Welcome.
Welcome to the Learning Acceleration Support Opportunities (LASO) 24-25 Cycle 3 Grant Application

Introduction.
Objective | The application aims to provide LEAs a platform for applying to multiple grant opportunities through a single submission.

LEAs should:

Step 1: Review the program guidelines below that provide grant details such as eligibility, commitments, assurances, and addional key details.
Step 2: Identify and select grants in service of meeting the LEA's needs.
Step 3: Complete the application for only the grant program(s) that the LEA has selected.

Context | This application features the following 11 unique opportunities. Please click on each opportunity below to learn more about the program's eligibility requirements.

Curriculum & Instruction Serving Grants
Strong Foundations Planning (SFP)
Strong Foundations Implementation (SFI)
Strong Foundations Implementation School Improvement PLC Supports (SFI SI PLC)
Instructional Leadership (IL)
Technology Lending Grant (TLG)
Blended Learning Grant (BLG)
Advanced Placement Computer Science Principles (APCSP)

More Time Serving Grants
Additional Days School Year (ADSY) Summer Planning and Execution Program

Innovative School Models Serving Grants
School Action Fund (SAF)
Early College High School (ECHS)
Pathways in Technology Early College High School (P-TECH)

Directions.

NOTE | Below are some key considerations:

1. Only one application can be submitted per LEA and only LEA's can apply.
2. Application will need to be signed by the LEA's Superintendent to be considered

formally submitted.

3. Application will be opened on October 14,2024 and closes on December 13, 2024, at 5:00 PM CST
4. In the rare instances that the Superintendent is not available to sign and submit the application by December 13, 2024, at 5:00 PM CST, please email LASO@texas.tea.gov.

General Information.

General Information

1. Please select the ESC region that serves your LEA (Refer to this ESC Reference to identify the ESC serving your LEA).

ESC Region	ESC 10: Richardson
LEA Name and CDN	MELISSA ISD-(43908)

QLEAContactInfo.

LEA Contact Information

1. Enter the Name, Title, and Email of the LEA employee, who is completing this application on behalf of the LEA. (Note- we recognize that there may be multiple roles at the LEA completing different sections of this application. Please provide one primary contact to enter).

LEA Employee Name	Brian Walton
LEA Employee Title	CFO
LEA Employee Email	brianwalton@melissaisd.org

QSuperContactInfo.

Superintendent Contact Information

1. Enter the superintendent's name and email for the LEA on whose behalf you're completing this application.

Your Superintendent Name	Keith Murphy
Your Superintendent Email	kmurphy@melissaisd.org

QAssurance.

Assurance Agreement

Overall LASO Cycle Assurances

To apply for LASO Cycle grants, LEAs must commit to the Program Specific Assurances and Overall Assurances listed below:

- The LEA understands that, if the assurances and commitments are not met by the LEA or the LEA disengages with the supports/initiatives provided, TEA may place special conditions on the award such as terminating the LEA's participation in the grant program or reducing the LEA's awarded grant.
- The LEA Superintendent approves participation in all supports the LEA has applied for in this application.
- The LEA Chief Academic Officer (or equivalent leader) approves participation in all supports the LEA has applied for in this application.

1. Does your LEA commit to all these assurances?

- (●) Yes
- ( ) No

Overview-Warning.

Warning

In order to be considered for the grant, the LEA must agree to meet all the assurance requirements. If your LEA is still interested in applying for the grants, please click ç Back Button and return to previous question to select **YES** to committing to the assurances. If your LEA does not wish to commit to the assurances, then click è Save and Next Button below and you will be redirected to the last page and the application will be terminated.

This question was not displayed to the respondent.

GrantsSelection.

Check all the program grants that your LEA wants to apply for. Refer to the one pager that outlines the key commitments for each grant program. Please review and then considering LEAs needs, priorities, and internal capacity, choose the best fitting grant program(s) in service of meeting the LEAs needs below:

- [x] **Curriculum & Instruction Serving Grants**

Strong Foundations Planning (SFP)

- [x] Strong Foundations Implementation (SFI)

- [ ] Strong Foundations Implementation School Improvement PLC Supports (SFI SI PLC)
- [ ] Instructional Leadership (IL)
- [ ] Technology Lending Grant (TLG)
- [ ] Blended Learning Grant (BLG)
- [ ] Advanced Placement (AP) Computer Science Principles (CSP)

- [ ] **More Time Serving Grants**

Additional Days School Year (ADSY) Summer Planning and Execution Program

- [ ] **Innovative School Models Serving Grants**

School Action Fund (SAF)

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

Q501.

Warning

In order to be considered for the SFI School Improvement PLC Supports grant, the LEA must apply for the Strong Foundations Implementation grant, including agreeing to all assurances. By not applying to Strong Foundations Implementation, the LEA is opting out of applying for this grant. If the LEA still wishes to apply for this grant, please click the ç Back Button and go back to apply for the Strong Foundations Implementation grant. Otherwise, unselect the SFI School Improvement PLC Supports Grant selection.

This question was not displayed to the respondent.

SAF-Q1.

Program Description:

This opportunity describes Strong Foundations Planning Grant: This grant provides direct grant funds to LEAs for technical assistance to develop a strong instructional framework in math or literacy based on the research-based instructional strategies (RBIS) to guide teaching and learning in the LEA.

Read the detailed Program Description.

Eligibility:

SFP-Q1.

1. Do you agree to meet the General and Fiscal Guidelines?

- (●) Yes
- ( ) No

SFP-Q2.
2. Did the LEA previously participate in the Strong Foundations Framework Development Grant in SY2022-23 and/or the Strong Foundations Planning Grant in SY2023-24 and/or SY2024-25 for **Literacy**?

(Note: LEAs are NOT eligible to apply for the same content area awarded in previous grant cycles)

- ( ) Yes
- (●) No

SFP-Q3.
3. Did the LEA previously participate in the Strong Foundations Framework Development Grant in SY2022-23 and/or the Strong Foundations Planning Grant in SY2023-24 and/or SY2024-25 for **Math**?

(Note: LEAs are NOT eligible to apply for the same content area awarded in previous grant cycles)

- ( ) Yes
- (●) No

SFP-Warning1.
Warning

To be considered for the Strong Foundations Planning grant, the LEA must agree to the General and Fiscal Guidelines and confirm the LEA has not participated in prior grant cycles for both content areas. Selecting NO to the guidelines and/or YES to prior participation in both content areas will disqualify the LEA from this grant. To continue applying for the Strong Foundations Planning grant, click the ç Back Button to revise your selections. If the LEA does not want to apply for the Strong Foundations Planning grant, then click the è Save and Next Button and you will be redirected to apply for the remaining grants that you have selected.

This question was not displayed to the respondent.

Program Assurances.

Program Assurances:

Review the following program-specific assurances and check each box to verify your commitment to meet all assurances.

SFP-Assurances-Q1.
1. Does the LEA agree to contract with an Approved Provider from the LASO Cycle 3 Approved Provider List for Strong Foundations Planning?

- (●) Yes
- ( ) No

SFP-Assurances-Q2.
2. Does the LEA agree to submit Approved Provider contracts and required funding summary reports to TEA?

- (●) Yes
- ( ) No

SFP-Assurances-Q3.
3. Does the LEA agree to appoint a LEA lead as the primary point of contact for all grant-related activities and designate at least one additional point of contact?

- (●) Yes
- ( ) No

SFP-Assurances-Q4.
4. Does the LEA agree to form a leadership team that includes representation from key leaders in the LEA?

- (●) Yes
- ( ) No

SFP-Assurances-Q5.
5. Does the LEA agree to form a stakeholder committee that includes representation from key stakeholders in the LEA (e.g., board members, district leaders, school leaders/campus administrators, curriculum specialists, instructional coaches, teachers, families/caregivers,

community members), including representation from general education, special education, and emergent bilingual stakeholders?

- (●) Yes
- ( ) No

SFP-Assurances-Q6.

6. Does the LEA agree to ensure all members of the leadership team and stakeholder committee complete the required research-based instructional strategies (RBIS) collective learning series?

- (●) Yes
- ( ) No

SFP-Assurances-Q7.

7. Does the LEA agree to ensure the Superintendent and/or Chief Academic Officer (or equivalent leader) participate in required trainings and monthly communities of practice?

- (●) Yes
- ( ) No

SFP-Assurances-Q8.

8. Does the LEA agree to submit all required grant deliverables (e.g., roadmap, instructional framework, instructional framework rollout plan)?

- (●) Yes
- ( ) No

SFP-Assurances-Q9.

9. Does the LEA agree to ensure approval by the Superintendent and Chief Academic Officer (or equivalent leader) of the instructional framework and instructional framework rollout plan?

- (●) Yes
- ( ) No

SFP-Assurances-Q10.

10. Does the LEA agree to submit all required data and also to the leadership team and/or stakeholder committee participating in focus groups upon TEA request?

- (●) Yes
- ( ) No

SFP-Assurances-Q11.

11. Does the LEA agree to maintain current contact information in AskTED to ensure timely communication?

- (●) Yes
- ( ) No

SFP-Assurances-Q12.

12. Does the LEA acknowledge the LEA should draw down approximately 25% of the grant amount quarterly to remain on-track for grant expenditures?

- (●) Yes
- ( ) No

SFP-Warning2.

Warning

To be considered for the Strong Foundations Planning grant, the LEA must agree to meet all program-specific assurances. By selecting **NO** to any of the assurances, the LEA is opting out of the Strong Foundations Planning grant. If the LEA still wishes to apply for the Strong Foundations Planning grant, click the ç Back Button and go back to select **YES** for each of the program assurances. If the LEA does not want to apply for the Strong Foundations Planning grant, then click the è Save and Next Button and you will be redirected to apply for the remaining grants that you have selected.

This question was not displayed to the respondent.

SAF-Prog-Q1.

SFP Program Specific Questions

1. Which Strong Foundations Planning content area is the LEA applying for?

(Note: LEAs are NOT eligible to apply for the same content area awarded in previous grant cycles. LEAs may only apply for 1 content area.)

- ○ Literacy
- ◉ Math

SFP-Warning3.

Warning

LEAs are NOT eligible to apply for the same content area awarded in previous grant cycles. Click the ç Back Button to revise your selections.

This question was not displayed to the respondent.

Program Description.

Program Description:

Strong Foundations Implementation provides direct grant funds to LEAs for technical assistance to support high-fidelity implementation of the Texas open education resource (OER) instructional materials, including high-quality professional learning (HQPL) for teachers, instructional coaches, school leaders/campus administrators, and district leaders on effectively implementing OER.

Read the detailed Program Description.

Eligibility:

SFI-Q1.

1. Do you agree to meet the General and Fiscal Guidelines?

- ◉ Yes
- ○ No

SFI-Q2.

2. Do you agree that your LEA meets the grant specific eligibility requirement to apply?

- ◉ Yes
- ○ No

SFI-Warning1.

Warning

To be considered for the SFI School Improvement PLC Supports grant, the LEA must agree to meet the General and Fiscal Guidelines, and grant-specific eligibility requirements. By selecting NO to any of the eligibility requirements, the LEA is opting out of the SFI School Improvement PLC Supports grant. If the LEA still wishes to apply for the SFI School Improvement PLC Supports grant, click the ç Back Button and go back to select YES to all the eligibility requirements. If the LEA does not want to apply for the SFI School Improvement PLC Supports grant, then click the è Save and Next Button and you will be redirected to apply for the remaining grants that you have selected.

This question was not displayed to the respondent.

Program Assurances.

Program Assurances

Review the following program-specific assurances and select the appropriate response to verify your commitment to meet all assurances.

SFI-ProgAss-Q1.

1. Does the LEA have approval of the board of the local governing agency/trustees of the district to use the instructional materials?

- (●) Yes
- ( ) No

SFI-ProgAss-Q2.

2. Does the LEA have evidence showing classroom teachers support the use of the instructional materials?

- (●) Yes
- ( ) No

SFI-ProgAss-Q3.

3. Does the LEA agree to contract with an Approved Provider on the LASO Cycle 3 Approved Provider List for Strong Foundations Implementation?

- (●) Yes
- ( ) No

SFI-ProgAss-Q4.

4. Does the LEA agree to submit Approved Provider contracts and required funding summary reports to TEA?

- (●) Yes
- ( ) No

SFI-ProgAss-Q5.

5. Does the LEA agree to appoint an LEA lead as the primary point of contact responsible for all grant-related activities and designate at least one additional point of contact?

- (●) Yes
- ( ) No

SFI-ProgAss-Q6.

6. Does the LEA agree to ensure attendance and engagement by the LEA lead at periodic check-ins with the Approved Provider?

- (●) Yes
- ( ) No

SFI-ProgAss-Q7.

7. Does the LEA agree to ensure participation of at least one school leader/campus administrator per participating campus?

- (●) Yes
- ( ) No

SFI-ProgAss-Q8.

8. Does the LEA agree to ensure attendance and engagement by participating school leaders/campus administrators at periodic check-ins with the Approved Provider?

- (●) Yes
- ( ) No

SFI-ProgAss-Q9.

9. Does the LEA agree to submit all required grant deliverables (e.g., district-level instructional materials transition plan, campus-level implementation action plans for all participating campuses)?

- (●) Yes
- ( ) No

SFI-ProgAss-Q10.
10. Does the LEA agree to ensure the participation of at least one coach per instructional material (coaches may include instructional coaches, administrators, leaders, or other individuals directly supporting teachers)?

- (●) Yes
- ( ) No

SFI-ProgAss-Q11.
11. Does the LEA agree to submit participant registration information by designated deadlines?

- (●) Yes
- ( ) No

SFI-ProgAss-Q12.
12. Does the LEA agree to follow the year-long scope and sequence for the instructional materials?

- (●) Yes
- ( ) No

SFI-ProgAss-Q13.
13. Does the LEA agree to meet the minimum number of instructional minutes for the instructional materials?

- (●) Yes
- ( ) No

SFI-ProgAss-Q14.

14. Does the LEA agree to use the curriculum-embedded assessments included in the instructional materials?

- (●) Yes
- ( ) No

SFI-ProgAss-Q15.
15. Does the LEA agree to ensure participating LEA leads, school leader/campus administrators, coaches, and teachers) are able to attend all required professional learning?

- (●) Yes
- ( ) No

SFI-ProgAss-Q16.
16. Does the LEA agree to ensure teachers have sufficient planning time and use the required protocols?

- (●) Yes
- ( ) No

SFI-ProgAss-Q17.
17. Does the LEA agree to provide print materials for all participating teachers and students? (Note: in-kind print materials are NOT included in the grant)

- (●) Yes
- ( ) No

SFI-ProgAss-Q18.
18. Does the LEA agree to ensure digital access and rostering (if applicable) for the instructional materials?

- (●) Yes
- ( ) No

SFI-ProgAss-Q19.

19. Does the LEA agree to ensure participating LEA leads, school leaders/campus administrators, coaches, and teachers complete all program requirements?

- (●) Yes
- ( ) No

SFI-ProgAss-Q20.
20. Does the LEA agree to submit all required data?

- (●) Yes
- ( ) No

SFI-ProgAss-Q21.
21. Does the LEA agree to maintain current contact information in AskTED to ensure timely communication?

- (●) Yes
- ( ) No

SFI-ProgAss-Q22.
22. Does the LEA acknowledge they should draw down approximately 25% of the grant amount quarterly to remain on-track for grant expenditures?

- (●) Yes
- ( ) No

SFI-ProgAss-Q23.
23. Please provide the name of the preferred LEA point of contact.

Hillary Croissant

SFI-ProgAss-Q24.
24. Please provide the role of the preferred LEA point of contact.

Director of Curriculum

SFI-ProgAss-Q25. 25. Please provide the email address of the preferred LEA point of contact.

hcroissant@Melissaisd.org

SFI-Warning2.

Warning

To be considered for the Strong Foundations Implementation grant, the LEA must agree to meet all the program-specific assurances. By selecting **NO** to any of the assurances, the LEA is opting out of the Strong Foundations Implementation grant. If the LEA still wishes to apply for the Strong Foundations Implementation grant, click the ç Back Button and go back to select **YES** for each of the program assurances. If the LEA does not want to apply for the Strong Foundations Implementation grant, then click the è Save and Next Button and you will be redirected to apply for the remaining grants that you have selected.

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SFI-Prog-Q1.

Program Specific Questions

Part 1: Application Options

1. Which instructional materials are you applying for Strong Foundations Implementation? Select all that apply.

- [ ] Bluebonnet Learning K-5 Reading Language Arts, Edition 1
- [x] Bluebonnet Learning K-5 Math, Edition 1
- [x] Bluebonnet Learning Secondary Mathematics, Edition 1 (Grades 6-8 and Algebra I)
- [ ] Aprendizaje Bluebonnet Artes del lenguaje y lectura K-5, Edición 1
- [ ] Aprendizaje Bluebonnet Matemáticas K-5, Edición 1

Notes.

Note: Instructional materials for Bluebonnet Learning K-5 Reading Language Arts, Edition 1; Bluebonnet Learning K-5 Math, Edition 1; and Bluebonnet Learning Secondary Mathematics Edition 1 (Grades 6-8 and Algebra I) are pending approval by the State Board of Education through the Instructional Materials Review and Approval (IMRA) process.

Note: Instructional materials for Aprendizaje Bluebonnet Artes del lenguaje y lectura K-5, Edición 1; Aprendizaje Bluebonnet Matemáticas K-5 are pilot versions of the Texas OER instructional materials.

Note: To provide students receiving special education services access to high-quality instructional materials, rigorous instruction, and meaningful inclusion, special education teachers and students receiving special education services should have equitable access to all OER instructional materials provided to general education teachers and students who are not receiving special education services.

Note: Print materials are not included in the grant. LEAs must purchase all print materials required for implementation. Quantities entered in the application will be used by TEA to forecast demand. LEAs will be required to place a separate print order.

SFI-Loop-Count.
Total Count:

300

SFI-Part2-Q2.

Part 2: Texas OER K-5 Reading Language Arts

2. Which campuses will be implementing Bluebonnet Learning K-5 Reading Language Arts, Edition 1 and/or Aprendizaje Bluebonnet Artes del lenguaje y lectura K-5, Edición 1 in the 2025-26 school year?
Start typing the name of your campus in the field below, then select it from the populated list.

This question was not displayed to the respondent.

SFI-Part2-Q3.
3. Would you like to add another campus?

This question was not displayed to the respondent.

SFI-Part2-Q2.

Part 2: Texas OER K-5 Reading Language Arts

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2. Which campuses will be implementing Bluebonnet Learning K-5 Reading Language Arts, Edition 1 and/or Aprendizaje Bluebonnet Artes del lenguaje y lectura K-5, Edición 1 in the 2025-26 school year?
Start typing the name of your campus in the field below, then select it from the populated list.

This question was not displayed to the respondent.

SFI-Part2-Q3.

3. Would you like to add another campus?

This question was not displayed to the respondent.

SFI-Part2-Q2.

Part 2: Texas OER K-5 Reading Language Arts

2. Which campuses will be implementing Bluebonnet Learning K-5 Reading Language Arts, Edition 1 and/or Aprendizaje Bluebonnet Artes del lenguaje y lectura K-5, Edición 1 in the 2025-26 school year?
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This question was not displayed to the respondent.

SFI-Part2-Q3.

3. Would you like to add another campus?

This question was not displayed to the respondent.

SFI-Part2-Q2.

Part 2: Texas OER K-5 Reading Language Arts

2. Which campuses will be implementing Bluebonnet Learning K-5 Reading Language Arts, Edition 1 and/or Aprendizaje Bluebonnet Artes del lenguaje y lectura K-5, Edición 1 in the 2025-26 school year?
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SFI-Part2-Q3.

3. Would you like to add another campus?

This question was not displayed to the respondent.

SFI-Part2-Q2.

Part 2: Texas OER K-5 Reading Language Arts

2. Which campuses will be implementing Bluebonnet Learning K-5 Reading Language Arts, Edition 1 and/or Aprendizaje Bluebonnet Artes del lenguaje y lectura K-5, Edición 1 in the 2025-26 school year?
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SFI-Part2-Q3.
3. Would you like to add another campus?

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SFI-Part2-Q2.

Part 2: Texas OER K-5 Reading Language Arts

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SFI-Part2-Q3.
3. Would you like to add another campus?

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SFI-Part2-Q2.

Part 2: Texas OER K-5 Reading Language Arts

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SFI-Part2-Q3.
3. Would you like to add another campus?

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SFI-Part2-Q2.
Part 2: Texas OER K-5 Reading Language Arts

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This question was not displayed to the respondent.

