



Frequently Asked Questions

This document will provide frequently asked questions, to guide our partners in their decision-making process to determine which grants are the best fit, aligned to district goals and needs.

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General Questions and Resources

Question 1: Will we have access to the presentation afterwards as well?

Answer 1: A copy of the slide deck and a recording of this webinar will be posted to the LASO website in the coming days. The LASO website can be found at <https://tea.texas.gov/texas-schools/health-safety-discipline/laso-cycle-3>

Question 2: Will the individual program webinars be recorded for review at later dates as well?

Answer 2: Yes, all program webinars will be recorded and posted on LASO website

Question 3: How do we know the time commitment required for each of the separate grants? (I know it mentions that we should consider the bandwidth of the leaders who would be implementing the grant(s))

Answer 3: The program specific webinars will include that information.

Question 4: Is the "Best Fit" one-pager available?

Answer 4: Grant Best Fit Guidance: <https://tea.texas.gov/media/388981/>

Question 5: Is the "Eligibility and Prioritization Guidance" available?

Answer 5: Eligibility and Prioritization Guidance: <https://tea.texas.gov/media/393461/>

Question 6: Is the "Grant-Specific One-pager available?

Answer 6: Grant-Specific One-pager: <https://tea.texas.gov/media/392436/>

Section A: Eligibility

Question 1: For SFI PLC Supports and Instructional Leadership grants - do we have to be both Title I AND Federal Identified, or does Title I alone qualify?

Answer 1: For the SFI-SI PLC grant the eligibility would be: Title 1 and Federal Accountability Designation.

Question 2: For the Instructional Leadership Grant, does the campus need to be either Title 1 OR federally identified? or both?

Answer 2: For the Instructional leadership grant, the eligibility would be: Title 1 and Federal Accountability Designation.

Question 3: Are we allowed to choose only one path?

Answer 3: LEA can apply to multiple pathways. Each pathway has their own eligibility criteria. More information about eligibility can grant best fit can be found in our One-Pagers-
<https://tea.texas.gov/media/392436/>

Question 4: Are federally identified schools/campuses required to participate in the embedded grants in alignment with the improvement process? Will this replace the Title I, ESF School Improvement Grant and other ESF grants?

Answer 4: The ESF-FSG 2024-2026 is the last iteration of the grant. Title I funds are going to support Instructional Leadership pathway and Strong Foundations School Improvement PLC grant.

Question 5: Is there a list of eligible amounts by LEA?

Answer 5: Eligible award amounts will vary by each grant program. Funding estimates can be found on our grant One-pagers: <https://tea.texas.gov/media/392436/>

Question 6: Is the grant open for any Federal Accountability designation (ATS, TSI, or Comprehensive)?

Answer 6: Each LASO grant has its own unique eligibility, prioritization, and criteria. The following grants prioritize Title I and Federal Accountability Designation:

Strong Foundation Implementation (SFI) School Improvement (SI) PLC Supports

Instructional Leadership (IL)

School Action Fund (SAF)

Question 7: Are these replacing ESF and SIG?

Answer 7: Yes. The SFI-SI-PLC grant replaces the school improvement support for the previous ESF/SIG grants.

Question 8: We have a comprehensive campus and 2 TSI campuses with the ESF grant that will run out this year. How long before they qualify to go for SAF?

Answer 8: 23-25 awardees are eligible for all C&I pathways, including SAF (as long as the campuses have not previously received SAF grants since 2019-2020).

Question 9: If we are currently under LASO 2, can we apply for cycle 3 even though the grant timelines may overlap?

Answer 9: Each LASO Grant program will have its own unique set of eligibility requirements that vary by program. However, LASO Cycle 2 participation in and of itself does not inherently disqualify an LEA from applying to LASO Cycle 3.

Question 10: Do these grants apply to LEAs not in CSI or TSI?

Answer 10: Yes. Eligibility for each grant can be found in our one-pagers-
<https://tea.texas.gov/media/392436/>

Question 11: We did the Strong Foundations grant when it was just for Math. Are we eligible to apply for LASO 3 with reading?

Answer 11: Yes, you are eligible to apply for LASO Cycle 3 SFI Reading. Eligible applicants are LEAs implementing approved core instructional materials in school year 2025-26.

Approved core instructional materials pending approval by the State Board of Education through the Instructional Materials Review and Approval (IMRA) process include:

- Bluebonnet Learning K-5 Reading Language Arts, Edition 1
- Bluebonnet Learning K-5 Math, Edition 1
- Bluebonnet Learning Secondary Mathematics, Edition 1 (Grades 6-8 and Algebra I)

Additional pilot approved core instructional materials include:

- Aprendizaje Bluebonnet Artes del lenguaje y lectura K-5, Edición 1
- Aprendizaje Bluebonnet Matemáticas K-5, Edición 1

Please note- Prior COVID emergency release versions of instructional materials are not eligible.

Question 12: If we are under the ESF 24-26 grant, when can we apply for LASO?

