



# Pathways in Technology Early College High School (P-TECH) Planning and Implementation Grant



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# Agenda

Overview of LASO Cycle 4  
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 4 Cycle website](#) after all webinars have been completed



Email [LASO@tea.texas.gov](mailto:LASO@tea.texas.gov) with follow-up questions

# Overview of LASO Cycle 4

# Learning Acceleration Support Opportunities (LASO)



The Learning Acceleration Support Opportunities (LASO) Cycle 4 is the next iteration of a consolidated application that strategically batches funding opportunities that support learning acceleration and innovation opportunities.

**~\$400M**

in services and  
supports

**15**

TEA initiatives to  
support learning  
acceleration and  
innovation

**1**

Application to access  
funding

# LASO Cycle 4 will be anchored in four Learning Acceleration Strategies



## Accelerated Learning Strategies

### Strategic Planning



**Strategic planning and performance management** to prioritize, launch, and continuously improve learning acceleration strategies

### Curriculum & Instruction



Rigorous, **high-quality instructional materials** designed to make up ground and master grade level TEKS

### Education & Training



**Talent pipelines that support teachers** to deliver excellence in the classroom, getting more than 1 year of growth in 1 year

### More Time



**More time** for the students most in need, including expanding instructional time in the summer and with targeted **tutoring**

### Innovative School Models



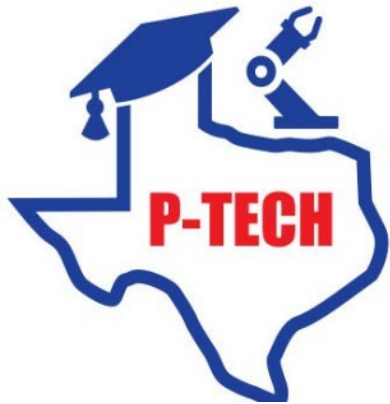
**Innovative school models** to incorporate all aspects of the learning acceleration framework

# LASO 4 Portfolio



Initiative	District or Campus Level	Estimated Total Allocation Available	Initiative Duration In Years	Estimated Range of Award	Estimated Number of Awards
<b>Curriculum &amp; Instruction</b>					
<b>Leadership &amp; Instructional Foundations for Texas (LIFT)</b> LIFT merges programs formerly known as Strong Foundations- SF, Texas Instructional Leadership- TIL, and Texas Lesson Study- TXLS	District	\$248M	3	\$200K-1.5M	350-475
<b>LIFT Add-On: School Improvement PLC Support (LIFT SI PLC)</b> <i>(available only for Title I Comprehensive, Targeted, and Addtl Targeted)</i>	Campus	\$45M	3	\$150K-300K	150-300
<b>School Improvement Curriculum and Instruction Support Grant (SI CISG)</b> <i>(available only for Title I Comprehensive, Targeted, and Addtl Targeted)</i>	Campus	\$10M	3	Up to \$200K	Up to 50
<b>Blended Learning Grant (BLG)</b> Two Cohorts: Academic – Math or RLA cohort <i>and</i> Strategic Operations Cohort	District	\$6M	2-3	Academic- Up to \$180K Strat Ops- Up to \$310K	15-20
<b>AP Computer Science Principles (APCSP)</b>	District	\$1M	1	\$20K- 100K	Up to 50
<b>Education and Training</b>					
<b>PREP Program Allotment</b> 1. PREP Residency Program 2. PREP Grow Your Own (GYO) Program 3. PREP Mentor Program	District	\$146M	1	Residency Program: \$24K-1.6M Grow Your Own: \$8K-480K Mentor Program: \$3K-120K	All eligible districts may receive the allotment
<b>Texas Strategic Staffing for Residencies (TSS) Implementation Support Grants</b>	District	\$2.9M	1	Up to \$58.4K	Up to 50
<b>More Time</b>					
<b>Additional Days School Year (ADSY) Launch Grants</b> Two Cohorts: Full Year Redesign <i>and</i> Summer Learning	District	\$7.5M	2-3	Summer- Up to \$200K Full Year- Up to \$600K	30-36
<b>Innovative School Models - Launch Grants</b>					
<b>School Action Fund (SAF)</b>	Campus	\$30M	2-3	\$150K-300K	27-30
<b>Navigating Excellence through Targeted Supports (NEXT)</b>	Campus	\$1.75M	1	Up to \$150K	Up to 5
<b>Early College High School (ECHS)</b>	Campus	\$800K	2	Up to \$100K	Up to 8
<b>Pathways in Technology Early College High School (P-TECH)</b>	Campus	\$1M	2	Up to \$100K	Up to 10
<b>Virtual Hybrid Program Accelerator (VHPA)</b>	District	\$5M	2	Up to \$230K	10-14

