 4 Portfolio



Several LASO initiatives span multiple years. The funding view has been updated to display the **total allocation across all years**, beginning with the LASO cycle and including continuation grants where applicable.



Initiative	District or Campus Level	Estimated Total Allocation Available	Initiative Duration In Years	Estimated Range of Award	Estimated Number of Awards
Curriculum and Instruction					
Leadership & Instructional Foundations for Texas (LIFT) LIFT merges programs formerly known as Strong Foundations- SF, Texas Instructional Leadership- TIL, and Texas Lesson Study- TXLS	District	\$200M	3	\$235K-1.5M	350-475
LIFT Add-On: School Improvement PLC Support (LIFT SI PLC) (available only for Title I Comprehensive, Targeted, and Addtl Targeted)	Campus	\$45M	1	\$60K-120K	150-300
School Improvement Curriculum and Instruction Support Grant (SI CISG) (available only for Title I Comprehensive, Targeted, and Addtl Targeted)	Campus	\$10M	1	Up to \$200K	Up to 50
Blended Learning Grant (BLG) Two Cohorts: Academic – Math or RLA cohort and Strategic Operations Cohort	District	\$4M	2-3	Academic- Up to \$180K Strat Ops- Up to \$310K	15-20
AP Computer Science Principles (APCSP)	District	\$1.292M	1	\$10K- 100K	Up to 50
Education and Training					
PREP Program Allotment 1. PREP Residency Preservice Program 2. PREP Grow Your Own (GYO) Program 3. PREP Mentorship Program	District	\$146M	1	Residency Program: \$24K-1.6M Grow Your Own: \$8K-480K Mentor Program: \$3K-120K	All eligible districts may receive the allotment
Texas Strategic Staffing for Residencies (TSS) Grant	District	\$2.9M	2	Up to \$58.4K	Up to 50
More Time					
Additional Days School Year Planning & Execution Program (ADSY PEP) Two Cohorts: Full Year Redesign and Summer Learning	District	\$7.7M	2-3	Summer- Up to \$200K Full Year- Up to \$600K	30-36
Innovative School Models - Launch Grants					
School Action Fund (SAF)	Campus	\$30M	2-3	\$185K-375K	27-30
Navigating Excellence through Targeted Supports (NEXT)	Campus	\$1.75M	1	Up to \$150K	Up to 5
Early College High School (ECHS)	Campus	\$800K	2	Up to \$100K	Up to 8
Pathways in Technology Early College High School (PTECH)	Campus	\$1M	2	Up to \$100K	Up to 10
Virtual Hybrid Program Accelerator (VHPA)	Campus	\$5M	2	Up to \$230K	10-14

LASO 4 Cycle | Funding Portfolio



Initiative	District or Campus Level	Estimated Total Allocation Available	Initiative Duration In Years	Estimated Range of Award	Estimated Number of Awards
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School Improvement Curriculum and Instruction Support Grant (SI CISG) (available only for Title I Comprehensive, Targeted, and Addtl Targeted)	Campus	\$10M	1	Up to \$200K	Up to 50
Blended Learning Grant (BLG) Two Cohorts: Academic – Math or RLA cohort <i>and</i> Strategic Operations Cohort	District	\$6M	2-3	Academic- Up to \$180K Strat Ops- Up to \$310K	15-20
AP Computer Science Principles (APCSP)	District	\$1M	1	\$20K- 100K	Up to 50
Education and Training					
PREP Program Allotment 1 PREP Residency Program 2 3			1	Residency Program: \$24K-1.6M Grow Your Own: \$8K-480K Mentor Program: \$3K-120K	All eligible districts may receive the allotment
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LIFT is one of the Curriculum and Instruction initiatives funded through the LASO grants.

LIFT Deep Dive

What is LIFT?



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



=

- ✓ **Strong Foundations**
- ✓ **Texas Instructional Leadership (TIL)**
- ✓ **Texas Lesson Study**

LIFT: Built on Proven Programs

LIFT is the next evolution of TEA's most impactful instructional programs. It integrates the planning rigor of **Strong Foundations**, the leadership development of **Texas Instructional Leadership**, and the collaborative learning of **Texas Lesson Study** into one cohesive, multi-year initiative.



Strong Foundations

- Instructional Framework Design
- HQIM Adoption & Implementation
- Systems Planning & Diagnostics

Texas Instructional Leadership (TIL)

- Observation & Feedback Cycles
- Leadership Coaching & Calibration
- Performance Management Routines

Texas Lesson Study (TXLS)

- Lesson Internalization Protocols
- Student Work Analysis Routines
- Collaborative PLC Structures

Program at a Glance



Three-Year Program

Multi-year investment in lasting instructional change.



Aligned Support Models

Tailored support for district leaders, campus leaders, and teachers,

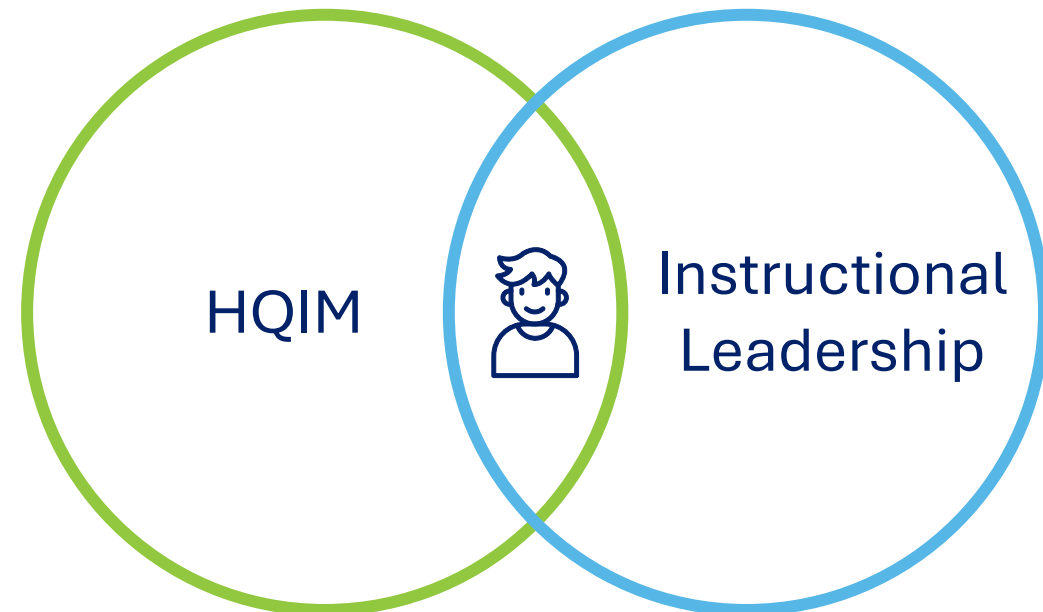


HQIM: Vision to Sustainability

Guides school systems from vision-setting to sustainable instructional systems implementation.