Answer 12: Recipients of 24-26 ESF-FSG are eligible for grants at the LEA level, and SFI and SAF at the campus level, but not the campus level for IL or SFI PLC

Question 13: If a district has an 1882-charter school campus, and the charter qualifies for the ADSY grant but the district does not because of the number of school days attended by the students, will there be an option or comment session of the grant to explain this situation?

Answer 13: The LEA needs to agree that participating campuses will be moving to ADSY-eligibility, it doesn't need to be LEA-wide. So, the LEA can proceed with the application, as long as they make that assurance.

Section B: Application-Related Questions

Question 1: How can we get a copy of our submitted application?

Answer 1: A copy of your submitted application will be immediately available for downloading upon submission. Look for the linked PDF at the top right corner once submitted.

Question 2: Will you make available a hardcopy version as a sample of the online version?

Answer: 2 A PDF reference copy of the application will be posted to the LASO website at the start of the grant application period. However, LEAs must submit their application through Qualtrics.

Question 3: Will the presentation be posted?

Answer 3: A copy of all slide decks and a recording of all webinars are posted on the LASO website. The LASO website can be found at <https://tea.texas.gov/texas-schools/health-safety-discipline/laso-cycle-3>.

Question 4: To clarify, the application link will go to our CEO?

Answer 4: A unique application link was emailed to the Superintendent listed in AskTED. We strongly suggest that LEAs review their AskTED contact info and update as needed to ensure a timely delivery of their unique LASO application link.

Question 5: There are no narrative questions in this application?

Answer 5: The application is primarily non-narrative with very few/minimal narratives requested as attachments.

Question 6: October 14th is a school holiday.

Answer 6: There is a 60-day window to apply for the grant. LEAs can submit the application anytime in the duration of the 60-day window.

Question 7: Are the application questions available in advance? I didn't catch what she just said.

Answer 7: The application was released on October 14th. Questions will be available at that time.

Question 8: Must agreements/MOUs with IHE's be signed and approved as part of the December 13th submission?

Answer 8: It is not required as a part of the LASO application. Can be submitted later on to the program leads before implementation begins.

Question 9: Is there any way to add another contact with the superintendent link?

Answer 9: The superintendent is able to share the link directly with other LEA staff.

Question 10: How will districts receive the application again? Will it be on the LASO website?

Answer 10: The initial link will be sent to Superintendent email. If the LEA requires the link again, the request form will be posted on LASO website on October 14th. <https://tea.texas.gov/texas-schools/health-safety-discipline/laso-cycle-3>

Question 11: Will you provide a preview of the application to help LEAs prepare for completing the application fields?

Answer 11: A PDF reference copy of the application will be posted to the LASO website at the start of the grant application period. However, LEAs must submit their application through Qualtrics.

Question 12: Will there be future LASO cycles?

Answer 12: We do plan to offer future LASO cycles as long as the funding is available.

Question 13: I see the Approved Provider list linked inside the one-pager docs. Is this the correct list?

Answer 13: The LASO Cycle 3 State Approved Provider List will be posted at the start of the application window on October 14th. An updated document will be available at the launch of Cycle 3's application.

Question 14: Do approved providers need to be selected in the application?

Answer 14: Approved providers do not need to be selected until awards are named in February 2025.

Section C: Allowable Use of Funds Questions

Question 1: Where can we find information about how the grant funding can/must be spent?

Answer: 1 High-level information can be found in grant one pagers and best-fit guidance. A full listing of allowable spending guidelines can be found within each grant's Program Guidelines, released on October 14th. Grant One-Pagers: <https://tea.texas.gov/media/392436/>; Grant Best Fit Guidance: <https://tea.texas.gov/media/388981/>

Section D: Funding Questions

Question 1: If awarded, when will the first allotment of funds be distributed to LEAs?

Answer 1: The NOGAs are anticipated to be issued by 5/24 depending on LEA completing the ADC and budget application in e-Grants.

Section E: Competitive Review Questions

Question 1: Are more points awarded for Comprehensive Campuses?

Answer 1: The following grants prioritize Title I and Federal Accountability Designation:
Strong Foundation Implementation (SFI) School Improvement (SI) PLC Supports
Instructional Leadership (IL)
School Action Fund (SAF)

Question 2: What is the requirement to be considered in "good standing" from previous SFP? We withdrew from SFP in Cycle 1 but we would like to apply for Cycle 3. We qualify for one of the priority tiers.

Answer 2: To be considered for LASO cycle 3, at the time of the application, good standing would be completion of cycle 1 LASO SFP + Strong Foundations Instructional Framework Development Grant 22-23

Question 3: Are these grants considered to be competitive or formula?

Answer 3: LASO grants are informal discretionary competitive.

Section F: Program-Related Questions

Strong Foundations Planning

Question 1: What is the difference between the Strong Foundations Planning and Implementation? Is the planning required first?

Answer 1: Strong Foundations Planning supports districts in building an instructional framework in math or literacy based in research. Then in how to use that instructional framework to make key decisions to support student learning. Strong Foundations Implementation supports district in the implementation of instructional materials. You do not have to do the Strong Foundations Planning Grant first, but it is recommended.