# P-TECH Program Overview



**PATHWAYS IN  
TECHNOLOGY**  
EARLY COLLEGE  
**HIGH SCHOOL**

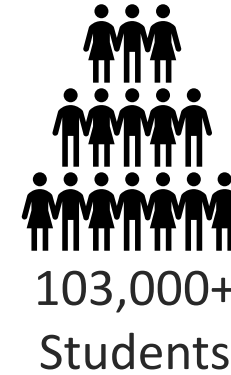
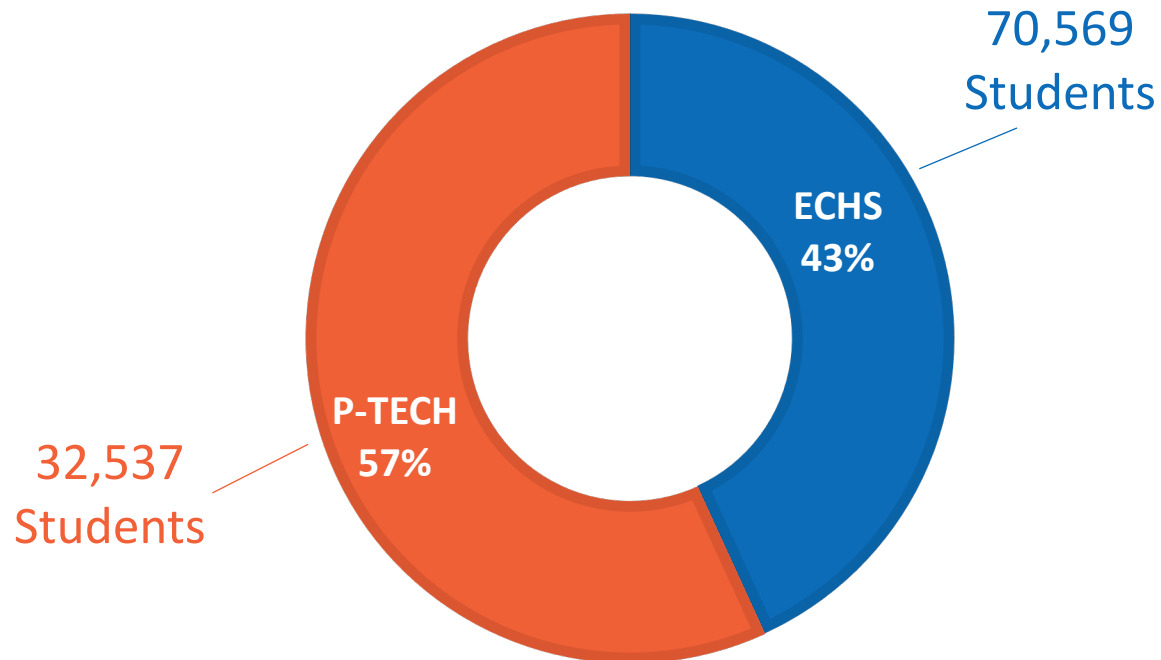
- Reduces barriers to college and career access
- Increases college and career readiness
- Provides academic and support services through dedicated staff

# CCRSM Statewide Network Overview



## CCR SCHOOL MODEL DISTRIBUTION

■ ECHS ■ P-TECH

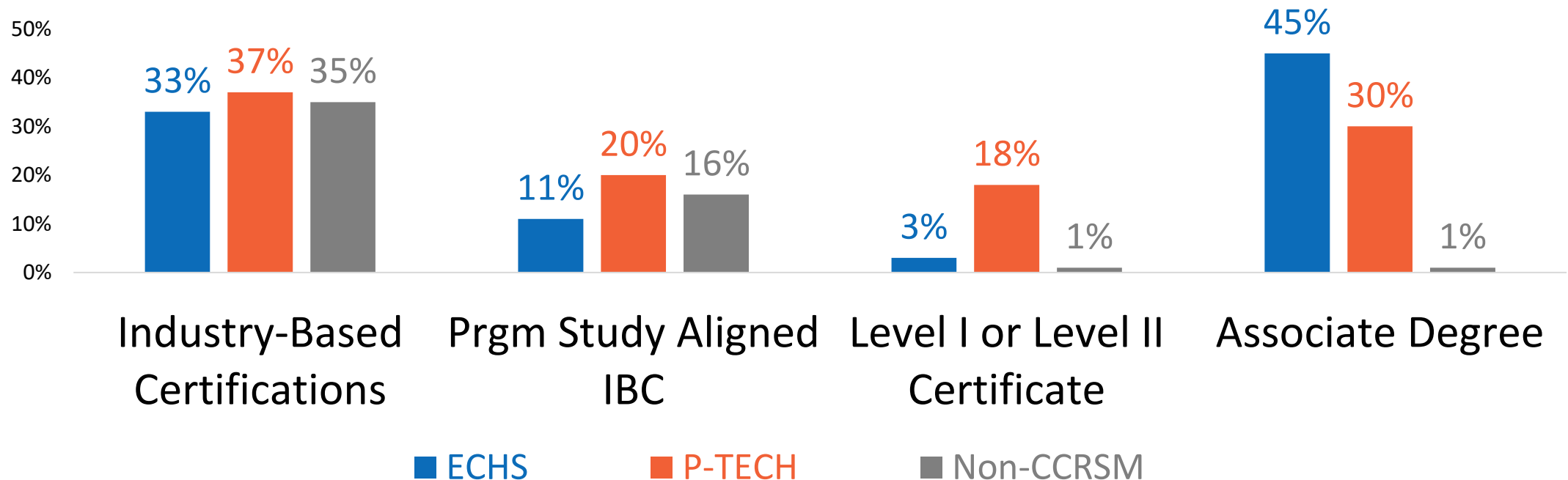


# Purpose of P-TECH Grant



The P-TECH LASO Grant offers opportunities for campuses to build and support innovative high schools that provide a structured program, which leads students to graduate with successful postsecondary outcomes.