High-quality instructional materials (HQIM) and instructional leadership.

Strong instructional leadership paired with HQIM has the biggest impact on students.



Deliver High-Quality Learning Experiences for all Students

Roles and Actions that Support Instructional Delivery HQIM



Teachers

- **Learn** about research-based instructional strategies
- **Align** to the instructional vision
- **Engage** in initial HQIM training support



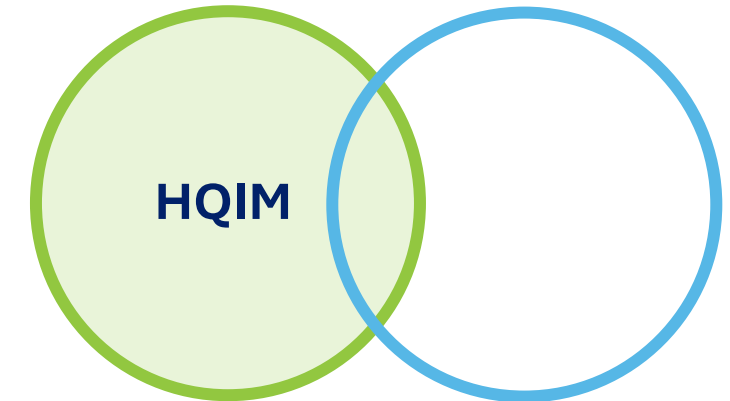
Instructional Leaders + Principals+ Coaches

- **Learn** about research-based instructional strategies
- **Support** building an instructional vision
- **Communicate** the instructional vision to teachers
- **Support** selection of HQIM
- **Ensure** school-wide instructional and operational alignment to HQIM implementation



Superintendent, Chief Academic Officers, Principal Managers

- **Learn** about research-based instructional strategies
- **Define** an instructional vision alongside key stakeholders
- **Lead** planning and change management strategy
- **Select and adopt** HQIM with board support
- **Ensure** district-wide instructional and operational alignment to HQIM implementation



Roles and Actions that Support Instructional Delivery

Instructional Leadership



Teachers

- **Internalize** and prepare for HQIM delivery
- **Deliver** HQIM as designed, differentiating effectively
- **Analyze student work** to address gaps
- **Execute** coaching action steps



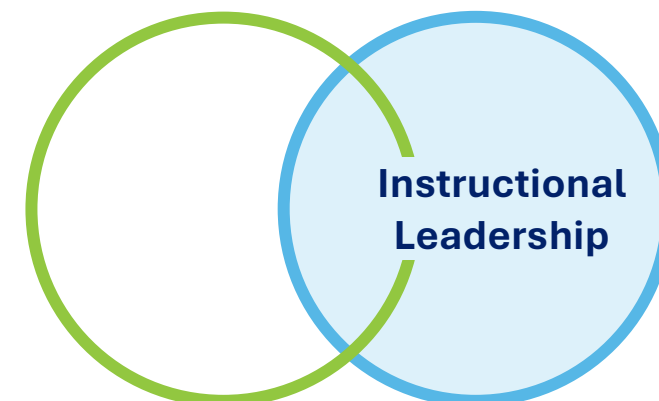
Instructional Leaders + Principals+ Coaches

- **Internalize** HQIM and **facilitate teacher PLCs** to support preparation
- **Observe and coach** supported teachers frequently; spend **majority** of time on instructional leadership support activities
- **Follow up** with action steps, modeling, and customized ongoing support
- **Evaluate** teachers in alignment with strong HQIM delivery



Superintendent, Chief Academic Officers, Principal Managers

- **Observe, coach, calibrate** alongside instructional leaders to grow leaders' capacity for coaching
- **Performance manage** against observation and assessment data
- **Change manage, align systems** to support managed instruction
- **Ensure district-wide systems are structured** to facilitate success with instructional leadership

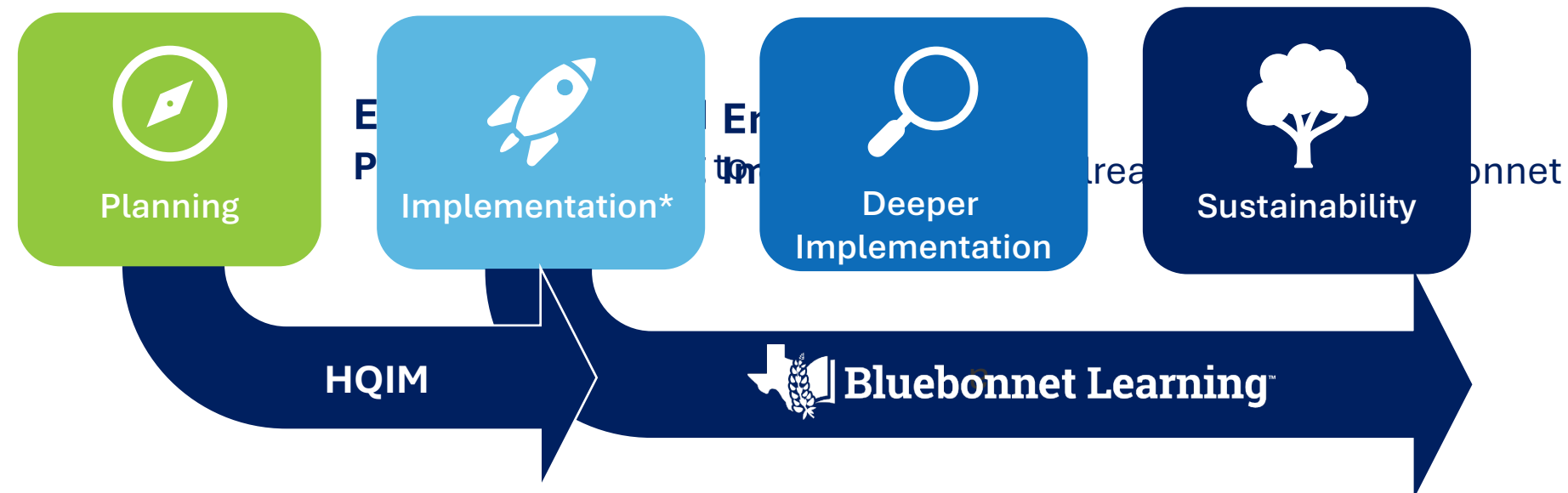


LIFT | Comprehensive Set of Supports

LIFT is up to a **three-year program** that provides school system supports for **sustainable implementation of HQIM** through aligned supports and strong systems. Across multiple years, school systems receive support refining operational and instructional systems.



