

LEARNING ACCELERATION SUPPORT OPPORTUNITIES 2026-2027 (LASO Cycle 5)

Initiative One-Pagers



Objective

This One-Pager document is designed to provide school systems with a concise summary of each initiative in LASO Cycle 5. It includes its description, eligibility requirements, best-fit audience, key commitments, and funding estimates reflecting total value of award across the initiative duration*. The intent is to support school systems in making informed, timely application decisions. Note: more detailed information can be found in the program guidelines.

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Local Accountability System (LAS) Planning Grant

High-Level Program Description

Districts and open-enrollment charter schools develop local accountability plans that capture locally determined needs and strengths, provide campus performance information, and support continuous improvement of student performance and post-secondary success.

- Funding to support development and implementation of local accountability plans.
- Resources for planning, data management, professional development, stakeholder engagement, and data collection tools.
- Targeted technical assistance from qualified Technical Advisors.
- Support for plans that engage the community and district in local measures.
- Support for campus local accountability ratings and continuous improvement.

Eligibility

- School districts and open-enrollment charter schools.
- Education Service Centers (ESCs) are not eligible to apply.
- Shared services arrangements (SSAs) are not allowed.
- Charters not **yet** serving students are not eligible.
- If a charter school closure is pending review, the award will be placed on hold pending a final determination.

Best fit for school systems seeking

- Engage the community and district in establishing locally relevant accountability measures.
- Provide parents, families, and communities with detailed information about school performance and progress over time.
- Continuously improve student performance and preparedness for post-secondary success.
- Increase family engagement over baseline as determined by the local accountability plan.
- Increase local accountability ratings over baseline.

Funding Estimates

- **Estimated Total Allocation Available** - \$5M
- **Initiative Duration** – 2 years
- **Estimated Total Value of Award*** - \$135K-\$226K; estimated \$170K direct funds and \$80K in-kind technical assistance
- **Estimated Number of Awards** –anticipated 15-25

Approximate Program Timeline

- **Start Date:** March 2027

Key Program Commitments to Consider

Note: This is not a comprehensive list of all assurances or requirements. The full list of requirements is provided in the program guidelines.

- **Leadership & Approval:** Prepare a local accountability plan for TEA approval and include documentation of board approval.
- **Partnerships & Provider Engagement:** Participate in recurring meetings with the technical assistance provider.
- **Planning & Implementation Requirements:** Submit the LAS plan; use planning tools; establish local measures and components.
- **Training & Capacity Building:** Provide qualifications/experience for key staff, including leadership, project management, accountability, and community engagement.
- **Data, Artifacts, & Sustainability:** Submit performance data, expenditure records, community engagement evidence, local ratings, and sustainability plan.

Contact Information

las@tea.texas.gov

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Leadership & Instructional Foundations for Texas (LIFT)

(available only for school systems with Title I Comprehensive, Targeted, and Additional Targeted campuses)

High-Level Program Description

The LIFT grant provides a three-year program to strengthen instructional systems across districts and campuses, building instructional capacity around Bluebonnet Learning, in the following key areas:

- **Needs assessment:** Assess current instructional practices and identify priorities for Bluebonnet Learning implementation.
- **High-quality Professional Learning:** Professional development to build instructional capacity for Bluebonnet Learning implementation.
- **Professional Learning Communities (PLCs):** Ongoing coaching and implementation support to strengthen PLCs.
- **Observation and Feedback Cycle Development:** Ongoing coaching and implementation support to improve instructional quality through observation and feedback cycles.
- **Performance Management:** Coaching and feedback for district and campus leaders to monitor and respond to instructional insights.

Eligibility

Eligible applicants are Texas public school systems that meet the following criteria:

- Title I served with a 2026 federal accountability identification, including CSI, ATS, or TSI
- Maintain or transition to an instructional calendar of at least 165 instructional days
- Eligibility must be maintained throughout full program implementation

Participation in other grant programs does not disqualify applicants but may be considered during prioritization.

Best fit for school systems seeking

- Comprehensive support to adopt and implement Bluebonnet Learning material, including technical assistance for planning, training, and building enabling conditions for long-term success.
- Structured leadership development through coaching focused on observation and feedback cycles, high-quality PLCs, and schoolwide routines

Funding Estimates

- **Estimated Total Allocation Available** - \$23M
- **Initiative Duration** – 3 years
- **Estimated Total Value of Award*** - \$365K to \$1.5M
- **Estimated Number of Awards** – 15 to 63

Approximate Program Timeline

- **Start Date:** March 2027

Key Program Commitments to Consider

Note: This is not a comprehensive list of all assurances or requirements. The full list of requirements is provided in the program guidelines.

- **Leadership & Approval:** Commit to (with Board approval) implementing at least one Bluebonnet Learning (BL) product in the 2027–28 school year and at least 165 days of school.
- **Partnerships & Provider Engagement:** Contract with a single Approved Provider from the LASO Cycle 5 State Approved Provider list and confirm that campuses receiving this grant will use a rigorous review process to recruit, screen, select, and evaluate any external Approved Providers with whom the district will partner.
- **Planning & Implementation Requirements:** Submit needs assessment and action plan artifacts, implementation plans, Targeted Improvement Plan (TIP) when relevant, district level observation data, student outcomes data, and progress updates as requested by the Approved Provider or the TEA. Only campuses awarded through LASO Cycle 5 may participate.
- **Training & Capacity Building:** Engage in upfront training, implementation support, and coaching.
- **Participation of Leaders and Coaches:** Appoint a designated LIFT Lead as the primary point of contact and identify at least two additional contacts. The primary point of contact should be the equivalent of a senior academic team member or manager of campus principals. Participate in required TEA-led activities, including a grant kick-off and communities of practice
- **Data, Artifacts, & Sustainability:** Submit artifacts, implementation plans, transition/action plans, observation/student data, surveys, provider contracts, funding reports, and regular ER requests.

Contact Information

helpdesk.tea.texas.gov/LIFT

*Estimated Total Value of award reflects direct grant funds and in kind supports available in the current LASO 26-27 (Cycle 5) in addition to potential continuation grants over the full program duration.

LIFT School Improvement Accelerator (LIFT SI)

(available only for Title I Comprehensive, Targeted, and Additional Targeted campuses)

High-Level Program Description

The LIFT School Improvement Accelerator grant supports Title I, School Improvement LIFT campuses to enhance implementation support for campuses participating in the Leadership and Instructional Foundations for Texas (LIFT) program, in the following key areas:

- **Additional Funding & Support:** Supplemental funding and targeted assistance for Title I campuses in school improvement (CSI, TSI, ATSI).
- **Expanded Approved Provider Support:** Additional PLC facilitation support, coaching, and observation feedback to strengthen campuses with greater needs.
- **Implementation Monitoring:** Ongoing support and monitoring of Bluebonnet Learning implementation to ensure fidelity.

Eligibility

- Eligible campuses include campuses that are Title I served with a 2026 federal accountability identification, including Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support (ATS). Comprehensive campuses in their second year of identification (Comprehensive Reidentified or Comprehensive Progress) are also eligible. Campuses must remain in operation during the grant cycle and remain Title I served for the 2027-28 school year.
- A school system is eligible to apply if it is currently participating in LIFT through LASO 4 or is applying for LIFT through LASO 5. If a school system is awarded the LIFT SI Accelerator grant and either currently participates in LIFT or is awarded LIFT through LASO 5, it must select the same Approved Provider for both the LIFT and LIFT SI Accelerator grants.
- If a charter school closure is pending review, the award will be placed on hold pending a final determination.

Best fit for school systems seeking

- Deepen and sustain effective instructional practices.
- Strengthen schoolwide systems supporting HQIM implementation.
- Accelerate student learning outcomes on federally identified campuses.
- Increase PLC support, observation and feedback, and coaching for instructional staff.
- Reinforce conditions necessary for sustained Bluebonnet Learning implementation.

Funding Estimates

- **Estimated Total Allocation Available** - \$22M
- **Initiative Duration** – 1 year
- **Estimated Total Value of Award*** - \$60K to \$90K per campus
- **Estimated Number of Awards** – 200-350

Approximate Program Timeline

- **Start Date:** March 2027

Key Program Commitments to Consider

Note: This is not a comprehensive list of all assurances or requirements. The full list of requirements is provided in the program guidelines.

