

Welcome



Learning Acceleration Support Opportunities (LASO) is a **single, consolidated application for grants, in-kind supports and services, and allotment opportunities** aligned to key initiatives that accelerate academic gains.

- **Grants:** Direct to district funding awarded to support planning and implementation of specific programs or strategies.
- **Allotments:** Funding provided through eligible state funding mechanisms.
- **In-kind supports and services:** Non-cash supports such as technical assistance, coaching, tools, training, or other implementation support.

Overview

LASO 26–27 (Cycle 5) helps school systems access funding, allotments, and in-kind supports across 21 initiatives that strengthen strategic planning, curriculum and instruction, talent systems, extended learning time, and innovative school models to meet local needs and improve student outcomes.

Application Instructions

Instructions

In this application, the school system will:

- Review available LASO 26-27 (Cycle 5) initiatives.
- Determine which initiatives match local needs and eligibility.
- Select the initiatives your school system wants to apply for.
- Complete only the sections for the selected initiatives.
- Submit one superintendent-signed application by the deadline.

Selection Guidance

When reviewing initiatives, consider:

- Student outcome goals and areas of need.
- Campus and district eligibility.
- Alignment to existing strategic priorities.
- Staff capacity to participate in required supports.
- Sustainability after the grant, allotment, or support period ends.
- Review the [program guidelines](#) and [one-pagers](#).
- Use the [eligibility](#) and [best fit](#) selection tools.
- Review the [master calendar](#) and consult with district and campus leaders.

Complete only the sections for selected initiatives, and submit one superintendent-signed application by the deadline.

Initiative Opportunities

Initiative Opportunities

LASO 26-27 (Cycle 5) includes the following initiatives:

* Launch Initiative to tap into future allotments

Strategic Planning

- [Local Accountability System Planning Grant \(LAS\)](#) - Grant + In-Kind

Curriculum and Instruction

- [Leadership & Instructional Foundations for Texas \(LIFT\)](#) - Grant*
(Available only for Title I Comprehensive, Targeted, and Additional Targeted)
- [LIFT School Improvement Accelerator \(LIFT SI\)](#) - Grant
(Available only for Title I Comprehensive, Targeted, and Additional Targeted)
- [School Improvement Curriculum and Instruction Support Grant \(SI CISG\)](#) - Grant
(Available only for Title I Comprehensive, Targeted, and Additional Targeted)
- [Blended Learning Grant \(BLG\)](#) - Grant
(Two Pathways: Coherent Systems and Strategic Operations Cohort)
- [Advanced Placement Computer Science Principles \(AP CSP\)](#) - Grant
- [Math Supplemental Curriculum for School Improvement \(MSC for SI\)](#) - In-Kind
- [Early Literacy Intervention Tool \(ELIT\)](#) - In-Kind

Strategic Talent Systems - PREP Allotments Only

- [PREP Grow Your Own Program \(GYO\)](#)
- [PREP Residency Preservice](#)
- [PREP Traditional Preservice](#)
- [PREP Alternate Preservice](#)
- [PREP Mentorship](#)

Strategic Talent Systems

- [Texas Strategic Staffing \(TSS\)](#) - Grant
- [Strategic Compensation Cohort for Enhanced TIA \(SCC for ETIA\)](#) - In-Kind*

More Time

- [Additional Days School Year \(ADSY\) PEP](#) - Grant
(Two Pathways: Summer Learning and Full Year Redesign)

Innovative School Models - Grants

- [School Action Fund \(SAF\)](#) - Grant*
- [Rural Pathway Excellence Partnership \(R-PEP\)](#) - Grant + In-Kind*
- [Early College High School \(ECHS\)](#) - Grant
- [Pathways in Technology Early College High School \(P-TECH\)](#) - Grant*
- [Virtual and Hybrid Program Accelerator \(VHPA\)](#) - Grant + In-Kind*
(Two Pathways: Campus and Program)

General Information

LASO 26-27 (Cycle 5) Application

General School System Information

Select the ESC region that serves the school system.

ESC Region:

School System:

LASO 26-27 (Cycle 5) Application (cont.)

School System Contact Information

Enter the name, title, and email of the school system employee completing this application.

(While multiple roles may complete different sections, please designate one primary contact.)

Name:

Title:

Email:

Superintendent Contact Information

Enter the name and email of the superintendent for the school system.

Name:

Email:



LASO 26-27 (Cycle 5) Application (cont.)

School System Calendar

For the 2026–27 school year, select the option that best describes your school system’s instructional calendar:

- ☐ 165 or more instructional days
- ☐ Fewer than 165 instructional days
- ☐ Fewer than 165 instructional days in 2026–27, but planning to transition to 165 or more days in a future year

LASO 26-27 (Cycle 5) Application (cont.)

LASO Cycle 5 Assurances

The school system confirms that:

- To apply for any LASO Cycle 5 initiative, they must commit to all assurances associated with the initiatives they intend to apply for. Failure to agree to these assurances may prevent the

school system from completing the application or being considered for awards.

- If assurances are not met or the school system disengages from the supports/initiatives provided, TEA may impose conditions on the award, including terminating participation or reducing awarded funds.
- The superintendent approves participation in all selected initiatives.
- The [General and Fiscal Guidelines](#) are met for all grants applied for.

Does the school system certify its commitment to all assurances listed above?

☐ Yes

☐ No

Initiative Selection

Initiative Selection

Below is the list of initiatives available in LASO 26-27 (Cycle 5). Select only the set of initiatives that best meet your school system's local needs and priorities and that you intend to apply for.

Strategic Planning

☐ Local Accountability System Planning Grant (LAS)

Curriculum & Instruction

- ☐ Leadership & Instructional Foundations for Texas (LIFT)
- ☐ LIFT School Improvement Accelerator (LIFT SI)
- ☐ School Improvement Curriculum and Instruction Support Grant (SI CISG)
- ☐ Blended Learning Grant (BLG)
- ☐ Advanced Placement Computer Science Principles (AP CSP)
- ☐ Math Supplemental Curriculum for School Improvement (MSC for SI)
- ☐ Early Literacy Intervention Tool (ELIT)

Strategic Talent Systems - PREP Allotments Only

- ☐ PREP Grow Your Own (GYO)
- ☐ PREP Residency Preservice
- ☐ PREP Traditional Preservice
- ☐ PREP Alternate Preservice
- ☐ PREP Mentorship

Strategic Talent Systems

- ☐ Texas Strategic Staffing (TSS)
- ☐ Strategic Compensation Cohort for Enhanced TIA (SCC for ETIA)

More Time

- ☐ Additional Days School Year (ADSY) PEP

Innovative School Models - Grants

- ☐ School Action Fund (SAF)
- ☐ Rural Pathway Excellence Partnership (R-PEP)
- ☐ Early College High School (ECHS) Grant
- ☐ Pathways in Technology Early College High School (P-TECH)
- ☐ Virtual and Hybrid Program Accelerator (VHPA)

Local Accountability System Planning Grant (LAS)

Local Accountability System Planning Grant (LAS)

Initiative Description

House Bill (HB) 22, passed by the 85th Texas Legislature in 2017, established the Local Accountability System (LAS) to allow school systems to develop local accountability plans for their campuses. Local accountability plans can capture and showcase outcomes aligned with locally determined needs and strengths.

The LAS is a school system-wide initiative through which school systems develop a plan to evaluate the performance of their campuses locally. LAS seeks to: 1) engage the community and district in establishing locally relevant accountability measures; 2) provide parents, families, and communities with detailed information about local school performance and progress over time; 3) continuously improve student

performance and preparedness for post-secondary success.

The Local Accountability Plan initiative will 1) provide school systems with funding to support the development and implementation of local accountability plans, including resources for LAS planning activities such as data management, professional development, stakeholder engagement, data collection tools, and innovative initiatives aimed at continuous improvement of student performance, and 2) provide targeted technical assistance from qualified Technical Advisors with demonstrated expertise in local accountability system frameworks, approaches, and strategies.

Eligibility Criteria

As the applicant, the school system hereby agrees to:

- Charters not yet serving students are not eligible to apply.
- 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 will be released. If the determination is to close the charter, making the charter ineligible, the award will be voided and no funds will be disbursed

Initiative Assurances

As the applicant, the school system hereby agrees to:

- Have read the [Local Accountability System Technical Guide](#).



- Participate in recurring meetings with the technical assistance provider who will assist with program requirements and ensure the plan adheres to Texas Education Code (TEC) §39.0544 and Texas Administrative Code (TAC) §97.1003.
- Prepare a local accountability plan for TEA approval. The plan will be in effect for a 5-year cycle. The plan submission for those on the typical two-year process will submit the LAS plan to TEA by the last week of September 2028. The plan submission for those who have collected community input, baseline data, and choose to forgo the planning year will submit the LAS Plan for approval by the last week of September 2027. School systems and open-enrollment charter schools must present a well-structured local accountability plan that meets the standards of acceptance as listed in the [Local Accountability Technical Guide](#) on pages 18-19.
- Ensure that the local accountability plan will:
 - Engage the community and school systems in establishing locally relevant accountability measures;
 - Provide parents, families, and communities with detailed information about local school performance and progress over time; and
 - Continuously improve student performance and preparedness for post-secondary success.

Does the school system agree to meet the Eligibility Criteria and Initiative Assurances listed above?

☐ Yes

☐ No

Local Accountability System Planning Grant (LAS)



Initiative Specific Requirements

As the applicant, the school system hereby agrees to:

- Collect data and submit the following mandatory performance and evaluation artifacts: Must attend required LAS Rules and Regulations Training.
- Submit a community engagement plan.
- [Submit Part I and Part II LAS Planning Tools.](#)
- Collect and submit baseline data.
- Submit quarterly expenditure reports from the official accounting system.

Does the school system agree with the Initiative Requirements listed above?

- ☐ Yes
- ☐ No

LAS - Initiative Questions

Local Accountability System Planning Grant (LAS) (cont.)

Initiative-Specific Questions

Applicants must address in the application how they will achieve the assurances stated below.

1. Summary of Project: Describe the rationale for initiating a local accountability plan, including how it will drive improved student outcomes and align with the school system's mission, vision, and goals.

(Upload a PDF file using the following naming convention
- [School System or Campus
Name].LAS.SummaryOfProject.pdf)

2. Goals, Objectives, and Strategies: Describe the major goals and objectives of the proposed program. Detail any strategies that will be implemented to meet those goals and objectives.

(Upload a PDF file using the following naming convention
- [School System or Campus
Name].LAS.GoalsObjectivesAndStrategies.pdf)

3. Performance and Evaluation Measures of the Grant Program: Describe the performance management routines that will be developed to ensure progress monitoring will drive the achievement of predetermined grant outcomes.

(Upload a PDF file using the following naming convention
- [School System or Campus
Name].LAS.PerformanceAndEvaluationMeasures.pdf)

4. Qualifications and Experience for Key Personnel: Describe the qualifications and experience of the existing staff member responsible for this program. Include information about their experience with leadership, project management, problem-solving, the state accountability system, and engaging with the community to support educational outcomes.

(Upload a PDF file using the following naming convention
- [School System or Campus
Name].LAS.PersonnelQualificationsAndExperience.pdf)

5. Budget Narrative: Describe how the proposed budget will meet the needs and goals of the program, including staffing, project design, and resources needed to support the implementation of the grant.

(Upload a PDF file using the following naming convention
- [School System or Campus
Name].LAS.BudgetNarrative.pdf)

6. Parent and Community Involvement: Describe how families and community members will be actively involved in providing input on the components to include in the local accountability plan and how family engagement will be measured.

(Upload a PDF file using the following naming convention
- [School System or Campus
Name].LAS.ParentAndCommunityInvolvement.pdf)



7. Goals, Objectives, and Strategies for Local Accountability Plan Anticipated Components:

Describe how existing programs and measurement tools may be included as components in the local accountability plan. Include the grade level(s) these are currently used in and current baseline data. Also, describe how new programs and measurement tools may be included in the local accountability plan. Include the grade level(s) these would be used in and the anticipated baseline data collection date.

(Upload a PDF file using the following naming convention - [School System or Campus Name].LAS.AnticipatedComponents.pdf)

8. Sustainability of Project: Describe how the program will be sustained beyond the life of the grant.

(Upload a PDF file using the following naming convention - [School System or Campus Name].LAS.SustainabilityOfProject.pdf)

LAS - Initiative Contacts

**Local Accountability
System Planning Grant
(LAS) (cont.)**

Contact Information

1. Enter the contact information for your school system's primary contact for the LAS Initiative.

Name:	
Title:	
Phone:	
Email:	

2. Enter the contact information for your school system's secondary contact for the LAS Initiative.

Name:	
Title:	
Phone:	
Email:	

Leadership & Instructional Foundations for Texas (LIFT)
Grant

Leadership & Instructional Foundations for Texas (LIFT) Grant

Initiative Description

LIFT (Leadership and Instructional Foundations for Texas) is a three-year program designed to support Texas school systems in building the instructional and systems-level capacity needed to deliver high-quality learning experiences for all students. LIFT brings together the highest leverage components of

Strong Foundations, Texas Instructional Leadership, and Texas Lesson Study, providing comprehensive support for school systems to adopt HQIM and implement Bluebonnet Learning over multiple years.

Eligibility Criteria

As the applicant, the school system hereby agrees to:

- Confirm that the campus(es) identified in this application are Title I served, has a 2026 federal accountability identification (CSI, ATS, or TSI), or is identified as Comprehensive Reidentified or Comprehensive Progress; will remain operational throughout the initiative period; and will maintain Title I status during the 2026-2027 school year.

Does the school system agree to meet the Eligibility Criteria listed above?

☐ Yes

☐ No

Leadership & Instructional Foundations for Texas (LIFT) Grant

Initiative Assurances

As the applicant, the school system hereby agrees to:

- Commit, with Board approval, to implementing a Bluebonnet Learning (BL) product in the 2027-28 school year.



- **Contract with a single Approved Provider from the LASO Cycle 5 State Approved Provider list for the duration of the program. Approved Providers included on the LASO Cycle 5 State Approved Provider list have been vetted and approved by the LIFT program and have demonstrated the capacity to effectively deliver the required grant-related technical assistance and support.**
- **Submit Approved Provider contracts and required funding summary reports to TEA.**
- **Secure approval from the Superintendent and Chief Academic Officer (or equivalent leader) to participate in the program.**
- **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 principal manager.**
- **Certify that no participating campus has received an award through the LASO Cycle 4 Leadership and Instructional Foundations for Texas (LIFT) initiative.**
- **Participate in required TEA-led activities, including a initiative kick-off.**
- **Engage relevant school system and campus leaders in upfront training, implementation support, and coaching.**
- **Participate in a needs assessment of current instructional practices and materials.**
- **Establish or refine systems for instructional leadership, schoolwide routines, and observation and feedback.**
- **Submit all required initiative deliverables, including instructional framework artifacts, implementation plans, a school system-level instructional materials transition plan, campus-level implementation action plans, classroom-,**

campus-, and school system-level observation data, student outcomes data, and progress updates as requested by the Approved Provider or TEA.

- Participate in TEA-administered surveys and/or focus groups, as requested.
- Use initiative funds in alignment with the required allocation structure and ensure all expenditures support the goals of the LIFT program.
- Permit Approved Providers access to campuses to provide in-person support.
- Ensure teachers have sufficient planning time and use the required protocols.
- Provide print materials for all participating teachers and students.
- Follow the year-long scope and sequence for instructional materials.
- Meet the minimum number of instructional minutes required for the instructional materials.
- Ensure that the number of instructional leaders aligned with school system size actively participate in monthly implementation support and coaching provided by the Approved Provider.
- Ensure that LIFT implementation occurs only on campuses awarded through LASO Cycle 5 and notify the LIFT team of any changes to participating campuses.
- Submit a Targeted Improvement Plan (TIP) for each campus participating in LIFT for the 2026-27 school year.
- Maintain or transition to an instructional calendar of at least 165 instructional days.

Does the school system agree to meet the Initiative

Assurances listed above?

- ☐ Yes
- ☐ No



LIFT - Initiative Questions

Leadership & Instructional Foundations for Texas (LIFT) Grant (cont.)

Initiative-Specific Questions

For each content area below, indicate whether your school system will implement high-quality instructional materials (HQIM) during the 2027-2028 school year. School systems may participate in one or more content areas. Participating campuses must be Title I served and have a 2026 federal accountability identification of Comprehensive Support and Improvement (CSI), Additional Targeted Support (ATS), or Targeted Support and Improvement (TSI).

Select all the pathways the school system will implement during the 2027-2028 school year:

- ☐ K-5 Reading Language Arts (RLA)
- ☐ K-5 Math
- ☐ Secondary Math

Leadership & Instructional Foundations for Texas (LIFT) Grant (cont.)

K-5 Reading Language Arts (RLA) and/or K-5 Math

1. Select the campus(es) that will implement Bluebonnet Learning K-5 RLA or K-5 Math during the 2027-2028 school year. School systems may participate in one or more content areas. Participating campuses must be Title I served and have a 2026 federal accountability identification of Comprehensive Support and Improvement (CSI), Additional Targeted Support (ATS), or Targeted Support and Improvement (TSI).

LIFT - Secondary Math

Leadership & Instructional Foundations for Texas (LIFT) Grant (cont.)

Secondary Math

1. Select the campus(es) that will implement Bluebonnet Learning Secondary Math during the 2027-2028 school year. Participating campuses must be Title I served and have a 2026 federal accountability identification of Comprehensive Support and Improvement (CSI), Additional Targeted Support (ATS), or Targeted Support and Improvement (TSI).

LIFT - Instructional Leaders

Leadership & Instructional Foundations for Texas (LIFT) Grant (cont.)

Initiative-Specific Questions

The LIFT initiative provides monthly implementation support and coaching from a State-Approved Provider. By applying for this initiative, your organization is committing to active participation in this support, specifically for instructional leaders – at the campus and school system levels. Each participating campus must have one leader receiving coaching. Each participating campus leader must be directly involved in supporting teachers with the implementation of selected instructional materials. Each participating school system leader must be directly involved in supporting a campus leader or leaders with the implementation of selected instructional materials.

You have selected the 0 campus(es) listed below:

(The LIFT initiative includes monthly implementation support and coaching for one campus leader per participating campus. If this number is not accurate, please return to the previous section and update your campus selections. Only federally identified campuses selected above will be included in the LIFT initiative award.)

1. How many school system-based instructional leaders (e.g., principal managers, executive directors of instruction, assistant/associate superintendents, or other instructional leadership staff) will your school system commit to receiving monthly implementation support and coaching from the Approved Provider?

(The number of school system-based instructional leaders eligible to receive coaching is based on a ratio of one school system-based instructional leader for every five participating campus leaders.)

LIFT - Initiative Contacts

**Leadership &
Instructional Foundations
for Texas (LIFT) Grant
(cont.)**

Contact Information

1. Enter the contact information for your school system's primary contact for the LIFT Initiative.

Name:

Phone:

Email:

2. Enter the contact information for your school system's secondary contact for the LIFT Initiative.

Name:

Phone:

Email:

LIFT School Improvement Accelerator (LIFT SI) Grant

LIFT School Improvement Accelerator (LIFT SI) Grant

Initiative Description

The LIFT School Improvement Accelerator grant is a targeted, Title I funded initiative designed to enhance implementation support for campuses participating in the Leadership and Instructional Foundations for Texas (LIFT) program that are also identified for School Improvement. This grant provides additional resources, such as expanded PLC facilitation, increased observation and feedback, and individualized coaching to strengthen instructional systems and ensure effective use of Bluebonnet Learning. The goal is to deepen and sustain effective

instructional practices by reinforcing the conditions necessary for strong implementation, ultimately improving student outcomes on federally identified campuses.

Eligibility Criteria

As the applicant, the school system hereby agrees to:

- Campuses submitted by the school system for consideration are federally identified and Title I serving.

Does the school system agree to meet the Eligibility Criteria listed above?

- ☐ Yes
- ☐ No

LIFT School Improvement Accelerator (LIFT SI) Grant

Initiative Assurances

As the applicant, the school system hereby agrees to:

- Implement a Bluebonnet Learning (BL) product in the 2027-28 school year.
- Secure approval from the Superintendent and Chief Academic Officer (or equivalent leader) to participate in the program.
- Contract with the same provider from the LASO Cycle 5 State-Approved Provider List that is

providing technical assistance for the LIFT program for LIFT SI Accelerator supports. Approved Providers included on the LASO Cycle 5 State Approved Provider list have been vetted and approved by the LIFT program and have demonstrated the capacity to effectively deliver the required grant-related technical assistance and support.

- Engage relevant school system and campus leaders, as well as teachers and instructional coaches, in upfront training, implementation support, and coaching.
(Note: These individuals must be in addition to and distinct from leaders receiving coaching through the LIFT program)
- Submit all required grant deliverables for each school year throughout the life of the grant.
- Submit provider contracts and required funding summary reports to TEA.
- Appoint a designated lead as the primary point of contact and identify at least two additional contacts.
- Permit Approved Providers access to campuses to provide in-person support.
- Ensure teachers have sufficient planning time and use the required protocols.
- Provide print materials for all participating teachers and students.
- Follow the year-long scope and sequence for instructional materials.
- Meet the minimum number of instructional minutes required for the instructional materials.
- Use grant funds in alignment with the required allocation structure and ensure all expenditures support the goals of the LIFT program.

- Participate in required TEA-led activities, including a grant kick-off.

Does the school system agree to meet the Initiative Assurances listed above?

- ☐ Yes
- ☐ No

LIFT SI - Initiative Questions

LIFT School Improvement Accelerator (LIFT SI) Grant (cont.)

Initiative-Specific Questions

For each content area below, indicate whether your school system will implement Bluebonnet Learning during the 2027-2028 school year. If "Yes" is selected, you will be asked to identify the participating campuses. School systems may participate in one or more content areas. Participating campuses must be Title I served and have a 2026 federal accountability identification of Comprehensive Support and Improvement (CSI), Additional Targeted Support (ATS), or Targeted Support and Improvement (TSI).

Select all the pathways school system will implement during the 2027-2028 school year.

- ☐ K-5 Reading Language Arts (RLA)

- ☐ K-5 Math
- ☐ Secondary Math

LIFT SI - K-5 Reading

LIFT School Improvement Accelerator (LIFT SI) Grant (cont.)

K-5 Reading Language Arts (RLA)

1. Select the campuses that will implement Bluebonnet Learning K-5 RLA during the 2027-2028 school year. School systems may participate in one or more content areas. Participating campuses must be Title I served and have a 2026 federal accountability identification of Comprehensive Support and Improvement (CSI), Additional Targeted Support (ATS), or Targeted Support and Improvement (TSI).

LIFT SI - K-5 Math

LIFT School Improvement Accelerator (LIFT SI) Grant (cont.)

K-5 Math

1. Select the campuses that will implement Bluebonnet Learning K-5 Math during the 2027-2028 school year. Participating campuses must be Title I served and have a 2026 federal accountability identification of Comprehensive Support and Improvement (CSI), Additional Targeted Support (ATS), or Targeted Support and Improvement (TSI).

LIFT SI - Secondary Math

LIFT School Improvement Accelerator (LIFT SI) Grant (cont.)

Secondary Math

1. Select the campuses that will implement Bluebonnet Learning K-5 Math during the 2027-2028 school year. Participating campuses must be Title I served and have a 2026 federal accountability identification of Comprehensive Support and Improvement (CSI), Additional Targeted Support (ATS), or Targeted Support and Improvement (TSI).

LIST SI - Initiative Contacts

LIFT School Improvement Accelerator (LIFT SI) Grant (cont.)



Contact Information

1. Enter the contact information for your school system's primary contact for the LIFT SI Initiative.

Name:	
Phone:	
Email:	

2. Enter the contact information for your school system's secondary contact for the LIFT SI Initiative.

Name:	
Phone:	
Email:	

School Improvement Curriculum and Instruction Support Grant (SI CISG)

School Improvement Curriculum and Instruction Support Grant (SI CISG)

Initiative Description

This initiative provides direct funds to school systems to support the implementation of State Board of Education (SBOE)-approved high-quality instructional materials (HQIM) that are not part of the Bluebonnet Learning suite. The goal is to ensure that campuses in School Improvement have access to rigorous, TEKS-aligned instructional materials that support high-quality instruction.

Review the Eligibility Criteria and Initiative Assurances listed below and indicate the school system's acceptance.

