

LASO Cycle 3 (2024-2025)

Learning Acceleration Support Opportunities

Grant Best Fit Guidance for ESCs

One-Pagers available September 2024

Tentative until final portfolio released in October



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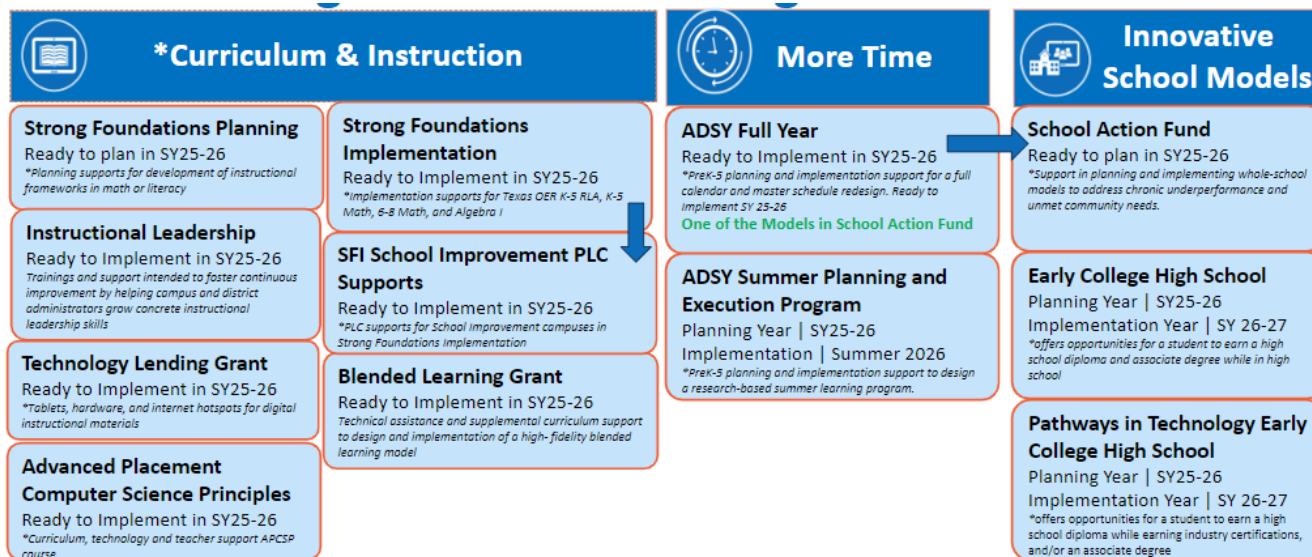
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Objective

This document provides guidance criteria to help ESCs determine if a grant fits LEAs needs.

LASO Grant Portfolio

LASO 3 will provide 11 grant opportunities embedded in three learning acceleration strategies



Curriculum & Instruction

Strong Foundations Planning

Strong Foundations Planning (SFP) provides direct grant funds to LEAs for technical assistance to develop a strong instructional framework in math or literacy based in the research-based instructional strategies (RBIS) to guide key decisions about teaching and learning in the LEA.

Best Fit for LEAs who are looking for:

- High-quality professional learning (HQPL) on the math or literacy research-based instructional strategies (RBIS)
- Support in developing an instructional framework in math or literacy to guide key decisions about teaching and learning in the LEA
- Diagnostic of the current state of instructional materials and instruction
- Support in developing an instructional framework rollout plan and deciding whether to adopt high-quality instructional materials (HQIM) to achieve the instructional goals of the LEA

Strong Foundations Implementation

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

Best Fit for LEAs who are looking for:

- a) Implementation supports for the Texas OER instructional materials, including K-5 Reading Language Arts, K-5 Math, 6-8 Math, and/or Algebra I
- b) Technical assistance to develop a district-level instructional materials transition plan and campus-level implementation action plans
- c) High-quality professional learning (HQPL) for teachers, instructional coaches, school leaders/campus administrators, and district leaders on the Texas OER instructional materials
- d) Ongoing job-embedded supports (e.g., unit and lesson internalization, lesson rehearsal, student work analysis, observation and feedback, progress monitoring)

SFI School Improvement PLC Supports

SFI School Improvement PLC Supports provides direct grant funds to LEAs for technical assistance for Professional Learning Communities (PLCs) to support high-fidelity implementation of the Texas OER instructional materials in Title 1 and Federally Identified campuses participating in Strong Foundations Implementation. This grant is funded by Title I, Section 1003 school improvement funds and provides supports to schools identified under federal accountability as Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI).