SFI-Part2-Q3.
3. Would you like to add another campus?

This question was not displayed to the respondent.

SFI-Part2-Count.
Total Part 2 Campuses Count

This question was not displayed to the respondent.

SFI-Part2-Q4.
4. Enter the estimated number of individual **teachers** who will be implementing Bluebonnet Learning K-5 Reading Language Arts, Edition 1 in the 2025-26 school year.

Note: Please enter a "0" for any grades that are not applicable.

Teachers (**English**)

This question was not displayed to the respondent.

SFI-Part2-Q5.
5. Enter the estimated number of individual **students** who will be in each grade level implementing Bluebonnet Learning K-5 Reading Language Arts, Edition 1 in the 2025-26 school year.

Note: Please enter a "0" for any grades that are not applicable.

Students (**English**)

This question was not displayed to the respondent.

SFI-Part2-Q6.
4. Enter the estimated number of individual **teachers** who will be implementing Aprendizaje Bluebonnet Artes del lenguaje y lectura K-5, Edición 1 in the 2025-26 school year.

Note: Please enter a "0" for any grades that are not applicable.

Teachers (**Spanish**)

This question was not displayed to the respondent.

SFI-Part2-Q7.
5. Enter the estimated number of individual **students** who will be in each grade level implementing Aprendizaje Bluebonnet Artes del lenguaje y lectura K-5, Edición 1 in the 2025-26 school year.

Note: Please enter a "0" for any grades that are not applicable.

Students (**Spanish**)

This question was not displayed to the respondent.

SFI-Part2-Q8.
6. Enter the estimated number of individual **coaches** who will be supporting implementation of Bluebonnet Learning K-5 Reading Language Arts, Edition 1 and/or Aprendizaje Bluebonnet Artes del lenguaje y lectura K-5, Edición 1 in the 2025-26 school year.

Note: Coaches can be instructional coaches, district/school leaders or administrators, or other roles providing direct support to teachers. LEAs must have at least one coach for each instructional material.

Coaches:

This question was not displayed to the respondent.

SFI-Part2-Q9.
Part 3: Texas OER K-5 Math

7. Which campuses will be implementing Bluebonnet Learning K-5 Math, Edition 1 and/or Aprendizaje Bluebonnet Matemáticas K-5, Edición 1 in the 2025-26 school year?
Start typing the name of your campus in the field below, then select it from the populated list.

HARRY MCKILLOP EL-(43908102)

SFI-Part2-Q10.
8. Would you like to add another campus?

- (●) Yes
- ( ) No

SFI-Part2-Q9.
Part 3: Texas OER K-5 Math

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NORTH CREEK EL-(43908105)

SFI-Part2-Q10.
8. Would you like to add another campus?

- (●) Yes
- ( ) No

SFI-Part2-Q9.
Part 3: Texas OER K-5 Math

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WILLOW WOOD EL-(43908107)

SFI-Part2-Q10.
8. Would you like to add another campus?

- (●) Yes

- ◯ No

SFI-Part2-Q9.

Part 3: Texas OER K-5 Math

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SUMEER ELEMEMTARY-(43908108)

SFI-Part2-Q10.

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SFI-Part2-Q9.

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SFI-Part3-Count.
Total Part 3 Campuses Count

4

SFI-Part3-Q11.
9. Enter the estimated number of individual **teachers** who will be implementing Bluebonnet Learning K-5 Math, Edition 1 in the 2025-26 school year.

Note: Please enter a "0" for any grades that are not applicable.

Teachers (**English**)

Kindergarten	34
Grade 1	32
Grade 2	32
Grade 3	32
Grade 4	16
Grade 5	12

SFI-Part3-Q12.
10. Enter the estimated number of individual **students** who will be in each grade level implementing Bluebonnet Learning K-5 Math, Edition 1 in the 2025-26 school year.

Note: Please enter a "0" for any grades that are not applicable.

Students (**English**)

Kindergarten	680
Grade 1	640
Grade 2	640

Grade 3	640
Grade 4	640
Grade 5	640

SFI-Part3-Q13.
9. Enter the estimated number of individual **teachers** who will be implementing Aprendizaje Bluebonnet Matemáticas K-5, Edición 1 in the 2025-26 school year.

Note: Please enter a "0" for any grades that are not applicable.

Teachers (**Spanish**)

This question was not displayed to the respondent.

SFI-Part3-Q14.
10. Enter the estimated number of individual **students** who will be in each grade level implementing Aprendizaje Bluebonnet Matemáticas K-5, Edición 1 in the 2025-26 school year.

Note: Please enter a "0" for any grades that are not applicable.

Students (**Spanish**)

This question was not displayed to the respondent.

SFI-Part3-Q15.
11. Enter the estimated number of individual **coaches** who will be supporting implementation of Bluebonnet Learning K-5 Math, Edition 1 and/or Aprendizaje Bluebonnet Matemáticas K-5, Edición 1 in the 2025-26 school year.

Note: Coaches can be instructional coaches, district/school leaders or administrators, or other roles providing direct support to teachers. LEAs must have at least one coach for each instructional material.

Coaches:

4

SFI-Part4-Q16.
Part 4: Texas OER 6–8 Math and Algebra I

12. Which campuses will be implementing Bluebonnet Learning Secondary Mathematics, Edition 1 (Grades 6-8 and Algebra I) in the 2025-26 school year?

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MELISSA MIDDLE-(43908101)

SFI-Part4-Q17.
13. Would you like to add another campus?

- (●) Yes
- ( ) No

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SFI-Part4-Q16.

Part 4: Texas OER 6–8 Math and Algebra I

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SFI-Part4-Count.
Total Part 4 Campuses Count

2

SFI-Part4-Q18.
14. Enter the estimated number of individual **teachers** who will be implementing Bluebonnet Learning Secondary Mathematics, Edition 1 (Grades 6-8 and Algebra I) in the 2025-26 school year.
Note: Please enter a "0" for any grades that are not applicable.

Teachers (**English**)

Grade 6	5
Grade 7	5
Grade 8	5
Algebra I	6

SFI-Part4-Q19.
15. Enter the estimated number of individual **students** who will be in each grade level implementing Bluebonnet Learning Secondary Mathematics, Edition 1 (Grades 6-8 and Algebra I) in the 2025-26 school year.

Note: Accelerated Grade 6 Math and Accelerated Grade 7 Math are not currently available. Please enter a "0" for any grades that are not applicable.

Students (**English**)

Grade 6	300
Grade 7	700
Grade 8	500
Algebra I	600

SFI-Part4-Q22.
16. Enter the estimated number of individual **coaches** who will be supporting implementation of Bluebonnet Learning Secondary Mathematics, Edition 1 (Grades 6-8 and Algebra I) in the 2025-26 school year.

Note: Coaches can be instructional coaches, district/school leaders or administrators, or other roles providing direct support to teachers. LEAs must have at least one coach for each instructional material.

Coaches:

3

Q859.

Program Description:

SFI School Improvement PLC Supports provides direct grant funds to LEAs for technical assistance for Professional Learning Communities (PLCs) to support high-fidelity implementation of the Texas open education resource (OER) instructional materials in Title I and Federally Identified campuses participating in Strong Foundations Implementation (SFI).

Read the detailed Program Description.

Eligibility:

This question was not displayed to the respondent.

SFI-SI Q1.

1. Do you agree to meet the General and Fiscal Guidelines?

This question was not displayed to the respondent.

SFI-SI Q2.

2. Does the LEA agree to accept and comply with the requirements of Every Student Succeeds Act Provisions and Assurances?

This question was not displayed to the respondent.

SFI-SI Q3.

3. Do you meet the grant specific eligibility requirements to apply?

This question was not displayed to the respondent.

SFI-SI Q4.

4. Do you comply that none of your campuses applying will receive funding concurrently from the ESF Focus Support Grant 24-26?

This question was not displayed to the respondent.

SFI-SI Warning 1.

Warning

To be considered for the SFI School Improvement PLC Supports grant, the LEA must agree to meet the General and Fiscal Guidelines, and grant-specific eligibility requirements. By selecting NO to any of the eligibility requirements, the LEA is opting out of the SFI School Improvement PLC Supports grant. If the LEA still wishes to apply for the SFI School Improvement PLC Supports grant, click the ç Back Button and go back to select YES to all the eligibility requirements. If the LEA does not want to apply for the SFI School Improvement PLC Supports grant, then click the è Save and Next Button and you will be redirected to apply for the remaining grants that you have selected.

This question was not displayed to the respondent.

Q867.

Program Assurances

Review the following program-specific assurances and select the appropriate response to verify your commitment to meet all assurances.

This question was not displayed to the respondent.

SFI-SI-P-Q1.

1. Does the LEA agree to contract with an Approved Provider from the LASO Cycle 3 Approved Provider List for Strong Foundations Implementation and SFI SI PLC Supports Grants?

This question was not displayed to the respondent.

SFI-SI-P-Q2.

2. Does the LEA agree to submit Approved Provider contracts and required funding summary reports to TEA?

This question was not displayed to the respondent.

SFI-SI-P-Q3.

3. Does the LEA agree to appoint a campus lead for each participating campus as the primary point of contact responsible for all grant-related activities and designate at least one additional point of contact?

This question was not displayed to the respondent.

SFI-SI-P-Q4.

4. Does the LEA agree to ensure attendance and engagement by the campus lead at period check-ins with the Approved Provider?

This question was not displayed to the respondent.

SFI-SI-P-Q5.

5. Does the LEA agree to ensure attendance and engagement by the DCSI at periodic check-ins with the Approved Provider?

This question was not displayed to the respondent.

SFI-SI-P-Q6.

6. Does the LEA agree to ensure teachers are able to attend all Professional Learning Communities (PLCs)?

This question was not displayed to the respondent.

SFI-SI-P-Q7.

7. Does the LEA agree to appoint at least 1 PLC facilitator per campus who assumes responsibility for facilitating PLCs through a gradual release of responsibility model?

This question was not displayed to the respondent.

SFI-SI-P-Q8.

8. Does the LEA agree to ensure participating campus leads, PLC facilitators, and teachers complete all program requirements?

This question was not displayed to the respondent.

SFI-SI-P-Q9.

9. Does the LEA agree to submit all required data?

This question was not displayed to the respondent.

SFI-SI-P-Q10.

10. Does the LEA agree to attending meetings with the TEA School Improvement team and/or TEA Strong Foundations Implementation team as requested?

This question was not displayed to the respondent.

SFI-SI-P-Q11.

11. Does the LEA agree to including the TEA School Improvement team and/or TEA Strong Foundations Implementation team and/or Education Service Center School Improvement representative on learning walks as requested?

This question was not displayed to the respondent.

SFI-SI-P-Q12.

12. Does the LEA agree to maintain current contact information in AskTED to ensure timely communication?

This question was not displayed to the respondent.

SFI-SI-P-Q13.

13. Does the LEA agree that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.

This question was not displayed to the respondent.

SFI-SI-P-Q14.

14. Does the LEA acknowledge the LEA should draw down approximately 25% of the grant amount quarterly to remain on-track for grant expenditures?

This question was not displayed to the respondent.

SFI-SI-P-Warning.

Warning

To be considered for the SFI School Improvement PLC Supports grant, the LEA must agree to meet all program-specific assurances. By selecting NO to any of the assurances, the LEA is opting out of the SFI School Improvement PLC Supports grant. If the LEA still wishes to apply for the SFI School Improvement PLC Supports grant, click the ç Back Button and go back to select yes for each of the program assurances. If the LEA does not want to apply for the SFI School Improvement PLC Supports grant, then click the è Save and Next Button and you will be redirected to apply for the remaining grants that you have selected.

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Q890.

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Q422.

Program Description

The instructional leadership package will provide training, implementation support, and one-on-one coaching to campus and district leaders to build their own capacity and that of the educators that they manage. Approved providers include all 20 education service centers as well as vetted vendors with a history of strong results working with campuses and districts in Texas. This package consists of a required suite of trainings and support intended to foster continuous improvement by helping campus and district administrators grow concrete instructional leadership skills in the areas of schoolwide culture routines, HQIM internalization and implementation, observation and feedback, and data-driven instruction.

This is a two-year grant:

Year One
Duration: [2025] to [9/30/2026]
Details: LEAs will receive the Year One grant initially. In May 2025, Engagement Criteria will be assessed to determine eligibility for the continuation grant.

Year Two
Duration: [10/1/2026] to [9/30/2027]
Details: Based on the assessment in May 2025, Year Two continuation grants will be awarded to LEAs meeting those criteria. LEAs must submit a budget and sign assurances for the Year Two grant at that time.

Read the detailed Program Description.

Eligibility

This question was not displayed to the respondent.

IL-ELIG-Q1.
1. Do you agree to meet the General and Fiscal Guidelines?

This question was not displayed to the respondent.

IL-ELIG-Q2.
2. Do you meet the eligibility criteria that requires applying LEAs to have Title I served campuses with federal identifications at the time of application (Comprehensive Identified, Comprehensive Re-Identified Comprehensive Progress, Targeted Support, Additional Targeted Support in the 2024 federal accountability identification)?

This question was not displayed to the respondent.

IL-ELIG-Q3.
3. Do you commit that the campuses in this grant application will remain in operation throughout the grant cycle and remain Title I served for the 2025-2026 and 2026-2027 school years?

This question was not displayed to the respondent.

IL-ELIG-Q4.
4. Do you comply that none of the campuses applying will receive funding concurrently from the ESF Focused Support Grant 24-26?

This question was not displayed to the respondent.

IL-Warning1.

Warning

To be considered for the Instructional Leadership Grant, the LEA must agree to meet the General and Fiscal Guidelines and all eligibility requirements. By selecting **No** to any of the questions above, the LEA is opting out of this Instructional Leadership Grant. If the LEA still wishes to apply for this grant add-on, please click the ç Back Button and go back to select **YES** to the General and Fiscal Guidelines, and grant eligibility Requirements. If the LEA does not want to apply for the Instructional Leadership Grant, then click the è Save and Next Button and you will be redirected to the closing section of this application.

This question was not displayed to the respondent.

IL-PS-Q1.

Package Selection

1. Which Instructional Leadership package is the LEA applying for? (**You may select multiple packages**)

Note: For both options (a) and (b), the "Complete Instructional Leadership Package" will include schoolwide culture routines, HQIM internalization and implementation, observation/feedback, and data driven instruction.

This question was not displayed to the respondent.

IL-ProgAss-Q1.

Program Assurances

The following assurances apply to this program. To meet the requirements of the program, the applicant must comply with these assurances. Check each of the following boxes to indicate your compliance.

1. The LEA agrees that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.

This question was not displayed to the respondent.

IL-ProgAss-Q2.

2. The LEA agrees to adhere to all the Performance Measures, as noted in the 2025-2027 Instructional Leadership LASO 3 Program Guidelines, and shall provide to the TEA, upon request, any performance data necessary to assess the success of the program.

This question was not displayed to the respondent.

IL-ProgAss-Q3.
3. Does the LEA have approval from the superintendent and chief academic officer (or equivalent leader) to participate in the grant?

This question was not displayed to the respondent.

IL-ProgAss-Q4.
4. Do you agree to assign a Campus Intervention Team (CIT) that must include the District Coordinator of School Improvement (DCSI) who oversees fidelity to this grant program and the campus principal's supervisor (if not the DCSI) and a campus level project manager to oversee fidelity of implementation?

This question was not displayed to the respondent.

IL-ProgAss-Q5.
5. The LEA agrees to notify the Instructional Leadership Package Provider of intent to apply and, if awarded, will work in good faith with said provider.

This question was not displayed to the respondent.

IL-ProgAss-Q6.
6. Does the LEA agree to engage with a Instructional Leadership Package Provider to build capacity on the campus(es) and spend at least 70% of grant funds to support partnership with the provider and implement new systems and processes with fidelity?

This question was not displayed to the respondent.

IL-ProgAss-Q7.
7. Does the LEA assure that they will draw down approximately 20% of the grant amount quarterly to remain on-track for grant expenditures.

This question was not displayed to the respondent.

IL-ProgAss-Q8.
8. Does the LEA agree to provide evidence they are implementing instructional leadership practices aligned to their chosen package?

This question was not displayed to the respondent.

IL-ProgAss-Q9.

9. Does the LEA agree to provide grade level, campus level, and district level student outcomes data to their Instructional Leadership Pathway Provider, including interim common assessment data, benchmark assessment data, and STAAR/EOC assessment data?

This question was not displayed to the respondent.

IL-ProgAss-Q10.

10. Does the LEA agree to engage in all interventions and submissions communicated by the Texas Education Agency including, but not limited to:

a. Submitting a Targeted Improvement Plan
b. Submitting evidence of fidelity of implementation

This question was not displayed to the respondent.

IL-ProgAss-Q11.

11. Does the LEA agree to attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, and sharing of best practices through the TEA program office?

This question was not displayed to the respondent.

IL-ProgAss-Q12.

12. Does the LEA agree to principals and principal managers being coached at monthly check-ins with the selected approved provider?

This question was not displayed to the respondent.

IL-ProgAss-Q13.

13. Does the LEA agree to the participation of at least one school leader/campus administrator per participating campus?

This question was not displayed to the respondent.

IL-ProgAss-Q14.

14. Does the LEA agree to submit all required grant deliverables? Grant deliverables could include evidence of implemented action steps, evidence of fidelity of implementation, and/or completed implementation plans.

This question was not displayed to the respondent.

IL-ProgAss-Q15.
15. Does the LEA agree to submit participant registration information by designated deadlines?

This question was not displayed to the respondent.

IL-ProgAss-Q16.
16. Does the LEA agree to follow the year-long scope and sequence of the approved provider's capacity-building program?

This question was not displayed to the respondent.

IL-ProgAss-Q17.
17. Does the LEA agree to ensure that teachers have sufficient planning and/or meeting time for applicable instructional leadership protocols (including but not limited to: time, student work, analysis and lesson and unit internalization)?

This question was not displayed to the respondent.

IL-ProgAss-Q18.
18. Does the LEA agree to ensure that participants (LEA lead, school leader/campus administrators, coaches, and teachers) are able to attend all required professional learning?

This question was not displayed to the respondent.

IL-ProgAss-Q19.
19. Does the LEA agree to support their academic calendars to accommodate the required number of professional development days within their selected instructional leadership program package for administrators and teachers.

This question was not displayed to the respondent.

IL-ProgAss-Q20.
20. Does the LEA agree to ensure that participating LEA leaders, school leaders/campus administrators, coaches, and teachers complete all feedback surveys as requested by either the TEA and/or the instructional leadership package provider?

This question was not displayed to the respondent.

IL-ProgAss-Q21.
21. Does the LEA agree to adhere to campus principals conducting weekly observation/feedback coaching rounds, responsive to teachers' needs, in accordance with your provider's program?

This question was not displayed to the respondent.

IL-ProgAss-Q22.
22. Does the LEA agree to campus principals ensuring designated time for teachers and campus instructional leadership to participate in (at minimum) monthly data meetings?

This question was not displayed to the respondent.

IL-ProgAss-Q23.
23. Does the LEA agree to ensuring the prioritization of monthly in-person, virtual, or asynchronous principal and principal manager implementation support visits?

This question was not displayed to the respondent.

IL-ProgAss-Q24.
24. Does the LEA agree to ensure the prioritization of monthly in-person principal manager one-on-one coaching visits?

This question was not displayed to the respondent.

IL-ProgAss-Q25.
If your desired package includes Schoolwide Culture Routines:

25. Does the LEA agree to campus principals prioritizing the professional development time needed for teachers and leaders to plan for and maintain consistent schoolwide routines (ex: morning arrival, hallway transitions, lunch protocols, afternoon dismissal, etc.)?

This question was not displayed to the respondent.

IL-ProgAss-Q26.
Complete Instructional Leadership Packages (with or without product support):

26. Does the LEA agree to campus principals prioritizing time to facilitate and provide coaching on HQIM internalization and implementation structures, in accordance with the instructional leadership package provider's program?

This question was not displayed to the respondent.

IL-ProgAss-Q27.
27. Does the LEA agree to campus principals providing designated time for teachers and (if applicable) instructional coaches to participate in HQIM internalization and implementation PLC structures?

This question was not displayed to the respondent.

Q823.

Warning

To be considered for the Instructional Leadership Grant, the LEA must agree to meet all the Program Assurances. By selecting **NO** to any of the questions above, the LEA is opting out of this Instructional Leadership Grant. If the LEA still wishes to apply for this grant add-on, please click the ç Back Button and go back to select **YES** to all the Program Assurances. If the LEA does not want to apply for the Instructional Leadership Grant, then click the è Save and Next Button and you will be redirected to the closing section of this application.

