

PROGRAM GUIDELINES: 2021–2022 SCHOOL ACTION FUND – PLANNING

Application Due Date

11:59 p.m. Central Time, May 13, 2021

Program Authority

Elementary and Secondary Education Act of 1965, as amended by ESSA, Title I, Part A, Section 1003

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Introduction to the Program Guidelines

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

This part of the request for application (RFA). Program Guidelines are to be used in conjunction with the [General and Fiscal Guidelines](#) and the specific program instructions. The Adobe Acrobat Standard Application System (SAS) consists of all forms to be completed in order for the applicant to be eligible for funding.

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

Reference to the General and Fiscal Guidelines

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

¹ Pass-through entity is defined as a non-Federal entity that provides a subaward to a subrecipient to carry out part of a federal program. (2 CFR 200.74)

² Grantee is defined as the legal entity to which a grant is awarded and that is accountable to the federal government for the use of the funds provided. The term “grantee” does not include any secondary recipients, such as subgrantees and contractors that may receive funds from a grantee. (34 CFR 77)

³ Non-federal entity is defined as a state, local government, Indian tribe, institution of higher education, or nonprofit organization that carries out a federal award as a recipient or subrecipient. (2 CFR 200.69)

⁴ Subgrantee is defined by TEA to be the same as a subrecipient which is defined as a non-federal entity that receives a subaward from a pass-through entity to carry out part of a federal program; but does not include an individual that is a beneficiary of such program. (2 CFR 200.93) Subgrantee is defined in 34 CFR 77 as the legal entity to which a subgrant is awarded and that is accountable to the grantee for the use of the funds provided.

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

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

Category	Amount
Total funds available for this project	\$8,000,000
Percentage to be financed with federal funds	100%
Amount of federal funds	\$8,000,000
Percentage to be financed from nonfederal sources	0%
Amount of nonfederal funds	\$0

Grant Timeline

All of these dates except the grant ending date may vary slightly as conditions require.

Date	Event
March 26, 2021	RFA available; notice of the RFA published in the <i>Texas Register</i>
April 6, 2021	Last date to submit questions to be addressed in the applicant's Conference/Webinar See General and Fiscal Guidelines , Applicants' Conference/Webinar
April 8, 2021	Applicants' Conference/Webinar, registration at https://tinyurl.com/55eyu6p2
April 13, 2021	Last date to submit FAQs to TEA contact person See General and Fiscal Guidelines , Frequently Asked Questions
April 16, 2021	FAQs posted to TEA Grant Opportunities page
April 29, 2021	Due date for the Notice of Intent to Apply; Notice of Intent to Apply
April 29, 2021	Due date for Reviewer Information Form; Reviewer Information Form
May 13, 2021	Due date for the application in the TEA Document Control Center, 11:59 p.m., Central Time See General and Fiscal Guidelines , Competitive Application Due Date and Time
May 14, 2021 – June 20, 2021	Competitive review period See General and Fiscal Guidelines , Competitive Review Process
June 21, 2021 – July 2, 2021	Grantee interview period
August 12, 2021	Beginning date of grant See General and Fiscal Guidelines , Grant Period
May 2, 2022	Final date to submit an amendment
July 31, 2022	Ending date of grant See General and Fiscal Guidelines , Grant Period

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

Grant at a Glance

This section provides fundamental information pertinent to the grant program.

Authorizing Legislation

This grant program is authorized by Elementary and Secondary Education Act of 1965, as amended by ESSA, Title I, Part A, Section 1003.

Where to Submit the Application

See the Where to Submit the Competitive Application section of the [General and Fiscal Guidelines](#).

Submission Requirements

See the Submission Requirements for Competitive Grants section of the [General and Fiscal Guidelines](#).

Note: TEA requires all applications to be emailed. Multiple applications per applicant must be submitted in separate emails.

Purpose of Program

This grant program aims to increase the number of students in great schools by providing customized planning support to districts committed to bold action to transform low-performing schools and expand access to world-class learning environments for students. There are eight school action models that applicants can select from:

For Independent School Districts with 2018-2019 Comprehensive or D- and F-Rated Targeted Campuses (2019 ratings)

1. **Restart a struggling school as an ACE campus:** Implement the ACE model with fidelity as a district-managed campus. The five core components the ACE model include: 1) Strategic compensation and staffing plan to incentivize highly effective educators, including reconstitution of the campus staff; 2) Instructional excellence and capacity building for teachers and leaders focused; 3) Additional learning time through the Additional Days School Year (ADSY) initiative and/or by extending school day by one hour and offering daily after-school enrichment; 4) Social and emotional learning support for students and training for educators; and 5) Strong partnerships with family and community organizations.
2. **Restart a struggling school as a partner-managed campus:** Conduct a rigorous partnership authorization process to identify a high-performing organization to implement a campus restart based on a successful, ESF-aligned school model.
3. **Create a new school as a district-managed campus:** Identify a high-performing, entrepreneurial educator to participate in an intensive school design program with a TEA-vetted technical assistance provider. District conducts a rigorous evaluation process to ensure new school design plan is ESF-aligned, includes high-quality

instructional materials with high-dosage tutoring, extended day or year, diagnostic assessments and has adequate resources and autonomy to implement the model with fidelity. Districts must guarantee prioritized enrollment at the new campus for students attending or zoned to a 2018-2019 Comprehensive or Targeted school (2019 ratings).

4. **Create a new school as a School Empowerment Network campus:** Implement the School Empowerment Network (SEN) middle school model with fidelity as a district-managed campus. The core features of the SEN model include an innovative team teaching model, utilization of high-quality instructional materials and coaching, extended time, reimagined design of physical classroom space, and increased community representation of staff. Districts must guarantee prioritized enrollment at the new campus for students attending or zoned to a 2018-2019 Comprehensive or Targeted school (2019 ratings).
5. **Create a new school as a partner-managed campus:** Conduct a rigorous partnership authorization process to identify a high-performing organization to launch a new school based on a successful, ESF-aligned school model. Districts must guarantee prioritized enrollment at the new campus for students attending or zoned to a 2018-2019 Comprehensive or Targeted school (2019 ratings).
6. **Reassign students from a struggling school to higher performing schools:** Close a low-performing and provide displaced students and families support to enroll at higher-performing campuses (A- and B-rated campuses, 2019 ratings).
7. **Redesign a campus with a district-designed blended learning model:** Support an entrepreneurial school leader to lead a community driven design process and implement a whole school redesign that reimagines school and addresses circumstances created by the COVID-19 pandemic. The new ESF-aligned educational model must be developed to serve community needs, utilize blended learning, address mental health and social resiliency, provide high-dosage tutoring, and include an extended school year. Districts will be supported in the whole school redesign by a TEA-vetted and matched technical assistance provider with deep experience in whole school redesign and personalized learning. If districts would like to conduct a whole school redesign across a group of schools with a similar model (for example, a feeder pattern or group of middle schools) then they must submit applications for each campus.
8. **Redesign a rural campus with a district-designed P-20 system model:** Support a school leader to design and implement a P-20 system model with fidelity as a district-managed campus. The new ESF-aligned educational model must be developed to serve rural community needs, utilize a P-20 system model featuring dual credit opportunities, P-TECH programming, college and career coaching and work-based learning opportunities across the district, provide high-dosage tutoring, and include an extended school day or year. Districts will be supported in the rural redesign by a TEA-vetted and matched technical assistance provider with deep experience in rural school redesign and P-20 system model.

