

Informal Discretionary Competitive (IDC Grant)

LASO 2026-2027 (Cycle 5)

Learning Acceleration Support Opportunities

2026-2027 Math Supplemental Curriculum for School Improvement (MSC for SI)

Program Guidelines

Authorized by the Elementary and Secondary Education Act of 1965, as amended by Every Student Succeeds Act (ESSA), Title I, Part A, Section 1003.

Application Due Date

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



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Introduction to the Program Guidelines

The Texas Education Agency (TEA) administers federal¹ and state grant awards to its subgrantees² to carry out a program. Such entities include primarily school systems (referred to as local educational agencies [LEAs] in statutes), including independent school districts and charter schools; education service centers (ESCs); and, to a lesser degree, institutions of higher education (IHEs), nonprofit organizations (NPOs), and other statutorily allowable organizations. The following Program Guidelines apply to all eligible subgrantees for the designated grant program.

The Program Guidelines, as part of the request for application (RFA), are to be used in conjunction with the [General and Fiscal Guidelines](#) and any application instructions or other RFA requirements, as listed for the grant on the [TEA Grant Opportunities](#) page. The Standard Application System (SAS) consists of Application Part 1 (PDF narrative schedules) and Application Part 2 (Excel budget schedules). An eligible applicant must submit both parts of the SAS to apply for funding, unless specifically delineated in these guidelines.

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

Requirement for Username and Password

To access eGrants and apply for this grant, you must have access to the [TEA Login \(TEAL\)](#). Follow these steps to apply for usernames and passwords on TEAL:

1. Visit the [TEA Login \(TEAL\)](#) page of the TEA website. Select [Request New User Account](#) to begin the process of applying for a TEAL account online.
2. Once you have been assigned a TEA Login (TEAL) account, log into TEAL and under Self-Service select My Application Accounts.
3. The My Accounts tab will open. Select Request New Account, then find eGrants in the list and follow the instructions to submit your request.
4. Entities with existing TEAL accounts but no eGrants accounts should email competitivegrants@tea.texas.gov to ensure proper access to eGrants and this application.
5. If the application does not appear in your "Apply for Eligible Grants" section in your eGrants homepage, please email competitivegrants@tea.texas.gov.
6. For those entities without a prior relationship with TEA, and no TEAL accounts please email competitivegrants@tea.texas.gov with the following information prior to requesting a TEAL

¹ TEA is the grantee and pass-through entity for federal education funding. *Grantee* is defined as the legal entity to which a grant is awarded and that is accountable to the federal government for the use of the funds provided. The term "grantee" does not include any secondary recipients, such as subgrantees and contractors, that may receive funds from a grantee pursuant to a subgrant or contract. (34 CFR 77.1) *Pass-through entity* is defined as a recipient or subrecipient that provides a subaward to a subrecipient (including lower tier subrecipients) to carry out part of a federal program. (2 CFR 200.1)

² *Subgrantee* is defined by TEA to be the same as a *subrecipient*, which is defined in 2 CFR 200.1 as an entity that receives a subaward from a pass-through entity to carry out part of a federal award. The term does not include an individual that is a beneficiary or participant of the program. For purposes of the request for application (RFA), TEA may use the terms *subgrantee*, *grantee*, *subrecipient*, and *applicant* synonymously.

account:

- a. Entity name
 - b. Entity full address – Street, city, state, zip code
 - c. County
 - d. Entity phone number
 - e. Entity email address
 - f. Entity Legal Authority - Name, title, email and phone
 - g. Entity Legal Authority Backup – Name, title, email and phone
 - h. Vendor ID/FEIN
7. All requests for TEAL and eGrants accounts must be submitted well in advance of the application deadline to avoid delays. Please note that this application process is both detailed and time intensive. It is the applicant's responsibility to plan accordingly and allocate sufficient time to complete, certify, and submit the application before the deadline.

Late submissions caused by delays in obtaining TEAL or eGrants access, or by technical issues, will not be accepted under any circumstances. To ensure a smooth process, we strongly recommend initiating account setup and application work as early as possible.

Reference to the General and Fiscal Guidelines

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

Errata Notices

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

Overview of LASO Process

The following steps provide a high-level overview of the process for responding to Informal Discretionary Competition (IDC), including submitting an IDC application, and being selected for funding:

1. TEA publishes IDC application and 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.
5. Applicants selected for funding will be required to submit and certify an eGrant funding application including assurances and a budget summary to receive funding. Note: All data submitted in the needs

assessment application is incorporated into the eGrants funding application under the Notice of Grant Award (NOGA).