- **Leadership & Approval:** Secure Superintendent and Chief Academic Officer approval; appoint a designated lead and two additional contacts.
- **Partnerships & Provider Engagement:** Contract with the same LASO Cycle 5 Approved Provider for LIFT and LIFT SI Accelerator and permit provider campus access.
- **Planning & Implementation Requirements:** Implement a Bluebonnet Learning product and submit a Targeted Improvement Plan.
- **Training & Capacity Building:** Engage school system/campus leaders, teachers, and instructional coaches in training, implementation support, and coaching.
- **Data, Artifacts, & Sustainability:** Submit deliverables, surveys, observation and assessment data, provider contracts, funding reports, and ER requests.

Contact Information

- <https://helpdesk.tea.texas.gov/LIFT>

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School Improvement Curriculum & Instruction Grant (SI CISG)

(available only for Title I Comprehensive, Targeted, and Additional Targeted campuses)

High-Level Program Description

The School Improvement Curriculum & Instruction Grant (SI CISG) supports campuses identified for School Improvement that are strengthening curriculum and instruction through implementation of non-Bluebonnet high-quality instructional materials (HQIM) in mathematics or RLA. The grant provides funding and implementation support to expand access to rigorous TEKS-aligned materials, strengthen instructional leadership, and accelerate student learning, in the following key areas:

- **SBOE HQIM Support:** Technical assistance for adopting a State Board of Education (SBOE)-approved high-quality instructional material (HQIM) in eligible grade levels.
- **C & I Support:** Technical assistance to strengthen curriculum and instruction in grade levels where an SBOE-approved HQIM list does not exist.

Eligibility

- Eligible campuses include campuses that are Title I served with a 2026 federal accountability identification, including Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support (ATS). Comprehensive campuses in their second year of identification (Comprehensive Reidentified or Comprehensive Progress) are also eligible. Campuses must remain in operation during the grant cycle and remain Title I served for the 2027-28 school year.
- If a charter school closure is pending review, the award will be placed on hold pending a final determination.

Best fit for school systems seeking

- Funding to adopt or strengthen high-quality instructional materials (HQIM), in grade bands where SBOE-approved HQIM lists are unavailable, or when the adopted SBOE-approved HQIM product is not a part of the Bluebonnet Learning suite.
- Support for campuses identified for School Improvement, including CSI, TSI, ATS, and Comprehensive Reidentified campuses with Title I status.
- Implementation assistance from vetted Approved Providers, with a minimum of 70% of funds required to be spent on Approved Provider support for strengthening curriculum and instruction.

Funding Estimates

- **Estimated Total Allocation Available** - \$9M
- **Initiative Duration** – 1 year
- **Estimated Total Value of Award*** - \$200,000 per participating campus
- **Estimated Number of Awards** – 30 to 45

Approximate Program Timeline

- **Start Date:** March 2027

Key Program Commitments to Consider

Note: This is not a comprehensive list of all assurances or requirements. The full list of requirements is provided in the program guidelines.

- **Leadership & Approval:** Secure Superintendent and Chief Academic Officer approval and maintain required contacts.
- **Partnerships & Provider Engagement:** Contract with a single Approved Provider from the LASO Cycle 5 State Approved Provider list. Confirm that campuses receiving this grant will use a rigorous review process to recruit, screen, select, and evaluate any external Approved Providers with whom the district will partner.
- **Planning & Implementation Requirements:** Select eligible campuses, implement approved HQIM or curriculum improvements, and submit a Targeted Improvement Plan.
- **Training & Capacity Building:** Participate in required TEA-led activities and implementation supports.
- **Data, Artifacts, & Sustainability:** Submit provider contracts, funding summary reports, implementation evidence, surveys, classroom observation data, and required deliverables.

Contact Information

<https://helpdesk.tea.texas.gov/LIFT>

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Blended Learning Grant (BLG)

High-Level Program Description

The Blended Learning Grant (BLG) supports the design and implementation of a blended learning program, in the following key areas:

Coherent Systems pathway (previously Academic cohort)

- **Digital Supplemental Learning Systems:** Funding for licenses of approved digital supplemental products aligned to Bluebonnet Math or Reading.
- **Blended Learning Design & Implementation:** PD and coaching to plan, launch, and sustain a high-quality blended learning model that strengthens instructional coherence and student learning.
- **Performance Management Systems:** Support for establishing data-driven practices that use student usage, implementation fidelity, and academic outcome data to monitor progress, drive continuous improvement, and maximize student impact.

Strategic & Innovative Operations pathway

- **Strategic Staffing Leadership:** Funding to hire or designate a Grant Manager to lead implementation and continuous improvement efforts.
- **Implementation & Operational Redesign:** Funding for approved technical assistance vendors to support the design and execution of innovative staffing, scheduling, and operational models that maximize educator impact.
- **Performance Management Systems:** Support for data-driven practices that use student usage, implementation fidelity, staffing, and academic outcome data to monitor effectiveness, drive continuous improvement, and sustain strategic staffing innovations.

Eligibility

Coherent Systems pathway: School systems that previously or currently participated in a strong Tier 1 math and/or reading curriculum planning through TEA initiatives.

Strategic & Innovative Operations pathway: School systems that previously participated in TEA Blended Learning Grants and/or TEA strategic staffing initiatives.

- Participating campuses must serve K-8 math and/or reading requirements by pathway.
 - Applicants must identify approved Tier 1 curriculum and supplemental products for selected grade levels and student populations.
 - Charters not **yet** serving students are not eligible.
 - If a charter school closure is pending review, the award will be placed on hold pending a final determination.

Best fit for school systems seeking:

- Design and implementation of blended learning in math and/or RLA.
- Integration of Tier 1 instructional materials with approved digital supplemental products.
- Use of student usage, fidelity, and academic outcome data to drive continuous improvement.
- Campus scheduling, staffing, and budget shifts that maximize academic impact for students.

Funding Estimates

- **Estimated Total Allocation Available** - \$3M
- **Initiative Duration** - Three-year grant
- **Estimated Total Value of Award*** -
 - **Coherent Systems** up to \$128K
 - **Strategic & Innovative Operations** up to \$198K
- **Estimated Number of Awards** - approximately 20

Approximate Program Timeline

Start Date: March 2027

Key Program Commitments to Consider

Note: This is not a comprehensive list of all assurances or requirements. The full list of requirements is provided in the program guidelines.

- **Leadership & Approval:** Designate a district-level project manager with decision-making authority who can dedicate approximately 50% of time to the blended learning plan.
- **Partnerships & Provider Engagement:** Work with third-party and approved vendors for audit, design, implementation, technical assistance, training, and usage monitoring.
- **Planning & Implementation Requirements:** Submit planning deliverables and implement with approved Tier 1 curriculum and digital supplemental software in selected grade levels in a coherent blended model.
- **Training & Capacity Building:** Participate in required trainings, communities of practice, BL Summit activities, and campus site visits.
- **Data, Artifacts, & Sustainability:** Provide requested data and evidence, including usage progress, assessment data, research surveys, implementation artifacts, annual reflection/revision plans, and regular ER payment requests.

***Do-Now Consideration:** Strategic Operations pathway only:

- Download and complete the following [Software Usage Scoring Attachment for Spring 2026](#) to submit in the application.

Contact Information

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AP Computer Science Principles (AP CSP)

High-Level Program Description

The Advanced Placement Computer Science Principles (AP CSP) program expands access to rigorous computer science education in Texas high schools, builds computational thinking, programming, and problem-solving skills, while preparing students for college, careers, military service, and high-demand technology fields supporting Texas' goal of developing a **Talent Strong Texas** workforce. The program provides financial support in five key areas:

- **Curriculum and Instruction Course Materials:** Funds for technology, equipment, and materials to support AP Computer Science Principles implementation.
- **Teacher Training:** Funding for AP Computer Science Principle teacher recruitment, certification, and professional learning.
- **Student AP Exam Support:** Funds to pay AP exam fees for grant-supported, course-enrolled students.
- Provides supported opportunities to plan, recruit, build, launch, and expand the AP Computer Science Principles course within the school system.
- Planning year option during the first year with AP Computer Science Principles course implementation in year two.

Eligibility

- Texas public-school systems with high schools serving grades 9-12 students are eligible.
- Texas charter school systems that enroll students in grades 9-12.
- Charters not **yet** serving students are not eligible.
- If a charter school closure is pending review, the award will be placed on hold pending a final determination.

