

**Informal Discretionary Competitive (IDC Grant)**

# **LASO 2026-2027 (Cycle 5)**

**Learning Acceleration Support Opportunities**

## **2026-2027 Early Literacy Intervention Tool Program Guidelines**

Authorized by General Appropriations Act (GAA), Article III, 89th Texas Legislature, Strategy B.3.1, Improving Educator Quality/Leadership; HB 2 Section 5.10, TEC § 28.0064.

### **Application Due Date**

December 1, 2026; 5:00 p.m. CT



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## Introduction to the Program Guidelines

TEA, as the pass-through entity<sup>1</sup>, is the grantee<sup>2</sup> from the U.S. Department of Education (USDE) and TEA awards subgrants to non-federal entities<sup>3</sup> such as local educational agencies (LEAs), including school districts, charter schools, and education service centers, and to a lesser degree institutions of higher education (IHEs), and nonprofit organizations (NPOs) who are the agency's subgrantees<sup>4</sup>. These guidelines apply to all subgrantees of TEA, regardless of whether referenced herein as subgrantee or grantee. For purposes of this document, TEA may use the terms grantee and subgrantee synonymously for its subrecipients.

This part of the request for application (RFA), Program Guidelines, is to be used in conjunction with the [General and Fiscal Guidelines](#) and any application instructions.

## Reference to the General and Fiscal Guidelines

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

## Errata Notices

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

## Overview of the IDC Process

The following steps provide a high-level overview of the process for responding to a LASO opportunity, including submitting an application, and being selected for funding:

1. TEA publishes supporting documents on the [TEA Grant Opportunities](#).
2. Eligible applicants submit the LASO application via Qualtrics by the specified deadline in this document.
3. IDC applications are reviewed and scored. Note: The highest scoring applicants may be required to attend an oral interview or respond to questions regarding their IDC application.
4. TEA announces applicants selected for funding on the TEA [Grants Awarded Data](#) webpage.

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

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

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

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

5. Applicants selected for funding will be required to participate in a supplemental verification process.

## Contact for Clarifying Information

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

The following TEA staff members should be contacted with questions:

**Primary Program Contact:** Crysta Workman, Texas Tutoring Implementation Manager

**Additional Program Contact:** Isabella Maldonado, Texas Tutoring Project and Program Manager

**Primary Program Email:** <https://helpdesk.tea.texas.gov/TexasTutoringSupports/>

**Funding Manager:** Competitive Grants Unit, Grants Administration Division

**Funding Manager Email:** [competitivegrants@tea.texas.gov](mailto:competitivegrants@tea.texas.gov)

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

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

| Category                                          | Amount                                |
|---------------------------------------------------|---------------------------------------|
| Total funds available for this project            | \$9,600,000 for in-kind supports only |
| Percentage to be financed with federal funds      | 0%                                    |
| Amount of federal funds                           | \$0                                   |
| Percentage to be financed from nonfederal sources | 100%                                  |
| Amount of nonfederal funds                        | \$9,600,000 for in-kind supports only |

*\*Should additional funding become available for this program, the agency may add it to the base amount indicated above and fund additional qualifying awardees until all funding is exhausted.*

## LASO Timeline

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

| Date               | Event                                                                                                                                                         |
|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| September 14, 2026 | General Webinar Option #1 <a href="#">Registration link 1</a><br>Webinar registration link can be found on the <a href="#">LASO website</a>                   |
| September 18, 2026 | General Webinar Option #2 <a href="#">Registration link 2</a><br>Webinar registration link can be found on the <a href="#">LASO website</a>                   |
| September 23, 2026 | LASO application available<br>LASO individual application links will be emailed to Superintendents on September 23, 2026. Please see the <a href="#">LASO</a> |