## 2023-24 CCRSM Graduates Earning a Credential for CCMR Credit



The eligible applicants are:

- Serving students in grades 9-12; or
  - Will begin serving students in grade 9 or students in grades 9 and 10 in the first year of implementation (2027-2028) and will progressively scale up by adding at least one grade level per year after the first year of implementation.
- All current P-TECH planning, provisional, or designated campuses are not eligible to apply.
- All recipients of previous P-TECH Planning and Implementation Grants are not eligible to apply.
- All recipients of a previous LASO P-TECH Grants are not eligible to apply.
- Any campus that is currently identified as a CCRSM Needs Improvement status is not eligible to apply.

# LASO Application Assurances



- 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 Grant 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 Program Guidelines.
- The applicant assures to adhere to all the Performance Measures, as noted in the Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
- 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.

# LASO Application Assurances Continued



- 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.
- 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.

# LASO P-TECH Application Assurances



- The LEA will maintain current contact information in AskTED to ensure timely communication.
- The LEA will regularly submit their expenditures (monthly preferred, quarterly at minimum) to remain on track for grant expenditures.
- P-TECH campuses must submit a recruitment plan that includes marketing materials (in English/Spanish) and timelines.
- P-TECH campuses must submit a data report of stakeholder input methods used to obtain input about the implementation of the program from students, parents, community, postsecondary partners, with regular activities to educate students, parents, counselors, community, district staff, and school board members.
- At TEA's request, P-TECH campuses must submit a data report of leadership team members, meeting dates, and agendas (including attendance) posted on the school's website.
- At TEA's request, P-TECH campuses must submit a data report of enrollment guidelines that follow the enrollment requirements outlined in the statutory requirements of this grant. Enrollment Guidelines should clearly document enrollment policies and practices to include admissions policies of performance-blind, open access systems that encourage and consider applications from all students or a weighted lottery that factors 10 students who are at-risk as defined by the PEIMS (TEC §29.081) or who are part of the targeted subpopulations for P-TECH.
- At TEA's request, P-TECH campuses must submit a data report of stakeholder input methods used to obtain input about the implementation of the program from students, parents, community, postsecondary partners, with regular activities to educate students, parents, counselors, community, district staff, and school board members.

# LASO P-TECH Application Assurances Continued



- At TEA's request, P-TECH campuses 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 campuses 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.
- The applicant agrees to complete and submit the required CCRSM planning application prior to the beginning of the next school year.

# P-TECH Time Commitment



<b>SCHOOL BOARD</b>	<b>Time per week:</b> 1 hour approval (Board Meeting)
	<b>Activity:</b> Approval of ECHS application and overall campus implementation throughout the grant.
<b>SUPERINTENDENT</b>	<b>Time per week:</b> 1 hour update (Monthly or Weekly)
	<b>Activity:</b> 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.
<b>C-SUITE: CAO, SFO, CIO</b>	<b>Time per week:</b> 2 hours update (Monthly or Weekly)
	<b>Activity:</b> Develop and monitor short-term and long-term strategic priorities for the ECHS along with a work-flow plan to achieve programmatic goals in alignment with district/campus continuous improvement planning.
<b>DISTRICT LEADERS</b>	<b>Times per week:</b> 20 hours per week on average from the start of the grant to the launch of the P-TECH serving students.
	<b>Activity:</b> Build school capacity and identify members and roles of the ECHS leadership team to lay a strong foundation for a successful P-TECH. Activities include the P-TECH campus academic plan, target postsecondary degrees or dual credit and course crosswalks.
<b>CAMPUS LEADERS (includes coaches)</b>	<b>Time per week:</b> 30 hours per week on average from the launch of the P-TECH serving students.
	<b>Activity:</b> Build and lead school capacity and identify members and roles of the ECHS leadership team to lay a strong foundation for a successful P-TECH. Activities include P-TECH campus academic plan, target postsecondary degrees, certificates or credentials, and course crosswalks
<b>TEACHERS</b>	<b>Time per week:</b> Varies
	<b>Activity:</b> Dependent on P-TECH model, some or all teachers may be involved in teaching P-TECH students as the program continues year over year.

# P-TECH Scoring Criteria



Standard Grant Review Criteria	Description	Maximum Points Available
Stakeholder-driven decision-making and sustainability (Program Application Questions 10 and 21)	Describe your campus's grant application decision, including motivations, challenges, stakeholder discussions, data support, and sustainability measures for leadership, staff turnover, and funding fluctuations.	15
P-TECH partnership agreement and requirements (Program Application Questions 11, 12, and 13)	Identify the future IHE and regional industry partner for your P-TECH program, detailing how they fulfill partnership requirements and support student work-based education and job placement. Upload a supporting letter from IHE.	5
P-TECH planned degrees, courses offered, and crosswalk (Program Application Questions 14, 15, and 16)	Specify in detail the P-TECH school's planned program of study, crosswalk, the associated industry-based certifications, Level I or Level II certificates, or associate degree to be offered.	10
P-TECH postsecondary credentials alignment and MOU partnership roles (Program Application Required Questions 17 and 18)	Explain how the postsecondary credentials in your P-TECH plan address local economic needs and outline the campus and district's strategy for securing and aligning IHE partnerships.	10
Future recruitment strategies and support systems (Program Application Questions 19 and 20)	Outline key strategies for recruiting and supporting at-risk students, and providing academic support tailored to the campus and student needs.	10
<b>Total Standard Review Points Possible</b>		<b>50</b>

