



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

October 2026





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Agenda

Overview of LASO Cycle 5
Application Process and Timeline

P-TECH Deep Dive

Next Steps

FYIs



Submit questions during the webinar using the Zoom Q&A



Webinar slides and recordings will be posted on the [LASO website](#) after all webinars have been completed



Email LASO@tea.texas.gov with follow-up questions

Overview of LASO 26-27 (Cycle 5)

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

~\$400M

In supports and services

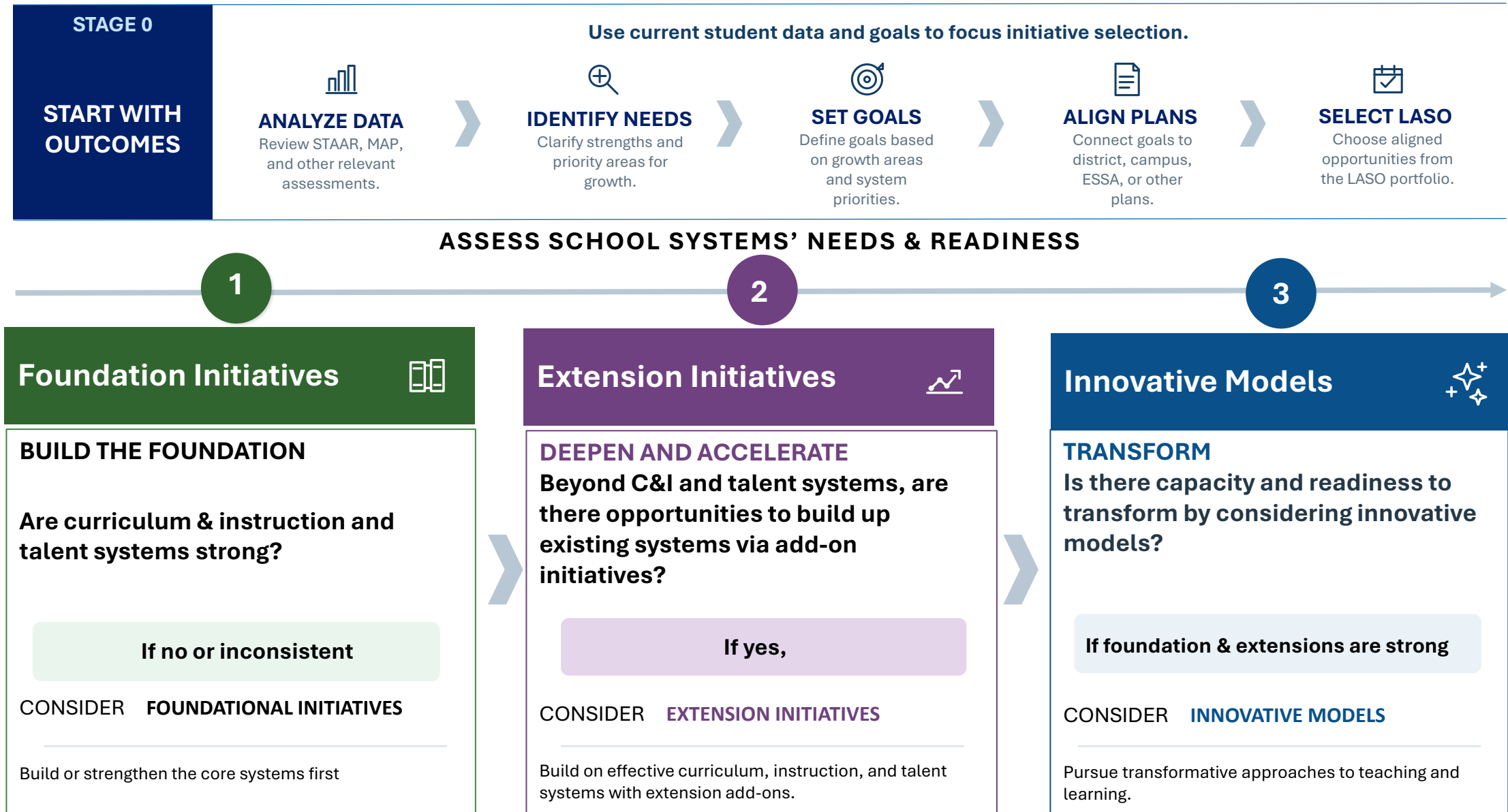
21

TEA initiatives to support school
systems in achieving student
outcomes

1

Application to access direct
grants, in-kind supports,
and state allotments

Schema to Determine Best- Fit Initiatives



Select the Best-Fit Initiatives Based on Needs and Readiness

Learning Strategy	Initiative
Strategic Planning	Local Accountability System Planning Grant (LAS)
Curriculum & Instruction	Leadership & Instructional Foundations for Texas (LIFT)
	LIFT School Improvement Accelerator (LIFT SI A)
	School Improvement C&I Support Grant (SICISG)
	Blended Learning Grant (BLG) 2 Pathways: Coherent Systems, Strategic Operations
	AP Computer Science Principles (APCSP)
	Early Literacy Intervention Tool (ELIT)
	Math Supplemental Curriculum for School Improvement (MSC for SI)
Strategic Talent Systems	PREP Programs: •PREP Grow Your Own (GYO) •PREP Residency •PREP Traditional •PREP Alternative •PREP Mentorship
	Texas Strategic Staffing (TSS)
	Strategic Compensation Cohort for Enhanced TIA (SCC for ETIA)
More Time	Additional Days School Year (ADSY) PEP Grant 2 pathways: Summer Learning, Full Year Redesign
Innovative Models	School Action Fund (SAF)
	Rural Pathway Excellence Partnership (R-PEP)
	Early College High School (ECHS)
	Pathways in Technology Early College High School (P-TECH)
	Virtual Hybrid Program Accelerator (VHPA): Program, Campus 2 Pathways: Program, Campus

FOUNDATION

Curriculum & Instruction + Talent

Leadership & Instructional Foundations for Texas (LIFT)

PREP Programs: GYO, Residency, Traditional, Alternative, Mentorship

Texas Strategic Staffing (TSS)