|                                           |                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                           | <a href="#">website</a> for more information.                                                                                                                                                                                                                                                                                                                                                                         |
| <b>September 28, 2026</b>                 | <p>FAQ Publishing</p> <p>The FAQs for this LASO program will be posted to the <a href="#">TEA Grant Opportunities</a> page and LASO website no later than the date listed on the LASO Timeline. Applicants may email their questions to the LASO central inbox at <a href="mailto:LASO@tea.texas.gov">LASO@tea.texas.gov</a></p> <p>See <a href="#">General and Fiscal Guidelines</a>, Frequently Asked Questions</p> |
| <b>October 21, 2026, 12:00 p.m. CT</b>    | <p>Program Specific Webinar #1</p> <p>Registration links found on the <a href="#">LASO website</a></p>                                                                                                                                                                                                                                                                                                                |
| <b>October 23, 2026, 12:00 p.m. CT</b>    | <p>Program Specific Webinar #2</p> <p>Registration links found on the <a href="#">LASO website</a></p>                                                                                                                                                                                                                                                                                                                |
| <b>November 1, 2026</b>                   | FAQ question submission deadline                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>November 17, 2026, 11:30 a.m. CT</b>   | <p>Office Hours</p> <p>Registration links found on the <a href="#">LASO website</a></p>                                                                                                                                                                                                                                                                                                                               |
| <b>December 1, 2026</b>                   | <p>Due date for the LASO Qualtrics application. The LASO application must be received by the TEA by 5:00 p.m. CT.</p> <p>See <a href="#">TEA Grant Opportunities</a>, LASO Application Due Date and Time</p>                                                                                                                                                                                                          |
| <b>December 2, 2026- January 30, 2027</b> | <p>Application review period, including interviews if necessary</p> <p>See <a href="#">General and Fiscal Guidelines</a>, Review Process</p>                                                                                                                                                                                                                                                                          |
| <b>February 8, 2027</b>                   | Anticipated award announcement                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>February 8, 2027</b>                   | Supplemental Verification Form sent to awardees                                                                                                                                                                                                                                                                                                                                                                       |
| <b>March 2, 2027</b>                      | <p>Beginning date of program (if awarded)</p> <p>Due Date for supplemental form</p> <p>See <a href="#">General and Fiscal Guidelines</a>, Grant Period</p>                                                                                                                                                                                                                                                            |
| <b>March 2, 2027- August 31, 2027</b>     | <p>Awarded school systems complete onboarding activities (i.e., attend meetings, select provider, complete training, submit implementation plan, roster students, etc.).</p> <p>School systems may choose to begin accessing ELIT licenses in spring/summer of 2027 through 8/31/27 (partial year implementation) if all onboarding activities are complete.</p>                                                      |
| <b>September 1, 2027</b>                  | Start date of ELIT licenses – full year implementation                                                                                                                                                                                                                                                                                                                                                                |
| <b>August 31, 2028</b>                    | <p>End date of ELIT licenses – full year implementation</p> <p>If funding remains available, renewals may happen for eligible school systems meeting renewal requirements.</p>                                                                                                                                                                                                                                        |

## Resources Available to Help Applicants Select the Most Appropriate Initiative(s)

An applicant that is eligible to apply for more than one initiative is encouraged to carefully review all available program information before submitting an application. To support applicants in determining which initiative or combination of initiatives best aligns with local needs, program goals, and eligibility requirements, the following resources are available:

- **Frequently Asked Questions (FAQ) Resource**

Applicants may submit program-specific questions through the FAQ process to obtain clarification regarding eligibility requirements, allowable activities, program priorities, application expectations, and other grant-related topics. Responses to frequently asked questions may also provide additional guidance and interpretation of program requirements that can assist applicants in making informed decisions about which initiative(s) to pursue.

- **Webinars**

The Texas Education Agency (TEA) may offer informational webinars designed to provide an overview of available initiatives, application requirements, timelines, funding considerations, and program expectations. These live virtual presentations may include slide decks, demonstrations, and opportunities to address commonly asked questions. Recordings and presentation materials may be made available for later reference.

- **Office Hours**

TEA program staff may conduct designated office hours to provide technical assistance and support to prospective applicants.

- **Additional Best-Fit Guidance Resources**

TEA has developed supplemental resources to assist applicants in selecting the initiative or combination of initiatives that best aligns with local needs and strategic priorities. These resources include initiative-specific one-pagers, best-fit guidance presentations, and initiative coherence supports designed to help applicants understand program distinctions, identify complementary funding opportunities, and make informed application decisions. Resources can be found via the [LASO Cycle 5 website](#).