6. TEA staff conducts budget negotiations on the IDC application.
7. Notice of Grant Award (NOGA) issued upon successful completion of the negotiation process.

Email Bulletins

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

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

Funding Manager: Competitive Grants Unit, Grants Administration Division

Funding Manager Email: 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	Up to \$20 million (\$4 million a year for up to 5 years) for in-kind supports only
Percentage to be financed with federal funds	100%
Amount of federal funds	Up to \$20 million (\$4 million a year for up to 5 years) for in-kind supports only
Percentage to be financed from nonfederal sources	0%
Amount of nonfederal funds	\$0

**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 Registration link 1 Webinar registration link can be found on the LASO website
September 18, 2026	General Webinar Option #2 Registration link 2 Webinar registration link can be found on the LASO website
September 23, 2026	LASO application available LASO individual application links will be emailed to Superintendents on September 23, 2026. Please see the LASO website for more information.
September 28, 2026	FAQ Publishing The FAQs for this LASO program will be posted to the TEA Grant Opportunities 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 LASO@tea.texas.gov See General and Fiscal Guidelines , Frequently Asked Questions
October 20, 2026, 12:00 p.m. CT	Program Specific Webinar #1 Registration links found on the LASO website
October 22, 2026, 12:00 p.m. CT	Program Specific Webinar #2 Registration links found on the LASO website
November 1, 2026	FAQ question submission deadline
November 17, 2026, 11:30 a.m. CT	Office Hours Registration links found on the LASO website
December 1, 2026	Due date for the LASO Qualtrics application. The LASO application must be received by the TEA by 5:00 p.m. CT. See TEA Grant Opportunities , LASO Application Due Date and Time
December 2, 2026- January 30, 2027	Application review period, including interviews if necessary See General and Fiscal Guidelines , Review Process
February 8, 2027	Anticipated award announcement
February 8, 2027	Supplemental Verification Form sent to awardees
March 2, 2027	Beginning date of program (if awarded) Due Date for Supplemental Form See General and Fiscal Guidelines , Grant Period
March 2, 2027- August 31, 2027	Awarded school systems complete onboarding activities (i.e., attend meetings, select provider(s), complete training, submit implementation plan, roster students, etc.).

September 1, 2027	Start date of MSC for SI licenses, year 1
August 31, 2028	End date of MSC for SI licenses, year 1 If funding remains available, renewals may happen for school systems with eligible campuses meeting renewal requirements.

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

This section provides fundamental information pertinent to the initiative program.

Authorizing Legislation

This initiative is authorized by the Elementary and Secondary Education Act of 1965, as amended by Every Student Succeeds Act (ESSA), Title I, Part A, Section 1003.

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

While Texas students have made progress in mathematics since the COVID-19 pandemic, accelerated learning remains a critical need. Research-based learning acceleration strategies, such as high-quality supplemental instruction delivered through tutoring, blended learning, or personalized learning models, can help students close learning gaps and achieve grade-level proficiency. The purpose of the Math Supplemental Curriculum for School Improvement (MSC for SI) initiative is to accelerate student learning and improve mathematics outcomes by providing Title I campuses that are federally identified for school improvement under the Every Student Succeeds Act (ESSA) with:

- access to high-quality, TEKS-aligned supplemental online mathematics curriculum for PK–12 students that is 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 helps accelerate student learning outcomes.

While high-quality Tier 1 instruction is the foundation of strong academic outcomes for students, supplemental instruction supports Tier 1 efforts by addressing learning gaps and accelerating student achievement.

To implement a high-quality supplemental instruction environment, a school system or campus must:

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

Through MSC for SI, campuses can provide differentiated instruction tailored to students' unique academic needs and receive comprehensive support through professional learning, implementation assistance, and ongoing progress monitoring to promote effective program implementation and improved student outcomes.

If campuses are provided with:

- High-quality online supplemental math programs that are aligned to the Texas Essential Knowledge and Skills (TEKS), grounded in research-based instructional strategies (RBIS), and support diverse learners;
- Professional learning, onboarding, and implementation support that enables educators to use the tools with fidelity;

- Real-time access, usage, and mastery data that informs instructional decision-making at the student, classroom, and campus levels; and
- Ongoing monitoring of student engagement and implementation fidelity, educators will be better equipped to identify and address unfinished learning, provide targeted interventions, and ensure students engage in meaningful supplemental learning experiences.