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IL-ProgReq-Q1.

Program Requirements

This suite of instructional leadership training and support is best suited to build the capacity of principal managers.
LEAs who are receiving the LASO 3 Instructional Leadership Grant are required to fulfill the following program requirements:

1. How many campuses are you seeking to engage in the Instructional Leadership (IL) grant?

This question was not displayed to the respondent.

. Please select the federal identified campus(es) that will be implementing the Instructional Leadership (IL) grant.

This question was not displayed to the respondent.

IL-ProgReq-Q2.

2. Select from Eligible campus of

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IL-ProgReq-Q2.
2. Select from Eligible campus of

Start typing the name of your campus in the field below, then select it from the populated list. If your campus is not populated in the field below, leave it blank, please click "Save and Next," and manually enter your campus(es) in Question 3.

This question was not displayed to the respondent.

. Please select the federal identified campus(es) that will be implementing the Instructional Leadership (IL) grant.

This question was not displayed to the respondent.

IL-ProgReq-Q2.
2. Select from Eligible campus of

Start typing the name of your campus in the field below, then select it from the populated list. If your campus is not populated in the field below, leave it blank, please click "Save and Next," and manually enter your campus(es) in Question 3.

This question was not displayed to the respondent.

. Please select the federal identified campus(es) that will be implementing the Instructional Leadership (IL) grant.

This question was not displayed to the respondent.

IL-ProgReq-Q2.
2. Select from Eligible campus of

Start typing the name of your campus in the field below, then select it from the populated list. If your campus is not populated in the field below, leave it blank, please click "Save and Next," and manually enter your campus(es) in Question 3.

This question was not displayed to the respondent.

. Please select the federal identified campus(es) that will be implementing the Instructional Leadership (IL) grant.

This question was not displayed to the respondent.

IL-ProgReq-Q2.
2. Select from Eligible campus of

Start typing the name of your campus in the field below, then select it from the populated list. If your campus is not populated in the field below, leave it blank, please click "Save and Next," and manually enter your campus(es) in Question 3.

This question was not displayed to the respondent.

. Please select the federal identified campus(es) that will be implementing the Instructional Leadership (IL) grant.

This question was not displayed to the respondent.

IL-ProgReq-Q2.
2. Select from Eligible campus of

Start typing the name of your campus in the field below, then select it from the populated list. If your campus is not populated in the field below, leave it blank, please click "Save and Next," and manually enter your campus(es) in Question 3.

This question was not displayed to the respondent.

. Please select the federal identified campus(es) that will be implementing the Instructional Leadership (IL) grant.

This question was not displayed to the respondent.

IL-ProgReq-Q2.
2. Select from Eligible campus of

Start typing the name of your campus in the field below, then select it from the populated list. If your campus is not populated in the field below, leave it blank, please click "Save and Next," and manually enter your campus(es) in Question 3.

This question was not displayed to the respondent.

. Please select the federal identified campus(es) that will be implementing the Instructional Leadership (IL)

grant.

This question was not displayed to the respondent.

IL-ProgReq-Q2.
2. Select from Eligible campus of

Start typing the name of your campus in the field below, then select it from the populated list. If your campus is not populated in the field below, leave it blank, please click "Save and Next," and manually enter your campus(es) in Question 3.

This question was not displayed to the respondent.

. Please select the federal identified campus(es) that will be implementing the Instructional Leadership (IL) grant.

This question was not displayed to the respondent.

IL-ProgReq-Q2.
2. Select from Eligible campus of

Start typing the name of your campus in the field below, then select it from the populated list. If your campus is not populated in the field below, leave it blank, please click "Save and Next," and manually enter your campus(es) in Question 3.

This question was not displayed to the respondent.

. Please select the federal identified campus(es) that will be implementing the Instructional Leadership (IL) grant.

This question was not displayed to the respondent.

IL-ProgReq-Q2.
2. Select from Eligible campus of

Start typing the name of your campus in the field below, then select it from the populated list. If your campus is not populated in the field below, leave it blank, please click "Save and Next," and manually enter your campus(es) in Question 3.

This question was not displayed to the respondent.

. Please select the federal identified campus(es) that will be implementing the Instructional Leadership (IL) grant.

This question was not displayed to the respondent.

IL-ProgReq-Q2.
2. Select from Eligible campus of

Start typing the name of your campus in the field below, then select it from the populated list. If your campus is not populated in the field below, leave it blank, please click "Save and Next," and manually enter your campus(es) in Question 3.

This question was not displayed to the respondent.

. Please select the federal identified campus(es) that will be implementing the Instructional Leadership (IL) grant.

This question was not displayed to the respondent.

IL-ProgReq-Q2.
2. Select from Eligible campus of

Start typing the name of your campus in the field below, then select it from the populated list. If your campus is not populated in the field below, leave it blank, please click "Save and Next," and manually enter your campus(es) in Question 3.

This question was not displayed to the respondent.

IL-ProgReq-Q3.
3. If your campus is not identified in the drop-down list of eligible campuses in question number 2, please enter the full name and CDCN number of your campus(es). For multiple entries separate each entry with semi-colon. Enter N/A if this doesn’t apply to you.

This question was not displayed to the respondent.

IL-ProgReq-Q4.
4. How many **principal managers** will participate across your LEA (this includes face-to-face training, implementation support, and one-on-one coaching)?

This question was not displayed to the respondent.

IL-ProgReq-Q5.
5. How many **principals** will participate in the face-to-face training portions of the LEA’s desired package(s)?

This question was not displayed to the respondent.

IL-ProgReq-Q6.

6. Number of other LEA staff that will participate in face-to-face training:

This question was not displayed to the respondent.

IL-ProgReq-Q7.

7. In addition to principal managers, will one-on-one coaching be requested for principals?

This question was not displayed to the respondent.

IL-ProgReq-Q9.

8. How many principals will the LEA request to receive one-on-one coaching?

This question was not displayed to the respondent.

IL-ProgReq-Q8.

9. Please elaborate on your rationale.

This question was not displayed to the respondent.

TLG-Elig-Q1.

Program Description

The Technology Lending Grant program awards grant funds to school districts and open-enrollment charter schools to provide students the equipment necessary to access and use digital instructional materials at school and at home.

Read the detailed Program Description.

Eligibility

1. Do you agree to meet the General and Fiscal Guidelines?

This question was not displayed to the respondent.

TLG-Elig-Q2.

2. Do you meet grant specific eligibility requirement to apply?

This question was not displayed to the respondent.

TLG-Elig-Q3.

3. The LEA provides assurance to adhere to all Statutory Requirements and TEA Program Requirements as noted in the 2024-2025 Technology Lending Grant Program Guidelines?

This question was not displayed to the respondent.

TLG-Warning1.

Warning

In order to be considered for the Technology Lending Grant (TLG), the LEA must agree to meeting the General and Fiscal Guidelines and all the Eligibility Requirements. By selecting **NO** to any of the Eligibility Requirements, the LEA is opting out of this grant. If the LEA still wishes to apply for this grant, please click the ç Back Button and go back to select **YES** to the eligibility requirements. If the LEA does not want to apply for the Strong Foundations Planning Supports grant, click the è Save and Next Button and you will be redirected to apply for the remaining grants you have selected.

This question was not displayed to the respondent.

TLG-Ass-Q1.

Program Assurances

1. The LEA provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. **As such, the grant funds may not be used to replace lost, stolen, end-of-life, or damaged equipment.** The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.

This question was not displayed to the respondent.

TLG-Ass-Q2.

2. The LEA provides assurance to adhere to all Performance Measures, as noted in the 2024-2025 Technology Lending Grant Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the program.

This question was not displayed to the respondent.

TLG-Ass-Q3.

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

This question was not displayed to the respondent.

TLG-Ass-Q4.

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

This question was not displayed to the respondent.

TLG-Ass-Q5.

5. The LEA assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).

This question was not displayed to the respondent.

TLG-Ass-Q6.

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

This question was not displayed to the respondent.

TLG-Ass-Q7.

7. The LEA has a campus and/or district plan to administer student technology devices to participating campuses.

This question was not displayed to the respondent.

TLG-Ass-Q8.

8. Make your selection for the student technology devices? Select all that apply

This question was not displayed to the respondent.

TLG-Ass-Q9.

9. The LEA assures that devices will be prioritized for classrooms and students using TEA Available Instructional Materials.

This question was not displayed to the respondent.

TLG-Ass-Q10.

10. The LEA assures that they will provide information inventory logs including a list of students, classrooms, and schools with access to devices or hotspots upon request by TEA.

This question was not displayed to the respondent.

TLG-Ass-Q11.

11. The LEA assures that classroom-based technology will be installed in a classroom where instruction with TEA Available Instructional Materials will occur for at least the full school year in which the grant is given.

This question was not displayed to the respondent.

TLG-Ass-Q12.

12. The LEA assures that the device will be used for instruction with TEA Available Instructional Materials for at least 51% or the majority of the instructional year.

This question was not displayed to the respondent.

TLG-Ass-Q13.

13. The LEA assures that the district will provide the teacher, associated instructional coach, and students with training in the proper use of the device within 90 days of installation of the device in the classroom.

This question was not displayed to the respondent.

TLG-Warning2.

Warning

In order to be considered for the Technology Lending Grant (TLG), the LEA must agree to meeting all the Program Assurance requirements. By selecting **NO** to any of the assurances, the LEA is opting out of this grant. If the LEA still wishes to apply for this grant, please click the ç Back Button and go back to select **YES** to all the assurance requirements. If the LEA does not want to apply for the Strong Foundations Planning Supports grant, click the èSave and Next Button and you will be redirected to apply for the remaining grants you have selected.

This question was not displayed to the respondent.

TLG-ProgSec-Q1.

Technology Lending Grant Program Specific Questions

1. How many campuses will be using this grant Click or tab here to enter text. (You cannot enroll more than 45 campuses for this grant.)
(Please enter a value between 1 to 45.)

This question was not displayed to the respondent.

TLG-ProgSec-Q2.
2. Number of students utilizing the benefits at the Elementary School Level (K-5)

This question was not displayed to the respondent.

TLG-ProgSec-Q3.
3. Number of students utilizing the benefits at the Middle School Level (6-8)

This question was not displayed to the respondent.

TLG-ProgSec-Q4.
4. Number of students utilizing the benefits at the High School Level (9-12)

This question was not displayed to the respondent.

TLG-ProgSec-Q5.
5. Are the schools that enroll the students for whom you are requesting the devices or hotspots participating in a TEA-supported High-Quality Instructional Materials initiative?

This question was not displayed to the respondent.

TLG-ProgSec-Q6.
6. *Please select the TEA-supported High-Quality Instructional Materials initiative(s) in which your campuses are participating.*

This question was not displayed to the respondent.

TLG-ProgSec-Q7.
7. Which of the following core products are in use at the schools proposed for this award? Select all that apply.

This question was not displayed to the respondent.

TLG-ProgSec-Q7a. 7a. You have selected the "other" option. Pease name your product.

This question was not displayed to the respondent.

TLG-ProgSec-Q8.
8. Which of the following supplemental K-8 RLA products are in use at the schools proposed for this award? Select all that apply

This question was not displayed to the respondent.

TLG-ProgSec-Q8a. 8a. You have selected the "other" option. Please name your product.

This question was not displayed to the respondent.

TLG-ProgSec-Q9.
9. Which of the following supplemental K-5 Math products are in use at the schools proposed for this award? Select all that apply

This question was not displayed to the respondent.

TLG-ProgSec-Q9a. 9a. You have selected the "other" option. Please name your product.

This question was not displayed to the respondent.

TLG-ProgSec-Q10.
10. Number of Students implementing Core and Supplemental products .

This question was not displayed to the respondent.

TLG-ProgSec-Q11.
11. Does the LEA need devices for students who do not currently have access to devices?

This question was not displayed to the respondent.

TLG-ProgSec-Q12.
12. Number of students .

This question was not displayed to the respondent.

TLG-ProgSec-Q13.
13. Does the LEA need individual residential internet access or area internet access, such as hotspots for students who do not currently have access to hotspots?

This question was not displayed to the respondent.

TLG-ProgSec-Q14.
14. Number of students.

This question was not displayed to the respondent.

TLG-ProgSec-Q15.

15. Does the LEA need classroom display devices, such as projectors, to display digital resources in the classroom?

This question was not displayed to the respondent.

TLG-ProgSec-Q16.

16. How many classroom display devices?

This question was not displayed to the respondent.

TLG-ProgSec-Q17.

17. Do you currently have a technology plan?

This question was not displayed to the respondent.

BLG-Elig-Q1.

Program Description

- The Blended Learning Grant opportunity has two distinct cohorts and associated purposes that applicants will select from, as described below:
- The Blended Learning Planning cohort will support school districts and open-enrollment charter schools through a planning stage to design and subsequently implement a high-quality blended learning model in math (through Math Innovation Zones - MIZ) and Reading Language Arts (RLA) aligned with a High-Quality Instructional Material curriculum (HQIM).
- The Blended Learning Strategic Operations cohort will support school districts and open-enrollment charter schools in leveraging a blended learning model to make a strategic operational shift to scheduling, staffing and/or budgets. This shift will seek to make robust operational changes to optimize campus staffing models for teachers while maximizing academic impact for students. The grant is available to LEAs that have successfully completed a planning phase of either Math Innovation Zones or RLA Blended Learning grants. Applicants will select from either 1. Rotation Model, 2. Flex Model, or 3. District Proposed Model. Note that all models will require significant operational and staffing shifts to rethink time in a teacher-centric way at the participating campus(es).

Eligibility

Read the detailed Program Description.

1. Do you agree to meet the General and Fiscal Guidelines?

This question was not displayed to the respondent.

BLG-Elig-Q2.

2. Do you meet grant specific eligibility requirement to apply?

This question was not displayed to the respondent.

BLG-Elig-Q3.

3. Do you commit to Statutory Requirements, TEA Program Requirements and Assurances?

This question was not displayed to the respondent.

BLG-Warning1.

Warning

In order to be considered for the Blended Learning Grant (BLG), the LEA must agree to meet all the General and Fiscal Guidelines and all the Eligibility requirements. By selecting **NO** to any of the Eligibility requirements, the LEA is opting out of this grant. If the LEA still wishes to apply for this grant, please click the ç Back Button and go back to select **YES** to the Eligibility requirements. If the LEA does not want to apply for the Blended Learning Grant, click the è Save and Next Button and you will be redirected to apply for the remaining grants you have selected.

This question was not displayed to the respondent.

BLG-PSA-Q1toQ14.

Program Specific Assurances

The following assurances apply **grant-wide for both cohorts** (Blended Learning Planning and Blended Learning Strategic Operations). Please read through all the assurances and choose to agree or not agree at the end of this section:

1. The grantee will designate and provide a district-level project manager who will be available to dedicate approximately 50% of his or her time to designing and implementing the blended learning plan and who has decision making authority to act on developed plan.

2. The LEA agrees to designate and share with TEA and providers an LEA level lead/sponsor for communication for logistics and usage monitoring. They also agree that this information is updated and maintained throughout the grant.

3. The LEA agrees to designate and share with TEA and providers a campus level lead/sponsor for communication for logistics and usage monitoring. They also agree this is updated and maintained throughout the grant.

4.. The grantee agrees to work with a third-party provider to complete a technology audit for a landscape analysis of supplemental products currently purchased and/or used at campuses.

5. The grantee will submit fidelity of planning deliverables prior to the beginning of the first school year, including but not limited to the following:

a. Master schedule
b. Assessment calendar

c. Stakeholder engagement plan
d. Professional learning calendars

6. The grantee will complete execution deliverables in program implementation during the grant period, including but not limited to the following:

a. Student usage progress towards the selected adaptive software program recommended metrics.
b. Sharing student TSDS unique IDs with select software product provider for TEA quarterly reports.
c. Sharing unit assessment data from core HQIM curriculum.
d. Complete all required training(s) to build competency with the adaptive software product.
e. Completing all required research surveys throughout the grant program period.

7. The grantee will participate in required communities of practice and any additional grant program meetings.

8. The grantee must use an online curriculum, including an adaptive software program and core High-Quality Instructional Material (HQIM), both approved by TEA.

9. The grantee will complete all required training(s) to build competency in the online curriculum.

10. The grantee must implement the online curriculum program in all grade levels selected to participate in the Blended Learning grant.

11. The grantee will complete annual reflection and revision plans in implementation years to continuously improve upon blended learning and/or strategic operations planning.

12. The grantee must implement the digital adaptive software program in grade levels selected to participate in the Blended Learning grant.

13. The grantee will adhere to all statutory requirements in TEC Sections 28.020 and 29.924 including, but not limited to:

a. Develop a plan to implement a blended learning model according to statute requirements.
b. Implement the model across at least one full grade level at the campus and expand to other grade levels and/or campuses.
c. Require teachers to differentiate instruction for all students in a grade level using a research-backed blended learning model.
d. Provide teachers and other relevant personnel with professional development opportunities regarding blended learning.
e. Require the use of a proficiency-based assessment

14. Does the LEA agree to all the Performance Measures, as noted in the Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program?

This question was not displayed to the respondent.

BLG-PSA-Q15toQ21.

In addition to the grant-wide assurances above, the following assurances apply to the **Blended Learning Planning** cohort:

15. The grantee will submit strategic planning deliverables in the first year of implementation, such as a master schedule, assessment calendar, stakeholder engagement plan, professional learning calendars, etc.

16. The grantee will complete blended learning execution requirements in program implementation, including student progress on selected online curriculum, unit assessment data from High Quality Instructional Material (HQIM) curriculum, and evidence of training completion.
In addition to the grant-wide assurances above, the following assurances apply to the Blended **Learning Strategic Operations** cohort:

17. The grantee will establish a cross-departmental steering committee, which includes a representative from the finance team, to facilitate strong planning and implementation.

18. The grantee will select one of the following three operational models to plan for and implement: 1.) Large Scale Rotational Model, 2.) Flex Model, or 3.) District Proposed Model. These operational models will require significant adjustments to staffing models (e.g., one master teacher leading a large group of students with the support of paraprofessionals or teacher aides). See Description of Program section for full definition of each model.

19. The grantee will develop and submit strategic planning deliverables in the six months of the grant (March 2025 - August 2025) tailored to the operational model selected.

20. The grantee will pilot the proposed model in the 2025-2026 school year with at least one full grade level at the participating campus(es).

21. The grantee will fully implement the selected model in the 2026-2027 school year in all proposed grade levels at the participating campus(es).

This question was not displayed to the respondent.

BLG-PSA-Q22.
22. Does the LEA commit to all of the above assurances and understandings of the 2025-2026 Blended Learning grant?

This question was not displayed to the respondent.

BLG-Note2.
Note: To apply to the Blended Learning grant in the LASO 3 cycle, the LEA must select the option “Yes” to committing to assurances and understandings. If the LEA selects “No”, then the application will be redirected to the next grant selected by the LEA and/or the last page, if this was the last grant selected by the LEA.

This question was not displayed to the respondent.

BLG-Warning2.

Warning

In order to be considered for the Blended Learning Grant (BLG), the LEA must agree to all the Program Assurances listed above. By selecting **NO** to any of these questions, the LEA is opting out of this grant. If the LEA still wishes to apply for this grant, please click the ç Back Button and go back to select **YES** to all the Program Assurances. If the LEA does not want to apply for the Blended Learning Grant, click the è Save and Next Button and you will be redirected to apply for the remaining grants you have selected.

This question was not displayed to the respondent.

BLG-ProgReq-Q1.

Program Specific Requirements for both Grants

The LEA agreed in the assurances above, to designate and provide a district-level project manager who will be available to dedicate approximately 50% of his or her time to designing and implementing the blended learning plan and who has decision making authority to act on developed plan.

1. Please provide the name of the project manager designee or immediate contact for the BLG program.

This question was not displayed to the respondent.

BLG-ProgReq-Q2.

2. Please provide the project manager's or immediate contact role in the LEA for the BLG program.

This question was not displayed to the respondent.

BLG-ProgReq-Q3.

3. Does your LEA agree that your participating campuses serve grades K-8 Math, RLA or both by the end of the grant period?

This question was not displayed to the respondent.

BLG-ProgReq-Q4.

4. Does you LEA agree to choose to implement a Math, RLA or both blended products with your TEA-available core HQIM product?

This question was not displayed to the respondent.

BLG-ProgReq-Q5.

5. Does your LEA agree to identify with a core HQIM product that will be implemented with a blended learning model from the following?