# P-TECH Application Scoring Criteria



## All grant applications will be evaluated based on the following categories:

- School Systems not currently participating in the CCRSM Network will receive 1 priority point.
- School Systems classified by TEA as Rural will receive 1 priority point.
- School Systems classified by TEA in the upper quartile of at-risk students will receive 1 priority point.
- School Systems classified by TEA in the upper quartile of economically disadvantaged students will receive 1 priority point.
- School Systems classified by TEA as a TEA Board of Managers district\* will receive 1 priority point.
- Campuses classified by TEA with an enrollment size under 10,000 students will receive 2 priority points.
- Campuses with 25% of graduates attaining an IBC, per the most recent TEA data available, will receive 2 priority points.

*Applicants must receive 70% of the points available through the standard and specific grant review criteria before priority points are awarded. Any priorities for funding (priority points) defined for the program will be listed in the Program Guidelines.*

- Priorities for Funding: If used for the grant, priority points are assigned by the TEA program staff.
- If School Systems' funding requests exceed the amount available for this grant, oral interviews may be used. If used, applicants who receive 70% of the total points available through the sum of the narrative questions and priority point criteria will be invited to attend an oral interview, which will be conducted virtually. Prioritization is based on enrollment size, rural classification, at-risk and economically disadvantaged student populations, TEA Board of Managers district, and participation in the CCRSM Network.

*\* All districts with a state-appointed board of managers and/or with at least 5 years of unacceptable accountability ratings*

- If School Systems' funding requests exceed the amount available for this grant, oral interviews may be used according to the following process. If used, applicants who receive 70% of the total points available through the sum of the standard and specific grant review criteria will be invited to attend an oral interview, which will be conducted virtually.
- During the virtual oral interviews, applicants will have the opportunity to elaborate and be evaluated on their planned partnership with a Texas Institute of Higher Education (IHE), as well as answer any additional questions that the TEA may have to assess their readiness for this grant program. The applicant may reference any documents, including the Program Guidelines and FAQs.
- If you are identified as a TEA Board of Managers district, you may be asked to attend an interview to determine readiness.

# Technical assistance provided at no cost through our CCRSM Network



## Technical Assistance

CCRSM campuses are required to collaborate with the TEA Technical Assistance provider, Educate Texas, to receive and participate in services and events, including

- Expert Coaching Support
- Site Visits
- Virtual Community of Practice
- Tailored CCRSM Resources and Templates
- Focused Professional Development
- Regional and Statewide Events



# FYI | Provider Contract Guidelines

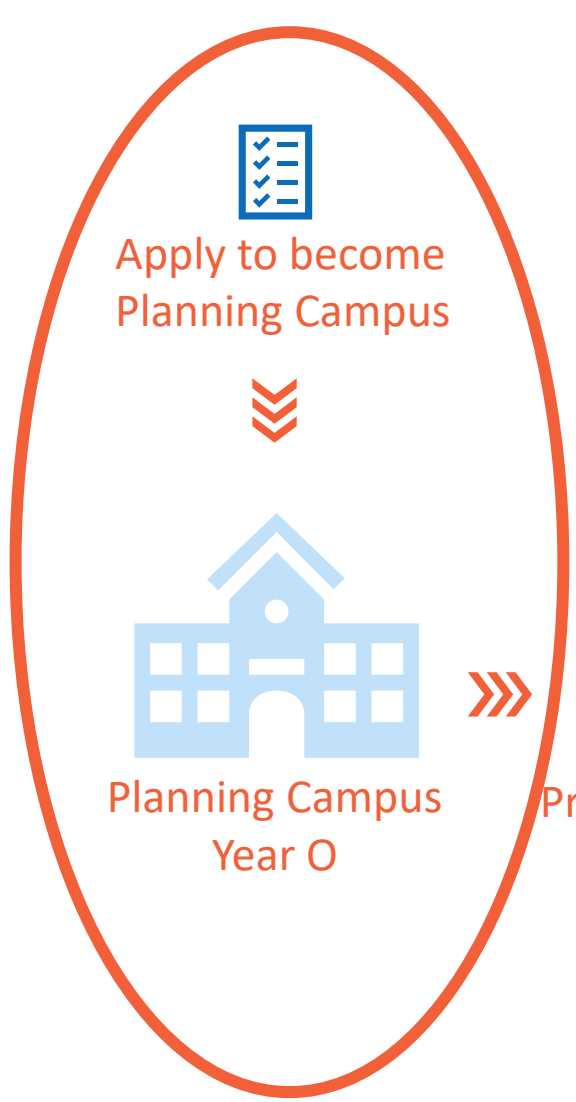


In accordance with the recent executive orders, if a grant requires districts to contract with a provider, then include the following language in the contract:

**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.

**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.

# P-TECH Deep Dive



Apply to become  
Planning Campus



Planning Campus  
Year 0



Provisional Campus  
Years 1-5



Designated Campus  
Year 6+



Designated Campus with Distinctions  
Year 7+



Needs Improvement Campus  
Years 6-8

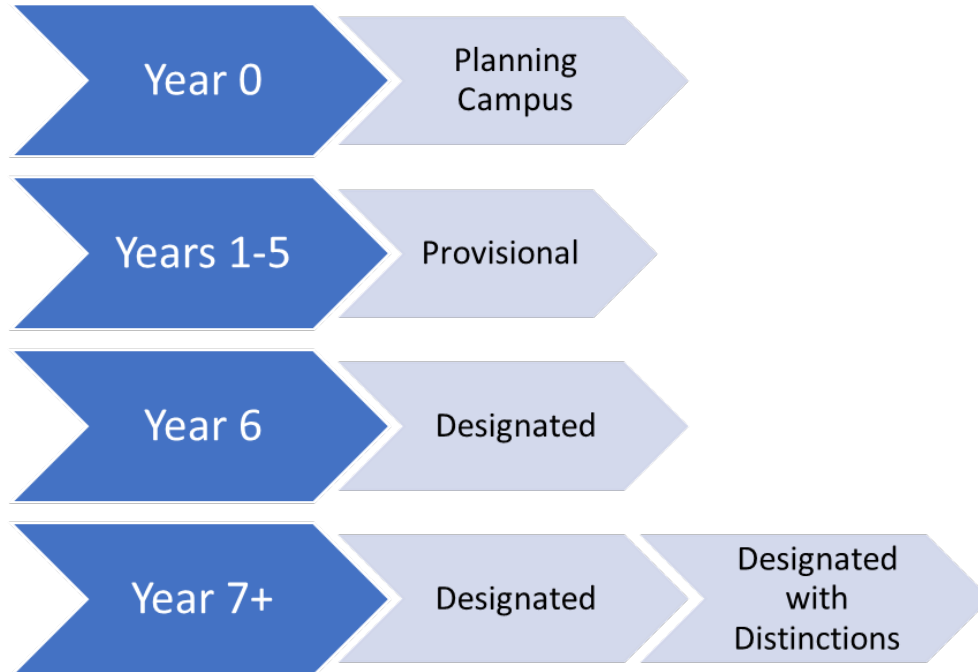


Designated Campus  
Year 9



Transitioned Campus  
Year 9

## CCRSM Designation Status Route



- **Planning Campus:** Not serving students, but will recruit first cohort
- **Provisional:** Serve students in years 1-5, while receiving partial data indicators
  - In year 5, campuses will receive all data indicators needed to determine designation status
- **Designated:** If Outcomes-Based Measures (OBMs) are met
  - Both access indicators
  - 3 of 6 achievement indicators and
  - 3 of 6 attainment indicators are met
- **Designated Campus with Distinctions:** If Designation Standards are met

# P-TECH Blueprint

## Outcome driven

- 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" and "Economically-Disadvantaged Students" designated data indicators	Must meet all designated access data indicators and two access distinction data indicators
	ACHIEVEMENT OUTCOMES-BASED MEASURES	
	Student achievement through high school-based opportunities.	

Data Indicators	Requirements	
	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
At-Risk Students	No more than district (grade)	
Economically-Disadvantaged Students	No more than district (grade)	
Emergent Bilingual Students	Not considered designation	
Students with Disabilities	Not considered designation	

### ATTAINMENT OUTCOMES-BASED MEASURES

Student attainment of postsecondary opportunities such as Dual Credit, up to 60 college credit hours, or an Associate Degree.

Data Indicators	Requirements	
	Designated ECHS	Designated with Distinction
Algebra I EOC Assessment	70% of students achieve "Approaches Grade Performance" or higher by the end of 10 <sup>th</sup> grade	
English II EOC Assessment	70% of students achieve "Approaches Grade Performance" or higher by the end of 11 <sup>th</sup> grade	
College Readiness in Mathematics and ELA/Reading	40% of students meet criteria in math/ELA/Reading (CCMR definition) by graduation	
High School Graduation Rate	Campus is within 5% statewide 4-year graduation rate	
CTE Program Status by 11 <sup>th</sup> grade	55% of students meet CTE concentrator or completer status by end of 11 <sup>th</sup> grade	
CTE Program Status by Graduation	65% of students graduate as a CTE concentrator/completer by graduation	
Earn 9 College Credits	30% of students earn 9 college credits (any) by the end of 10 <sup>th</sup> grade	40% of students earn 9 college credits (any) by the end of 10 <sup>th</sup> 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 <sup>th</sup> grade	50% of students earn an ENGL or MATH college credit by the end of 11 <sup>th</sup> 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