As a result, students will demonstrate stronger mathematics proficiency, increased mastery of grade-level standards, and improved performance on approved assessment measures, helping advance TEA's strategic priorities of building a foundation in mathematics and improving outcomes in low-performing schools.

Eligible Applicants

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

- 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.
- Due to the Title I funding source, eligible school systems that are approved for MSC for SI licenses will only be able to use them at campuses that are Title I served with a federal accountability identification, including Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support (ATS), or comprehensive campuses in their second year of identification (Comprehensive Reidentified or Comprehensive Progress).
- If a campus is no longer Title I and SI designated as of October 31 each year of the program, TEA may explore alternate funding options outside of Title I for continuation of supports.
- 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.

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

Charters not yet serving students are not eligible.

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 campuses in Texas that are eligible to receive MSC for SI licenses; these are

Title I campuses that are federally identified for school improvement under the Every Student Succeeds Act (ESSA). It is anticipated that approximately 300 school systems will be awarded MSC for SI licenses for their eligible campuses. The estimated number of licenses available for this in-kind award will be approximately 250,000 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 mathematics 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 with eligible campuses that have been awarded MSC for SI 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.

Campuses must remain in operation and Title I served each year in order to continue participating in the MSC for SI program.

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. MSC for SI licenses are anticipated to begin 9/1/27, with onboarding, rostering, training, etc. taking place in the months leading up to that date. Approximately how many eligible 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.
3. 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. As a reminder, we expect campus-wide implementation to the extent possible, unless an exception is requested and granted.
4. Optionally, you may enter additional information here to expand on any of the above answers (1,000 characters or less).
5. Contact information for the school system's primary and secondary points of contact for the MSC for SI 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 they accept and will comply with Every Student Succeeds Act Provisions and Assurances requirements.
5. 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.
6. 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.
7. 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.
8. 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.
9. The school system will maintain current contact information in AskTED to ensure timely communication.
10. The applicant agrees to meet program-specific eligibility requirements to apply.
11. The applicant commits to all TEA Program Requirements and Assurances.
12. The applicant certifies that it has at least one Title I campus that is federally identified for school improvement under the Every Student Succeeds Act (ESSA).
13. The applicant agrees to only select eligible campuses to participate in the program and to only use awarded licenses at eligible campuses. 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 and Title I served for each year of the program.
 - a. If a campus is no longer Title I and SI designated as of October 31 each year of the program,

TEA may explore alternate funding options outside of Title I for continuation of supports.

14. 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.
15. The applicant assures that the staff member responsible for overseeing federal programs has been informed that the school system is applying for MSC for SI and understands all applicable requirements. The school system further assures that this staff member will monitor and oversee compliance for all eligible campuses awarded MSC for SI licenses throughout the duration of the award.
16. The applicant assures that the **IT Director** (or equivalent) will be made available by the school system to support the use of selected products.
17. The applicant acknowledges that submission of an application for the MSC for SI initiative constitutes a commitment to fully participate in the program and comply with all applicable federal and state program guidelines and requirements.
18. 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.)
19. The applicant understands that if licenses are not accessed by a predetermined date each year, they may be revoked.
20. The applicant understands that annual renewals may only be granted for eligible campuses that have met access and usage thresholds in the previous year.
21. The applicant agrees that high-quality Tier 1 instruction will remain the foundation of mathematics learning.
22. The applicant assures that program in-kind supports and services will supplement, not supplant, state mandates, State Board of Education rules, local policy requirements, or activities previously funded with state or local funds.
23. The applicant further assures that the availability of these in-kind supports and services will not result in a reduction, diversion, or reallocation of state or local funds for other purposes.
24. The school system agrees to meet the [General and Fiscal Guidelines](#).
25. The school system will choose a provider / providers once the approved list of subsidized providers is released.
26. The school system will meet all program deadlines communicated by TEA and the school system's selected provider(s).
27. 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.
28. For each eligible, 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.
29. The school system will develop and share with TEA and selected provider(s) an implementation plan with the following components:
 - a. how this program aligns with school system and campus math 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. a data / progress monitoring plan at the campus and school system level
30. 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(s)/TEA.
 31. For each eligible campus that the school system selects to participate in this program, the school system will implement the program campus-wide to the extent possible. Unless an exception is requested and granted, all students in all grade levels that the selected provider(s) cover(s) are expected to participate at the required usage threshold.
 32. 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.
 33. If the math supplemental curriculum licenses are used to fulfill requirements under HB 1416, the school system will follow the requirements as noted in Texas Education Code (TEC) § 28.0211.
 34. The school system will ensure that campus-level administration receives and complies with program implementation requirements of the provided licenses.
 35. The school system will ensure that all eligible, 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.
 36. The school system will ensure that students consistently access and use the product at levels tied to fidelity targets.
 37. 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.
 38. The school system will use the math supplemental curriculum licenses to provide targeted support that accelerates learning and addresses identified skill gaps.
 39. The school system will integrate supplemental instruction into the master schedule to ensure consistent student participation.
 40. 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 Math Supplemental Curriculum for School Improvement (MSC for SI) program is designed to strengthen mathematics achievement and accelerate learning for students attending Title I campuses identified for school improvement under the Every Student Succeeds Act (ESSA). Although Texas students have shown signs of academic recovery following the COVID-19 pandemic, many continue to experience unfinished learning in