Question 2: What is the requirement to be considered in “good standing” from previous SFP? We withdrew from SFP in Cycle 1 but we would like to apply for Cycle 3. We qualify for one of the priority tiers.

Answer 2: To be considered for LASO cycle 3, at the time of the application, good standing would be completion of cycle 1 LASO SFP + Strong Foundations Instructional Framework Development Grant 22-23. The Strong Foundations team would be best equipped to address your LEA's specific circumstances. Please reach out to strongfoundations@tea.texas.gov for follow-up

Question 3: Will the agency recommend districts to apply for SFP when recommending SFI? The planning is SO important for districts before implementation. Is it required that you first apply for the SFP grant before applying for SFI? I know you can apply for both, but are LEAs able to just apply for a SFI grant even if they have not previously participated in the SFP grant?

Answer 3: Previous participation in Strong Foundations Planning is highly recommended, but not currently required to apply for Strong Foundations Implementation.

Question 4: If we apply for both planning and implementation, does this put us at risk of not receiving the implementation grant?

Answer 4: No, each application is awarded based on the prioritization criteria for each grant. Being awarded one does not impact being awarded another. For more information on the grant's prioritization, please reference the Program Guidelines.

Question 5: Do other expenditures in the 30% bucket, can these funds be used for salaries/stipends?

Answer 5: The district is able to use both the 30% and 20% buckets to support salaries and stipends for individuals in the district who are directly supporting the work of the grant.

Question 6: Where would I locate examples of a literacy instructional framework?

Answer 6: There are many examples of Instructional Frameworks in the [LEA Playbook](#). The examples can be found on the Instructional Framework page (on p. 4 of Playbook, click link to Instructional Framework page). [Here is a direct link](#). Scroll down and you will see literacy frameworks in the table.

Question 7: Are charter schools eligible for the grant? We are confused because of charters being pulled out of the TEA classifications as their own category.

Answer 7: Eligible entities are ISD's classified as rural per the TEA District Type Classification or Charter Schools who otherwise meet the definition of rural in the TEA District Classification System.

Question 8: If awarded, would these funds be eligible to renew an existing, approved phonics program that aligns with the instructional framework?

Answer 8: The Strong Foundations Planning grant award cannot be used to purchase any instructional materials. The award can be used to fund training for high-quality instructional materials.

Question 9: If our district has participated in the Strong Foundations Planning Grant for elementary ELA and math, can we apply again for intermediate math?

Answer 9: Since your district has participated in the SFP LASO grant for Literacy and Math prior to the upcoming cycle, you are currently not eligible for the award in the 25-26 school year.

Question 10: Are single campus charter school districts that currently serves 9-12 grade eligible to apply for the Strong Foundations Planning grant?

Answer 10: The Strong Foundations Planning award is given at the district level, so a single campus charter school district is eligible to apply.

Question 11: Are we required to keep time and effort for these staff members like we are with federally funded grants?

Answer 11: Strong Foundations is state funded, not federal. The LEA should consult with their business office on how they need to code and record their time toward the grant. Time and Effort doesn't apply to state grants, only federal grants, but the LEA may still have local considerations regarding how they are recording hours from the grant vs. their local salaries.

Question 12: If our district wants to use CER, and participate in SFP, can we do that?

Answer 12: SFP is product-agnostic. You can use any materials that you choose and participate in this grant.

Question 13: We participated in Strong Foundations Planning in LASO Cycle 1. What is considered good standing?

Answer 13: Completion of grant requirements ensures good standing. Please be sure that you choose the other content area when you apply.

Question 14: My district is planning to apply for SFP, but I'm wondering, as I'm applying, what other steps do I have to take on that?

Answer 14: The application is the only thing you need to submit for Strong Foundations Planning. You do not need to submit anything extra.

Question 15: Can a principal act as CAO for the purposes of this grant?

Answer 15: SFP is flexible. Regardless of the title, the person who would be making the district-wide curriculum decisions would be the appropriate person to fill this role for the purposes of the grant.

Question 16: Does the RBIS training have to be done by the same AP that's facilitating the SFP work, or can it be a different provider?

Answer 16: We do want you to use the same Approved Provider for all parts of the work, including RBIS training. There are nearly 50 APs that you can choose to partner with.

Question 17: Can you tell the difference between using the term OER and the term Bluebonnet?

Answer 17: Strong Foundations Planning is product agnostic. You do not need to choose a specific product to participate in SFP. Bluebonnet are the updated CER (COVID emergency release) products, and they are OER.

Question 18: Is there a benefit to only applying to SFP vs. applying to SFP and SFI at the same time?

Answer 18: Planning is about the change management and setting the foundation for implementation. We have found that doing planning first helps to get mindsets primed for implementation. This is, however, an individual decision for districts.

Strong Foundations Implementation

Eligibility

Question 1: Will districts be allowed to continue implementation into another year if we already have SFI?