Best Fit for LEAs who are looking for:

- a) Additional implementation supports for the Texas OER instructional materials, including K-5 Reading Language Arts, K-5 Math, 6-8 Math, and/or Algebra I
- b) Facilitation of Professional Learning Communities (PLCs) focused on internalization of the Texas OER instructional materials, including support for a campus PLC facilitator through a gradual release of responsibility
- c) Extra support for CSI/TSI/ATS campuses

Instructional Leadership

The instructional leadership pathway will provide training, implementation support, and one-on-one coaching to campus and district leaders to build their own capacity and that of the educators that they manage. This grant is funded by Title I, Section 1003 school improvement funds and provides supports to schools identified under federal accountability as Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI). Approved providers include all 20 education service centers as well as vetted vendors with a history of strong results working with campuses and districts in Texas. This pathway consists of a suite of trainings intended to foster continuous improvement by helping campus and district administrators grow concrete instructional leadership skills in the areas of schoolwide culture routines, materials internalization and alignment, observation and feedback, and data-driven instruction.

Best Fit for LEAs who are looking for:

- a) Non OER (open education resources) supports. This grant pathway does not provide OER supports. If the LEAs are seeking OER supports, the best fit grant would be strong foundations implementation.
- b) Support to establish foundational Instructional Leadership infrastructure and enabling systems Instructional leadership coaching tools and resources
- c) Technical assistance to develop schoolwide culture routines to promote a productive learning environment, collaborative planning structures to strengthen unit and lesson internalization of select

high quality instructional materials, establish short cycle coaching for teachers and leaders to promote continuous improvement, and expectations and processes to establish lesson level data analysis practices.

- d) Ongoing, job-embedded instructional leadership capacity building support for district leaders, school leaders/campus administrators, and instructional coaches.
- e) Extra support for CSI/TSI/ATS campuses.

Technology Lending Grant

The Technology Lending Grant program awards grants to school LEAs and open-enrollment charter schools to provide students hardware and equipment necessary to access and use instructional materials digitally at school and at home.

Best Fit for LEAs who are looking for:

- a) Classroom or student-facing technology to support the implementation of high-quality tier-1 and supplemental instructional materials.
- b) Funding to supplement the purchase, maintenance, and insurance for equipment for a technology lending program.

Blending Learning Grant

Blended Learning combines face to face instruction with online learning to provide access to core tier 1 instruction for all students while differentiating supplemental instruction based on individual student needs with powerful, adaptive online curriculum. The Blended Learning Planning cohort will design and subsequently implement a high-quality blended learning model in math and reading language arts (RLA) aligned with an approved High Quality Instructional material (HQIM) as core curriculum.

Best Fit for LEAs who are looking for:

- a) A high-quality blended learning model in math and literacy.
- b) The creation of a coherent Tier 1 curriculum and supplemental product strategy
- c) The implementation of a performance management system, such as weekly Data-Driven-Instructional meetings, to drive student usage of supplemental math or RLA products to research-backed targets (minutes or mastery).
- d) The continuation of previous instructional strategy work through Strong Foundations in LASO 1.0,2.0, TCLAS or CRIMSI (prior participation required for eligibility).

The Blended Learning Strategic Operations cohort will use existing blended learning implementation expertise as an enabler to conduct further large-scale operational shifts to scheduling, staffing, and/or budgeting.

