

**PROGRAM GUIDELINES:
2022–2023
SCHOOL ACTION FUND –
PLANNING AND
IMPLEMENTATION**

Application Due Date

11:59 p.m. Central Time, May 9, 2022

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	\$6,000,000
Percentage to be financed with federal funds	100%
Amount of federal funds	\$6,000,000
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 25, 2022	RFA available; notice of the RFA published in the <i>Texas Register</i>
April 5, 2022	Last date to submit questions to be addressed in the applicant's Conference/Webinar See General and Fiscal Guidelines , Applicants' Conference/Webinar
April 7, 2022	Applicants' Conference/Webinar, registration at https://us02web.zoom.us/j/84461212693
April 8, 2022	Applicants' Conference/Webinar, registration at https://us02web.zoom.us/j/84461212693
April 13, 2022	Last date to submit FAQs to TEA contact person See General and Fiscal Guidelines , Frequently Asked Questions
April 19, 2022	FAQs posted to TEA Grant Opportunities page
April 28, 2022	Due date for the Notice of Intent to Apply; Notice of Intent to Apply
April 28, 2022	Due date for Reviewer Information Form; Reviewer Information Form
May 9, 2022	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 10, 2022 – June 24, 2022	Competitive review period See General and Fiscal Guidelines , Competitive Review Process
June 27, 2022 – July 8, 2022	Grantee interview period
August 12, 2022	Beginning date of grant See General and Fiscal Guidelines , Grant Period
May 2, 2023	Final date to submit an amendment

Date	Event
July 31, 2023	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

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 and families with the schools and programs they desire.

ISDs that receive a 2022-2023 School Action Fund (SAF)- Planning or Implementation grant may be eligible for one to two-years of continuation funding, resources, and support to implement the school action. Districts must satisfactorily complete required elements of the 2022-2023 SAF Planning and Implementation grant in order to meet continuation grant eligibility requirements. (See Program Description for more details.)

To learn more about school actions, please visit <http://www.centerforschoolactions.org/>.

All school actions and models must include the following components: 1) Effective Schools Framework-aligned school model; 2) selection, adoption, and implementation of high-quality instructional materials (as defined later in these Program Guidelines) and implementation of

research-based instructional strategies; 3) high-impact tutoring; and 4) extended day or year. There are seven school Actions and models from which applicants may select:

1. **Restart a struggling school as an ACE campus:** Plan for the implementation of an ESF-aligned ACE model with fidelity to the five core components of the ACE model as a district- managed campus as described in [TEC 39A.105](#), further defined here <https://bestinclass.org/toolkits/ace>, and includes 1) Strategic Staffing; 2) Instructional Excellence; 3) Extended School Day; 4) Positive Behavior, School Climate and Culture; and 5) Partnership with Parents, Families, and Community Organizations.
2. **Restart a struggling school as a district-managed Resource campus:** Adopt all aspects of the ACE model #1 above, as well as all components of [Sec. 29.934 HB 1525](#), including, but not limited to: 1) Participation in the Teachers Incentive Allotment and ADSY programs; 2) Adoption and implementation of high-quality instructional materials (as described later in these Program Guidelines); 3) Minimum teaching experience of three years for all educators; and 4) At least 60% of campus-based administrators and educators must have demonstrated instructional effectiveness in the previous school year and all other rules and regulations governing Resource Campuses.
3. **Create a new school as a district-managed campus:** Identify and support a high-performing, entrepreneurial leader with sufficient release time who is dedicated to planning the action, who will participate in an intensive school design program with a TEA-matched technical assistance provider, and who will design an ESF-aligned educational model for the new school. Districts must guarantee prioritized enrollment at the new campus for students attending or zoned to a Title I served Comprehensive or Targeted school (2019 ratings). Applicants must choose one of the SAF-supported new school models: **STEM/STEAM, College Preparatory, or Montessori** new schools. Campuses must apply for a new CDCN and Title I served status for SY 2023-2024.
4. **Create a new school as an Early Childhood Education (ECE) partner-managed campus:** Conduct a rigorous partnership authorization process to identify and select a high-performing partner organization to launch a new Early Childhood Education school based on a successful, ESF-aligned school model which aligns with TEA’s Kindergarten TEKS and supports all High-Quality Prekindergarten [Components](#). Districts must guarantee prioritized enrollment at the new campus for students who meet the definition of “educationally disadvantaged” as per TEC §29.153 (b)(2) and TEC §5.001(4). Selected operating partners must be 1) a Texas Rising Star provider with a 3- or 4-Star rating; 2) Nationally accredited; 3) a Head Start program provider; 4) a Texas School Ready! Participant; or 5) must meet the requirements under [TEC Section 29.1532\(b\)](#). Districts must pass through to the operating partner all state, local, and federal funds, including all relevant ECE and 1882 allotments to fund the ECE campus, minus a reasonable management/authorization fee. Campuses must apply for a new CDCN and Title I served status for SY 2023-2024. District must launch a Call for Quality Schools to select a high-quality ECE operating partner and apply for SB 1882 benefits by December 2022.
5. **Redesign a campus with a blended learning model:** Support an entrepreneurial school leader, with sufficient release time to be dedicated to planning the action, to lead