Eligibility Criteria

As the applicant, the school system hereby agrees to:

- Campuses the school system is submitting for consideration are federally identified and Title I serving.
- Seek support to implement SBOE-approved instructional materials that are either not Bluebonnet Learning products or are in subject areas and grade bands that have not yet undergone the IMRA review process.

Does the school system agree to meet the Eligibility Criteria listed above?

☐ Yes

☐ No

School Improvement
Curriculum and

Instruction Support Grant (SI CISG)



Initiative Assurances

As the applicant, the school system hereby agrees to:

- Secure approval from the Superintendent and Chief Academic Officer (or equivalent leader) to participate in the program.
- Implement a State Board of Education (SBOE)-approved high-quality instructional material (HQIM) that is not part of the Bluebonnet Learning suite, in alignment with TEA guidance and the goals of the grant program OR implement curriculum and instruction improvements in grades 6–12 English Language Arts and Reading (ELAR) and grades 9–12 Mathematics (excluding Algebra I, Algebra II, and Geometry).
- Contract with a single Approved Provider from the LASO Cycle 5 State Approved Provider list. Approved Providers included on the LASO Cycle 5 State Approved Provider list have been vetted and approved by the SI CISG program and has demonstrated the capacity to effectively deliver the required grant-related technical assistance and support.
- Submit Approved Provider contracts and required funding summary reports to TEA.
- Appoint a designated lead as the primary point of contact and identify at least two additional contacts.
- Participate in required TEA-led activities, including a grant kick-off.

Initiative Requirements

As the applicant, the school system hereby agrees to:

- Acknowledge that this grant will support curriculum and instruction initiatives that do not involve the implementation of Bluebonnet Learning products.

Does the school system agree to meet the Initiative Assurances and Initiative Requirements listed above?

☐ Yes

☐ No

SI CISG - Campus Selection

School Improvement Curriculum and Instruction Support Grant (SI CISG) (cont.)

Campus Selection for the School Improvement Curriculum and Instruction Support (SI CISG) Grant

Select the 2025 Federally Identified and Title I serving campus(es) that will be implementing the School Improvement Curriculum and Instruction Support Grant (SI CISG).

(**Note:** This list contains all campuses in your district that may or may not be Federally Identified and Title I serving).



SI_CISG - Initiative Contacts

School Improvement Curriculum and Instruction Support Grant (SI CISG) (cont.)

Contact Information

1. Enter the contact information for your school system's primary contact for the SI CISG initiative

Name:	
Title:	
Phone:	
Email:	

2. Enter the contact information for your school system's secondary contact for the SI CISG initiative.

Name:	
Title:	
Phone:	
Email:	

3. Enter the contact information for your school system's auxiliary contact for the SI CISG initiative.

Name:	
Title:	
Phone:	
Email:	

Blended Learning Grant (BLG)

Blended Learning Grant (BLG)

Initiative Description

The Blended Learning Grant opportunity has two distinct pathways and associated purposes that applicants will select from, as described below.

The **Blended Learning Coherent Systems Pathway (previously Academic cohort)** will support school systems and open-enrollment charter schools through a planning stage to design and subsequently implement a high-quality blended learning model in math (through Math Innovation Zones - MIZ) and Reading Language- Arts (RLA) aligned with Bluebonnet Math or Reading as their Tier 1 instruction.

The **Blended Learning Strategic & Innovative Operations Pathway (previously Strategic Operations cohort)** will support school systems and open-enrollment charter schools in leveraging a



blended learning model to make a strategic operational shift to scheduling, staffing and/or budgets. This shift will seek to make robust operational changes to optimize campus staffing models for teachers while maximizing academic impact for students. The grant is available to school system that have successfully completed a planning phase of either Math Innovation Zones or RLA Blended Learning grants. Applicants will select a blended model that will require significant operational and staffing shifts to rethink time in a teacher-centric way at the participating campus(es).

(**Note:** Both pathways must choose a specific blended model, integrating a tier one curriculum with a digital supplemental product, from the options here. A participating campus master schedule may need to be adjusted to accommodate the time blocks required.)

For which Blended Learning Grant Pathway is the school system applying?

- ☐ **Coherent Systems Pathway (School systems new to Blended Learning Grants)**
- ☐ **Strategic & Innovative Operations Pathway (School systems from previous TEA Blended Learning Grants including both math and non-math programs and Strategic Staffing grants)**

Blended Learning Grant (BLG)

Initiative Assurances for the Blended Learning Grant (BLG)

As the applicant, the school system hereby agrees to:



- Designate and provide a **school system-level project manager** who will be available to **dedicate approximately 50% of their time** to designing and implementing the blended learning plan and who has decision making authority to act on developed plan.
- Designate and share with both the TEA and vendors a school system level lead/sponsor for communications, logistics, and usage monitoring. They also agree that this information is updated and maintained throughout the grant.
- Designate and share with TEA and vendors a campus-level lead/sponsor for communications, logistics, and usage monitoring. They also agree that this is updated and maintained throughout the grant.
- Work with a third-party vendor to complete a technology audit for a landscape analysis of supplemental products currently purchased and/or used at campuses.
- Implement, with fidelity, a digital adaptive software program in grade levels selected to participate in the Blended Learning Grant.
- Submit fidelity of planning deliverables prior to the beginning of the first school year, including but not limited to the following:
 - Master Schedule.
 - Assessment Calendar.
 - Stakeholder Engagement Plan.
 - Professional Learning Calendars.
- The **grantee is responsible for ensuring the timely completion of all required supplemental software submission data and deliverables**. To support this requirement, the grantee may agree to authorize its selected digital supplemental software vendor to share

and submit student software usage data to TEA on the grantee's behalf for the completion, monitoring, and reporting of required program implementation deliverables throughout the grant period, including, but not limited to, the following:

- Student usage progress towards the selected adaptive software program recommended metrics.
- Sharing student TSDS unique IDs with select software product vendor for TEA monthly usage reports.
- Sharing unit assessment data from core curriculum.
- Complete all required training(s) to build competency with the supplemental software product.
- Completing all required research surveys throughout the grant program period.
- Participate in required communities of practice and any additional grant program meetings.
- Use a digital supplemental program, approved through the IMRA and/or Ratio Wavier List (RWL), and Bluebonnet Math and/or Reading for Tier 1 instruction.
- Complete all required training(s) to build competency in the online curriculum.
- Complete annual reflection and revision plans in implementation years to continuously improve upon blended learning and/or strategic operations planning.
- The applicant assures participation in TEA-approved third-party research and evaluation activities, including surveys, interviews, site visits, and the provision of requested program data, in accordance with applicable privacy laws.

- Adhere to all statutory requirements in TEC Sections 28.020 and 29.924 including, but not limited to:
 - Develop a plan to implement a blended learning model according to statute requirements.
 - Implement the model across at least one full grade level at the campus and expand to other grade levels and/or campuses.
 - Require teachers to differentiate instruction for all students in a grade level using a research-backed blended learning model.
 - Provide teachers and other relevant personnel with professional development opportunities regarding blended learning.
 - Require the use of a proficiency-based assessment.
- Charters not yet serving students are not eligible.

Initiative Assurances for the Blended Learning Coherent Systems Pathway

As the applicant, the school system hereby agrees to:

- Submit strategic planning deliverables in the first year of implementation, such as a master schedule, assessment calendar, stakeholder engagement plan, professional learning calendars, etc.
- Complete blended learning execution requirements in program implementation, including student progress on selected online curriculum, unit assessment data from Bluebonnet curriculum, and evidence of training completion.

- Implement the digital supplemental software program according to the following grade-level participation requirements at each participating campus:
 - **Year 1 (2027-2028):** Implementation in at least three grade levels, including a minimum of two grades in K-5 and one grade in 6-8.
 - **Year 2 (2028-2029):** Implementation across all grades K-8.
 - **Year 3 (2029-2030):** Continued implementation across all grades K-8.

Initiative Assurances for the Blended Learning Strategic & Innovative Operations Pathway

As the applicant, the school system hereby agrees to:

- Establish a cross-departmental steering committee, which includes a representative from the finance team, to facilitate strong planning and implementation.
- The grantee will select one, or more, of the following strategic staffing approaches to plan for and implement (see descriptions in program guidelines):
 - **Reach More Students.**
 - **Co-Teaching and Mentorship.**
 - **Schedule and/or Staffing Optimization.**

(Note: These staffing approaches will require significant adjustments to staffing models (e.g., one “Teacher-Leader” leading a larger group of students with the support of paraprofessionals or teacher aides.)
- **Develop and submit strategic planning deliverables, between March and August of 2027,**

tailored to the operational model selected.

- Pilot the proposed model in the 2027-2028 school year with at least one full grade level at the participating campus(es).
- The grantee must implement the selected instructional model in accordance with the following grade-level participation requirements at each participating campus:
 - **Year 1 (2027-2028):** Pilot implementation with at least one full grade level.
 - **Year 2 (2028-2029):** Full implementation of at least one full grade level within each grade band (**K-2, 3-5, and 6-8**).
 - **Year 3 (2029-2030):** Continued implementation at least one full grade level within each grade band (**K-2, 3-5, and 6-8**).

(**Note:** Funding for Years 2 and 3 is contingent upon the grantee meeting all continuation of funding requirements.)

- **Grantees will budget at least 10% of awarded funds will be dedicated to phase 2 (January 2027-August 2027) for technical assistance vendor support.**

Does the school system agree to meet the Initiative Assurances listed above?

☐ Yes

☐ No

**Blended Learning Grant
(BLG)**

Initiative Requirements for the Blended Learning Grant (BLG)

As the applicant, the school system hereby agrees to:

- **The participating campuses will serve all grade levels within the K-8 Math or K-5 RLA grade bands by the end of the grant period.**
- **Complete all required training(s) to build competency in the online curriculum.**
- **Complete annual reflection and revision plans in implementation years to continuously improve upon blended learning and/or strategic operations planning.**
- **Implement the digital adaptive software program in grade levels selected to participate in the Blended Learning grant.**
- **Adhere to all statutory requirements in TEC Sections 28.020 and 29.924 including, but not limited to:**
 - **Develop a plan to implement a blended learning model according to statute requirements.**
 - **Implement the model across at least one full grade level at the campus and expand to other grade levels and/or campuses.**
 - **Require teachers to differentiate instruction for all students in a grade level using a research-backed blended learning model.**
 - **Provide teachers and other relevant personnel with professional development opportunities regarding blended learning.**
 - **Require the use of a proficiency-based assessment.**



Initiative Requirements for the Blended Learning Coherent Systems Pathway

As the applicant, the school system hereby agrees to:

- Implement Math and/or RLA blended products with Bluebonnet Math or Bluebonnet Reading.
- Identify which SBOE approved Tier 1 curriculum product and supplemental product that will be implemented with a blended learning model from the following options (may choose more than one option):
 - K-5 Math | Bluebonnet with ***[RWL / IMRA supplemental approved product]***
 - 6-8 Math | Bluebonnet with ***[RWL / IMRA supplemental approved product]***
 - Algebra | Math | Bluebonnet with ***[RWL / IMRA supplemental approved product]***
 - K-5 Reading | Bluebonnet with ***[RWL / IMRA supplemental approved product]***
 - 6-8 Reading | Bluebonnet with ***[RWL / IMRA supplemental approved product]***
- Implement the above Tier 1 curriculum and supplemental products for their selected grade-levels and student population.
- Submit strategic planning deliverables in the first year of implementation, such as a master schedule, assessment calendar, technology audit report, stakeholder engagement plan, professional learning calendars, etc.
- Complete blended learning implementation requirements, including student progress on selected online curriculum, sharing student TSDS unique ID with selected software product, unit assessment data from Tier 1 High Quality



Instructional Material (HQIM) curriculum, and evidence of training completion.

Initiative Requirements for the Blended Learning Strategic & Innovative Operations Pathway

As the applicant, the school system hereby agrees to:

- Implement an SBOE-approved Tier 1 product. (see full list at Instructional Materials Review and Approval)
- Implement the above Tier 1 curriculum and supplemental products for their selected grade-levels and student population with participating campus(es).
- Establish a cross-departmental steering committee, which includes a representative from the finance team, to facilitate strong planning and implementation.
- Develop and submit strategic planning deliverables in the six months of the grant (March 2026 - August 2026) tailored to the operational model selected.
- Pilot the proposed model in the 2026-2027 school year with at least one full grade level at the participating campus(es).
- Fully implement the selected model in the 2027-2028 school year in all proposed grade levels at the participating campus(es), if awarded a continuation grant.
- Download, complete, and upload the following [Scoring Template](#) to submit with calculations for the questions below:
 - How many supplemental products were implemented for each blended model(s) at

the applicant campus(es)?

- Name of supplemental product implemented for each blended model(s) at the applicant campus(es).
- List the recommended supplemental product usage target. (e.g., '30 minutes per week', '2 lessons per week', etc.)
- Identify campuses and grade-levels implementing the above supplemental product in the Spring of 2026.
- How many Total K-8 students are enrolled at the participating campuses above?
- How many K-8 students participate in blended learning at participating campuses in the Spring of 2026?
- What is the percentage of K-8 students participating in blended learning at participating campuses?
- Of the participating students, how many of them are meeting the recommended supplemental product usage target?
- What percentage of participating K-8 students met the supplemental product usage target?
- Include a screenshot of the software dashboard as evidence of the calculations for each included software product.

Does the school system agree to meet the Initiative Requirements listed above?

☐ Yes

☐ No

Blended Learning Grant (BLG) (cont.)

Initiative-Specific Questions for the Blended Learning Coherent Systems

1. Has your school system previously participated in, or is it currently participating in, a strong Tier 1 math and/or reading curriculum planning initiative through TEA (such as LASO 4 (LIFT) Leadership & Instructional Foundation for Texas or LASO 3 Strong Foundations?

☐ Yes

☐ No

1a. Which of the following TEA initiatives has the school system previously completed or currently participating in:

☐ LASO 3.0 Strong Foundations Implementation (SFI) Grant

☐ LASO 4 Leadership & Instructional Foundation for Texas (LIFT) Implementation Grant

☐ LASO 2.0 Strong Foundations Implementation (SFI) Grant

2. Select the K-5 campuses the school system is applying for:

(Min: 1, Max: 4)

3. Select the 6-8 campuses the school system is applying for:

(Min: 1, Max: 3)



4. Select the blended model subjects the school system is interested in implementing:

- ☐ Math
- ☐ Reading Language Arts

4a. What SBOE approved Tier 1 curriculum math product and supplemental math product do participating campuses plan on using in the 26-27 school year?

- ☐ K-5 Math | Bluebonnet with [IMRA supplemental approved product]
- ☐ 6-8 Math | Bluebonnet with [IMRA supplemental approved product]
- ☐ Algebra I | Bluebonnet with [IMRA supplemental approved product]

4b. How many students (K–8) school system wide will be participating in math blended learning through this grant?

4c. What SBOE approved Tier 1 curriculum reading product and supplemental reading product do participating campuses plan on using in the 26-27 school year?

- ☐ K-5 Reading | Bluebonnet with [approved product]
- ☐ 6-8 Reading | [approved product] with [approved product]

4d. How many students (K–8) school system wide will be participating in reading language arts blended learning through this grant?

5. What is the school system's total student enrollment in grades K-8?

BLG - Strategic & Innovative Operations Pathway

Blended Learning Grant (BLG) (cont.)

Initiative-Specific Questions for the Blended Learning Strategic & Innovative Operations Pathway

1. Has your school system previously participated in a TEA Blended Learning Grant, demonstrated high usage of approved supplemental math and/or reading language arts products for grades K-8 in Spring 2026, and previously participated in or currently participating in a Strategic Staffing initiative?

- ☐ Yes
- ☐ No

1a. Select the initiative(s) the school system has participated in:

- ☐ LASO 3.0 BLG Math (First year of execution in 2025-2026)
- ☐ LASO 3.0 BLG RLA (First year of execution in 2025-2026)
- ☐ LASO 2.0 BLG Math (First year of execution in 2024-2025)
- ☐ LASO 2.0 BLG RLA (First year of execution in 2024-2025)
- ☐ LASO 1.0 BLG Math (First year of execution in 2023-2024)
- ☐ LASO 1.0 BLG RLA (First year of execution in 2023-2024)
- ☐ TCLAS 3A Math (First year of execution in 2022-2023)
- ☐ TCLAS 3A RLA (First year of execution in 2022-2023)
- ☐ SAF Blended Learning Redesign (First year of Continuation in 2021-2022)
- ☐ MIZ Grant (First year of execution in 2021-2022 or prior)
- ☐ Non-Math (First year of execution in 2021-2022 or prior)

2. Has your school system participated in one or more of the following Strategic Staffing Grant initiatives:

- **Texas Strategic Staffing for Residencies Grant**
- **Texas Strategic Staffing Grant for Sustainable, Paid Teacher Residency Program**
- **Sustainable Residency Continuation Grant**
- **Cycle 6 Grow Your Own (GYO) Grant**
- **LASO 4 - PREP GYO Allotment**

- ☐ Yes
- ☐ No

2a. Select the Strategic Staffing Grant(s) your school

system has participated in:

- ☐ Texas Strategic Staffing for Residencies Grant
- ☐ Texas Strategic Staffing Grant for Sustainable, Paid Teacher Residency Program
- ☐ Sustainable Residency Continuation Grant
- ☐ Cycle 6 Grow Your Own (GYO) Grant
- ☐ LASO 4 - PREP GYO Allotment

Blended Learning Grant (BLG) (cont.)

Initiative-Specific Questions for the Blended Learning Strategic & Innovative Operations Pathway

1. Select the K-5 campuses you are applying for:

(Min: 1, Max 4)

2. Select the 6-8 campuses you are applying for:

(Min: 1, Max 3)

3. Select the blended model subjects the school system is interested in implementing:

- ☐ Math
- ☐ Reading Language Arts

3a. What SBOE approved Tier 1 curriculum math product and supplemental math product do

participating campuses plan on using in the 26-27 school year?

- ☐ K-5 Math | [IMRA T1 product] with [approved product]
- ☐ 6-8 Math | [IMRA T1 product] with [approved product]

3b. How many students (K–8) school system wide will be participating in math blended learning through this grant?

3c. What SBOE approved Tier 1 curriculum reading product and supplemental reading product do participating campuses plan on using in the 26-27 school year?

- ☐ K-5 Reading | Bluebonnet with [approved product]
- ☐ 6-8 Reading | [approved product] with [approved product]

3d. How many students (K–8) school system wide will be participating in reading language arts blended learning through this grant?

4. What is the school system's total student enrollment in grades K-8?

Blended Learning Grant (BLG) (cont.)

Initiative-Specific Questions for the Blended Learning Strategic & Innovative Operations Pathway

1. Which strategic staffing approaches does the school system anticipate planning for and implementing through the grant?

(Select all that apply)

- ☐ Reach More Students
- ☐ Co-Teaching and Mentorship
- ☐ Schedule and/or Staffing Optimization

2. In 300 words or less, describe the initial plans for the school system's district-proposed model. The proposed model must include elements that maximize the number of students served by a master teacher and/or decrease the number of adults required while maintaining or increasing the quality of academic experience.

3. How many supplemental products were implemented in the school system's blended learning

models at the applicant campus(es) for the Spring of 2026.

(Min: 1, Max 3)



Blended Learning Grant (BLG) (cont.)

Initiative Specific Questions for the First Supplemental Product

1. Enter the name of the first supplemental product.

2. Enter the recommended supplemental product usage target (e.g., '30 minutes per week', '2 lessons per week', etc.).

3. Select the campuses implementing the above supplemental product in spring of 2025-2026 school year.

Blended Learning Grant (BLG) (cont.)

Initiative Specific Questions for the Second Supplemental Product

1. Enter the name of the second supplemental product.

2. Enter the recommended supplemental product usage target (e.g., '30 minutes per week', '2 lessons per week', etc.).

3. Select the campuses implementing the above supplemental product in spring of 2025-2026 school year.

Blended Learning Grant (BLG) (cont.)

Initiative Specific Questions for the Third Supplemental Product

1. Enter the name of the third supplemental product.

2. Enter the recommended supplemental product usage target (e.g., '30 minutes per week', '2 lessons

per week', etc.).

3. Select the campuses implementing the above supplemental product in spring of 2025-2026 school year.

Blended Learning Grant (BLG) (cont.)

Initiative-Specific Questions for the Blended Learning Strategic & Innovative Operations Pathway

1. Select the grade-level(s) that were implemented in a blended learning model during the Spring of the 2025-2026 school year.

(Select all that apply)

- ☐ Kindergarten
- ☐ 1st Grade
- ☐ 2nd Grade
- ☐ 3rd Grade
- ☐ 4th Grade
- ☐ 5th Grade
- ☐ 6th Grade
- ☐ 7th Grade
- ☐ 8th Grade

2. What is the total number of K-8 students enrolled at participating campuses?

3. What is the total number of K-8 students participating in blended learning and supplemental product implementation at participating campuses?

4. What is the total number K-8 blended learning students meeting supplemental product usage target?

Blended Learning Grant (BLG) (cont.)

Blended Learning Grant (BLG) Strategic & Innovative Operations Pathway Scoring Template

Upload the completed [scoring template](#) as agreed in the program requirements.

(**Note:** Upload a PDF file using the following naming convention - [School System or Campus Name].BLG.ScoringTemplate.pdf)



Blended Learning Grant (BLG) (cont.)

Contact Information

Enter the contact information for your school system's primary contact for the BLG Initiative.

Name:	
Title:	
Phone:	
Email:	

Advanced Placement Computer Science Principles (AP CSP) Grant

Advanced Placement Computer Science Principles (AP CSP) Grant

Initiative Description

The purpose of the AP CSP Grant is to assist each school system in the state in making an Advanced Placement Computer Science Principles (AP CSP)

course available at each high school in the district with a grant application that requires grant funds to be used only for technology, teacher training, and other expenses related to offering an Advanced Placement Computer Science Principles course.

The LASO 5 AP CSP program is designed to expand access through a rigorous computer science education for students by increasing the availability and quality of AP CSP courses in high schools. The program supports local school systems in implementing and strengthening AP CSP instruction, enabling more students to develop foundational knowledge in computer science, computational thinking, programming, creativity, and problem-solving skills.

By increasing student participation in the AP CSP course, districts can provide more students with access to challenging, college-level learning experiences that build critical computational thinking, problem-solving, and analytical skills. Expanded access to AP CSP strengthens students' readiness for college, careers, and military service while helping develop the skilled workforce needed to support a Talent Strong Texas.

Eligibility Criteria

- Independent School Districts with high schools that serve students in grades 9-12.
- Charter Schools with high schools that serve students in grades 9-12.
- Charters not yet serving students are not eligible to apply.
- 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 will be released. If the determination is to close the charter, making the charter ineligible, the award will be voided, and no funds will be disbursed.



Initiative Assurances

As the applicant, the school system hereby agrees to:

- Include a description of the AP CSP course in the district high school catalog and the master schedule, ensuring availability for student enrollment.
- Secure and support a qualified teacher who is computer science CTE-certified, completes AP CSP course training, and the College Board's course Audit process.
- Employ a multi-faceted student recruitment plan that includes counselor engagement and outreach activities.
- Develop a student support plan that includes academic tutoring, AP exam preparation, technical support, mentoring, and work-based learning.
- Select an AP CSP curriculum and provide the required technology, equipment, and materials needed for course and student success.

Does the school system agree to meet the Eligibility Criteria and Initiative Assurances listed above?

☐ Yes

☐ No

Advanced Placement Computer Science Principles (AP CSP) Grant



Initiative Requirements

As the applicant, the school system hereby agrees to:

- Regularly submit its expenditures (monthly preferred, quarterly at minimum) to remain on track for grant expenditures.
- Identify a Grant Manager to receive correspondence, participate in grant management meetings, and complete implementation surveys and requests for data.

Does the school system agree to meet the Initiative Requirements listed above?

☐ Yes

☐ No

AP CSP - Initiative Questions

Advanced Placement Computer Science

Principles (AP CSP) Grant (cont.)



Initiative-Specific Questions

Select the pathway are you applying for.

- ☐ **Initiating** – Implementing the AP Program, specifically, the AP CSP Course
- ☐ **Expanding** – Adding an AP CSP course to one or more additional campuses
- ☐ **Sustaining** – Continuing to build capacity and student enrollment for AP CSP

If Initiating, will school year 2027-2028 be a planning year for AP CSP course implementation in Fall 2028?