Best fit for school systems seeking

- Support for increasing CCMR outcomes for the district, campuses, and high school students.
- Support for adding the AP CSP course to a computer science CTE pathway for students.
- Support for purchasing equipment and supplies for an AP CSP course.
- Support for providing a FREE AP exam for students enrolled in the grant-sponsored AP CSP course.
- Support for professional learning opportunities for AP CSP teachers.

Funding Estimates

- **Estimated Total Allocation Available** - \$1.292M
- **Initiative Duration** – 2 years
- **Estimated Total Value of Award*** \$10K-\$50K
Estimated Number of Awards – Approx. 40 to 50

Approximate Program Timeline

Start Date: March 2027

Key Program Commitments to Consider

Note: This is not a comprehensive list of all assurances or requirements. The full list of requirements is provided in the program guidelines.

- **Leadership & Approval:** Commit to building and achieving school system staff commitment through AP CSP awareness training and implementation planning, offering the AP CSP course and AP exam administration. Master Scheduling should follow a structured, year-long plan that aligns with the College Board's AP CSP course pacing and audit requirements.
- **Partnerships & Provider Engagement:** Coordinate with curriculum partner(s) and engage in all required training, meetings, and the submission of implementation evidence as requested.
- **Planning & Implementation Requirements:** Designated district point of contact to ensure AP CSP is managed with fidelity, Assess campus readiness for the course, Internet access, network support, classroom software, technology and student devices.
- **Training and Capacity Building:** Qualified Teacher Capacity requires a BS and CTE certification, AP CSP professional learning, and course implementation activities training,
- **Data, Artifacts, & Sustainability:**
 - **Student Recruitment Plan** includes recruiting students, expanding student exam participation and ensuring sufficient enrollment to sustain the course.**Collection and Reporting** required performance measures and providing data as requested by TEA.

Contact Information

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Early Literacy Intervention Tool (ELIT)

High-Level Program Description

ELIT is intended to help improve student literacy outcomes by providing eligible school systems with high-quality, TEKS-aligned early literacy intervention tools, implementation support, and data-driven progress monitoring to complement Tier 1 instruction, in the following key areas:

- **High-Quality Resources:** Access to high-quality early literacy intervention tool licenses aligned to TEKS and grounded in RBIS.
- **Implementation Support:** Onboarding support, including meetings and rostering support through the Texas Education Exchange, and annual training and resources to support fidelity use of licenses.
- **Data-Driven Insights:** Instructional Mastery Dashboards with usage, progress monitoring, and mastery data.

Eligibility

- School systems serving students identified as needing early literacy intervention, particularly students identified as at risk in reading.
- Charters not **yet** serving students are not eligible.
- If a charter school closure is pending review, the award will be placed on hold pending a final determination.

Best fit for school systems seeking

- Strengthen foundational literacy skills and improve reading achievement for students needing targeted support.
- Identify literacy skill gaps, deliver targeted intervention, and monitor progress toward grade-level reading proficiency.
- Support diverse learners through personalized learning pathways, feedback, and practice.
- Use real-time student usage, engagement, performance, and mastery data to adjust interventions.

Funding Estimates

- **Estimated Total Allocation Available** - Up to \$9.6M
- **Initiative Duration** - Up to 5 years
- **Estimated Number of Awards** - Approximately 500 school systems; approximately 480K student licenses each year
- **Estimated Value of Award*** - In-kind supports

Approximate Program Timeline

- **Start Date:** onboarding begins March 2027; licenses begin late in the 26-27 school year for partial-year implementation and 9/1/27 for full-year implementation

Key Program Commitments to Consider

Note: This is not a comprehensive list of all assurances or requirements. The full list of requirements is provided in the program guidelines.

- **Leadership & Approval:** Obtain Superintendent, Chief Academic Officer, Director of Curriculum and Instruction, or equivalent approval; maintain AskTED contact information, make IT support available, and designate School system and campus leads.
 - **Partnerships & Provider Engagement:** Choose a provider, meet TEA/provider deadlines, attend required meetings and trainings, and complete onboarding and rostering tasks.
 - **Planning & Implementation Requirements:** Develop an implementation plan covering goals, roles, dedicated schedule time, progress monitoring, license needs, participating campuses, and contacts.
 - **Training & Capacity Building:** Complete onboarding, annual rostering and training, and provider/TEA-requested activities.
- Data, Artifacts, & Sustainability:** Use the Texas Education Exchange for rostering/data exchange; monitor fidelity, access, usage, mastery dashboards, student outcomes, and implementation progress.

Contact Information

<https://helpdesk.tea.texas.gov/TexasTutoringSupports/>

Math Supplemental Curriculum for School Improvement (MSC for SI)

High-Level Program Description

MSC for SI is intended to help accelerate student learning and improve mathematics outcomes by providing eligible school systems with Title I school improvement campuses with high-quality TEKS-aligned online supplemental mathematics curriculum licenses, implementation support, and data-driven progress monitoring to complement Tier 1 instruction, in the following key areas:

- **High-Quality Resources:** Access to high-quality math supplemental curriculum licenses aligned to TEKS and grounded in RBIS.
- **Implementation Support:** Onboarding support, including meetings and rostering support through the Texas Education Exchange, and annual training and resources to support fidelity use of licenses.
- **Data-Driven Insights:** Instructional Mastery Dashboards with usage, progress monitoring, and mastery data.

Eligibility

- Eligible campuses include campuses that are Title I served with a 2026 federal accountability identification, including Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support (ATS). Comprehensive campuses in their second year of identification (Comprehensive Reidentified or Comprehensive Progress) are also eligible. Campuses must remain in operation during the grant cycle and remain Title I served for the 2027-28 school year.
- MSC for SI licenses may only be used at eligible school improvement campuses.
- Charters not **yet** serving students are not eligible.
- If a charter school closure is pending review, the award will be placed on hold pending a final determination.

Best fit for school systems seeking

- Strengthen foundational math skills and improve mathematics achievement for students needing targeted support.
- Identify mathematics skill gaps, deliver targeted supplemental support, and monitor progress toward grade-level math proficiency.
- Support diverse learners through personalized learning pathways, feedback, and practice.
- Use real-time student usage, engagement, performance, and mastery data to adjust interventions.

Funding Estimates

- **Estimated Total Allocation Available** - Up to \$20M
 - **Initiative Duration** - Up to 5 years
 - **Estimated Number of Awards** - Approximately 300 school systems; approximately 250K student licenses each year
- Estimated Value of Award*** – In-kind supports

Approximate Program Timeline

Start Date: onboarding begins March 2027; licenses begin 9/1/27

Key Program Commitments to Consider

Note: This is not a comprehensive list of all assurances or requirements. The full list of requirements is provided in the program guidelines.

- **Leadership & Approval:** Obtain Superintendent, Chief Academic Officer, Director of Curriculum and Instruction, or equivalent approval; inform federal programs staff; maintain AskTED contact information; make IT support available, and designate School system and campus leads.
 - **Partnerships & Provider Engagement:** Choose provider(s), meet TEA/provider deadlines, attend required meetings and trainings, and complete onboarding and rostering tasks.
 - **Planning & Implementation Requirements:** Develop an implementation plan covering goals, roles, dedicated schedule time, progress monitoring, license needs, participating campuses, and contacts.
 - **Training & Capacity Building:** Ensure eligible campuses complete onboarding, annual rostering and training, and provider/TEA-requested activities.
- Data, Artifacts, & Sustainability:** Use the Texas Education Exchange for rostering/data exchange; monitor fidelity, access, usage, mastery dashboards, student outcomes, and implementation progress.

Contact Information

<https://helpdesk.tea.texas.gov/TexasTutoringSupports/>

PREP Program Allotment: PREP Grow Your Own (GYO) Program

High-Level Program Description

The Preparing and Retaining Educators through Partnership (PREP) Program Allotment aims to strengthen the quality of teacher recruitment, preparation, and mentorship leading to increased educator effectiveness and retention.

The PREP Grow Your Own (GYO) Program enables school systems through partnering with qualified institutions of higher education and educator preparation programs to establish innovative staffing pipelines that prepare and retain educators, in the following key areas:

- **Employee Degree & Certification Support:** Supports school system employees in completing a bachelor's degree and enrolling in an accredited educator preparation program while employed
- **Student Career & Teacher Prep:** Supports high school students in completing CTE courses that prepare them for teaching careers

Eligibility

- School systems may participate in the PREP GYO Program only if they have been approved to participate in a partnership preservice program. For the LASO 5 application cycle, school systems must apply for and also participate in one of the PREP Preservice Programs (Residency, Traditional, or Alternative).
- SB 1882 Operating Partners are eligible and subject to PREP funding caps; funding flows to partner districts with written agreements.
- Education Service Centers (ESCs) are not eligible; TEC 12.256/Human Resources Code 221.002 charters are ineligible for GYO.
- Charters not **yet** serving students are not eligible.
- If a charter school closure is pending review, the award will be placed on hold pending a final determination.