School Actions are a comprehensive and bold approach by ISDs to increase the number of students in top-rated schools and reduce the number of students in low-rated schools. By providing grant funds and technical assistance to support school actions for individual campuses, TEA also supports school districts in adopting a broader continuous improvement

strategy that annually evaluates school quality, parent demand, and neighborhood needs to take strategic actions that both improve schools and provide parents with the schools and programs they desire. The grant includes support for matched technical assistance from the TEA. To learn more about school actions, please visit <https://www.centerforschoolactions.org/>

ISDs that receive a SAF planning grant may be eligible for one to two-years of continuation funding to implement the school action. Districts must satisfactorily complete required elements of the SAF planning grant in order to meet continuation grant eligibility requirements. (See Program Description for more details.)

Eligible Applicants

See the [General and Fiscal Guidelines](#), Eligibility To Apply for Competitive Grants.

Eligible applicants are ISDs with 2018–2019 Comprehensive Schools and D- or F-rated Targeted Schools (2019 ratings).

A campus may not receive funding concurrently from Texas Title I Priority School (TTIPS) Cycle 5 grant funds, a School Redesign grant, a School Transformation Fund grant, or a School Action Fund grant.

Eligibility List

An eligibility list is posted on the [TEA Grant Opportunities page](#), with all documents pertaining to the RFA.

Shared Services Arrangement

See the [General and Fiscal Guidelines](#), Shared Services Arrangements.

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

More Than One Application

Eligible applicants **may** apply for the grant on behalf of more than one campus. A separate application must be submitted for each campus.

Application Funding

See the following sections of the [General and Fiscal Guidelines](#):

- Grant Funding
- Continuation Funding
- Fund Management
- Use of Funds

It is anticipated that up to twenty (20) grants will be awarded in amounts up to \$250,000 to support planning and implementation of the first six school actions.

It is anticipated that up to ten (10) grants will be awarded in amounts up to \$250,000 to support school redesign with a district-designed blended learning model.

It is anticipated that up to two (2) grants will be awarded in amounts up to \$250,000 to support rural school redesign with a district-designed P-20 system model.

Selection of Applicants for Funding

The selection methodology for grant funding will depend on the school action model chosen by the applicant district.

- A) For applicants choosing “Redesign with a district-designed blended learning model”, applicants will be selected in rank order.
- B) For applicants choosing “Redesign with a district-designed P-20 system model”, applicants will be selected in rank order.
- C) For applicants choosing one of the other six school action models, applicants will be selected in the following order:
 - 1. **First**, the two highest-ranked applicants for each of the first six school action models will be funded.
 - 2. **Then**, contingent on remaining available funds, applicants that selected the remaining action models (not including “Redesign”) and met threshold requirements for application review and oral interviews will be funded in rank order.

Cost Share or Matching Requirement

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

There is no cost share or matching requirement for this grant program.

Limitation of Administrative Funds

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

Direct Administrative Costs

The authorizing statute permits applicants to budget reasonable and necessary administrative costs for this grant program.

Indirect Administrative Costs

The grantee may claim a maximum for indirect costs equal to their current approved restricted indirect cost rate for this grant program.

Pre-Award Costs

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

Pre-award costs are **not** permitted for this grant.

Applicant Assistance

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

Contact for Clarifying Information

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

The following TEA staff member should be contacted with questions about the RFA, the grant program, or for assistance with the applicants’ webinar:

Marian Schutte, Director
Division of System Support and Innovation
dssi@tea.texas.gov
Phone: (512) 436-9612

Frequently Asked Questions

See the [General and Fiscal Guidelines](#), Frequently Asked Questions.

The FAQs for this grant program will be posted to the [TEA Grant Opportunities](#) site no later than the date listed on the Grant Timeline. Applicants may email their questions to the TEA staff member listed in the Contact for Clarifying Information section.

Applicants’ Conference/Webinar

See the [General and Fiscal Guidelines](#) Applicants’ Conference/Webinar.

Questions that applicants wish to have addressed during the applicants’ webinar must be submitted no later than the date given in the grant timeline. The webinar will be recorded.

Date of Webinar	Time	Registration Link	Type
April 8, 2021	11:00AM	https://tinyurl.com/55eyu6p2	Live

Errata Notices

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

GovDelivery Email Bulletins

See the [General and Fiscal Guidelines](#), GovDelivery Email Bulletins.

Program Elements

This section provides detailed information about the grant program.

Program Description

This grant program seeks to support districts in the planning of a school actions to transform low-performing schools and expand access to world-class learning environments for students. School Action Models are a bold approach by districts to increase the number of students in highly rated schools through supported planning and implementation of a school action (see below for detailed descriptions of the *School Action Models*). Regardless of school action model, all school actions include the following components: 1) Effective Schools Framework-aligned school model; 2) high-quality instructional materials and plans to deliver that curriculum

remotely if needed; 3) student diagnostic assessment; 4) high-dosage tutoring; and 5) extended day or year.

ISDs take strategic school actions by using an evaluation process and criteria for selecting campuses and school action models based on campus academic performance, student enrollment/demand data, and other campus-level data points that assess the overall quality of the student learning experience. The ISD uses these data points to prioritize campuses and neighborhoods in most need of improved school options and engages multiple district stakeholders in the high-stakes decision making process for planning and implementing school actions.

The TEA will provide up to 32 planning awards at amounts of up to \$250,000 to support ISDs with the development of their school action. The grants will fund applicants during the planning phase of a school action for up to a 12-month grant period ending on July 31, 2022. ISDs that receive a SAF planning grant may be eligible for one to two-years of continuation funding to implement the school action. Districts must satisfactorily complete required elements of the SAF planning grant in order to meet continuation grant eligibility requirements (see below for more information about *SAF Continuation Grant Guidelines*).

Applicants will demonstrate a clear understanding of the selected school action, a rigorous decision-making process to select the identified school action, and a strong process to plan a school action supported by a TEA designated and matched school action technical assistance provider (see below for more information about *Matched Technical Assistance Providers*).

Although districts will take a customized approach to planning and implementing school actions that match their local operating conditions, each district is required to complete Benchmark Milestones that are specific to each school action.

Benchmark Milestones are a subset of the Goal Progress Measures that are incorporated into the Fidelity of Implementation Tracker (FIT) tool. The FIT is a progress monitoring tool used with School Action Fund (SAF) grants. There are different FIT tools for SAF grants based on the selected school action (restart, new school, reassignment, redesign) and whether the school will be district- or partner-managed. The FIT also includes GPM criteria for evaluating the quality of implementation for each GPM. Adequate completion of these GPMs will be a primary factor in determining district eligibility for SAF continuation funding.

School Action Models

Regardless of school action model, all school actions include the following components: 1) Effective Schools Framework-aligned school model; 2) high-quality instructional materials and plans to deliver that curriculum remotely if needed; 3) student diagnostic assessment; 4) high-dosage tutoring; and 5) extended day or year.

1. Restart a struggling school as an ACE campus	
Model Description	Implement the ACE model with fidelity as a district-managed campus. The five core components the ACE model include: 1) Strategic compensation and staffing plan to incentivize highly effective educators, restaffing the campus with at least 80 percent highly effective teachers with adequate funding for additional staffing if

	needed; 2) Instructional excellence and capacity building for teachers and leaders focused; 3) Additional learning time through the Additional Days School Year (ADSY) initiative and/or by extending school day by one hour and offering daily after-school enrichment; 4) Social and emotional learning support for students and training for educators; and 5) Strong partnerships with family and community organizations.
Management structure	District managed
Staffing	<ul style="list-style-type: none"> • District employees • New school leader • Restaff the campus with 80% highly effective teachers or an identified amount determined by the Technical Assistance provider
Student enrollment	Existing students; campus can remain a neighborhood school
Other Requirements	<ul style="list-style-type: none"> • Same CDCN • Work with TA provider to adopt all five core elements of ACE model as detailed in the Fidelity of Implementation Tracker tool • Release time for school leader planning • ESF-aligned school model that is reviewed and approved by TEA, including the selection of high-quality instructional materials that provide equity of access to rigorous, standards-aligned, grade level instruction in core subjects • Provide additional learning time through Additional Days School Year initiative (ADSY) and or by extending time on task using varied options including extended the school day by one hour, maximizing instructional blocks and offering daily after-school enrichment. • Commitment to strategic compensation plan for retaining highly effective educators, including pursuit of Teacher Incentive Allotment, or continued annual stipends for educators beyond continuation grant period
Required Benchmark Milestones	<ol style="list-style-type: none"> 1. Create ACE district leadership planning team to guide planning process 2. ACE planning team establishes ACE campus program requirements to confirm commitment to ACE pillars and implementation plan 3. Create effectiveness “blueprints” for all campus positions (principals, teachers, counselors, etc.) aligned to TA-provided templates 4. Develop comprehensive timeline and communications plan for ACE planning and implementation 5. Complete analysis of educator effectiveness data to inform recruitment/selection process of campus staff 6. Select campus principal with proven track record of success and provide autonomy for the principal to select leadership team using the newly developed blueprint of an effective educator