mathematics that requires targeted, evidence-based support beyond core classroom instruction. MSC for SI addresses this need by providing campuses with access to high-quality supplemental mathematics curriculum and implementation supports that enable educators to identify learning gaps, deliver differentiated instruction, and monitor student progress toward grade-level proficiency.

The program complements, rather than replaces, high-quality Tier 1 instruction. While Tier 1 instruction remains the primary driver of student academic success, supplemental instruction provides an additional layer of support for students who need targeted intervention to address specific skill gaps and accelerate learning. Through MSC for SI, participating campuses gain access to TEKS-aligned online mathematics programs for students in grades PK–12 that are grounded in Research-Based Instructional Strategies (RBIS) and designed to support diverse learners through personalized learning pathways, adaptive instruction, and targeted practice opportunities.

Successful implementation of a supplemental instruction model requires campuses to establish systems that ensure students receive consistent and meaningful support. Participating school systems and campuses are expected to identify students with demonstrated academic needs using valid and reliable data sources, build dedicated supplemental instructional time into the master schedule, provide targeted instruction aligned to individual student needs, and regularly monitor student progress to evaluate effectiveness and inform instructional decisions. These implementation practices help ensure that supplemental instruction is delivered consistently, integrated with classroom learning, and focused on improving student outcomes.

In addition to online curriculum access, MSC for SI provides comprehensive implementation support to help campuses use supplemental instructional resources effectively and with fidelity. Eligible participating campuses at awarded school systems receive onboarding, professional learning, and ongoing implementation guidance designed to build educator capacity and support sustainable program implementation. Educators also have access to real-time student usage, performance, and mastery data that can be used to identify unfinished learning, adjust interventions, and monitor student growth at the student, classroom, campus, and school system levels. These supports are included for awardees through MSC for SI:

- Onboarding support (i.e., meetings, rostering support through the Exchange)
- Annual training and associated resources to support fidelity use of licenses
- Online curriculum licenses through the school system's chosen MSC for SI provider(s).
- 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(s); however, it is not required as part of the program.

Through the combination of high-quality supplemental curriculum, data-informed instructional practices, professional learning, and ongoing implementation support, MSC for SI creates a structured environment for accelerating mathematics learning and improving student outcomes. The program enables educators to provide differentiated instruction that responds to students' unique academic needs, strengthens engagement in supplemental learning opportunities, and supports continuous improvement efforts on campuses identified for school improvement.

As a result, participating students are expected to demonstrate increased mastery of grade-level mathematics standards, stronger overall mathematics proficiency, and improved performance on approved assessment measures. By expanding access to effective supplemental learning opportunities and strengthening instructional decision-making, MSC for SI supports the Texas Education Agency's strategic priorities of building

a strong foundation in mathematics and improving outcomes for students served by low-performing schools.

Performance and Evaluation Measures

Key outcomes should include:

- The school system ensures that 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 math achievement demonstrated through impact on STAAR or other approved assessments.

All of the above should be aligned to each campus's targeted improvement plan (TIP).

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.

Federal Grant Requirements*

Equitable Access and Participation

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

This requirement does not apply to this federally funded Grant/initiative program.

Private Nonprofit School Participation

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

This requirement does not apply to this federally funded Grant/initiative program.

Maintenance of Effort

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

This requirement does not apply to this federally funded Grant/initiative program.

Attachments

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

Required Program-Related Attachments

See the [General and Fiscal Guidelines](#), Required Program-Related Attachments, for a general description of program-related documents that can be required as attachments to the application.

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

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 with at least one Title I campus that is federally identified for school improvement under the Every Student Succeeds Act (ESSA) as of 2026 are eligible to apply.

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 mathematics STAAR assessment (all grades). Awards will be made in rank order until funding is exhausted.

If a tie on the mathematics 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.