Best fit for school systems seeking

- Support with cultivating a strong talent pipeline by changing the trajectory of prospective teachers' pathways to the classroom and ultimately, having lasting impact on the quality of instruction for Texas students
- An opportunity to support school system employees and high school students with quality teacher preparation
- Support with building robust partnerships with institutions of higher education and educator preparation programs

Funding Estimates

- **Estimated Total Value of Award*** - \$8K-\$12K per participating school system employee; cap up to 40 employees annually.
- **Estimated Number of Awards** - All eligible applicants that meet eligibility requirements and assurances will be funded.
- **Funding formula** - Base allotment and multiplier based on number of employees and high-needs/rural factor.
Payment structure - 50% of funding up front and 50% upon the employee's successful bachelor's degree completion and enrollment in an accredited educator preparation program; no cost share or matching requirement.

Approximate Program Timeline

- Anticipated Award Announcement: **February 2027**
- **Implementation:** starting in school year 2027-28

Key Program Commitments to Consider

Note: This is not a comprehensive list of all assurances or requirements. The full list of requirements is provided in the program guidelines.

- **Leadership & Approval:** Appoint a school system representative for required PREP Allotment and PREP Grow Your Own communications and maintain current AskTED contact information.
- **Partnerships & Provider Engagement:** Form a written agreement with an eligible IHE and accredited Texas educator preparation program prior to the 2027-28 school year.
- **Planning & Implementation Requirements:** Support employees to complete a bachelor's degree and enroll in an educator preparation program. If applicable, also support high school students with completing education/CTE programming.
- **Training & Capacity Building:** Use available technical support for GYO planning and implementation; funds may support transition, strategic staffing, and preparation-related supports.
- **Data, Artifacts, & Sustainability:** Collect and report data requested by TEA as required by TEC and TAC and follow PREP Guidebook guidance.

***Do-Now Considerations:** Identify potential partnerships and recruit potential program participants.

Contact Information

GYO@tea.texas.gov

PREP Allotment: Residency Preservice Program

High-Level Program Description

The Preparing and Retaining Educators through Partnership (PREP) Program Allotment aims to strengthen the quality of teacher recruitment, preparation, and mentorship leading to increased educator effectiveness and retention.

The PREP Residency Preservice Program empowers school systems to play a central role in cultivating a pipeline of well-prepared, highly qualified teachers, in the following key areas:

- **Paid Classroom Experience:** Provides funding for teacher residents to work in classrooms with experienced teachers while earning teaching certificates
- **Practice-based Prep:** Extensive practice under the supervision of an effective host teacher

Eligibility

- School systems, including districts and charter schools as defined in the guidelines, may apply.
- SB 1882 Operating Partners are eligible and subject to PREP funding caps; funding flows to partner districts with written agreements.
- Charters granted under TEC 12.256 and Human Resources Code 221.002 are ineligible for PREP Preservice Residency.
- Eligible applicants must partner with an SBEC-approved EPP offering the Teacher Residency Preparation Route and have written partnership agreement(s).
- Applicants must agree to relevant TEC/TAC requirements and follow the PREP Guidebook; ESCs are not eligible.
- Charters not **yet** serving students are not eligible.
- If a charter school closure is pending review, the award will be placed on hold pending a final determination.

Best fit for school systems seeking

- Cultivate a pipeline of well-prepared, highly qualified teachers.
- Increase student access to skilled educators.
- Enhance instructional capacity through clinical practice and co-teaching.
- Support residents to earn enhanced standard teaching certificates.
- Implement high-quality, practice-based preparation through clear EPP-school system partnership roles.

Funding Estimates

- **Estimated Total Value of Award*** - \$24K-\$39K per resident candidate, up to 40 residents annually.
- **Estimated Number of Awards** - All eligible school systems may receive allotment.
- **Additional residents** - Up to 80 additional residents may be funded at traditional program rate (\$10,000-\$21,500).
Required funding - Residents must receive \$20,000 minimum pay; host teachers receive a \$2,000 minimum stipend.

Approximate Program Timeline

- **Anticipated Award Announcement:** February 2027
- **Implementation:** Throughout school year 2027-28 with Texas Mentorship Training for host teachers beginning in summer 2027

Key Program Commitments to Consider

- **Leadership & Approval:** Appoint school system and EPP representatives for required PREP Allotment and PREP Preservice Residency communications; maintain AskTED contact information.
- **Partnerships & Provider Engagement:** Partner with an SBEC-approved EPP, maintain a written agreement, and submit partnership agreement(s) after preliminary approval.
- **Planning & Implementation Requirements:** Provide full-year, PreK-12 residencies with at least 750 clinical hours, at least 21 hours per week, and at least 400 hours of lead instruction.
- **Training & Capacity Building:** Ensure resident cooperating (host) teachers complete Texas Mentorship Training as the agency-adopted mentorship training.
- **Data, Artifacts, & Sustainability:** Collect and report TEA-requested data; report estimated residents and host teachers; comply with required funding uses and performance measures.

***Do-Now Consideration:** Ensure a written agreement with SBEC approved Texas Teacher Residency Preparation Route Provider

Education Prep Program (EPP) Information

- [Texas Teacher Residency Preparation Route Educator Preparation Program](#)
- **Matched District Partnerships (coming soon)**

Contact Information

PREPPreservice@tea.texas.gov

*Estimated Total Value of award reflects direct grant funds and in kind supports available in the current LASO 26-27 (Cycle 5) in addition to potential continuation grants over the full program duration

PREP Allotment: Traditional Preservice Program

High-Level Program Description

The Preparing and Retaining Educators through Partnership (PREP) Program Allotment aims to strengthen the quality of teacher recruitment, preparation, and mentorship leading to increased educator effectiveness and retention. The PREP Traditional Preservice Program supports paid student teaching partnerships between school systems and SBEC-approved EPPs to strengthen teacher recruitment, preparation, and mentorship, increasing educator effectiveness and retention while improving instructional capacity and student access to skilled educators.

- **Practice-based Prep:** Extensive practice under the supervision of an effective cooperating teacher. Increase school system capacity to cultivate well-prepared, highly qualified teachers.
- **Paid Classroom Experience:** Provides funding for teacher candidates to work in classrooms with experienced teachers while earning teaching certificates

Eligibility

- School systems, including districts and eligible open-enrollment charter schools, may apply.
- Applicants must partner with an SBEC-approved EPP offering the PREP Traditional Preservice route.
- Applicants must have formal written partnership agreement(s) with the EPP(s).
- Applicants must agree to relevant TEC/TAC requirements and follow the PREP Guidebook
- Charters granted under TEC §12.256 and Human Resources Code §221.002 are ineligible.
- Charters not **yet** serving students are not eligible.
- If a charter school closure is pending review, the award will be placed on hold pending a final determination.

Best fit for school systems seeking

- A pipeline of well-prepared, highly qualified teachers.
- Paid, semester-long clinical placements in PreK-12 classrooms.
- Expanded instructional capacity through co-teaching and cooperating teacher support.
- Support teacher candidates to earn standard teaching certificates.
- Increased student access to skilled educators and improved educational outcomes.

Funding Estimates

- **Estimated Total Value of Award*** - \$10K-\$21.5K per candidate for up to 80 candidates annually across the PREP Traditional Preservice and PREP Alternative Preservice programs.
- **Estimated Number of Awards** – All eligible applicants that meet requirements and agree to assurances are preliminarily approved.
- **Additional candidates** - Up to 80 candidates annually across the PREP Traditional Preservice and PREP Alternative Preservice programs.

Approximate Program Timeline

- **Anticipated Award Announcement:** February 2027
- **Implementation:** Throughout school year 2027-28 with Texas Mentorship Training for cooperating teachers beginning in summer 2027

Key Program Commitments to Consider

Note: This is not a comprehensive list of all assurances or requirements. The full list of requirements is provided in the program guidelines.