	<ol style="list-style-type: none"> 7. Re-staff campus based on the newly developed blueprint of an effective educator which requires a reapplication process for all professional staff positions 8. Finalize comprehensive budget for ACE campus 9. Finalize ACE school design plan, incorporating the five pillars of ACE aligned to the Effective Schools Framework that includes detailed plans for 1) data driven instructional practices that build teacher and leader capacity; 2) rigorous, standards aligned, high-quality grade level instructional materials; 3) teacher observation and feedback system; 4) early interventions for students and support systems; 5) afterschool enrichment opportunities; and 6) authentic family engagement and community involvement 10. Meet eligibility requirements for continuation grant funding and submit continuation grant application 11. Procure vetted curricular and programmatic materials aligned to meet requirements of the ACE model 12. Develop a targeted professional development plan aligned to the ACE pillars that launches summer prior to the campus opening and conduct summer professional development for campus staff
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2. Restart a struggling school as a partner-managed campus	
Model Description	Conduct a rigorous partnership authorization process to identify a high-performing organization to implement a campus restart based on a successful, ESF-aligned school model.
Management structure	Partner managed
Staffing	<ul style="list-style-type: none"> • Partner organization selects all staff • District employees managed by partner <u>OR</u> all partner-employed staff
Student enrollment	Existing students; campus can remain a neighborhood school
Other Requirements	<ul style="list-style-type: none"> • New CDCN • Independent non-profit board of partner organization responsible for campus governance and oversight • Rigorous district authorization process to ensure partner model is ESF-aligned with high-quality instructional materials • Partner organization has track record of operating partnership campuses to academic success • Partnership meets eligibility requirements for 1882 benefits (see Texas Partnership website)
Required Benchmark Milestones	<ol style="list-style-type: none"> 1. Develop district communication plan for school action planning and implementation 2. Adopt district authorizing policy that meets TEA standards for receiving SB 1882 benefits

	<ol style="list-style-type: none"> 3. Complete partner recruitment and cultivation activities to build a pipeline of potential partner organizations and school leaders 4. TEA reviews and provides feedback on Call for Quality process 5. Complete Call for Quality Schools (CQS) application and review process for selecting school partner organization(s) that demonstrate a high-quality, ESF-aligned school model 6. Conduct district financial spending analysis to guide contract negotiations with partner organizations, including data on current per pupil spending amounts in designated campus and the cost of district-provided services to schools 7. District board votes to approve contract terms and performance expectations for school partner organization 8. Create and finalize student recruitment plan and timeline 9. District applies for SB 1882 partnership benefits 10. Finalize campus budget for the 2022-23 school year 11. District meets eligibility requirements for continuation grant funding and submit continuation grant application 12. Partner organization recruits and selects new staff 13. Partner organization conducts summer professional development for campus staff in advance of Fall 2022 opening
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3. Create a new school as a district-managed campus	
Model Description	Identify a high-performing, entrepreneurial educator to participate in an intensive school design program with a TA-vetted technical assistance provider. During the school design program, the educator will develop and plan to implement an ESF-aligned school model that include high-quality instructional materials, high-dosage tutoring, extended day or year, and student diagnostic assessments. The TA provider, TEA and the district will conduct a rigorous review of the school design plan to ensure new school design plan meets district priorities, is ESF-aligned, and has adequate resources and autonomies necessary to implement the model with fidelity.
Management structure	District managed
Staffing	<ul style="list-style-type: none"> • District employees • New leader nominated and then selected by July 31, 2021 in order to participate in new school design fellowship • New leader selects staff for the new school. In the case of a new school in a new building or a phase-in/phase-out school, all current staff will be re-interviewed.
Student enrollment	Enrollment preference for students from Comprehensive, Targeted, and other D- and F-rated campuses
Other Requirements	<ul style="list-style-type: none"> • Applies for and receives new CDCN • Leader participates fully in the new school design process facilitated by TA provider

	<ul style="list-style-type: none"> • 20 hours of release time per week starting at the beginning of the grant period for school leader planning • ESF-aligned school model that is reviewed and approved by TEA, including the selection of high-quality instructional materials in core subjects; extended day or year • New school will use an evidenced-based slow grow model (i.e., K-1 for K-5 or 6th grade for 6-8) and grow a grade at a time, year over year over) or it may open with all grade levels only if the district is opening a newly constructed facility
<p>Required Benchmark Milestones</p>	<ol style="list-style-type: none"> 1. District nominates school leader/principal to participate in TEA-approved new school design fellowship program by 2. District determines staffing arrangement that will allow for the selected school leader to be released from campus duties 20 hours per week in the 2021-2022 school year to fully meet the participation requirements of the new school design program. <i>(This could include staffing the fellow’s campus with an additional administrator or reducing the fellow’s campus responsibilities or other creative staffing solutions)</i> 3. District develops communication plan for school action planning and implementation. 4. District formalizes the parameters for granting new school specific operating autonomies, and articulates requirements for educational model (if any), opening grade levels, student enrollment, and school location 5. School leader develops initial school design plan to include details related to educational model, curriculum, school operating autonomies, opening grade levels and student enrollment levels, and school location 6. TEA, TA provider, and district leaders review and provide feedback on initial school design plan 7. District finalizes student recruitment plan outline and district enrollment policies (as applicable) for the new campus 8. School leader finalizes main school design plan that meets TEA requirements 9. TEA reviews and approves complete school design plan 10. School leader, in partnership with the district finalize campus budget for the 2022-23 school year 11. Meet eligibility requirements for continuation grant funding and submit continuation grant application 12. Complete staff recruitment and selection and procure curricular materials aligned to new educational model 13. Plan and conduct summer professional development for campus staff in advance of Fall 2022 opening

4. Create a new school as a School Empowerment Network (SEN) campus	
Model Description	<p>Implement the SEN school model with fidelity as a district-managed campus. The SEN model is built around the following structures, tools, and supports:</p> <ol style="list-style-type: none"> 1. SEN's Instructional Design Team (IDT) provides high quality instructional materials that meet required TEA criteria down to the level of detailed daily lesson plans for every grade, in every subject. The IDT leader in each subject area conducts a weekly three-hour PD session with expert teachers and the math instructional lead to practice and prepare to deliver the upcoming week's instruction and to talk through any adjustments required to tailor the materials to the campus specific needs of the staff and students. 2. The SEN staffing model is designed for cohorts of 60 students with a team of 6 instructors including an expert teacher, one lead teacher and four associate teachers. In courses taught by the team model every student is taught by an expert teacher every day. Expert teachers are responsible for student performance and the subject specific team of teachers working with them. Math and elective classes are taught using a more traditional model but provide a 15:1 student to instructor ratio in the vast majority of classes. 3. Associate teachers are recruited from student communities and have a strong connection to students in the school. Professional development is provided by the TA provider to associate teachers focused on beginner teacher skills, effective community outreach practices, and skills and practices for supporting a cohort of ~10-15 students in a robust and ongoing way 4. The SEN school schedule, which is made for staff and students by the selected leader and TA provider during the planning year, provides 8 hours of ELAR and math instruction every week, 2 blocks for data analysis and planning for teacher teams daily, extended day schedules including enrichment periods, weekly advisory and SEL support, grade team meetings to prepare advisory lessons and identify students in need of additional support, and common planning time for teacher teams on Fridays to prepare to deliver the next week's lessons. 5. Teacher teams use flexible, data-based grouping of students to intentionally correct student misconceptions in real time and challenge students ready for the next level. The TA provider trains teacher teams in this work during a summer intensive and through in person coaching visits to school staff.
Management structure	District managed
Staffing	<ul style="list-style-type: none"> • District employees