a 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 for instructional delivery in at least math and ELAR, and address positive behavior, school culture and climate.

6. **Redesign a rural campus with a P-20 system model:** Support a school leader, with sufficient release time to be dedicated to planning the action, to redesign a campus within the PK-8 grade level bands to become a part of an integrated P-20 system model as a district-managed campus. The new ESF-aligned educational model must be developed to serve rural community needs and align with secondary and post-secondary dual credit opportunities, P-TECH programming, college and career coaching and work-based learning opportunities.
7. **Restart a struggling campus through ACE implementation:** Campuses that have already completed a planning process with a TEA-approved ACE Technical Assistance provider may apply for an ACE Implementation grant. The campus must be prepared to fully implement the ACE model with fidelity as a district-managed campus in the SY 2022-2023.

Eligible Applicants

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

Eligible applicants are ISDs with Title I served Comprehensive Schools and D- or F-rated Targeted Schools (2019 ratings). For new schools, there must be clear intent to obtain Title I served status for the SY 2023-2024.

A campus may **not** receive funding concurrently from Texas Title I Priority School (TTIPS), Effective Schools Framework (ESF) grant, School Action Fund (SAF) Cycles 4 or 5 continuation or implementation grant, or a TCLAS Decision 10 grant. An ISD with multiple eligible campuses must submit individual applications for each campus for which it seeks funds.

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

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

The TEA will provide up to eighteen (18) planning awards at amounts of up to \$200,000 to support ISDs with the planning 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, 2023.

TEA will also fund up to six (6) grants in amounts up to \$375,000 to support implementation of ACE restart school actions

Selection of Applicants for Funding

The selection methodology for grant funding will depend on the school action and model chosen by the applicant district. Applications will be funded in rank order by action and model according to the following methodology:

- A) First, TEA will fund up to six (6) ACE Implementation restart actions.
- B) Next, TEA will fund up to four (4) planning restart actions according to model: up to three (3) ACE restart planning and one (1) Resource model.
- C) Next, TEA will fund up to eight (8) planning redesign applications according to model: up to four (4) rural P-20 system model and the top four (4) whole-school redesign with blended learning.
- D) Next, TEA will fund up to six (6) planning create a new school actions according to model: up to three (3) new district-managed schools and the top three (3) new ECE partnerships.
- E) Next, additional grants will be funded in rank order until remaining funds are expended.

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:

Laura Hyatt, Manager, School Action Fund
Division of System Support and Innovation
Laura.Hyatt@tea.texas.gov

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 7, 2022	1:00PM	https://us02web.zoom.us/meeting/register/tZYtc--pqTwrG9fVImSZ8fqkRpAn1XeKJ6f7	Live
April 8, 2022	8:00AM	https://us02web.zoom.us/meeting/register/tZEpdO2rrD8vEtGpc2HHy1r4H5F4KgJvzAN6	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

All school actions and models include the following components: 1) Effective Schools Framework-aligned school model; 2) selection, adoption, and implementation of high-quality instructional materials and implementation of researched-based instructional strategies; 3) high-impact tutoring; and 4) extended day or year.