- **Leadership & Approval:** Appoint school system and EPP representatives for PREP communications. Maintain AskTED contact information.
- **Partnerships & Provider Engagement:** Partner with an SBEC-approved EPP and have a written agreement for 2027-2028 implementation.
- **Planning & Implementation Requirements:** Place teacher candidates in PreK-12 settings for one semester with at least 490 clinical hours. At least 280 clinical teaching hours must be completed in the subject area and grade level of the certification sought.
- **Training & Capacity Building:** Ensure cooperating teachers complete Texas Mentorship Training.
- **Data, Artifacts, & Sustainability:** Collect and report TEA-requested data annually.

***Do-Now Consideration:** Begin establishing agreements with EPPs that will offer the PREP Traditional Preservice Route beginning in SY 27-28

Contact Information

PREPPreservice@tea.texas.gov

PREP Allotment: Alternative Preservice Program

High-Level Program Description

The Preparing and Retaining Educators through Partnership (PREP) Program Allotment aims to strengthen the quality of teacher recruitment, preparation, and mentorship leading to increased educator effectiveness and retention.

The PREP Alternative Preservice Program places paid teacher candidates in classrooms led by experienced cooperating teachers and intern mentor teachers, strengthening teacher recruitment, preparation, mentorship, educator effectiveness, retention, instructional capacity, and student access to high-quality teaching.

- **Practice-based Prep:** Extensive practice under the supervision of an effective cooperating teacher during the pre-internship clinical experiences and a intern mentor teacher during the internship year.
- **Paid Classroom Experience:** Provides funding for teacher candidates to work in classrooms with experienced teachers while earning teaching certificates

Eligibility

- School systems, including districts and eligible open-enrollment charter schools, may apply.
- Applicants must partner with an SBEC-approved EPP offering the PREP Alternative Preservice route.
- Applicants must have formal written partnership agreement(s) with the EPP(s).
- Applicants must agree to relevant TEC/TAC requirements and follow the PREP Guidebook
- Education Service Centers (ESCs) are not eligible to apply; certain TEC 12.256/Human Resources Code 221.002 charters are ineligible.
- Charters not **yet** serving students are not eligible.
- If a charter school closure is pending review, the award will be placed on hold pending a final determination.

Best fit for school systems seeking

- A pipeline of well-prepared, highly qualified teachers.
- Paid, semester-long clinical placements in PreK-12 classrooms.
- Expanded instructional capacity through co-teaching and cooperating teacher support.
- Support teacher candidates to earn standard teaching certificates.
- Increased student access to skilled educators and improved educational outcomes.

Funding Estimates

- **Estimated Total Value of Award*** - \$10K-\$21.5K per candidate for up to 80 candidates annually across the PREP Traditional Preservice and PREP Alternative Preservice programs.
- **Estimated Number of Awards** – All eligible applicants that meet requirements and agree to assurances are preliminarily approved.
- **Additional candidates** - Up to 80 candidates annually across the PREP Traditional Preservice and PREP Alternative Preservice programs.

Approximate Program Timeline

- **Anticipated Award Announcement:** February 2027
- **Implementation:** Throughout school year 2027-28 with Texas Mentorship Training for cooperating and interim mentor teachers beginning in summer 2027

Key Program Commitments to Consider

Note: This is not a comprehensive list of all assurances or requirements. The full list of requirements is provided in the program guidelines.

- **Leadership & Approval:** Appoint a school system representative and EPP representative for PREP Allotment and PREP Alternative Preservice communications; maintain current AskTED contact information.
- **Partnerships & Provider Engagement:** Maintain a written agreement with an SBEC-approved EPP and submit partnership agreement(s) after preliminary approval.
- **Planning & Implementation Requirements:** Provide opportunities for candidates to complete a minimum of 120 clock hours of pre-internship clinical teaching; Place candidates in year-long internship positions as the teacher of record in PK-12 settings.
- **Training & Capacity Building:** Ensure cooperating teachers and intern mentor teachers complete Texas Mentorship Training.
- **Data, Artifacts, & Sustainability:** Collect and report TEA-requested data annually.

***Do-Now Consideration:** Begin establishing agreements with EPPs that will offer the PREP Alternative Preservice Route beginning in SY 27-28

Contact Information

PREPPreservice@tea.texas.gov

PREP Allotment: Mentorship Program

High-Level Program Description

The Preparing and Retaining Educators through Partnership (PREP) Program Allotment aims to strengthen the quality of teacher recruitment, preparation, and mentorship leading to increased educator effectiveness and retention.

The PREP Mentorship Program aims to increase beginning teacher effectiveness and retention, by providing strong mentorship, in the following key areas:

- **Mentor Stipends:** Funds to compensate mentor teachers.
- **Mentorship Training:** Funding for district mentorship staff to complete the Texas Mentorship Training.
- **Mentoring Release Time:** Funding to provide release time for mentor teachers and beginning teachers to participate in mentoring activities

Eligibility

- School systems, including districts and charter schools as defined in the guidelines, may apply.
- SB 1882 Operating Partners are eligible and subject to PREP funding caps; funding flows to partner districts with written agreements.
- All eligible applicants that meet eligibility requirements and agree to assurances will be funded per the funding formula and parameters.
- Charters not **yet** serving students are not eligible.
- If a charter school closure is pending review, the award will be placed on hold pending a final determination.

Best fit for school systems seeking

- Increase the effectiveness of first- and second-year teachers.
- Increase retention of beginning teachers.
- Develop mentor teacher leadership through research-based mentorship training.
- Strengthen mentorship program design and implementation through district and campus leader training.
- Provide structured mentoring activities such as co-teaching, observation and feedback, and lesson preparation.

Funding Estimates

- **Estimated Total Value of Award*** - \$3K per beginning teacher in first or second year teaching, capped at up to 40 beginning teachers.
- **Estimated Number of Awards** - All eligible school systems may receive allotment.
- **Required use** - Minimum \$1,000 mentor teacher stipend per eligible beginning teacher mentored.

Approximate Program Timeline

- **Anticipated Award Announcement:** February 2027
- **Implementation:** Texas Mentorship Training for district and campus leaders begins in spring 2027 and summer 2027 for mentoring educators with program implementation throughout school year 2027-28.

Key Program Commitments to Consider

Note: This is not a comprehensive list of all assurances or requirements. The full list of requirements is provided in the program guidelines.

- **Leadership & Approval:** Appoint a school system representative for required PREP Allotment and PREP Mentorship Program communications; maintain current AskTED contact information.
- **Partnerships & Provider Engagement:** Communicate and partner with an approved Texas Mentorship Training Provider and name the provider/contact information in the application.
- **Planning & Implementation Requirements:** Implement a mentoring program meeting statutory requirements and provide at least 12 hours of mentoring activities per semester during the contracted school day.
- **Training & Capacity Building:** Ensure required participants complete Texas Mentorship Training, including mentoring educators and/or District & Campus Leader pathways as applicable.
- **Data, Artifacts, & Sustainability:** Collect and report TEA-requested data and use funds for mentor stipends, training, release time, and allowable strategic staffing training.

***Do-Now Considerations:** Visit the [Texas Mentorship Training](https://www.tea.texas.gov/mentorship) website and contact an approved TMT Provider to discuss partnership.

Contact Information

mentorship@tea.texas.gov

Texas Strategic Staffing for Residencies (TSS)

High-Level Program Description

The Texas Strategic Staffing (TSS) for Residencies Grant supports a two-year process in which a school system and Educator Preparation Program (EPP) commit to using strategic staffing to design and implement a sustainable, year-long residency model during the school years (SY) 2027-28 and SY 2028-29. The grant provides:

- **In-kind technical assistance** for school systems and EPP partners to implement a year-long residency program using strategic staffing approaches.
- **Funding to strengthen program sustainability.**

TSS technical assistance builds the strategic staffing framework used to implement residency programs while supporting school systems in planning for full sustainability by SY 2029-30.

Eligibility

- Be a LASO 4 (2025-2026) PREP Allotment: Residency Preservice Program awardee* or have applied for the LASO 5 (2026-2027) PREP Allotment: Residency Preservice Program
- Not have been recipients of either:
- Any Pipeline to Leadership (P2L) Grant or Continuation Grant,
- The LASO 4 2026-28 Texas Strategic Staffing Grant for Sustainable, Paid Teacher Residency Program, or
- The 2025-27 Texas Strategic Staffing Grant for Sustainable, Paid Teacher Residency Program.
- Have a verified partnership with 1-2 EPPs to engage in the collaborative design and implementation process
- Charters not yet serving students are not eligible.
- If a charter school closure is pending review, the award will be placed on hold pending a final determination.