Answer: Past participation in implementation grants does not impact an LEA's eligibility to apply. Previous SFI LEAs are welcome to apply.

Question 2: Could an LEA apply for SFI for 9 campuses (all Title 1), but add on the PLC supports only for the 4 campuses identified for school improvement?

Answer 2: Yes. It is LEA's choice on which campuses they would like to apply for any given grant. (considering the campus still meets all eligibility requirements). The eligibility information can be found in one-pagers: <https://tea.texas.gov/media/392436/>

Question 3: If we currently have SFI for ELAR and are implementing OER curriculum, are we able to apply and be awarded SFI to continue implementing the approved curriculum?

Answer 3: LASO Cycle 3 will switch to the updated OER Edition 1 materials. The COVID Emergency Release (CER) versions of the OER instructional materials (also called Amplify Texas Elementary Literacy Program, Eureka Math TEKS Edition, and Carnegie Learning 6-12 Texas Math Solution) are the base products for the OER Bluebonnet Learning Edition 1 instructional materials; however, significant revisions/upgrades have been made to the CER versions. LASO 3 Strong Foundations Implementation grants will only be available for districts implementing the OER Bluebonnet Learning Edition 1 instructional materials.

Question 4: If an LEA has an ESF Grant at once campus that spans school years from 24-26, are they still able to apply for implementation?

Answer 4: Yes, an LEA can apply and be eligible for the Strong Foundations Implementation grant if they have an ESF grant. They are not eligible for the SFI School Improvement PLC grant during that time.

Question 5: What would qualify an LEA for the "rural" priority tier?

Answer 5: Eligible entities are ISD's classified as rural per the TEA District Type Classification or Charter Schools who otherwise meet the definition of rural in the TEA District Classification System. You can see more about the TEA designations for district types here: <https://tea.texas.gov/reports-and-data/school-data/district-type-data-search/district-type-glossary-of-terms-2022-23#teadist>

Question 6: If a district has completed SFI while using Eureka Math TEKS formally, are they eligible to apply for SFI again with the new adoption of Bluebonnet learning? If so, what 'year' would they apply for?

Answer 6: Any LEA may apply to SFI in LASO Cycle 3 regardless of their participation in previous implementation grants. LEAs do not need to designate anything about prior participation on their application.

Question 7: If a campus is engaged with SFI with the 24-26 ESFFSG, are they eligible to apply for the SFI grant through LASO Cycle 3- and also the SFI SI PLC grant? What would the additional requirements for the SFI grant be if this is allowed?

Answer 7: The district can apply for SFI, but would be ineligible for the SFI SI PLC Supports Grant, there are no additional requirements to apply.

Question 8: Can a district apply for planning and implementation in the same cycle?

Answer 8: This is up to the LEA's discretion. It is allowable for LEAs to apply for SFI and SFP in the same grant cycle.

Question 9: Can current LASO Cycle 2 Math Option C apply for 6-12 Math in Cycle 3?

Answer 9: Yes, all LEAs are eligible to apply for LASO Cycle 3 Strong Foundations Implementation, regardless of their previous participation in implementation grants (TCLAS, CRIMSI, SFI, etc.)

Question 10: Can you clarify if a school must be in School Improvement to be eligible for the PLC grant?

Answer 10: Yes, schools must be federally identified from the 2023-24 school year and title-1 serving to be eligible for the Strong Foundations Implementation School Improvement PLC Supports Grant.

Question 11: If we have the cycle 2 with Eureka and Carnegie, can we still apply for this implementation for Bluebonnet?

Answer 11: Yes. Any LEA may apply to SFI in LASO Cycle 3 regardless of their participation in previous implementation grants. LEAs do not need to designate anything about prior participation on their application.

Question 12: If an LEA applies for SFI LASO Cycle 3 and is awarded the grant for Bluebonnet Learning, are they able to decline the award if their circumstances change?

Answer 12: LASO is anchored in the 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 LEAs and could raise the LEA's federal grant risk level in the coming year. There will be an opportunity after award announcements, a 30-day window, for all LEAs to review awards and in eGrants, accept or not accept individual awards, and submit a budget. After this final eGrants submission date, no declines will be allowed.

Question 13: If a high school is interested in the Algebra I Bluebonnet curriculum, which SF grant should they apply for? Does the grant include the curriculum materials?

Answer 13: Algebra 1 is an implementation pathway option in Strong Foundations Implementation. All LEAs in SFI are required to procure their own print materials for the 2025-2026 school year.

Question 14: Can an LEA apply to IL and SFI?

Answer 14: An LEA is eligible to apply to both SFI and IL grants, but in the event that both are awarded, the LEA must select their ESC as their provider for both SFI and IL. Also, SFI programming will be limited to support of OER implementation, and IL programming will be limited to non-OER support.

Question 15: What is the requirement to be considered in "good standing" from previous SFP? We withdrew from SFP in Cycle 1 but we would like to apply for Cycle 3. We qualify for one of the priority tiers.