2.4

Academic Plan



2.2

Role & Responsibilities



2.5

Transcription of Credit

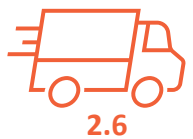


2.3

Funding



## Benchmark 2: Partnerships Design Elements



2.6

Course Delivery &  
Scheduling



2.9

Access to Higher Ed  
Resources



2.7

Staffing Plan



2.10

Transportation



2.8


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



3.1

Recruitment and Enrollment



3.3

Stakeholder Engagement



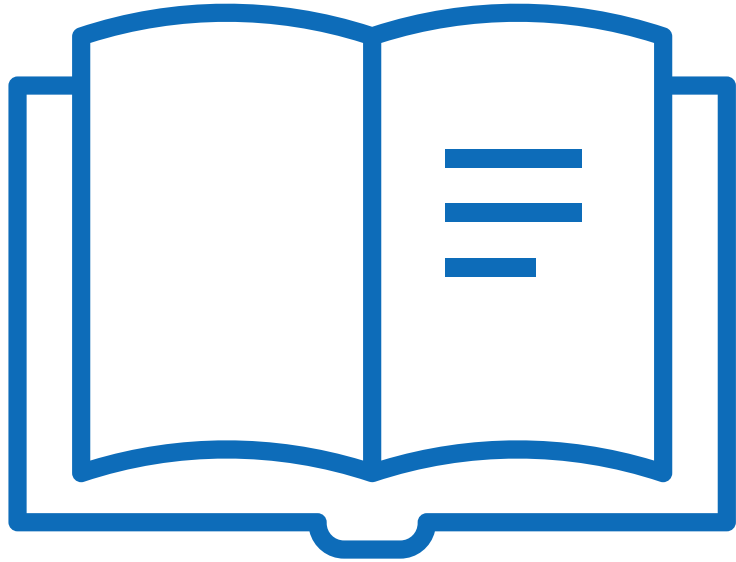
3.2

Documenting Enrollment



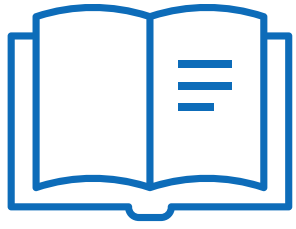
3.4

Lottery System



# Benchmark 4

## Academic Infrastructure Design Elements

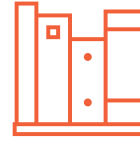


# Benchmark 4: Academic Infrastructure Design Elements



4.1

Regional Need



4.4

Course Offerings



4.2

Post Secondary  
Opportunities



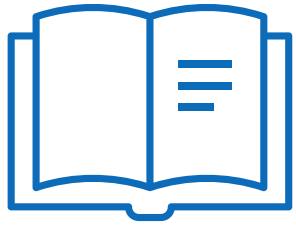
4.5

Delivery of  
Courses



4.3

Course Sequence



# Benchmark 4: Academic Infrastructure Design Elements



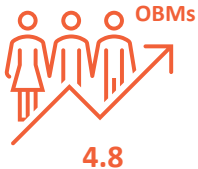
4.6

Performance in  
High School



4.7

College Readiness



4.8

Student Data  
Tracking



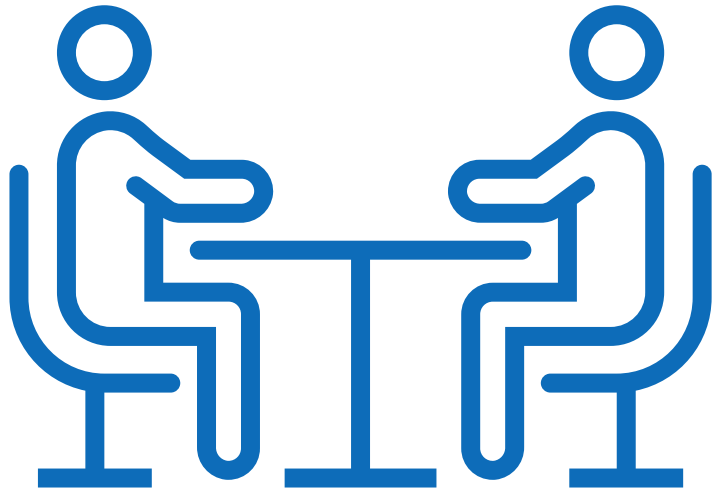
4.9

Student Persistence



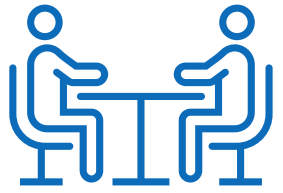
4.10

Student Pathway  
Support



# Benchmark 5

## Student Support Design Elements



# Benchmark 5: Student Supports



5.1

## Bridge Program



5.4

## Classroom Supports



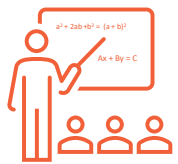
5.2

## Advising



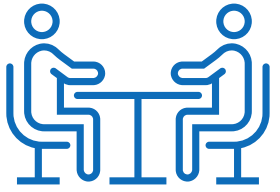
5.5

## Wrap-Around Strategies

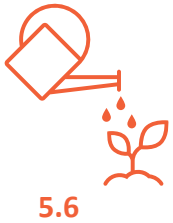


5.3