ISDs select strategic school actions for specific campuses or communities by using an evaluation process 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 communities in most need of improved school options and engages district stakeholders in the decision-making process for planning and implementing school actions.

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 grantee is required to demonstrate progress by passing through required milestones, or gates, and completing authentic deliverables that set the campus up for success. Some deliverables are universal across all school actions and models and others that are specific to each school action and model.

Deliverables are a set of activities and tasks which include narratives and artifacts demonstrating successful planning and implementation of a school action. Deliverables will be reviewed and evaluated based on the SAF Progress Monitoring Rubric (PMR). The PMR supports the evaluation of the quality of submission of deliverables and, for planning grants, determination of Continuation Funding. TEA will use the PMR to align resources to ensure each grantee is receiving adequate support and to intervene if planning or implementation activities are off track.

Required Gates and Deliverables for all Planning Grants

GATES	DESCRIPTION	EXPECTED COMPLETION
Envision and Plan	<p>For District-run actions:</p> <ul style="list-style-type: none"> Identify the purpose, mission, and goals for the school action Develop a communication plan to articulate purpose and process of school action planning Determine the conditions for change at the district and campus level <p><i>For partner-managed actions: District must launch Call for Quality Schools process aligned with best practices defined by Texas Partnerships.</i></p>	October 2022
Design and Authorize	<p>For District-run actions:</p> <ul style="list-style-type: none"> Finalize major components of the school action and model, including HQIM selection and adoption, and instructional vision Finalize LEA's internal school design plan approval process Complete HQIM order (<i>if applicable</i>) Check in on the conditions for change <p><i>For partner-managed actions, District and board-approved operating partner must apply for Texas Partnerships benefits by December 2022.</i></p>	December 2022

Prepare to Implement	<p>For District-run actions:</p> <ul style="list-style-type: none"> Develop detailed plans for the implementation of effective instruction, including HQIM, data-driven instruction, research-based instructional strategies Develop detailed plans for positive school culture Develop detailed plans for highly effective staff development to ensure all staff have the training and support to implement the school model Develop detailed plans to implement all model-specific elements during the first two years of implementation Establish goals for student outcomes during the first two years of implementation <p><i>For partner-managed actions, District must allocate funds to the operating partner for start-up funds, per program guidelines budget guidance, and monitor progress toward a strong open in SY23-24.</i></p>	March 2023
Prepare to Launch	<p>For District-run actions:</p> <ul style="list-style-type: none"> Submit complete School Design plan for final TEA review Continue instructional leadership planning and training Finalize logistical and operational considerations, including facility readiness, staff hiring, student recruitment, and campus-level budgeting. <p><i>For partner-managed actions, District must allocate funds to the operating partner for start-up funds, per program guidelines budget guidance, and monitor progress toward a strong open in SY23-24.</i></p>	May 2023

NOTE: The above dates are subject to change. Final list of activities and deliverables for each gate available in August 2022.

Required Gates and Deliverables for all Implementation Grants

Implement with Fidelity	<ul style="list-style-type: none"> Set goals related to implementation of the selected school action and model, including HQIM implementation, staff training and capacity building, and other model-specific elements On at least a quarterly basis, assess progress toward goals and describe action items to course correct as needed 	Quarterly metrics
Student Outcomes	<ul style="list-style-type: none"> Set goals related to student outcomes that track toward an A/B rating by the end of Year 2 of implementation. Goals could include interim assessments, Curriculum-Based Assessments, or norm-referenced assessments that help the district and campus assess whether student outcomes are on track. On at least a quarterly basis, assess progress toward goals and describe action items to course correct as needed. 	Quarterly Metrics

High Quality Instructional Materials Requirements

For School Action Fund grantees, high-quality instructional materials are materials that: 1) ensure full coverage of the Texas Essential Knowledge and Skills (TEKS); 2) are aligned to evidence-based best practices in the relevant content area and have a comprehensive and cohesive scope and sequence; 3) include implementation supports for teachers, embedded and aligned assessments to enable frequent progress monitoring, and lesson-level materials with engaging texts (books, multimedia, etc.), problems, and assessments which support all learners; and 4) are externally validated.