Answer 15: LEAs with prior participation and good standing in Strong Foundations Planning in SY2022-23, SY2023-24, and/or SY2024-25 in the same content area (i.e., SFP in literacy for K-5 RLA applications, SFP in math for K-5 Math and/or 6-8 Math applications), with good standing is defined as those with completion or those on track to completion of all required grant activities.

Question 16: Will only districts applying for LASO, Cycle 3 have the ability to pilot the Spanish components for SY 25-26?

Answer 16: No, any district is allowed to order print materials to pilot the Spanish instructional materials that are offered to LASO SFI Cycle 3 LEAs.

Question 17: Could an LEA apply for SFI for 9 campuses (all Title 1), but add on the PLC supports only for the 4 campuses identified for school improvement?

Answer 17: Yes. It is LEA's choice on which campuses they would like to apply for any given grant. (considering the campus still meets all eligibility requirements). The eligibility information can be found in one-pagers: <https://tea.texas.gov/media/392436/>

Application-Related Questions

Question 1: Is it a requirement to have board approval for instructional materials before this grant is submitted? If the materials aren't approved until November, it makes the timeline extremely short.

Answer 1: Yes, it is required that districts have the approval of their board to apply to the LASO Cycle 3 SFI and PLC grant.

General Webinar Questions

Question 1: Are districts able to apply or be awarded SFI in K-5 ELAR and Math?

Answer 1: Yes, SFI supports are available for K-5 Math, 6-8 Math, Algebra 1, and K-5 RLA.

Question 2: Will the agency recommend districts to apply for SFP when recommending SFI? The planning is SO important for districts before implementation.

Answer 2: Previous participation in Strong Foundations Planning is highly recommended, but not currently required to apply for Strong Foundations Implementation.

Question 3: For SFI will the grant include the textbooks?

Answer 3: Strong Foundations Implementation does not include in-kind print materials in Cycle 3. SFI does allow for up to 30% of grant funds for print materials.

Question 4: Do you have the list of OER instructional materials? Are there predetermined resources?

Answer 4: Approved core instructional materials pending approval by the State Board of Education through the Instructional Materials Review and Approval (IMRA) process include:

- Bluebonnet Learning K-5 Reading Language Arts, Edition 1
- Bluebonnet Learning K-5 Math, Edition 1
- Bluebonnet Learning Secondary Mathematics, Edition 1 (Grades 6-8 and Algebra I)

Additional pilot approved core instructional materials include:

- Aprendizaje Bluebonnet Artes del lenguaje y lectura K-5, Edición 1
- Aprendizaje Bluebonnet Matemáticas K-5, Edición 1

SFI Program Webinar Questions

Question 1: Districts currently planning Eureka/Amplify have to switch to Bluebonnet? Did the HQIM materials change?

Answer 1: Yes. LEAs participating in SFI for LASO Cycle 3 are required to implement the approved core instructional materials. Beginning in the 2020-2021 school year, the CER or “COVID Emergency Release” 1.0 pilot versions were released as part of Texas Home Learning. COVID Emergency Release versions were made available in multiple content areas, including K-5 RLA, K-5 Math, and 6-12 math. Over the next four years, the CER versions underwent additional enhancements and changes based on the previous year’s stakeholder feedback. To fulfill the requirements of HB1605, TEA focused its efforts on creating Bluebonnet Learning. Bluebonnet Learning has enhanced the COVID Emergency Release versions by incorporating valuable feedback from Texas stakeholders and users. These updates are subject to approval by the SBOE through the IMRA process. The key improvements include revised content in RLA and adjusted pacing in math. The CER versions (formerly Amplify Elementary Literacy Program, Eureka Math TEKS Edition, and Carnegie Learning 6–12 Texas Math Solution) maintain the same instructional approach as their Bluebonnet Learning counterparts, including same instructional design, same programmatic resources and components, same unit and lesson-level structures, same rigor level, and the same opportunities for students to practice. This means that if an LEA has been implementing a COVID Emergency Release pilot version, the similarities between structure and design of CER and Bluebonnet Learning should help with a seamless transition.

Question 2: Is Bluebonnet Learning taking over for Amplify, Eureka and Carnegie?

Answer 2: Beginning in the 2020-2021 school year, the CER or “COVID Emergency Release” 1.0 pilot versions were released as part of Texas Home Learning. COVID Emergency Release versions were made available in multiple content areas, including K-5 RLA, K-5 Math, and 6-12 math. Over the next four years, the CER versions underwent additional enhancements and changes based on the previous year’s stakeholder feedback. To fulfill the requirements of HB1605, TEA focused its efforts on creating Bluebonnet Learning. Bluebonnet Learning has enhanced the COVID Emergency Release versions by incorporating valuable feedback from Texas stakeholders and users. These updates are subject to approval by the SBOE through the IMRA process. The key improvements include revised content in RLA and adjusted pacing in math. The CER versions (formerly Amplify Elementary Literacy Program, Eureka Math TEKS Edition, and Carnegie Learning 6–12 Texas Math Solution) maintain the same instructional approach as their Bluebonnet Learning counterparts, including same instructional design, same programmatic resources and components, same unit and lesson-level structures, same rigor level, and the same opportunities for students to practice. This means that if an LEA has been implementing a COVID Emergency Release pilot version, the similarities between structure and design of CER and Bluebonnet Learning should help with a seamless transition.