## Student Intervention



# Benchmark 5: Student Supports



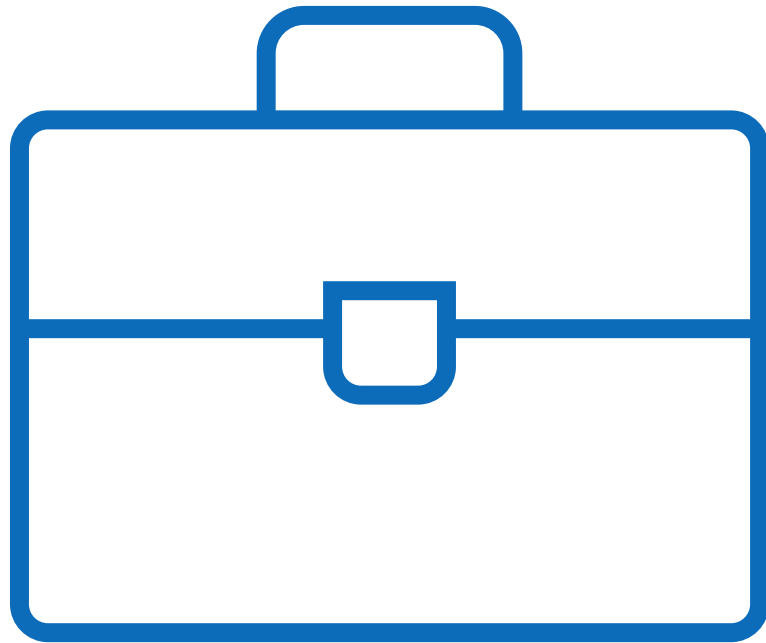
5.6

## Enrichment Opportunities



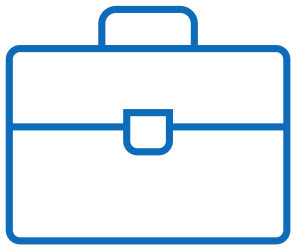
5.7

## 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<sup>th</sup> Grade

10<sup>th</sup> Grade

11<sup>th</sup> Grade

12<sup>th</sup> 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 Credits

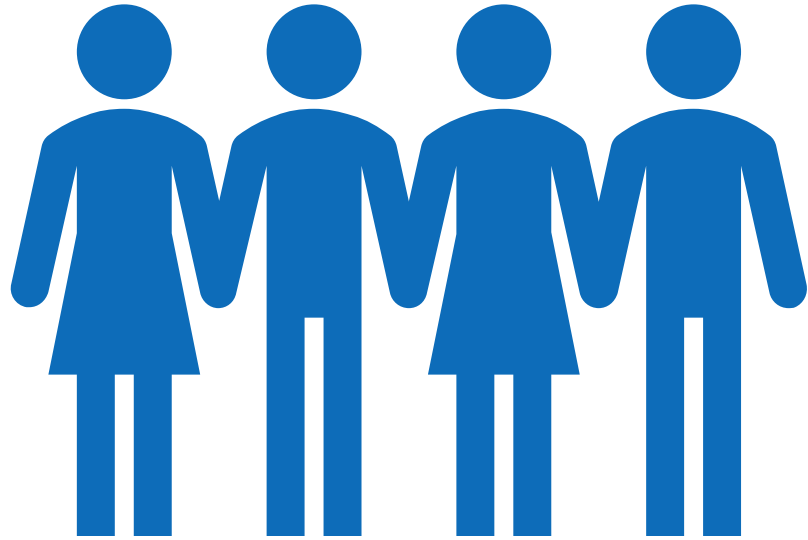
Earn 9 college credits

Earn 15 College Credits

Earn Certificate or Associate Degree

Earn IBC

Persistence



2 of 2

# Access

## Student representation



## Access Data Indicator

### At-Risk

- 9<sup>th</sup> Grade
- No more than 25% under district  
(Grades 9 - 12)



## Access Data Indicator

# Economically Disadvantaged

- 9<sup>th</sup> - 12<sup>th</sup> 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
- 10<sup>th</sup> Grade



## Achievement Data Indicator

### English II EOC Assessment

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



## Achievement Data Indicator

### CTE Program Status

- 55% of students meet CTE concentrator or completer status
- 11<sup>th</sup> Grade



## Achievement Data Indicator

### CTE Program Status

- 65% of students meet CTE concentrator or completer status
- 12<sup>th</sup> Grade



## Achievement Data Indicator

# College Readiness in Math & ELAR

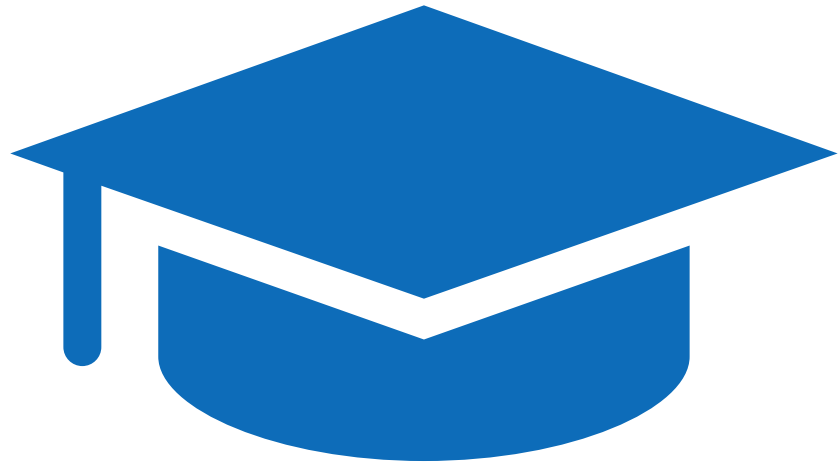
- 40% of students meet TSIA criteria (CCMR definition)
- 12<sup>th</sup> Grade



## Achievement Data Indicator

# High School Graduation Rate

- Campus is within 5% of statewide 4-year graduation rate
- 12<sup>th</sup> Grade