Strategic Compensation Cohort for Enhanced TIA (SCC for ETIA)

EXTENSION

Build, deepen, and accelerate

LIFT School Improvement Accelerator (LIFT SI A)

School Improvement C&I Support Grant (SICISG)

Blended Learning Grant (BLG): Coherent Systems + Strategic Operations

AP Computer Science Principles (APCSP)

Early Literacy Intervention Tool (ELIT)

Math Supplemental Curriculum for School Improvement (MSC for SI)

Additional Days School Year PEP Grant (ADSY): Summer Learning + Full Year Redesign

INNOVATIVE MODELS

Transform the learning model

Local Accountability System Planning Grant (LAS)

School Action Fund (SAF)

Rural Pathway Excellence Partnership (R-PEP)

Early College High School (ECHS)

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

Virtual Hybrid Program Accelerator (VHPA): Program, Campus

Get Ready to Apply for LASO 5

APPLICATION OPENED

September 23, 2026

APPLICATION CLOSES

December 1, 2026 · 5 p.m. CT

- 1 Explore the offerings** Visit the [LASO 5 website](#) to review available initiatives.

Review Resources

Learn more about each grant and their coexistence:

2

[Best Fit
Guidance](#)

[Initiative
One-Pagers](#)

[Eligibility &
Prioritization](#)

[Master
Calendar](#)

- 3 Align with your teams** Share information with school system teams to identify needs and best-fit initiatives.

P-TECH: Funding, Commitments, and Timeline Overview

P-TECH Multi-Year Funding Commitments



LASO 5

Key Program Commitments to Consider

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

Full Grant Estimated Award Range

- Estimated Total Allocation Available: ~\$1 million
- Initiative Duration: 2 years
- Estimated Total Value of Award: Up to \$50,000
- Estimated Number of Awards: Up to 20 programs

Approximate Program Timeline

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

P-TECH LASO 5

- The Pathways in Technology Early College High School (P-TECH) Implementation grant helps Provisional P-TECH campuses strengthen implementation, expand 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.

P-TECH LASO 5

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- 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.

P-TECH LASO 5

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

Statutorily Required Responses

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

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

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

The applicant must comply with each of these requirements in the application to be considered for funding:

1. 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).
2. 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).
3. 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.

TEA Application Required Responses

In addition to the statutory requirements, TEA has established the following program requirements. Applicants must address within the application how they will achieve the following:

1. Complete and submit the [CCRSM Program Application](#) by the established deadline and remain in compliance with all applicable CCRSM requirements.
2. Sustain and strategically improve a high-quality P-TECH model aligned to CCRSM benchmarks and P-TECH Blueprint requirements.
3. Partner with and take full advantage of the free technical assistance provided by TEA and the TEA-designated technical assistance provider throughout the grant period.
4. Maintain formal IHE and business/industry partner agreements that support dual credit, industry-based credentials, work-based learning, advising, and student supports at no cost to students.
5. Align CTE programs of study, course crosswalks, dual credit opportunities, and workforce-related experiences that lead to credentials and college and career outcomes.
6. Use data, program artifacts, and continuous improvement processes to monitor implementation fidelity, evaluate impact, and sustain improvements across student cohorts.
7. 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.

Statutory or Program-Specific Required Responses

- The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this IDC will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- The applicant assures that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- The applicant assures to adhere to all the Statutory and TEA Program requirements as noted in the 2027-2029 P-TECH Program Guidelines.
- The applicant assures to adhere to all the Performance Measures, as noted in the 2027-2029 P-TECH Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
- The applicant assures that any Electronic Information Resources (EIR) produced as part of this agreement will comply with the State of Texas Accessibility requirements as specified in 1 TAC 206, 1 TAC Chapter 213, Federal Section 508 standards, and the WCAG 2.0 AA Accessibility Guidelines.
- The applicant acknowledges that Per Section 22.0834 of the Texas Education Code (TEC), any person offered employment by any entity that contracts with TEA or receives grant funds administered by TEA (i.e., a grantee or subgrantee) is subject to the fingerprinting requirement. TEA is prohibited from awarding grant funds to any entity, including nonprofit organizations, that fails to comply with this requirement. For details, refer to the [General and Fiscal Guidelines](#), Fingerprinting Requirement.
- Equal Treatment of All Persons: Consistent with Article I, Section 3a of the Texas Constitution, the Fourteenth Amendment to the United States Constitution, federal and State law, and Executive Order No. GA-55, Subrecipient represents and warrants that: 1. All conduct under this Subaward shall be administered and performed in a neutral manner without regard to race of persons; 2. Subrecipient shall not, in the specific performance of this Subaward, elevate one individual person over another, or advantage any one person over another, due to race; 3. Subrecipient shall not, in the specific performance of this Subaward, employ practices or engage in any advancement of the programs known as DEI, critical race theory, affirmative action, or other similar, divisive agendas; 4. Subrecipient's staff, agents, subgrantees, contractors, and subcontractors that are selected and employed in the specific performance of this Subaward shall be selected and employed solely on merit and the ability to perform; and 5. Subrecipient shall ensure that any subgrantees, contractors and their subcontractors participating in the specific performance of this Subaward represent and warrant to the provisions of this clause.

Statutory or Program-Specific Required Responses

- Biological Sex and No Preferred Pronouns: Subrecipient represents and warrants that it shall ensure that all actions in specific performance of this Subaward shall comply with federal and state law and reflect that there are only two sexes. Subrecipient's employees, officers, representatives, subgrantees, contractors, subcontractors, and agents shall not, in performance of this Subaward, present, direct, request, or suggest the use of preferred personal pronouns in professional correspondence or presentations.
- The school system will maintain current contact information in AskTED to ensure timely communication.
- The school system will regularly submit its expenditures (monthly preferred, quarterly at minimum) to remain on track for grant expenditures.
- The school system will participate in all required meetings and submit evidence of implementation at a monthly or quarterly cadence.
- The school system will participate in all required meetings, coaching, technical assistance, and progress-monitoring activities and submit evidence of implementation at the cadence established by TEA.
- 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 a TEA 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% of 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.