1. Carnegie Texas Math Solutions 6-8
2. Eureka Math TEKS Edition K-5
3. Amplify Texas RLA K-5
4. Or submit a different Math and/or RLA core HQIM product not included above that will need to be approved by TEA

This question was not displayed to the respondent.

BLG-ProgReq-Q6.

6. Does the LEA agree to complete all required training(s) to build competency in the online curriculum?

This question was not displayed to the respondent.

BLG-ProgReq-Q7.

7. Does the LEA agree to implement the digital supplemental product(s) in all grade levels selected to participate in the Blended Learning grant?

This question was not displayed to the respondent.

BLG-ProgReq-Q8.

8. Does the LEA agree to complete annual reflection and revision plans in implementation years to continuously improve upon blended learning and/or strategic operations planning?

This question was not displayed to the respondent.

BLG-ProgReq-Q10.

9. Does the LEA agree to adhere to all statutory requirements in TEC Sections 28.020 and 29.924 including, but not limited to?

a. Develop a plan to implement a blended learning model according to statute requirements.
b. Implement the model across at least one full grade level at the campus and expand to other grade levels and/or campuses.
c. Require teachers to differentiate instruction for all students in a grade level using a research-backed blended learning model.
d. Provide teachers and other relevant personnel with professional development opportunities regarding blended learning.
e. Require the use of a proficiency-based assessment.

This question was not displayed to the respondent.

BLG-ProgReq-Q11.

10. Which Blended Learning Grant are you applying for?

This question was not displayed to the respondent.

BLG-Warning3.

Warning

In order to be considered for the Blended Learning Grant (BLG), the LEA must agree to all the Program Specific Requirements listed above. By selecting **NO** to any of these questions, the LEA is opting out of this grant. If the LEA still wishes to apply for this grant, please click the ç Back Button and go back to select **YES** to all the Program Specific Requirements. If the LEA does not want to apply for the Blended Learning Grant, click the è Save and Next Button and you will be redirected to apply for the remaining grants you have selected.

This question was not displayed to the respondent.

BLG-PSRPG-Q1.

Program Specific Requirements for Planning Grant

1. Did your LEA participate in any of the current and/or previous TEA grant cohorts?

This question was not displayed to the respondent.

BLG-PSRPG-Q2.

2. Please select which TEA grant cohort you have participated in.

This question was not displayed to the respondent.

BLG-PSRPG-Q3.

3. Does the LEA agree to submit strategic planning deliverables in the first year of implementation, such as a master schedule, assessment calendar, stakeholder engagement plan, professional learning calendars, etc?

This question was not displayed to the respondent.

BLG-PSRPG-Q4.

4. Does the LEA agree to complete blended learning execution requirements in program implementation, including student progress on selected online curriculum, unit assessment data from High Quality Instructional Material (HQIM) curriculum, and evidence of training completion?

This question was not displayed to the respondent.

BLG-Warning4.

Warning

In order to be considered for the Blended Learning Grant (BLG), the LEA must agree to all the Program Specific Requirements listed above. By selecting **NO** to any of these questions, the LEA is opting out of this grant. If the LEA still wishes to apply for this grant, please click the ç Back Button and go back to select **YES** to all the Program Specific Requirements. If the LEA does not want to apply for the Blended Learning Grant, click the è Save and Next Button and you will be redirected to apply for the remaining grants you have selected.

This question was not displayed to the respondent.

BLG-PSRSO-Q1.

Program Specific Requirements for Strategic Operations

1. Did your district participate in any of the current and/or previous Blended Learning Grants?

This question was not displayed to the respondent.

BLG-PSRSO-Q2.

2. Please select which current and/or previous Blended Learning Grant program your district participated in (Select all that apply).

This question was not displayed to the respondent.

BLG-PSRSO-Q3.

3. Does your LEA agree to choose one or more models to implement (Large Scale Rotational Model, Student-Driven Flex Model, District-Proposed Model), requiring significant operational and staffing shifts, including a master teacher approach, at each participating campus(es)?

This question was not displayed to the respondent.

BLG-PSRSO-Q4.

4. Does your LEA agree If District-Proposed Model is chosen, then LEAs will describe their initial plans including elements that maximize the number of students served by a master teacher and/or decrease the number of adults required while maintaining or increasing the quality of the academic experience?

This question was not displayed to the respondent.

BLG-PSRSO-Q5.

5. Does your LEA agree to download and upload the following scoring template linked here to submit with calculations for the questions below?
    a. How many supplemental products were implemented for each blended model(s) at the applicant campus(es)

b. Name of supplemental product implemented for each blended model(s) at the applicant campus(es)

c. List the recommended supplemental product usage target (e.g., ’30 minutes per week’, ‘2 lessons per week’, etc.)

d. Identify campuses and grade-levels implementing the above supplemental product in the Spring of 2024

e. How many Total K-8 students are enrolled at the participating campuses above?

f. How many K-8 students participating in blended learning at participating campuses in the Spring of 2024?

g. What is the percentage of K-8 students participating in blended learning at participating campuses (questions f and e)?

h. Of the participating students in question f, how many of them are meeting the recommended supplemental product usage target (question c)?

i. What percentage of participating K-8 students met the supplemental product usage target, from the above two questions?

This question was not displayed to the respondent.

BLG-PSRSO-Q6.

6. Does your LEA agree that the participating campus will implement the above core HQIM and supplemental products for their selected grade-levels and student population?

This question was not displayed to the respondent.

BLG-PSRSO-Q7.

7. Does your LEA agree to establish a cross-departmental steering committee, which includes a representative from the finance team, to facilitate strong planning and implementation?

This question was not displayed to the respondent.

BLG-PSRSO-Q8.

8. Does your LEA agree to select one of the following three operational models to plan for and implement: 1.) Large Scale Rotational Model, 2.) Flex Model, or 3.) District Proposed Model. These operational models will require significant adjustments to staffing models (e.g., one master teacher leading a large group of students with the support of paraprofessionals or teacher aides). See Description of Program section for full definition of each model?

This question was not displayed to the respondent.

BLG-PSRSO-Q9.

9. Does your LEA agree to develop and submit strategic planning deliverables in the six months of the grant (March 2025 - August 2025) tailored to the operational model selected?

This question was not displayed to the respondent.

BLG-PSRSO-Q10.

10. Does your LEA agree to pilot the proposed model in the 2025-2026 school year with at least one full grade level at the participating campus(es)?

This question was not displayed to the respondent.

BLG-PSRSO-Q11.

11. Does your LEA agree to fully implement the selected model in the 2026-2027 school year in all proposed grade levels at the participating campus(es)?

This question was not displayed to the respondent.

BLG-Warning5.

Warning

In order to be considered for the Blended Learning Grant (BLG), the LEA must agree to all the Program Specific Requirements listed above. By selecting **NO** to any of these questions, the LEA is opting out of this grant. If the LEA still wishes to apply for this grant, please click the ç Back Button and go back to select **YES** to all the Program Specific Requirements. If the LEA does not want to apply for the Blended Learning Grant, click the è Save and Next Button and you will be redirected to apply for the remaining grants you have selected.

This question was not displayed to the respondent.

BLG-Message1.

Strategic Operations Grant Specific Questions

Please submit the following questions for application scoring (Strategic Operations Cohort only – download the scoring template linked to show your calculations for questions #1-10. You will upload the updated scoring template at the end of your application, question 68).

This question was not displayed to the respondent.

BLG-SOGSQ-1.

1. Which Strategic Operations cohort model do you anticipate planning for and implementing through the grant (Select all that apply)?

Note: Each model will require significant operational and staffing shifts, including a master teacher approach, at the participating campus(es).

This question was not displayed to the respondent.

BLG-SOGSQ-2.
2. Please describe your initial plans for your district-proposed model. The proposed model must include elements that maximize the number of students served by a master teacher and/or decrease the number of adults required while maintaining or increasing the quality of the academic experience.

This question was not displayed to the respondent.

BLG-SOGSQ-3.
3. How many supplemental products were implemented in your blended learning models at the applicant campus(es) for the Spring of 2024 (Enter Supplemental Product Count between 1 - 6)?

This question was not displayed to the respondent.

BLG-SOGSQ-4.
4. Please enter the supplemental product name of that was implemented during the Spring of 2024

This question was not displayed to the respondent.

BLG-SOGSQ-5.
5. Enter the recommended supplemental product usage target (e.g., ’30 minutes per week’, ‘2 lessons per week’, etc.).

This question was not displayed to the respondent.

BLG-SOGSQ-6.
6. Please name the campuses implementing the above supplemental product in spring of 2023-2024.

This question was not displayed to the respondent.

BLG-SOGSQ-7.
7. Which grade-level(s) that were implemented in a blended learning model during the Spring of the 2023-2024 school year (Select all that apply)?

This question was not displayed to the respondent.

BLG-SOGSQ-8.

8. What is the total number of K-8 students enrolled at participating campus(es)?

This question was not displayed to the respondent.

BLG-SOGSQ-9.

9. What is the total number of K-8 students participating in blended learning and supplemental product implementation at participating campuses? (**it can't be more than value in Q8**)

This question was not displayed to the respondent.

BLG-SOGSQ-10.

10. What is the total number K-8 blended learning students meeting supplemental product usage target? (**it can't be more than value in Q9**)

This question was not displayed to the respondent.

BLG-SOGSQ-4.

4. Please enter the supplemental product name of that was implemented during the Spring of 2024

This question was not displayed to the respondent.

BLG-SOGSQ-5.

5. Enter the recommended supplemental product usage target (e.g., ’30 minutes per week’, ‘2 lessons per week’, etc.).

This question was not displayed to the respondent.

BLG-SOGSQ-6.

6. Please name the campuses implementing the above supplemental product in spring of 2023-2024.

This question was not displayed to the respondent.

BLG-SOGSQ-7.

7. Which grade-level(s) that were implemented in a blended learning model during the Spring of the 2023-2024 school year (Select all that apply)?

This question was not displayed to the respondent.

BLG-SOGSQ-8.

8. What is the total number of K-8 students enrolled at participating campus(es)?

This question was not displayed to the respondent.

BLG-SOGSQ-9.
9. What is the total number of K-8 students participating in blended learning and supplemental product implementation at participating campuses? (**it can't be more than value in Q8**)

This question was not displayed to the respondent.

BLG-SOGSQ-10.
10. What is the total number K-8 blended learning students meeting supplemental product usage target? (**it can't be more than value in Q9**)

This question was not displayed to the respondent.

BLG-SOGSQ-4.
4. Please enter the supplemental product name of that was implemented during the Spring of 2024

This question was not displayed to the respondent.

BLG-SOGSQ-5.
5. Enter the recommended supplemental product usage target (e.g., ’30 minutes per week’, ‘2 lessons per week’, etc.).

This question was not displayed to the respondent.

BLG-SOGSQ-6.
6. Please name the campuses implementing the above supplemental product in spring of 2023-2024.

This question was not displayed to the respondent.

BLG-SOGSQ-7.
7. Which grade-level(s) that were implemented in a blended learning model during the Spring of the 2023-2024 school year (Select all that apply)?

This question was not displayed to the respondent.

BLG-SOGSQ-8.

8. What is the total number of K-8 students enrolled at participating campus(es)?

This question was not displayed to the respondent.

BLG-SOGSQ-9.
9. What is the total number of K-8 students participating in blended learning and supplemental product implementation at participating campuses? (**it can't be more than value in Q8**)

This question was not displayed to the respondent.

BLG-SOGSQ-10.
10. What is the total number K-8 blended learning students meeting supplemental product usage target? (**it can't be more than value in Q9**)

This question was not displayed to the respondent.

BLG-SOGSQ-4.
4. Please enter the supplemental product name of that was implemented during the Spring of 2024

This question was not displayed to the respondent.

BLG-SOGSQ-5.
5. Enter the recommended supplemental product usage target (e.g., ’30 minutes per week’, ‘2 lessons per week’, etc.).

This question was not displayed to the respondent.

BLG-SOGSQ-6.
6. Please name the campuses implementing the above supplemental product in spring of 2023-2024.

This question was not displayed to the respondent.

BLG-SOGSQ-7.
7. Which grade-level(s) that were implemented in a blended learning model during the Spring of the 2023-2024 school year (Select all that apply)?

This question was not displayed to the respondent.

BLG-SOGSQ-8.

8. What is the total number of K-8 students enrolled at participating campus(es)?

This question was not displayed to the respondent.

BLG-SOGSQ-9.
9. What is the total number of K-8 students participating in blended learning and supplemental product implementation at participating campuses? (**it can't be more than value in Q8**)

This question was not displayed to the respondent.

BLG-SOGSQ-10.
10. What is the total number K-8 blended learning students meeting supplemental product usage target? (**it can't be more than value in Q9**)

This question was not displayed to the respondent.

BLG-SOGSQ-4.
4. Please enter the supplemental product name of that was implemented during the Spring of 2024

This question was not displayed to the respondent.

BLG-SOGSQ-5.
5. Enter the recommended supplemental product usage target (e.g., ’30 minutes per week’, ‘2 lessons per week’, etc.).

This question was not displayed to the respondent.

BLG-SOGSQ-6.
6. Please name the campuses implementing the above supplemental product in spring of 2023-2024.

This question was not displayed to the respondent.

BLG-SOGSQ-7.
7. Which grade-level(s) that were implemented in a blended learning model during the Spring of the 2023-2024 school year (Select all that apply)?

This question was not displayed to the respondent.

BLG-SOGSQ-8.

8. What is the total number of K-8 students enrolled at participating campus(es)?

This question was not displayed to the respondent.

BLG-SOGSQ-9.
9. What is the total number of K-8 students participating in blended learning and supplemental product implementation at participating campuses? (**it can't be more than value in Q8**)

This question was not displayed to the respondent.

BLG-SOGSQ-10.
10. What is the total number K-8 blended learning students meeting supplemental product usage target? (**it can't be more than value in Q9**)

This question was not displayed to the respondent.

BLG-SOGSQ-4.
4. Please enter the supplemental product name of that was implemented during the Spring of 2024

This question was not displayed to the respondent.

BLG-SOGSQ-5.
5. Enter the recommended supplemental product usage target (e.g., ’30 minutes per week’, ‘2 lessons per week’, etc.).

This question was not displayed to the respondent.

BLG-SOGSQ-6.
6. Please name the campuses implementing the above supplemental product in spring of 2023-2024.

This question was not displayed to the respondent.

BLG-SOGSQ-7.
7. Which grade-level(s) that were implemented in a blended learning model during the Spring of the 2023-2024 school year (Select all that apply)?

This question was not displayed to the respondent.

BLG-SOGSQ-8.

8. What is the total number of K-8 students enrolled at participating campus(es)?

This question was not displayed to the respondent.

BLG-SOGSQ-9.
9. What is the total number of K-8 students participating in blended learning and supplemental product implementation at participating campuses? (**it can't be more than value in Q8**)

This question was not displayed to the respondent.

BLG-SOGSQ-10.
10. What is the total number K-8 blended learning students meeting supplemental product usage target? (**it can't be more than value in Q9**)

This question was not displayed to the respondent.

BLG-GSQ-BG-Q1.
Blended Learning Grant Specific Questions- Both grants

1. How many campuses are you applying to?

Note: Each campus must serve in, at least, one grade-band through grades K-8 (K-2, 3-5, & 6-8).

This question was not displayed to the respondent.

BLG-GSQ-BG-Q2.
2. Are you interested in implementing a blended model in Math only, Reading Language Arts only or both subjects with your supplemental and core HQIM product(s)?

This question was not displayed to the respondent.

BLG-GSQ-BG-Q3.
3. What core HQIM math product do participating campuses plan on using in the 25-26 school year?

This question was not displayed to the respondent.

BLG-GSQ-BG-Q4.
4. Please enter product name.

This question was not displayed to the respondent.

BLG-GSQ-BG-Q5.
5. How many students (K–8) district wide will be participating in Math blended learning through this grant?

This question was not displayed to the respondent.

BLG-GSQ-BG-Q6.
6. What core HQIM reading product do participating campuses plan on using in the 25-26 school year?

This question was not displayed to the respondent.

BLG-GSQ-BG-Q7.
7. Please enter reading product name.

This question was not displayed to the respondent.

BLG-GSQ-BG-Q8.
8. How many students (K–8) district wide will be participating in Reading Language Arts blended learning through this grant?

This question was not displayed to the respondent.

BLG-GSQ-BG-Q9.
9. What is your LEA's total student enrollment in grades K-8?

This question was not displayed to the respondent.

BLG-GSQ-BG-Q10. 10. Please upload your updated Strategic Operations Cohort scoring template, by naming your document as [LEA Name] Supplemental Usage Scoring Attachment - Spring 2024: in the box below (.xlsx).

This question was not displayed to the respondent.

BLG-GSQ-BG-Q11.
11. Program managers contact information, exception to the Superintendent

This question was not displayed to the respondent.

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Program Description

The APCSP grant is offered to assist each school district in the state in making an Advanced Placement Computer Science Principles course available at each high school in the district and to support students in their exploration of computer science related professions. The objectives for the grant are to increase participation and performance of students taking and passing the AP Computer Science Principles (APCSP) course and scoring a 3 or higher on the exam, increase the number of special population and non-traditional students enrolled in an APCSP course, increase the number of CTE completers taking an AP course, and increase the number of students meeting College, Career, and Military Readiness (CCMR) outcomes. The APCSP grant opportunity allows grantees to achieve these goals by providing funds for staffing, training, supplies, materials, travel, technology and equipment to plan, implement and sustain an APCSP course.

Read the detailed Program Description.

Eligibility

This question was not displayed to the respondent.

APCSP-Q1.

1. Do you agree to meet the General and Fiscal Guidelines?

This question was not displayed to the respondent.

APCSP-Q2.

2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.

This question was not displayed to the respondent.

APCSP-Q3.

3. The applicant agrees to adhere to all, Statutory and TEA Program requirements and Assurances as noted in the 2024-2026 Advanced Placement Computer Science Principles Grant Program Guidelines.

This question was not displayed to the respondent.

APCSP-Warning1.

Warning

In order to be considered for the Advanced Placement (AP) Computer Science Principles (CSP) Grant, the LEA must agree to meet the General and Fiscal Guidelines and all the Eligibility requirements. By selecting **NO** to any of the eligibility requirements, the LEA is opting out of this grant. If the LEA still wishes to apply for this grant, please click the ç Back Button and go back to select **YES** to the eligibility requirements. If the LEA does not want to apply for the APCSP grant, then click the è Save and Next Button and you will be redirected to apply for the remaining grants that you have selected.

This question was not displayed to the respondent.

Program Assurances.

Program Assurances

The following assurances apply specifically to the APCSP grant. To meet the requirements of the program, the applicant must comply with these assurances.
Check each of the following boxes to indicate your compliance.

This question was not displayed to the respondent.

APCSP-Assurances-Q1.

1. The applicant provides assurance to adhere to all grant performance measures, as noted in the 2024-2026 Advanced Placement Computer Science Principles Grant Program Guidelines, and shall provide to TEA, upon request, any program or performance data necessary to assess the success of the program.

This question was not displayed to the respondent.

APCSP-Assurances-Q2.

2. The applicant will include the APCSP course in the district's course catalog for the 2025-2026 school year and will complete the necessary district process to obtain school board approval.

This question was not displayed to the respondent.

APCSP-Assurances-Q3.

3. The applicant will provide the technology, equipment and any additional resources required for a successfully functioning APCSP.

This question was not displayed to the respondent.

APCSP-Assurances-Q4.

4.The applicant will promote the APCSP course offering to all relevant stakeholders, high school students and their parents/guardians.

This question was not displayed to the respondent.

APCSP-Assurances-Q5.

5. The applicant will identify, recruit, onboard and arrange for professional development for certified teachers to teach the APCSP course.

This question was not displayed to the respondent.

APCSP-Assurances-Q6.

6. The applicant will provide the APCSP exam to course-enrolled students free of charge.

This question was not displayed to the respondent.

APCSP-Assurances-Q7.

7. The applicant will plan and implement structures necessary to support enrolled students in taking and scoring a 3 or higher on the APCSP exam.

This question was not displayed to the respondent.

APCSP-Warning2.

Warning

In order to be considered for the Advanced Placement (AP) Computer Science Principles (CSP) Grant, the LEA must agree to meet all the Program Assurance requirements. By selecting **NO** to any of the eligibility requirements, the LEA is opting out of this grant. If the LEA still wishes to apply for this grant, please click the ç Back Button and go back to select **YES** to the eligibility requirements. If the LEA does not want to apply for the APCSP grant, then click the è Save and Next Button and you will be redirected to apply for the remaining grants that you have selected.