*Note: Programmatic support is only available via webinars and the FAQ process. Office hours are for technical support only regarding application submittal prior to the application deadline.*

Applicants are strongly encouraged to utilize these resources prior to submitting an application. Participation in webinars, review of FAQ guidance, and engagement during office hours can help ensure a clear understanding of program requirements and assist applicants in identifying the funding opportunity that best supports their intended outcomes.

## LASO at a Glance

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This section provides fundamental information pertinent to the initiative program.

### Authorizing Legislation

This initiative is authorized by General Appropriations Act (GAA), Article III, 89th Texas Legislature, Strategy B.3.1, Improving Educator Quality/Leadership; HB 2 Section 5.10, TEC § 28.0064.

### Where to Submit the LASO Application

LASO individual application links will be emailed to Superintendents on September 23, 2026. Please see the [LASO website](#) for more information.

### Purpose of Program

Early literacy proficiency is foundational to long-term academic success, and ensuring students develop strong reading skills in the early grades remains a critical priority. Research-based intervention strategies, supported through high-quality early literacy intervention tools, can help students develop and strengthen foundational literacy skills, address identified learning needs, and progress toward grade-level reading proficiency. The purpose of the Early Literacy Intervention Tool (ELIT) Program is to improve student literacy outcomes by providing eligible school systems with:

- Access to high-quality, TEKS-aligned early literacy intervention tools that utilize automated, computerized, or other augmented methods to support early reading skills and are grounded in Research-Based Instructional Strategies (RBIS);
- Implementation support, including annual training and customized provider support; and
- Data-driven progress monitoring that complements Tier 1 instruction and supports mastery of foundational literacy skills and improved reading outcomes.

While high-quality Tier 1 instruction is the foundation of strong literacy outcomes for students, targeted intervention supports Tier 1 efforts by addressing identified learning needs and facilitating improved literacy development. This program is meant to provide supplemental intervention support.

To implement a high-quality early literacy intervention environment, a school system must:

- Identify students with demonstrated literacy needs through the use of valid and reliable data;
- Ensure systems are in place for successful implementation, including providing support to educators facilitating the intervention and building dedicated intervention time into schedules to ensure consistent student participation;
- Provide targeted, evidence-based literacy intervention aligned to students' specific learning needs; and
- Monitor student progress regularly to evaluate effectiveness and inform instructional adjustments.

School systems can use ELIT licenses to provide differentiated literacy support tailored to students' unique learning needs and receive comprehensive support through professional learning, implementation assistance, and ongoing progress monitoring to promote effective program implementation and improved student outcomes.

If school systems are provided with:

1. High-quality early literacy intervention tools that are aligned to the Texas Essential Knowledge and Skills (TEKS), grounded in Research-Based Instructional Strategies (RBIS), and designed to support diverse learners;
2. Professional learning, onboarding, and implementation support that enables educators to use the tools with fidelity;
3. Real-time access, usage, and mastery data that informs instructional decision-making at the student, classroom, school, and school system levels.
4. Ongoing monitoring of student engagement and implementation fidelity, educators will be better equipped to identify and address literacy skill gaps, provide targeted interventions, and ensure students engage in meaningful learning experiences that support the development of foundational

reading skills.

As a result, students will demonstrate stronger literacy proficiency, increased mastery of foundational reading skills, and improved performance on approved assessment measures, supporting improved outcomes for Texas students and advancing TEA's strategic priority of building a foundation for reading.

### Eligible Applicants

See the [General and Fiscal Guidelines](#), Eligibility for Funding.

School systems serving students identified as needing early literacy intervention, particularly those identified as at risk in reading, are eligible to participate in the program.

If a charter school closure is pending review, the award will be placed on hold pending a final determination regarding closure. If the final determination is to keep the charter open, the funding/award will be released. If the determination is to close the charter, making the charter ineligible, the award will be voided and no funds/awards will be disbursed.

Charters not **yet** serving students are not eligible.