Statutory or Program-Specific Required Responses

- 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.
- The program-specific assurances for this LASO program are listed [in the Qualtrics application](#).

Time Commitment

Initiative	Board	Superintendent	C: Suite CAO, CIO, CFO	District Leaders	Campus Leaders (includes Coaches)	Teachers
Pathways in Technology Early College High School (P-TECH)	Approval of application and overall campus implementation throughout the grant.	Develop and monitor short-term and long-term strategic priorities for the P-TECH, along with a workflow plan to achieve programmatic goals in alignment with district/campus continuous improvement planning.	Develop and monitor short-term and long-term strategic priorities for the P-TECH along with a workflow plan to achieve programmatic goals in alignment with district/campus continuous improvement planning.	Maintain and enhance the organizational capacity, cross-sector partnerships, and strategic planning processes necessary to sustain high-performing P-TECH programs and improve student attainment outcomes.	Build leadership capacity, enhance team roles, and align academic and postsecondary pathways to sustain program success and maximize student attainment outcomes.	Deliver rigorous, career-connected instruction and improve dual credit, credentials, and workforce readiness.

Scoring Criteria

P-TECH Scoring Criteria	Description	Points
Vision and Program Readiness: Strength and effectiveness of P-TECH partnerships and pathways.	Describe the factors that led the campus to pursue the grant, including stakeholder input, local needs, challenges, opportunities, and supporting data used to inform the decision.	20
Partnerships Alignment: Strength and effectiveness of P-TECH partnerships and pathways.	Demonstrate the quality and effectiveness of postsecondary and industry partnerships through supporting documentation, aligned pathways, workforce relevance, and partner contributions to student outcomes.	40
Student Support: Access, enrollment, and student support systems.	Describe the strategies and support systems currently in place to recruit, enroll, and ensure the success of all P-TECH students, particularly targeted student populations.	30
Sustainable Success: Long-term viability and continuity of the P-TECH program	Explain the systems, resources, and planning measures in place to sustain program quality and continuity.	10

Total Standard Review Points possible: **100 Points**

P-TECH Priority Points Criteria	Points
TEA CCRSM program's benchmark products website is of high quality, current and accessible to the public	3
School systems classified by TEA as Rural	2
School systems classified by TEA in the upper quartile of economically disadvantaged students	2
School systems classified by TEA in the upper quartile of at-risk students.	2
School systems with at least a 165-instructional-day calendar	1

Total Priority Points possible: **10 Points**

Oral Interviews for Funding

If oral interviews are needed and the school system qualifies for multiple initiatives, it will participate in a virtual interview to determine the best fit. Required participants include the superintendent (or designee), the prospective campus leader, and the dual credit leader. Applicants will be evaluated on their higher education partnership, student support systems, and Outcomes-Based Measures (OBM) strategies, while demonstrating readiness for the grant program. Applicants may reference the Program Guidelines, FAQs, and other supporting materials during the interview.

Understanding the LASO 5 Interview Process



Interviews are a required part of the award process for select LASO 5 programs.

1 GRANT

One program-specific interview

The individual program team will contact the applicant to schedule.

OR

MULTIPLE GRANTS

Joint interview whenever possible

A coordinated conversation reduces duplicate sessions and scheduling burden.

20

MINUTES PER PROGRAM

Joint interviews may be longer because each program receives its own interview time.

Six LASO 5 programs include interviews in the selection process

ADSY PEP

Local Accountability System (LAS)

Blended Learning Grant (BLG)

School Action Fund (SAF)
Additional interview time may be allotted for multiple actions or campuses.

Early College High School (ECHS) / P-TECH

Virtual and Hybrid Program Accelerator (VHPA)

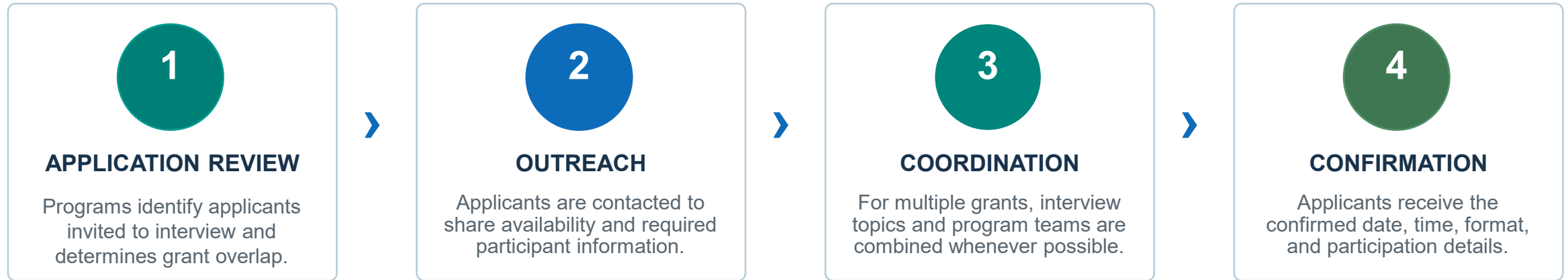
Interview participation does not guarantee an award.

Applicants should monitor the contact information provided in their LASO application.

Joint Interview Outreach and Scheduling

How the process works

LASO scoring, vetting, and interviews run December 3-January 18.



If you are invited for **ONE** grant

- The individual program team will contact school systems directly to schedule one program-specific interview.
- Individual program interviews may be scheduled from 8:00 a.m. to 5:00 p.m. on any date during the December 3-January 18 window.
- Plan for an approximately 20-minute interview.

If you are invited for **MULTIPLE** grants

- LASO will coordinate outreach and scheduling for a joint interview whenever possible.
- Joint interviews are anticipated to occur December 15-18, from 8:00 a.m. to 5:00 p.m.
- Each interview block will be limited to no more than one hour. Applicants interviewing for multiple grants may therefore be scheduled for two separate interview blocks.

School systems applying for multiple grants should reserve time during December 15-18 and ensure required participants are available.