	<ul style="list-style-type: none"> • New leader nominated and then selected by October 31, 2021 in order to participate in the SEN school training program • New staff (selected by leader) with recruiting support for associate teacher positions provided by SEN
<p>Student enrollment</p>	<ul style="list-style-type: none"> • Enrollment preference for students from Comprehensive, Targeted, and other D- and F-rated campuses • School begins with enrollment of 6th grade students with a target of 240 students per grade (4 cohorts of 60 students each per grade). The school adds a grade a year, growing to a middle school of 720 students in grades 6-8 in the third year of operation.
<p>Other Requirements</p>	<ul style="list-style-type: none"> • Applies for and receives new CDCN • Implement the Effective Schools Framework-aligned SEN middle school model • Adopt the administrative staffing plan for SEN schools, including a Principal, Director of Operations (AP level position), Math Instructional AP and Director of School Culture (AP level position) whose responsibilities are all specified in the school design process • Adopt the tiered pay scale and staffing model for SEN schools compensating Expert Teachers with administrative level salaries and create associate teacher positions as an entry level instructional position • Facilities modified to meet requirements of SEN school model, including 12 large rooms that can accommodate 60 students and provide break out spaces for small groups • Pursue university partnerships to support associate teachers in eventual certification as teachers and/or social workers • Release time for school leader planning at least 2 days a week beginning in November of planning year, increasing to full time in the Spring semester • Commitment for all school staff to attend summer professional development led by SEN • Extended day running from 8am – 4pm and summer bridge program. • New school will grow a grade at a time, year over year over (starting with sixth grade).
<p>Required Benchmark Milestones</p>	<ol style="list-style-type: none"> 1. District identifies SEN model point person to ensure model is fully implemented and required benchmarks are met 2. District nominates school leader/principal to participate in SEN middle school model planning by October 31, 2021 3. District determines staffing arrangement that will allow for the selected school leader to be released from campus duties 2 days/week in the fall of the 2021-2022 school year and full-time in the Spring. 4. District identifies school facility and establishes any necessary remodeling plans to ensure the building is ready to serve 240 6th grade students by August 2022 5. District develops communication plan for school action planning and implementation.

	<ol style="list-style-type: none"> 6. District formalizes the parameters for granting new school specific operating autonomies, and articulates requirements for educational model (if any), opening grade levels, student enrollment, and school location 7. District commits to the SEN model staffing plan and program 8. District hosts recruiting events for staff and students with SEN model collateral and talking points 9. District finalizes student recruitment plan outline and district enrollment policies (as applicable) for the new campus 10. TEA and district leaders review and provide feedback on initial school design plan 11. School leader finalizes main school design plan that meets TEA requirements for ESF-alignment, high-quality instructional materials, extended day or school year, and strategic staffing 12. TEA reviews and approves complete school design plan 13. School leader, in partnership with the district finalize campus budget for the 2022-23 school year 14. Meet eligibility requirements for continuation grant funding and submit continuation grant application 15. Complete staff recruitment and selection 16. Plan and conduct summer professional development for campus staff in advance of Fall 2022 opening
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5. Create a new school as a partner-managed campus	
Model Description	Conduct a rigorous partnership authorization process to identify a high-performing organization to launch a new school based on a successful, ESF-aligned school model.
Management structure	Partner managed
Staffing	<ul style="list-style-type: none"> • Partner organization selects all staff • District employees managed by partner <u>OR</u> all partner-employed staff
Student enrollment	Prioritized enrollment preference for students zoned to or attending Comprehensive and Targeted schools
Other Requirements	<ul style="list-style-type: none"> • New CDCN • Independent non-profit board of partner organization responsible for campus governance and oversight • Rigorous district authorization process to ensure partner model is ESF-aligned with high-quality instructional materials • Partnership meets eligibility requirements for 1882 benefits (see Texas Partnership website) • New school will grow a grade at a time, year over year over (starting with two grades at elementary level and one grade at secondary level) or it may open with all grade levels only if the district is opening a newly constructed facility

<p>Required Benchmark Milestones</p>	<ol style="list-style-type: none"> 1. Develop district communication plan for school action planning and implementation 2. Adopt district authorizing policy that meets TEA standards for receiving SB 1882 benefits 3. Complete partner recruitment and cultivation activities to build a pipeline of potential partner organizations and school leaders 4. TEA reviews and provides feedback on Call for Quality process 5. Complete Call for Quality Schools (CQS) application and review process for selecting school partner organization(s) that demonstrate a high-quality, ESF-aligned school model 6. Conduct district financial spending analysis to guide contract negotiations with partner organizations, including data on current per pupil spending amounts in designated campus and the cost of district-provided services to schools 7. District board votes to approve contract terms and performance expectations for school partner organization 8. Create and finalize student recruitment plan and timeline 9. District applies for SB 1882 partnership benefits 10. Finalize campus budget for the 2022-23 school year 11. District meets eligibility requirements for continuation grant funding and submit continuation grant application 12. Partner organization recruits and selects new staff 13. Partner organization conducts summer professional development for campus staff in advance of Fall 2022 opening
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<p>6. Reassign students from a struggling school to higher performing schools</p>	
<p>Model Description</p>	<p>Close a low-performing and provide displaced students and families with transition supports and options to enroll at higher-performing campuses (A- and B-rated campuses).</p>
<p>Management structure</p>	<p>District managed</p>
<p>Staffing</p>	<p>Not applicable</p>
<p>Student enrollment</p>	<p>Students reassigned to campuses with A- or B-rating</p>
<p>Other Requirements</p>	<ul style="list-style-type: none"> • CDCN eliminated • District provides options and transition decision supports for students and families • District provides additional resources for receiving school(s) to support student transition and success
<p>Required Benchmark Milestones</p>	<ol style="list-style-type: none"> 1. Develop communication plan for school action planning and implementation 2. Establish school selection and enrollment process for student reassignment, including identification of target schools for student placement

	<ol style="list-style-type: none"> 3. Determine future use for facility of the closing campus 4. Develop and implement a strategy for supporting families with decision making support for student enrollment / reassignment 5. District identifies resources for receiving campuses to support student transition and success 6. District superintendent and board approves plans and policies for student reassignment process 7. Meet eligibility requirements for continuation grant funding and submit continuation grant application 8. Complete campus closure and student transition activities established in reassignment implementation plan
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7. Redesign a campus with a district-designed blended learning model	
Model Description	Support an entrepreneurial school leader to lead a community driven design process design and implement a whole school redesign that reimagines school and addresses circumstances created by the COVID-19 pandemic. The new ESF-aligned educational model must be developed to serve community needs, utilize blended learning, address mental health and social resiliency, provide high-dosage tutoring, and include an extended school year. Districts will be supported in the whole school redesign by a TEA-vetted and matched technical assistance provider with deep experience in whole school redesign and personalized learning. If districts would like to conduct a whole school redesign across a group of schools with a similar model (for example, a feeder pattern or group of middle schools) then they must submit applications for each campus.
Management structure	District managed
Staffing	<ul style="list-style-type: none"> • District employees • Highly effective school leader (current or new) • Staff (current or new) selected by highly effective leader
Student enrollment	Existing students; campus can remain a neighborhood school
Other Requirements	<ul style="list-style-type: none"> • Same CDCN • School redesign process facilitated by TA provider • ESF-aligned school model that is reviewed and approved by TEA, including the selection of high-quality instructional materials in core subjects; extended day or year • Must accommodate student learning in multiple settings, including a combination of campus-based instruction and remote, distance learning (synchronously and asynchronously)
Required Benchmark Milestones	<ol style="list-style-type: none"> 1. District identifies leader/principal to lead the school redesign process 2. District formalizes process for approving school design plan and parameters for granting school operating autonomies 3. District and school leader establish school design team