Education Service Centers (ESCs) are not eligible to apply.

### Eligibility List

There is an eligibility list and it is posted in the Application and Support Information section of the [TEA Grant Opportunities](#) page.

### Shared Services Arrangement

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

Shared services arrangements (SSAs) are not allowed.

### Application Funding

See the [General and Fiscal Guidelines](#): *Continuation Funding, Fund Management, and Use of Funds*.

There are approximately 1,200 school systems in Texas that are eligible to receive ELIT licenses. It is anticipated that approximately 500 school systems will be awarded ELIT licenses. The estimated number of licenses available for this in-kind award will be approximately 480,000 student licenses for each year of the program.

Should additional funding become available for this program, the agency may add it to the base amount indicated above and fund additional qualifying awardees until all funding is exhausted.

If a charter school closure is pending review, the award will be placed on hold pending a final determination regarding closure. If the final determination is to keep the charter open, the funding/award will be released. If the determination is to close the charter, making the charter ineligible, the award will be voided and no funds/awards will be disbursed.

### Selection of Applicants for Funding

If demand exceeds available funding, TEA will prioritize eligible school systems based on demonstrated student need, prioritizing applicants with the lowest reading performance outcomes, as measured by the most recent available state assessment data. If there is a tie in this ranking at the end of available funding, TEA will then prioritize the applicant with the highest percentage of economically disadvantaged students to break the tie.

Should there be a tie in the final ranking impacting the award of licenses, the tied school systems will be offered a reduced number of their requested licenses to ensure that each has an opportunity to participate in the program.

Complete scoring details can be found in the *LASO Scoring and Review* section below.

TEA will automatically place eligible school systems not receiving requested licenses on a waitlist.

Licenses issued each year may be removed if not accessed by a defined date, and renewals may be denied if access and usage criteria are not met.

### Renewal Prioritization (when applicable based on available funding)

For school systems that have been awarded ELIT licenses, TEA will prioritize renewals each year based on school systems with the highest license access and usage. This prioritization may result in school systems maintaining, having licenses reduced or revoked, or, in some cases, increasing licenses based on access and usage data.

For the purposes of this program, the following terms are defined as:

- **Rostered:** Student has access to the product through individual or group logins. Rostered does not mean that a student has logged in to the product. Students must have a valid Texas Student Data System (TSDS) ID in order to be considered rostered.
- **Accessed:** Student has logged in to the product at least once.
- **Usage:** The degree to which students are meeting the provided fidelity of implementation target (i.e. >60 minutes or >3 lessons/week).

### LASO Application Requirements and Assurances

This section identifies the types of requirements in which applicants must comply to be eligible for funding:

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

### Statutorily Required Responses

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

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

The following requirements are defined in the statute that authorizes this program.

There are no statutory required responses for this opportunity.

### TEA Application Required Responses

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

In addition to the statutory requirements, TEA has established the following program requirements.

Applicants must address within the application how they will achieve the following:

1. This program requires school systems to utilize the [Texas Education Exchange](#) for program rostering and for all program activities requiring the submission, exchange, or transmission of sensitive student data. Is your school system already participating in the Texas Education Exchange, or will you need to sign up? There is no cost to participate.
2. ELIT licenses are anticipated to begin late in the 26-27 school year, with onboarding, rostering, training, etc. taking place after awards are announced and before licenses can be activated. Approximately how many 26-27 campuses do you anticipate participating in this program? This is just an approximation based on information you have at the time of this application. We will confirm all numbers after awards are announced.
3. (if applicable) At your anticipated participating 26-27 campuses, approximately how many total student licenses do you anticipate needing? This is just an approximation based on information you have at the time of this application. We will confirm all numbers after awards are announced.
4. Approximately how many 27-28 campuses do you anticipate participating in this program? This is just an approximation based on information you have at the time of this application. We will confirm all numbers after awards are announced.
5. At your anticipated participating 27-28 campuses, approximately how many total student licenses do you anticipate needing? This is just an approximation based on information you have at the time of this application. We will confirm all numbers after awards are announced.
6. Optionally, you may enter additional information here to expand on any of the above answers. (1,000 characters or less)
7. Contact information for the school system's primary and secondary points of contact for the ELIT initiative, including name, title, and email. Please use their work email address.