- ☐ Yes
- ☐ No

Current AP CSP implementation

1. Enter the number of high schools within the school system.

(Min: 0, Max: 100)

2. Enter the number of high schools currently offering AP CSP.

(Min: 0, Max: 100)

3. Enter the number of high schools planning to offer AP CSP by the end of the 2-year grant.

(Min: 0, Max: 100)

4. For Fall 2027, enter the current enrollment in AP CSP.

(Min: 0, Max: 999)

5. For Fall 2028, enter the anticipated enrollment in AP CSP

(Min: 0, Max: 999)

6. For May 2026, enter the AP CSP exam participation rate percentile.

(Min: 0, Max: 100)

7. For May 2026, enter the AP CSP exam performance rate: what % of students scored a 3 or higher.

(Min: 0, Max: 100)



8. During this grant period, enter the number of teachers expected to be trained to teach the AP CSP course.

(Min: 0, Max: 50)

9. During this grant period, how will grant funds be used to ensure student success?

(Select all that apply)

- ☐ Teacher training
- ☐ Teacher Certification support
- ☐ Teacher extra duty pay
- ☐ AP exam fees
- ☐ Student enrichment
- ☐ Industry experiences
- ☐ Classroom instruction equipment
- ☐ Classroom supplies and student project materials
- ☐ Direct Administrative costs
- ☐ Indirect Administrative costs

AP CSP - Initiative Contacts

**Advanced Placement
Computer Science
Principles (AP CSP)
Grant (cont.)**

Contact Information

Enter the contact information for your school system's primary contact for the AP CSP initiative

Name:

Title:

Email:

Math Supplemental Curriculum for School Improvement
(MSC for SI)

Math Supplemental Curriculum for School Improvement (MSC for SI)

Initiative Description

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 support that enable educators to identify learning gaps, deliver differentiated

instruction, and monitor student progress toward grade-level proficiency.

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

Does the school system agree to meet the Eligibility Criteria listed above?

- ☐ Yes
- ☐ No

Math Supplemental
Curriculum for School

Improvement (MSC for SI)

Initiative Assurances

As the applicant, the school system hereby agrees to:

- Meet program-specific eligibility requirements to apply.
- Commit to all TEA Program Requirements and Assurances.
- Certify that it has at least one Title I campus that is federally identified for school improvement under the Every Student Succeeds Act (ESSA).
- 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.

(**Note:** 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.)

- Obtain approval of the Superintendent, Chief Academic Officer, Director of Curriculum and Instruction, or equivalent to participate in this program.



- Inform the staff member responsible for overseeing federal programs that the school system is applying for MSC for SI and ensure they understand 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.
- Ensure that the **IT Director** (or equivalent) will be made available by the school system to support the use of selected products.
- Fully participate in the program and comply with all applicable federal and state program guidelines and requirements.
- 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.)

- Return any un-accessed licenses by a predetermined date each year.
- Meet access and usage thresholds in order to qualify for annual renewals.
- Deliver a foundation of mathematics learning through High-Quality Tier 1 instruction.
- Ensure 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.
- Not reduce, divert, or reallocate any state or local funds for other purposes as a result of the availability of these in-kind supports.

Does the school system agree to meet the Initiative Assurances listed above?

- ☐ Yes
- ☐ No

Math Supplemental Curriculum for School Improvement (MSC for SI)

Initiative Requirements

As the applicant, the school system hereby agrees to:

- Choose a provider(s) once the approved list of subsidized providers is released.
- Meet all program deadlines communicated by TEA and the school system's selected provider(s).
- 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.
- Designate and share with both TEA and providers a **campus-level lead/sponsor, for each eligible, participating campus** (for purposes of communication for both logistics and data monitoring), to be updated and maintained throughout the duration of the program.

- Develop and share with TEA and selected provider(s) an implementation plan with the following components:
 - How this program aligns with school system and campus math goals
 - Overall roles and responsibilities for teachers, campus administrators, and school system leaders in implementing this program
 - Description of when and how the licenses will be used, including sample schedules showing dedicated time
 - A data / progress monitoring plan at the campus and school system level
- **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.
- 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.
- 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.
- Follow the requirements as noted in Texas Education Code (TEC) § 28.0211, if the math supplemental curriculum licenses are used to fulfill requirements under HB 1416.
- Ensure that campus-level administration receives and complies with program implementation requirements of the provided licenses.

- 
- 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.
 - Ensure that students consistently access and use the product at levels tied to fidelity targets.
 - Ensure that participating educators and leaders use the provided real-time instructional mastery dashboards to monitor student progress and program implementation.
 - Use the math supplemental curriculum licenses to provide targeted support that accelerates learning and addresses identified skill gaps.
 - Integrate supplemental instruction into the master schedule to ensure consistent student participation.
 - Regularly monitor program data around implementation fidelity, student engagement, and academic outcomes to inform continuous improvement, both at the campus and school system level.

Does the school system agree to meet the Initiative Requirements listed above?

- ☐ Yes
- ☐ No

MSC for SI - Initiative Questions

Math Supplemental Curriculum for School Improvement (MSC for SI) (cont.)



Initiative-Specific Questions

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.

- ☐ Already participating
- ☐ Will need to sign up

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. (1000 characters or less)

MSC for SI - Initiative Contacts

Math Supplemental Curriculum for School Improvement (MSC for SI) (cont.)

Contact Information

1. Enter the contact information for your school system's primary contact for the MSC for SI initiative.

Name:

Title:

Work Email:

2. Enter the contact information for your school system's secondary contact for the MSC for SI initiative.

Name:

Title:

Work Email:

Early Literacy Intervention Tool (ELIT)

Early Literacy Intervention Tool (ELIT)

Initiative Description

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.



Eligibility 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 to apply.

Does the school system agree to meet the Eligibility Criteria listed above?

- ☐ Yes
- ☐ No

Early Literacy Intervention Tool (ELIT)

Initiative Assurances

As the applicant, the school system hereby agrees to:

- 
- **Meet program-specific eligibility requirements to apply.**
 - **Commit to all TEA Program Requirements and Assurances.**
 - **Obtain approval of the Superintendent, Chief Academic Officer, Director of Curriculum and Instruction, or equivalent to participate in this program.**
 - **Ensure that the IT Director (or equivalent) will be made available by the school system to support the use of selected products.**
 - **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.)

- **Return any un-accessed licenses by a predetermined date each year.**
- **Meet access and usage thresholds in order to qualify for annual renewals.**
- **Deliver a foundation of high-quality Tier 1 instruction as the foundation of teaching reading and literacy.**

Does the school system agree to meet the Initiative Assurances listed above?

- ☐ Yes
- ☐ No

**Early Literacy
Intervention Tool (ELIT)**

Initiative Requirements

As the applicant, the school system hereby agrees to:

- Choose a provider once the approved list of subsidized providers is released.
- Meet all program deadlines communicated by TEA and the school system's selected provider.
- 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.
- 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.
- Develop and share with TEA and the selected provider an implementation plan with the following components:
 - How this program aligns with school system's reading and literacy goals
 - Overall roles and responsibilities for teachers, campus administrators, and school system leaders in implementing this program
 - Description of when and how the licenses will be used, including sample schedules showing dedicated time
 - A data/progress monitoring plan at the campus and school system levels
- **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.





- 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.
- Ensure that campus-level administration receives and complies with program implementation requirements of the provided licenses.
- 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.
- Ensure that students consistently access and use the product at levels tied to fidelity targets.
- Ensure that participating educators and leaders use the provided real-time instructional mastery dashboards to monitor student progress and program implementation.
- Use the early literacy intervention tool licenses to provide targeted literacy intervention support and address identified skill gaps.
- Integrate intervention time into the master schedule to ensure consistent student participation.
- Regularly monitor program data around implementation fidelity, student engagement, and academic outcomes to inform continuous improvement, both at the campus and school system level.

Does the school system agree to meet the Initiative

Requirements listed above?

☐ Yes

☐ No

ELIT - Initiative Questions

Early Literacy Intervention Tool (ELIT) (cont.)

Initiative-Specific Questions

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.

☐ Already participating

☐ Will need to sign up

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.



2a. 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.

3. 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.

4. 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.

5. Optionally, you may enter additional information here to expand on any of the above answers. (1000 characters or less)



ELIT - Initiative Contacts

Early Literacy Intervention Tool (ELIT) (cont.)

Contact Information

1. Enter the contact information for your school system's primary point of contact for the ELIT initiative.

Name:	
Title:	
Work Email:	

2. Enter the contact information for your school system's secondary point of contact for the ELIT initiative.

Name:	
Title:	
Work Email:	

Preparing and Retaining Educators through Partnerships (PREP)

Initiative Description

The Preparing and Retaining Educators through Partnership (PREP) Program Allotment supports school systems in building and strengthening teacher talent pipelines from recruitment to preparation to mentorship. Together, PREP programs help school systems recruit aspiring educators, prepare them for successful entry into the profession, and provide the mentorship and support needed to develop and retain effective teachers.

The PREP Program Allotment includes five programs that support different stages of the educator pipeline: Grow Your Own (GYO), Residency Preservice, Traditional Preservice, Alternative Preservice, and Mentorship. Through LASO 5, school systems may apply for PREP Program Allotment funding to implement one or more PREP programs, each designed around strategic partnerships that strengthen teacher pipelines.

(**Note:** The PREP Allotment is not a grant, and applications to PREP Programs are addressed outside of the eGrants system. The LASO Cycle 5 process is being used to facilitate formula funding via programmatic applications.)

Allotment Opportunity

Please review the LASO 5 [PREP Overview](#) and choose your answer below

Do you want to be considered for one or more of the five PREP Programs (Grow Your Own, Residency Preservice, Traditional Preservice, Alternative Preservice, Mentorship)?

- ☐ Yes
- ☐ No

Preparing and Retaining Educators through Partnerships (PREP)

Eligibility Criteria

- School systems, which include districts and charter schools as defined below, are eligible to apply for the PREP Program Allotment.
- For the purposes of these program guidelines, a charter school is defined as a Texas public school that meets one of the following criteria:
 - Is operated by a charter holder under an open-enrollment charter granted either by the State Board of Education or commissioner of education pursuant to Texas Education Code (TEC), §12.101, identified with its own county district number.

- Has a charter granted under TEC, Chapter 12, Subchapter C*.
- Has a charter granted under TEC, §12.256, and Human Resources Code, §221.002.
- Has a charter granted under TEC, §11.157(b).
- Each eligible applicant is subject to PREP Program Allotment funding caps described in each of the program's guidelines.
- SB 1882 Operating Partners (OP) are eligible applicants and subject to the funding caps described in each of the PREP Program's guidelines in the following sections. However, PREP Allotment funding will flow to the partner districts in which the participating 1882 campuses are located. The SB 1882 OP must have a written agreement with the partner district to document how allotment funds generated through the partnership will be spent.
- Any school system, which includes open-enrollment charter schools, and SB 1882 Operating Partners who read and agree to the requirements in relevant sections of the Texas Education and Texas Administrative codes cited in these guidelines is eligible for the PREP Allotment.

(Note: Given Texas Education Code, §21.901(a) requires partnerships to “provide preservice practice opportunities in a prekindergarten through grade 12 classroom for teacher candidates,” charters with a charter granted under TEC, §12.256, and Human Resources Code, §221.002 are ineligible applicants for the PREP Preservice Programs and PREP Grow Your Own Program. However, we have included charters granted under those provisions in the definition given they qualify for the PREP Mentorship 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 will be released. If the determination is to close the charter, making the charter ineligible, the award will be voided and no funds will be disbursed.)*

[NEW for LASO Cycle 5] Previously Approved PREP Allotment School Systems

- A school system does not need to reapply through LASO Cycle 5 for a PREP GYO, Residency, or Mentorship program if it was previously approved for that program through LASO Cycle 4 and meets all the following conditions:
 - Received from TEA an award announcement via the LASO Cycle 4 process.
 - Submitted to TEA a PREP Verification of Participation form in summer 2026.
 - Submitted to TEA a written agreement for GYO or Residency (not applicable for Mentorship).

Does the school system agree to meet the Eligibility Criteria listed above?

- ☐ Yes
- ☐ No

Preparing and Retaining Educators through

Partnerships (PREP)

Initiative Assurances

To be eligible for the PREP Program Allotment, applicants must read and agree to program-specific assurances in addition to relevant sections of the Texas Education Code (TEC) and Texas Administrative Code (TAC):

- TEC [§§21.901-910](#) (PREP Program Allotment)
- TEC [§48.157](#) (PREP Allotment)
- TAC [Chapter 153, Subchapter FF](#) (PREP Allotment)

Additionally, school systems must follow the guidance in the PREP Guidebook, posted to the [PREP webpage](#).

Does the school system agree to meet the Initiative Assurances listed above?

- ☐ Yes
- ☐ No

PREP - Initiative Contacts

Preparing and Retaining
Educators through
Partnerships (PREP) (cont.)

Contact Information



1. Each school system must appoint one PREP Allotment Lead. The superintendent may serve in this role or designate an individual who is accountable for PREP Allotment implementation and outcomes. Additionally, this individual is responsible for ensuring coherence and strong communication across all staff involved in PREP Allotment implementation. For more information on this role, [click here](#).

Provide the contact information for your school system's PREP Allotment Lead.

Name:	
Title:	
Phone:	
Email:	

2. Designate a secondary PREP Allotment Lead to receive communication from TEA. This person will be copied on all TEA communications and will serve as a backup.

Name:	
Title:	
Phone:	
Email:	

3. Each school system will need to enter employee information into the Educator Certification Online System (ECOS) so that TEA may calculate PREP Allotments. School systems must appoint a PREP Allotment ECOS Data Lead. Given the main ECOS

data entry occurs annually in the summer, school systems must appoint someone who will be working during that time. For more information on this role, [click here](#).



Provide the contact information for your school system's PREP ECOS Data Lead.

Name:	
Title:	
Phone:	
Email:	

PREP Grow Your Own Program (GYO)

PREP Grow Your Own Program (GYO)

Initiative Description

The PREP Grow Your Own (GYO) Program enables school systems, through partnering with qualified institutions of higher education (IHEs) and educator preparation programs (EPPs), to support current employees with earning their bachelor's degree and enrolling in an accredited educator preparation program to ultimately become certified teachers. School systems may also use funding to support high school students with developing interest and skills in teaching through career and technical education coursework. School systems participating in the PREP Grow Your Own Program must comply with the requirements outlined in Texas Education Code (TEC) §§21.906 and Texas Administrative Code (TAC) §§153.1304.

For a more detailed description of the PREP Grow Your Own Program, see the Description of Program section later in these guidelines.

Eligibility Criteria

- **Eligible IHE Partnership:** Per TAC 153.1304(b) (2), participating school systems must have a written partnership agreement with a Texas bachelor's degree conferring public IHE or a bachelor's degree conferring private IHE authorized by the Texas Higher Education Coordinating Board to operate in Texas, and an accredited Texas EPP if not included within the IHE.

Does the school system agree to meet the Eligibility Criteria listed above?

☐ Yes

☐ No

PREP Grow Your Own Program (GYO)

Initiative Assurances

As the applicant, the school system hereby agrees to:

- Read and agree to program-specific assurances in addition to relevant sections of the Texas Education Code (TEC) and Texas Administrative Code (TAC):

- TEC [§21.906](#) (PREP Grow Your Own Program)
- Per TEC §21.906(c), school systems may participate in the PREP GYO Program only if they have been approved to participate in a PREP Preservice Program (Residency, Traditional, or Alternative).
- TEC [§48.157](#) (PREP Allotment)
- TAC [§153.1301](#) (PREP Definitions)
- TAC [§153.1302](#) (General Provisions for PREP)
- TAC [§153.1304](#) (PREP Grow Your Own Program)
- Read and abide by the guidelines in the PREP Guidebook, posted to the [PREP website](#).
- Have a written partnership agreement with an [eligible institution of higher education \(IHE\)](#).

Does the school system agree to meet the Initiative Assurances listed above?

- ☐ Yes
- ☐ No

PREP GYO - Initiative Questions

PREP Grow Your Own Program (GYO) (cont.)

Initiative-Specific Questions

The PREP GYO Program is designed to form partnerships that support (1) school system employees in completing a bachelor's degree and enrolling in an accredited Texas educator preparation



program to enable them to become a certified classroom teacher while employed by the school system and (2) high school students in completing career and technical education courses that help prepare the students to develop interest and skills in becoming classroom teachers. At minimum, school systems must implement programming for school system employees, with the option to also support high school students. Funding will be determined by each participating employee (TEC §48.157(b)(4)) and can be used to pay tuition and fees for both high school students and employees participating in the program.

1. Which programming is your school system aiming to support through the PREP GYO Program?

- ☐ Supporting school system employees with completing their bachelor's degree and enrolling in an accredited Texas educator preparation program.
- ☐ Supporting school system employees with completing their bachelor's degree and enrolling in an accredited Texas educator preparation program and **high school programming**.

2. How many school system employees do you anticipate participating in the PREP GYO Program? Maximum of 40 employees per TEC §48.157(f)(1).

(Min: 1, Max: 40).

3. Per TAC 153.1304(b)(2), school systems must have a written partnership agreement with an [eligible institution of higher education \(IHE\)](#). Which of the

following do you have a written partnership agreement with? At least one selection is required.



The school system leadership and IHE's designees must sign an online Partnership Agreement Form sent by TEA after the LASO application submission. As a reminder, if the school system is partnering with an IHE and an additional EPP outside of that IHE partnership, they must retain evidence of a partnership agreement with that EPP locally.

4. Will your school system and IHE partner(s) sign the online Partnership Agreement Form agreeing to engage in the PREP Grow Your Own program? TEA will send out these forms after the LASO application submission.

☐ Yes

☐ No

PREP GYO - Initiative Contacts

PREP Grow Your Own Program (GYO) (cont.)

Contact Information

1. Enter the contact information for the school system's primary contact for all PREP Grow Your Own Program-related activities:

Name:

Title:

Phone:

Email:



2. Enter the contact information for the school system’s secondary point of contact for PREP Grow Your Own Program-related activities:

Name:

Title:

Phone:

Email:

PREP Residency Preservice

PREP Residency Preservice

Initiative Description

The PREP Residency Preservice Program places paid teacher residents in classrooms led by experienced host teachers for a full academic year, allowing candidates to earn enhanced standard teaching certificates while gaining hands-on experience. This model strengthens instructional capacity, improves educator effectiveness, and increases student access to high-quality teaching. School systems participating in the PREP Residency Preservice Program must comply with statutory requirements outlined in Texas Education Code (TEC) §§21.902, 21.904, and 48.157, which outline residency program standards and requirements and funding provisions.

(Note: For the PREP Residency Preservice Program, the

term “**host teacher**” will be used in place of “**cooperating teacher**”. Host teachers must satisfy all qualifications and fulfill all responsibilities required of cooperating teachers under TAC §228.)

Eligibility Criteria

For PREP Residency Preservice specifically, eligible applicants are:

School systems who are partnered with an EPP approved by the State Board of Educator Certification (SBEC) to offer the [teacher residency route](#). School systems must have formal written partnership agreement(s) with the EPP(s).

To be eligible for the PREP Program Allotment, applicants must read and agree to program-specific assurances in addition to relevant sections of the Texas Education Code (TEC) and Texas Administrative Code (TAC):

- TEC §21.902 (PREP Preservice Program)
- TEC §21.904 (PREP Residency Preservice Program)
- TEC §48.157 (PREP Allotment)
- TAC §153.1301 (PREP Definitions)
- TAC §153.1302 (General Provisions for PREP)
- TAC §153.1303 (PREP Residency Preservice Program)

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

Does the school system agree to meet the Eligibility

Criteria listed above?

☐ Yes

☐ No

PREP Residency Preservice

Initiative Assurances

To be eligible for the PREP Residency Preservice Program, applicants must read and agree to program-specific assurances in addition to relevant sections of the Texas Education Code (TEC) and Texas Administrative Code (TAC):

- TEC [§§21.901](#), [21.904](#), [21.909](#), [48.157](#) (PREP Program Allotment).
- TAC [§§153.1301](#), [153.1302](#), and [153.1303](#) (PREP Definitions, General Provisions, and Residency Preservice Program).
- Read and abide by the guidelines in the PREP Guidebook, posted to the [PREP website](#).
- Ensure all host teachers complete the Texas Mentorship Training as the agency-adopted mentorship training.
- Have a written agreement with an EPP for PREP Residency Preservice program implementation for SY 2027-28.
- The proposed partner EPP must be listed as an approved PREP residency provider in the allotment application. EPPs listed in the application must have 1) met previous SBEC approval to offer the residency route and 2) intend to meet the updated requirements for SY

2027-28. All EPPs that intend to offer the residency route must be approved by the SBEC by July 2027.

- **Appoint a PREP Residency Preservice Program Manager to serve as the primary point of contact. As outlined in the [PREP Residency Preservice document](#), best practices for this role include:**
 - **Serve as the primary point of contact for implementation of a PREP Preservice Residency program within the school system.**
 - **Coordinate implementation activities, partners, participants, and stakeholders for the PREP Residency Preservice program.**
 - **Monitor and manage PREP Residency Preservice specific deadlines, requirements, and deliverables.**
 - **Collaborate with program partners, campuses, and internal stakeholders to support successful implementation of the PREP Residency Preservice program.**
 - **Identify and address implementation challenges within the PREP Residency Preservice program.**
 - **Monitor program progress and identify opportunities to strengthen implementation and outcomes within the assigned PREP program.**
- **Identify a PREP EPP Lead/Point of Contact who serves as the primary point of contact between the EPP and school system regarding the PREP Program Allotment and between the EPP and TEA. As a best practice, this individual should have visibility across PREP Allotment partnerships with school systems and be positioned to coordinate planning, communications, reporting, and key deadlines**

across participating departments and staff regarding each PREP program. This may include coordinating internally with staff who support each PREP Program (Grow Your Own, Residency Preservice, Traditional Preservice, Alternative Preservice, and/or Mentorship). It is also recommended that this individual ensures EPP participation in governance meetings and completion of partnership agreements in alignment with the program guidelines for each PREP Allotment program.

Does the school system agree to meet the Initiative Assurances listed above?

☐ Yes

☐ No

PREP Residency Preservice - Initiative Questions

PREP Residency Preservice (cont.)

Initiative-Specific Questions

1. How many teacher residents do you anticipate participating during SY 2027-2028?

(Min: 1, Max: 120)

2. Select the EPP partner(s) that the school system plans to partner with for the SBEC-approved Residency Preservice route?



For submission of this application, at least one EPP partner for the PREP Residency Preservice program must be listed. The school system leadership and EPP's legal authority must sign an online Partnership Agreement Form sent by TEA after the LASO application submission.

3. Will your school system and each of your [EPP partner\(s\)](#) sign an online Partnership Agreement Form agreeing to engage in the PREP Residency Preservice program? TEA will send out these forms after the LASO application submission.

(**Note:** Your school system must have a signed online Partnership Agreement Form with each of its EPP partners.)

- ☐ Yes
- ☐ No

PREP Residency Preservice - Training Requirements

PREP Residency Preservice (cont.)

**Texas Mentorship Training Requirements
for PREP Residency Preservice**

The applicant must agree to train its resident host teachers via the Texas Mentorship Training (TMT).

Role Definitions

- **Host Teacher Definition:** For the PREP Residency Preservice Program, statute defines a host teacher as a classroom teacher who is a school system employee; has at least three full school years of teaching experience with a superior record of assisting students in achieving improvement in student performance; and is paired with one or more teacher candidates (TEC §21.902).

Texas Mentorship Training Requirements:
Summer 2027, Fall 2027, Winter 2027-2028 and Spring 2028 (24-30 total hours)

Prior to submitting this application, school systems must commit to communicating and partnering with an approved Texas Mentorship Training (TMT) Provider. The list of approved TMT Providers can be found on the [Texas Mentorship Training website](#).

1. Select the approved TMT Provider the school system has communicated with regarding training partnership for PREP Mentorship Program in school year 2027-2028.

2. Will you complete the online Partnership Agreement Form with your Texas Mentorship Training

(TMT) provider? TEA will send out these forms after the LASO application submission.

☐ Yes

☐ No

School systems must self-report the estimated number of resident host teachers that would attend Texas Mentorship Training for SY 2027-28.

3. How many host teachers do you estimate will attend the Texas Mentorship Training?

(Min: 1, Max: 120)

(**Note:** This should correlate to the anticipated number of residents the school system will have in SY 2027-28.)