Question 3: Does the curriculum dictate the school calendar as well as the number of school days required in addition to minutes?

Answer 3: Bluebonnet Learning includes teacher and student facing materials, a year-long scope and sequence for each grade-level, requirements around number of instructional minutes for each grade-level, and curriculum-embedded assessments for teachers to use with students. LEAs will use the provided scope and sequence and instructional minutes to design their school-wide calendar.

Question 4: LEAs can only apply for one IMRA at a time, does that include Spanish? For example, if we want to do K-5 Math, could we apply for K-5 math English and Spanish? We are a heavy bilingual district.

Answer 4: LEAs may apply to SFI for any contents they plan to implement. There is no restriction on the number of contents.

Question 5: Will we be able to use any of our remaining HQIM that we have implemented this school year?

Answer 5: No. Strong Foundations Implementation grant will support implementation of Bluebonnet Learning in K-5 RLA in English and Spanish, K-5 Math in English and Spanish, and 6-8 Math, Algebra I. Districts may apply for different content areas and grade levels. K-5 OER RLA COVID Emergency Release v3 (also called Amplify Texas Elementary Literacy Program), K-5 OER Math COVID Emergency Release v2 (also called Eureka Math TEKS Edition), and 6-12 OER Math COVID Emergency Release v2 (also called Carnegie Learning 6-12 Texas Math Solution) are not eligible for SFI.

Question 6: Can you please clarify about the Spanish piece? If we receive the grant, what materials will we use for Spanish courses for 2025-26?

Answer 6: Strong Foundations Implementation grant will support implementation of Bluebonnet Learning in K-5 RLA in English and Spanish, K-5 Math in English and Spanish, and 6-8 Math, Algebra I. Districts may apply for different content areas and grade levels. The Spanish materials will be available in K-5 RLA and K-5 Math.

Question 7: What supports for LEAs have changed from LASO Cycle 2 other than utilizing Bluebonnet Learning?

Answer 7: Supports for LEAs in LASO Cycle 3 will largely mirror those in LASO Cycle 2, and Approved Providers will receive additional training to support LEAs in the change management process as they adjust to the Bluebonnet Learning implementation.

Question 8: For the print materials funding, is the \$20 for each curriculum (math and reading, \$40 total)? Or is it \$20 total?

Answer 8: The \$20 is per student, not per content.

Question 9: What will be used for STAAR scores for grade levels below 3rd?

Answer 9: The scoring system will utilize the LEA's 3rd grade Math and RLA STAAR scores for any K-5 SFI applications regardless of the grade band.

Question 10: So, districts will have to fund the printing of the RLA Resources?

Answer 10: Yes, LEAs will procure their own print resources through the EMAT system for LASO Cycle 3 SFI. The pricing list will be available in the next two weeks as we approach the SBOE meeting but that price is still liable to shift if there are edits made by the SBOE as a condition on the final vote. This is true for all products in IMRA and not isolated to the Bluebonnet materials. (Updated 11/13/2024)

Question 11: Is there an estimate of how much all HQIM costs?

Answer 11: The pricing list will be available in the next two weeks as we approach the SBOE meeting but that price is still liable to shift if there are edits made by the SBOE as a condition on the final vote. This is true for all products in IMRA and not isolated to the Bluebonnet materials. (Updated 11/13/2024)

Question 12: LEAs will be responsible for purchasing their own print materials. When will a price list for materials be available?

Answer 12: The pricing list will be available in the next two weeks as we approach the SBOE meeting but that price is still liable to shift if there are edits made by the SBOE as a condition on the final vote. This is true for all products in IMRA and not isolated to the Bluebonnet materials. (Updated 11/13/2024)

Question 13: If a district has a digital only instructional model does this leave them out of the opportunity to get supports?

Answer 13: Bluebonnet Learning materials are not intended to be digital only. They are designed to be printed for instructional use.

Question 14: Are there plans for secondary RLA?

Answer 14: Plans for the development of a secondary RLA OER are to be determined.

Question 15: Do we get one grant per content area? (Math & RLA)

Answer 15: Districts are eligible to apply for different content areas and grade-levels. Instructional materials for this grant include K-5 RLA in English and Spanish, K-5 Math in English and Spanish, and 6-8 Math, Algebra I.

Question 16: Does the grant support implementation of the Accelerated 6 & 7 grade math curriculums? As well as Algebra 2 & Geometry (Carnegie)?

Answer 16: No, Bluebonnet Learning instructional materials are not yet available for Accelerated Grade 6 Math, Accelerated Grade 7 Math, Algebra 2, or Geometry.

Question 17: Do you have to implement the entire sequence of grades. For example, Bluebonnet Math 6-8. Our JH is a 7th & 8th grade campus, can we simply adopt for grades 7 & 8?