### Statutory or Program-Specific Assurances

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

1. The applicant assures that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
2. The applicant assures to adhere to all the Statutory and TEA Program requirements as noted in the Program Guidelines.
3. The applicant assures to adhere to all the Performance Measures, as noted in the Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
4. The applicant assures that any Electronic Information Resources (EIR) produced as part of this agreement will comply with the State of Texas Accessibility requirements as specified in 1 TAC 206, 1 TAC Chapter 213, Federal Section 508 standards, and the WCAG 2.0 AA Accessibility Guidelines.
5. The applicant acknowledges that Per Section 22.0834 of the Texas Education Code (TEC), any person offered employment by any entity that contracts with TEA or receives grant funds administered by TEA (i.e., a grantee or subgrantee) is subject to the fingerprinting requirement. TEA is prohibited from awarding grant funds to any entity, including nonprofit organizations, that fails to comply with this requirement. For details, refer to the General and Fiscal Guidelines, Fingerprinting Requirement.
6. Equal Treatment of All Persons: Consistent with Article I, Section 3a of the Texas Constitution, the

Fourteenth Amendment to the United States Constitution, federal and State law, and Executive Order No. GA-55, Subrecipient represents and warrants that: 1. All conduct under this Subaward shall be administered and performed in a neutral manner without regard to race of persons; 2. Subrecipient shall not, in the specific performance of this Subaward, elevate one individual person over another, or advantage any one person over another, due to race; 3. Subrecipient shall not, in the specific performance of this Subaward, employ practices or engage in any advancement of the programs known as DEI, critical race theory, affirmative action, or other similar, divisive agendas; 4. Subrecipient's staff, agents, subgrantees, contractors, and subcontractors that are selected and employed in the specific performance of this Subaward shall be selected and employed solely on merit and the ability to perform; and 5. Subrecipient shall ensure that any subgrantees, contractors and their subcontractors participating in the specific performance of this Subaward represent and warrant to the provisions of this clause.

7. Biological Sex and No Preferred Pronouns: Subrecipient represents and warrants that it shall ensure that all actions in specific performance of this Subaward shall comply with federal and state law and reflect that there are only two sexes. Subrecipient's employees, officers, representatives, subgrantees, contractors, subcontractors, and agents shall not, in performance of this Subaward, present, direct, request, or suggest the use of preferred personal pronouns in professional correspondence or presentations.
8. The school system will maintain current contact information in AskTED to ensure timely communication.
9. The applicant agrees to meet program-specific eligibility requirements to apply.
10. The applicant commits to all TEA Program Requirements and Assurances.
11. The applicant assures that it has the approval of the Superintendent, Chief Academic Officer, Director of Curriculum and Instruction, or equivalent to participate in this program.
12. The applicant assures that the **IT Director** (or equivalent) will be made available by the School System to support the use of selected products.
13. The applicant agrees to request only the number of licenses that will be actively used during the implementation of this program. (**Note:** Any change requests will be granted at TEA's discretion.)
14. The applicant understands that if licenses are not accessed by a predetermined date each year, they may be revoked.
15. The applicant understands that annual renewals may only be granted if they've met access and usage thresholds in the previous year.
16. The applicant agrees that High-quality Tier 1 instruction will remain the foundation of teaching reading and literacy.
17. The school system agrees to meet the [General and Fiscal Guidelines](#).
18. The school system will choose a provider once the approved list of subsidized providers is released.
19. The school system will meet all program deadlines communicated by TEA and the school system's selected provider.
20. The school system will designate and share with both TEA and providers a **school system-level lead/sponsor** for purposes of communication for both logistics and data monitoring, to be updated and maintained throughout the duration of the program.
21. For each participating campus, the school system will designate and share with both TEA and providers

a **campus-level lead/sponsor** for purposes of communication for both logistics and data monitoring, to be updated and maintained throughout the duration of the program.