School systems can enter the LIFT program in the **Planning Phase** or the **Implementation Phase**



School systems that adopt a **Bluebonnet Learning** product in their planning year **or begin in the Implementation Phase** are eligible for **two additional years** of support.

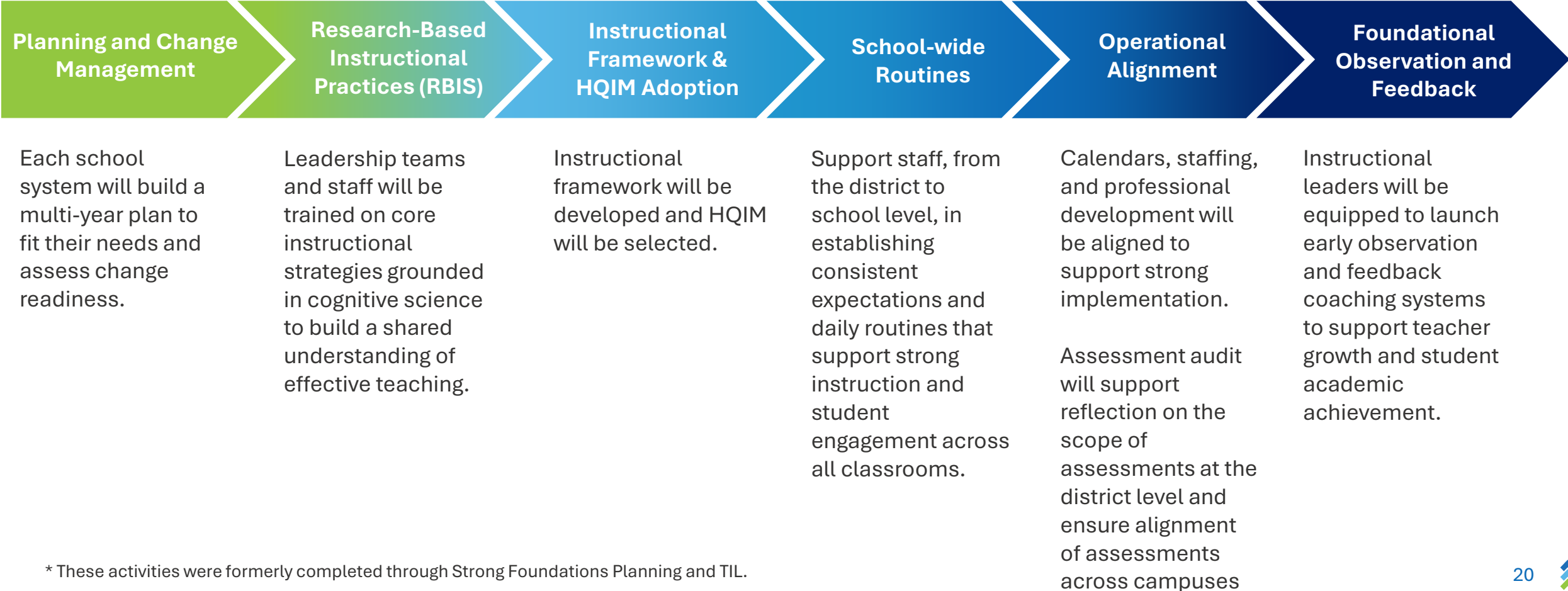


Regardless of entry point, LIFT begins with a **Needs Assessment** to evaluate a school system's current state. Through the support of the chosen **Approved Provider**, LIFT customizes programming to align to the needs of each school system.



Planning Supports

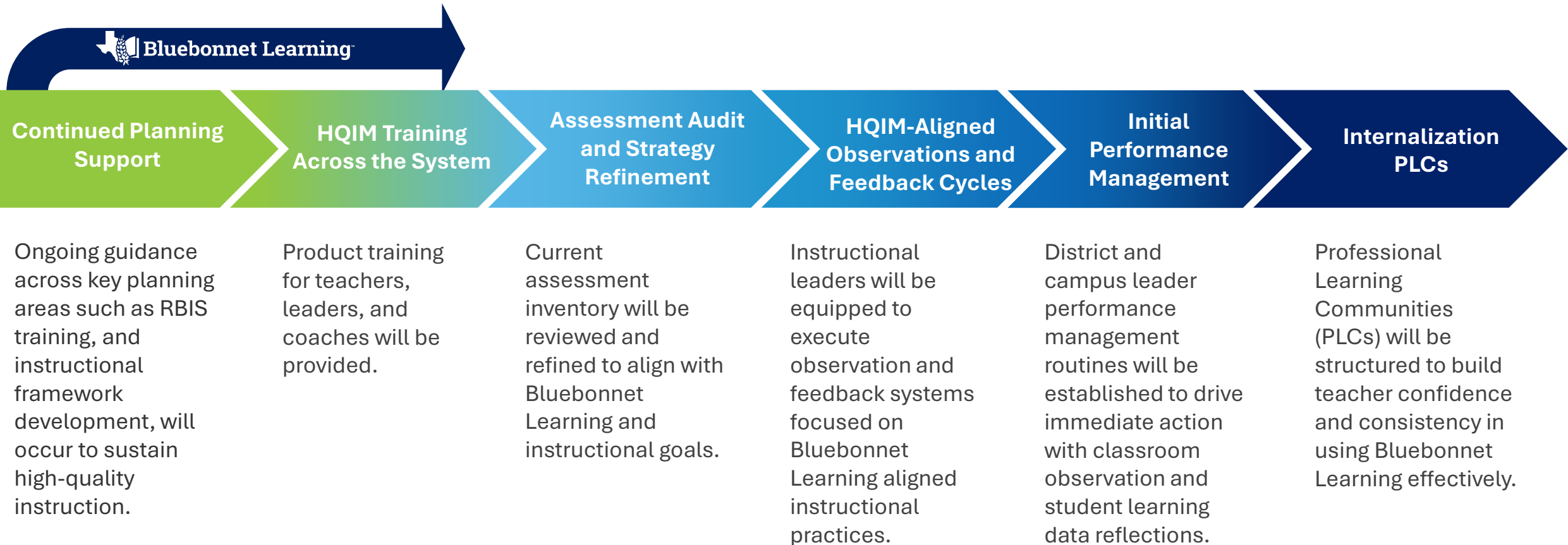
Preparing for HQIM implementation requires intentional actions on all levels, including:



* These activities were formerly completed through Strong Foundations Planning and TIL.