PREP Residency Preservice - Initiative Contacts

PREP Residency Preservice (cont.)

Contact Information

1. Enter the contact information for the school system's PREP Residency Preservice Program Manager.

(**Note:** This person will serve as the primary point of contact for all PREP Residency Preservice program-related activities. Please see 'Initiative Assurances' for

more information. For some school systems, the program manager for the PREP Residency program may be the same person as the PREP Allotment Lead.)

Name:	
Title:	
Phone:	
Email:	

2. Enter the contact information for an additional point of contact for all **PREP Residency Preservice program-related activities.**

Name:	
Title:	
Phone:	
Email:	

PREP Traditional Preservice

PREP Traditional Preservice

Initiative Description

The purpose of the PREP Program Allotment, as a whole, is to support school systems in strengthening teacher talent pipelines along the continuum of recruitment, preparation, and mentorship. The PREP Traditional Preservice Program supports the preparation component of that continuum. This program places teacher candidates in paid, semester-long student teaching experiences with cooperating teachers to strengthen instructional capacity, improve

educator effectiveness, and expand student access to high-quality teaching.

For a more detailed description of the PREP Traditional Preservice Program, see the Description of Program section in the Program Guidelines.

Eligibility Criteria

- School systems who are partnered with an Educator Preparation Program (EPP) approved by the State Board of Educator Certification (SBEC) to offer the traditional route. All EPPs listed in the application have submitted an Intent to Apply to offer the PREP Traditional route. EPPs will be formally approved to offer the route for the school year (SY)2027-28 by July 2027. If the EPP does not meet SBEC's approval requirements, they will no longer be an eligible partner for the 2027-2028 school year. School systems must have formal written partnership agreement(s) with the EPP(s). Please see the list of eligible EPPs [here](#).
- Read and agree to program-specific assurances in addition to relevant sections of the Texas Education Code (TEC) and Texas Administrative Code (TAC):
 - TEC §21.902 (PREP Preservice Program)
 - TEC §21.903 (PREP Traditional Preservice Program)
 - TEC §48.157 (PREP Allotment)
 - TAC §153.1301 (PREP Definitions)
 - TAC §153.1302 (General Provisions for PREP)
 - TAC Chapter 228 (EPP Requirements), including §228.68 (Pre-internship Clinical Teaching).

- TAC sections related to the PREP Traditional Preservice Program, which will be posted to the Texas Register for public comment during the 2026-27 school year and become effective prior to the start of school year (SY) 2027-28. TEA anticipates sharing specific dates related to rulemaking in fall 2026.

Does the school system agree to meet the Eligibility Criteria listed above?

- ☐ Yes
- ☐ No

PREP Traditional Preservice

Initiative Assurances

To be eligible for the PREP Program Allotment, applicants must read and agree to program-specific assurances in addition to relevant sections of the Texas Education Code (TEC) and Texas Administrative Code (TAC):

- TEC [§21.903](#) (PREP Traditional Preservice Program)
- TEC [§§21.902, 48.157](#)
- Texas Administrative Code (TAC) related to the PREP Traditional Preservice Program, which will be posted in the Texas Register for public comment during the 2026-27 school year and become effective prior to the start of SY 2027-28.

Note: TEA anticipates sharing specific dates related to rulemaking in Fall 2026.

- Read and abide by Texas Administrative Code (TAC) [Chapter 228](#), related to educator preparation program requirement.
- Ensure all cooperating teachers complete the Texas Mentorship Training as the agency-adopted mentorship training.
- Have a written agreement with an EPP for PREP Traditional Preservice program implementation for SY 2027-28. The proposed partner EPP must be listed as an approved PREP Traditional Preservice provider in the allotment application. All EPPs that intend to offer the Traditional Preservice route must be approved by the SBEC by July 2027.
- Appoint a PREP Traditional Preservice program manager to serve as the primary point of contact. As outlined in the [PREP Traditional Preservice document](#), best practices for this role include:
 - Serve as the primary point of contact for implementation of a PREP Preservice Traditional program within the school system.
 - Coordinate implementation activities, partners, participants, and stakeholders for the PREP Traditional Preservice program.
 - Monitor and manage PREP Traditional Preservice specific deadlines, requirements, and deliverables.
 - Collaborate with program partners, campuses, and internal stakeholders to support successful implementation of the PREP Traditional Preservice program.
 - Identify and address implementation challenges within the PREP Traditional

Preservice program.

- Monitor program progress and identify opportunities to strengthen implementation and outcomes within the assigned PREP program.
- Identify a PREP EPP Lead/Point of Contact who serves as the primary point of contact between the EPP and school system regarding the PREP Program Allotment and between the EPP and TEA. As a best practice, this individual should have visibility across PREP Allotment partnerships with school systems and be positioned to coordinate planning, communications, reporting, and key deadlines across participating departments and staff regarding each PREP program. This may include coordinating internally with staff who support each PREP Program (Grow Your Own, Residency Preservice, Traditional Preservice, Alternative Preservice, and/or Mentorship). It is also recommended that this individual ensures EPP participation in governance meetings and completion of partnership agreements in alignment with the program guidelines for each PREP Allotment program.
- Additionally, school systems must follow the guidance in the PREP Guidebook, posted to the [PREP webpage](#).

Does the school system agree to meet the Initiative Assurances listed above?

- ☐ Yes
- ☐ No

PREP Traditional Preservice (cont.)



Initiative-Specific Questions

1. How many teacher candidates do you anticipate participating during SY 2027-2028?

(Min: 1, Max: 80)

2. Select the EPP partner(s) that the school system plans to partner with for the SBEC-approved Traditional Preservice route?

For submission of this application, at least one EPP partner for the PREP Traditional Preservice program must be listed. The school system leadership and EPP's legal authority must sign an online Partnership Agreement Form sent by TEA after the LASO application submission.

3. Will your school system and EPP partner(s) sign an online Partnership Agreement Form agreeing to engage in the PREP Traditional Preservice program? TEA will send out these forms after the LASO application submission.

(Note: Your school system must have a signed online

Partnership Agreement Form with each of its EPP partners.)

☐ Yes

☐ No

PREP Traditional Preservice - Mentorship Training

PREP Traditional Preservice (cont.)

Texas Mentorship Training Requirements for PREP Traditional Preservice

The applicant must agree to train its cooperating teachers via the Texas Mentorship Training (TMT).

Role Definitions

- **Cooperating Teacher:** An educator who is collaboratively assigned by the EPP and campus administrator who supports the candidate during the clinical teaching experience and has at least three full school years of teaching experience with a superior record of assisting students in achieving improvement in student performance. (TEC §21.902).

Texas Mentorship Training Requirements:
Summer 2027, Fall 2027, Winter 2027-2028 and Spring 2028 (24-30 total hours)

Prior to submitting this application, school systems must commit to communicating and partnering with

an approved Texas Mentorship Training (TMT) Provider. The list of approved TMT Providers can be found on the [Texas Mentorship Training website](#).

1. Select the approved TMT Provider the school system has communicated with regarding training partnership for PREP Mentorship Program in school year 2027-2028. This form is non-binding, and partnerships will be confirmed prior to the start of TMT training.

2. Will you complete the online Partnership Agreement form with your Texas Mentorship Training (TMT) provider? TEA will send out these forms after the LASO application submission.

☐ Yes

☐ No

School systems must self-report the estimated number of cooperating teachers that would attend training for SY 2027-28.

(**Note:** This should correlate to the anticipated number of teacher candidates the school system will have in SY 2027-28.)

3. How many cooperating teachers do you estimate will attend the training?

(Min: 1, Max: 80)

PREP Traditional Preservice (cont.)



Contact Information

1. Enter the contact information for the school systems representative appointed as the primary point of contact for all PREP Traditional Preservice program-related activities:

(Note: For some school systems, the program manager for the PREP Traditional Preservice program may be the same person as the PREP Allotment Lead. Review 'Initiative Assurances' for more information.)

Name:	
Title:	
Phone:	
Email:	

2. Enter the contact information for an additional point of contact for all PREP Traditional Preservice program-related activities:

Name:	
Title:	
Phone:	
Email:	

PREP Alternative Preservice



Initiative Description

The purpose of the PREP Program Allotment, as a whole, is to support school systems in strengthening teacher talent pipelines along the continuum of recruitment, preparation, and mentorship. The PREP Alternative Preservice Program supports the preparation component of that continuum. This program helps career changers access classroom experience and necessary coursework and training before becoming the teacher of record, increasing the number of well-prepared, certified teachers in Texas.

For a more detailed description of the PREP Alternative Preservice Program, see the Description of Program section in the Program Guidelines.

Eligibility Criteria

- School systems who have formally partnered with an Educator Preparation Program (EPP) approved by the State Board of Educator Certification (SBEC) to offer the alternative preservice route. All EPPs listed in the application have submitted an Intent to Apply to offer the alternative preservice route. Please see the list of eligible EPPs [here](#). EPPs will be formally approved to offer the route for the school year (SY) 2027-28 by July 2027. If the EPP does not meet SBEC's approval requirements,

they will no longer be an eligible partner for the 2027-2028 school year.

- To be eligible for the PREP Program Allotment, applicants must read and agree to program-specific assurances in addition to relevant sections of the Texas Education Code (TEC) and Texas Administrative Code (TAC):
 - TEC §21.902 (PREP Preservice Program)
 - TEC §21.905 (PREP Alternative Preservice Program)
 - TEC §48.157 (PREP Allotment)
 - TAC §153.1301 (PREP Definitions)
 - TAC §153.1302 (General Provisions for PREP)
- TAC sections related to the PREP Alternative Preservice Program will be posted to the Texas Register for public comment during SY 2026-27 and become effective prior to the start of SY 2027-28. TEA anticipates sharing specific dates related to rulemaking in fall 2026.

Does the school system agree to meet the Eligibility Criteria listed above?

☐ Yes

☐ No

PREP Alternative Preservice

Initiative Assurances

To be eligible for the PREP Program Allotment, applicants must read and agree to program-specific assurances in addition to relevant sections of the Texas Education Code (TEC) and Texas Administrative Code (TAC):

- TEC [§21.905](#) (PREP Alternative Preservice Program);
- TEC [§§21.902, 48.157](#).
- TAC related to the PREP Alternative Preservice Program, which will be posted in the Texas Register for public comment during SY 2026-27 and become effective prior to the start of SY 2027-28. Note: TEA anticipates sharing specific dates related to rulemaking in Fall 2026.
- Read and abide by the guidelines in the PREP Guidebook, posted to the [PREP website](#).
- Ensure all cooperating teachers and intern mentor teachers complete the Texas Mentorship Training as the agency-adopted mentorship training.
- Have a written agreement with an EPP for PREP Traditional Preservice program implementation for SY 2027-28. The proposed partner EPP must be listed as an approved PREP Alternative Preservice provider in the allotment application. All EPPs that intend to offer the Alternative Preservice route must be approved by the SBEC by July 2027.
- Appoint a PREP Alternative Preservice program manager to serve as the primary point of contact. As outlined in the [PREP Alternative Preservice document](#), best practices for this role include:
 - Serve as the primary point of contact for implementation of a PREP Preservice Alternative program within the school system.

- **Coordinate implementation activities, partners, participants, and stakeholders for the PREP Alternative Preservice program.**
- **Monitor and manage PREP Alternative Preservice specific deadlines, requirements, and deliverables.**
- **Collaborate with program partners, campuses, and internal stakeholders to support successful implementation of the PREP Alternative Preservice program.**
- **Identify and address implementation challenges within the PREP Alternative Preservice program.**
- **Monitor program progress and identify opportunities to strengthen implementation and outcomes within the assigned PREP program.**
- **If applicable, leverage supports and resources accordingly from the optional in-kind technical assistance.**
- **Identify a PREP EPP Lead/Point of Contact who serves as the primary point of contact between the EPP and school system regarding the PREP Program Allotment and between the EPP and TEA. As a best practice, this individual should have visibility across PREP Allotment partnerships with school systems and be positioned to coordinate planning, communications, reporting, and key deadlines across participating departments and staff regarding each PREP program. This may include coordinating internally with staff who support each PREP Program (Grow Your Own, Residency Preservice, Traditional Preservice, Alternative Preservice, and/or Mentorship). It is also recommended that this individual ensures EPP participation in governance meetings and**

completion of partnership agreements in alignment with the program guidelines for each PREP Allotment program.



Does the school system agree to meet the Initiative Assurances listed above?

- ☐ Yes
- ☐ No

PREP Alternative Preservice - Initiative Questions

PREP Alternative Preservice (cont.)

Initiative-Specific Questions

1. How many teacher candidates do you anticipate participating during SY 2027-28?

(Min: 1, Max: 80)

2. Select the EPP partner(s) that the school system plans to partner with for the SBEC-approved Alternative Preservice route?

For submission of this application, at least one EPP partner for the PREP Alternative Preservice program must be listed. The school system leadership and

EPP's legal authority must sign an online Partnership Agreement Form, sent by TEA after the LASO application submission.

3. Will your school system and EPP partner(s) sign the online Partnership Agreement Form agreeing to engage in the PREP Alternative Preservice program? TEA will send out these forms after the LASO application submission.

(**Note:** Your school system must have a signed online Partnership Agreement Form with each of its EPP partners.)

☐ Yes

☐ No

PREP Alternative Preservice - Mentorship Training

PREP Alternative Preservice (cont.)

Texas Mentorship Training Requirements for PREP Alternative Preservice

The applicant must agree to train its cooperating teachers and intern mentor teachers via the Texas Mentorship Training.

Role Definitions

- **Cooperating Teacher:** An educator who is collaboratively assigned by the EPP and campus administrator who supports the candidate during the clinical teaching experience and has at least

three full school years of teaching experience with a superior record of assisting students in achieving improvement in student performance. (TEC §21.902).

- **Intern Mentor Teacher:** For the PREP Alternative Preservice Program, statute defines an intern mentor teacher as a classroom teacher who is a school system employee who supports the candidate during their internship experience; has at least three full school years of teaching experience with a superior record of assisting students in achieving improvement in student performance; and is paired with one or more teacher candidates (new TEC §21.902 and TAC §228.2 (34)).

Texas Mentorship Training Requirements:
Summer 2027, Fall 2027, Winter 2027-2028 and Spring 2028 (24-30 total hours)

Prior to submitting this application, school systems must commit to communicating and partnering with an approved Texas Mentorship Training (TMT) Provider. The list of approved TMT Providers can be found on the [Texas Mentorship Training website](#).

1. Select the approved TMT Provider the school system has communicated with regarding training partnership for PREP Mentorship Program in school year 2027-2028. This form is non-binding, and partnerships will be confirmed prior to the start of TMT training.

2. Will you complete the Partnership Agreement Form with your Texas Mentorship Training (TMT) provider? TEA will send out these forms after the LASO application submission.

☐ Yes

☐ No

School systems must self-report the estimated number of cooperating teachers that would attend training for SY 2027-28.

3. How many cooperating teachers do you estimate will attend the training?

(Min: 1, Max: 80)

(**Note:** This should correlate to the anticipated number of teacher candidates the school system will have in SY 2027-28.)

PREP Alternative Preservice - Initiative Contacts

PREP Alternative Preservice (cont.)

Initiative-Specific Questions

1. Enter the contact information for the school systems representative appointed as the primary

point of contact for all PREP Alternative Preservice program-related activities:

(**Note:** For some school systems, the program manager for the PREP Alternative Preservice program may be the same person as the PREP Allotment Lead. Review 'Initiative Assurances' for more information.)

Name:

Title:

Phone:

Email:

2. Enter the contact information for an additional point of contact for all PREP Alternative Preservice program-related activities:

Name:

Title:

Phone:

Email:

PREP Mentorship

PREP Mentorship

Initiative Description

The purpose of the PREP Program Allotment, as a whole, is to support school systems in strengthening teacher talent pipelines along the continuum of recruitment, preparation, and mentorship. The PREP Mentorship Program supports the mentorship component of that continuum by increasing the

capacity of school systems to deliver high-quality mentorship to first- and second-year teachers.

For a detailed description of the PREP Mentorship Program and its requirements, see the Description of Program section of the Program Guidelines.

Initiative Assurances

To be eligible for the PREP Program Allotment, applicants must read and agree to program-specific assurances in addition to relevant sections of the Texas Education Code (TEC) and Texas Administrative Code (TAC):

- TEC [§21.458](#) (Mentors)
- TEC [§21.907](#) (PREP Mentorship Program)
- TEC [§48.157](#) (PREP Allotment)
- TAC [§153.1301](#) (PREP Definitions)
- TAC [§153.1302](#) (General Provisions for PREP)
- TAC [§153.1305](#) (PREP Mentorship Program)

Additionally, school systems must follow the guidance in the PREP Guidebook, posted to the [PREP webpage](#).

Does the school system agree to meet the Initiative Assurances listed above?

- ☐ Yes
- ☐ No

PREP Mentorship - Initiative Questions

PREP Mentorship (cont.)

Initiative-Specific Questions

Prior to submitting this application, school systems must commit to communicating and partnering with an approved Texas Mentorship Training (TMT) Provider. The list of approved TMT Providers can be found on the [Texas Mentorship Training website](#).

1. Select the approved TMT Provider the school system has communicated with regarding training partnership for PREP Mentorship Program in school year (SY) 2027-28.

2. Will you complete the online Partnership Agreement Form with your Texas Mentorship Training (TMT) provider? TEA will send out these forms after the LASO application submission.

☐ Yes

☐ No

3. Estimated total number of [beginning teachers](#) for SY27-28

4. How many total [mentor teachers](#), for PREP Mentorship Program only, do you anticipate sending to Texas Mentorship Training?

(**Note:** Up to 40 beginning teachers in your school system may generate a PREP Mentorship Program Allotment. PREP Mentorship Program funds may be used for Texas Mentorship Training but the total allotment will be capped based on the number of beginning teachers (max 40).)

5. How many total **district & campus leaders** do you anticipate sending to Texas Mentorship Training design sessions?

PREP Mentorship - Initiative Contacts

PREP Mentorship (cont.)

Contact Information

1. Enter the contact information for the school system's **PREP Mentorship Program Manager**.

(**Note:** This person will serve as the primary point of contact for all PREP Mentorship program-related activities. Please review 'Initiative Assurances' for more information. For some school systems, the program manager for the PREP Mentorship Program may be the same person as the PREP Allotment Lead)

Name:

Title:

Phone:

Email:

2. Enter the contact information for an additional point of contact for all PREP Mentorship Program related activities.

Name:

Title:

Phone:

Email:

Texas Strategic Staffing (TSS) Grant

Texas Strategic Staffing (TSS) Grant

Initiative 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 approaches to design and implement a sustainable, year-long residency model during the school years (SY) 2027-28 and SY 2028-29.

Strategic staffing – deliberate decisions around staffing, scheduling, and instructional roles – allows school systems to build this residency model in a budget-neutral way. In subsequent years, districts can sustain this high-quality residency model through the reinvestment and reallocation of existing funds, combined with the Preparing and Retaining Educators through Partnership (PREP) Residency

Allotment (TEA's ongoing state funding stream for teacher residencies).

The TSS for Residencies Grant is designed to bridge the transition from designing to sustaining their school system's residency model: 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 Criteria

As the applicant, the school system hereby agrees to:

- **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 year of the Pipeline to Leadership (P2L) Grant or Continuation Grant.**
 - **The LASO 4 2026-28 Texas Strategic Staffing Grant for Sustainable, Paid Teacher Residency Program.**
 - **The 2025-27 Texas Strategic Staffing Grant for Sustainable, Paid Teacher Residency Program.**
- **Charters not yet serving students are not eligible to apply.**

(Note: If a school system was a LASO 4 (2025-2026) PREP Allotment: Residency Preservice Program awardee, but did not place residents, they are still eligible to apply for this grant opportunity.)

Does the school system agree to meet the Eligibility Criteria listed above?

- ☐ Yes
- ☐ No

Texas Strategic Staffing (TSS) Grant

Initiative Assurances

As the applicant, the school system hereby agrees to:

- **Appoint a school system representative** (i.e., Strategic Staffing Lead) who:
 - Is the PREP Residency Preservice Program Manager, as submitted in the school system's application for the PREP Residency Preservice Program Allotment.
 - Is designated by the PREP Residency Preservice Program Manager and directly supports the school system's PREP Residency Preservice program.
- **Ensure the Strategic Staffing Lead:**
 - Serves at least 20% of their time and effort to oversee the Texas Strategic Staffing for Residencies Grant.
 - Serves as the primary point of contact for all Texas Strategic Staffing for Residencies grant-related activities.
 - Together with the technical assistance provider, coordinates with other school system staff and Educator Preparation

Program (EPP) partner(s) to schedule grant activities and complete program milestones.

- **Actively engage with their EPP partner** in two years of technical assistance activities to design and implement a year-long residency model.
- **Develop and communicate resources** to successfully implement strategic staffing models, in collaboration with EPP partners.
- **Share data**, including implementation and outcomes data, with technical assistance providers and the Texas Education Agency (TEA) to inform successful implementation of strategic staffing.

Does the school system agree to meet the Initiative Assurances listed above?

- ☐ Yes
- ☐ No

Texas Strategic Staffing (TSS) Grant

Initiative Requirements

As the applicant, the school system hereby agrees to:

- Participate in all required technical assistance activities and complete all associated deliverables in a timely and high-quality manner.
- Partner with one or two Educator Preparation Programs (EPPs) to engage in the collaborative Texas Strategic Staffing for Residencies design

and implementation process*. Participation in grant activities is limited to the selected partner(s) over the full two-year grant period.

- Each partnering EPP must verify their commitment to participate in the entire two-year design and implementation process through the Texas Strategic Staffing (TSS) Grant Participation and Partnership Verification Form. School systems must upload the [TSS EPP Grant Participation and Partnership Verification Form](#), signed by their EPP partner(s), to the 'Attachments' section of this grant application.
- The grant program will be funded by reimbursement once the NOGA has been issued and the grantee submits payment requests through the Expenditure Reporting (ER) system. See [Expenditure Reporting](#). The grantee is required to regularly request payment for allowable expenditures as grant program requirements are carried out.

Does the school system agree to meet the Initiative Requirements listed above?

- ☐ Yes
- ☐ No

TSS - Initiative Questions

**Texas Strategic Staffing
(TSS) Grant (cont.)**

Initiative-Specific Questions

1. Have you applied for the LASO 5 (2026-2027) PREP Allotment: Residency Preservice Program

☐ Yes

☐ No

The PREP Residency Preservice Program Manager, as submitted in the school system's application for the PREP Residency Preservice Program Allotment, must serve as the primary point of contact for all Texas Strategic Staffing for Residencies grant-related activities or must designate another school system representative who directly supports them in that role.

1a. Will the PREP Residency Preservice Program Manager serve as the Strategic Staffing Lead for the Texas Strategic Staffing for Residencies Grant?

☐ Yes

☐ No

1a. Provide us with information for the Strategic Staffing Lead who will dedicate at least 20% of their time and effort to oversee the 2027-2029 Texas Strategic Staffing for Residencies Grant and serve as the primary point of contact for all Texas Strategic Staffing for Residencies grant-related activities.

Name:

Title:

Phone:



Email:

1b. The PREP Residency Program Manager must designate another school system representative who directly supports them in that role. Please enter the contact information for the designated representative.

Name:

Title:

Phone:

Email:

School systems should agree to participate in TSS with either one or two EPPs. School systems with more than two EPP partners are eligible for the Texas Strategic Staffing for Residencies Grant. However, participation in grant activities will be limited to no more than two verified EPP partners.

2. Please upload the [TSS EPP Grant Participation and Partnership Verification Form](#), signed by your EPP partner(s). If you have two EPP partners, each EPP must sign their own verification form, but you must combine the forms into a single PDF for this application upload.

Strategic Compensation Cohort for Enhanced TIA (SCC for ETIA)

Strategic Compensation Cohort for Enhanced TIA (SCC for ETIA)

Initiative Description

The 2027-28 Strategic Compensation Cohort is an initiative-funded opportunity that provides school systems with intensive, multi-year support to design and implement a compensation system that (1) rewards teachers and administrators based on effectiveness, and (2) meets the requirements to earn an Enhanced TIA school systems designation that results in long-term increased student outcomes and improved teacher recruitment and retention.