Best fit for school systems seeking

Enhanced instructional capacity, strengthened hiring pipelines, and increased student access to skilled educators. This grant and its selection criteria are well-suited to school systems that:

- Have many residents and seek to expand a residency program in a budget-neutral way; or
- Seek start-up technical assistance and funding to design and sustain a residency program; or
- Have never participated in a Strategic Staffing for Residencies grant.

Funding Estimates

- **Estimated Total Allocation Available** - ~ \$2.92 million
- **Initiative Duration** - 2 years
- **Estimated Total Value of Award*** - \$58,400
- **Estimated Number of Awards** - Up to 50

Approximate Program Timeline

- **Start Date:** March 2027

Key Program Commitments to Consider

Note: This is not a comprehensive list of all assurances or requirements. The full list of requirements is provided in the program guidelines.

- **Leadership & Approval:** The Strategic Staffing Lead must serve at least 20% of their time and effort to oversee the grant, serve as the primary point of contact for the grant, and coordinate with school system staff and EPP partner(s) to schedule activities and complete milestones.
- **Partnerships & Provider Engagement:** The school system must actively engage, in collaboration with their EPP partner, in two years of technical assistance activities to design and implement a year-long residency model.
- **Planning & Implementation Requirements:** The school system must design, implement, and sustain a strategic staffing residency model over two years.
- **Training & Capacity Building:** The school system must participate in all required technical assistance.
- **Data, Artifacts, & Sustainability:** The school system and EPP partner(s) will meet milestones and share data related to design and implementation of the year-long residency model.

***Do-Now Consideration:** School systems must upload a PDF of the [TSS EPP Grant Participation and Partnership Verification Form](#) to their grant application. Each EPP must sign a form, verifying their commitment to the entire two-year TSS design and implementation process.

Contact Information

txstrategicstaffing@tea.texas.gov

Strategic Compensation Cohort for Enhanced TIA (SCC for Enhanced TIA)

High-Level Program Description

The Strategic Compensation Cohort provides direct support to school systems developing and implementing strategic compensation systems aligned to the Enhanced Teacher Incentive Allotment (TIA) designation in the following key areas:

- Intensive, multi-year support to design and implement strategic compensation systems.
- Support for developing and implementing compensation systems for principals, assistant principals, and teachers.
- Support for TIA-compliant systems that make substantially all teachers eligible for designation.
- Technical assistance to blend TIA and other funding sources for financial sustainability.
- Support in applying for an Enhanced TIA designation by the end of the third cohort year, which would unlock an additional 10% in TIA funds once the designation is earned.

Eligibility

- School systems, including districts and charter schools as defined in the guidelines, may apply.
- School systems that demonstrate readiness to expand, or have expanded, TIA to substantially all teachers.
- School systems that believe teachers, principals, and assistant principals should be compensated based on a rigorous definition of effectiveness designed to increase student outcomes.
- School systems with successful multi-year implementation and sustainability, high financial integrity, strong data systems, successful TIA data validation, and willingness to drive substantive change.
- School systems may not have previously participated in a Strategic Compensation Cohort.
- Charters not yet serving students are not eligible.
- If a charter school closure is pending review, the award will be placed on hold pending a final determination.

Best fit for school systems seeking

- Leverage compensation to improve the recruitment and retention of effective teachers and administrators.
- Improve student outcomes.
- Clarify school system expectations to ensure all district personnel understand the goals and objectives and are aligned in working towards shared outcomes.
- Replace step-and-ladder pay and across-the-board salary raises with a strategic compensation system.
- Integrate instructional leadership, HQIM strategies, and strategic compensation.

Funding Estimates

- **Estimated Total Allocation Available** - \$4.95M
- **Initiative Duration** - 3 years
- **Estimated Total Value of Award*** - \$140,000 to \$165,000 in-kind services
- **Estimated Number of Awards** – 20 to 30

Approximate Program Timeline

- **Anticipated Award Announcement:** February 8, 2027
- **Start Date:** March 31, 2027

Key Program Commitments to Consider

- **Leadership & Approval:** Update the school board on strategic compensation progress and direction and maintain superintendent-approved participation.
- **Partnerships & Provider Engagement:** Execute a data-sharing agreement with the identified technical assistance partner within 30 days of request and collaborate with TEA, CSC, technical assistance providers, and participating school systems.
- **Planning & Implementation Requirements:** Develop and implement strategic compensation systems for principals, assistant principals, and teachers within three years and maintain a Strategic Compensation Plan with due dates and individual responsibilities.
- **Training & Capacity Building:** Attend monthly Design Team meetings, bi-weekly technical assistance check-ins, regular Strategic Compensation Lead community of practice meetings, annual convenings, the annual TIA Conference, and semi-annual program evaluations.
- **Data, Artifacts, & Sustainability:** Develop and complete requested plans/documents and report performance measures including TIA eligibility, compensation system progress, effectiveness components, surveys, evaluations, and retention data.
- **Teacher Eligibility:** Increase percentage of teachers eligible for TIA until substantially all teachers are included.

Contact Information

LaRahia.Smith@tea.texas.gov

*Estimated Total Value of award reflects direct grant funds and in kind supports available in the current LASO 26-27 (Cycle 5) in addition to potential continuation grants over the full program duration.

ADSY Planning and Execution Program (ADSY PEP)

High-Level Program Description

The Additional Days School Year Planning and Execution Program (ADSY PEP) is a three-year grant initiative that supports school systems in designing, implementing, and sustaining high-quality ADSY programs. Participating school systems receive comprehensive support in the following key areas:

- Implementing the ADSY Full Year or ADSY Summer model and aligning extended learning opportunities to student needs and local priorities.
- Providing targeted professional development and technical assistance from TEA-approved providers and experts to implement expanded learning effectively.
- Planning and operational adjustments needed to qualify for $\frac{3}{4}$ day ADSY incentive funding.

This program is designed to support grantees in creating a long-term sustainable ADSY model in the grant years and continue implementation beyond the life of the grant.

Participation in this grant program is not required to access ADSY formula funding.

Eligibility

- School systems new to ADSY Formula Funding.
- School systems with ADSY Formula Funding experience but no prior ADSY PEP participation.
- Prior ADSY PEP participants from LASO 2 or earlier may apply only for campuses that never accessed ADSY Formula Funding.
- Participating campuses must serve PK-8 grades.
- ESCs and current ADSY PEP grantees are not eligible.
- Charters not **yet** serving students may apply for the ADSY Full Year model but are not eligible for the ADSY Summer model.
- If a charter school closure is pending review, the award will be placed on hold pending a final determination.

Best fit for school systems seeking

- Support in incorporating evidence-based practices that have been shown to improve student outcomes by reducing summer learning loss and accelerating instruction.
- Support from expanded learning experts to use data and leverage existing instructional systems to guide ADSY program design and implementation.
- Support in developing an ADSY aligned instructional calendar eligible to generate $\frac{3}{4}$ -day formula funding for all added days at the participating campuses.

Funding Estimates

- **Estimated Total Allocation Available** - \$3.55M
- **Initiative Duration** - 3 years
- **Estimated Total Value of Award*** - \$60K-\$250K
- **Number of Awards** - ~38

Approximate Program Timeline

- **Start Date:** March 2027
- Up-to two continuation grants for grantees meeting program requirements through August 2030 (assuming available funding).

Key Program Commitments to Consider

Note: This is not a comprehensive list of all assurances or requirements. The full list of requirements is provided in the program guidelines.

- **Leadership & Approval:** Maintain ADSY-eligible calendar and district project manager; form cross-departmental Steering Committee.
- **Partnerships & Provider Engagement:** Participate with technical assistance providers and required meetings.
- **Planning & Implementation Requirements:** Complete ADSY PEP Strategic Plan and implement approved ADSY model requirements.
- **Training & Capacity Building:** Attend Learning Communities, Summit, Learning Labs, and PD.
- **Data, Artifacts, & Sustainability:** Submit implementation evidence, impact reporting, observations, and annual progress artifacts.

Contact Information

ADSY@tea.texas.gov
tea.texas.gov/ADSY

*Estimated Total Value of award reflects direct grant funds and in kind supports available in the current LASO 26-27 (Cycle 5) in addition to potential continuation grants over the full program duration.