This question was not displayed to the respondent.

APCSP-ProgReq-Q8.

Program Requirements

APCSP Program- Specific Questions

This question was not displayed to the respondent.

APCSP-ProgReq-Q1.

1. Does the applicant currently offer any College Board approved Advanced Placement course for student enrollment?

This question was not displayed to the respondent.

APCSP-ProgReq-Q2.

2. Does the applicant currently offer an APCSP course on any district campus?

This question was not displayed to the respondent.

APCSP-ProgReq-Q3.

3. Is the applicant currently participating in any other APCSP grant opportunity?

This question was not displayed to the respondent.

APCSP-ProgReq-Q4.
4. Briefly describe how the LEA plans to use the funds provided with this grant.

This question was not displayed to the respondent.

APCSP-ProgReq-Q5.
5. If awarded, will grant funds be used to continue providing the current level of APCSP course opportunity?

This question was not displayed to the respondent.

APCSP-ProgReq-Q6.
6. If awarded, will grant funds be used to increase the number of current APCSP course sections on a campus?

This question was not displayed to the respondent.

APCSP-ProgReq-Q7.
7. If awarded, will grant funds be used to expand the APCSP to at least one additional high school campus within the district?

This question was not displayed to the respondent.

APCSP-ProgReq-Q8.
8. Beginning with the 2025-2026 school year, how many district campuses will offer the APCSP course opportunity?

This question was not displayed to the respondent.

APCSP-ProgReq-Q9.
9. How many teachers will be trained during the summer of 2025 to teach the APCSP course?

This question was not displayed to the respondent.

Program Description.
Program Description:

The ADSY Summer Planning and Execution Program is a grant program that provides LEAs with a one-year supported planning process to design a summer learning program aligned with

research-based best practices in academics, operations, and enrichment activities. Following the planning year, implementation of the summer learning program will begin in the summer of 2026, after which programs will undergo one year of a continuous improvement process to implement a summer 2027 program. Prekindergarten through 5th grade campuses are eligible for this grant, and districts will design a summer program that benefits from Additional Days School Year (ADSY) funding. LEAs will be required to meet the following ADSY eligibility requirements for accessing Additional Days School Year funding by the 2026-2027 school year (TEC Sections 48.0051 and 25.085(j)).

- Summer programs must serve at least one grade level within grades PreK-5
- Campus academic calendar(s) will have at least 180 instructional days, not including staff development waivers
- Campus academic calendar(s) will have at least 75,600 operational minutes
- Campuses will host ADSY days on separate days from regular instructional calendar days
- Student attendance for summer programming must be non-compulsory
- In addition to ADSY eligibility requirements, TEA has established the following program requirements:
- Summer programs must include at least 25 days, including a minimum of 360 operational minutes (6 hours) per day, of which, 180 minutes (3 hours) should be dedicated to math and reading instruction. The additional three hours should be dedicated to enrichment activities such as arts, science exploration, and sports.

Note: The base academic calendar for each participating campus must include at least 180 instructional days, with 75,600 operational minutes, not including staff development waivers.

Read the detailed Program Description.

This grant program is not required in order to access ADSY formula funding.

Eligibility:

This question was not displayed to the respondent.

ADSY-Q1.
1. Does the LEA agree to meet the General and Fiscal Guidelines?

This question was not displayed to the respondent.

ADSY-Q2.
2. Does the LEA meet grant specific eligibility requirements to apply?

This question was not displayed to the respondent.

ADSY-Q3.
3. Does the LEA commit to Statutory Requirements, TEA Program Requirements and ADSY Summer Planning and Execution Program-Specific Assurances?

This question was not displayed to the respondent.

ADSY-Q4.

4. To be eligible for the ADSY Summer Planning and Execution Program in the 2024 application cycle, applicants must either have never participated in previous ADSY PEP Summer programming supported by grant funding (ADSY PEP Cycles 1-4) or have participated in a previous cycle with grant funding and now wish to expand their programming to new campuses.

Note: For LEAs that wish to expand their ADSY Summer programs to new campuses- those campuses will have to meet the ADSY eligibility requirements such as having the 180 instructional day calendar.

This question was not displayed to the respondent.

ADSY-Q5.

5. Please indicate the name and CDCN of new campus name(s), separated by a comma.

This question was not displayed to the respondent.

ADSY-Q6.

6. Are the LEA's Superintendent and Board of Trustees willing to adopt an ADSY eligible calendar meeting the instructional day requirements (currently 180-day base calendar with 75,600 operational minutes) for a minimum of two years starting in the 2025-2026 or 2026-2027 school year?

This question was not displayed to the respondent.

ADSY-Warning 1.

Warning

In order to be considered for the ADSY Summer Planning and Execution Program Grant, the LEA must agree to meet the General and Fiscal Guidelines and all the Eligibility requirements. By selecting **NO** to any of the eligibility requirements, the LEA is opting out of this grant. If the LEA still wishes to apply for this grant, please click the ç Back Button and go back to select **YES** to the eligibility requirements. If the LEA does not want to apply for the ADSY Summer Planning and Execution Program Grant, then click the è Save and Next Button and you will be redirected to apply for the remaining grants that you have selected.

This question was not displayed to the respondent.

ADSY-ProgAss-Q1.

Program Assurances:

1. Does the LEA commit to bringing an ADSY calendar to their school board for approval by April 1st of the year prior to their selected year of implementation? Should the board not approve an ADSY eligible calendar (currently 180-day base calendar with 75,600 operational minutes) the grantee will not be eligible for any additional execution funding (if available).

This question was not displayed to the respondent.

ADSY-ProgAss-Q2.

2. Does the LEA commit to assigning a designated project manager to lead the work fo summer and attend all Learning Community professional development workshops, calls with designated ESC technical assistance provider, lead the steering committee, and ensure completion of the LEA's ADSY summer strategic plan?

This question was not displayed to the respondent.

ADSY-ProgAss-Q3.

3. Does the LEA commit to forming a cross-departmental Steering Committee, including representatives from the Finance team and Curriculum & Instruction team, to guide summer planning?

This question was not displayed to the respondent.

ADSY-ProgAss-Q4.

4. Does the LEA agree to participate in the ADSY Summer learning community and associated planning, and implementation supports to operate a strong ADSY PEP Summer program?

This question was not displayed to the respondent.

ADSY-ProgAss-Q5.

5. Does the LEA commit to creating and submitting a comprehensive Strategic Plan utilizing the planning resources and templates provided in the grant program?

This question was not displayed to the respondent.

ADSY-ProgAss-Q6.

6. ADSY PEP summer days must be 25-to-30-day summer programs which includes at least 360 operational minutes (6 hours) per day, of which, 180 minutes (3 hours) should be dedicated to math and reading instruction. The additional three hours should be dedicated to enrichment activities such as arts, science exploration, and sports. Does the LEA agree to adhere to the research-based design expectation of the ADSY PEP summer program?

This question was not displayed to the respondent.

ADSY-ProgAss-Q7.

7. Does the LEA agree to develop a staffing model that ensures teachers are assigned to students in the same grade level they taught in the previous year or will teach in the following year, and that teachers who meet the LEA’s certification requirements will provide at least three hours of academic instruction focused on math and reading on dedicated ADSY summer program days?

This question was not displayed to the respondent.

ADSY-ProgAss-Q8.

8. Does the LEA agree to utilize high quality instructional materials (HQIM, as defined in the Program Guidelines) for core instruction and offer aligned professional development to teachers and staff that will operate the summer 2026 and summer 2027 program?

This question was not displayed to the respondent.

ADSY-Warning 2.

Warning

In order to be considered for the ADSY Summer Planning and Execution Program Grant, the LEA must agree to all the program assurance requirements. By selecting **NO** to any of the Program Assurance requirements, the LEA is opting out of this grant. If the LEA still wishes to apply for this grant, please click the ç Back Button and go back to select **YES** to the Program Assurance requirements. If the LEA does not want to apply for the ADSY Summer Planning and Execution Program Grant, then click the è Save and Next Button and you will be redirected to apply for the remaining grants that you have selected.

This question was not displayed to the respondent.

ADSY-ProgReq-Q1.

Program Requirements

ADSY Program Specific Questions

1. How many student instructional days does your LEA have in the 2024-2025 calendar, not including Professional Development waiver days(max 190)?

This question was not displayed to the respondent.

ADSY-ProgReq-Q2.

2. Please upload a PDF file of *2024-2025 Instructional Calendar(mandatory).* Please name your file MELISSA ISD-(43908) 2024-2025 instructional calendar

This question was not displayed to the respondent.

ADSY-ProgReq-Q3.

3. How many of the LEA's ADSY eligible campuses will be participating in the ADSY Summer Planning and Execution Program (1-99)?

Note: Only campuses serving a grade level Pk-5th can be ADSY eligible. Grant funding is based on incremental increases for one campus, two campuses, and three or more campuses

This question was not displayed to the respondent.

ADSY-ProgReq-Q4.

4. Please select the campus(es) below.

Note: Campus selection must be serving students in grades PreK-5. If your LEA plans to have more than ten campuses participate, you will be limited to the first ten campuses and others collected later.

Start typing the name of your campus in the field below, then select it from the populated list.

This question was not displayed to the respondent.

ADSY-ProgReq-Q4a.
4a. Campus 1

This question was not displayed to the respondent.

ADSY-ProgReq-Q4b.
4b. Campus 2

This question was not displayed to the respondent.

ADSY-ProgReq-Q4c.
4c. Campus 3

This question was not displayed to the respondent.

ADSY-ProgReq-Q4d.
4d. Campus 4

This question was not displayed to the respondent.

ADSY-ProgReq-Q4e.
4e. Campus 5

This question was not displayed to the respondent.

ADSY-ProgReq-Q4f.
4f. Campus 6

This question was not displayed to the respondent.

ADSY-ProgReq-Q4g.

4g. Campus 7

This question was not displayed to the respondent.

ADSY-ProgReq-Q4h.
4h. Campus 8

This question was not displayed to the respondent.

ADSY-ProgReq-Q4i.
4i. Campus 9

This question was not displayed to the respondent.

ADSY-ProgReq-Q4j.
4j. Campus 10

This question was not displayed to the respondent.

ADSY-ProgReq-Q5.
5. Is the LEA currently using TEA Available Instructional Materials/OER at the proposed ADSY eligible campuses? Note: this does not impact grant prioritization or eligibility

This question was not displayed to the respondent.

Q1.

Program Description:

School Actions are whole-school strategies districts use to increase access to high-quality schools, meet community needs, and address chronic underperformance. By providing technical assistance and grant funds to support school actions for individual campuses, TEA also supports school districts to take strategic actions that both improve schools and provide communities, parents, and families with the schools and programs they want, need, and deserve. All School Action Fund (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), have an empowered campus leader with a track record of success, and adopt and implement high quality instructional materials (HQIM) and research-based instructional strategies (RBIS) at the school action campus by the first year of implementation.

Read the detailed Program Description.

SAF ADSY Full Year
SAF Additional Days School Year adds half-day formula funding for school systems that add instructional days to any of their elementary schools (Texas Education Code (TEC), §48.0051).

Districts will generate half-day funding for each instructional day after their 180th instructional day up to their 210th instructional day. ADSY funding is available at the campus level and programs can utilize anywhere from one to 30 additional days with design flexibility as long as it meets eligibility requirements. For purposes of the 2025-2026 School Action Fund-Planning and Implementation grant, grantees must add 25-30 days to their 180-day calendars and make daily master schedule changes to improve student and staff sustainability through additional brain breaks and teacher planning time.

Read the detailed Program Description.

This question was not displayed to the respondent.

SAF-Q1.

Eligibility

1. Do you agree to meet the General and Fiscal Guidelines?

This question was not displayed to the respondent.

SAF-Q2.

2. Do you meet grant specific eligibility requirements to apply?

Eligible applicants are LEAs that apply on behalf of campuses that are Title I-serving and Comprehensive Support-identified or Targeted Support-identified, based on school year 2023-2024 federal accountability ratings. For new schools, there must be clear Title I, Part A eligibility and intent to obtain Title I-serving status for school year 2026-2027 and beyond.
A campus may not have received any School Action Fund (SAF) grants,
including TCLAS Decision 10 and any LASO SAF grants, since 2019-2020
(Planning, Continuation, or Implementation), or a 2024-2026 Effective Schools Framework Focused Support Grant.

This question was not displayed to the respondent.

SAF-Warning1.

Warning

In order to be considered for the School Action Fund (SAF) grant, the LEA must agree to meet the General and Fiscal Guidelines and all the grant specific eligibility requirements. By selecting **NO** to any of the eligibility requirements, the LEA is opting out of this grant. If the LEA still wishes to apply for this grant, please click the ç Back Button and go back to select **YES** to the General and Fiscal Guidelines and all the grant-specifc eligibility requirements. If the LEA does not want to apply for the SAF grant, then click the è Next Button and you will be redirected to apply for the remaining grants that you have selected.

This question was not displayed to the respondent.

Program Assurances:

The Superintendent, Chief Academic Officer and/or Chief Innovation/Transformation Officer, School Action Fund Project Manager (who has Cabinet-level access and decision-making authority), and the Superintendent's designee understand:

1. That to apply for an Implementation grant, the LEA must have planned the school action with a TEA-approved technical assistance provider before an award in March 2025, and be ready to fully implement the action and model in Fall 2025 at the selected campus.

2. Grantees must 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 by Gate 3 of the first year of the grant

4. Grantees must 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. Grantees must 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 the 2025-2026 School Action Fund-Planning and Implementation Grant, and that they will continue to be involved throughout the grant period.

6. Grantees must 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. Grantees must identify a LEA staff member to coordinate the planning and implementation grant who is both qualified and experienced in project and program management

8. That the LEA's School Action Fund Project Manager must attend regular meetings with TEA grant program staff. LEA-level Business/Finance Office staff responsible for overseeing grant expenditures and draw down processes must attend at least two of these meetings per semester.

9. Grantees must adopt and implement, with fidelity, high-quality instructional materials (as described in the Program Guidelines) to be integrated into the design and implementation of the chosen action.

10. 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) at the school action campus by the first year of implementation as defined by TEA, unless otherwise approved or stated by TEA.

11.That grantees must select a codified school model from a list of TEA School Model Playbooks to plan and implement OR, if the campus will be Partner-Managed, the LEA (authorizer) will

launch a Call for Quality Schools no later than May 1, 2025 or Gate 0, whichever is later.

This question was not displayed to the respondent.

SAF-ProgAssurances2.

12. That the following school models have a TEA School Model Playbook from which a codified school model must be selected^:

a. ACE (Restart Only)
b. Advanced STEM*
c. ADSY Full Year (grades PK-5 only) $
d. Partner-Managed Governance type $; refer to the Texas Partnerships website

Note:

^School Model Playbooks for the codified school models are found at the Center for School Actions
***Elementary and Middle School campuses only**
$ Models that yield additional sustained funding opportunities

13. ADSY FYR grantees must serve at least one grade level within grades PreK-5.

14. ADSY FYR grantees must 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.

15. ADSY FYR grantees must 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.

16. ADSY FYR grantees must create a comprehensive Strategic Plan utilizing the planning resources and templates provided in the grant program.

17. ADSY FYR grantees must 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.

18. ADSY FYR grantees must identify a Project Manager who will manage the planning process and a cross-departmental steering committee that includes a representative from the LEA's Finance team to facilitate strong planning.

19. ADSY FYR grantees must have a teacher meeting the LEA's certification requirements to deliver at least two hours of academic instruction specific to Math and Reading on dedicated ADSY days.

20. ADSY FYR grantees must utilize an approved SAF ADSY Technical Assistance provider to support the program design and planning process.

21. ADSY FYR grantees must participate in all learning community sessions during the 2024-2025 school year (up to one day per month).

22. ADSY FYR grantees must participate in periodic reflection processes following the planning year to continuously improve the program based on existing data.

23. ADSY FYR grantees must commit to forming a cross-departmental Steering Committee, including a representative from the Finance team, to guide full year redesign planning.

24. ADSY FYR grantees must 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.

This question was not displayed to the respondent.

SAF-ProgAss-Q26.

25. Does your LEA commit to all of the above assurances and understandings of the 2025-2026 School Action Fund-Planning and Implementation grant?

This question was not displayed to the respondent.

SAF-NOTE-1.

Note: To apply to any of the School Action Fund grants in the LASO 3 cycle, the LEA must select the option “Yes” to committing to assurances and understanding. If the LEA selects “No”, then the application will be redirected to the next grant selected by the LEA and/or the last page, if this was the last grant selected by the LEA.

This question was not displayed to the respondent.

SAF-Warning2.

Warning

In order to be considered for the grant, the LEA must agree to meet all the School Action Fund Assurances. If your LEA is still interested in applying for the School Action Fund grant, please click ç Back Button and return to previous question to select **YES** to committing to the Assurances. If your LEA does not wish to commit to the Assurances, then click è Save and Next Button below and you will be redirected to the last page and the application will be terminated.

This question was not displayed to the respondent.

SAF-ProgReq1.

Program Requirements:

1. Grantees will work in good faith with the TEA-vetted and matched school action Technical Assistance provider and agency-provided technical assistance.

2. Grantees will identify areas of flexibility from district policy and practice along with clear goals and metrics that are contextual to each campus. Flexibilities and metrics must be articulated in a Performance Agreement (for District-Run actions) OR a Partnership Performance Contract (for Partner-Managed actions) signed by the campus leader and the district Superintendent and/or School Board by Gate 4.

3. Grantees will attend and participate in grant orientation meetings, technical assistance provider meetings, and other periodic meetings of grantees as required by TEA.

4. The grantee's Board of Trustees must **complete** TEA-approved Board of Trustees Governance training by Gate 3 of the first year of the awarded grant.

5. Applicants applying for Implementation grants must have completed school action planning with a TEA-approved Technical Assistance provider before receiving a School Action Fund award in March 2025, and be ready to implement the Action in Fall 2025.

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

7. LEAs must provide school leaders of awarded campuses at least 20 hours of release time per week to complete school action planning activities.

8. Grantees must meet all universal requirements for successful school actions, including selecting a TEA-codified school model playbook (for District-Run actions) OR implementing high-quality authorizing practices (for Partner-Managed actions), developing a strategic schedule that maximizes instructional time, selecting and empowering a campus leader with a track record of success to lead the planning and implementation, and adopting and implementing high quality instructional materials (HQIM, as defined in these Program Guidelines) and research-based instructional strategies (RBIS).

9. Grantees of "Partner-managed" actions grants must follow all requirements of Texas Partnerships outlined in TAC §97.1075, including meeting all requirements of Texas Partnership designation.

10. Grantees of "Partner-managed" actions must register for the Texas Authorizer Leadership Academy (TALA) by December 1st of the first year of the awarded grant and complete TALA training by Gate 3 of the first year of the awarded grant.

11. LEAs may apply for a Restart partnership with a Partner-Managed governance structure ONLY for campuses that received an overall "F" rating (or, an equivalent, as defined by TEA) the year prior to becoming a partnership school, per Texas Partnerships requirements. ONLY these campuses may be eligible for the accountability sanctions outlined in the TEA Texas Partnerships Guide available at www.txpartnerships.org

12. Grantees awarded "Partner-Managed" Action grants must meet all funding requirements defined by Texas Partnerships (SB 1882), including allocating all federal, state, and local funds due to the partnership campus, in alignment with Texas Partnership Guidelines.

13. Grantees awarded "Partner-Managed" Action grants must implement high-quality authorizing practices as described in TEA's Authorizer Handbook available at txpartnerships. Districts must evaluate partnership applications and plans for the adoption and implementation of high-quality instructional materials (HQIM, 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 in TEA's Authorizer Handbook available at txpartnerships.

This question was not displayed to the respondent.

SAF-ProgReq2.
14. Grantees awarded “Create a new s grants must select and designate a campus no later than June 13, 2025 and apply for a new CDCN (County District Campus Number) for “New Schools” by March 31, 2026.

15. Grantees awarded “Create a new school” Action grants must apply for a new CDCN (County District Campus Number) for “New Schools” by March 2026.

16. “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 2026, as per guidelines in Chapter 7 of the 2024 Accountability Manual (or a later version if published).

17. Grantees awarded “Create a new school” grants 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, beginning with the lowest grade level(s); or the new school may open with all grade levels, only if the LEA 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 the TEA.

18. Grantees awarded “Create a new school” Action grant(s) must include the new campus(es) in its Title I ESSA plan in time for SY 2026-2027.

19. The applicant assures enrollment at a “New School” will prioritize students previously attending or zoned to a 2023-2024 Title I-serving Comprehensive and/or Targeted School (2024 ratings).