Best Fit for LEAs who are looking for:

- a) An opportunity to address high-quality teacher vacancies within needed grade-levels in Math and/or RLA subjects by developing a large-scale operational shift to scheduling, staffing, budgets.
- b) An opportunity to scale a blended learning model across multiple teachers, allowing more students access to a high-quality teacher.
- c) The continuation of previous Blended Learning Grant Program, Math Innovation Zones, and/or School Action Fund Blended Learning program participation (prior participation required for eligibility)

Advanced Placement Computer Science Principles

The Advanced Placement Computer Science Principles (APCSP) grant is offered to increase Advanced Placement course offerings on high school campuses across the state, increase participation and performance of students taking and passing the APCSP exam, increase in the number of CTE completers taking an AP course, increase the number of special populations and non-traditional students enrolled in an APCSP course, and prepare students to succeed in computer science related professions.

Best Fit for LEAs who are looking for:

- a) Support in increasing CCMR outcomes for high school students.
- b) Support in building a computer science CTE pathway for students.
- c) Support in purchasing equipment and supplies for an APCSP course.
- d) Support in providing a FREE AP exam for students enrolled in an APCSP course.
- e) Support in planning professional development opportunities for APCSP teachers.

More Time

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

The Additional Days School Year (ADSY) Summer Planning and Execution Program is intended to strengthen summer program implementation through evidence-based planning and implementation practices. This comprehensive, research-driven planning process will allow Local Education Agencies to accelerate student learning during summer programming.

It is a Best Fit for LEAs who are looking for:

- a) Support in incorporating evidence-based practices that have been shown to reduce summer learning loss and improve student outcomes
- b) Support from summer learning experts to use data to guide summer program design and implementation
- c) Support in developing an ADSY-eligible instructional calendar (currently 180 days, not including staff development waivers) at participating campuses

Innovative School Models

School Action Fund

School Actions are whole-school strategies districts use to increase access to high-quality schools, meet community needs, and address chronic underperformance. SAF grantees receive technical assistance, funding for campus planning and implementation activities, and access to a community of campus and district leaders. The overarching goal of the School Action Fund is to ensure each campus achieves an A or B rating by the 2nd year of grant implementation, resulting in the schools and programs communities and families want, need, and deserve. This grant is funded by Title I, Section 1003 school improvement funds and provides supports to

schools identified under federal accountability as Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI).

Best Fit for LEAs who are looking for:

- a) An opportunity to address previously unmet community needs and/or support chronically underperforming campuses.
- b) Support for campuses that are Title I-serving **and** Comprehensive Support-identified or Targeted Support-identified.
- c) Programs to support a willingness to change campus and district systems to enable a better student experience.
- d) Opportunities for struggling campuses to integrate and implement multiple supports and strategies such as HQIM, RBIS, and new academic and staffing models.

Early College High School

Early College High School (ECHS) integrates college and high school coursework, enabling students to earn both a high school diploma and an associate degree while still in high school. Designed to support historically underserved and at-risk students, ECHS academies provide a successful pathway to postsecondary education attainment.

Best Fit for LEAs who are looking for:

- a) An opportunity for individualized technical support in planning to build an Early College High School (ECHS) within their district.
- b) Opportunities for campuses that are new to the CCRSM network and have **not** received any prior ECHS grants.
- c) An opportunity to deepen their partnership with an Institution of Higher Education (IHE) to fully develop and offer a rigorous program of study that leads to the successful completion of an associate degree at no cost to the student.

Pathways in Technology Early College High School

Pathways in Technology Early College High School (P-TECH) integrates college and high school coursework, enabling students to earn a high school diploma while simultaneously earning industry certifications, and/or an associate degree. Designed to support historically underserved and at-risk students, P-TECH academies offer successful workforce pathways aligned with high-demand and high-wage fields.

Best Fit for LEAs who are looking for:

- a) An opportunity for individualized technical support in planning to build a Pathways in Technology Early College High School (P-TECH) within their district.
- b) Opportunities for campuses that are new to the CCRSM network and have **not** received any prior P-TECH grants.
- c) An opportunity to deepen their partnerships with local business and industry entities to fully develop and offer targeted work-based learning experiences that lead to the earning industry certifications at no cost to the student.

- d) An opportunity to deepen their partnerships with an Institution of Higher Education (IHE) to fully develop and offer a rigorous program of study that leads to the successful completion of an associate degree at no cost to student.