Change Requests and Declines in LASO

LASO has an informal discretionary competitive grant process

- Declines and change requests are not advisable in typical competitive processes
- If declines are requested, they will be considered on a case-by-case basis for the school systems and could raise the school systems' federal grant risk level in the coming year

P-TECH Deep Dive

Expanding College and Career Opportunities



**PATHWAYS IN
TECHNOLOGY**
EARLY COLLEGE
HIGH SCHOOL

- Reduces barriers to college and career access
- Increases college and career readiness
- Provides academic and social support services through dedicated staff

About Us

Educate Texas, an initiative of Communities Foundation of Texas (CFT), is the trusted change agent in education working to ensure Texas students graduate prepared to earn a living wage, pursue meaningful careers, and strengthen thriving communities. Building on more than 20 years of statewide partnership, Educate Texas is focused on intensifying impact through three strategic priorities: dynamic high school models, postsecondary and workforce success, and new approaches and solutions. Across these priorities, Educate Texas aligns programs, policy, research, data, and cross-sector partnerships to strengthen the connection between K-12, higher education, and workforce systems and to expand access to credentials of value for Texas students.

Grant-Specific Supports

Educate Texas serves as the Texas Education Agency's technical assistance provider for the statewide College and Career Readiness School Models (CCRSM) network, which includes more than 580 Early College High School (ECHS) and Pathways in Technology Early College High School (P-TECH) campuses across every Education Service Center region in Texas. Educate Texas supports CCRSM campuses and districts through differentiated coaching, professional development, learning communities, regional and statewide convenings, Program Application Cycle support, Outcomes-Based Measures (OBM) monitoring, Needs Improvement supports, sustainability planning, and tools that help leaders implement the ECHS and P-TECH Blueprints with fidelity. Technical assistance through the CCRSM network is provided at no cost to grantees; grant funds are not required to pay for Educate Texas technical assistance.

Contact

Michelle Wisdom and Kenya Wilson

ccrsm@texasccrsm.org

214.750.4222

<https://www.edtx.org>

Additional LASO Grants We Support

Pathways in Technology, Early College High School

Current or Previous Work in Texas

Dallas ISD

- ECHS Programs

El Paso

- ECHS Programs

Lancaster, DeSoto, Cedar Hill, Denison and Sherman ISDs

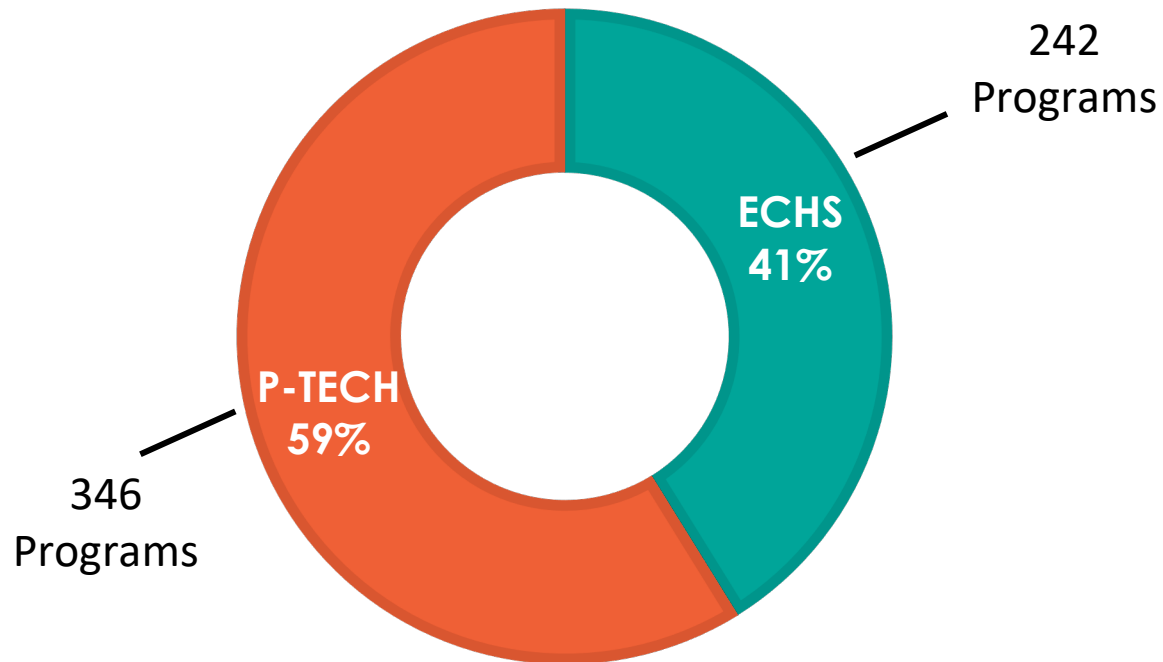
- Districtwide STEM implementation and strategy development

2026 – 2027 CCRSM Statewide Network Overview

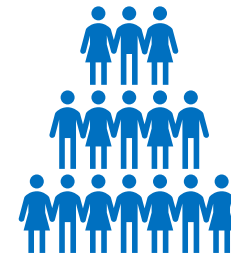


CCR SCHOOL MODEL DISTRIBUTION

■ ECHS ■ P-TECH



588 CCRSM Programs



103,000+
Students



75+ IHE Partners



281
District Partners



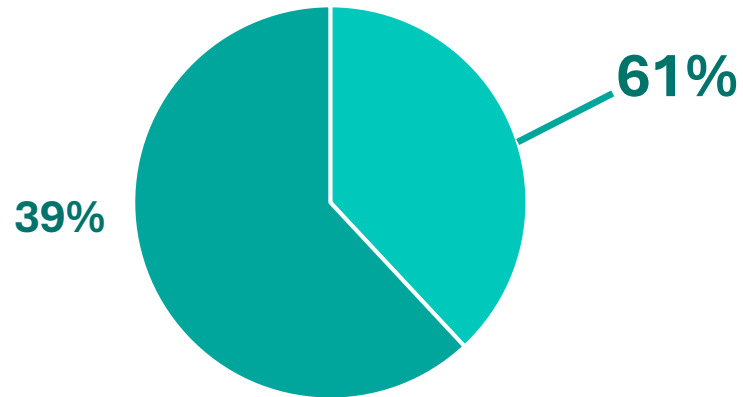
200+
Business and Industry
Partners

CCRSMs Meeting Designation with Distinction status in 2026 – 2027 SY

A majority of CCRSMs eligible for Designation with Distinction status are earning that Designation.