School Action Fund (SAF)

High-Level Program Description

The School Action Fund Program supports Title I, CSI, TSI, ATSI campuses to implement strategies to improve student outcomes and school performance, in the following key areas:

- **Technical Assistance & Support:** Provides expert guidance, resources, and grant funds to plan and implement the following school actions:
 - **Restart Action:** Supports to restart a campus with a new leader, mostly new teachers, and a new academic program.
 - **Create New School Action:** Supports to launch a new school with a new leader, staff, and academic program.
 - **Reassign Action:** Supports deep community engagement, transition planning, and reassigning students to A/B-rated campuses when a school is closed.

Eligibility

- Eligible applicants are school systems who are applying on behalf of Title I-serving schoolwide campuses by September 15, 2026.
- Campuses must be Comprehensive Support, Targeted Support, or Additional Targeted Support identified based on 2025-2026 ratings.
- New schools must have clear Title I, Part A eligibility and intent to obtain Title I-serving status for 2027-2028 and beyond.
- Campuses must be SAF grant-eligible at application and remain Title I-serving schoolwide for the entire grant period.
- Restart and Create New Actions: campus may not have received SAF grants since LASO I (2023).
- Charters not **yet** serving students are not eligible.
- If a charter school closure is pending review, the award will be placed on hold pending a final determination.

Best fit for school systems seeking

- Increase student access to high-quality schools and A/B-rated campuses.
- Meet community needs and address chronic underperformance.
- Provide families with schools and programs they need, want, and deserve.
- Implement Restart, Create New School, or Reassign actions with planning/implementation support. Use strategic actions to improve schools and expand high-quality school options.

Funding Estimates

- **Estimated Total Allocation Available** - Approximately \$12,700,000 in direct-to-LEA grants.
- **Initiative Duration**- Up to 3 years
- **Estimated Total Value of Award*** - Up to \$550K
- **Estimated Number of Awards** – 27 to 30

Approximate Program Timeline

- **Start Date:** March 2027

Key Program Commitments to Consider

Note: This is not a comprehensive list of all assurances or requirements. The full list of requirements is provided in the program guidelines.

- **Leadership & Approval:** Ensure senior leaders understand commitments; empower a successful campus leader; Board training by Gate 3 of Year 1.
- **Partnerships & Provider Engagement:** Contract with an approved Technical Assistance Provider; submit contracts and required funding summary reports to TEA.
- **Planning & Implementation Requirements:** Fully implement selected school action/model; establish goals; document goals in a Performance Agreement or Partnership Performance Contract.
- **Training & Capacity Building:** Participate in TEA-required activities, monthly meetings, webinars, learning opportunities, and communities of practice.
- **Data, Artifacts, & Sustainability:** Engage in third-party fidelity evaluation; submit evidence of implementation and expenditures regularly.

Contact Information

schoolactionfund@tea.texas.gov

*Estimated Total Value of award reflects direct grant funds and in kind supports available in the current LASO 26-27 (Cycle 5) in addition to potential continuation grants over the full program duration.

Rural Pathway Excellence Partnership (R-PEP)

High-Level Program Description

The Rural Pathway Excellence Partnership (R-PEP) program is designed to expand rural students' access to high-quality college and career pathways through structured, multidistrict partnerships. The program supports regional collaboration among eligible school systems, coordinating entities, and postsecondary or workforce partners to design, implement, and sustain aligned pathways that respond to regional needs and support successful student transitions beyond high school.

- **Regional Partnership Model:** Supports structured, multidistrict partnerships among eligible school systems, coordinating entities, and postsecondary or workforce partners.
- **Pathway Access:** Expands rural students' access to high-quality college and career pathways.
- **Regional Alignment:** Aligns pathways to regional labor market projections for high-wage, high-demand careers.
- **Long-Term Capacity:** Promotes long-term capacity, accountability, and outcomes.

Eligibility

- For Planning Applications: eligible applicants include organizations that meet R-PEP Coordinating Entity requirements, an institution of higher education, a 501(c)(3), a governmental entity, or a partnership of 2 or more eligible school districts.
- For Planning grants only, if a coordinating entity has not been selected, one participating district must serve as fiscal agent
- For Expansion Applications: eligible applicants are Coordinating Entities of current R-PEPs in good standing.
- Charter school systems are not eligible to participate in R-PEP.

Best fit for school systems seeking

- Expand access to high-quality, high-demand college and career pathways for rural students.
- Partner regionally under a shared governance and accountability model.
- Design, implement, and sustain aligned high-wage, high-demand pathways that individual rural districts may not be able to offer independently.
- Leverage shared resources, regional labor market needs, and post-secondary opportunities. Support students' successful transitions beyond high school through coherent pathways.

Funding Estimates

- **Estimated Total Allocation Available** - \$2M
 - **Initiative Duration**- up to 2 years
 - **Estimated Total Value of Award*** - Up to \$200K for Planning awards and up to \$80K for Expansion awards.
- Estimated Number of Awards** – 7 Planning awards and 7 Expansion awards.

Approximate Program Timeline

- **Start Date:** March 2027

Key Program Commitments to Consider

Note: This is not a comprehensive list of all assurances or requirements. The full list of requirements is provided in the program guidelines.

- **Leadership & Approval:** Enter into a performance agreement approved by the board of trustees of each participating school district with measurable performance goals tied to college and career readiness outcomes and postsecondary success.
- **Partnerships & Provider Engagement:** Partner with at least one other school district and include regional higher education and workforce organizations on the coordinating entity's governing board or advisory body.
- **Planning & Implementation Requirements:** Use grant-funded activities to support partnership development or expansion activities, operational readiness, and alignment with requirements for future R-PEP designation.
- **Data, Artifacts, & Sustainability:** Maintain compliance with applicable statutory and program requirements and submit documentation related to governance, fiscal management, and partnership structure upon request by TEA.

Contact Information

Tracie.ezell@tea.texas.gov

*Estimated Total Value of award reflects direct grant funds and in kind supports available in the current LASO 26-27 (Cycle 5) in addition to potential continuation grants over the full program duration.

Early College High School (ECHS)

High-Level Program Description

The Early College High School (ECHS) Implementation grant provides Designated ECHS campuses with funding, expert technical assistance, and strategic improvement support to strengthen CCRSM implementation, expand student access to postsecondary opportunities, and accelerate CCMR outcomes.

The grant supports the sustained implementation and strategic expansion of high-quality Designated ECHS programs while prioritizing programs that broaden access for underserved students, align academic and support structures to improve program coherence, and deliver rigorous dual-credit pathways that lead to meaningful college and career success at no cost to students.

- **Postsecondary Pathways:** Expands access to rigorous dual credit opportunities that promote college readiness, credential attainment, and stronger CCMR outcomes.
- **Technical Assistance:** Provides no-cost expert coaching and implementation support to strengthen ECHS quality, sustainability, and alignment with CCRSM benchmarks.
- **IHE Partnership Support:** Strengthens collaboration with accredited institutions of higher education to increase student access to tuition-free college coursework, credentials, and degree attainment opportunities.
- **Program Coherence:** Aligns academic pathways, advising, student supports, and postsecondary experiences within a cohesive framework that promotes student success.
- **Program Effectiveness:** Supports continuous improvement through data-informed program review, strategic planning, and monitoring of student outcomes.

Eligibility

- All current CCRSM ECHS programs that are currently Designated or Designated with Distinction and have demonstrated fidelity of implementation to CCRSM standards.
- Any program that has been given CCRSM Designated Needs Improvement status is not eligible to apply.

Best fit for school systems seeking:

- A contribution to stronger CCMR performance and A-F scores by expanding equitable access to accelerated postsecondary opportunities through a high-quality ECHS model.
- An opportunity to strengthen program quality by aligning academic pathways and college and career advising around a clear set of ECHS best practices.
- An opportunity to strengthen partnerships with an accredited Institution of Higher Education to provide rigorous dual credit coursework and credential pathways at no cost to students.

Funding Estimates

- **Estimated Total Allocation Available:** \$900K
- **Initiative Duration:** 2 years
- **Estimated Total Value of Award:** Up to \$75,000
- **Estimated Number of Awards:** Up to 12 programs

Approximate Program Timeline

- **Start Date:** March 2027 (2-year grant)

Key Program Commitments to Consider

Note: This is not a comprehensive list of all assurances or requirements. The full list of requirements is provided in the program guidelines.