For School Action Fund grantees this includes Math and English Language Arts/Reading 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.

All SAF grantees must select, adopt, and implement HQIM at the school action campus by the first year of implementation.

Matched Technical Assistance Providers

School action technical assistance providers are rigorously vetted, selected, and matched consultants with a track record of success in the planning and implementation of the specific school action they support. Technical assistance providers will be contracted through ESC 13 through in-kind support at no cost to the district. Technical assistance providers are required to carry out the Roles and Responsibilities in the School Action Fund Provider Handbook, including:

1. Developing a spirit of partnership and collaboration with campus and district leaders
2. Providing strategic advising to create the conditions for success and drive change management related to the school action
3. Supporting district and campus leaders in the development of a detailed, evidence-based school design plan and related deliverables.

4. Analyzing qualitative and quantitative data related to planning and implementation activities and recommending course-correction as necessary to meet rigorous student outcomes

SAF Continuation Grant Guidelines

Grantees that successfully complete all gates and deliverables may be eligible for a continuation grant of up to two years.

Final guidelines and Gates and Deliverables scoring thresholds for receiving continuation grants will be finalized and shared with district grantees by October 1, 2022. Eligibility will be determined on or around March 31, 2023, based on the criteria outlined in this section of the program guidelines. Eligible awardees will be notified in writing via email on or around April 14, 2023.

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 aschool action that will be implemented in the 2023-24 school year, except in the case of restart ACE Implementation grants to be implemented in the 2022-2023 school year.

Measurable Progress

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

Deliverables identified for Measurable Progress should align to the SMART goal and should relate to the "Gates and Deliverables" section of the Program Description. Applicant responses should indicate in which quarter the Gates and Deliverables will be completed and should closely align to the dates in the Gates and Deliverables section.

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 application will work in good faith with the TEA vetted and matched school action technical assistance provider and agency-provided technical assistance.
- The applicant will identify a project manager. The applicant may use these funds or other funds for this position.
- Applicants pursuing a partnership-managed model must meet all funding requirements defined by Texas Partnerships, including allocating all federal, state, and local funds due to the campus.
- The applicant will provide access for on-site visits to the district and campus by TEA, the technical assistance provider, and its contractors.
- The applicant 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 applicant's board must commit to Lone Star Governance (LSG) training and coaching.
- The applicant seeking partner-managed actions will ensure partner Boards meet all Texas Partnership requirements, including developing training requirements and an orientation plan for new board members and ongoing training requirements for board members that will ensure their continued ability to govern charter campuses within the district.
- The applicant assures partners operating campuses under the partner-managed option include a plan in the response to the Call for Quality Schools for selection, adoption, and implementation of high-quality instructional materials (as defined in the Program Guidelines).
- Applicants selecting "Create a New School" must select and designate a campus leader no later than August 15, 2022.
- Applicants must apply for a new CDCN for "New Schools" by March 2023.
- "New Schools" established without tested grade levels must be paired with another campus in the same district for accountability purposes or its district by March 2023, as per guidelines in Chapter 7 of the 2021 Accountability Manual (or a later version if published).
- Applicants selecting "Create a New School" must include the new campus in its Title I ESSA plan in time for SY2022-2023.
- The applicant assures enrollment at a new school will prioritize students previously attending or zoned to a 2018-2019 Title I served Comprehensive and/or Targeted D/F-rated School (2019 ratings).
- Applicants selecting "Partner-managed" actions must commit to the adoption of TEA's Texas Partnership model authorizing tools and resources.
- Applicants selecting "Partner-managed" actions must participate in the Texas Authorizer Leadership Academy.
- Applicants pursuing a new district-managed campus will select and design one of three approved new school models: STEM/STEAM, College Prep, or Montessori.