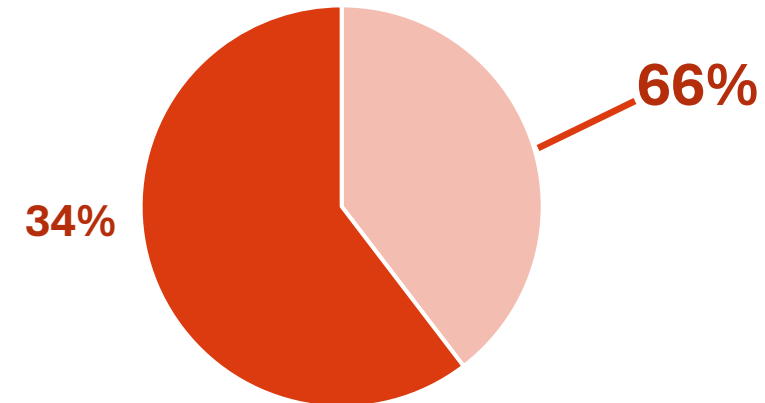
- To receive the status, CCRSMs must operate for 7+ years and meet Designation with Distinction OBM criteria in Access, Achievement, and Attainment.

ECHS



■ Designated with Distinction ■ Designated

P-TECH



■ Designated with Distinction ■ Designated

ECHS & P-TECH Class of 2025 Student Outcomes



2024 – 2025 ECHS Graduates, n = 15,016	Graduate Outcomes
CCRSM Graduates Who Met College Readiness Benchmarks in ELA and Mathematics	63%
CCRSM Graduates Who Earned at least 15 College Credit Hours	77%
CCRSM Graduates Who Earned an Associate Degree	53%

2024 – 2025 P-TECH Graduates, n = 5,550	Graduate Outcomes
CCRSM Graduates Who Met College Readiness Benchmarks in ELA and Mathematics	61%
CCRSM Graduates Who Earned at least 15 College Credit Hours	66%
CCRSM Graduates Who Earned an Associate Degree	29%

CCRSM Blueprints – ECHS and P-TECH



Outcome driven

- Blueprints contain key data indicators to ensure positive student outcomes and measure program health

Outcomes-Based Measures (OBMs)

- **Access** – Student representation in the program
- **Achievement** – Student achievement through high school-based opportunities
- **Attainment** – Student attainment of postsecondary opportunities

ACCESS OUTCOMES-BASED MEASURES

Student representation in the ECHS program.

Data Indicators	Requirements											
	Designated ECHS	Designated with Distinction										
	Must meet targets on "At-Risk Students" <i>and</i> "Economically-Disadvantaged Students" designated data indicators	Must meet all designated access data indicators and <i>two</i> access distinction data indicators										
	indicators: ACHIEVEMENT OUTCOMES-BASED MEASURES Student achievement through high school-based opportunities.											
At-Risk Students	No more than district (grade)	Requirements <table><tr><th>Designated P-TECH</th><th>Designated with Distinction</th></tr><tr><td>Must meet targets on at least three achievement designation data indicators</td><td>Must meet targets on at least three achievement distinction data indicators</td></tr><tr><td colspan="2">ATTAINMENT OUTCOMES-BASED MEASURES Student attainment of postsecondary opportunities such as Dual Credit, up to 60 college credit hours, or an Associate Degree.</td></tr><tr><td>70% of students achieve "Approaches Grade Performance" or higher by the end of 10th grade</td><td></td></tr><tr><td>70% of students achieve "Approaches Grade Performance" or higher by the end of 11th grade</td><td></td></tr></table>	Designated P-TECH	Designated with Distinction	Must meet targets on at least three achievement designation data indicators	Must meet targets on at least three achievement distinction data indicators	ATTAINMENT OUTCOMES-BASED MEASURES Student attainment of postsecondary opportunities such as Dual Credit, up to 60 college credit hours, or an Associate Degree.		70% of students achieve "Approaches Grade Performance" or higher by the end of 10 th grade		70% of students achieve "Approaches Grade Performance" or higher by the end of 11 th grade	
Designated P-TECH	Designated with Distinction											
Must meet targets on at least three achievement designation data indicators	Must meet targets on at least three achievement distinction data indicators											
ATTAINMENT OUTCOMES-BASED MEASURES Student attainment of postsecondary opportunities such as Dual Credit, up to 60 college credit hours, or an Associate Degree.												
70% of students achieve "Approaches Grade Performance" or higher by the end of 10 th grade												
70% of students achieve "Approaches Grade Performance" or higher by the end of 11 th grade												
Economically-Disadvantaged Students	No more than district (grade)											
Emergent Bilingual Students	Not considered designation											
Students with Disabilities	Not considered designation											

Data Indicators	Requirements	
	Designated ECHS	Designated with Distinction
	Must meet targets on at least three attainment designation data indicators	Must meet targets on at least three attainment distinction data indicators
Earn 9 College Credits	30% of students earn 9 college credits (any) by the end of 10 th grade	40% of students earn 9 college credits (any) by the end of 10 th grade
Earn at least 3 College Credits in ELA or Mathematics	40% of students earn an ENGL or MATH college credit by the end of 11 th grade	50% of students earn an ENGL or MATH college credit by the end of 11 th grade
Earn 15 College Credits	50% of students earn 15 college credits (any) by graduation	60% of students earn 15 college credits (any) by graduation
Core Completion	50% of students achieve core completion by graduation	60% of students achieve core completion by graduation
Earn an Associate Degree	50% of students earn an associate degree by graduation	60% of students earn an associate degree by graduation
Persistence	75% of students enrolled remain in the ECHS program through graduation	85% of students enrolled remain in the ECHS program through graduation