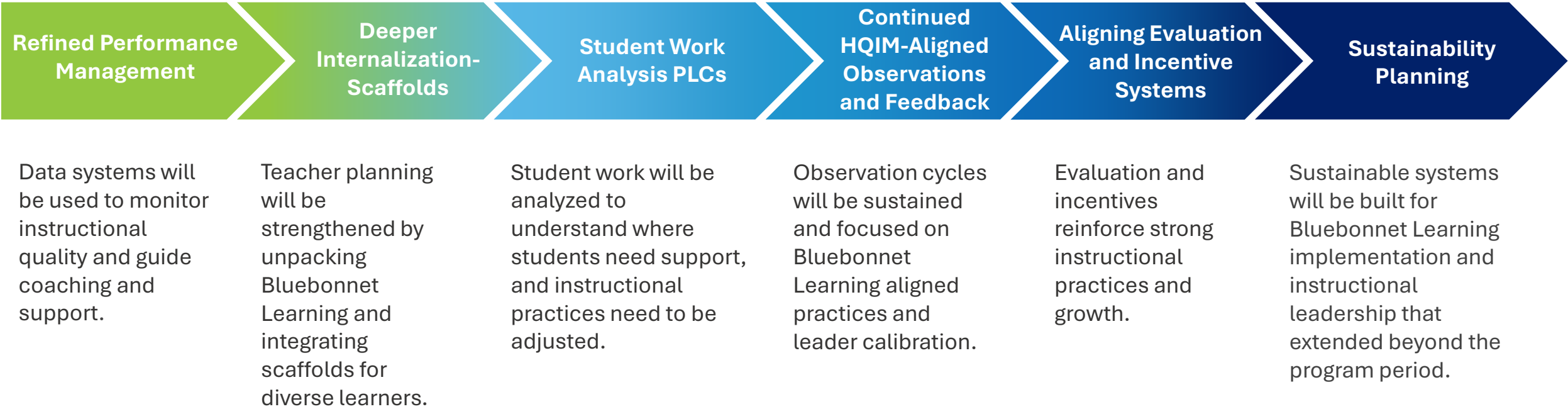
Initial Implementation Supports

Initial implementation supports school systems through:



Deeper Implementation Supports

Once HQIM is adopted and launched, school systems receive deeper implementation supports, including:



* These activities were formerly completed through Strong Foundations Implementation, TIL, and Texas Lesson Study

Example Pathway 1 | Starting Out

A school system is interested in adopting HQIM, specifically Bluebonnet Learning, and applies to LIFT for the planning year.

The LIFT Needs Assessment finds that (a) the system has engaged with RBIS but not developed an instructional framework, and (b) some structures are in place to support schoolwide routines, observation and feedback, and PLCs, but the school system is not consistent or aligned across schools.

Planning

New focus areas:

- Change and performance management
- Instructional framework
- Materials adoption

Continuing support:

- Schoolwide routines
- Observation & feedback
- PLCs

Implementation

New focus areas:

- Assessment and operations alignment
- Internalization
- Bluebonnet Learning centered observation & feedback

Continuing support:

- Performance management

Deeper Implementation

New focus areas:

- Evaluation and incentive system alignment
- Student work analysis

Continuing support:

- Internalization
- Bluebonnet Learning Centered feedback

Example Pathway 2 | Ready to Implement

A school system is preparing to implement Bluebonnet Learning K–5 Math instructional materials for the first time in the 2026–27 school year and applies to LIFT for the implementation phase.

According to the LIFT Needs Assessment, the system is new to using HQIM but engaged with TIL on schoolwide routines and observation & feedback three years ago. However, there are now several new principals and routines are inconsistent across campuses.



Implementation

New focus areas:

- Change and performance management
- Operations alignment
- Instructional framework
- Internalization w/ RBIS

Continuing support:

- Schoolwide routines
- Observation & feedback (w/ new focus on BL)



Deeper Implementation

New focus areas:

- Assessment alignment
- Student work analysis

Continuing support:

- Performance management
- Operations alignment
- Internalization
- Observation & feedback



Sustainability

New focus areas:

- Evaluation and incentive system alignment

Continuing support:

- Student work analysis
- Internalization to meet needs of all learners

Example Pathway 3 | Already Implementing

A school system engaged in Strong Foundations Implementation in the 2025–26 school year for Bluebonnet Learning K–5 RLA and math instructional materials and plans to continue implementation in the 2026–27 school year.

The LIFT Needs Assessment reveals no prior Strong Foundations Planning or TIL experience, and that there is not yet an instructional framework nor consistent observation, feedback, or schoolwide routines.



Implementation

New focus areas:

- Change and performance management
- RBIS
- Instructional framework
- Observation & feedback ground in Bluebonnet Learning

Continuing support:

- Internalization
- Operations alignment



Deeper Implementation

New focus areas:

- Assessment alignment
- Student work analysis

Continuing support:

- Performance management
- Internalization
- Observation & feedback



Sustainability

New focus areas:

- Evaluation and incentive system alignment

Continuing support:

- Internalization to meet needs of all learners
- Student work analysis

LIFT Benefits



Support from an
Approved Provider



High-Quality
Professional Learning



Instructional Systems
Support



Monthly Classroom
Observations with an
Approved Provider



Monthly Leadership
Coaching with an
Approved Provider



Customized Technical
Assistance



LIFT | Flexible Sustained Funding

LIFT funding varies depending on district engagement size and program year; funding is flexible and provided through the entire tenure of the program. Year 1 funding is awarded through the competitive LASO grant process, whereas Year 2 & 3 funding is awarded through continuation grants.