Answer 17: No, districts may apply for specific grade-levels, content areas, and campuses based on LEA discretion.

Question 18: Is TNTP still on the approved provider list? I did not see them on the list shared.

Answer 18: No, TNTP is no longer a Strong Foundations Approved Provider for SY25-26.

Question 19: We are currently in Cycle 2; would we be allowed to use funds from Strong Foundations Implementation currently to purchase Bluebonnet for this upcoming school year?

Answer 19: No. Bluebonnet Learning materials are not an allowable expense of LASO Cycle 2 funds.

Question 20: Are there any other approved products besides bluebonnet?

Answer 20: No. Strong Foundations Implementation provides direct grant funds to LEAs for technical assistance to support high-fidelity implementation of the Texas open education resource (OER) instructional materials, Bluebonnet Learning.

Question 21: Define "participants" for the SFI grant awards

Answer 21: Participants include teachers, instructional coaches, and campus/district leaders. Districts will be asked to submit teachers, instructional coaches, and campus/district leaders who will participate in the Strong Foundations Implementation grant.

Question 22: Are our current APs expected to facilitate 20 PLCs or is this for next year?

Answer 22: Strong Foundations Implementation School Improvement PLC Supports Grant is for SY25-26. If an LEA is awarded this grant, they will identify and contract with an Approved Provider from the Strong Foundations Approved Provider list in spring of 2025. LEAs will need to use the same Approved Provider for Strong Foundations Implementation grant and the Strong Foundations Implementation School Improvement PLC grant.

Question 23: Is it allowable to purchase the pilot "Spanish" versions of Bluebonnet with Cycle 3 SFI grant funds?

Answer 23: Yes, districts may utilize up to 30% of grant funds on Bluebonnet Learning instructional materials including K-5 RLA in Spanish and K-5 Math in Spanish.

Question 24: Will this presentation be made available to those in attendance?

Answer 24: Yes. All webinar recordings for LASO grants will be posted on the LASO Cycle 3 website after the conclusion of all webinars: <https://tea.texas.gov/texas-schools/health-safety-discipline/laso-cycle-3>.

Question 25: If an LEA applies for both Instructional Leadership and Strong Foundations Implementation, how do they select an Approved Provider.

Answer 25: An LEA is eligible to apply to both Strong Foundations Implementation (SFI) and Instructional Leadership (IL) grants, but in the event that both are awarded, the LEA must select the same Approved Provider for both SFI and IL. SFI programming will be limited to support of OER implementation and IL programming will be limited to non-OER support.

Question 26: If schools are currently using either Amplify, Carnegie, or Eureka which are named as previously approved core instructional materials, does this mean that in order to receive the LASO funding that they would need to transition to the curriculum that's included in the Bluebonnet Learning materials? In other words, if they're currently using Amplify, Carnegie, and Eureka will systems still be allowed to apply for the funding and continue with that curricula?

Answer 26: Strong Foundations Implementation grant will support implementation of Bluebonnet Learning in K-5 RLA in English and Spanish, K-5 Math in English and Spanish, and 6-8 Math, Algebra I. Districts may apply for different content areas and grade levels. K-5 OER RLA COVID Emergency Release v3 (also called Amplify Texas Elementary Literacy Program), K-5 OER Math COVID Emergency Release v2 (also called Eureka Math TEKS Edition), and 6-12 OER Math COVID Emergency Release v2 (also called Carnegie Learning 6-12 Texas Math Solution) are not eligible for SFI. If districts would like to continue with CER versions of the products, they may apply for the Instructional Leadership pathway of LASO through Texas Instructional Leadership.

Question 27: If an LEA applies for SFI LASO Cycle 3 and is awarded the grant for Bluebonnet Learning, are they able to decline the award if their circumstances change?

Answer 27: LASO is anchored in the 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 LEAs and could raise the LEA's federal grant risk level in the coming year. There will be an opportunity after award announcements, a 30-day window, for all LEAs to review awards and in eGrants, accept or not accept individual awards, and submit a budget. After this final eGrants submission date, no declines will be allowed.

Question 28: I am wondering if the amount received to implement RLA and Math (K-5) is one amount or will the implementation amounts be divided? Let's say we receive an implementation award for RLA in the amount of \$200,000. We are also implementing math... Will we receive an additional \$200,000 for math, making the total \$400,000? I went back through the webinar and cannot find this clarification. Also, when you mention the word "participants", is this a teacher participation or student participation? This word is in the slide deck #47 for SFI.

Answer 28: The award amount is per content, so if a district applies for RLA and Math support, they will be granted the base amount + participant amount for each content area. You can see the funding breakdown on

page 10 of the Program Guidelines (which are also posted on the LASO Cycle 3 Website). Participants include teachers, instructional coaches, and campus/district leaders. Districts will be asked to submit teachers, instructional coaches, and campus/district leaders who will participate in the Strong Foundations Implementation grant.

Question 29: Do they need to receive board approval prior to submitting the Qualtrics survey? If so, tthey have to go the board in November.