- **Leadership & Approval:** District and campus leadership commit to sustaining and strategically expanding a high-quality ECHS model aligned to CCRSM benchmarks.
- **Partnerships & Provider Engagement:** The school system and IHE partner maintain a formal partnership that supports dual credit coursework, advising, student supports, credential completion, and college coursework at no cost to students.
- **Exemplar Practice Project:** Grantees will share one practical product or presentation that highlights an effective ECHS practice such as TSIA best practices, recruitment strategies, data collection initiatives, or college credit partnerships.
- **Implementation Requirements:** The program aligns academic pathways, individualized student supports, advising systems, and dual credit opportunities to expand equitable access and support student success.
- **Data, Artifacts, & Sustainability:** School systems use data, program artifacts, and continuous improvement processes to monitor fidelity, evaluate outcomes, and plan for long-term sustainability.

Do-Now Consideration: ECHS programs are required to complete and submit the CCRSM Program Application by the published deadline each year and fulfill all applicable CCRSM requirements outlined in the [ECHS Blueprint](#).

Contact Information

darinford@tea.texas.gov

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

High-Level Program Description

The Pathways in Technology Early College High School (P-TECH) Implementation grant helps Provisional P-TECH campuses strengthen implementation, expand equitable student access to postsecondary and workforce pathways, and produce sustainable practices that improve CCMR outcomes.

The grant supports the sustained implementation and strategic improvement of Provisional P-TECH programs while prioritizing campuses that can broaden access for underserved students, align academic and support structures to improve program coherence, deliver rigorous dual credit and workforce pathways, and accelerate CCMR outcomes.

- **Postsecondary and Workforce Pathways:** Supports rigorous dual credit coursework, industry-based credentials, work-based learning, and aligned CTE programs of study, and stronger CCMR outcomes.
- **Technical Assistance:** Provides no-cost expert coaching and implementation support to strengthen P-TECH quality, sustainability, and alignment with CCRSM benchmarks.
- **IHE and Industry Partnership Support:** Strengthens collaboration with accredited institutions of higher education and business/industry partners to increase student access to tuition-free college coursework, credentials, and workforce experiences.
- **Program Coherence:** Aligns academic pathways, CTE programs of study, advising, dual credit coursework, and work-based learning within a strategic framework that promotes student success.
- **Program Effectiveness:** Supports continuous improvement through data-informed program review, strategic planning, and monitoring of student outcomes across cohorts.

Eligibility

- All current CCRSM P-TECH programs that are in Provisional Year 2, Provisional Year 3, or Provisional Year 4 and have demonstrated fidelity of implementation to CCRSM standards.
- P-TECH programs that previously received a LASO P-TECH grant are not eligible to apply.

Best fit for school systems seeking

- A contribution to stronger CCMR outcomes and A-F scores by expanding access to rigorous postsecondary and workforce pathways through a high-quality P-TECH model.
- An opportunity to strengthen program quality by aligning academic pathways and CTE programs of study.
- An opportunity to strengthen partnerships with an accredited Institution of Higher Education and business/industry partners to provide dual credit coursework, industry-based credentials, and work-based learning experiences at no cost to students.

Funding Estimates

- **Estimated Total Allocation Available** - ~\$1 million
- **Initiative Duration**- 2 years
- **Estimated Total Value of Award***- Up to \$50K
- **Estimated Number of Awards** - Up to 20 programs

Approximate Program Timeline

- **Start Date:** March 2027

Key Program Commitments to Consider

Note: This is not a comprehensive list of all assurances or requirements. The full list of requirements is provided in the program guidelines.

- **Leadership & Approval:** District and campus leadership commit to sustaining and strategically expanding a high-quality P-TECH model aligned to CCRSM benchmarks.
- **Partnerships & Provider Engagement:** The school system, IHE, and business/industry partners maintain formal partnerships that support dual credit coursework, advising, student supports, work-based learning, credential completion, and college and career outcomes at no cost to students.
- **Exemplar Practice Project:** Grantees will share one practical product or presentation that highlights an effective P-TECH practice, such as work-based learning, industry partnerships, recruitment, data use, or postsecondary and workforce pathway alignment.
- **Implementation Requirements:** The program aligns CTE programs of study, academic pathways, individualized student supports, advising systems, dual credit opportunities, and workforce-related experiences to expand access and support student success.
- **Data, Artifacts, & Sustainability:** School systems use data, program artifacts, and continuous improvement processes to monitor fidelity, evaluate outcomes, and plan for long-term sustainability.
- **Do-Now Consideration:** P-TECH programs are required to complete and submit the CCRSM Program Application by the published deadline each year and fulfill all applicable CCRSM requirements outlined in the [P-TECH Blueprint](#).

Contact Information

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*Estimated Total Value of award reflects direct grant funds and in kind supports available in the current LASO 26-27 (Cycle 5) in addition to potential continuation grants over the full program duration.

Virtual and Hybrid Program Accelerator (VHPA)

High-Level Program Description

The Virtual and Hybrid Program Accelerator (VHPA) supports the development and refinement of high-quality virtual and hybrid models, in the following key areas:

- **Technical Assistance:** Customized coaching to design, launch, and improve high-quality virtual or hybrid programs and campuses.
- **Program Design:** Guidance on creating strong student learning experiences, staffing models, and operational systems.
- **Academic Strategy:** Support for developing rigorous curriculum and personalized learning for virtual and hybrid settings.
- **Teacher Development:** Training on effective virtual and hybrid instruction and technology integration.

Eligibility

- School districts or open-enrollment charter schools serving K-12 students.
- School districts that did not participate in a previous cycle of the VHPA program.
- School systems with a current rating of A,B, or C
- School systems that are not currently operating, authorized to operate, or seeking authorization to operate a virtual or hybrid campus for the 2027-2028 school year. School systems currently operating, authorized to operate, or seeking authorization may apply only if they propose a virtual or hybrid model that is substantially different from their current or planned model.
- Charters not **yet** serving students are not eligible.
- If a charter school closure is pending review, the award will be placed on hold pending a final determination.

Best fit for school systems seeking

- Successful launch of a full-time virtual or hybrid program or completion of authorization requirements for a virtual or hybrid campus.
- An opportunity to develop hybrid programs and campuses that leverage the benefits of in-person learning with flexible, student-paced virtual instruction to meet diverse learner needs
- A way to support students and families with non-traditional schedules by offering virtual learning with adaptable pacing and expanded access to support personalized student goals and post-secondary readiness
- A strategy to expand course access, integrate dual credit, career pathways, and work-based learning, and address staffing limitations especially in rural areas through virtual and hybrid models

Funding Estimates

- **Estimated Total Allocation Available** - \$2,658,400
- **Initiative Duration** - 2 years
- **Estimated Number of Awards** - Approximately 14 applicants, including approximately 10 virtual/hybrid campus awards and 4 virtual/hybrid program awards.
- **Estimated Total Value of Award**

Note: Award amounts vary by implementation option and Year 2 support is contingent on achieving Year 1 milestones.

Virtual or Hybrid Campus

- **Year 1:** Up to \$150,000 direct funding + \$56,100 in-kind support
- **Year 2:** Up to \$80,000 direct funding + \$93,285 in-kind support

Virtual or Hybrid Program

- **Year 1:** Up to \$100,000 direct funding + \$56,100 in-kind support
- **Year 2:** Up to \$50,000 direct funding + \$93,285 in-kind support

Approximate Program Timeline

Start Date: March 2027

Key Program Commitments to Consider

Note: This is not a comprehensive list of all assurances or requirements. The full list of requirements is provided in the program guidelines.

- **Project Leadership & Board Support:** Identify a primary contact, Project Lead, and Senior Project Sponsor, and demonstrate governing board awareness of or support for the proposed virtual or hybrid program or campus.
- **Implementation Readiness:** Use Year 1 grant support to develop a robust plan and complete readiness activities required to launch a full-time virtual or hybrid program or complete virtual or hybrid campus authorization prior to Year 2.
- **Technical Assistance and Reporting Expectations:** Participate in technical assistance activities, develop required grant artifacts and public facing materials, and submit required data, reimbursements, and implementation evidence on schedule.

Do-Now Considerations: Establish community interest by collecting evidence to demonstrate adequate interest among stakeholders in implementing a virtual or hybrid model through methods such as surveys, focus groups, and pilot programs.

Contact Information

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