Eligibility Criteria

As the applicant, the school system hereby agrees to:

- Leverage compensation to improve teacher recruitment and retention as well as student outcomes.
- Blend school systems and state funding streams to align compensation and effectiveness.
- Expand their Teacher Incentive Allotment (TIA) local designation system to include all teachers substantially.
- Develop a rigorous definition of effectiveness for teachers, principals, and assistant principals designed to increase student outcomes.
- Maintain dedicated staff responsible for oversight of strategic compensation development and implementation as well as planning for future sustainability.

- 
- Maintain a financial accountability “A – Superior Achievement” rating.
 - Maintain strong data systems and processes including a history of successful TIA data validation.
 - Understand that substantive change is needed to improve education across the state and have the willingness and desire to acknowledge the proactive disruption that ensues due to change.
 - Not have previously participated in a Strategic Compensation cohort.
 - Charters not yet serving students are not eligible to apply.

Initiative Assurances

As the applicant, the school system hereby agrees to:

- Develop and implement a strategic compensation system consistent with the Teacher Incentive Allotment (TIA) approach for principals and assistant principals.
- Develop and implement a TIA-compliant teacher strategic compensation system ensuring substantially all teachers are eligible to earn a designation.
- Apply for Enhanced TIA within 3 years.
- Replace the traditional step and ladder pay system with one based on bands of effectiveness with no more across-the-board salary raises.
- Blend TIA and other funding sources to ensure financial sustainability.
- Adopt an approach to teacher assignment based on student need in accordance with Section 28.0062(a)(3).

- Support the integration of instructional leadership, HQIM strategies, and strategic compensation.



Does the school system agree to meet the Eligibility Criteria and Initiative Assurances listed above?

- ☐ Yes
- ☐ No

Strategic Compensation Cohort for Enhanced TIA (SCC for ETIA)

Initiative Requirements

As the applicant, the school system hereby agrees to:

- Develop and implement strategic compensation systems for principals, assistant principals, and/or teachers and apply for Enhanced TIA within 3 years.
- Develop a three-year Strategic Compensation Implementation Plan with due dates and individual responsibilities utilizing a program management platform.
- Update the school board on the progress and direction of the strategic compensation work at pre-determined times.
- Execute and return a data sharing agreement with identified partners (TEA, ESC, and/or Technical Assistance Providers) within 30 days of request.

- 
- **Ensure identified personnel required will attend all meetings requested by TEA, the Center for Strategic Compensation, and Technical Assistance Providers (Ex. Design Team meetings, bi-weekly check-ins, etc.).**
 - **Attend collaboration spaces, step backs and debriefs with TEA, the Center for Strategic Compensation, and other cohort school systems (DSCL meetings, SC Convening, TIA conference, etc.).**
 - **Develop and complete plans/documents requested by TEA, the ESC, and Technical Assistance Providers within the timeline requested including but not limited to:**
 - **TIA Expansion Plan to obtain substantially all teachers for TIA eligibility, if applicable.**
 - **Updated TIA Spending Plan aligned to a high-quality strategic compensation system.**
 - **Strategic Compensation Project Management plan to ensure success beyond Year 3.**
 - **Stakeholder Engagement Plan.**
 - **Strategic Staffing Plan.**
 - **Protect the privacy of all school systems, staff members, and participants in a strategic compensation cohort.**
 - **Respond to program evaluation surveys/requests within the timeline requested.**
 - **Meet key benchmark dates and activities.**

Does the school system agree to meet the Initiative Requirements listed above?

- ☐ **Yes**
- ☐ **No**

Strategic Compensation Cohort for Enhanced TIA (SCC for ETIA) (cont.)

Initiative-Specific Questions

Using the [SCC for Enhanced TIA Narrative Response](#) template, please answer the following question.

Describe the school system's rationale, readiness, and long-term plan for implementing strategic compensation through Enhanced TIA. In your response, explain:

- How strategic compensation aligns with and supports the goals of the school system's strategic plan; summarize the research, data, and stakeholder input that informed the decision to pursue strategic compensation.
- Demonstrate the school system's capacity to successfully manage a multi-year initiative by describing a non-TIA initiative from the past two years that positively impacted student achievement, including its goals, outcomes, progress-monitoring processes, leadership roles, timeline, and key implementation decisions.
- Explain how the initiative was designed and supported for long-term sustainability.

(**Note:** Document Upload PDF file using the following naming convention - [School System] _SSC or

SCC for ETIA - Level of Support

Strategic Compensation Cohort for Enhanced TIA (SCC for ETIA) (cont.)

Level of Support Section

Please indicate school systems leadership's current level of support for strategic compensation. Select the level that best reflects documented actions or decisions, not anticipated support.

Definition of Levels of Support:

- **Champion** - Visibly advocates in favor of strategic compensation and has taken action to build stakeholder awareness and buy-in.
- **Supportive** - Agrees with the purpose of strategic compensation but has not yet taken action to increase stakeholder buy-in or advance the work.
- **Informed/Aware** - Knows about strategic compensation but has not expressed clear support or opposition.
- **Skeptic** - Has concerns or reservations; Needs more evidence before expressing support.

- **Not Yet Engaged** - Has not yet been meaningfully introduced to or involved with strategic compensation.



1. Board of Trustees

- ☐ Champion
- ☐ Supportive
- ☐ Informed/Aware
- ☐ Skeptic
- ☐ Not Yet Engaged

2. Superintendent

- ☐ Champion
- ☐ Supportive
- ☐ Informed/Aware
- ☐ Skeptic
- ☐ Not Yet Engaged

3. School systems Leadership Team (e.g., cabinet members, deputy superintendents, general counsel)

- ☐ Champion
- ☐ Supportive
- ☐ Informed/Aware
- ☐ Skeptic
- ☐ Not Yet Engaged

4. Chief Financial Officer or similar role

- ☐ Champion

- ☐ Supportive
- ☐ Informed/Aware
- ☐ Skeptic
- ☐ Not Yet Engaged



5. Chief Human Resource Officer or similar role

- ☐ Champion
- ☐ Supportive
- ☐ Informed/Aware
- ☐ Skeptic
- ☐ Not Yet Engaged

6. Chief Academic Officer or similar role

- ☐ Champion
- ☐ Supportive
- ☐ Informed/Aware
- ☐ Skeptic
- ☐ Not Yet Engaged

SCC for ETIA - Risk Assessment

Strategic Compensation Cohort for Enhanced TIA (SCC for ETIA) (cont.)

Risk Assessment Section

When undertaking this work, school systems may encounter some of the risks listed below. Please rate

your school system's ability and willingness to pre-plan to address these items.

1. Reduced morale and/or job satisfaction.

- ☐ Full readiness
- ☐ Unsure
- ☐ No Ability or Readiness

2. Negative feedback from stakeholders, communities, and/or teacher organizations.

- ☐ Full readiness
- ☐ Unsure
- ☐ No Ability or Readiness

3. Potential loss of staff who are identified as low performing.

- ☐ Full readiness
- ☐ Unsure
- ☐ No Ability or Readiness

4. Resistance to Change.

- ☐ Full readiness
- ☐ Unsure
- ☐ No Ability or Readiness

5. Please indicate your school system's capacity regarding the following items:



5a. Systems to capture and store data such as DMAC, Eduphoria, T-TESS Data Management System, etc.

- ☐ Firmly in place
- ☐ Needs some support
- ☐ Needs significant support

5b. Personnel responsible for compiling student growth and performance data.

- ☐ Firmly in place
- ☐ Needs some support
- ☐ Needs significant support

5c. Personnel responsible for compiling appraisal data.

- ☐ Firmly in place
- ☐ Needs some support
- ☐ Needs significant support

5d. Personnel responsible for compiling correlation data between growth, performance and appraisals.

- ☐ Firmly in place
- ☐ Needs some support
- ☐ Needs significant support

5e. An effective human resource system for tracking employees.

- ☐ Firmly in place
- ☐ Needs some support
- ☐ Needs significant support



6. If selected to participate in the cohort, the school system will appoint a Strategic Compensation lead who will serve as the primary point of contact, coordinate implementation activities, monitor progress toward required milestones, and ensure timely communication among school system leadership, TEA, the Center for Strategic Compensation, and technical assistance providers. This individual should have ongoing access to meet with the school system's executive leaderships team and a strong level of influence within the organization.

Enter the contact information for the individual who will serve as the Strategic Compensation Lead.

Name:	
Title:	
Phone:	
Email:	

7. Upon acceptance into the cohort, there will be a mandatory meeting on March 31 from 9:00 a.m.-10:30 a.m. for all individuals identified as the school system's Strategic Compensation Lead. Please indicate this person's willingness to attend the lead meeting in March.

- ☐ Yes, the person identified as the Strategic Compensation Lead is available to attend.
- ☐ No, they are not available to attend.

8. There will also be a 2027-28 Strategic Compensation School systems Kick-Off Meeting for the new strategic compensation cohort on July 22 from 9:00 a.m.-10:30 a.m. This meeting is mandatory for the Superintendent and/or one senior cabinet member as well as the identified Strategic Compensation Lead. Please indicate the availability of these staff members to attend.

(Note: The two team members listed must attend, but others are also welcome to join.)

8a. Superintendent

- ☐ Will attend
- ☐ Unable to attend

8b. Senior Cabinet Member

- ☐ Will attend
- ☐ Unable to attend

8c. Strategic Compensation Lead

- ☐ Will attend
- ☐ Unable to attend

9. Download the [SC Cohort Program Attestation](#) form and upload a signed copy.

(Note: Upload the PDF file using the following naming convention - [School System]_SCC_Attestation.pdf)

Additional Days School Year (ADSY) PEP Grant

Initiative Description

The Additional Days School Year (ADSY) Planning and Execution Program (PEP) is a voluntary, three-year initiative designed to support school systems and open-enrollment charter schools in developing and sustaining high-quality ADSY programs. Through targeted professional development and technical assistance, ADSY PEP supports implementation of either the ADSY Full Year or ADSY Summer model.

ADSY PEP provides participating school systems with comprehensive support to design programs that are grounded in research and aligned with evidence-based practices that improve student outcomes. The program structure includes:

- **Year 1: Planning** – School systems engage in a year-long planning process with TEA-approved technical assistance providers to design a strategic, research-aligned ADSY model tailored to their local context.
- **Years 2-3: Implementation Refinement and Continuous Improvement** – School systems receive ongoing support to strengthen program quality, monitor outcomes, and make data-informed adjustments to ensure long-term success and sustainability.



This structured approach builds school system capacity in program design, strategic planning, and change management. It ensures that additional instructional days are effectively implemented and aligned with school system priorities to maximize academic impact.

School systems must select between two ADSY models, ADSY Full Year and ADSY Summer, to receive planning and implementation support aligned with research-based best practices.

Eligibility Criteria

Additional Days School Year funding is the foundation of the ADSY Planning and Execution Program and includes an eligibility requirement to operate a regular school-year academic calendar with at least 175 full instructional days at the participating campuses.

- School system agree to the ADSY PEP initiative requirement of implementing and maintaining a base academic calendar of 175 full instructional days with 75,600 operational minutes (excluding minutes covered by staff development waivers) and adding at least 25 full Additional Days (aligned to the approved ADSY model) to the calendar at the eligible campuses for the full duration of the initiative.**
- Charters not yet serving students are not eligible to apply for the ADSY Summer model.**

Does the school system agree to meet the Eligibility Criteria listed above?

☐ Yes

☐ No

Additional Days School Year (ADSY) PEP Grant

Initiative Assurances

As the applicant, the school system hereby agrees to:

- Assign a qualified and experienced project manager with school system-level decision-making authority who can align campus-based actions with school system goals and ensure high-quality instruction on ADSY days, and who will:
 - Attend all required initiative activities, including the annual Summit, and at least 1 Learning Lab during the initiative period.
 - Attend all Learning Community professional development workshops.
 - Participate in calls with the designated approved provider.
 - Lead the School system's ADSY PEP Steering Committee.
 - Ensure timely and high-quality completion of the LEA's ADSY PEP strategic plan and artifacts.
- Form a cross-departmental Steering Committee that meets at least monthly and includes representatives from Finance, Curriculum & Instruction, Special Populations, and ADSY Campus Leadership teams to guide strategic planning.

- 
- Attend and actively participate in all required initiative meetings, Professional Development sessions (in person and/or virtual), Technical Assistance (TA) meetings, and maintain open, responsive communication with the assigned TA provider throughout the initiative period.
 - Complete the comprehensive ADSY PEP Strategic Plan using the provided planning resources and templates and submit it by the designated deadlines.
 - Demonstrate effort to implement feedback, adhere to all initiative requirements, and provide evidence of yearly progress, understanding that continuation in the ADSY PEP initiative is contingent upon these actions.
 - Secure board approval of an ADSY-eligible calendar (defined as a 175-day base instructional calendar with 75,600 operational minutes (excluding staff development waivers)) for the 2026–2027 school year at participating campuses, understanding that failure to do so will result in ineligibility to continue in ADSY PEP.
 - Maintain the annual ADSY-eligible calendar approval process at participating campuses for the full duration of the initiative and acknowledge that failure to secure board approval in future years during the ADSY PEP initiative cycle will result in ineligibility for continued funding, if available.
 - Implement an IMRA-approved, full subject Tier 1 HQIM for Math and RLA on ADSY days at the campus(es) participating in ADSY PEP.

Does the school system agree to meet the Initiative Assurances listed above?

- ☐ Yes
- ☐ No

ADSY - Pathway Selection

Additional Days School Year (ADSY) PEP Grant (cont.)

Pathway Selection

Which ADSY PEP supported pathway are you applying for:

- ☐ ADSY Summer model
- ☐ ADSY Full Year model

ADSY - Summer Pathway

Additional Days School Year (ADSY) PEP Grant (cont.)

ADSY Summer Pathway Specific Questions

If you select "No" to any of the questions below, you are indicating that your school system does not agree to this program priority. While your application will still be considered for funding, applicants that agree to and commit to implementing the ADSY

program/model priorities will receive preference during award consideration.

1. Does the school system agree to implement an ADSY PEP summer program lasting at least 25 days, with each day including:

- **At least 360 minutes (6 hours) of total programming, which must include:**
 - **A minimum of 180 minutes (3 hours) dedicated to math and reading instruction.**
 - **At least 60 minutes (1 hour) of TEKS-based enrichment activities aligned with core subjects, based on local needs and STAAR data.**
- **The remaining 120 minutes (2 hours) should include:**
 - **60 minutes (1 hour) of traditional enrichment activities, such as arts, science exploration, or sports.**
 - **60 minutes (1 hour) can be dedicated to transitions, lunch, and other flexible needs.**

☐ Yes

☐ No

2. Does the school system agree to implement a summer academic strategy that is data-driven, and that aligns with both the regular-year HQIM and regular-year academic strategy.

☐ Yes

☐ No



3. Does the school system agree to prioritize student data from the regular school year to determine whether students require learning acceleration or targeted remediation as part of their academic strategy planning for ADSY Summer.

- ☐ Yes
- ☐ No

4. Does the school system agree to assign highly effective teachers with grade-level, content-area, and curricular expertise to provide instruction on ADSY days. When making staffing assignments, the school system will prioritize effective teachers who taught the same grade level in the previous school year or who will teach the same grade level in the following school year.

- ☐ Yes
- ☐ No

5. Does the school system agree to ensure that teachers who meet the LEA's certification requirements must provide at least three hours of academic instruction focused on math and reading and one hour of enrichment aligned to core subjects on dedicated ADSY summer program days.

- ☐ Yes
- ☐ No

6. Does the school system agree to implement the following elements into professional development for

summer instructors:

- **Summer Program Staff Manual Internalization.**
- **Academic PD that includes training and dedicated planning time to internalize the curriculum and effectively implement instructional strategies.**
- **Enrichment PD that includes training and dedicated planning time to internalize the curriculum and effectively implement instructional strategies.**
- **Climate and Culture PD.**

☐ Yes

☐ No

7. Does the school system agree to provide ongoing training and instructional support for teachers throughout the summer program, including lesson internalization, as well as regular observation and feedback from instructional experts.

☐ Yes

☐ No

8. Does the school system agree to conduct an ADSY Summer approved pre- and post-summer assessment and agrees to share program effectiveness data with TEA, including student outcomes and projected and final student attendance during summer programs for the duration of the initiative.

☐ Yes

☐ No





9. Does the school system agree to develop a Summer Program Impact Report each year using the tools and templates provided by the initiative program and share the Impact Report with TEA and stakeholders.

- ☐ Yes
- ☐ No

10. Upload a proposed **2027-2028 board-ready instructional calendar for proposed participating campus(es) that demonstrates:**

- **A base calendar of at least 175 full instructional days.**
- **At least 25 full ADSY Summer program days.**
- **Identification of the ADSY Summer 2028 program dates.**
- **A sample daily schedule for ADSY Summer that reflects the required instructional and enrichment time allocations.**

(Note: Upload as a single PDF. This calendar may be modified during the planning year; however this artifact will serve as an assurance of willingness and ability to implement 175 instructional days along with 25 ADSY days.)

11. Optional - Describe how your school system will use ADSY Summer programming to accelerate student learning. In your response, explain how:

- **Students will be identified for participation.**
- **Academic instruction and enrichment will work together to support student growth; and how.**
- **The program will align with the school system's regular-year instructional program and HQIM.**

(**Note:** The optional narrative/readiness questions allow applicants to provide additional evidence of readiness for ADSY PEP implementation. Responses will be scored and may be used to determine whether an applicant can be considered for an interview waiver or award without an interview. Selecting “No” does not remove the applicant from consideration, but the applicant will not receive narrative/readiness points and may be required to interview if invited.)



12. Optional - Describe why your school system is investing in ADSY Summer programming and how school system leaders will support and sustain this work overtime.

(**Note:** The optional narrative/readiness questions allow applicants to provide additional evidence of readiness for ADSY PEP implementation. Responses will be scored and may be used to determine whether an applicant can be considered for an interview waiver or award without an interview. Selecting “No” does not remove the applicant from consideration, but the applicant will not receive narrative/readiness points and may be required to interview if invited.)



ADSY - Full Year Pathway

Additional Days School Year (ADSY) PEP Grant (cont.)

ADSY Full Year Pathway Specific Questions

If you select "No" to any of the questions below, you are indicating that your school system does not agree to this program priority. While your application will still be considered for funding, applicants that agree to and commit to implementing the ADSY program/model priorities will receive preference during award consideration.

1. Does the school system agree to add between 25 and 30 additional instructional days (ADSY days) to the campus's base ADSY-eligible academic calendar, for all students enrolled at the campus?

(Note: ADSY days must be separate days from regular instructional calendar days.)

☐ Yes

☐ No



2. Does the school system agree to ensure that 75% of their ADSY days are placed between August and April of the implementation years.

- ☐ Yes
- ☐ No

3. Does the school system agree to assign a teacher who meets its certification requirements to deliver instruction across the 200+ instructional days?

(Note: 175 full instructional days plus 25–30 additional full days).

- ☐ Yes
- ☐ No

4. Does the school system agree that as part of their planning year, they must develop and implement a strategic master scheduling plan that includes two critical ADSY Full Year shifts for students:

- **Structured brain breaks for students during the regular school year.**
- **Enrichment.**

- ☐ Yes
- ☐ No

5. Does the school system agree to use the tools and resources provided to conduct a desk audit to verify teacher planning time allocations at the campus prior to the ADSY Full Year, and to demonstrate a measurable percentage increase in teacher planning

time during subsequent ADSY Full Year implementation years.

- ☐ Yes
- ☐ No

6. Does the school system agree to incorporate enrichment time into the daily schedule to support student engagement and well-being.

- ☐ Yes
- ☐ No

7. Does the school system agree to develop a stakeholder engagement plan for ADSY Full Year that includes deliberate strategies to engage families, community members, and teachers to generate and sustain continuous buy-in.

- ☐ Yes
- ☐ No

8. Upload a proposed **2027-2028** instructional calendar for one participating campus that demonstrates:

- A base academic calendar of at least 175 full instructional days.
- At least 25 additional ADSY instructional days.
- Placement of ADSY days throughout the school year.
- Identification of which days are ADSY days.

- A sample campus daily schedule that demonstrates how the campus will incorporate enrichment and student supports as part of the ADSY Full Year model.



9. Optional - Describe how your school system will use ADSY Full Year programming to improve student outcomes. In your response, explain how:

- Additional ADSY days will be integrated throughout the school year.
- Enrichment and other student supports will be used to enhance student engagement and well-being.
- The ADSY Full Year model will align with the school system's regular-year instructional program and HQIM.

(Note: The optional narrative/readiness questions allow applicants to provide additional evidence of readiness for ADSY PEP implementation. Responses will be scored and may be used to determine whether an applicant can be considered for an interview waiver or award without an interview. Selecting “No” does not remove the applicant from consideration, but the applicant will not receive narrative/readiness points and may be required to interview if invited.)

A large, empty rectangular box with a thin black border, intended for the applicant's response to question 9.

10. Optional - Describe why your school system is investing in ADSY Full Year Redesign programming and how school system leaders will support and sustain this work over time.

(**Note:** The optional narrative/readiness questions allow applicants to provide additional evidence of readiness for ADSY PEP implementation. Responses will be scored and may be used to determine whether an applicant can be considered for an interview waiver or award without an interview. Selecting “No” does not remove the applicant from consideration, but the applicant will not receive narrative/readiness points and may be required to interview if invited.)



ADSY - Initiative Questions

Additional Days School Year (ADSY) PEP Grant (cont.)

Initiative-Specific Questions

1. Select up to 3 ADSY-eligible campuses that serve any grade level between PK through 8 that you are applying for:



2. Do **ALL** of the selected campuses above currently operate on a 175-day instructional calendar (excluding staff development waivers) for the 2026-2027 school year?

☐ Yes

☐ No

2a. Upload the board-approved **2026-2027** calendar PDF.

2a. How many instructional days (not including staff development waivers) does the calendar have?

(Min: 1, Max: 200)

2b. Upload the 2026-2027 calendar(s) in a single PDF (or all calendars if campuses are operating with different instructional day counts)

3. Is the school system currently implementing an IMRA-approved, full-subject Tier 1 HQIM for Math at the campuses anticipated to participate in ADSY PEP?

☐ Yes

☐ No

3a. What is the full name of the math instructional material(s)?

4. Is the School system currently implementing an IMRA-approved, full-subject Tier 1 HQIM for RLA at the campuses anticipated to participate in ADSY PEP?

☐ Yes

☐ No

4a. What is the full name of the RLA instructional material(s)?

5. Does the school system currently have a formal partnership in a written agreement with an SBEC-approved educator preparation program (EPP)?

☐ Yes

☐ No

5a. List the EPP(s) you have a formal partnership with:

(Separate multiple entries with commas)



5b. Should the occasion arise, would you be interested in exploring an initiative-supported opportunity that overlaps your selected ADSY model with your EPP program partnership (e.g., Residency, ACP, etc.)?

☐ Yes

☐ No

6. Are any of the campuses in this ADSY PEP application currently on the [Resource Campus Eligibility](#) List?

☐ Yes

☐ No

ADSY - Initiative Contacts

Additional Days School Year (ADSY) PEP Grant (cont.)

Contact Information

1. Enter the contact information for your school

system's primary contact for the ADSY PEP initiative.

Name:	
Title:	
Email:	

1. Enter the contact information for your school system's secondary contact for the ADSY PEP initiative.

Name:	
Title:	
Email:	

School Action Fund-Planning and Implementation (SAF)

School Action Fund- Planning and Implementation (SAF)

Initiative Description

The School Action Fund awards grants that support whole-school strategies districts use to increase access to high-quality schools, meet community needs, and address chronic underperformance. The ultimate goal of the SAF grant is to give more students access to A/B-rated campuses and for more families to have the schools they want, need, and deserve in their communities.

Eligibility Criteria

Title I-serving and Comprehensive Support-identified, Targeted Support-identified, or Additional Targeted Support-identified campuses in need of whole-school model to address needs.

Eligible applicants are:

- School systems that apply on behalf of schools that are Title I-serving schoolwide designated, and are Comprehensive Support-identified, Targeted Support-identified, or Additional Targeted Support-identified and that have not received a SAF grant, since 2019-2020.
- School systems that have significant School Improvement needs:
 - Chronically underperforming campus(es) in need of restart.
 - Under-enrolled and/or under-performing campus(es) AND capacity at A/B-rated campuses in the district.
- Chronically underperforming campus(es) in need of restart.
- Charters not yet serving students are not eligible to apply.
- Under-enrolled and/or under-performing campus(es) AND capacity at A/B-rated campuses in the district.