22. The school system will develop and share with TEA and the selected provider an implementation plan with the following components:
  - a. how this program aligns with school system reading and literacy goals.
  - b. overall roles and responsibilities for teachers, campus administrators, and school system leaders in implementing this program.
  - c. description of when and how the licenses will be used, including sample schedules showing dedicated time.
  - d. data/progress monitoring plan at the campus and school system level.
23. The school system will **attend all required meetings and trainings** involved with the implementation of the program and comply with tasks such as onboarding, rostering, etc., as outlined by the provider/TEA.
24. The school system will utilize the Texas Education Exchange for program rostering and for all program activities requiring the submission, exchange, or transmission of sensitive student data. Awardees that are not yet part of the Exchange will be required to [sign up](#). There is no cost to participate.
25. The school system will ensure that campus-level administration receives and complies with program implementation requirements of the provided licenses.
26. The School System will ensure that all participating campuses complete onboarding, rostering, training (training and rostering must be done each year of program participation), and any other activities requested by TEA/providers.
27. The School System will ensure that students consistently access and use the product at levels tied to fidelity targets.
28. The School System will ensure that participating educators and leaders use the provided real-time instructional mastery dashboards to monitor student progress and program implementation.
29. The School System will use the early literacy intervention tool licenses to provide targeted literacy intervention support and address identified skill gaps.
30. The School System will integrate intervention time into the master schedule to ensure consistent student participation.
31. The school system will regularly monitor program data around implementation fidelity, student engagement, and academic outcomes to inform continuous improvement, both at the campus and school system level.

The program-specific assurances for this LASO program are listed in the Qualtrics application.

## Program Elements

### Description of Program

The Early Literacy Intervention Tool (ELIT) is designed to strengthen foundational literacy skills and improve reading achievement for students who require targeted support in early literacy development. Reading proficiency in the early grades is a critical predictor of future academic success, and students who do not develop strong foundational literacy skills may experience challenges across content areas as academic

demands increase. Although many Texas students have demonstrated growth in literacy achievement, persistent reading skill gaps continue to affect students who require additional support beyond core classroom instruction. ELIT licenses address this need by providing eligible School Systems with access to high-quality early literacy intervention tools and implementation supports that enable educators to identify literacy skill gaps, deliver targeted intervention, and monitor student progress toward grade-level reading proficiency.

The program complements, rather than replaces, high-quality Tier 1 literacy instruction. While Tier 1 instruction remains the primary driver of student literacy success, intervention serves as an additional layer of support for students who demonstrate identified literacy needs and require intervention to develop foundational reading skills. Through the ELIT program, participating School Systems gain access to TEKS-aligned early literacy intervention tools that utilize automated, computerized, or other augmented methods to support literacy development. These tools are grounded in Research-Based Instructional Strategies (RBIS) and are designed to support diverse learners through personalized learning pathways, targeted skill development, adaptive instruction, immediate feedback, and ongoing opportunities for practice and reinforcement.

Successful implementation of an effective literacy intervention model requires School Systems to establish systems and structures that ensure students receive consistent and meaningful support. Participating School Systems are expected to identify students with demonstrated literacy needs through the use of valid and reliable data sources, establish dedicated intervention time within instructional schedules to ensure consistent participation, provide targeted and evidence-based literacy interventions aligned to individual student needs, and regularly monitor student progress to evaluate effectiveness and inform instructional decisions. These implementation practices help ensure that literacy interventions are delivered with fidelity, integrated with classroom instruction, and focused on improving student learning outcomes.

In addition to access to approved intervention tools, the ELIT program provides comprehensive implementation support designed to help School Systems use literacy intervention resources effectively and sustainably. Participating School Systems receive onboarding support, professional learning, and ongoing implementation guidance to build educator capacity and strengthen intervention practices. Educators also have access to real-time student usage, engagement, performance, and mastery data that can be used to identify literacy skill gaps, monitor student growth, adjust interventions, and evaluate implementation effectiveness at the student, classroom, school, and School System levels. These supports are included for ELIT awardees:

- Onboarding support (i.e., meetings, rostering support through the Exchange)
- Annual training and associated resources to support fidelity use of licenses
- ELIT licenses through the School System's chosen provider
- Ongoing, personalized implementation support
- Instructional Mastery Dashboards with student usage, progress monitoring, and mastery data to support instructional decision-making and continuous improvement

Awardees may choose to purchase additional services from their selected provider; however, it is not required as part of the program.