	<ol style="list-style-type: none"> 4. District, school leader, and design team develop communication and community engagement plan to rigorously engage the school community in the needs assessment and redesign process. 5. Weekly design team meetings to design, develop, and create draft school design plan 6. TEA and TA provider review and provide feedback on draft school design plan 7. School leader finalizes school design plan that meets TEA requirements for ESF-alignment, blended instruction, high-quality instructional materials, extended day or school year, and high-dosage tutoring 8. TEA and TA provider reviews and approves school design plan 9. District Superintendent and board approve school design plan and finalizes campus performance agreement and operating autonomies 10. Finalize campus budget for the 2022-23 school year 11. Meet eligibility requirements for continuation grant funding and submit continuation grant application 12. Complete staff recruitment and selection 13. Procure curricular materials aligned to new educational model 14. Plan and conduct summer professional development for campus staff in advance of Fall 2022 opening
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8. Redesign a rural campus with a district-designed P-20 system model	
Model Description	Support a school leader to design and implement a P-20 system model with fidelity as a district-managed campus. The new ESF-aligned educational model must be developed to serve rural community needs, utilize a P-20 system model featuring dual credit opportunities, P-TECH programming, college and career coaching and work-based learning opportunities across the district, provide high-dosage tutoring, and include an extended school day or year. Districts will be supported in the rural redesign by a TEA-vetted and matched technical assistance provider with deep experience in rural school redesign and P-20 system model.
Management structure	District managed
Staffing	<ul style="list-style-type: none"> • District employees • Highly-effective school leader (current or new) • Staff (current or new) selected by highly effective leader
Student enrollment	Existing students; campus can remain a neighborhood school

<p>Other Requirements</p>	<ul style="list-style-type: none"> • Same CDCN • School redesign process facilitated by TA provider • ESF-aligned school model that is reviewed and approved by TEA, including the selection of high-quality instructional materials in core subjects; extended day or year
<p>Required Benchmark Milestones</p>	<ol style="list-style-type: none"> 1. District identifies leader/principal to lead the school redesign process 2. District formalizes process for approving school design plan and parameters for granting school operating autonomies 3. District and school leader develop communication and community engagement plan to rigorously engage the school community in the needs assessment and redesign process. 4. TEA and TA provider reviews and provides feedback on draft school design plan 5. School leader finalizes school design plan that meets TEA requirements for ESF-alignment, high-quality instructional materials, extended day or school year, and high-dosage tutoring 6. TEA and TA provider review and approve school design plan 7. District Superintendent and board approve school design plan and finalizes campus performance agreement and operating autonomies 8. Finalize campus budget for the 2022-23 school year 9. Meet eligibility requirements for continuation grant funding and submit continuation grant application 10. Complete staff recruitment and selection 11. Procure curricular materials aligned to new educational model 12. Plan and conduct summer professional development for campus staff in advance of Fall 2022 opening

High Quality Instructional Materials Requirements

A growing body of research demonstrates student achievement increases when students are provided with high quality instructional materials that provide consistent opportunities to work on assignments aligned to grade-level standards, support strong instruction to ensure students are deeply engaged with what they are learning, include guidance to help teachers meaningfully differentiate for all students including those with unfinished learning, and help teachers set high expectations for students to meet grade-level standards.

For School Action Fund campuses, high quality instructional materials are materials that: 1) are aligned with the Texas Essential Knowledge and Skills (TEKS); 2) have a comprehensive and cohesive scope and sequence; 3) include lesson-level materials with engaging texts (books, multimedia, etc.), problems, and assessments; and 4) are externally validated.

To meet this definition for School Action Fund campuses, districts shall use Math and English Language Arts materials listed on 1) Texas Home Learning; 2) Texas Resource Review (rated 80% or higher); 3) EdReports (rated Green and then aligned to the TEKS); or 4) materials evaluated by the district in partnership with their Technical Assistance provider using the established Texas Resource Review rubrics with and rated 80% or higher.

Matched Technical Assistance Providers

School action technical assistance providers will be rigorously vetted, selected, and matched by the TEA, demonstrating a strong track record of developing and implementing the ISD's selected school action. Technical assistance providers are required to carry out the Roles and Responsibilities in the School Action Fund Provider Handbook. TEA and ESC-13 will establish a contract with matched TA providers for an amount described in the budget guidelines. **Matched provider contract amounts will be directly subtracted from the district's total grant award.**

SAF Continuation Grant Guidelines

District grantees must complete all Required Benchmarks and Goal Progress Measures (GPMs) included in the Fidelity of Implementation Tracker (FIT) tool associated with selected school action. TEA will score each GPM based on the criteria included in the FIT tool. Final guidelines and FIT GPM scoring thresholds for receiving continuation grants will be finalized and shared with district grantees on or before September 1, 2021.

Supplement, Not Supplant

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

The supplement, not supplant provision **applies** to this grant program.

SMART Goal

See the [General and Fiscal Guidelines](#), SMART Goals, Additional SMART Goal Guidance from TEA, and Measurable Goals and Progress.

The SMART Goal identified for this grant should be consistent with the purpose of planning a school action that will be implemented for the 2022-23 school year.

Measurable Progress

See the [General and Fiscal Guidelines](#), SMART Goals, Additional SMART Goal Guidance from TEA, and Measurable Goals and Progress.

Benchmarks identified for Measurable Progress should align to the SMART goal and should pull directly from the "Benchmark Milestones" included in the Program Description that are specific to the selected school action model. Applicant responses should indicate in which quarter the Benchmark Milestones will be completed.

Application Requirements and Assurances

This section describes the two types of requirements that applicants must address in the application (such as with a narrative description, an activity timeline, or a checklist) to be eligible to be considered for funding:

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

Program-Specific Assurances

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

- The ISD work in good faith with the TEA vetted and matched school action technical assistance provider and agency-provided technical assistance.
- For all actions, applicant will budget at least the amounts indicated in budget guidance as “Matched School Action Technical Assistance Provider” on Schedule 6200 and any other action specific technical assistance. Both amounts will be subtracted from the total grant award and used by TEA and ESC-13 to establish a contract with the matched provider.
- The ISD must identify a project manager. The ISD may use SAF grant or other funds for this position.
- ISDs pursuing a partnership-managed model must perform a financial spending analysis in accordance with TEA requirements.
- ISDs must complete fidelity of implementation revisions with the matched school action technical assistance provider on or before October 15, 2021.
- The ISD will provide access for on-site visits to the ISD and campus by TEA and its contractors.
- The ISD will 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.
- The ISD board must commit to Lone Star Governance (LSG) training and coaching.
- The applicant assures partners operating campuses under the partner-managed option must commit to TEA-identified board training.
- Pre-K “New Schools” must designate a feeder Comprehensive or Targeted campus by April 1, 2022.
- Enrollment at a new school must prioritize students attending or zoned to a 2018–2019 Comprehensive and/or Targeted School (2019 ratings).
- For ISDs selecting partner-managed models, the ISD must commit to the adoption of TEA’s model authorizing policy and participate in the Texas Authorizer Leadership Academy.