AND/OR

- Enrollment demand for new, open-enrollment campus with evidence-based school model.

School systems must be:

- Ready to adopt/implement full-subject IMRA-approved HQIM.
- Ready to extend calendar/schedules.

- Ready to reconstitute campus (restart only).

Does the school system agree to meet the Eligibility Criteria listed above?

☐ Yes

☐ No

School Action Fund- Planning and Implementation (SAF)

Initiative Assurances

As the applicant, the school system hereby agrees to:

- Ensure that the Superintendent, Chief Academic Officer and/or Chief Innovation/Transformation Officer, School Action Fund Project Manager (who has Cabinet-level access and decision-making authority), Chief Financial Officer, and any Superintendent designee understand the following commitments.
- Contract with a Technical Assistance Provider from the LASO Cycle 5 State Approved Provider List (SAPL) for SAF and follow the guidance and requirements stated in the 2027-2028 School Action Fund-Planning and Implementation grant program guidelines.
- Submit Approved Technical Assistance Provider contracts and required funding summary reports to TEA.



- School systems must maintain active oversight of Technical Assistance providers by establishing a clearly defined scope of work with deliverables and timelines, conducting regular performance check-ins, reviewing and approving all artifacts prior to submission to TEA, and maintaining documentation of services provided which are in turn reviewed by school systems and TAs with TEA.
- Permit Approved Technical Assistance Providers access to campuses to provide in-person support and actively participate in implementation support and coaching provided by the Approved Assistance Provider.
- School systems must fully engage with the TEA-designated third-party fidelity of implementation evaluation, including providing requested data, documentation, access to personnel, and support for all evaluation activities in accordance with TEA-established requirements and timelines.
- Participate in required TEA-led activities, including grant kick-off(s), monthly check-ins, webinars, learning opportunities, and communities of practice.
- Select a school system level (Central Office) staff member who is both qualified and experienced in project and program management to manage the planning and implementation of the grant by Gate 0 of the first year of the awarded grant.
- Ensure the School Action Fund Project Manager attends regular meetings, **at least monthly**, with the TEA SAF program staff.
- Ensure the school system level (central office) Business/Finance Office staff member responsible for overseeing SAF grant expenditures and drawdown processes must

attend **at least quarterly meetings** with the school system's School Action Fund Project Manager and the TEA SAF program staff.

- Use grant funds in alignment with the required allocation structure and ensuring all expenditures support the goals of the SAF program.
- Regularly submit expenditures (monthly preferred, quarterly at minimum) to remain on-track for grant expenditures.
- Use a data-informed evaluation process and criteria (both quantitative and qualitative), and an appropriate timeline for identifying the campus(es) for school action(s), by Gate 0 of the first year of the awarded grant if a specific campus has not yet been identified
(**Note:** New School Action or Reassign Action only, Restart Action campuses must be identified at the time of the application).
- **Fully adopt/implement full-subject IMRA-approved HQIM on the awarded campus(es) by Year 1 of Continuation/Implementation, in both Mathematics and Reading Language Arts classes/courses.**
- **Implement strategic scheduling programs that require operational and staffing shifts to optimize time and accelerate instruction at the SAF campus(es) by Year 1 of Continuation/Implementation as defined by the TEA, unless otherwise approved or stated by the TEA.**

(**Note:** The Superintendent, Chief Academic Officer and/or Chief Innovation/Transformation Officer, School Action Fund Project Manager (who has Cabinet-level access and decision-making authority), Chief Financial Officer, and any Superintendent designee understand that

the school system (Applicant) assure that they know the following commitments.)

Does the school system agree to meet the Initiative Assurances listed above?

☐ Yes

☐ No

School Action Fund- Planning and Implementation (SAF)

Initiative Requirements

As the applicant, the school system hereby agrees to:

- Fully implement the selected school action and model, identifying flexible and autonomous practices, as well as campus-specific goals and metrics aligned with school system policies. These must be documented in a Performance Agreement (for school system-run actions) or a Partnership Performance Contract (for partner-managed actions), signed by the campus leader and the school system superintendent and/or Board of Trustees.
- Ensure that the school system's Board of Trustees complete TEA-approved board training **by Gate 3 of Year 1** of the
- Ensure that any campus that is closing, or potentially being repurposed, as part of a SY 2027-28 School Action Fund-Planning and Implementation grant, must follow TAC rules

regarding CDCN requirements (County District Campus Number), and Campus Repurposing and Closure, including TAC 97.1066.

- New School Actions receiving a planning grant guarantee that a dedicated FTE school leader of awarded campuses is dedicated to the designing and preparing of the New School action(s) and model(s).
- Select a TEA-codified school model and assign and empower a campus leader who has a track record of success to lead the planning and implementation of the school action and model.
- If applying for an Implementation grant, have completed planning the school action with a TEA-approved Technical Assistance provider before being awarded a School Action Fund award in March 2027, and be ready to fully implement the Action in Fall 2027.

Does the school system agree to meet the Initiative Requirements listed above?

- ☐ Yes
- ☐ No

SAF - Partner-Managed

**School Action Fund-
Planning and
Implementation (SAF)**
(cont.)

Initiative-Specific Questions for Partner-Managed Actions

1. Is the school system applying for any Partner-Managed Actions?

- ☐ Yes
- ☐ No

2.

Does the school system agree to all the requirements listed below?

- Partner-Managed awardees must implement high-quality authorizing practices which rigorously evaluate Operating Partner (OP) applicants' likelihood of success, and include a review of OP applicants' plans to implement high quality instructional materials (HQIM, as defined in these Program Guidelines) during the Call for Quality Schools process. More information about a Call for Quality Schools process can be found in the TEA's Authorizer's Handbook available on the Texas Partnerships [website](#).
- For planning grants only: A Call for Quality Schools (CQS) must be released no later than June 30, 2027.
- Applicants selecting "Partner-managed" actions must commit to the adoption of TEA's Texas Partnership model [authorizing](#) tools and resources, including Performance Contracts, unless otherwise approved by the TEA.
- Grantees awarded "Partner-managed" actions must register for the Texas Authorizer Leadership Academy (TALA) **by December 17, 2027 and complete TALA training by the end of the 1st year of the grant.**

- School Systems may apply for a Restart Action with a Partner-Managed governance structure **ONLY** for campuses that have received an overall unacceptable rating (or, an equivalent, as defined by TEA) the year prior to becoming a partnership school, per Texas Partnerships requirements. **ONLY** these campuses may be eligible for the pause in accountability sanctions outlined in the TEA Texas Partnerships Guide available at [txpartnerships](https://tea.texas.gov/partnerships).
- Grantees applying for the “implementation” phase with a partner-managed action must provide evidence of Board approval of the partnership at the time of application.
See note about artifacts in attachments section.
- The applicant must submit a board-approved 2027-2028 academic calendar that demonstrates 175 instructional days.

☐ Yes

☐ No

SAF - Action Selection

School Action Fund- Planning and Implementation (SAF) (cont.)

Action Selection

Before responding to these questions, please note:

- **Only *one* Action, *one* Governance Structure, and *one* Action Plan**
- **School systems are limited to a maximum of 6 (six) awards across all actions; and 4 (four) awards per action. For descriptions of each Action, click [here](#) for details.**

1.

How many campus(es) is the school system applying for Restart Actions?

(Min: 0, Max: 4)



2.

How many campus(es) is the school system applying for Create New School Actions?

(Min: 0, Max: 4)



3.

How many campus(es) is the school system applying for Reassign Actions?

(Min: 0, Max: 4)



4. Does the school system understand that Redesign Actions are no longer available through the School Action Fund?

(Note: If a school system is interested in redesigning a campus, please consider the Additional Days School Year

Full Year Redesign Grant (ADSY FYR) available in LASO 4.)

☐ Yes

☐ No

5. Does the school system have a Board of Trustees approved ADSY calendar with a minimum of 175 days and at least 25 additional/separate instructional / enrichment days?

☐ Yes

☐ No

School systems with a Board of Trustees approved SY2027-28 Additional Days School Year (ADSY) calendar with at least 200 days must attach:

6. SY2027-28 Additional Days School Year (ADSY) calendar with at least 175 days.

(Note: Upload a PDF file using the following naming convention - [School System or Campus Name].[Initiative Acronym].[Document Name].pdf)

7. School System Board of Trustees Resolution approving the SY2027-28 ADSY Calendar.

(Note: Upload a PDF file using the following naming convention - [School System or Campus Name].[Initiative Acronym].[Document Name].pdf)



School Action Fund- Planning and Implementation (SAF) (cont.)

Initiative Requirements for SAF Restart Actions

As the applicant, the school system hereby agrees to:

- Applicants pursuing a Restart Action must identify the intended campus at the time of application and demonstrate that the selected campus meets all School Action Fund eligibility requirements.
- School systems reconstitute campus leaders and a majority of staff, and implement a new whole-school educational model, including high-quality instructional materials (as defined later in these Program Guidelines) in both Reading Language Arts and Mathematics classes/courses, to turnaround a chronically underperforming campus.
- For District-Run Grantees:
 - Applicants must implement a TEA-codified school model and establish clear autonomy, accountability, and performance expectations for the restart campus.

- 
- **ACE is an approved turnaround plan by TEA and is legislated in Texas Statute, (Sec. 39A.105). For districts to utilize this approved plan, the following criteria must be met while closely aligning with the five core pillars of ACE.**
 - **Principal Assignment: Principal with a history of improving student academic growth.**
 - **Teacher Effectiveness: At least 60% of classroom teachers must have demonstrated instructional effectiveness.**
 - **Employment and Compensation:**
 - **Incentives: Significant incentives for high-performing principals and teachers.**
 - **Commitment: Three-year commitment to continue incentives.**
 - **Best Practices Implementation:**
 - **Data-Driven Instruction: Practices based on data**
 - **Teacher Observation and Feedback: Systematic observation and feedback mechanisms.**
 - **Positive Student Culture: Creating a positive culture for students.**
 - **Family and Community Engagement: Partnerships with parents and community groups.**
 - **Extended Learning: Opportunities beyond regular school hours, including service or workforce learning.**
 - **Student Services: Services before or after school to improve performance, such as tutoring, extracurricular activities, counseling, and providing meals (breakfast, lunch, and dinner).**

- **Third-Party Assistance:** Involvement of an approved third-party provider in the development and implementation of the plan.

Does the school system agree to meet the Initiative Requirements listed above?

- ☐ Yes
- ☐ No

SAF - Restart Campus 1

School Action Fund- Planning and Implementation (SAF) (cont.)

Initiative-Specific Questions for the First Restart Action

In **Restart Actions**, school systems receive new campus leaders, majority of new staff, and a new academic and educational model to turnaround a school. School systems (grantees) will implement all aspects of the school action and model in Year 1 (one) of **Implementation**.

Be aware that if awarded a Restart Action School System-Run ACE model Planning grant, and the campus is eligible for Resource campus designation, the grantee will be required to meet all Resource designation expectations by the end of the 2nd year

of implementation. More information about Resource Campus designation can be found [here](#).

(**Note:** A, B, C, and D-rated campuses are not eligible for Turnaround Partner-Managed school actions.)

Select the first campus:

-- Select a campus --

School Action Fund- Planning and Implementation (SAF) (cont.)

**Restart Action Specific Questions for
\${q://QID727/ChoiceTextEntryValue/4}**

1. Will the new school be School System-Run or Partner-Managed?

- ☐ School System-Run
- ☐ Turnaround Partner-Managed (available only to “F” -rated campuses)

2. Is the school system aware and on track to reconstitute at least 60% of teachers with a track record of success?

- ☐ Yes
- ☐ No

3. Is the school system applying for a Planning grant or Implementation grant?

- ☐ Planning
- ☐ Implementation

3a. Enter the TEA approved technical assistance provider that the school system has already planned the Restart action with.

SAF - Restart Campus 2

School Action Fund- Planning and Implementation (SAF) (cont.)

Initiative-Specific Questions for the Second Restart Action

In **Restart Actions**, school systems receive new campus leaders, majority of new staff, and a new academic and educational model to turnaround a school. School systems (grantees) will implement all aspects of the school action and model in Year 1 (one) of **Implementation**.

Be aware that if awarded a Restart Action School System-Run ACE model Planning grant, and the campus is eligible for Resource campus designation,

the grantee will be required to meet all Resource designation expectations by the end of the 2nd year of implementation. More information about Resource Campus designation can be found [here](#).

(**Note:** A, B, C, and D-rated campuses are not eligible for Turnaround Partner-Managed school actions.)

Select the second campus:

-- Select a campus --

School Action Fund- Planning and Implementation (SAF) (cont.)

Restart Action Specific Questions for \${q://QID729/ChoiceTextEntryValue/4}

1. Will the new school be School System-Run or Partner-Managed?

- ☐ School System-Run
- ☐ Turnaround Partner-Managed (available only to “F” -rated campuses)

2. Is the school system aware and on track to reconstitute at least 60% of teachers with a track record of success?

- ☐ Yes

☐ No

3. Is the school system applying for a Planning grant or Implementation grant?

☐ Planning

☐ Implementation

3a. Enter the TEA approved technical assistance provider that the school system has already planned the Restart action with.

SAF - Restart Campus 3

School Action Fund- Planning and Implementation (SAF) (cont.)

Initiative-Specific Questions for the Third Restart Action

In **Restart Actions**, school systems receive new campus leaders, majority of new staff, and a new academic and educational model to turnaround a school. School systems (grantees) will implement all aspects of the school action and model in Year 1 (one) of **Implementation**.

Be aware that if awarded a Restart Action School System-Run ACE model Planning grant, and the campus is eligible for Resource campus designation, the grantee will be required to meet all Resource designation expectations by the end of the 2nd year of implementation. More information about Resource Campus designation can be found [here](#).

(**Note:** A, B, C, and D-rated campuses are not eligible for Turnaround Partner-Managed school actions.)

Select third campus:

-- Select a campus --

School Action Fund- Planning and Implementation (SAF) (cont.)

Restart Action Specific Questions for \${q://QID731/ChoiceTextEntryValue/4}

1. Will the new school be School System-Run or Partner-Managed?

- ☐ School System-Run
- ☐ Turnaround Partner-Managed (available only to “F” -rated campuses)

2. Is the school system aware and on track to reconstitute at least 60% of teachers with a track

record of success?

☐ Yes

☐ No

3. Is the school system applying for a Planning grant or Implementation grant?

☐ Planning

☐ Implementation

3a. Enter the TEA approved technical assistance provider that the school system has already planned the Restart action with.

SAF - Restart Campus 4

School Action Fund- Planning and Implementation (SAF) (cont.)

Initiative-Specific Questions for the Fourth Restart Action

In **Restart Actions**, school systems receive new campus leaders, majority of new staff, and a new academic and educational model to turnaround a school. School systems (grantees) will implement all

aspects of the school action and model in Year 1 (one) of **Implementation**.

Be aware that if awarded a Restart Action School System-Run ACE model Planning grant, and the campus is eligible for Resource campus designation, the grantee will be required to meet all Resource designation expectations by the end of the 2nd year of implementation. More information about Resource Campus designation can be found [here](#).

(**Note:** A, B, C, and D-rated campuses are not eligible for Turnaround Partner-Managed school actions.)

Select the fourth campus:

-- Select a campus --

School Action Fund- Planning and Implementation (SAF) (cont.)

Restart Action Specific Questions for \${q://QID733/ChoiceTextEntryValue/4}

1. Will the new school be School System-Run or Partner-Managed?

- ☐ School System-Run
- ☐ Turnaround Partner-Managed (available only to “F” -rated campuses)

2. Is the school system aware and on track to reconstitute at least 60% of teachers with a track record of success?

☐ Yes

☐ No

3. Is the school system applying for a Planning grant or Implementation grant?

☐ Planning

☐ Implementation

3a. Enter the TEA approved technical assistance provider that the school system has already planned the Restart action with.

SAF - Create New School Actions

School Action Fund- Planning and Implementation (SAF) (cont.)

Initiative Requirements for Create New School Actions

As the applicant, the school system hereby agrees to:



- **“Create new school” Action applicants must select and designate a campus leader no later than June 4, 2027, and commit to that campus leader’s full participation in the New School Design Fellowship program beginning Summer 2027.**
- **Applicants must follow TAC rules regarding CDCN requirements (County District Campus Number), including TAC 97.1066.**
(Note: Campus “phase-out” is not supported by the 2027-2028 School Action Fund-Planning and Implementation grant.)
- **“New Schools” established without tested grade levels must be paired with another campus in the same school system or the overall school system for accountability purposes by March 2028, as per guidelines in Chapter 7 of the 2027 Accountability Manual (or, a later version if published).**
- **New schools may open in one of three ways: i) open in a co-located facility, ii) the new school may open in a newly constructed facility, or iii) a previously unoccupied building.**
- **A "new" school may be created through the conversion from a District-Run campus to an Innovation Partner-Managed school.**
- **Applicants selecting “Create a New School” school actions must include the new campus in its Title I ESSA plan in time for Year 1 Continuation/Implementation, or first school year the new school opens.**
- **The applicant must demonstrate how the selected TEA-codified school model will be implemented with fidelity and sustained beyond the grant period through staffing, budgeting, and school system support structures.**

- The applicant assures enrollment at a “New School” will prioritize students previously attending or zoned to a Title I-serving and Comprehensive Support-identified, Targeted Support-identified, or Additional Targeted Support-identified school. The school system must establish and execute a student recruitment and enrollment strategy that ensures students and families are informed of the new school option and have equitable access to enrollment opportunities.

Does the school system agree to meet the Initiative Requirements listed above?

- ☐ Yes
- ☐ No

SAF - Create Campus 1

School Action Fund- Planning and Implementation (SAF) (cont.)

Initiative-Specific Questions for the First Create New School Action

In **Create New School Actions**, a new school with a new CDCN, new campus leader, and an **Advanced STEM** model (see here for details) is designed and started in a new facility, an unoccupied existing

facility, or co-located with another district program, school, or department in an existing facility. School systems will implement all aspects of the school model in **Year 1** of Implementation

Select the first campus:

-- Select a campus --

School Action Fund- Planning and Implementation (SAF) (cont.)

Create New Action Specific Questions for \${q://QID735/ChoiceTextEntryValue/4}

1. Will the new school be School System-Run or Partner-Managed?

- ☐ School System-Run (Advanced STEM)
- ☐ Partner-Managed (Innovation)

2. Which grade levels will be served by the new school if new school is opening during SY2027–28, or if opening in SY2028-29?

- ☐ Kindergarten
- ☐ 1st Grade
- ☐ 2nd Grade
- ☐ 3rd Grade

- ☐ 4th Grade
- ☐ 5th Grade
- ☐ 6th Grade
- ☐ 7th Grade
- ☐ 8th Grade



SAF - Create Campus 2

School Action Fund- Planning and Implementation (SAF) (cont.)

Initiative-Specific Questions for the Second Create New School Action

In **Create New School Actions**, a new school with a new CDCN, new campus leader, and an **Advanced STEM** model (see here for details) is designed and started in a new facility, an unoccupied existing facility, or co-located with another district program, school, or department in an existing facility. School systems will implement all aspects of the school model in **Year 1** of Implementation

Select the second campus:

-- Select a campus --



School Action Fund- Planning and Implementation (SAF) (cont.)



Create New Action Specific Questions for \$QID737/ChoiceTextEntryValue/4

1. Will the new school be School System-Run or Partner-Managed?

- ☐ School System-Run (Advanced STEM)
- ☐ Partner-Managed (Innovation)

2. Which grade levels will be served by the new school if new school is opening during SY2027–28, or if opening in SY2028-29?

- ☐ Kindergarten
- ☐ 1st Grade
- ☐ 2nd Grade
- ☐ 3rd Grade
- ☐ 4th Grade
- ☐ 5th Grade
- ☐ 6th Grade
- ☐ 7th Grade
- ☐ 8th Grade

School Action Fund- Planning and Implementation (SAF) (cont.)



Initiative-Specific Questions for the Third Create New School Action

In **Create New School Actions**, a new school with a new CDCN, new campus leader, and an **Advanced STEM** model (see here for details) is designed and started in a new facility, an unoccupied existing facility, or co-located with another district program, school, or department in an existing facility. School systems will implement all aspects of the school model in **Year 1** of Implementation

Select the third campus:

-- Select a campus --



School Action Fund- Planning and Implementation (SAF) (cont.)

Create New Action Specific Questions for
\${q://QID738/ChoiceTextEntryValue/4}

1. Will the new school be School System-Run or Partner-Managed?

- ☐ School System-Run (Advanced STEM)
- ☐ Partner-Managed (Innovation)

2. Which grade levels will be served by the new school if new school is opening during SY2027–28, or if opening in SY2028-29?

- ☐ Kindergarten
- ☐ 1st Grade
- ☐ 2nd Grade
- ☐ 3rd Grade
- ☐ 4th Grade
- ☐ 5th Grade
- ☐ 6th Grade
- ☐ 7th Grade
- ☐ 8th Grade

SAF - Create Campus 4

School Action Fund- Planning and Implementation (SAF) (cont.)

**Initiative-Specific Questions for the Fourth
Create New School Action**

In **Create New School Actions**, a new school with a new CDCN, new campus leader, and an **Advanced STEM** model (see here for details) is designed and started in a new facility, an unoccupied existing facility, or co-located with another district program, school, or department in an existing facility. School systems will implement all aspects of the school model in **Year 1** of Implementation

Select the fourth campus:

-- Select a campus --

School Action Fund- Planning and Implementation (SAF) (cont.)

Create New Action Specific Questions for \${q://QID739/ChoiceTextEntryValue/4}

1. Will the new school be School System-Run or Partner-Managed?

- ☐ School System-Run (Advanced STEM)
- ☐ Partner-Managed (Innovation)

2. Which grade levels will be served by the new school if new school is opening during SY2027–28, or if opening in SY2028-29?

- ☐ Kindergarten
- ☐ 1st Grade
- ☐ 2nd Grade
- ☐ 3rd Grade
- ☐ 4th Grade
- ☐ 5th Grade
- ☐ 6th Grade
- ☐ 7th Grade
- ☐ 8th Grade



SAF - Reassign Actions

School Action Fund- Planning and Implementation (SAF) (cont.)

Initiative Requirements for Reassign Actions

As the applicant, the school system hereby agrees to:

- School systems pursuing a Reassign Action must identify receiving campus(es) that are rated A/B and demonstrate that the receiving campus has the capacity, leadership, systems, and staffing necessary to successfully absorb and serve the reassigned student population.
- School systems must develop and implement a transition plan that ensures access to A/B-rated receiving campus(es) and addresses student assignment, staffing, transportation, communications, student supports, and

continuity of services for all impacted students and families.

- School systems must engage affected staff, families, and community stakeholders in the planning process and document efforts to communicate the rationale, timeline, and expected outcomes of the Reassign Action.
- School systems must ensure that students impacted by the Reassign Action maintain access to high-quality instructional materials, effective educators, extracurricular opportunities, and specialized services required by law.
- School systems closing an existing campus must follow TAC 97.1066 rules regarding CDCN requirements (County District Campus Number).
- School systems must demonstrate how the Reassign Action supports the school system's long-term strategy for improving outcomes for students previously enrolled in low-performing campuses.
- Applicants pursuing a Reassign Action must maintain a system for identifying and tracking students impacted by the reassignment and regularly monitor academic, attendance, belonging, and other student outcome data to evaluate whether the action is improving student outcomes.

Does the school system agree to meet the Initiative Requirements listed above?

☐ Yes

☐ No

School Action Fund- Planning and Implementation (SAF) (cont.)

Initiative-Specific Questions for the First Reassign Action

In **Reassign Actions**, school systems work with their communities to thoughtfully close school(s) and reassign students to A or B rated campuses.

***Caution:** The selected campus cannot have received its fourth consecutive unacceptable rating ('F' or equivalent).*

***Warning:** Before continuing, the school system must be sure it will meet all requirements of the School Action Fund-Planning and Implementation grant.*

Select first campus:

-- Select a campus --



School Action Fund- Planning and Implementation (SAF) (cont.)

Reassign Action Specific Questions for \$QID743/ChoiceTextEntryValue/4



1. Is/are the potential receiving school(s) Title I-serving school-wide & A/B-rated?

☐ Yes

☐ No

1a. Select the receiving school(s)

2. Is the school system applying for a Planning grant or Implementation grant?

☐ Planning grant

☐ Implementation grant

2a. Enter the TEA approved technical assistance provider that the school system has already planned the **Reassign Action** with.