Benchmark 1

School Design Elements



Benchmark 1: School Design Elements



1.1

Student Cost



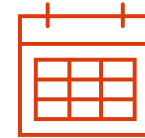
1.2

School Location



1.3

Student Cohorts



1.4

Flexible Scheduling



1.5

TSIA Testing Site



Benchmark 2

Partnership

Design Elements



Benchmark 2: Partnerships Design Elements



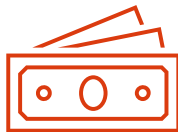
2.1

Goal of Higher Ed
Partnerships



2.2

Role &
Responsibilities



2.3

Funding



2.4

Academic Plan



2.5

Transcription of
Credit



Benchmark 2: Partnerships Design Elements



Course Delivery &
Scheduling



Access to Higher Ed
Resources



Staffing Plan



Transportation



Instructional
Materials & Books



Benchmark 2: Partnerships Design Elements

 Collaborative
Outreach Efforts
2.11

 Data Sharing
2.14

 Student
Participation
2.12

 Program Data
Analysis
2.15

 Academic Supports
2.13



Benchmark 2: Partnerships Design Elements



2.16

Roles and
Responsibilities



2.14

Professional Skills
and Mentorship



2.17

Work-Based
Learning Plan



2.15

Access to Business
Resources



2.13

Work-Based Learning Activities



Benchmark 2: Partnerships Design Elements



2.21

Transportation



2.23

Program
Monitoring



2.22

Qualifying for
Priority Interviewing



Benchmark 3

Target Population Design Elements



Benchmark 3: Target Population Design Elements



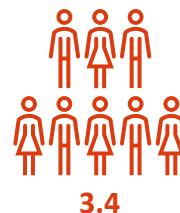
Recruitment and Enrollment



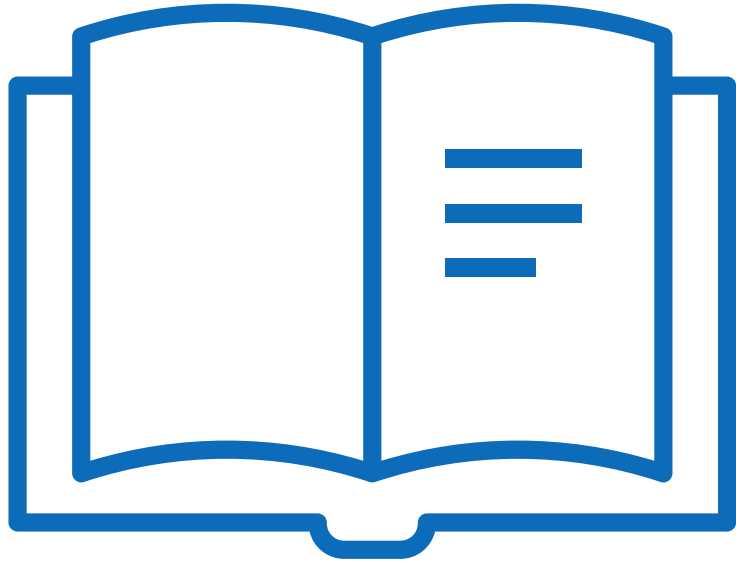
Stakeholder Engagement



Documenting Enrollment

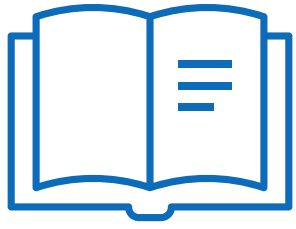


Lottery System



Benchmark 4

Academic Infrastructure Design Elements

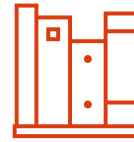


Benchmark 4: Academic Infrastructure Design Elements



4.1

Regional Need



4.4

Course Offerings



4.2

Post Secondary
Opportunities



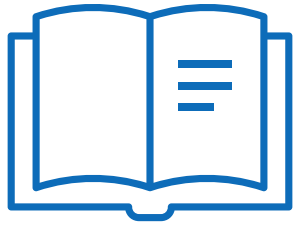
4.5

Delivery of
Courses



4.3

Course Sequence



Benchmark 4: Academic Infrastructure Design Elements



4.6

Performance in
High School



4.7

College Readiness



4.8

Student Data
Tracking



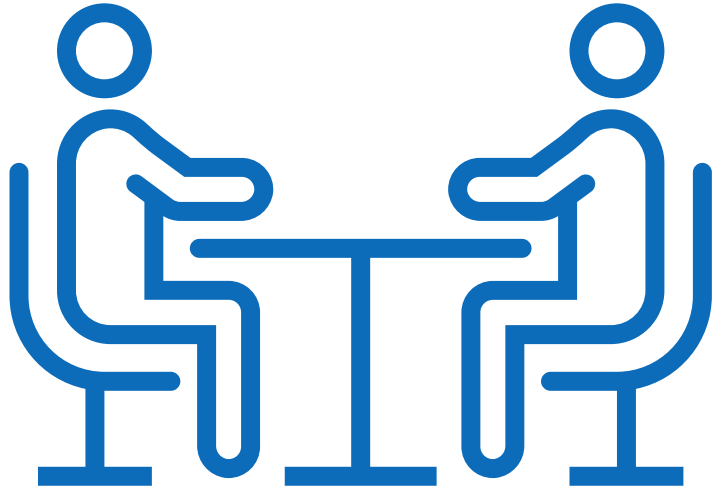
4.9

Student Persistence



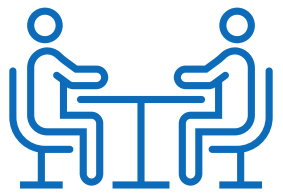
4.10

Student Pathway
Support



Benchmark 5

Student Support Design Elements



Benchmark 5: Student Supports



5.1

Bridge Program



5.4

Classroom Supports



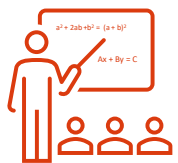