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 the School Action Fund-Planning and Implementation Grant, 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, including partner operators and additional technical assistance providers (other than those matched by TEA).
4. Describe how the ISD will align other Federal, State, and local resources to carry out the activities supported with funds received through this grant.
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 research-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 school actions and related 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. (Note: If a specific campus has not yet been identified, please describe the evaluation process, criteria, and timeline for identifying the campus for school action, including the rationale for naming a specific campus during the planning year.)
 - 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(es) and to apply for this School Action Fund Planning and Implementation 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 input into the school action planning and implementation process.
 - e. The identified ISD staff member to coordinate the planning and implementation grant and the qualifications of the identified staff member.
 - f. How selecting, adopting, and implementing high-quality instructional materials will be integrated into the design of the chosen action.

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. Most required budget line items include recommendations or “up to” amounts for the budget item. It is expected that grantees will closely adhere to the categories and amounts listed in the Budget Guidance section below.

Budget Guidance for Planning Grants: District-Run Actions

Required Expenses	Target Grant Amount	Notes
Planning Year School Leader release time to complete planning activities	\$80,000	School leaders responsible for designing the school must have dedicated release time, including at least 20 hours per week during the 2022-23 school year. Grant budget can cover a portion of personnel expenses of the school leader's salary, stipends for existing leaders to take on additional responsibilities, or for salary of a replacement leader.
High-quality Instructional Materials and Support	Up to \$35,000	To pilot high-quality instructional materials (HQIM) and professional learning support for up to 5 classrooms. Instructional materials purchased with grant funds must meet TEA criteria for high quality instructional materials and aligned to TEKS and rigor of state assessments. If HQIM has already been selected and adopted, this portion of the grant fund may be reallocated according to program and fiscal guidelines.

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District Administrator / Innovation Officer Position	Up to \$20,000	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.
Educator Stipends and Salaries	Up to \$45,000	Expenses can include stipends or extra duty pay for participation in summer or ongoing school year professional development, HQIM pilots, or other relevant model-specific professional development. This includes classroom teachers as well as other campus-based instructional leaders. In order not to avoid issues of supplanting, salaries for educators must be for <i>additional</i> personnel.
Travel expenses	Up to \$10,000	Travel expenses for TEA required events, model-specific convenings hosted by TA provider organizations, and district-directed trips to visit similar, specific model-specific campuses or other activities to support school action planning.
School community engagement support	Up to \$10,000	Expenses associated with school engagement community support to solicit input and communicate plans related to the school action.

Budget Guidance for Planning Grants: ECE Partner-Managed Actions

Required Expenses	Target Grant Amount	Notes
District Administrator / Innovation Officer Position	Up to \$20,000	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.
Start-up/transition funding for Partner Organization	\$125,000 or more	At least \$125,000 of grant funding and all state, local, and federal funds, including ECE and 1882 allotment funding, minus a reasonable management/authorization fee, should be set aside for the partner organization to support school transition planning and start-up expenses.
High-quality Instructional Materials and Support	Up to \$35,000	To purchase and implement high-quality instructional materials, assessments, and professional learning support campus wide . Instructional materials purchased with grant funds must be included on TEA's Proclamation 2021 list for PreK-2 and meet the Early Childhood Data Collection Requirements .
Travel expenses	Up to \$10,000	Travel expenses for TEA required events, model-specific convenings hosted by TA provider organizations, and district-directed trips to visit similar, specific model-specific campuses or other activities to support school action planning.
School community engagement support	Up to \$10,000	Expenses associated with school engagement community support to solicit input and communicate plans related to the school action.

Budget Guidance for ACE Implementation Grants

Required Expenses	Target Grant Amount	Notes
District Administrator / Innovation Officer Position	Up to \$20,000	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.
Educator Stipends and Salaries	Up to \$120,000	Expenses can include stipends or extra duty pay for participation in summer or ongoing school year professional development, HQIM pilots, or other relevant model-specific professional development. This includes classroom teachers as well as campus-based instructional leaders. In order not to avoid issues of supplanting, salaries for educators must be for <i>additional</i> personnel.
Extended day expenses	Up to \$120,000	May include extra-duty pay for teachers, transportation costs, and after-school enrichment programming.
High-quality Instructional Materials and Support	Up to \$120,000	To purchase and implement high-quality instructional materials and professional learning support campus wide . Instructional materials purchased with grant funds must meet TEA criteria for high quality instructional materials, and must align to TEKS and rigor of state assessments.
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 support	Up to \$10,000	Expenses associated with school engagement community support to solicit input and communicate plans related to the school action.