3 of 6

# Attainment

## Postsecondary Success



## Attainment Data Indicator

### Earn 3 College Credit Hours

- 50% of students earn 3 college credits (any)
- 10<sup>th</sup> Grade



## Attainment Data Indicator

# Earn 9 College Credit Hours

- 40% of students earn 9 college credits (any)
- 11<sup>th</sup> Grade



## Attainment Data Indicator

### Earn 15 College Credit Hours

- 40% of students earn 15 college credits (any)
- 12<sup>th</sup> Grade



## Attainment Data Indicator

# Earn a Certificate or Associate Degree

- 30% of students earn a certificate or an associate degree
- 12<sup>th</sup> Grade



## Attainment Data Indicator

# Earn an Industry-Based Certification (IBC)

- 50% of students earn an IBC
- 12<sup>th</sup> Grade



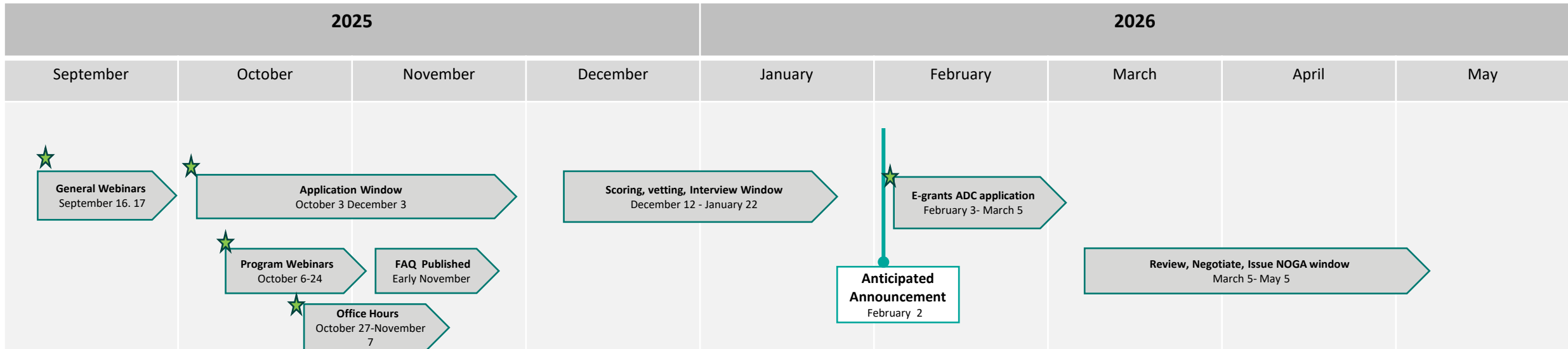
## Attainment Data Indicator

### Persistence

- 75% of students enrolled remain in the P-TECH program
- 12<sup>th</sup> Grade

# Path Forward

# Timeline Overview- LASO 4 application opens October 3 and closes December 3 5:00 pm CT



## Major Milestones

- **Application** | opens on October 3<sup>rd</sup> and closes on December 3<sup>rd</sup> at 5:00pm CT. School systems have 60 days to complete the application for the initiatives that they wish to apply.
- **Scoring and interview** | opens December 4<sup>th</sup>- January 22<sup>nd</sup>. TEA may reach out to districts for interviews to provide an opportunity to determine readiness and fit.
- **eGrants window** | open February 3<sup>rd</sup>-March 5<sup>th</sup>. This is the window for districts to accept or decline any initiative offering selected to receive funding.
- **NOGA** | There is a 60-day window for NOGA issuing. The NOGAs are processed in the order received. A delay in submission may impact the NOGA date.



**School systems  
must submit  
LASO Cycle 4  
applications by  
December 3 at  
5:00pm CST**



TEA emailed unique application links to school system superintendents on October 3 (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 4 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

- October 28, 2025, 9:00-9:30 am CT ([registration link](#))
- Application Support: October 27, 8:00-8:30 am CT ([registration link](#))
- Application Support: November 3, 5:00 pm CT ([registration link](#))



## FAQs

Review the general FAQ (updated FAQs will be posted by November 3)



- **Email**
- For questions about the application process or technical assistance with the application, contact [LASO@tea.texas.gov](mailto:LASO@tea.texas.gov)
- For questions about P-TECH, contact [CCRSM@tea.texas.gov](mailto:CCRSM@tea.texas.gov)



# Change Requests and Declines in LASO

- LASO has an informal discretionary competitive grant process
  - Declines and change requests are not advisable in typical competitive process
  - 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

# LASO application window opened on October 3, 2025 and closes on December 3, 2025 at 5:00 CT



## Application Window

October 3- December 3



## Program Webinars

October 6- 24



## Next Steps

**Visit** the LASO 4 website to familiarize with included grant offerings.

**Communicate and** share the information with school system internal teams to support the decision-making process on which sets of grants to apply for.

**Register** for our upcoming informational webinars.



## Resources Available

- [Best Fit Guidance](#) provides criteria to help determine if a grant fits school system needs
- [Grant One Pagers](#) provide preliminary grant eligibility and key commitments
- [Eligibility and Prioritization Guidance Doc](#) provides information to help determine the likelihood of being awarded

Find all LASO related supports - including timelines, webinars, and planning tools - at [tea.texas.gov/LASO](https://tea.texas.gov/LASO)

Thank you!



**M. Darin Ford**

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*CCRSM Statewide Coordinator*  
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