SAF - Reassign Campus 2

School Action Fund-
Planning and
Implementation (SAF)
(cont.)

Initiative-Specific Questions for the Second Reassign Action

In **Reassign Actions**, school systems work with their communities to thoughtfully close school(s) and reassign students to A or B rated campuses.

Caution: The selected campus cannot have received its **fourth consecutive unacceptable rating ('F' or equivalent)**.

Warning: Before continuing, the school system must be sure it will meet all requirements of the School Action Fund-Planning and Implementation grant.

Select the second campus:

-- Select a campus --

School Action Fund-Planning and Implementation (SAF) (cont.)

Reassign Action Specific Questions for `#{QID745/ChoiceTextEntryValue/4}`

1. Is/are the potential receiving school(s) Title I-serving school-wide & A/B-rated?

- ☐ Yes
- ☐ No

1a. Select the receiving school(s)

2. Is the school system applying for a Planning grant or Implementation grant?

- ☐ Planning grant
- ☐ Implementation grant

2a. Enter the TEA approved technical assistance provider that the school system has already planned the **Reassign Action** with.

SAF - Reassign Campus 3

School Action Fund- Planning and Implementation (SAF) (cont.)

Initiative-Specific Questions for the Third Reassign Action

In **Reassign Actions**, school systems work with their communities to thoughtfully close school(s) and reassign students to A or B rated campuses.

Caution: The selected campus cannot have received its

fourth consecutive unacceptable rating ('F' or equivalent).

Warning: *Before continuing, the school system must be sure it will meet all requirements of the School Action Fund-Planning and Implementation grant.*



Select the third campus:

A dropdown menu with a light gray border and a small downward arrow on the right side.

School Action Fund- Planning and Implementation (SAF) (cont.)

Reassign Action Specific Questions for \${q://QID746/ChoiceTextEntryValue/4}

1. Is/are the potential receiving school(s) Title I-serving school-wide & A/B-rated?

- ☐ Yes
- ☐ No

1a. Select the receiving school(s)

2. Is the school system applying for a Planning grant or Implementation grant?

- ☐ Planning grant



2a. Enter the TEA approved technical assistance provider that the school system has already planned the **Reassign Action** with.

SAF - Reassign Campus 4

School Action Fund- Planning and Implementation (SAF) (cont.)

Initiative-Specific Questions for the Fourth Reassign Action

In **Reassign Actions**, school systems work with their communities to thoughtfully close school(s) and reassign students to A or B rated campuses.

Caution: *The selected campus cannot have received its **fourth consecutive unacceptable rating** ('F' or equivalent).*

Warning: *Before continuing, the school system must be sure it will meet all requirements of the School Action Fund-Planning and Implementation grant.*

Select the fourth campus:

School Action Fund- Planning and Implementation (SAF) (cont.)

Reassign Action Specific Questions for \${q://QID747/ChoiceTextEntryValue/4}

1. Is/are the potential receiving school(s) Title I-serving school-wide & A/B-rated?

- ☐ Yes
- ☐ No

1a. Select the receiving school(s)

2. Is the school system applying for a Planning grant or Implementation grant?

- ☐ Planning grant
- ☐ Implementation grant

2a. Enter the TEA approved technical assistance provider that the school system has already planned the **Reassign Action** with.

Rural Pathway Excellence Partnership (R-PEP) Grant

Initiative Description

The Rural Pathway Excellence Partnership (R-PEP) Planning & Expansion initiative provides targeted funding to help rural school systems expand access to high-quality, high-demand college and career pathways, increasing students' access to aligned coursework, dual credit, industry-based certifications, work-based learning experiences, and post-secondary opportunities. Through this initiative, partnerships may establish a new R-PEP, continue implementation of an existing R-PEP, or expand opportunities available through an approved R-PEP partnership. Initiative activities should strengthen pathway access, workforce alignment, student outcomes, and long-term sustainability.

Eligibility Criteria

As the applicant, the school system hereby agrees to:

For Planning Applications:

- Organizations that meet the requirements to be an R-PEP Coordinating Entity, defined by TEC, §12.101(a);

- An institution of higher education as defined under Section 61.003.
- An organization that is exempt from taxation under Section 501(c)(3), Internal Revenue Code of 1986 (26 U.S.C. Section 501(c)(3)).
- A governmental entity.
- A partnership of 2 or more eligible school systems.
- For Planning initiatives only, if a coordinating entity has not been selected by the time of the initiative application, one participating school system must serve as fiscal agent.

For Expansion Applications:

- Eligible applicants are Coordinating Entities of current R-PEPs in good standing.

Education Service Centers (ESCs) are eligible to apply in the LASO 5 Alternate Application.

Initiative Assurances

As the applicant, the school system hereby agrees to:

- Develop or expand a regional partnership that increases access to college and career pathways.
- Establish a Coordinating Entity and governance structure to support R-PEP implementation and sustainability.
- Align pathways to regional workforce needs and expand opportunities for credentials, dual credit, and work-based learning.

- Implement partnership agreements and performance measures required for R-PEP designation.



Does the school system agree to meet the Eligibility Criteria and Initiative Assurances listed above?

- ☐ Yes
- ☐ No

Rural Pathway Excellence Partnership (R-PEP) Grant

Initiative Requirements

In addition to statutory requirements, TEA has established the following program requirements. Initiative recipients must:

- Submit a New R-PEP Application, or Expansion Application for existing R-PEPs, by the deadline established by TEA.
- Participate in all required TEA initiative activities, technical assistance opportunities, and progress monitoring activities.
- Maintain implementation evidence and documentation required for TEA monitoring and initiative compliance.

Does the school system agree to meet the Initiative

Requirements listed above?

- ☐ Yes
- ☐ No



R-PEP - Initiative Questions

Rural Pathway Excellence Partnership (R-PEP) Grant (cont.)

Initiative-Specific Questions

1. What type of R-PEP funding is the partnership seeking?

- ☐ Planning a New R-PEP Partnership
- ☐ Expanding an Approved R-PEP Partnership

2. Applicant Type:

- ☐ Coordinating Entity
- ☐ District Partnership (Planning Initiative only)

3. Coordinating Entity meets TEC §12.101(a) requirements?

- ☐ Yes
- ☐ No
- ☐ Coordinating Entity not selected yet (Planning Initiative only)



4. Do any of the school systems in the Partnership currently participate in CCRSM (ECHS or P-TECH)?

☐ Yes

☐ No

5. Do any of the school systems in the Partnership currently participate in TRPN?

☐ Yes

☐ No

6. If applying for a Planning Initiative, has the Coordinating Entity been selected?

☐ Yes

☐ No

R-PEP - Initiative Contacts

Rural Pathway Excellence Partnership (R-PEP) Grant (cont.)

Contact Information

1. Enter the contact information for your school

system's primary contact for the R-PEP initiative.

Name:	
Title:	
Phone:	
Email:	
Coordinating Entity:	

2. Enter the contact information for your school system's secondary contact for the R-PEP initiative.

Name:	
Title:	
Phone:	
Email:	
Coordinating Entity:	

Early College High School (ECHS) Grant

Early College High School (ECHS) Grant

Initiative 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. By investing in the continuous improvement of Designated ECHS campuses, this grant strengthens the systems, partnerships, and supports necessary to increase student success, improve CCMR outcomes and A-F accountability ratings, and sustain high-quality implementation of the CCRSM model.

Key areas of support include:

- **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 Criteria

As the applicant, the school system agrees that all CCRSM Early College High School (ECHS) programs included in this application:

- Hold a current Designated or Designated with Distinction status.
- Demonstrate fidelity of implementation to CCRSM standards.
- Have successfully completed the annual [CCRSM Program Application](#) by the published deadline.

Programs currently identified as CCRSM ECHS Designated Needs Improvement campuses are not eligible to apply for this grant opportunity.

Does the school system agree to meet the Eligibility Criteria listed above?

☐ Yes

☐ No

Early College High School (ECHS) Grant

Initiative Assurances

- At TEA's request, ECHS programs must submit evidence demonstrating implementation of enrollment policies and practices that support equitable student access and align with statutory requirements. Documentation should verify the use of performance-blind admissions, open-

access enrollment processes that encourage applications from all students, or a weighted lottery that prioritizes students identified as at-risk under TEC §29.081 and other targeted ECHS student populations.

- At TEA's request, ECHS programs must submit evidence of sustained stakeholder engagement practices used to inform and strengthen program implementation. Documentation should demonstrate how students, parents, community, district, school board, and postsecondary partner feedback is regularly solicited, analyzed, and incorporated into continuous program improvement, along with outreach activities that promote understanding of ECHS opportunities and outcomes.
- At TEA's request, ECHS programs must submit a current, signed, and dated memorandum of understanding (MOU) and course articulation agreement with one or more accredited institutions of higher education (IHE) partners that fulfill statutory requirements. Documentation should demonstrate active implementation of the partnership and address curriculum alignment, instructional materials, academic calendars, pathways leading to an associate degree or up to 60 college credit hours, student enrollment and attendance processes, grading policies, statewide assessment administration, and data-sharing procedures.
- At TEA's request, ECHS programs must submit evidence of a comprehensive system of wraparound support designed to promote student success in rigorous high school and college coursework. Documentation should demonstrate implementation of coordinated academic, behavioral, and mental health supports, including academic mentoring,



intervention and acceleration services, counseling and advising, parent engagement, peer mentoring, and connections to community-based resources and social services as needed. Evidence should demonstrate how these supports are monitored and refined to improve student outcomes.

- ECHS programs will update and complete the [CCRSM Program Application](#) on or before the deadline and remain in compliance with applicable CCRSM requirements.
- ECHS programs 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 by the end of the grant period.

Does the school system agree to meet the Initiative Assurances above?

☐ Yes

☐ No

Early College High School (ECHS) Grant

Initiative Requirements

- ECHS program: A school established under Texas Education Code (TEC), §29.908, that enables a student in Grade 9, 10, 11, or 12 who is at risk of dropping out of school, as defined by TEC, §29.081, or who wishes to accelerate

completion of high school to combine high school courses and college-level courses. An ECHS program must provide for a course of study that, on or before the fifth anniversary of a student's first day of high school, enables a participating student to receive both a high school diploma and either an applied or academic associate degree, with a completed field of study curriculum, as defined by (TEC), §61.823, that is transferable toward a baccalaureate degree at one or more general academic teaching institutions, as defined by TEC, §61.003(2).

- The ECHS program must enter into an articulation agreement with IHEs that are accredited by a national or regional accrediting agency recognized by the Texas Higher Education Coordinating Board in accordance with 19 Texas Administrative Code (TAC) §74.25.
- At TEA's request, ECHS programs must submit evidence demonstrating implementation of enrollment policies and practices that support equitable student access and align with statutory requirements. Documentation should verify the use of performance-blind admissions, open-access enrollment processes that encourage applications from all students, or a weighted lottery that prioritizes students identified as at-risk under TEC §29.081 and other targeted ECHS student populations.
- At TEA's request, ECHS programs must submit evidence of sustained stakeholder engagement practices used to inform and strengthen program implementation. Documentation should demonstrate how students, parents, community, school system, school board, and postsecondary partner feedback is regularly solicited, analyzed, and incorporated into continuous program improvement, along with outreach activities that

promote understanding of ECHS opportunities and outcomes.

- At TEA's request, ECHS programs must submit a current, signed, and dated memorandum of understanding (MOU) and course articulation agreement with one or more accredited institutions of higher education (IHE) partners that fulfill statutory requirements. Documentation should demonstrate active implementation of the partnership and address curriculum alignment, instructional materials, academic calendars, pathways leading to an associate degree or up to 60 college credit hours, student enrollment and attendance processes, grading policies, statewide assessment administration, and data-sharing procedures.
- At TEA's request, ECHS programs must submit evidence of a comprehensive system of wraparound supports designed to promote student success in rigorous high school and college coursework. Documentation should demonstrate implementation of coordinated academic, behavioral, and mental health supports, including academic mentoring, intervention and acceleration services, counseling and advising, parent engagement, peer mentoring, and connections to community-based resources and social services as needed. Evidence should demonstrate how these supports are monitored and refined to improve student outcomes.
- ECHS programs will update and complete the [CCRSM Program Application](#) on or before the deadline and remain in compliance with applicable CCRSM requirements.
- ECHS programs 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 by the end of the grant period.



Does the school system agree to meet the Initiative Requirements listed above?

- ☐ Yes
- ☐ No

ECHS - Initiative Questions

Early College High School (ECHS) Grant (cont.)

Initiative-Specific Questions

1. Please select the Colleges and Career Readiness School Model (CCRSM) campuses that are operating in your school system.

2. How many campuses is the school system considering for this grant?

(Min: 1, Max: 3)

 ECHS - Campus 1

Early College High School (ECHS) Grant (cont.)

Initiative Specific Questions for the First ECHS Campus.

Select the first campus:

-- Select a campus --

Early College High School (ECHS) Grant (cont.)

ECHS Specific Questions for `{q://QID776/ChoiceTextEntryValue/4}`

(Reminder: Do not submit unsolicited attachments.
Unsolicited attachments will not be reviewed.)

1. In 400 words or fewer, identify specific campus data points from the 2025-2026 school year that influenced the decision to apply. Explain how each data point was discussed during planning meetings with the school system or campus leadership and how it informed the proposed improvement effort.

Please refer to the TEAL OBM CCRSM data reports and/or your internal program metrics when answering this question.

(Note: Please name your document “[school system name]_reasoning.pdf”)

2. Upload a current Letter of Support from the primary IHE partner.

(Note: Please name your document “[school system name]_IHE_partner.pdf”)

3. In 400 words or fewer, identify activities conducted jointly with the IHE partner during the 2025-2026 school year. Include the purpose of each activity, the participants involved, and how the activity contributed to student success or degree attainment. Please refer to the [ECHS Blueprint](#) (2.9, 2.12, and 2.13) when answering this question.

(Note: Please name your document “[school system name]_IHE_implementation.pdf”)

4. Upload the current crosswalk using the provided [template](#).

(Note: Please name your document “[school system name]_name_crosswalk.pdf”)



5. In 400 words or fewer, describe how the chosen field of study and crosswalk prepare the students for college and/or career success after graduation. Please refer to the [ECHS Blueprint](#) (4.1, 4.4, and 4.10) when answering this question.

(Note: Please name your document “[school system name]_success.pdf”)

6. In 400 words or fewer, identify recruitment activities conducted during the last recruitment cycle. For each activity, provide the target audience, approximate participation level, and evidence that the activity contributed to student applications or enrollment. Please refer to the [ECHS Blueprint](#) (2.11, 3.3, and 5.1) when answering this question.

(Note: Please name your document “[school system name]_recruitment.pdf”)

7. In 400 words or fewer, provide examples of support structures currently implemented for ECHS students. For each example, identify the staff member responsible (by job title only), the frequency of implementation, the number of students served, and the specific student outcome the support is designed to improve. Please refer to the [ECHS Blueprint](#) (5.2, 5.5, and 5.6) when answering this question.

(Note: Please name your document “[school system name]_support_structures.pdf”)

Early College High School (ECHS) Grant (cont.)

Initiative Specific Questions for the Second ECHS Campus.

Click to write the question text

- ☐ Click to write Choice 1
- ☐ Click to write Choice 2
- ☐ Click to write Choice 3

Select the second campus:

-- Select a campus --

Early College High School (ECHS) Grant (cont.)

ECHS Specific Questions for \${q://QID779/ChoiceTextEntryValue/4}

(**Reminder:** Do not submit unsolicited attachments.
Unsolicited attachments will not be reviewed.)

1. In 400 words or fewer, identify specific campus data points from the 2025-2026 school year that influenced the decision to apply. Explain how each data point was discussed during planning meetings with the school system or campus leadership and how it informed the proposed improvement effort. Please refer to the TEAL OBM CCRSM data reports and/or your internal program metrics when answering this question.

(Note: Please name your document “[school system name]_reasoning.pdf”)

2. Upload a current Letter of Support from the primary IHE partner.

(Note: Please name your document “[school system name]_IHE_partner.pdf”)

3. In 400 words or fewer, identify activities conducted jointly with the IHE partner during the 2025-2026 school year. Include the purpose of each activity, the participants involved, and how the activity contributed to student success or degree attainment. Please refer to the [ECHS Blueprint](#) (2.9, 2.12, and 2.13) when answering this question.

(Note: Please name your document “[school system name]_IHE_implementation.pdf”)

4. Upload the current crosswalk using the provided [template](#).

(Note: Please name your document “[school system name]_name_crosswalk.pdf”)

5. In 400 words or fewer, describe how the chosen field of study and crosswalk prepare the students for college and/or career success after graduation. Please refer to the [ECHS Blueprint](#) (4.1, 4.4, and 4.10) when answering this question.

(Note: Please name your document “[school system name]_success.pdf”)

6. In 400 words or fewer, identify recruitment activities conducted during the last recruitment cycle. For each activity, provide the target audience, approximate participation level, and evidence that the activity contributed to student applications or enrollment. Please refer to the [ECHS Blueprint](#) (2.11, 3.3, and 5.1) when answering this question.

(Note: Please name your document “[school system name]_recruitment.pdf”)

7. In 400 words or fewer, provide examples of support structures currently implemented for ECHS students. For each example, identify the staff member responsible (by job title only), the frequency of implementation, the number of students served, and

the specific student outcome the support is designed to improve. Please refer to the [ECHS Blueprint](#) (5.2, 5.5, and 5.6) when answering this question.

(**Note:** Please name your document “[school system name]_support_structures.pdf”)



ECHS - Campus 3

Early College High School (ECHS) Grant (cont.)

Initiative Specific Questions for the Third ECHS Campus.

Select the third campus:

-- Select a campus --



Early College High School (ECHS) Grant (cont.)

ECHS Specific Questions for $\{q://QID789/ChoiceTextEntryValue/4\}$

(**Reminder:** Do not submit unsolicited attachments. Unsolicited attachments will not be reviewed.)

1. In 400 words or fewer, identify specific campus data points from the 2025-2026 school year that influenced the decision to apply. Explain how each data point was discussed during planning meetings with the school system or campus leadership and how it informed the proposed improvement effort. Please refer to the TEAL OBM CCRSM data reports and/or your internal program metrics when answering this question.

(Note: Please name your document “[school system name]_reasoning.pdf”)

2. Upload a current Letter of Support from the primary IHE partner.

(Note: Please name your document “[school system name]_IHE_partner.pdf”)

3. In 400 words or fewer, identify activities conducted jointly with the IHE partner during the 2025-2026 school year. Include the purpose of each activity, the participants involved, and how the activity contributed to student success or degree attainment. Please refer to the [ECHS Blueprint](#) (2.9, 2.12, and 2.13) when answering this question.

(Note: Please name your document “[school system name]_IHE_implementation.pdf”)

4. Upload the current crosswalk using the provided [template](#).

(Note: Please name your document “[school system name]_name_crosswalk.pdf”)

5. In 400 words or fewer, describe how the chosen field of study and crosswalk prepare the students for college and/or career success after graduation. Please refer to the [ECHS Blueprint](#) (4.1, 4.4, and 4.10) when answering this question.

(Note: Please name your document “[school system name]_success.pdf”)

6. In 400 words or fewer, identify recruitment activities conducted during the last recruitment cycle. For each activity, provide the target audience, approximate participation level, and evidence that the activity contributed to student applications or enrollment. Please refer to the [ECHS Blueprint](#) (2.11, 3.3, and 5.1) when answering this question.

(Note: Please name your document “[school system name]_recruitment.pdf”)

7. In 400 words or fewer, provide examples of support structures currently implemented for ECHS students. For each example, identify the staff member responsible (by job title only), the frequency of implementation, the number of students served, and

the specific student outcome the support is designed to improve. Please refer to the [ECHS Blueprint](#) (5.2, 5.5, and 5.6) when answering this question.

(**Note:** Please name your document “[school system name]_support_structures.pdf”)

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

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

Initiative 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.

Key areas of support include:

- 
- **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 multiple cohorts.

Eligibility Criteria

As the applicant, the school system agrees that all CCRSM P-TECH programs are included in this application:

- Hold a current status of Provisional Year 2, Provisional Year 3, or Provisional Year 4 in the CCRSM network.
- Demonstrate fidelity of implementation to CCRSM standards.

- Have successfully completed the annual [CCRSM Program Application](#) by the published deadline.

Does the school system agree to meet the Eligibility Criteria listed above?

- ☐ Yes
- ☐ No

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

Initiative Assurances

- P-TECH programs must establish recruitment and enrollment processes and requirements that will not exclude or discourage the enrollment of any of the subpopulations of at-risk students, including, but not limited to, students who are of limited English proficiency or who have failed a state-administered assessment.
- P-TECH programs must provide for TEA a CTE program of study that enables a participating student in grade levels 9–12 to combine high school courses and postsecondary courses. Describe the course of study that the school is planning to offer and how it expands upon current offerings. Include how the course of study will enable a student to combine high school courses and postsecondary courses and identify crosswalks, sequences of courses, degrees/certificates/certifications earned, and

work-based education that will be available to students at every grade level. Describe how the selected course of study will address regional workforce needs

- **P-TECH programs must enter into a MOU with regional industry or business partners in Texas and must meet the following guidelines:**
 - **Provide 100% participating students access to appropriate work-based education at every level.**
 - **Address regional workforce needs.**
 - **The industry/business partner will give a student who receives work-based training or education from the partner with a P-TECH first priority in interviewing for any jobs for which the student is qualified that are available upon the student's completion of the program.**
 - **Review the MOU at least every two years and update as necessary the name of the regional industry or business partner and describe how the proposed program will meet the requirements for the partnership with the industry/business partner.**
- **At TEA's request, P-TECH programs must submit an academic year signed and dated memorandum of understanding (MOU) and course articulation agreement with one or more college partners that fulfills the statutory requirements of this grant. The agreement must address curriculum alignment, instructional material, instructional calendar, courses of study that lead to an associate degree or up to 60 hours of college credit toward a baccalaureate degree, student enrollment and attendance, grading periods and policies, administration of statewide**

assessments, and data-sharing policies and procedures.

- At TEA's request, P-TECH programs must submit a plan of wrap-around strategies and services to provide academic, behavioral, and mental health supports for student success to include a plan for academic mentoring of faculty and student supports for intervention and acceleration, counseling, guidance, and student advisory services for academic, and mental health supports, and behavioral and mental health supports such as parent outreach, connections to social services when needed, and peer mentoring.
- P-TECH programs will update and complete the [CCRSM Program Application](#) on or before the deadline and remain in compliance with applicable CCRSM requirements.
- P-TECH programs 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 by the end of the grant period.

Does the school system agree to meet the Initiative Assurances above?

- ☐ Yes
- ☐ No

Pathways in Technology
Early College High

School (P-TECH) Grant

Initiative Requirements

- The P-TECH program must establish recruitment and enrollment processes and requirements that will not exclude or discourage the enrollment of any of the subpopulations of at-risk students, including, but not limited to, students who are of limited English proficiency or who have failed a state-administered assessment in accordance with Title 19 Texas Administrative Code (TAC) §102.1091 (effective 2007).
- The P-TECH program must provide a course of study that enables participating students in grades 9-12 to earn a high school diploma and earn an associate degree, up to 60 college credit hours, or industry-based credentials aligned to the approved program of study in accordance with Title 19 Texas Administrative Code (TAC) §102.1091 (effective 2007).
- The P-TECH program must enter into an articulation agreement with IHEs that are accredited by a national or regional accrediting agency recognized by the Texas Higher Education Coordinating Board in accordance with 19 Texas Administrative Code (TAC) §74.25.

Does the school system agree to meet the Initiative Requirements listed above?

☐ Yes

☐ No

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

Initiative-Specific Questions

1. Please select the Colleges and Career Readiness School Model (CCRSM) campuses that are operating in your school system.

2. How many campuses is the school system considering for this grant?

(Min: 1, Max: 3)

P-TECH - Campus 1

Pathways in Technology Early College High

School (P-TECH) Grant (cont.)

Initiative Specific Questions for the First P-TECH Campus.

Select the first campus:

-- Select a campus --

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

P-TECH Specific Questions for \${q://QID808/ChoiceTextEntryValue/4}

(**Reminder:** Do not submit unsolicited attachments.
Unsolicited attachments will not be reviewed.)