District Size	Planning	Implementation	Deeper Implementation
Very Small	\$235k	\$365k	\$255k
Small	\$295k	\$423k	\$295k
Small Medium	\$355k	\$481k	\$335k
Medium Large	\$625k	\$772k	\$537k
Large	\$895k	\$1.040M	\$728k
Very Large	\$1.250M	\$1.420M	\$990K

*These numbers are approximate and dependent on the school system's needs. Funding will not exceed \$1.5M per year.



How does LIFT benefit educators in my district?

The LIFT Grant offers professional learning, classroom observations, and leadership coaching to support successful implementation.



Principal Managers and District Academic Leads

- Leadership coaching to effectively manage change
- Strategic planning based on district-specific context, strengths, and needs
- Using progress monitoring systems to spot and address implementation challenges



School Leaders and Instructional Coaches

- Accelerating teacher growth through observation and feedback
- Using schoolwide routines to maximize instructional time and impact
- Leading Bluebonnet internalization PLCs



Teachers and Specialists

- Upfront and ongoing support for Bluebonnet Math and/or RLA implementation (training, coaching, PLCs)
- Training and practice grounded in schoolwide routines
- Training and support of planning practices to meet the needs of all learners



All eligible Texas School Systems are encouraged to apply if they meet the right criteria

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

1

**Planning to implement an
SBOE-approved HQIM
in the 2027–28 school year**

OR

2

**Implement a Bluebonnet
Learning product
in the 2026–27 school year**

**This includes any Bluebonnet Learning
materials adopted in IMRA 2025*

LEAs awarded LIFT will commit to:

1. Appointing a School System Lead and two additional contacts to coordinate grant activities and serve as primary points of contact.
2. Securing Superintendent and CAO approval to participate in the program and implement selected instructional materials.
3. Contracting with a **single** Approved Provider from the LASO Cycle 4 list for the duration of the program.
4. Participating in TEA-led activities, including kickoff, webinars, and Communities of Practice.
5. Engaging campus and district leaders in upfront training, monthly coaching, and implementation support.
6. Submitting all required deliverables (e.g., instructional frameworks, implementation plans, observation data).
7. Using grant funds in alignment with required allocation structure and program goals.
8. Permitting Approved Providers access to campuses for in-person support.
9. Maintaining current contact information in AskTED and submitting expenditures regularly.

Time Commitment



Role	Commitment
Superintendent Varies	• Approve grant application and provider contracts • Oversee implementation and ensure strategic alignment • Submit required reports and maintain communication with TEA • Engage in continuous data cycles
Cabinet Chief Academic Officer, Chief Instructional Officer, and/or Chief Financial Officer, or equivalent Approx 2 Hours Per Week	• Monitor implementation fidelity and resource allocation • Ensure systems-level support for PLCs and coaching • Ensure alignment of services for special populations with HQIM implementation • Engage in continuous data cycles
District Leaders District Instructional Staff, Principal Managers, Chief Schools Officer, Director of Special Education, and/or Director of Bilingual Education, or equivalent Approx 3-5 Hours Per Week	• Manage district-level implementation • Monitor campus-level implementation to inform principal development and performance management • Engage in coaching of campus leaders
Campus Leaders Principal, Assistant Principal, campus coaches, relevant support staff for special populations Approx 3-5 Hours Per Week	• Receive individualized coaching • Lead observation and feedback cycles • Lead Professional Learning Communities focused on internalization • Manage campus-level implementation
Campus Instructional Staff Regular Education and Special Education Teachers Approx 3-5 Hours Per Week	• Participate in training and coaching • Participant in monthly classroom observations • Implement instructional materials • Engage in feedback cycles, PLCs, and submit classroom data

Scoring Criteria



LEAs will be awarded in each product separately based on STAAR scores from lowest to highest within the following priority tiers:

Priority tier 1

School systems with a Commissioner-appointed board of managers*, monitor, or conservator for academic performance.

Priority tier 2

LEAs with an-F rated campus based on 2024-2025 state accountability and LEAs with a campus that has been federally identified for school improvement (CSI, ATS, or TSI).

Priority tier 3

School systems implementing a Bluebonnet Learning product that did not access SFI support for that product in LASO 3.

Priority tier 4

School systems that previously participated in SFP, SFI, TIL; are currently in TSL and in good standing; or that implemented a CER OER product.

Priority tier 5

School systems classified as rural as defined as (a) enrollment of between 300 and the median district enrollment of the state and an enrollment growth rate over the past five years of less than 20 percent, or (b) enrollment of less than 300 students.

Districts with calendars <165 days will be placed at the bottom of the prioritization list. If your calendar **has >165 days**, or if you're moving to >165 days, you will be prioritized. School districts without a full feeder pattern (K-12) will be placed at the bottom of the prioritization list. If your district has a full feeder pattern, you will be prioritized.

** All districts with a state appointed board of managers and/or with at least 5 years of unacceptable accountability ratings*

165 School Days Prioritization Information

Why 165 Days matters?

Districts with >165 Days = Prioritized

To ensure full implementation of the Bluebonnet Learning Curriculum.



The Bluebonnet scope and sequence is built on a **165-day instructional calendar**. Districts with **more than 165 days** are **prioritized** to ensure full implementation and alignment.

If your district is committed to moving towards >165 days in SY 26-27 you will be prioritized.

Approved Providers



Approved Providers: Education Service Centers (ESCs)

- | | | | | |
|------------|------------|-------------|-------------|-------------|
| ▪ Region 1 | ▪ Region 5 | ▪ Region 9 | ▪ Region 13 | ▪ Region 17 |
| ▪ Region 2 | ▪ Region 6 | ▪ Region 10 | ▪ Region 14 | ▪ Region 18 |
| ▪ Region 3 | ▪ Region 7 | ▪ Region 11 | ▪ Region 15 | ▪ Region 19 |
| ▪ Region 4 | ▪ Region 8 | ▪ Region 12 | ▪ Region 16 | ▪ Region 20 |

Approved Providers: Vendors

- | | | |
|---------------------------------|---|--|
| ▪ Achievement Network (ANet) | ▪ engage2learn | ▪ Relay Graduate School of Education |
| ▪ Amplify Education Inc. | ▪ Great Minds PBC | ▪ SLHA Advisory Services |
| ▪ Bellwether | ▪ Instruction Partners | ▪ SustainedED Leaders |
| ▪ Big Rock Educational Services | ▪ K12 Coalition | ▪ Teaching Lab |
| ▪ Carnegie Learning Inc. | ▪ Leading Educators | ▪ The Meadows Center for Preventing Educational Risk |
| ▪ Children At Risk | ▪ MGT | ▪ TNTP |
| ▪ Curriculum Associates LLC | ▪ Moak Casey | ▪ UnboundEd |
| ▪ E3 Alliance | ▪ National Institute for Excellence in Teaching | ▪ UnTapped Genius |
| ▪ EDpact | ▪ Public Consulting Group LLC | |
| ▪ Education Elements | | |