20. Grantees interested in ADSY Full Year intend to plan and design a revamped full-year, 205-210 day school calendar that will incorporate 25-30 additional full days of instruction into a 180-day academic calendar for either Pre-K through 5th grades or Kindergarten through 5th grades campuses.

21. Grantees interested in ADSY Full Year intend to reimagine daily schedules to include increased brain breaks and enrichment time for students.

22. Grantees interested in ADSY Full Year intend to spread instruction time over additional days in order to reimagine daily master schedules to include increased teacher planning time and collaborative planning time and agree to utilize high-quality instructional materials (HQIM, as defined in the 2025-2026 School Action Fund-Planning and implementation Grant’s Program Guidelines).

23. Program Services and activities to be funded by the 2025-2026 School Action Fund-Planning and Implementation grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.

24. Grantees must adhere to all Performance Measures, as noted in the Program Guidelines and shall provide to the TEA, upon request and according to Gates and Deliverables, any performance data necessary to assess and monitor the progress and success of the program.

25. Grantees must undertake an ESF-aligned third-party implementation quality review that must be completed during the Fall semester of year two of Continuation or Implementation, unless otherwise approved by TEA.

26. Grantees must establish grant budgets that closely adhere to the Budget Guidance requirements in the Program Guidelines for the 2025-2056 School Action Fund-Planning and Implementation grant. Any deviations must be pre-approved by the TEA.

27. The Superintendent, Chief Academic Officer and/or Chief Innovation/Transformation Officer, School Action Fund Project Manager (who has Cabinet-level access and decision-making authority), and Superintendent’s designee attest that they have read the 2025-2026 School Action Fund-Planning and Implementation grant’s Program Guidelines and agree to meet all of the Requirements relevant to the Actions and Governance Structures for which the LEA is applying.

This question was not displayed to the respondent.

SAF-ProgReq-Q28.

28. Does your LEA agree to all of the above requirements of the 2025-2026 School Action Fund Planning and Implementation grant?

This question was not displayed to the respondent.

SAF-Warning3.

Warning

In order to be considered for the grant, the LEA must agree to meet all the School Action Fund Requirements. If your LEA is still interested in applying for the School Action Fund grant, please click ç Back Button and return to previous question to select **YES** to committing to the Assurances. If your LEA does not wish to commit to the Assurances, then click è Save and Next Button below and you will be redirected to the last page and the application will be terminated.

This question was not displayed to the respondent.

SAF-RestartAction.

School Action Fund Program Specific Questions:

NOTES:

1. No more than one Action and one Governance Structure may be selected for each eligible schools.
2. LEAs are limited to a maximum of six awards across all actions; and four awards per action.
3. District-Run Restart awarded schools MUST implement the ACE model.
4. Texas Turnaround SB 1882 Partner-Managed Restart awarded schools MUST have received an overall "F" rating (or, an equivalent, as defined by TEA) in SY 2023-24.

This question was not displayed to the respondent.

SAF-Action-Q1a.

1a. How many schools is the district intending to **Restart**? (0 to 4)

This question was not displayed to the respondent.

SAF-Action-Q1b.

1b. How many new schools is the district intending to **Create**? (0 to 4)

This question was not displayed to the respondent.

SAF-Action-Q1c.

1c. How many schools is the district intending to **Reassign**? (0 to 4)

This question was not displayed to the respondent.

SAF-Action-Q1d.
1d. How many schools is the district intending to **Redesign**? (0 to 4)

This question was not displayed to the respondent.

SAF-Warning4.
Warning

You have selected more than the maximum number of selections (six) for the grant. You must review and change your previous selections to meet this requirement.

This question was not displayed to the respondent.

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A. Restart Actions

Note:
1. No more than one Action and one Governance Structure may be selected for each eligible school.
2. LEAs are limited to a maximum of six awards across all actions; and four awards per action.

In **Restart** actions, schools receive new school leaders, majority of new staff, and a new academic and educational model to turnaround a school. LEAs plan to implement all aspects of the school model in Year one of **implementation.**

This question was not displayed to the respondent.

SAF-Restart-Q1.
1. Select from Eligible school(s) of

Start typing the name of your campus in the field below, then select it from the populated list. If your campus is not populated in the field below, leave it blank, answer questions 2 and 3, then click "Save and Next" to manually enter your campus(es) in Question 4.

This question was not displayed to the respondent.

SAF-Restart-Q2.
2. For this school select one of the governance types below.

This question was not displayed to the respondent.

SAF-Restart-Q2a. 2a. Does your LEA agree to implement Additional Days School Year (ADSY) at this school by the implementation year? This requires meeting ADSY eligibility requirements, including minimum instructional days in the instructional calendar (currently 180) and adding 25 to 30 additional ADSY days.

Note: This question will be used for prioritization – indicating 'No' does not disqualify your LEA for the SAF grant.

This question was not displayed to the respondent.

SAF-Restart-Q3.
3. Will the selected schools be Planning grant or Implementation grant?

This question was not displayed to the respondent.

SAF-Restart-Q3a.
3a. What is the name of technical assistance provider that the LEA has already planned the Restart action with? (Mandatory)

This question was not displayed to the respondent.

.

A. Restart Actions

Note:
1. No more than one Action and one Governance Structure may be selected for each eligible school.
2. LEAs are limited to a maximum of six awards across all actions; and four awards per action.

In **Restart** actions, schools receive new school leaders, majority of new staff, and a new academic and educational model to turnaround a school. LEAs plan to implement all aspects of the school model in Year one of **implementation.**

This question was not displayed to the respondent.

SAF-Restart-Q1.
1. Select from Eligible school(s) of

Start typing the name of your campus in the field below, then select it from the populated list. If your campus is not populated in the field below, leave it blank, answer questions 2 and 3, then click "Save and Next" to manually enter your campus(es) in Question 4.

This question was not displayed to the respondent.

SAF-Restart-Q2.
2. For this school select one of the governance types below.

This question was not displayed to the respondent.

SAF-Restart-Q2a. 2a. Does your LEA agree to implement Additional Days School Year (ADSY) at this school by the implementation year? This requires meeting ADSY eligibility requirements, including minimum instructional days in the instructional calendar (currently 180) and adding 25 to 30 additional ADSY days.

Note: This question will be used for prioritization – indicating 'No' does not disqualify your LEA for the SAF grant.

This question was not displayed to the respondent.

SAF-Restart-Q3.
3. Will the selected schools be Planning grant or Implementation grant?

This question was not displayed to the respondent.

SAF-Restart-Q3a.
3a. What is the name of technical assistance provider that the LEA has already planned the Restart action with? (Mandatory)

This question was not displayed to the respondent.

.

A. Restart Actions

Note:
1. No more than one Action and one Governance Structure may be selected for each eligible school.
2. LEAs are limited to a maximum of six awards across all actions; and four awards per action.

In **Restart** actions, schools receive new school leaders, majority of new staff, and a new academic and educational model to turnaround a school. LEAs plan to implement all aspects of the school model in Year one of **implementation.**

This question was not displayed to the respondent.

SAF-Restart-Q1.
1. Select from Eligible school(s) of

Start typing the name of your campus in the field below, then select it from the populated list. If your campus is not populated in the field below, leave it blank, answer questions 2 and 3, then click "Save and Next" to manually enter your campus(es) in Question 4.

This question was not displayed to the respondent.

SAF-Restart-Q2.
2. For this school select one of the governance types below.

This question was not displayed to the respondent.

SAF-Restart-Q2a. 2a. Does your LEA agree to implement Additional Days School Year (ADSY) at this school by the implementation year? This requires meeting ADSY eligibility requirements, including minimum instructional days in the instructional calendar (currently 180) and adding 25 to 30 additional ADSY days.

Note: This question will be used for prioritization – indicating 'No' does not disqualify your LEA for the SAF grant.

This question was not displayed to the respondent.

SAF-Restart-Q3.
3. Will the selected schools be Planning grant or Implementation grant?

This question was not displayed to the respondent.

SAF-Restart-Q3a.
3a. What is the name of technical assistance provider that the LEA has already planned the Restart action with? (Mandatory)

This question was not displayed to the respondent.

.

A. Restart Actions

Note:
1. No more than one Action and one Governance Structure may be selected for each eligible school.
2. LEAs are limited to a maximum of six awards across all actions; and four awards per action.

In **Restart** actions, schools receive new school leaders, majority of new staff, and a new academic and educational model to turnaround a school. LEAs plan to implement all aspects of the school model in Year one of **implementation.**

This question was not displayed to the respondent.

SAF-Restart-Q1.
1. Select from Eligible school(s) of

Start typing the name of your campus in the field below, then select it from the populated list. If your campus is not populated in the field below, leave it blank, answer questions 2 and 3, then click "Save and Next" to manually enter your campus(es) in Question 4.

This question was not displayed to the respondent.

SAF-Restart-Q2.

2. For this school select one of the governance types below.

This question was not displayed to the respondent.

SAF-Restart-Q2a. 2a. Does your LEA agree to implement Additional Days School Year (ADSY) at this school by the implementation year? This requires meeting ADSY eligibility requirements, including minimum instructional days in the instructional calendar (currently 180) and adding 25 to 30 additional ADSY days.

Note: This question will be used for prioritization – indicating 'No' does not disqualify your LEA for the SAF grant.

This question was not displayed to the respondent.

SAF-Restart-Q3.
3. Will the selected schools be Planning grant or Implementation grant?

This question was not displayed to the respondent.

SAF-Restart-Q3a.
3a. What is the name of technical assistance provider that the LEA has already planned the Restart action with? (Mandatory)

This question was not displayed to the respondent.

SAF-Restart-Q4.
4. Were all your target schools available in the drop down list in question #1?

This question was not displayed to the respondent.

SAF-Restart-Q4a.
4a. If your school is not identified in the drop-down list of eligible schools in question number 1 and schools meets Title 1 eligibility and are federally identified as a CSI/TSI school, please enter full name and CDCN number of your school(s). For multiple entries separate each entry with semi-colon.

LEAs are limited to a maximum of six awards across all actions; and four awards per action.

This question was not displayed to the respondent.

SAF-Restart-Q4b.
4b. Download this **PDF** to provide information pertaining to your school(s).

This question was not displayed to the respondent.

SAF-Restart-Q4c.
4c. Upload the completed document from Question #4b (Pdf only). Please name your document <LEA Name> SAF Restart Questions.

This question was not displayed to the respondent.

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B. Create a New School Actions

Note:
1. No more than one Action and one Governance Structure may be selected for each eligible school.
2. LEAs are limited to a maximum of six awards across all actions; and four awards per action.

With **Create** a New School Actions, a new school is phased-in one grade level at a time, with a new CDCN, new school leader, new staff, and a new academic and educational model. LEAs must plan for, and implement, all three in year one of **implementation**.

This question was not displayed to the respondent.

SAF-CreateNS-Mess1.
New School of

This question was not displayed to the respondent.

SAF-CreateNS-Q1.
1. For this school, select one of the grade bands below.

This question was not displayed to the respondent.

SAF-CreateNS-Q2.
2. For this school, select one of the models below.

This question was not displayed to the respondent.

SAF-CreateNS-Q3.
3. For this school select one of the governance types below.

This question was not displayed to the respondent.

SAF-CreateNS-Q3a.
3a. Does your LEA agree to implement Additional Days School Year (ADSY) at this school by the implementation year? This requires meeting ADSY eligibility requirements, including minimum instructional days in the instructional calendar (currently 180) and adding 25 to 30 additional

ADSY days. Note: This question will be used for prioritization – indicating 'No' does not disqualify your LEA for the SAF grant.

This question was not displayed to the respondent.

SAF-CreateNS-Q4.
4. Is the LEA applying for a Planning grant or an Implementation grant on behalf of the new school.?

This question was not displayed to the respondent.

SAF-CreateNS-Q4a.
4a. What is the name of technical assistance provider that the LEA has already planned the **Create a new school** action with?

This question was not displayed to the respondent.

.

B. Create a New School Actions

Note:
1. No more than one Action and one Governance Structure may be selected for each eligible school.
2. LEAs are limited to a maximum of six awards across all actions; and four awards per action.

With **Create** a New School Actions, a new school is phased-in one grade level at a time, with a new CDCN, new school leader, new staff, and a new academic and educational model. LEAs must plan for, and implement, all three in year one of **implementation**.

This question was not displayed to the respondent.

SAF-CreateNS-Mess1.
New School of

This question was not displayed to the respondent.

SAF-CreateNS-Q1.
1. For this school, select one of the grade bands below.

This question was not displayed to the respondent.

SAF-CreateNS-Q2.
2. For this school, select one of the models below.

This question was not displayed to the respondent.

SAF-CreateNS-Q3.
3. For this school select one of the governance types below.

This question was not displayed to the respondent.

SAF-CreateNS-Q3a.
3a. Does your LEA agree to implement Additional Days School Year (ADSY) at this school by the implementation year? This requires meeting ADSY eligibility requirements, including minimum instructional days in the instructional calendar (currently 180) and adding 25 to 30 additional ADSY days. Note: This question will be used for prioritization – indicating 'No' does not disqualify your LEA for the SAF grant.

This question was not displayed to the respondent.

SAF-CreateNS-Q4.
4. Is the LEA applying for a Planning grant or an Implementation grant on behalf of the new school.?

This question was not displayed to the respondent.

SAF-CreateNS-Q4a.
4a. What is the name of technical assistance provider that the LEA has already planned the **Create a new school** action with?

This question was not displayed to the respondent.

.

B. Create a New School Actions

Note:
1. No more than one Action and one Governance Structure may be selected for each eligible school.
2. LEAs are limited to a maximum of six awards across all actions; and four awards per action.

With **Create** a New School Actions, a new school is phased-in one grade level at a time, with a new CDCN, new school leader, new staff, and a new academic and educational model. LEAs must plan for, and implement, all three in year one of **implementation**.

This question was not displayed to the respondent.

SAF-CreateNS-Mess1.
New School of

This question was not displayed to the respondent.

SAF-CreateNS-Q1.

1. For this school, select one of the grade bands below.

This question was not displayed to the respondent.

SAF-CreateNS-Q2.

2. For this school, select one of the models below.

This question was not displayed to the respondent.

SAF-CreateNS-Q3.

3. For this school select one of the governance types below.

This question was not displayed to the respondent.

SAF-CreateNS-Q3a.

3a. Does your LEA agree to implement Additional Days School Year (ADSY) at this school by the implementation year? This requires meeting ADSY eligibility requirements, including minimum instructional days in the instructional calendar (currently 180) and adding 25 to 30 additional ADSY days. Note: This question will be used for prioritization – indicating 'No' does not disqualify your LEA for the SAF grant.

This question was not displayed to the respondent.

SAF-CreateNS-Q4.

4. Is the LEA applying for a Planning grant or an Implementation grant on behalf of the new school.?

This question was not displayed to the respondent.

SAF-CreateNS-Q4a.

4a. What is the name of technical assistance provider that the LEA has already planned the **Create a new school** action with?

This question was not displayed to the respondent.

.

B. Create a New School Actions

Note:

1. No more than one Action and one Governance Structure may be selected for each eligible school.
2. LEAs are limited to a maximum of six awards across all actions; and four awards per action.

With **Create** a New School Actions, a new school is phased-in one grade level at a time, with a new CDCN, new school leader, new staff, and a new academic and educational model. LEAs must plan for, and implement, all three in year one of **implementation**.

This question was not displayed to the respondent.

SAF-CreateNS-Mess1.
New School of

This question was not displayed to the respondent.

SAF-CreateNS-Q1.
1. For this school, select one of the grade bands below.

This question was not displayed to the respondent.

SAF-CreateNS-Q2.
2. For this school, select one of the models below.

This question was not displayed to the respondent.

SAF-CreateNS-Q3.
3. For this school select one of the governance types below.

This question was not displayed to the respondent.

SAF-CreateNS-Q3a.
3a. Does your LEA agree to implement Additional Days School Year (ADSY) at this school by the implementation year? This requires meeting ADSY eligibility requirements, including minimum instructional days in the instructional calendar (currently 180) and adding 25 to 30 additional ADSY days. Note: This question will be used for prioritization – indicating 'No' does not disqualify your LEA for the SAF grant.

This question was not displayed to the respondent.

SAF-CreateNS-Q4.
4. Is the LEA applying for a Planning grant or an Implementation grant on behalf of the new school.?

This question was not displayed to the respondent.

SAF-CreateNS-Q4a.

4a. What is the name of technical assistance provider that the LEA has already planned the **Create a new school** action with?

This question was not displayed to the respondent.

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C. Reassign Actions

Notes:

1. No more than one Action and one Governance Structure may be selected for each eligible school.
2. LEAs are limited to a maximum of six awards across all actions; and four awards per action.

In **Reassign** actions, districts work with their communities to thoughtfully close school(s) and reassign students to higher performing campuses (A/B-rated schools according to 2023-2024 ratings or new schools).

A school that may earn its 5th year of an overall "F" rating (or, an equivalent, as defined by TEA) may not be closed by the district. Therefore, SAF only supports schools to implement the Reassign action BEFORE the year the school has earned a 4th Unacceptable rating.

This question was not displayed to the respondent.

Q900.
School of

This question was not displayed to the respondent.

SAF-Reassign-Q1. 1. Based on your district's internal analysis, is the school selected in its 4th year of an overall Unacceptable rating?

This question was not displayed to the respondent.

SAF-ReassignMessage.
This school is not eligible for the Reassign action.

This question was not displayed to the respondent.

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C. Reassign Actions

Notes:

1. No more than one Action and one Governance Structure may be selected for each eligible school.
2. LEAs are limited to a maximum of six awards across all actions; and four awards per action.

In **Reassign** actions, districts work with their communities to thoughtfully close school(s) and reassign students to higher performing campuses (A/B-rated schools according to 2023-2024 ratings or new schools).

A school that may earn its 5th year of an overall "F" rating (or, an equivalent, as defined by TEA) may not be closed by the district. Therefore, SAF only supports schools to implement the Reassign action BEFORE the year the school has earned a 4th Unacceptable rating.

This question was not displayed to the respondent.

Q900.
School of

This question was not displayed to the respondent.

SAF-Reassign-Q1. 1. Based on your district's internal analysis, is the school selected in its 4th year of an overall Unacceptable rating?

This question was not displayed to the respondent.

SAF-ReassignMessage.
This school is not eligible for the Reassign action.

This question was not displayed to the respondent.

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C. Reassign Actions

Notes:

1. No more than one Action and one Governance Structure may be selected for each eligible school.
2. LEAs are limited to a maximum of six awards across all actions; and four awards per action.

In **Reassign** actions, districts work with their communities to thoughtfully close school(s) and reassign students to higher performing campuses (A/B-rated schools according to 2023-2024 ratings or new schools).

A school that may earn its 5th year of an overall "F" rating (or, an equivalent, as defined by TEA) may not be closed by the district. Therefore, SAF only supports schools to implement the Reassign action BEFORE the year the school has earned a 4th Unacceptable rating.

This question was not displayed to the respondent.

Q900.
School of

This question was not displayed to the respondent.

SAF-Reassign-Q1. 1. Based on your district's internal analysis, is the school selected in its 4th year of an overall Unacceptable rating?

This question was not displayed to the respondent.

SAF-ReassignMessage.
This school is not eligible for the Reassign action.

This question was not displayed to the respondent.

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C. Reassign Actions

Notes:

1. No more than one Action and one Governance Structure may be selected for each eligible school.
2. LEAs are limited to a maximum of six awards across all actions; and four awards per action.

In **Reassign** actions, districts work with their communities to thoughtfully close school(s) and reassign students to higher performing campuses (A/B-rated schools according to 2023-2024 ratings or new schools).

A school that may earn its 5th year of an overall "F" rating (or, an equivalent, as defined by TEA) may not be closed by the district. Therefore, SAF only supports schools to implement the Reassign action BEFORE the year the school has earned a 4th Unacceptable rating.

This question was not displayed to the respondent.

Q900.
School of

This question was not displayed to the respondent.

SAF-Reassign-Q1. 1. Based on your district's internal analysis, is the school selected in its 4th year of an overall Unacceptable rating?

This question was not displayed to the respondent.

SAF-ReassignMessage.
This school is not eligible for the Reassign action.

This question was not displayed to the respondent.

Q1981.

D. Redesign Actions

Note:

1. No more than one Action and one Governance Structure may be selected for each eligible school.
2. LEAs are limited to a maximum of six awards across all actions; and four awards per action.

With **Redesign** actions, school leaders and most staff remain at the school, and plan a complete, whole-school, academic and educational redesign, to transform all aspects of school in year one of **implementation**.