General Unallowable Activities and Use of Funds

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

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

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 ongoing progress monitoring of the Gates and Deliverables, *including student outcomes, as noted in the Gates and Deliverables section of the Program Guidelines*. Upon grant award, TEA Division of System Support and Innovation will provide awardees with this tool on or around September 1, 2022. ISDs must complete SAF Progress Monitoring Rubric (PMR) with their matched school action technical assistance provider on or before October 15, 2022. 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 at least 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 Resource campus
3. Create a new school as a district-managed campus
4. Create a new school as an Early Childhood Education (ECE) partner-managed campus
5. Redesign a campus with a blended learning model
6. Redesign a rural campus within a district-designed P-20 system model
7. Restart a struggling campus through implementation of ACE

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 27, 2022, through July 8, 2022. 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 Resource campus
3. Create a new school as a district-managed campus
4. Create a new school as an Early Childhood Education (ECE) partner-managed campus
5. Redesign a campus with a district-designed blended learning model
6. Redesign a rural campus within a district-designed P-20 system model
7. Restart a struggling campus through implementation of ACE

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

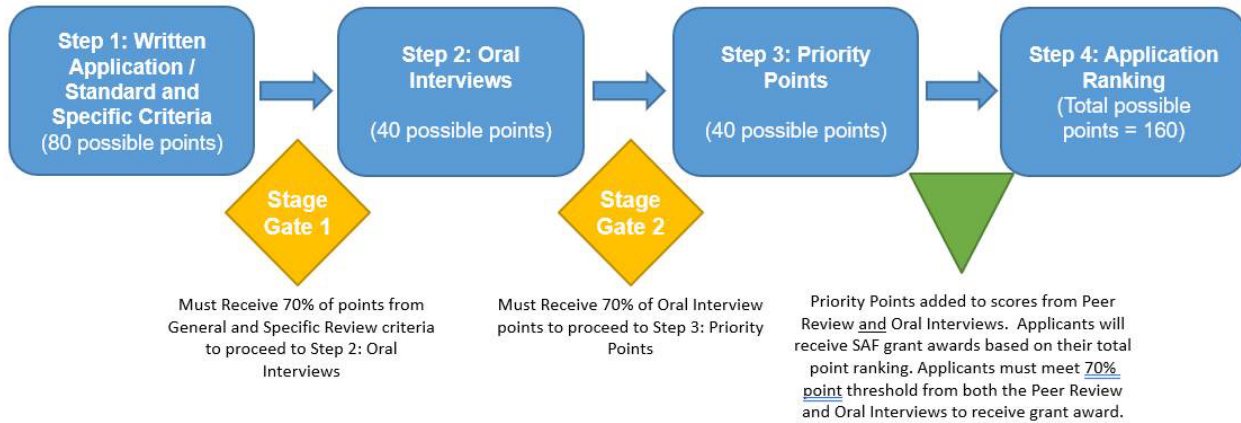
Priorities for Funding

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. For planning and implementation grant applicants, 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. **High Need Campus (10 points)**. The campus identified is designated “Comprehensive” (any letter grade from 2019 ratings), or “Targeted” (with D or F letter grade from 2019 ratings). For new schools/schools that have not yet been identified, the district average will apply.
3. **Economically Disadvantaged District (10 points)**: Percentage of students economically disadvantaged is 75% or higher in the district.
4. **Economically Disadvantaged Campus (10 points)**: Percentage of students economically disadvantaged is 75% or higher at the campus selected for redesign. For new schools/schools that have not yet been identified, the district average will apply.
5. **Evidence of Innovation Office (10 points)**: The 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).

Summary of Application Scoring and Selection



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