Through the combination of high-quality literacy intervention tools, data-informed instructional practices, professional learning, and ongoing implementation support, the ELIT program creates a structured environment for strengthening foundational literacy skills and improving reading achievement. The program enables educators to provide differentiated intervention that responds to students' unique learning needs, increases student engagement in literacy learning, and supports continuous improvement efforts through effective implementation and progress monitoring.

As a result, participating students are expected to demonstrate increased mastery of foundational reading skills, stronger overall literacy proficiency, and improved performance on approved assessment measures. By expanding access to effective early literacy intervention opportunities and strengthening data-informed instructional decision-making, the ELIT program supports improved outcomes for Texas students and advances TEA's strategic priority of building a foundation for reading.

### Performance and Evaluation Measures

Key outcomes should include:

- School System ensures all eligible, participating campuses complete onboarding, rostering, and training before providers activate licenses (training and rostering must be done each year of program participation)
- students consistently access and use the product at levels tied to fidelity targets
- educators and leaders use real-time instructional mastery dashboards to monitor progress and implementation
- students show stronger reading achievement demonstrated through improved performance on approved assessment measures

The applicant agrees to utilize the Texas Education Exchange for program rostering and for all program activities requiring the submission, exchange, or transmission of sensitive student data. Awardees that are not yet part of the Exchange will be required to [sign up](#). There is no cost to participate.

While school systems will not need to provide this information directly to TEA, providers will use roster data and student usage data to provide TEA with:

- monthly student-level access and usage reports
- real-time dashboard data at various views (real-time data also available to School Systems)
- an annual efficacy study

Providers will also track and report to TEA each School System's annual training attendance, onboarding completion, implementation progress, and engagement with available data, including whether the School System accesses data, reviews implementation and student progress metrics, and monitors progress throughout the program.

### Additional Guidelines for the Effective Use of Educational Technology to Maximize Impact:

- **Tier 1 Supplement:** Digital learning platforms should offer dynamic, student-specific learning opportunities that directly supplement Tier 1 instruction, not supplant.
- **Measurable:** Use of technology and digital learning should be tied to specific, measurable student learning goals – such as lesson completion or mastery - within the daily instructional model.
- **Managed:** Students should interact with technology and digital learning platforms at the direction and management of the teacher and campus leaders.
- **Appropriate Use:** Within the master schedule, technology should be available and used only to – not above - stated, research-backed student usage indicators, limiting overuse.

### Limits on Contracted Evaluators

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

### Attachments

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There are two types of attachments that may be required to be submitted with your application:

#### Required Program-Related Attachments

No program-related attachments are required for this Grant program.

#### Required Fiscal-Related Attachments

No fiscal-related attachments are required for this Grant program.

### LASO Scoring and Review

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This section provides information on the scoring and review of LASO applications.

#### LASO Review and Funding Criteria

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

School systems serving students identified as needing early literacy intervention, particularly those identified as at risk in reading, are eligible to participate in the program.

Education Service Centers (ESCs) are not eligible to apply.

Charters not **yet** serving students are not eligible.

All eligible applicants will be ranked from highest to lowest percentage of students scoring Did Not Meet Grade Level on the most recent STAAR Grade 3 Reading Language Arts (RLA) assessment. Awards will be made in rank order until funding is exhausted.

If a tie on the RLA performance criterion affects which applicants can be awarded with the remaining available funding, tied applicants will be ranked from highest to lowest percentage of economically disadvantaged students. Awards will be made in rank order until funding is exhausted.

Should there be a tie in the final ranking impacting the award of licenses, the tied School Systems will be offered a reduced number of their requested licenses to ensure that each has an opportunity to participate in the program.

#### Priority Points

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

Priority points do not pertain to this initiative.

#### Oral Interviews for Funding

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

Oral Interviews do not pertain to this initiative.