This question was not displayed to the respondent.

SAF-Redesign-Q1.
1. Select from Eligible school(s) of

Start typing the name of your campus in the field below, then select it from the populated list. If your campus is not populated in the field below, leave it blank, answer questions 2 through 7, then click "Save and Next" to manually enter your campus(es) in Question 6.

This question was not displayed to the respondent.

SAF-Redesign-Q2.
2. For this school, select one of the grade bands below.

This question was not displayed to the respondent.

SAF-Redesign-Q3.
3. For this school, select one of the models below.

This question was not displayed to the respondent.

SAF-Redesign-Q4.
4. For this school select one of the governance types below.

This question was not displayed to the respondent.

SAF-Redesign-Q4a.
4a. Does your LEA agree to implement Additional Days School Year (ADSY) at this school by the implementation year?

This requires meeting ADSY eligibility requirements, including minimum instructional days in the instructional calendar (currently 180) and adding 25 to 30 additional ADSY days. Note: This question will be used for prioritization – indicating ‘No’ does not disqualify your LEA for the SAF grant.

This question was not displayed to the respondent.

SAF-Redesign-Q6.

5. Is the LEA applying for a Planning grant or an Implementation grant on behalf of the **Redesign** school(s)?

This question was not displayed to the respondent.

SAF-Redesign-Q5a.
5a. What is the name of technical assistance provider that the LEA has already planned the **Redesign** action with?

This question was not displayed to the respondent.

Q1981.
D. Redesign Actions

Note:
1. No more than one Action and one Governance Structure may be selected for each eligible school.
2. LEAs are limited to a maximum of six awards across all actions; and four awards per action.

With **Redesign** actions, school leaders and most staff remain at the school, and plan a complete, whole-school, academic and educational redesign, to transform all aspects of school in year one of **implementation**.

This question was not displayed to the respondent.

SAF-Redesign-Q1.
1. Select from Eligible school(s) of

Start typing the name of your campus in the field below, then select it from the populated list. If your campus is not populated in the field below, leave it blank, answer questions 2 through 7, then click "Save and Next" to manually enter your campus(es) in Question 6.

This question was not displayed to the respondent.

SAF-Redesign-Q2.
2. For this school, select one of the grade bands below.

This question was not displayed to the respondent.

SAF-Redesign-Q3.
3. For this school, select one of the models below.

This question was not displayed to the respondent.

SAF-Redesign-Q4.

4. For this school select one of the governance types below.

This question was not displayed to the respondent.

SAF-Redesign-Q4a.
4a. Does your LEA agree to implement Additional Days School Year (ADSY) at this school by the implementation year?

This requires meeting ADSY eligibility requirements, including minimum instructional days in the instructional calendar (currently 180) and adding 25 to 30 additional ADSY days. Note: This question will be used for prioritization – indicating 'No' does not disqualify your LEA for the SAF grant.

This question was not displayed to the respondent.

SAF-Redesign-Q6.
5. Is the LEA applying for a Planning grant or an Implementation grant on behalf of the **Redesign** school(s)?

This question was not displayed to the respondent.

SAF-Redesign-Q5a.
5a. What is the name of technical assistance provider that the LEA has already planned the **Redesign** action with?

This question was not displayed to the respondent.

Q1981.
D. Redesign Actions

Note:
1. No more than one Action and one Governance Structure may be selected for each eligible school.
2. LEAs are limited to a maximum of six awards across all actions; and four awards per action.

With **Redesign** actions, school leaders and most staff remain at the school, and plan a complete, whole-school, academic and educational redesign, to transform all aspects of school in year one of **implementation**.

This question was not displayed to the respondent.

SAF-Redesign-Q1.
1. Select from Eligible school(s) of

Start typing the name of your campus in the field below, then select it from the populated list. If your campus is not populated in the field below, leave it blank, answer questions 2 through 7, then click "Save and Next" to manually enter your campus(es) in Question 6.

This question was not displayed to the respondent.

SAF-Redesign-Q2.
2. For this school, select one of the grade bands below.

This question was not displayed to the respondent.

SAF-Redesign-Q3.
3. For this school, select one of the models below.

This question was not displayed to the respondent.

SAF-Redesign-Q4.
4. For this school select one of the governance types below.

This question was not displayed to the respondent.

SAF-Redesign-Q4a.
4a. Does your LEA agree to implement Additional Days School Year (ADSY) at this school by the implementation year?

This requires meeting ADSY eligibility requirements, including minimum instructional days in the instructional calendar (currently 180) and adding 25 to 30 additional ADSY days. Note: This question will be used for prioritization – indicating 'No' does not disqualify your LEA for the SAF grant.

This question was not displayed to the respondent.

SAF-Redesign-Q6.
5. Is the LEA applying for a Planning grant or an Implementation grant on behalf of the **Redesign** school(s)?

This question was not displayed to the respondent.

SAF-Redesign-Q5a.
5a. What is the name of technical assistance provider that the LEA has already planned the **Redesign** action with?

This question was not displayed to the respondent.

Q1981.

D. Redesign Actions

Note:

1. No more than one Action and one Governance Structure may be selected for each eligible school.
2. LEAs are limited to a maximum of six awards across all actions; and four awards per action.

With **Redesign** actions, school leaders and most staff remain at the school, and plan a complete, whole-school, academic and educational redesign, to transform all aspects of school in year one of **implementation**.

This question was not displayed to the respondent.

SAF-Redesign-Q1.

1. Select from Eligible school(s) of

Start typing the name of your campus in the field below, then select it from the populated list. If your campus is not populated in the field below, leave it blank, answer questions 2 through 7, then click "Save and Next" to manually enter your campus(es) in Question 6.

This question was not displayed to the respondent.

SAF-Redesign-Q2.

2. For this school, select one of the grade bands below.

This question was not displayed to the respondent.

SAF-Redesign-Q3.

3. For this school, select one of the models below.

This question was not displayed to the respondent.

SAF-Redesign-Q4.

4. For this school select one of the governance types below.

This question was not displayed to the respondent.

SAF-Redesign-Q4a.

4a. Does your LEA agree to implement Additional Days School Year (ADSY) at this school by the implementation year?

This requires meeting ADSY eligibility requirements, including minimum instructional days in the instructional calendar (currently 180) and adding 25 to 30 additional ADSY days. Note: This

question will be used for prioritization – indicating 'No' does not disqualify your LEA for the SAF grant.

This question was not displayed to the respondent.

SAF-Redesign-Q6.
5. Is the LEA applying for a Planning grant or an Implementation grant on behalf of the **Redesign** school(s)?

This question was not displayed to the respondent.

SAF-Redesign-Q5a.
5a. What is the name of technical assistance provider that the LEA has already planned the **Redesign** action with?

This question was not displayed to the respondent.

SAF-Redesign-Q6.
6. Were all your target schools available in the drop down list in question #1?

This question was not displayed to the respondent.

SAF-Redesign-Q6a.
6a. If your school is not identified in the drop-down list of eligible schools in question number 1 and school meets Tile 1 eligibility and are federally identified as a CSI/TSI school, please enter full name and CDCN number of your school(s). For multiple entries separate each entry with semi-colon.

LEAs are limited to a maximum of six awards across all actions; and four awards per action.

This question was not displayed to the respondent.

SAF-Redesign-Q6b.
6b. Download this **PDF** to provide information pertaining to your school(s).

This question was not displayed to the respondent.

SAF-Redesign-Q6c. 6c. Upload the completed document from Question 6b (Pdf only). Please name your document <LEA Name> SAF Redesign Questions

This question was not displayed to the respondent.

ECHS-ELIG-Q1.

Program Description

The ECHS program is an open-enrollment initiative that integrates college and high school coursework, enabling students to earn a high school diploma and associate degree while still in high school. Designed to support historically underserved and at-risk students, Early College High Schools offer a successful pathway to postsecondary education. The ECHS program requires that campuses maintain a partnership with an institution of higher education (IHE) to provide dual credit opportunities.

Eligibility

Read the detailed Program Description.

1. Do you agree to meet the General and Fiscal Guidelines?

This question was not displayed to the respondent.

ECHS-ELIG-Q2.
2. Do you meet grant specific eligibility requirement to apply?

This question was not displayed to the respondent.

ECHS-ELIG-Q3.
3. Do you commit to Statutory Requirements, TEA Program Requirements and ECHS Program-Specific Assurances?

This question was not displayed to the respondent.

ECHS-ELIG-Q4.
4. Is this a new ECHS Campus?

This question was not displayed to the respondent.

ECHS-Warning1.
Warning

In order to be considered for the Early College High School (ECHS) grant, the LEA must agree to meeting the General and Fiscal Guidelines and all the assurance requirements. By selecting **NO** to any of the assurances, the LEA is opting out of this grant. If the LEA still wishes to apply for this grant, please click the ç Back Button and go back to select **YES** to the eligibility and assurances. If the LEA does not want to apply for the ECHS grant, then click the è Next Button and you will be redirected to apply for the remaining grants that you have selected.

This question was not displayed to the respondent.

ECHS-Prog-Spec-Q1.

ECHS Program Specific Questions

1. Does your district currently operate any Early College High School(s) (ECHS) or Pathways in Technology Early College High School(s) (P-TECH)?

This question was not displayed to the respondent.

ECHS-Prog-Spec-Q2.
2. How many Colleges and Career Readiness School Model (CCRSM) campuses are operating in your district?

This question was not displayed to the respondent.

ECHS-Prog-Spec-Q3.
3. Please enter the name of the ECHS or P-TECH campus.
Start typing the name of your campus in the field below, then select it from the populated list.

This question was not displayed to the respondent.

ECHS-Prog-Spec-Q4.
4. Please enter the name of the ECHS or P-TECH campus.
Start typing the name of your campus in the field below, then select it from the populated list.

This question was not displayed to the respondent.

ECHS-Prog-Spec-Q5.
5. How many new campuses within your district would be considered for this grant?

This question was not displayed to the respondent.

ECHS-Prog-Q1.
Program Requirements

1. Please select of campus to be considered for this grant.

This question was not displayed to the respondent.

ECHS-Prog-Q2.
2. In 300 words or less, detail how your campus arrived at the decision to apply for this grant. Include at least one key motivation, one challenge, and one opportunity explored during discussions with stakeholders such as school board members, faculty/staff, and parents/students

that is specific to your community. Highlight any data or research that influenced the decision. Please name your document "<Campus Name> Decision Process"

This question was not displayed to the respondent.

ECHS-Prog-Q3.
3. ECHS campuses must enter into an articulation agreement with IHEs that are accredited by a national or regional accrediting agency recognized by the Texas Higher Education Coordinating Board in accordance with 19 Texas Administrative Code (TAC) §74.25. Name the partnering IHE that has agreed to meet the requirements of an ECHS partnership.

This question was not displayed to the respondent.

ECHS-Prog-Q4.
4. Application Specific Attachment: Upload the letter of support from an IHE for the future ECHS campus in the box below (.pdf). Please name your document "<Campus Name> IHE Support Letter"

This question was not displayed to the respondent.

ECHS-Prog-Q5.
5. Name the industry-based certification, certificate or associate degree that the P-TECH intends to Offer.

This question was not displayed to the respondent.

ECHS-Prog-Q6.
6. Please enter other option.

This question was not displayed to the respondent.

ECHS-Prog-Q7.
7. Application Specific Attachment: Upload the course of study/crosswalk that the school is planning to offer. Please refer to the ECHS Blueprint (2.4, 4.3, 4.4 and 4.5) when answering this question (.pdf). Please name your document " <Campus Name> Course of Study"

This question was not displayed to the respondent.

ECHS-Prog-Q8.
8. In 300 words or less, describe how the postsecondary credentials earned by students meet the local economic needs in the ECHS academic plan. Please refer to the ECHS Blueprint (4.1 and

4.2) when answering this question (.pdf). Please name your document "<Campus Name> Economic Needs"

This question was not displayed to the respondent.

ECHS-Prog-Q9.

9. In 300 words or less, describe how the campus and district intend to work with and secure the partnership with an IHE and align the needs of the Memorandum of Understanding (MOU) that addresses topics such as but not limited to: funding, instructional materials, transportation costs, joint professional development, and data sharing, and access to student data. Please refer to the ECHS Blueprint (1.9, 2.3, 2.8, 2.10 and 2.14) when answering this question (.pdf). Please name your document "<Campus Name> IHE Alignment

This question was not displayed to the respondent.

ECHS-Prog-Q10.

10. In 300 words or less, please outline at least three key strategies for the future recruitment and enrollment process that meet the ECHS open enrollment requirements for your district and student population. Please refer to the ECHS Blueprint (3.1, 3.3 and 3.4) when answering this question (.pdf). Please name your document "<Campus Name> Recruitment Processes"

This question was not displayed to the respondent.

ECHS-Prog-Q11.

11. Provide examples of how the future campus plans to offer a system of academic supports to all students. List at least three activities and three brief descriptions that are specific to your campus and future student population. Please refer to the ECHS Blueprint (4.7, 5.3 and 5.4) when answering this question (.pdf). Please name your document " <Campus Name> Academic Supports"

This question was not displayed to the respondent.

ECHS-Prog-Q12.

12. After completing a successful second year of serving as a LASO 3.0 ECHS campus, the campus leader and school counselor are promoted to other positions outside of your district, and the district ECHS program budget is reduced. In 300 words or less, please describe the sustainability measures implemented at your campus beforehand to address and mitigate the challenges of leadership changes, staff turnover, and potential future funding fluctuations (.pdf). Please name your document "<Campus Name> Sustainability Plan"

This question was not displayed to the respondent.

ECHS-Prog-Q1.

Program Requirements

1. Please select of campus to be considered for this grant.

This question was not displayed to the respondent.

ECHS-Prog-Q2.
2. In 300 words or less, detail how your campus arrived at the decision to apply for this grant. Include at least one key motivation, one challenge, and one opportunity explored during discussions with stakeholders such as school board members, faculty/staff, and parents/students that is specific to your community. Highlight any data or research that influenced the decision. Please name your document "<Campus Name> Decision Process"

This question was not displayed to the respondent.

ECHS-Prog-Q3.
3. ECHS campuses must enter into an articulation agreement with IHEs that are accredited by a national or regional accrediting agency recognized by the Texas Higher Education Coordinating Board in accordance with 19 Texas Administrative Code (TAC) §74.25. Name the partnering IHE that has agreed to meet the requirements of an ECHS partnership.

This question was not displayed to the respondent.

ECHS-Prog-Q4.
4. Application Specific Attachment: Upload the letter of support from an IHE for the future ECHS campus in the box below (.pdf). Please name your document "<Campus Name> IHE Support Letter"

This question was not displayed to the respondent.

ECHS-Prog-Q5.
5. Name the industry-based certification, certificate or associate degree that the P-TECH intends to Offer.

This question was not displayed to the respondent.

ECHS-Prog-Q6.
6. Please enter other option.

This question was not displayed to the respondent.

ECHS-Prog-Q7.

7. Application Specific Attachment: Upload the course of study/crosswalk that the school is planning to offer. Please refer to the ECHS Blueprint (2.4, 4.3, 4.4 and 4.5) when answering this question (.pdf). Please name your document " <Campus Name> Course of Study"

This question was not displayed to the respondent.

ECHS-Prog-Q8.
8. In 300 words or less, describe how the postsecondary credentials earned by students meet the local economic needs in the ECHS academic plan. Please refer to the ECHS Blueprint (4.1 and 4.2) when answering this question (.pdf). Please name your document "<Campus Name> Economic Needs"

This question was not displayed to the respondent.

ECHS-Prog-Q9.
9. In 300 words or less, describe how the campus and district intend to work with and secure the partnership with an IHE and align the needs of the Memorandum of Understanding (MOU) that addresses topics such as but not limited to: funding, instructional materials, transportation costs, joint professional development, and data sharing, and access to student data. Please refer to the ECHS Blueprint (1.9, 2.3, 2.8, 2.10 and 2.14) when answering this question (.pdf). Please name your document "<Campus Name> IHE Alignment

This question was not displayed to the respondent.

ECHS-Prog-Q10.
10. In 300 words or less, please outline at least three key strategies for the future recruitment and enrollment process that meet the ECHS open enrollment requirements for your district and student population. Please refer to the ECHS Blueprint (3.1, 3.3 and 3.4) when answering this question (.pdf). Please name your document "<Campus Name> Recruitment Processes"

This question was not displayed to the respondent.

ECHS-Prog-Q11.
11. Provide examples of how the future campus plans to offer a system of academic supports to all students. List at least three activities and three brief descriptions that are specific to your campus and future student population. Please refer to the ECHS Blueprint (4.7, 5.3 and 5.4) when answering this question (.pdf). Please name your document " <Campus Name> Academic Supports"

This question was not displayed to the respondent.

ECHS-Prog-Q12.
12. After completing a successful second year of serving as a LASO 3.0 ECHS campus, the campus leader and school counselor are promoted to other positions outside of your district, and the district ECHS program budget is reduced. In 300 words or less, please describe the

sustainability measures implemented at your campus beforehand to address and mitigate the challenges of leadership changes, staff turnover, and potential future funding fluctuations (.pdf). Please name your document "<Campus Name> Sustainability Plan"

This question was not displayed to the respondent.

ECHS-Prog-Q1.

Program Requirements

1. Please select of campus to be considered for this grant.

This question was not displayed to the respondent.

ECHS-Prog-Q2.

2. In 300 words or less, detail how your campus arrived at the decision to apply for this grant. Include at least one key motivation, one challenge, and one opportunity explored during discussions with stakeholders such as school board members, faculty/staff, and parents/students that is specific to your community. Highlight any data or research that influenced the decision. Please name your document "<Campus Name> Decision Process"

This question was not displayed to the respondent.

ECHS-Prog-Q3.

3. ECHS campuses must enter into an articulation agreement with IHEs that are accredited by a national or regional accrediting agency recognized by the Texas Higher Education Coordinating Board in accordance with 19 Texas Administrative Code (TAC) §74.25. Name the partnering IHE that has agreed to meet the requirements of an ECHS partnership.

This question was not displayed to the respondent.

ECHS-Prog-Q4.

4. Application Specific Attachment: Upload the letter of support from an IHE for the future ECHS campus in the box below (.pdf). Please name your document "<Campus Name> IHE Support Letter"

This question was not displayed to the respondent.

ECHS-Prog-Q5.

5. Name the industry-based certification, certificate or associate degree that the P-TECH intends to Offer.

This question was not displayed to the respondent.

ECHS-Prog-Q6.

6. Please enter other option.

This question was not displayed to the respondent.

ECHS-Prog-Q7.
7. Application Specific Attachment: Upload the course of study/crosswalk that the school is planning to offer. Please refer to the ECHS Blueprint (2.4, 4.3, 4.4 and 4.5) when answering this question (.pdf). Please name your document " <Campus Name> Course of Study"

This question was not displayed to the respondent.

ECHS-Prog-Q8.
8. In 300 words or less, describe how the postsecondary credentials earned by students meet the local economic needs in the ECHS academic plan. Please refer to the ECHS Blueprint (4.1 and 4.2) when answering this question (.pdf). Please name your document "<Campus Name> Economic Needs"

This question was not displayed to the respondent.

ECHS-Prog-Q9.
9. In 300 words or less, describe how the campus and district intend to work with and secure the partnership with an IHE and align the needs of the Memorandum of Understanding (MOU) that addresses topics such as but not limited to: funding, instructional materials, transportation costs, joint professional development, and data sharing, and access to student data. Please refer to the ECHS Blueprint (1.9, 2.3, 2.8, 2.10 and 2.14) when answering this question (.pdf). Please name your document "<Campus Name> IHE Alignment

This question was not displayed to the respondent.

ECHS-Prog-Q10.
10. In 300 words or less, please outline at least three key strategies for the future recruitment and enrollment process that meet the ECHS open enrollment requirements for your district and student population. Please refer to the ECHS Blueprint (3.1, 3.3 and 3.4) when answering this question (.pdf). Please name your document "<Campus Name> Recruitment Processes"

This question was not displayed to the respondent.

ECHS-Prog-Q11.
11. Provide examples of how the future campus plans to offer a system of academic supports to all students. List at least three activities and three brief descriptions that are specific to your campus and future student population. Please refer to the ECHS Blueprint (4.7, 5.3 and 5.4) when answering this question (.pdf). Please name your document " <Campus Name> Academic Supports"

This question was not displayed to the respondent.

