Learning Acceleration Support Opportunities (LASO) 2023-2024

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

Grant Program Guidelines

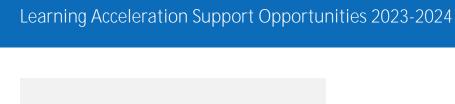|	
Grant Name as it will appear on the TEA Grant Opportunities Page	2024-2025 School Action Fund-Planning and Implementation
Application Due Date	5:00 p.m. Central Time, December 7, 2023
Program Authority	Elementary and Secondary Education Act of 1965, as amended by Every Student Succeeds Act (ESSA),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

Introduction

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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.

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

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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*

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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

Cost Share or Matching Requirement

See the General and Fiscal Guidelines,

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

- 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

Private Nonprofit School Participation

See the General and Fiscal Guidelines,