Statutory Requirements

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

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

1. Describe how the ISD will carry out its school support and improvement activities, including how the ISD will develop a school improvement plan for the campus(es) selected for this grant.
2. Describe how the ISD will monitor schools receiving SAF grant funds including how the ISD will:
 - a. Monitor school improvement plans upon submission and implementation, and
 - b. Implement additional action following unsuccessful implementation of such plan after a number of years determined by the district.
3. Describe how the ISD will use a rigorous review process to recruit, screen, select, and evaluate any external organizations with whom the ISD will work with to support the campus(es) selected for this grant.

4. Describe how the ISD will align other Federal, State, and local resources to carry out the activities supported with funds received under this subsection.
5. Describe how the ISD will modify, as appropriate, practices and policies to provide operational flexibility that enables full and effective implementation of the school action.
6. Describe how the selected school action model will incorporate one or more evidence-based strategies during the implementation phase.

TEA Program Requirements

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

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

1. ISDs must select one of the eligible grant models,
2. ISDs must describe:
 - a. The evaluation process and criteria utilized for selecting the school action model for the specific campus to be supported with this grant.
 - b. How the school action aligns with the ISD's overall strategy for support and intervention in low-performing schools and/or the ISD's strategy for expanding high-quality school choices for students and families.
 - c. How were senior district leaders involved in the decision to select the school action for the campus and to apply for this School Action Fund Planning Grant.
 - d. How the district has worked or will work with members of the school community (staff, families, community leaders) to communicate plans and solicit community input into the school action planning process.
 - e. The identified ISD staff member to coordinate the planning grant and the qualifications of the identified staff member.

Activities and Use of Funds

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

Allowable activities and use of funds for this grant may include but are not limited to the following:

Out-of-State Travel

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

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

Travel costs for officials such as the executive director, superintendent, or board members may be funded under the grant program. Only the following travel costs are allowable for these positions:

- Site visits during the grant period as outlined in the application
- Travel to and from TEA required events

General Allowable Activities and Use of Funds

Grant applicants should establish grant budgets that align with the following requirements for use of funds. Budget guidance is specific to the selected school action. Applicants will budget at least 25% of the total award for their matched technical assistance provider. This amount will be subtracted from the total grant award and used by TEA and ESC-13 to establish a contract with the matched provider. Most required budget line items include recommendations or “up to” amounts for the budget item.

Budget Guidance

Restart a Struggling School as an ACE Campus		
Required Expenses	Target Grant Amount	Notes
Technical Assistance Matched Provider	\$62,500	TEA will directly contract for TA provider support on behalf of the district grantee. Contract amount will be subtracted from the NOGA amount.
District Administrator / Innovation Officer Position	Up to \$25,000	Up to 10% of grant funds can be directed toward personnel expense for a district administrator to manage the grant program; for instance, to cover a portion of district Innovation Officer position.
School Leader release/planning time	\$40,000	School leaders selected to lead the ACE campus should receive full or partial release time during the Spring semester in order to prepare the campus for ACE implementation. Amount can be greater or less than \$40,000 depending on district needs and personnel costs.
Instructional materials	Up to \$35,000	Instructional materials purchased with grant funds for ACE campuses must meet TEA criteria for high-quality instructional materials aligned to TEKS and rigor of state assessments.
Summer professional development	Up to \$75,000	Expenses can include personnel costs for participation in summer professional development, contracted services for training, and other costs directly associated with summer professional development.
Communications planning and support	\$10,000	Districts should allocate some portion of grant funds to support the planning and execution of a strategic communication plan. Amount can be greater or less than \$10,000 depending on district needs.
Teacher quality analytics	\$20,000	District must conduct a quantitative and qualitative analysis of teacher performance across all teachers in the district in order to inform the teacher selection process. Amount can be greater or less than \$20,000 depending on district needs and vendor costs.

Supplies / Materials for school culture/branding	Up to \$50,000	
LSG Training expenses for board members	Up to \$5,000	Some portion of grant funds should be used to support LSG training and ongoing coaching of district board members.
Travel expenses	Up to \$10,000	Travel expenses for TEA required events, ACE convenings hosted by TA provider organization, and district-directed trips to visit ACE campuses or other activities to support school action planning.
School community engagement events	Up to \$10,000	Expenses associated with school community events to solicit input and communicate plans related to the school action.
Other materials/supplies for grant activities	Up to \$10,000	

Restart a Struggling School as a Partner-Managed Campus		
Required Expenses	Target Grant Amount	Notes
Technical Assistance Matched Provider	\$62,500	TEA will directly contract for TA provider support on behalf of the district grantee. Contract amount will be subtracted from the NOGA amount.
District Administrator / Innovation Officer Position	Up to \$25,000	Up to 10% of grant funds can be directed toward personnel expense for a district administrator to manage the grant program; for instance, to cover a portion of district Innovation Officer position.
Start-up/transition funding for Partner Organization	\$100,000 or more	At least \$100,000 should be set aside for the partner organization to support school transition planning and start-up expenses.
Summer professional development	up to \$75,000	Expenses can include personnel costs for participation in summer professional development, contracted services for training, and other costs directly associated with summer professional development.
Communications planning and support	\$10,000	Districts should allocate some portion of grant funds to support the planning and execution of a strategic communication plan. Amount can be greater or less than \$10,000 depending on district needs.
Legal expense for district authorizing policy and/or partner contracts	\$10,000	Districts should budget for district or outside legal expenses associated with developing partnership contracts and/or developing district authorizing policies. The budget amount can be lower or higher than \$10,000 based on district needs.
LSG Training expenses for board members	Up to \$5,000	Some portion of grant funds should be used to support LSG training and ongoing coaching of district board members and/or board members of the partner organization.
Travel expenses	Up to \$10,000	Travel expenses for TEA required events and district-directed trips to visit model schools or other activities to support school action planning.
School community engagement events	Up to \$10,000	Expenses associated with school community events to solicit input and communicate plans related to the school action.

Other materials/supplies for grant activities	Up to \$10,000	
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Create a New School as a District-Managed Campus		
Required Expenses	Target Grant Amount	Notes
Technical Assistance Matched Provider / New School Design Fellowship	\$75,000	TEA will directly contract for TA provider support on behalf of the district grantee. Contract amount will be subtracted from the NOGA amount.
Technical Assistance training for District Administrator / Innovation Officer Position*	\$20,000*	TEA will directly contract for administrator/Innovation Officer training on behalf of the district. Amount will be subtracted from the NOGA amount. Training will support district activities to formalize and implement district systems, policies, and protocols for approving the new school design plan and school operating autonomies. *If a district has more than one grantee in a single year this cost will only be charged once allowing the district to reallocate these funds.
District Administrator / Innovation Officer Position	Up to \$25,000	Up to 10% of grant funds can be directed toward personnel expense for a district administrator to manage the grant program; for instance, to cover a portion of the district's Innovation Officer position.
School Leader release/planning time	Up to \$75,000	School leaders responsible for designing the school must have dedicated release time; including at least 20 hours per week during the 2021-22 school year. Grant budget can cover portion of personnel expenses of the school leader salary, stipends for existing leaders to take on additional responsibilities, or for salary of a replacement leader.
Communications planning and support	Up to \$5,000	Districts should allocate some portion of grant funds to support the planning and execution of a strategic communication plan. Amount can be greater or less than \$10,000 depending on district needs.
Instructional materials	Up to \$45,000	Instructional materials purchased with grant funds for restart campuses must meet TEA criteria for high-quality instructional materials aligned to TEKS and rigor of state assessments.
Facilities and infrastructure upgrade	Up to \$75,000	Purchasing furniture, cosmetic improvements including painting, connectivity, equipment including classroom technology
Summer professional development	Up to \$25,000	Expenses can include personnel costs for participation in summer professional development, contracted services for training, and other costs directly associated with professional development.
LSG Training expenses for board members	Up to \$5,000	Some portion of grant funds should be used to support LSG training and ongoing coaching of district board members.
Travel expenses	Up to \$10,000	Travel expenses for Design Fellowship convenings, TEA required events, required trips to visit model schools, or other activities to support school action planning.