5.2

Advising



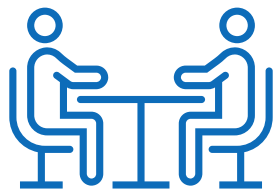
5.5

Wrap-Around Strategies



5.3

Student Intervention



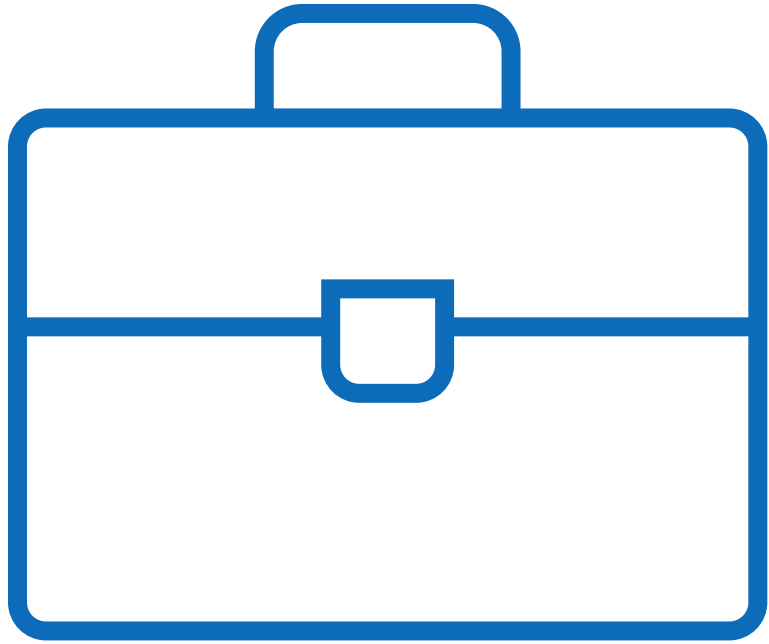
Benchmark 5: Student Supports



Enrichment
Opportunities

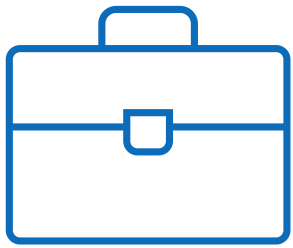


College and
Career Readiness



Benchmark 6

Work-Based Learning Design Elements



Benchmark 6: Work-based Learning



6.1

Work-based Learning
Continuum



6.4

Enrichment and
Extracurricular



6.2

Work-based Learning
Offerings



6.5

Student Data
Tracking



6.3

Student Participation

P-TECH Outcomes-Based Measures (OBMs)



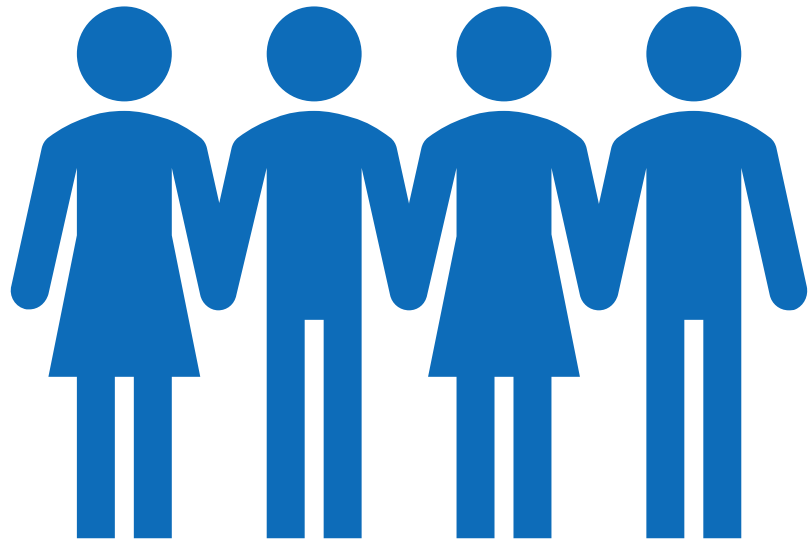
P-TECH OBM Reporting used for Designation

	Data Indicator	
Access (2 data indicators)	At-Risk	Must meet both OBMs for Designation
	Economically Disadvantaged	
Achievement (6 data indicators)	EOC – Algebra I	Must meet three OBMs for Designation
	EOC – English II	
	CTE Program Status (by 11th grade)	
	College Readiness in Mathematics and ELA/Reading	
	CTE Program Status (by 12th grade)	
	High School Graduation Rate	
Attainment (6 data indicators)	Earn 3 college credit hours	Must meet three OBMs for Designation
	Earn 9 college credit hours	
	Earn 15 college credit hours by graduation	
	Earn an IBC	
	Earn a Certificate or Associate Degree	
	Persistence	

P-TECH OBMs and School Design

Outcomes-Based Measures (OBMs)

	9 th Grade	10 th Grade	11 th Grade	12 th Grade
Access	At-Risk Economically Disadvantaged			
Achievement		Algebra I EOC	English II EOC CTE Program Status	High School Graduation Rate College Readiness in Mathematics and ELA/Reading (CCMR) CTE Program Status
Attainment		Earn at least 3 College Credit Hours	Earn 9 College Credit Hours	Earn 15 College Credit Hours Earn Certificate or Associate Degree Earn IBC Persistence



2 of 2

Access

Student representation



Access Data Indicator

At-Risk

- 9th Grade
- No more than 25% under district (Grades 9 - 12)



Access Data Indicator

Economically Disadvantaged

- 9th - 12th Grades
- No more than 10% under district
(Grades 9 - 12)



3 of 6

Achievement

High School Success



Achievement Data Indicator

Algebra I EOC Assessment

- 70% of students achieve “Approaches Grade Level Performance ” or higher
- 10th Grade



Achievement Data Indicator

English II EOC Assessment

- 70% of students achieve “Approaches Grade Level Performance ” or higher
- 11th Grade