FYI | Provider Contract Guidelines



In accordance with the recent executive orders, if a grant requires districts to contract with a provider, then include the following language in the contract:

Equal Treatment of All Persons: Consistent with Article I, Section 3a of the Texas Constitution, the Fourteenth Amendment to the United States Constitution, federal and State law, and Executive Order No. GA-55, Subrecipient represents and warrants that: 1. All conduct under this Subaward shall be administered and performed in a neutral manner without regard to race of persons; 2. Subrecipient shall not, in the specific performance of this Subaward, elevate one individual person over another, or advantage any one person over another, due to race; 3. Subrecipient shall not, in the specific performance of this Subaward, employ practices or engage in any advancement of the programs known as DEI, critical race theory, affirmative action, or other similar, divisive agendas; 4. Subrecipient's staff, agents, subgrantees, contractors, and subcontractors that are selected and employed in the specific performance of this Subaward shall be selected and employed solely on merit and the ability to perform; and 5. Subrecipient shall ensure that any subgrantees, contractors and their subcontractors participating in the specific performance of this Subaward represent and warrant to the provisions of this clause.

Biological Sex and No Preferred Pronouns: Subrecipient represents and warrants that it shall ensure that all actions in specific performance of this Subaward shall comply with federal and state law and reflect that there are only two sexes. Subrecipient's employees, officers, representatives, subgrantees, contractors, subcontractors, and agents shall not, in performance of this Subaward, present, direct, request, or suggest the use of preferred personal pronouns in professional correspondence or presentations.

LIFT Add On: SI PLC Support Deep Dive

Multiple Curriculum and Instruction Grants | LASO Cycle 4

Leadership & Instructional Foundations for Texas (LIFT)

- Three-year program to strengthen instructional systems across districts and campuses.
- Builds capacity for effective HQIM use, with a focus on Bluebonnet Learning.

LIFT Add-On

LIFT School Improvement Professional Learning Community (PLC) Support

SI Funded

- One- year program to provide extra funding for LIFT campuses in School Improvement.
- Expands existing PLC facilitation, coaching, and observation feedback.



**Let's shift our focus to
an optional school
improvement add-on
component**

What is LIFT Add On: SI PLC?

What is the LIFT Add on: SI PLC Support Grant?

A [one-year grant](#) providing targeted support to [campuses](#) in School Improvement that are also participating in the LIFT program, with a focus on strengthening instructional systems and HQIM implementation.

Key Features:



For campuses that have districts selected for the LIFT program.



Targets **Title I campuses** identified for CSI, ATS, or TSI



Additional support for PLC facilitation, coaching, and observation/feedback cycles



Dedicated PLC Facilitator

Highlights



Campus based



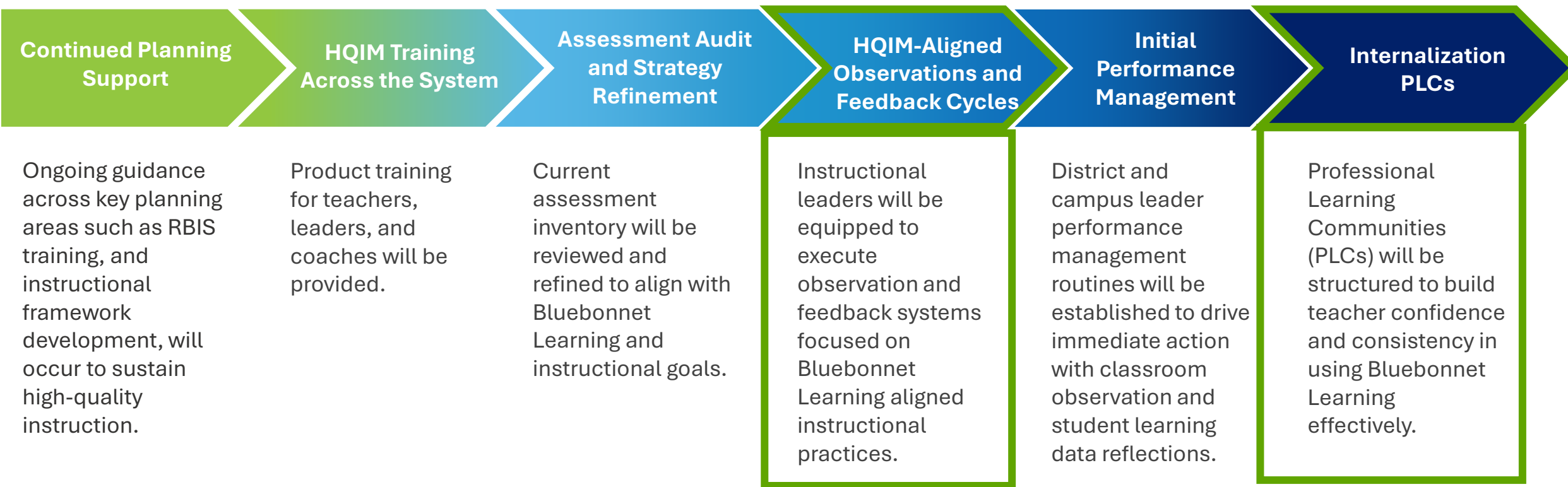
One-Year program



Up to \$120,000 per Campus

Initial Implementation Supports

Initial implementation supports school systems through:

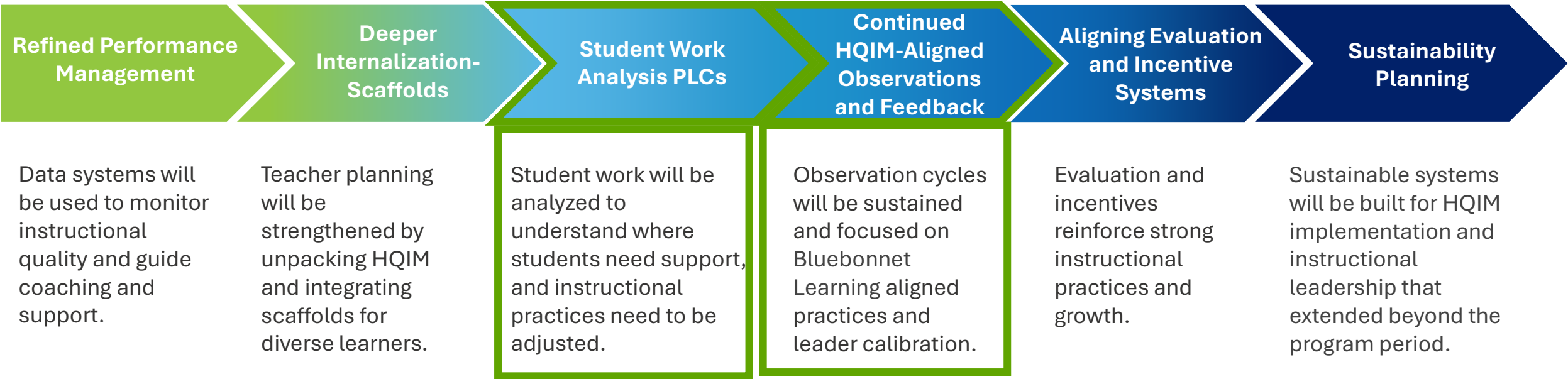


Additional supports for campuses awarded LIFT Add On: SI PLC

* These activities were formerly completed through Strong Foundations Implementation, TIL, and Texas Lesson Study

Deeper Implementation Supports

Once Bluebonnet Learning is adopted and launched, school systems receive deeper implementation supports, including:



Additional supports for campuses awarded LIFT Add On: SI PLC

* These activities were formerly completed through Strong Foundations Implementation, TIL, and Texas Lesson Study

Example Pathway 2 | Ready to Implement

A school system is preparing to implement Bluebonnet Learning K–5 Math instructional materials for the first time in the 2026–27 school year and applies to LIFT for the implementation phase. **This district has three campuses in School Improvement.**

According to the LIFT needs assessment, the system is new to using Bluebonnet Learning but engaged with TIL on schoolwide routines and observation & feedback three years ago. However, there are now several new principals and routines are inconsistent across campuses.



Implementation

New focus areas:

- Change and performance management
- Operations alignment
- Instructional framework
- Internalization w/ RBIS

Continuing support:

- Schoolwide routines
- Observation & feedback (w/ new focus on HQIM)

LIFT PLC Add-On Support:

- Additional Observation & feedback instances



Deeper Implementation

New focus areas:

- Assessment alignment
- Student work analysis

Continuing support:

- Performance management
- Operations alignment
- Internalization
- Observation & feedback



Sustainability

New focus areas:

- Evaluation and incentive system alignment

Continuing support:

- Student work analysis
- Internalization to meet needs of all learners

The LIFT District will receive all supports listed in black.

Additional support *ONLY* for the three campuses in school improvement



Example Pathway 3 | Already Implementing

A school system engaged in Strong Foundations Implementation in the 2025–26 school year for Bluebonnet Learning K–5 RLA and math instructional materials and plans to continue implementation in the 2026–27 school year. **This district has two campuses in School Improvement.**

The LIFT Needs Assessment reveals no prior Strong Foundations Planning or TIL experience, and that there is not yet an instructional framework nor consistent observation, feedback, or schoolwide routines.

Deeper Implementation

New focus areas:

- Assessment alignment
- Student work analysis

Continuing support:

- Performance management
- Internalization
- Observation & feedback

LIFT PLC Add-On Support:

- Additional Internalization PLC supports
- Additional Observation & feedback instances
- Additional leadership & teacher coaching instances

Sustainability

New focus areas:

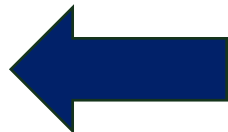
- Evaluation and incentive system alignment

Continuing support:

- Internalization to meet needs of all learners
- Student work analysis

The LIFT District will receive all supports listed in black.

Additional support *ONLY* for the two campuses in school improvement





Campuses in School Improvement

This grant is intended for campuses in School Improvement that have been selected to participate in LIFT.

Eligible applicants are **Texas public school systems with eligible campuses** that meet the following criteria:



The district has been **awarded the LIFT grant** in LASO Cycle 4.

AND



The campus has **School Improvement** CSI/TSI/ATS status

Scoring Criteria



LEAs will be awarded based on STAAR scores from lowest to highest within the following priority tiers:

Priority tier 1

Campuses with a 2025 federal accountability identification of Comprehensive Support and Improvement (CSI), Comprehensive Reidentified, or Comprehensive Progress.

Priority tier 2

Campuses with a 2025 federal accountability identification of Additional Targeted Support (ATS)

Priority tier 3

Campuses with a 2025 federal accountability identification of Targeted Support and Improvement (TSI)

Districts with calendars <165 days will be placed at the bottom of the prioritization list. If your calendar has >165 days, or if you're moving to >165 days, you will be prioritized. School districts without a full feeder pattern (K-12) will be placed at the bottom of the prioritization list. If your district has a full feeder pattern, you will be prioritized.

** All districts with a state appointed board of managers and/or with at least 5 years of unacceptable accountability ratings*

Approved Providers – Same AP as LIFT



Approved Providers: Education Service Centers (ESCs)

- | | | | | |
|------------|------------|-------------|-------------|-------------|
| ▪ Region 1 | ▪ Region 5 | ▪ Region 9 | ▪ Region 13 | ▪ Region 17 |
| ▪ Region 2 | ▪ Region 6 | ▪ Region 10 | ▪ Region 14 | ▪ Region 18 |
| ▪ Region 3 | ▪ Region 7 | ▪ Region 11 | ▪ Region 15 | ▪ Region 19 |
| ▪ Region 4 | ▪ Region 8 | ▪ Region 12 | ▪ Region 16 | ▪ Region 20 |

Approved Providers: Vendors

- | | | |
|---------------------------------|---|--|
| ▪ Achievement Network (ANet) | ▪ engage2learn | ▪ Relay Graduate School of Education |
| ▪ Amplify Education Inc. | ▪ Great Minds PBC | ▪ SLHA Advisory Services |
| ▪ Bellwether | ▪ Instruction Partners | ▪ SustainedED Leaders |
| ▪ Big Rock Educational Services | ▪ K12 Coalition | ▪ Teaching Lab |
| ▪ Carnegie Learning Inc. | ▪ Leading Educators | ▪ The Meadows Center for Preventing Educational Risk |
| ▪ Children At Risk | ▪ MGT | ▪ TNTP |
| ▪ Curriculum Associates LLC | ▪ Moak Casey | ▪ UnboundEd |
| ▪ E3 Alliance | ▪ National Institute for Excellence in Teaching | ▪ UnTapped Genius |
| ▪ EDpact | ▪ Public Consulting Group LLC | |
| ▪ Education Elements | | |