School community engagement events	Up to \$10,000	Expenses associated with school community events to solicit input and communicate plans related to the school action.
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Create a New School as a School Empowerment Network (SEN) Campus		
Required Expenses	Target Grant Amount	Notes
Technical Assistance Matched Provider	\$75,000	TEA will directly contract for TA provider support on behalf of the district grantee. Contract amount will be subtracted from the NOGA amount.
Technical Assistance: HQIM Development and Intensive Supports	\$100,000	TEA will directly contract for TA provider support on behalf of the district grantee for HQIM development and coaching. Amount will be subtracted from the NOGA amount. HQIM are fully developed down to the level of lesson plans are aligned to TEKS and meet TEA guidelines. Coaching is provided to the school's leadership team in the planning year on effective implementation of HQIM and accompanying pedagogy.
Technical Assistance: Summer Institutes	\$25,000	TEA will directly contract for TA provider support on behalf of the district grantee to run separate summer intensives for: leadership teams, associate teachers, and teacher teams.
School Leader and Director of Operations release/planning time	Up to \$50,000	School leaders responsible for designing the school must have dedicated release time; including at least 2 days per week during the fall of the 2021-22 school year and full time in the spring. Grant budget can cover portion of personnel expenses of the school leader salary, or for salary of a replacement leader.

Create a New School as a Partner-Managed Campus		
Required Expenses	Target Grant Amount	Notes
Technical Assistance Matched Provider	\$62,500	TEA will directly contract for TA provider support on behalf of the district grantee. Contract amount will be subtracted from the NOGA amount.
District Administrator / Innovation Officer Position	Up to \$25,000	Up to 10% of grant funds can be directed toward personnel expense for a district administrator to manage the grant program; for instance, to cover a portion of district Innovation Officer position.
Start-up/transition funding for Partner Organization	\$100,000 or more	At least \$100,000 should be set aside for the partner organization to support school transition planning and start-up expenses.
Summer professional development	up to \$75,000	Expenses can include personnel costs for participation in summer professional development, contracted services for training, and other costs directly associated with summer professional development.
Communications planning and support	\$10,000	Districts should allocate some portion of grant funds to support the planning and execution of a strategic communication plan. Amount can be greater or less than \$10,000 depending on district needs.

Legal expense for district authorizing policy and/or partner contracts	\$10,000	Districts should budget for district or outside legal expenses associated with developing partnership contracts and/or developing district authorizing policies. The budget amount can be lower or higher than \$10,000 based on district needs.
LSG Training expenses for board members	Up to \$5,000	Some portion of grant funds should be used to support LSG training and ongoing coaching of district board members and/or board members of the partner organization.
Travel expenses	Up to \$10,000	Travel expenses for TEA required events and district-directed trips to visit model schools or other activities to support school action planning.
School community engagement events	Up to \$10,000	Expenses associated with school community events to solicit input and communicate plans related to the school action.
Other materials/supplies for grant activities	Up to \$10,000	

Reassign Students from a Struggling School to Higher Performing Schools		
Required Expenses	Target Grant Amount	Notes
Technical Assistance Matched Provider	\$62,500	TEA will directly contract for TA provider support on behalf of the district grantee. Contract amount will be subtracted from the NOGA amount.
District Administrator / Innovation Officer Position	Up to \$75,000	Up to 30% of grant funds can be directed toward personnel expense for a district administrator to manage the grant program; for instance, to cover a portion of district Innovation Officer position or to support a student reassignment coordinator position.
Communications planning and support	\$10,000	Districts should allocate some portion of grant funds to support the planning and execution of a strategic communication plan. Amount can be greater or less than \$10,000 depending on district needs.
LSG Training expenses for board members	Up to \$5,000	Some portion of grant funds should be used to support LSG training and ongoing coaching of district board members.
Student transition support	Up to \$150,000	Some portion of grant funds should be used to provide additional services and resources to reassigned students. Amount can be up to \$150,000 depending on student and district needs.
Travel expenses	Up to \$10,000	Travel expenses for TEA required events and other district-directed trips to support school action planning.
School community engagement events	Up to \$10,000	Expenses associated with school community events to solicit input and communicate plans related to the school action.
Other materials/supplies for grant activities	Up to \$10,000	

Redesign a Campus with a District-Designed Blended Learning Model		
Required Expenses	Target Grant Amount	Notes

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Technical Assistance Matched Provider	\$62,500	TEA will directly contract for TA provider support on behalf of the district grantee. Contract amount will be subtracted from the NOGA amount.
District Administrator / School Leader	Up to \$50,000	Up to 20% of grant funds can be directed toward personnel expense for a district administrator to manage the grant program; for instance, to cover a portion of district Innovation Officer position or to provide release/planning time for the school leader of the blended learning campus.
Instructional materials	Up to \$50,000	Instructional materials (including digital curricular resources) purchased with grant funds for redesign campuses must meet TEA criteria for high-quality instructional materials aligned to TEKS and rigor of state assessments.
Summer professional development	Up to \$75,000	Expenses can include personnel costs for participation in summer professional development, contracted services for training, and other costs directly associated with summer professional development.
Communications planning and support	\$10,000	Districts should allocate some portion of grant funds to support the planning and execution of a strategic communication plan. Amount can be greater or less than \$10,000 depending on district needs.
LSG Training expenses for board members	Up to \$5,000	Some portion of grant funds should be used to support LSG training and ongoing coaching of district board members.
Travel expenses	Up to \$10,000	Travel expenses for TEA required events, ACE convenings hosted by TA provider organization, and district-directed trips to visit ACE campuses or other activities to support school action planning.
School community engagement events	Up to \$10,000	Expenses associated with school community events to solicit input and communicate plans related to the school action.
Other materials/supplies for grant activities	Up to \$30,000	

Redesign a Rural Campus with a District-Designed P-20 System Model		
Required Expenses	Target Grant Amount	Notes
Technical Assistance Matched Provider	\$62,500	TEA will directly contract for TA provider support on behalf of the district grantee. Contract amount will be subtracted from the NOGA amount.
District Administrator / School Leader	Up to \$50,000	Up to 20% of grant funds can be directed toward personnel expense for a district administrator to manage the grant program; for instance, to cover a portion of district Innovation Officer position or to provide release/planning time for the school leader of the blended learning campus.
Instructional materials	Up to \$50,000	Instructional materials (including digital curricular resources) purchased with grant funds for redesign campuses must meet TEA criteria for high-quality instructional materials aligned to TEKS and rigor of state assessments.

Summer professional development	Up to \$75,000	Expenses can include personnel costs for participation in summer professional development, contracted services for training, and other costs directly associated with summer professional development.
Communications planning and support	\$10,000	Districts should allocate some portion of grant funds to support the planning and execution of a strategic communication plan. Amount can be greater or less than \$10,000 depending on district needs.
LSG Training expenses for board members	Up to \$5,000	Some portion of grant funds should be used to support LSG training and ongoing coaching of district board members.
Travel expenses	Up to \$10,000	Travel expenses for TEA required events, ACE convenings hosted by TA provider organization, and district-directed trips to visit ACE campuses or other activities to support school action planning.
School community engagement events	Up to \$10,000	Expenses associated with school community events to solicit input and communicate plans related to the school action.
Other materials/supplies for grant activities	Up to \$30,000	

General Unallowable Activities and Use of Funds

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

- Advisory Council
- Field trips
- Cost of Membership in Any Civic or Community Organization
- Hosting or Sponsoring of Conferences
- Debt service (lease-purchase)

Project Evaluation and Modification

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

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

Performance Measures

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

Completion of the Fidelity of Implementation Tracker to include ongoing progress monitoring of the goals and goal progress measures. Upon grant award, TEA Division of System Support and Innovation will provide awardees with this tool by September 1, 2021. ISDs must complete fidelity of implementation revisions with matched school action technical assistance provider on or before October 15, 2021. Progress will be monitored by the agency on a monthly basis.