ECHS-Prog-Q12.
12. After completing a successful second year of serving as a LASO 3.0 ECHS campus, the campus leader and school counselor are promoted to other positions outside of your district, and the district ECHS program budget is reduced. In 300 words or less, please describe the sustainability measures implemented at your campus beforehand to address and mitigate the challenges of leadership changes, staff turnover, and potential future funding fluctuations (.pdf). Please name your document "<Campus Name> Sustainability Plan"

This question was not displayed to the respondent.

PTECH-Q1.

Program Description

The Pathways in Technology Early College High (P-TECH) program is an open-enrollment initiative that offers campuses an opportunity to plan to build a P-TECH within their district. Designed to support historically underserved and at-risk students, P-TECH academies offer opportunities for students to earn a high school diploma while simultaneously earning industry certifications, and/or an associate degree on or before the sixth anniversary of a student's first day of high school. The P-TECH program requires a campus to maintain a partnership with an institution of higher education (IHE) to provide dual credit opportunities to the P-TECH academy students and with a business/industry partner to provide work-based learning experiences.

Eligibility

Read the detailed Program Description.

1. Do you agree to meet the General and Fiscal Guidelines?

This question was not displayed to the respondent.

PTECH-Q2.
2. Do you meet grant specific eligibility requirement to apply?

This question was not displayed to the respondent.

PTECH-Q3.
3. Do you commit to Statutory Requirements, TEA Program Requirements and P-TECH Program-Specific Assurances?

This question was not displayed to the respondent.

PTECH-Q4.
4. Is this a new P-TECH campus?

This question was not displayed to the respondent.

PTECH-Warning1.

Warning

In order to be considered for the Pathway in Technology Early High School (P-TECH) grant, the LEA must agree to meeting the General and Fiscal Guidelines and all the eligibility requirements. By selecting **NO** to any of the Eligibility requirements, the LEA is opting out of this grant. If the LEA still wishes to apply for this grant, please click the ç Back Button and go back to select **YES** to the eligibility requirements. If the LEA does not want to apply for the P-TECH grant, then click the è Save and Next Button and you will be redirected to apply for the remaining grants that you have selected.

This question was not displayed to the respondent.

PTECH-Prog-Q1.

P-TECH Program Specific Questions

1. Does your district currently operate any Early College High School(s) (ECHS) or Pathways in Technology Early College High School(s) (P-TECH)?

This question was not displayed to the respondent.

PTECH-Prog-Q2.

2. How many Colleges and Career Readiness School Model (CCRSM) campuses are operating in your district?

This question was not displayed to the respondent.

PTECH-Prog-Q3.

3. Please enter the name of the ECHS or P-TECH campus.
Start typing the name of your campus in the field below, then select it from the populated list.

This question was not displayed to the respondent.

PTECH-Prog-Q4.

4. Please enter the name of the ECHS or P-TECH campus
Start typing the name of your campus in the field below, then select it from the populated list.

This question was not displayed to the respondent.

PTECH-Prog-Q5.

5. How many new campuses within your district would be considered for this grant?

This question was not displayed to the respondent.

PTECH-ProgReq-Q1.

Program Requirements

1. Please select of campus to be considered for this grant.
Start typing the name of your campus in the field below, then select it from the populated list.

This question was not displayed to the respondent.

PTECH-ProgReq-Q2.

2. In 300 words or less, detail how your campus arrived at the decision to apply for this grant. Include at least one key motivation, one challenge, and one opportunity explored during discussions with stakeholders such as school board members, faculty/staff, and parents/students that is specific to your community. Highlight any data or research that influenced the decision. Please name your document" <Campus Name> Decision Process"

This question was not displayed to the respondent.

PTECH-ProgReq-Q3.

3. P-TECH schools must enter into an articulation agreement with IHEs that are accredited by a national or regional accrediting agency recognized by the Texas Higher Education Coordinating Board in accordance with 19 Texas Administrative Code (TAC) §74.25. Name the partnering IHE that has agreed to meet the requirements of a P-TECH partnership.

This question was not displayed to the respondent.

PTECH-ProgReq-Q4.

4. Application Specific Attachment: Letter of Support from their Institution of Higher Education Partner (.pdf). Please name your document" <Campus Name> IHE Support Letter"

This question was not displayed to the respondent.

PTECH-ProgReq-Q5.

5. P-TECH schools must enter into a MOU with regional industry or business partners in Texas and must meet the following guidelines: provide 100% of participating students access to appropriate work-based education at every grade level, address regional workforce needs, the industry/business partner will give to a student who receives work-based training or education from the partner with a P-TECH first priority in interviewing for any jobs for which the student is qualified that are available on the student's completion of the program, and review the MOU at least every two years to update as necessary. Name the regional industry or business partner and describe how the proposed program will meet the requirements for the partnership with the

industry/business partner in 300 words or less. Please refer to the P-TECH Blueprint (6.1, 6.2, 6.3 and 6.4) when answering this question (.pdf). Please name your document" <Campus Name> Business Partnership"

This question was not displayed to the respondent.

PTECH-ProgReq-Q6.
6. P-TECH schools must provide for a TEA CTE program of study that enables a participating student in grade levels 9-12 to combine high school courses and postsecondary courses.

Name the program of study that the school is planning to offer.

This question was not displayed to the respondent.

PTECH-ProgReq-Q7.
7. Name the industry-based certification, certificate or associate degree that the P-TECH intends to Offer.

This question was not displayed to the respondent.

PTECH-ProgReq-Q8.
8. Please enter other option.

This question was not displayed to the respondent.

PTECH-ProgReq-Q9.
9. Application Specific Attachment: Upload the course of study/crosswalk that the school is planning to offer. Please refer to the P-TECH Blueprint (2.4, 4.3, 4.4 and 4.5) when answering this question (.pdf). Please name your document" <Campus Name> Course of Study"

This question was not displayed to the respondent.

PTECH-ProgReq-Q10.
10. In 300 words or less, describe how the postsecondary credentials earned meet the local economic needs in the P-TECH academic plan. Please refer to the P-TECH Blueprint (4.1 and 4.2) when answering this question (.pdf). Please name your document" <Campus Name> Economic Needs"

This question was not displayed to the respondent.

PTECH-ProgReq-Q11.
11. In 300 words or less, describe how the campus and district intend to work with and secure the partnership with an IHE and align the needs of the Memorandum of Understanding (MOU) that addresses topics such as but not limited to: funding, instructional materials, transportation costs,

joint professional development, data sharing, and access to student data. Please refer to the P-TECH Blueprint (1.9, 2.3, 2.8, 2.10 and 2.14) when answering this question (.pdf) Please name your document" <Campus Name> IHE Alignment"

This question was not displayed to the respondent.

PTECH-ProgReq-Q12.
12. In 300 words or less, please outline at least three key strategies for the future recruitment and enrollment process that meet the P-TECH open enrollment requirements for your district and student population. Please refer to the P-TECH Blueprint (3.1, 3.3 and 3.4) when answering this question (.pdf). Please name your document" <Campus Name> Recruitment Processes"

This question was not displayed to the respondent.

PTECH-ProgReq-Q13.
13. Provide examples of how the future campus plans to offer a system of academic supports to all students. List at least three activities and three brief descriptions that are specific to your campus and future student population. Please refer to the P-TECH Blueprint (4.7, 5.3, and 5.4) when answering this question (.pdf). Please name your document" <Campus Name> Academic Support"

This question was not displayed to the respondent.

PTECH-ProgReq-Q14.
14. After completing a successful second year of serving as a LASO 3.0 P-TECH campus, the campus leader and school counselor are promoted to other positions outside of your district, and the district P-TECH program budget is reduced. In 300 words or less, please describe the sustainability measures implemented at your campus beforehand to address and mitigate the challenges of leadership changes, staff turnover, and potential future funding fluctuations (.pdf). Please name your document"<Campus Name> Sustainability Plan"

This question was not displayed to the respondent.

PTECH-ProgReq-Q1.
Program Requirements

1. Please select of campus to be considered for this grant.
Start typing the name of your campus in the field below, then select it from the populated list.

This question was not displayed to the respondent.

PTECH-ProgReq-Q2.
2. In 300 words or less, detail how your campus arrived at the decision to apply for this grant. Include at least one key motivation, one challenge, and one opportunity explored during

discussions with stakeholders such as school board members, faculty/staff, and parents/students that is specific to your community. Highlight any data or research that influenced the decision. Please name your document" <Campus Name> Decision Process"

This question was not displayed to the respondent.

PTECH-ProgReq-Q3.

3. P-TECH schools must enter into an articulation agreement with IHEs that are accredited by a national or regional accrediting agency recognized by the Texas Higher Education Coordinating Board in accordance with 19 Texas Administrative Code (TAC) §74.25. Name the partnering IHE that has agreed to meet the requirements of a P-TECH partnership.

This question was not displayed to the respondent.

PTECH-ProgReq-Q4.

4. Application Specific Attachment: Letter of Support from their Institution of Higher Education Partner (.pdf). Please name your document" <Campus Name> IHE Support Letter"

This question was not displayed to the respondent.

PTECH-ProgReq-Q5.

5. P-TECH schools must enter into a MOU with regional industry or business partners in Texas and must meet the following guidelines: provide 100% of participating students access to appropriate work-based education at every grade level, address regional workforce needs, the industry/business partner will give to a student who receives work-based training or education from the partner with a P-TECH first priority in interviewing for any jobs for which the student is qualified that are available on the student's completion of the program, and review the MOU at least every two years to update as necessary. Name the regional industry or business partner and describe how the proposed program will meet the requirements for the partnership with the industry/business partner in 300 words or less. Please refer to the P-TECH Blueprint (6.1, 6.2, 6.3 and 6.4) when answering this question (.pdf). Please name your document" <Campus Name> Business Partnership"

This question was not displayed to the respondent.

PTECH-ProgReq-Q6.

6. P-TECH schools must provide for a TEA CTE program of study that enables a participating student in grade levels 9-12 to combine high school courses and postsecondary courses.

Name the program of study that the school is planning to offer.

This question was not displayed to the respondent.

PTECH-ProgReq-Q7.

7. Name the industry-based certification, certificate or associate degree that the P-TECH intends to Offer.

This question was not displayed to the respondent.

PTECH-ProgReq-Q8.
8. Please enter other option.

This question was not displayed to the respondent.

PTECH-ProgReq-Q9.
9. Application Specific Attachment: Upload the course of study/crosswalk that the school is planning to offer. Please refer to the P-TECH Blueprint (2.4, 4.3, 4.4 and 4.5) when answering this question (.pdf). Please name your document" <Campus Name> Course of Study"

This question was not displayed to the respondent.

PTECH-ProgReq-Q10.
10. In 300 words or less, describe how the postsecondary credentials earned meet the local economic needs in the P-TECH academic plan. Please refer to the P-TECH Blueprint (4.1 and 4.2) when answering this question (.pdf). Please name your document" <Campus Name> Economic Needs"

This question was not displayed to the respondent.

PTECH-ProgReq-Q11.
11. In 300 words or less, describe how the campus and district intend to work with and secure the partnership with an IHE and align the needs of the Memorandum of Understanding (MOU) that addresses topics such as but not limited to: funding, instructional materials, transportation costs, joint professional development, data sharing, and access to student data. Please refer to the P-TECH Blueprint (1.9, 2.3, 2.8, 2.10 and 2.14) when answering this question (.pdf) Please name your document" <Campus Name> IHE Alignment"

This question was not displayed to the respondent.

PTECH-ProgReq-Q12.
12. In 300 words or less, please outline at least three key strategies for the future recruitment and enrollment process that meet the P-TECH open enrollment requirements for your district and student population. Please refer to the P-TECH Blueprint (3.1, 3.3 and 3.4) when answering this question (.pdf). Please name your document" <Campus Name> Recruitment Processes"

This question was not displayed to the respondent.

PTECH-ProgReq-Q13.

13. Provide examples of how the future campus plans to offer a system of academic supports to all students. List at least three activities and three brief descriptions that are specific to your campus and future student population. Please refer to the P-TECH Blueprint (4.7, 5.3, and 5.4) when answering this question (.pdf). Please name your document" <Campus Name> Academic Support"

This question was not displayed to the respondent.

PTECH-ProgReq-Q14.

14. After completing a successful second year of serving as a LASO 3.0 P-TECH campus, the campus leader and school counselor are promoted to other positions outside of your district, and the district P-TECH program budget is reduced. In 300 words or less, please describe the sustainability measures implemented at your campus beforehand to address and mitigate the challenges of leadership changes, staff turnover, and potential future funding fluctuations (.pdf). Please name your document"<Campus Name> Sustainability Plan"

This question was not displayed to the respondent.

PTECH-ProgReq-Q1.

Program Requirements

1. Please select of campus to be considered for this grant.
Start typing the name of your campus in the field below, then select it from the populated list.

This question was not displayed to the respondent.

PTECH-ProgReq-Q2.

2. In 300 words or less, detail how your campus arrived at the decision to apply for this grant. Include at least one key motivation, one challenge, and one opportunity explored during discussions with stakeholders such as school board members, faculty/staff, and parents/students that is specific to your community. Highlight any data or research that influenced the decision. Please name your document" <Campus Name> Decision Process"

This question was not displayed to the respondent.

PTECH-ProgReq-Q3.

3. P-TECH schools must enter into an articulation agreement with IHEs that are accredited by a national or regional accrediting agency recognized by the Texas Higher Education Coordinating Board in accordance with 19 Texas Administrative Code (TAC) §74.25. Name the partnering IHE that has agreed to meet the requirements of a P-TECH partnership.

This question was not displayed to the respondent.

PTECH-ProgReq-Q4.

4. Application Specific Attachment: Letter of Support from their Institution of Higher Education Partner (.pdf). Please name your document" <Campus Name> IHE Support Letter"

This question was not displayed to the respondent.

PTECH-ProgReq-Q5.
5. P-TECH schools must enter into a MOU with regional industry or business partners in Texas and must meet the following guidelines: provide 100% of participating students access to appropriate work-based education at every grade level, address regional workforce needs, the industry/business partner will give to a student who receives work-based training or education from the partner with a P-TECH first priority in interviewing for any jobs for which the student is qualified that are available on the student's completion of the program, and review the MOU at least every two years to update as necessary. Name the regional industry or business partner and describe how the proposed program will meet the requirements for the partnership with the industry/business partner in 300 words or less. Please refer to the P-TECH Blueprint (6.1, 6.2, 6.3 and 6.4) when answering this question (.pdf). Please name your document" <Campus Name> Business Partnership"

This question was not displayed to the respondent.

PTECH-ProgReq-Q6.
6. P-TECH schools must provide for a TEA CTE program of study that enables a participating student in grade levels 9-12 to combine high school courses and postsecondary courses.

Name the program of study that the school is planning to offer.

This question was not displayed to the respondent.

PTECH-ProgReq-Q7.
7. Name the industry-based certification, certificate or associate degree that the P-TECH intends to Offer.

This question was not displayed to the respondent.

PTECH-ProgReq-Q8.
8. Please enter other option.

This question was not displayed to the respondent.

PTECH-ProgReq-Q9.
9. Application Specific Attachment: Upload the course of study/crosswalk that the school is planning to offer. Please refer to the P-TECH Blueprint (2.4, 4.3, 4.4 and 4.5) when answering this question (.pdf). Please name your document" <Campus Name> Course of Study"

This question was not displayed to the respondent.

PTECH-ProgReq-Q10.

10. In 300 words or less, describe how the postsecondary credentials earned meet the local economic needs in the P-TECH academic plan. Please refer to the P-TECH Blueprint (4.1 and 4.2) when answering this question (.pdf). Please name your document" <Campus Name> Economic Needs"

This question was not displayed to the respondent.

PTECH-ProgReq-Q11.

11. In 300 words or less, describe how the campus and district intend to work with and secure the partnership with an IHE and align the needs of the Memorandum of Understanding (MOU) that addresses topics such as but not limited to: funding, instructional materials, transportation costs, joint professional development, data sharing, and access to student data. Please refer to the P-TECH Blueprint (1.9, 2.3, 2.8, 2.10 and 2.14) when answering this question (.pdf) Please name your document" <Campus Name> IHE Alignment"

This question was not displayed to the respondent.

PTECH-ProgReq-Q12.

12. In 300 words or less, please outline at least three key strategies for the future recruitment and enrollment process that meet the P-TECH open enrollment requirements for your district and student population. Please refer to the P-TECH Blueprint (3.1, 3.3 and 3.4) when answering this question (.pdf). Please name your document" <Campus Name> Recruitment Processes"

This question was not displayed to the respondent.

PTECH-ProgReq-Q13.

13. Provide examples of how the future campus plans to offer a system of academic supports to all students. List at least three activities and three brief descriptions that are specific to your campus and future student population. Please refer to the P-TECH Blueprint (4.7, 5.3, and 5.4) when answering this question (.pdf). Please name your document" <Campus Name> Academic Support"

This question was not displayed to the respondent.

PTECH-ProgReq-Q14.

14. After completing a successful second year of serving as a LASO 3.0 P-TECH campus, the campus leader and school counselor are promoted to other positions outside of your district, and the district P-TECH program budget is reduced. In 300 words or less, please describe the sustainability measures implemented at your campus beforehand to address and mitigate the challenges of leadership changes, staff turnover, and potential future funding fluctuations (.pdf). Please name your document"<Campus Name> Sustainability Plan"

This question was not displayed to the respondent.

Q14.

Signature

Official submission of this application requires a Superintendent signature. Application cannot be considered submitted without the formal signature from the Superintendent.

If the Superintendent is unable to sign because they are on leave or in role transition, please email at LASO@tea.texas.gov.

If you are the Superintendent, please proceed to Question 1 below by selecting yes and then click Save and Next to proceed to the opportunity to review and revise your application prior to signing and submitting.

If you are not a Superintendent, pause on submitting this application, email LASO@tea.texas.gov to identify the LEA's grantee official who can submit the application in Superintendent's absence, Once the name of the grantee official has been identified, then return back to this page, select 'No' for Question 1 and answer Question 2 to submit the application.

Q1. Are you a Superintendent

- (●) Yes
- ( ) No

Q335.

1 a. Enter the following details

Superintendent Name	Keith Murphy
Superintendent Email	kmurphy@melissaisd.org

Q1601.

Q2. Do you have authorization from the TEA to sign on behalf of the superintendent?

This question was not displayed to the respondent.

Q1602.

Warning

If you have not obtained the authorization from TEA to sign this Grant(s) application, please click the Back Button and then close the application. (you can come back to the application once you have obtained email authorization).

This question was not displayed to the respondent.

Q337.
Q2. Enter the following details of the LEA's grantee official, who is signing and submitting this application on behalf of the Superintendent as agreed upon between the LEA and TEA via the email sent to the LASO inbox.

(Note: Please note that only "Grantee Official" identified by the LEA in the TEAL account will be considered to sign on behalf for the LEA).

This question was not displayed to the respondent.

Q901.
Would you like to review your application responses?

If yes, please click "yes" and then click Save and Next to review your complete application, revising as needed, prior to signing and submitting your application.

If you click "no" and then click Save and Next, you will proceed to signing and submitting your application.

- ○ Yes
- ◉ No

Q13.
Note to the Superintendent/LEA Grantee Official:

By signing this application, I acknowledge that I have read the inputs in this application and confirm all the responses included in this application.

Q1604.
Note: Only last submitted application will be accepted as the Final LASO 3 application.

Embedded Data

Part3Loop: 0

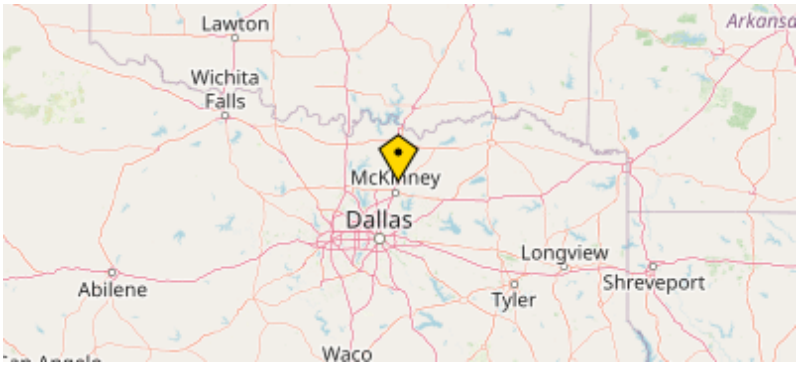
Part4Loop: 0

Scoring Results

Score

Mean Score:	0.00
Weighted Mean of Items:	0.00
Weighted Standard Deviation of Items:	0.00
Items:	0.00

Location Data

Location: (33.2821, -96.5703)

Source: GeoIP Estimation