The Approved Provider list is the same for LIFT and the LIFT Add On: SI PLC Supports

The same Approved Provider must be used for both grants

FYI | Provider Contract Guidelines



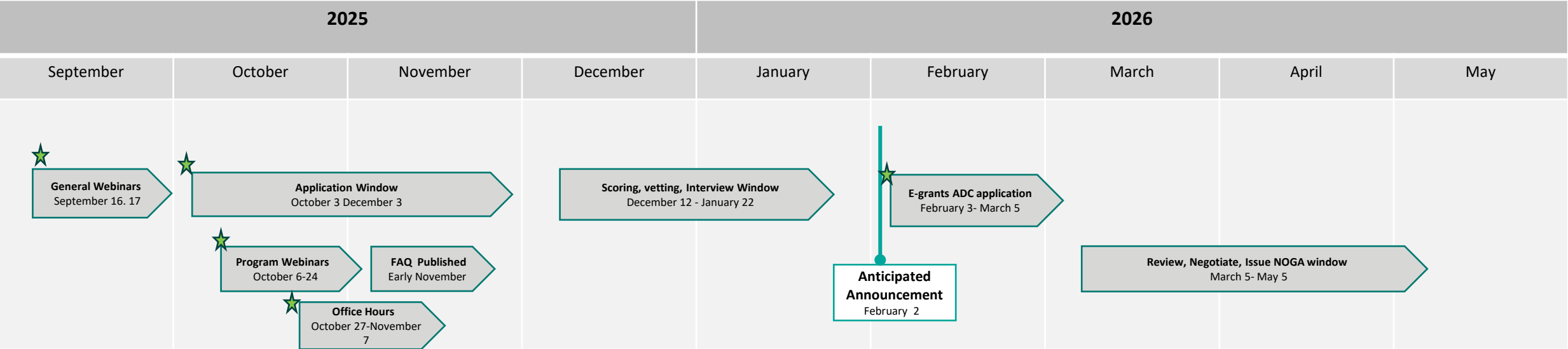
In accordance with the recent executive orders, if a grant requires districts to contract with a provider, then include the following language in the contract:

Equal Treatment of All Persons: Consistent with Article I, Section 3a of the Texas Constitution, the Fourteenth Amendment to the United States Constitution, federal and State law, and Executive Order No. GA-55, Subrecipient represents and warrants that: 1. All conduct under this Subaward shall be administered and performed in a neutral manner without regard to race of persons; 2. Subrecipient shall not, in the specific performance of this Subaward, elevate one individual person over another, or advantage any one person over another, due to race; 3. Subrecipient shall not, in the specific performance of this Subaward, employ practices or engage in any advancement of the programs known as DEI, critical race theory, affirmative action, or other similar, divisive agendas; 4. Subrecipient's staff, agents, subgrantees, contractors, and subcontractors that are selected and employed in the specific performance of this Subaward shall be selected and employed solely on merit and the ability to perform; and 5. Subrecipient shall ensure that any subgrantees, contractors and their subcontractors participating in the specific performance of this Subaward represent and warrant to the provisions of this clause.

Biological Sex and No Preferred Pronouns: Subrecipient represents and warrants that it shall ensure that all actions in specific performance of this Subaward shall comply with federal and state law and reflect that there are only two sexes. Subrecipient's employees, officers, representatives, subgrantees, contractors, subcontractors, and agents shall not, in performance of this Subaward, present, direct, request, or suggest the use of preferred personal pronouns in professional correspondence or presentations.

Path Forward

Timeline Overview- LASO 4 application opens October 3 and closes December 3 5:00 pm CT



Major Milestones

- **Application** | opens on October 3rd and closes on December 3rd at 5:00pm CT. School systems have 60 days to complete the application for the initiatives that they wish to apply.
- **Scoring and interview** | opens December 4th- January 22nd . TEA may reach out to districts for interviews to provide an opportunity to determine readiness and fit.
- **eGrants window** | open February 3rd-March 5th. This is the window for districts to accept or decline any initiative offering selected to receive funding.
- **NOGA** | There is a 60-day window for NOGA issuing. The NOGAs are processed in the order received. A delay in submission may impact the NOGA date.



**School systems
must submit
LASO Cycle 4
applications by
December 3 at
5:00pm CST**



TEA emailed unique application links to school system superintendents on October 3 (if needed, LEAs can complete a [Request for Application Link Form](#) to receive a new link)



PDF of the application is posted on the [LASO Cycle 4 website](#); however, school systems must submit the application through Qualtrics using the unique application link



Applications must be signed by the superintendent to be accepted

Questions?



Office Hours

Attend office hours for technical assistance or discussion with program teams

- October 27, 2025, 3:00-3:30 pm CT ([registration link](#))
- Application Support: October 27, 8:00-8:30 am CT ([registration link](#))
- Application Support: November 3, 5:00 pm CT ([registration link](#))



FAQs

Review the general FAQ (updated FAQs will be posted by November 3)



Email

- For questions about the application process or technical assistance with the application, contact LASO@tea.texas.gov
- For questions about LIFT, contact LIFT@tea.texas.gov

Change Requests and Declines in LASO

- LASO has an informal discretionary competitive grant process
 - Declines and change requests are not advisable in typical competitive process
 - If declines are requested, they will be considered on a case-by-case basis for the school systems and could raise the school systems federal grant risk level in the coming year

LASO application window opened on October 3, 2025 and closes on December 3, 2025 at 5:00 CT



Application Window

October 3- December 3



Program Webinars

October 6- 24



Next Steps

Visit the LASO 4 website to familiarize with included grant offerings.

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

Register for our upcoming informational webinars.



Resources Available

- [Best Fit Guidance](#) provides criteria to help determine if a grant fits school system needs
- [Grant One Pagers](#) provide preliminary grant eligibility and key commitments
- [Eligibility and Prioritization Guidance Doc](#) provides information to help determine the likelihood of being awarded

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

Thank you!

Lift@tea.Texas.gov