Limits on Contracted Evaluators

When a grantee chooses, or is required under a grant, to hire a contracted evaluator, TEA believes that the evaluator must have the capability to remain independent and objective in carrying out the evaluation. “Independent and objective” implies that there is no influence or control, real or perceived, exerted on the evaluator by any person who is involved in the provision of program services. Therefore, the only way in which a contracted evaluator can be truly independent and objective is not to be involved in any manner with the provision of program services or activities. Otherwise, the evaluator is, at least in part, evaluating its own services.

In addition, TEA is aware that some grant writers develop and design the grant program, write the entire grant application, and then wish to evaluate the grant program. TEA also believes that this scenario poses a conflict of interest for the evaluator, in that the evaluator is evaluating the grant program that he or she designed, developed, and wrote. Again, it is not possible for the evaluator to function independently and objectively if the evaluator performed in this capacity. It is certainly acceptable for the grant writer to receive some information from a potential evaluator to include in the evaluation section of the grant application with regard to an appropriate evaluation plan or design, but communication between the grant writer and evaluator should be limited to that specific topic.

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

Federal Grant Requirements

Equitable Access and Participation

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

This requirement **does** apply to this federally funded grant program.

Private Nonprofit School Participation

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

This requirement **does not** apply to this federally funded grant program.

Maintenance of Effort

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

This requirement **does** apply to this federally funded grant program.

Application Elements

This section describes the requirements and attachments that must be addressed in and included with the application.

Notice of Intent to Apply

For competitive grants, prospective applicants are requested to submit the Notice of Intent to Apply (NOI) by the date specified in the Grant Timeline. The NOI provides helpful information that allows TEA staff to plan for the management of the applications and review processes. Failure to notify TEA of the intent to apply will **not** disqualify the applicant from applying for grant funds.

The NOI is published along with the RFA on the [TEA Grant Opportunities](#) page.

Reviewer Information Form

For every application submitted for a competitive grant, the applicant is required to submit the names of three individuals to serve as reviewers in the competitive review process for the grant program. For ISDs submitting multiple campus grant applications, the ISD must submit a minimum of three reviewers per campus application or a total of ten reviewers, whichever is less.

Individuals who are hired to prepare grant applications may not serve as reviewers, and their names should not be submitted. Applicants must notify the people whose names they submit that they may be asked by TEA to serve as reviewers.

Once reviewers are selected, they will receive detailed information about the review process. The competitive review for the grant program will take place during the time period given in the Grant Timeline.

The Reviewer Information Form is published along with the RFA on the [TEA Grant Opportunities](#) page. All applicants are required to complete the form and to submit it online on or before the date given in the Grant Timeline.

Required Attachments

See the following section of the [General and Fiscal Guidelines](#):

- Required Program-Related Attachments

Required Program-Related Attachments

The applicant must submit with the application the TEA-supplied attachment that corresponds to their selected school action model listed below. (Only one attachment per application).

1. Restart a struggling school as an ACE campus
2. Restart a struggling school as a partner-managed campus
3. Create a new school as a district-managed campus
4. Create a new school as a School Empowerment Network (SEN) campus
5. Create a new school as a partner-managed campus
6. Reassign students from a struggling school to higher performing schools
7. Redesign a campus with a district-designed blended learning model
8. Redesign a rural campus with a district-designed P-20 system model

Scoring and Review

This section provides information on the scoring and review of applications for competitive grants. Applicants that receive a minimum of 70% of the points available through the peer review of standard and specific review criteria will be invited to attend an oral interview which will be conducted virtually, from June 21, 2021 through July 2, 2021. Applicants must then receive a minimum of 70% of oral interview points to be considered for priority points. Priority points will be added to scores from the peer review and oral interviews. Applicants will be eligible to receive a grant award based on their total point ranking **AND** must meet the 70% threshold from both the peer review and oral interviews to be eligible to receive a grant award.

Standard Review Criteria

See the [General and Fiscal Guidelines](#), Standard Review Criteria. **(60 points)**

Specific Review Criteria

See the [General and Fiscal Guidelines](#), Specific Review Criteria. **(20 points)**

Quality of Responses to Program Attachments

1. Restart a struggling school as an ACE campus
2. Restart a struggling school as a partner-managed campus
3. Create a new school as a district-managed campus
4. Create a new school as a School Empowerment Network (SEN) campus
5. Create a new school as a partner-managed campus
6. Reassign students from a struggling school to higher performing schools
7. Redesign a campus with a district-designed blended learning model
8. Redesign a rural campus with a district-designed P-20 system model

Points will be assigned on the basis that attachment responses are of sufficient quality and depth to address the concepts described in the Program Description.

Oral Interviews for Funding

See the [General and Fiscal Guidelines](#), Oral Interviews for Funding. **(40 points)**.

ISDs should include the following individuals in the oral interview process:

- Superintendent, or cabinet-level leadership team member that is a direct report to the Superintendent
- Proposed grant project manager
- Senior district leader directly responsible for overseeing the selected campus
- Campus-level leader selected to lead the school action planning process (if identified)

During the oral interviews applicants will have the opportunity to elaborate and be evaluated on the following topics. Both applicant and evaluator may reference any RFA documents, including the program guidelines, the FAQs, and the Attachments (including responses to specific criteria for the selected school action).

1. School Action Selection (20 points)
 - a. Evaluation process and criteria for selecting the school action
 - b. Alignment of school action with overall district strategy for school improvement
 - c. Support from district leadership and school board
2. Readiness to Plan/Implement (20 points)
 - a. Understanding of school action requirements and planning activities
 - b. Awareness of school action implementation challenges and mitigation strategies
 - c. Plans for engaging technical assistance organizations
 - d. Presence of existing practices and policies to support school action planning

Priorities for Funding

See the [General and Fiscal Guidelines](#), Priorities for Funding **(up to 40 points)**.

Applicants must submit the optional TEA-provided attachment to receive Priority Points. Criteria for priority points depend on the school action model chosen by the ISD applicant.

A) For applicants choosing either redesign school action models, the following criteria will be used to award Priority Points:

1. **High-Need School District (10 points).** Districts with more than 10% of schools rated D or F by 2019 state accountability ratings.
2. **Economically Disadvantaged Campus (10 points):** Percentage of students economically disadvantaged is 75% or higher at the campus selected for redesign.
3. **Economically Disadvantaged District (10 points):** Percentage of students economically disadvantaged is 75% or higher in the district.

B) For applicants choosing one of the other six school action models, the following criteria will be used to award Priority Points:

1. **Evidence of Innovation Office (10 points):** ISD must have hired a school transformation or innovation officer to support the school action planning process. The applicant may attach either a copy or a hyperlink (URL) to the ISD's organization chart highlighting the eligible position(s).
2. **Adoption of Model Authorizing Policy (10 points):** The applicant must certify the ISD's adoption of the Model Authorizing Policy EL(LOCAL) or ELA (LOCAL) board policy and include a hyperlink to the ISD's authorizing policy. The policy must match the TEA model policy. The model policy can be found [here](#).
3. **Evidence of a Call for Quality Schools (10 points):** the applicant must attach a hyperlink (URL) to an in-district charter application which has been approved under TEC §12.0522, TEC §12.0521, or TEC §12.0521
4. **High Need Campus (10 points).** The campus identified is designated "Comprehensive" (any letter grade from 2019 ratings), or "Targeted" (with F letter grade from 2019 ratings)

Summary of Application Scoring and Selection