Achievement Data Indicator

CTE Program Status

- 55% of students meet CTE concentrator or completer status
- 11th Grade



Achievement Data Indicator

CTE Program Status

- 65% of students meet CTE concentrator or completer status
- 12th Grade



Achievement Data Indicator

College Readiness in Math & ELAR

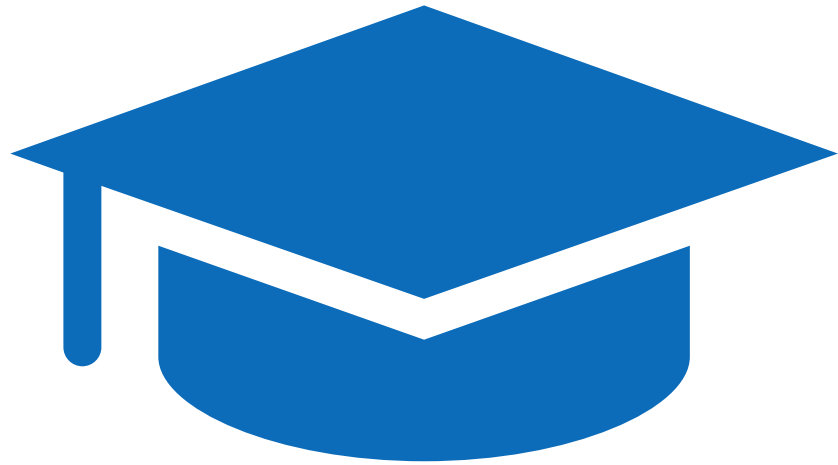
- 40% of students meet TSIA criteria (CCMR definition)
- 12th Grade



Achievement Data Indicator

High School Graduation Rate

- Campus is within 5% of statewide 4-year graduation rate
- 12th Grade



3 of 6

Attainment

Postsecondary Success



Attainment Data Indicator

Earn 3 College Credit Hours

- 50% of students earn 3 college credits (any)
- 10th Grade



Attainment Data Indicator

Earn 9 College Credit Hours

- 40% of students earn 9 college credits (any)
- 11th Grade



Attainment Data Indicator

Earn 15 College Credit Hours

- 40% of students earn 15 college credits (any)
- 12th Grade



Attainment Data Indicator

Earn a Certificate or Associate Degree

- 30% of students earn a certificate or an associate degree
- 12th Grade



Attainment Data Indicator

Earn an Industry-Based Certification (IBC)

- 50% of students earn an IBC
- 12th Grade



Attainment Data Indicator

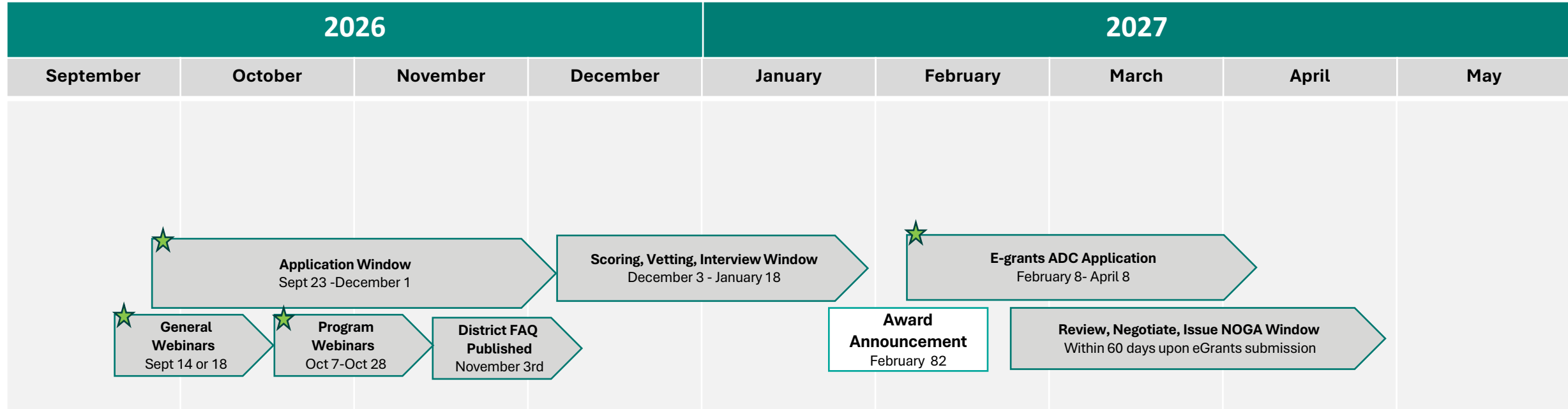
Persistence

- 75% of students enrolled remain in the P-TECH program
- 12th Grade

Question	Response
If I already have a PTECH for education. Is this grant to help support my current program or only if I want to create a new different PTECH?	The LASO 5 P-TECH grant is designed to support eligible existing P-TECH programs. If your current P-TECH program is in Provisional Year 2, 3, or 4, demonstrates fidelity to CCRSM standards, and has not previously received a LASO P-TECH grant, it is eligible to apply.

Path Forward

LASO 26-27 (Cycle 5) Timeline



Major Milestones

- **Application Window** | September 23, 2026 to December 1, 2026 (closes at 5:00 pm CT)
- **Application Office Hours** | Recurring Mondays, September 28-November 30 at 10:00 AM CT ([register here](#))
- **Program Specific Webinars** | October 7, 2026 to October 28, 2026 ([register here](#))
- **Estimated Award Announcement** | February 2027
- **Estimated NOGA Release** | March 2027 to May 2027



**School systems
must submit
LASO Cycle 5
applications by
December 1 at
5:00pm CST**



TEA emailed unique application links to school system superintendents on September 23 (if needed, LEAs can complete a [Request for Application Link Form](#) to receive a new link)



PDF of the application is posted on the [LASO Cycle 5 website](#); however, school systems must submit the application through Qualtrics using the unique application link



Applications must be signed by the superintendent to be accepted

Questions?



Office Hours

Attend office hours for technical assistance or discussion with program teams

- Thursday, November 5, 9:30-10:00 AM CT | [Registration Link](#)



FAQs

Review the general FAQ (updated FAQs will be posted by November 8)



Email

- For questions about the application process or technical assistance with the application, contact LASO@tea.texas.gov
- For questions about Early College High School (ECHS)

Thank You!



Darin Ford

Postsecondary Preparation Programs

CCRSM Statewide Coordinator

College, Career, and Military Preparation Division

ccrsm@tea.texas.gov

Please complete this brief survey