1. In 400 words or fewer, describe why your campus and school system chose to apply for this grant. Include specific local data points, one implementation challenge, one improvement opportunity, and how stakeholder input influenced the decision. Identify one Outcomes-Based Measure (Access, Achievement, or Attainment) the campus seeks to improve and explain why it is a priority. Please refer to the TEAL OBM CCRSM data reports and/or your internal program metrics when answering this question.

(**Note:** Please name your document “[school system name]_reasoning.pdf”)



2. Upload a current Letter of Support from the primary IHE partner.

(**Note:** Please name your document “[school system name]_IHE_partner.pdf”)

3. In 400 words or fewer, describe how the current IHE partnership and Memorandum of Understanding (MOU) support implementation. Include specific examples related to dual credit coursework, advising, student supports, data sharing, professional development, and student progress toward postsecondary credentials. Please refer to the [P-TECH Blueprint](#) (1.9, 2.3, and 2.13) when answering this question.

(**Note:** Please name your document “[school system name]_IHE_implementation.pdf”)

4. Upload the current P-TECH course of study/crosswalk using the provided [template](#).

(**Note:** Please name your document “[school system name]_course_of_study.pdf”)



5. Identify the primary industry partner. In 400 words or fewer, explain how the pathway, credentials, and degree opportunities align with regional workforce priorities and local economic needs. Describe how the partnership supports business- and industry-aligned student outcomes. Please refer to the [P-TECH Blueprint](#) (2.20, 4.1, and 4.2) when answering this question.

(Note: Please name your document “[school system name]_regional_workforce_opportunities.pdf”)

6. In 400 words or fewer, describe the systems currently used to recruit, enroll, and support students in the P-TECH program. Include recruitment or enrollment strategies and student support activities that promote equitable access, dual credit success, credential attainment, and work-based learning participation. Please refer to the [P-TECH Blueprint](#) (3.3, 5.1, and 6.4) when answering this question.

(Note: Please name your document “[school system name]_recruitment.pdf”)

7. In 400 words or fewer, describe the systems, resources, partnerships, and staffing structures currently in place to sustain the P-TECH program through leadership transitions, staff turnover, and future funding reductions while maintaining student progress and program quality. Please refer to the [P-TECH Blueprint](#) (1.6, 1.9, and 1.10) when answering this question.

(**Note:** Please name your document “[school system name]_sustainability.pdf”)



P-TECH - Campus 2

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

**Initiative Specific Questions for the Second
P-TECH Campus.**

Select the second campus:

-- Select a campus --



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

**P-TECH Specific Questions for
\${q://QID818/ChoiceTextEntryValue/4}**

(**Reminder:** Do not submit unsolicited attachments.
Unsolicited attachments will not be reviewed.)

1. In 400 words or fewer, describe why your campus and school system chose to apply for this grant. Include specific local data points, one implementation challenge, one improvement opportunity, and how stakeholder input influenced the decision. Identify one Outcomes-Based Measure (Access, Achievement, or Attainment) the campus seeks to improve and explain why it is a priority. Please refer to the TEAL OBM CCRSM data reports and/or your internal program metrics when answering this question.

(Note: Please name your document “[school system name]_reasoning.pdf”)

2. Upload a current Letter of Support from the primary IHE partner.

(Note: Please name your document “[school system name]_IHE_partner.pdf”)

3. In 400 words or fewer, describe how the current IHE partnership and Memorandum of Understanding (MOU) support implementation. Include specific examples related to dual credit coursework, advising, student supports, data sharing, professional development, and student progress toward postsecondary credentials. Please refer to the [P-TECH Blueprint](#) (1.9, 2.3, and 2.13) when answering this question.

(Note: Please name your document “[school system name]_IHE_implementation.pdf”)



4. Upload the current P-TECH course of study/crosswalk using the provided [template](#).

(Note: Please name your document “[school system name]_course_of_study.pdf”)

5. Identify the primary industry partner. In 400 words or fewer, explain how the pathway, credentials, and degree opportunities align with regional workforce priorities and local economic needs. Describe how the partnership supports business- and industry-aligned student outcomes. Please refer to the [P-TECH Blueprint](#) (2.20, 4.1, and 4.2) when answering this question.

(Note: Please name your document “[school system name]_regional_workforce_opportunities.pdf”)

6. In 400 words or fewer, describe the systems currently used to recruit, enroll, and support students in the P-TECH program. Include recruitment or enrollment strategies and student support activities that promote equitable access, dual credit success, credential attainment, and work-based learning participation. Please refer to the [P-TECH Blueprint](#) (3.3, 5.1, and 6.4) when answering this question.

(Note: Please name your document “[school system name]_recruitment.pdf”)



7. In 400 words or fewer, describe the systems, resources, partnerships, and staffing structures currently in place to sustain the P-TECH program through leadership transitions, staff turnover, and future funding reductions while maintaining student progress and program quality. Please refer to the [P-TECH Blueprint](#) (1.6, 1.9, and 1.10) when answering this question.

(**Note:** Please name your document “[school system name]_sustainability.pdf”)

P-TECH - Campus 3

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

Initiative Specific Questions for the Third P-TECH Campus.

Select the third campus:

-- Select a campus --



Pathways in Technology Early College High

School (P-TECH) Grant (cont.)

P-TECH Specific Questions for \${q://QID828/ChoiceTextEntryValue/4}

(**Reminder:** Do not submit unsolicited attachments.
Unsolicited attachments will not be reviewed.)

1. In 400 words or fewer, describe why your campus and school system chose to apply for this grant. Include specific local data points, one implementation challenge, one improvement opportunity, and how stakeholder input influenced the decision. Identify one Outcomes-Based Measure (Access, Achievement, or Attainment) the campus seeks to improve and explain why it is a priority. Please refer to the TEAL OBM CCRSM data reports and/or your internal program metrics when answering this question.

(**Note:** Please name your document “[school system name]_reasoning.pdf”)

2. Upload a current Letter of Support from the primary IHE partner.

(**Note:** Please name your document “[school system name]_IHE_partner.pdf”)

3. In 400 words or fewer, describe how the current IHE partnership and Memorandum of Understanding (MOU) support implementation. Include specific

examples related to dual credit coursework, advising, student supports, data sharing, professional development, and student progress toward postsecondary credentials. Please refer to the [P-TECH Blueprint](#) (1.9, 2.3, and 2.13) when answering this question.

(**Note:** Please name your document “[school system name]_IHE_implementation.pdf”)

4. Upload the current P-TECH course of study/crosswalk using the provided [template](#).

(**Note:** Please name your document “[school system name]_course_of_study.pdf”)

5. Identify the primary industry partner. In 400 words or fewer, explain how the pathway, credentials, and degree opportunities align with regional workforce priorities and local economic needs. Describe how the partnership supports business- and industry-aligned student outcomes. Please refer to the [P-TECH Blueprint](#) (2.20, 4.1, and 4.2) when answering this question.

(**Note:** Please name your document “[school system name]_regional_workforce_opportunities.pdf”)

6. In 400 words or fewer, describe the systems currently used to recruit, enroll, and support students in the P-TECH program. Include recruitment or enrollment strategies and student support activities

that promote equitable access, dual credit success, credential attainment, and work-based learning participation. Please refer to the [P-TECH Blueprint](#) (3.3, 5.1, and 6.4) when answering this question.

(Note: Please name your document “[school system name]_recruitment.pdf”)

7. In 400 words or fewer, describe the systems, resources, partnerships, and staffing structures currently in place to sustain the P-TECH program through leadership transitions, staff turnover, and future funding reductions while maintaining student progress and program quality. Please refer to the [P-TECH Blueprint](#) (1.6, 1.9, and 1.10) when answering this question.

(Note: Please name your document “[school system name]_sustainability.pdf”)

Virtual Hybrid Program Accelerator (VHPA) Grant

Virtual Hybrid Program Accelerator (VHPA) Grant

Initiative Description

The Virtual and Hybrid Program Accelerator (VHPA) supports school systems in designing and launching high-quality virtual and hybrid programs over a two-year initiative cycle. Applicants will receive technical

assistance and funding to plan (Year 1) and launch (Year 2) a program or campus.

Eligibility Criteria

- 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 at the time of application.
- 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 to apply.
- 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 will be released. If the determination is to close the charter, making the charter ineligible, the award will be voided and no funds will be disbursed.

Initiative Assurances

As the applicant, the school system hereby agrees to:

- Assign a program lead who has at least 16 hours of release time built into their weekly schedules

to plan and create the virtual or hybrid program or campus.

- Ensure that the program or designated campus leader possesses relevant experience or can exhibit the competencies necessary to lead a virtual or hybrid program or campus effectively.
- Design and manage strategic initiatives that improve instructional quality and student engagement, and are committed to building their capacity to support high-quality virtual and hybrid models.
- As part of the program commitment for Year 1 of VHPA, submit a comprehensive launch plan for a full-time virtual or hybrid program or apply for authorization to operate a virtual or hybrid campus for the 2028-2029 school year.
- Attend and actively participate in all required initiative orientation meetings, Professional Development sessions, Technical Assistance (TA) meetings, and maintain open, responsive communication with the assigned TA provider throughout the initiative period.
- The applicant will regularly submit their expenditures (monthly preferred, quarterly at minimum) to remain on-track for initiative expenditures.
- The applicant will participate in all required meetings and submit artifacts of implementation, at a monthly/quarterly cadence.

(Note: If the school system does not meet participation expectations or disengages from VHPA, they may have their membership from the VHPA terminated and forfeit any access to remaining funding.)

Does the school system agree to meet the Eligibility Criteria and Initiative Assurances listed above?

- ☐ Yes
- ☐ No

Virtual Hybrid Program Accelerator (VHPA) Grant

Initiative Requirements

As the applicant, the school system hereby agrees to:

- Meet all program-specific assurances outlined in the initiative guidelines.
- Establish a dedicated VHPA Team responsible for developing and implementing the full-time virtual or hybrid campus or program.
- Collaborate with a TEA-assigned technical assistance (TA) provider and participate in TA-supported activities such as cohort workshops, monthly coaching calls, step backs, planning sessions, or implementation artifacts.
- Ensure adaptability and dedication in program model design to align with research-based practices for high-quality virtual and hybrid models.
- By the end of Year 1 of VHPA support, launch a full-time virtual or hybrid program or apply for authorization to operate a full-time virtual or hybrid campus beginning with the 2028-2029 school year.

(**Note:** For full-time virtual or hybrid campuses, Year 2 of VHPA TA support and funds are contingent upon the full-time virtual or hybrid campus receiving authorization.)

- **Ensure that any partnership with a private or third-party vendor preserves the school system's ability to design, adapt, and implement the virtual or hybrid program to meet local needs. Third-party vendors may not participate directly in VHPA activities and sessions, only school system employees may attend and participate in VHPA activities.**
- **Disclose any vendor-imposed services or limitations that may affect program flexibility, instructional design, or operational decision-making.**
- **If selecting a private or third-party provider to operate the school, collaborate with the designated technical assistance partner to develop a comprehensive provider selection plan that includes:**
 - **Defined criteria for evaluating potential providers.**
 - **Detailed cost analysis and breakdown of services.**
 - **Consideration of the provider's historical performance (e.g., student academic outcomes).**
- **If selecting a private or third-party provider to operate the program or campus, formalize and monitor the partnership with a third-party provider by:**
 - **Submitting memoranda of understanding (MOU) or formal agreements outlining responsibilities of both the provider and the school system or charter.**

- Establishing a system for progress monitoring, including required reports on student engagement and academic progress.
- Defining action items if the provider fails to meet success criteria for the campus or program.
- Complete all required artifacts and meet milestones by the scheduled timeline specified by the VHPA, including:
 - Define a clear and compelling rationale for launching the virtual or hybrid program/campus, including the specific student population or campus it will serve.
 - Present evidence of community interest in a virtual or hybrid learning option, including data collected through surveys, focus groups, or other engagement methods.
 - Develop and implement comprehensive plans to achieve program objectives, including an academic plan that outlines curriculum, instructional methods, approaches for monitoring student progress, and support strategies for special populations and at-risk students.
 - Develop and iterate plans regarding staffing models, school culture, family engagement, and student support.
 - Update operations such as staffing, schedules, finances, technology, and cybersecurity to support virtual or hybrid models.
 - Provide a professional development plan for instructional staff that includes training specific to virtual and hybrid instruction, along with ongoing, job-embedded coaching to strengthen instructional quality and student engagement.





- **Present evidence of training and development for teachers and leaders to ensure high-quality virtual or hybrid instruction.**
- **Use data to monitor student engagement and academic progress, ensuring alignment with grade-level standards and research-based instructional strategies specific to virtual and hybrid learning.**
- **Engage in improvement cycle sessions using data to inform ongoing development. School systems will share data that reflects program implementation and outcomes. This may include student engagement, progress toward grade-level mastery in virtual and hybrid courses (BOY, MOY, EOY), teacher instructional practices and growth in serving virtual and hybrid learners, and leader support for professional learning communities and job-embedded coaching.**
- **Obtain formal approval from the school system's governing board to launch a virtual or hybrid program/campus and ensure this approval is secured prior to applying for authorization. For virtual/hybrid campuses, ensure this approval is secured prior to applying for authorization.**
- **Submit a detailed plan or contract outlining the scope of services, responsibilities, and decision-making authority in any private or third-party vendor partnership supporting the virtual or hybrid program/campus (if applicable).**
- **Submit a comprehensive launch plan and either operate a virtual or hybrid program in the 2028-2029 school year or apply for authorization to operate a virtual or hybrid**

campus that is expected to begin operating in the 2028-2029 school year.

Does the school system agree to meet the Initiative Requirements listed above?

- ☐ Yes
- ☐ No

VHPA - Initiative Questions

Virtual Hybrid Program Accelerator (VHPA) Grant (cont.)

Initiative-Specific Questions

1. What type of virtual or hybrid option is the school system interested in developing through VHPA?

(Selecting undecided will place you in the “program” category.)

- ☐ A full-time virtual or hybrid program
- ☐ A full-time virtual or hybrid campus
- ☐ Undecided

2. What grade levels will the school system serve with a virtual or hybrid program or campus?

(Select all that apply)

- ☐ Kindergarten
- ☐ 1st Grade
- ☐ 2nd Grade
- ☐ 3rd Grade
- ☐ 4th Grade
- ☐ 5th Grade
- ☐ 6th Grade
- ☐ 7th Grade
- ☐ 8th Grade
- ☐ 9th Grade
- ☐ 10th Grade
- ☐ 11th Grade
- ☐ 12th Grade

3. Which best describes your school system's current stage of planning and/or implementation? Choose one of the following.

- ☐ We are exploring virtual/hybrid learning and have not yet selected a model or timeline.
- ☐ We are in early planning and have identified a potential model, student population, and launch timeline.
- ☐ We have a defined plan and need support to finalize design, operations, staffing, and implementation.
- ☐ We are currently operating a virtual/hybrid program and want support to strengthen, expand, or transition the model.

4. What is the anticipated launch year for the virtual or hybrid option?

- ☐ SY 2027–2028
- ☐ SY 2028–2029
- ☐ Undecided

5. Does the school system intend to apply for authorization to operate a virtual or hybrid campus?

(**Note:** School systems cannot apply for VHPA LASO 5 if they are planning to apply for authorization to operate a virtual hybrid campus beginning in the SY 27-28.)

- ☐ Yes, for SY 2028–2029
- ☐ Yes, but the year is undecided
- ☐ No, we intend to operate a program only
- ☐ Undecided

6. Which best describes the school system's current level of governing board awareness or support for the proposed virtual or hybrid program or campus?

- ☐ The board has not yet been briefed.
- ☐ The board has received an informational update only.
- ☐ The board has expressed support for continued planning.
- ☐ The board has formally approved planning or development.
- ☐ The board has formally approved the launch of the program or authorization-related action for the campus.
- ☐ Not applicable at this stage.

7. What is the projected student enrollment for the proposed program or campus in the anticipated launch year?

- ☐ Fewer than 100
- ☐ 100–149
- ☐ 150–299
- ☐ 300+

8. What evidence supports your enrollment

projection?

(Select all that apply)

- ☐ Current enrollment in an existing virtual or hybrid program
- ☐ Student/family interest list
- ☐ Signed commitments or intent-to-enroll forms
- ☐ Family survey results
- ☐ Waitlist or transfer request data
- ☐ Community engagement, listening session, or focus group data
- ☐ Internal estimate only; no supporting data collected

9. Upload a PDF summary (maximum two pages) that explains the data used to support your projected enrollment. Include the source of each data point or estimate. Do not include sensitive data, including student-level information.

(Upload a PDF file using the following naming convention - [School System or Campus Name].VHPA.EnrollmentSupport.pdf)

10. Does the proposed virtual or hybrid program or campus leader have any of the following qualifications?

- **Experience leading or operating a virtual/hybrid program**
- **Achieving an A/B campus or district accountability rating**
- **Designing or implementing blended/virtual/hybrid instruction,**
- **Managing cross-functional implementation teams**

- **Specialized training/certification in virtual or hybrid education**

- ☐ Yes
- ☐ No

10a. Which qualifications apply to the proposed virtual or hybrid program or campus leader?

(Select all that apply)

- ☐ Prior experience operating or leading a virtual or hybrid program or campus
- ☐ Experience leading a campus or district that resulted in achieving an A/B accountability rating
- ☐ Experience designing or implementing blended, virtual, or hybrid instruction
- ☐ Experience managing cross-functional implementation teams
- ☐ Training, certification, or specialized professional learning in virtual or hybrid education

11. Describe how your virtual or hybrid program/campus aligns with the school system's broader strategic goals, improvement plans, and student needs.

12. Does the school system intend to contract with a Whole Program Provider for its virtual or hybrid program or campus?

(**Note:** "Whole program virtual instruction provider" means a private or third-party service that provides oversight and management of the virtual instruction services or otherwise provides a preponderance of those services for a full-time virtual or full-time hybrid campus or program.
Tex. Educ. Code § 30B.001(8))

- ☐ Yes
- ☐ No

13. What best describes the current state of the proposed virtual or hybrid instructional model?

- ☐ A comprehensive instructional model has been developed, including curriculum, instructional routines, student supports, and progress-monitoring systems.
- ☐ Major components of the instructional model have been identified, but significant planning and refinement remain.
- ☐ Initial concepts have been developed, but substantial design work remains.
- ☐ The instructional model has not yet been defined.

14. What is the primary reason the school system is pursuing a virtual or hybrid option?

(Select up to three)

(**Note:** Responses to this question are for planning and support purposes only. Responses will not affect eligibility, scoring, award decisions, or the level of support a school system may receive. Information will be used to help TEA and technical assistance providers better understand school system priorities and tailor support opportunities.)

- ☐ Improve student retention
- ☐ Reduce student transfers to external virtual schools
- ☐ Provide flexible scheduling pathways
- ☐ Expand course access

- ☐ Support special populations
- ☐ Improve graduation outcomes
- ☐ Support credit recovery
- ☐ Expand college, career, and military readiness pathways
- ☐ Better serve students with medical or personal circumstances



15. Which types of experience does the school system's leadership team bring?

(Select all that apply)

- ☐ Experience leading a campus or district that resulted in achieving an A/B accountability rating
- ☐ 1 or more years leading a virtual or hybrid campus or program
- ☐ Experience designing or implementing virtual or hybrid instruction
- ☐ Experience coaching or developing teachers in a virtual or hybrid instructional model
- ☐ Experience using student engagement, progress, or achievement data to improve virtual or hybrid instruction
- ☐ Experience supporting special populations or at-risk students in a virtual or hybrid setting
- ☐ No prior virtual or hybrid leadership experience; capacity-building needed

VHPA - Greatest Needs

Virtual Hybrid Program Accelerator (VHPA) Grant (cont.)

Greatest needs in designing and launching a virtual or hybrid program or campus

Please indicate the level of need your school system has in each area related to designing and launching a

virtual or hybrid program or campus.

(Note: Responses to the following questions are for planning and support purposes only. Responses will not affect eligibility, scoring, award decisions, or the level of support a school system may receive. Information will be used to help TEA and technical assistance providers better understand school system priorities and tailor support opportunities.)

1. Aligned, effective vision and program model design that is responsive to family and student needs

- ☐ Low Need
- ☐ Moderate Need
- ☐ High Need

2. Family engagement, communication, and recruitment plan

- ☐ Low Need
- ☐ Moderate Need
- ☐ High Need

3. Staffing and teacher recruitment plan

- ☐ Low Need
- ☐ Moderate Need
- ☐ High Need

4. Plan for communicating clear administrator, teacher, student, and family roles within a virtual/hybrid model, as well as a change

management plan where needed to provide support for shifting mindset

- ☐ Low Need
- ☐ Moderate Need
- ☐ High Need

5. Instructional framework for designing high-quality virtual and hybrid courses aligned to research-based practices

- ☐ Low Need
- ☐ Moderate Need
- ☐ High Need

6. Student attendance and engagement plan

- ☐ Low Need
- ☐ Moderate Need
- ☐ High Need

7. Support for special populations and/or at-risk students

- ☐ Low Need
- ☐ Moderate Need
- ☐ High Need

8. Student onboarding sessions, including learning strategies and support for cultivating mindsets rooted in the science of learning, self-directed learning skills,

how to use digital tools, and help-seeking during asynchronous and/or synchronous instruction.

- ☐ Low Need
- ☐ Moderate Need
- ☐ High Need

9. Teacher development (PD and ongoing job-embedded coaching) to deliver high-quality instruction and learning experiences in a virtual/hybrid model.

- ☐ Low Need
- ☐ Moderate Need
- ☐ High Need

10. High-quality instructional materials (for core curriculum and adjusted for virtual/hybrid learning)

- ☐ Low Need
- ☐ Moderate Need
- ☐ High Need

11. Data collection and progress monitoring

- ☐ Low Need
- ☐ Moderate Need
- ☐ High Need

12. Technology Strategy and Data Privacy Framework. (including hardware, connectivity, digital tools, and

cybersecurity policies)

- ☐ Low Need
- ☐ Moderate Need
- ☐ High Need



13. Master scheduling for virtual/hybrid learning

- ☐ Low Need
- ☐ Moderate Need
- ☐ High Need

VHPA - Initiative Contacts

Virtual Hybrid Program Accelerator (VHPA) Grant (cont.)

Contact Information

1. Enter the contact information for the school system's **Executive Sponsor** for the proposed virtual or hybrid program or campus. The Executive Sponsor should be the senior leader responsible for providing oversight, removing barriers, securing resources, and ensuring alignment with school system priorities.

Name:

Title:

Email:

Phone:

2. Enter the contact information for the school system's **Project Lead** for the proposed virtual or hybrid program or campus. The Project Lead should be the individual responsible for day-to-day planning, coordination, implementation, and participation in VHPA technical assistance activities.

Name:

Title:

Email:

Phone:

Closing

Closing

Submission Requirements

- Campus and district leaders have been consulted as needed.
- Eligibility and prioritization criteria for the selected initiatives have been reviewed.
- All required responses for the selected initiatives have been provided.
- The superintendent has reviewed and agrees with the selected initiatives.
- The superintendent has submitted the final application by December 1, 2026, at 5:00 p.m. CST.

Signature

Official submission of this application requires the Superintendent's signature. The Application cannot be considered submitted without the formal signature from the Superintendent.

If the Superintendent is unable to sign because they are on leave or in role transition, please email LASO@tea.texas.gov.

If you are the Superintendent, click **Yes** and proceed to submitting the application.

If you are not the Superintendent, pause on submitting this application and email LASO@tea.texas.gov to identify the school system's grantee official who can submit the application in the Superintendent's absence. Once the name of the grantee official has been identified, return to this page, select **No**, then proceed to submitting the application.

Are you the Superintendent?

☐ Yes

☐ No

Please provide the following:

Superintendent
Name:

Superintendent
Email:

Do you have authorization from the TEA to sign on

behalf of the Superintendent?

☐ Yes

☐ No

Please enter the following details of the school system's grantee official, who is signing and submitting this application on behalf of the Superintendent as agreed upon between the school system and the TEA via the email sent to the LASO@tea.texas.gov inbox.

(Only a "Grantee Official", identified by the school system in the TEAL account, will be considered to sign on behalf of the school system.)

Grantee Official
Name:

Grantee Official
Title:

Grantee Official
Email:

Submission

Signature

Confirmation of Application

I have reviewed and acknowledged that the LASO 5 application I am submitting today is for the following Initiatives:

`#{e://Field/InitiativeConfirmation}`

(Only last submitted application will be accepted as the Final LASO 5 application.)

SIGN HERE



[clear](#)

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