Answer 29: Yes, it is required that districts have the approval of their board to apply to the LASO Cycle 3 SFI and PLC grant.

Question 30: Is there an estimated cost sheet for Bluebonnet Learning print materials? They would also need to share the cost with their board at this time.

Answer 30: We are working on estimates but need to isolate some of the variables of demand and volume before we can put out pricing. This should be determined soon. There will be a webinar reviewing the new entitlements which will be posted on the House Bill 1605 webpage. The date for when this will be posted has not yet been determined.

Question 31: If districts received funding to implement current Eureka/Amplify/Carnegie, are they eligible to apply for LASO 3?

Answer 31: Yes. Districts are eligible to apply for SFI in LASO Cycle 3 regardless of their previous participation in implementation grants.

Question 32: If a district is currently in SFI with Eureka, can they apply for SFI for the K-5 Math OER Edition 1? Are they eligible to apply?

Answer 32: Yes. Districts are eligible to apply for SFI in LASO Cycle 3 regardless of their previous participation in implementation grants.

Question 33: Can some of your schools get the additional \$20/student for adopting Bluebonnet (in addition to the \$40/student for HQIM)? The other schools who adopt HQIM (non-Bluebonnet) will get the \$40/student.

Answer 33: An initial deposit of \$40 per child enrolled in the district was made for all districts on September 1, 2023. The next deposit occurred on September 1, 2024, at the start of the state's fiscal year. Since the SBOE will vote in November 2024, both deposits will be available when the list is approved, totaling \$80 in the account. Each year, on September 1, an additional \$40 per child enrolled will be added. Any unspent funds will carry forward to the next fiscal year. The additional allotment provided by HB 1605 is \$40 per student per year. It is not per content.

The \$20 allotment is only applicable to the printing of the state Open Education Resource instructional materials that are reviewed by the IMRA process and placed on the approved list of instructional materials. So this would be available if an LEA decides to use Bluebonnet Learning in available content areas. This is also per student but not does roll over year to year.

Question 34:

- Since we have 14 campuses currently using Eureka, they could stay with that program (as Bluebonnet Math) and we may even have more that want to join. However, if other campuses want to do a different HQIM product and use the allotted money for that one, they could?

- If an LEA is doing Strong Foundations Implementation Option A for 2024-25, are they eligible to apply for Strong Foundations Implementation for the same content area in 2025-26 since the materials will be new? Or would only new teachers in the same content be eligible?
- Can an LEA receive SFI for more than one content area?
- How does applying for more than one content area affect what awards an LEA ultimately receives?

Answer 34: Yes, eligible applicants are LEAs implementing approved core instructional materials in school year 2025-26. Approved core instructional materials pending approval by the State Board of Education through the Instructional Materials Review and Approval (IMRA) process include:

- Bluebonnet Learning K-5 Reading Language Arts, Edition 1
- Bluebonnet Learning K-5 Math, Edition 1
- Bluebonnet Learning Secondary Mathematics, Edition 1 (Grades 6-8 and Algebra I) Additional pilot approved core instructional materials include:
 - Aprendizaje Bluebonnet Artes del lenguaje y lectura K-5, Edición 1
 - Aprendizaje Bluebonnet Matemáticas K-5, Edición 1

LEAs may apply for more than one content area and depending on which content area(s) they apply for would impact the funding criteria (See page 17 and 18). This information is all in the program guidelines:

<https://tea.texas.gov/texas-schools/health-safetydiscipline/laso-cycle-3-program-guidelines-sfi.pdf>

Question 35: Could our district be awarded both the technology lending grant and the strong foundations implementation grant for next year?

Answer 35: Yes, you are eligible to apply for both and have a chance for awarding of both. The Program Guidelines for both grants provide more details on eligibility. If you have previously received these awards, then there are limitations noted in the Program Guidelines. Please see the LASO 3 webpage for program guidelines and additional resources.

Question 36: I am checking to find out if the LASO Grant – Strong Foundations are subject to Federal guidelines regarding supplanting salaries.

Answer 36: Strong Foundations is a state grant and therefore not under federal regulations. Supplement not supplant does not apply to state grants.

Other SFI Program Questions

Question 1: Because the RLA Spanish materials will be “pilot” materials, are we correct to assume that the LEA would not be able to use IMRA funds to purchase the Spanish OER Edition 1 materials and can use 30% of grant funds to purchase those print materials (if awarded)?

Answer 1: That's correct. The LEA can use 30% of grant funding on print materials, but the IMRA funding will only be available for IMRA approved products.

Question 2: For LEAs that have previously implemented CER products, will the LEA have any autonomy in what professional learning teachers are required to take? Are they able to customize to the local context?

Answer 2: Teachers and coaches will have a required number of professional learning sessions from the Product Advisor (PA) they are required to attend, but which turnkey PL sessions the PA delivers will be determined based on the context of the district. The approved provider team should be working closely with school and district leadership to determine the correct level of support for individual teachers based on their past implementation experience.

Question 3: Would an LEA have an option to apply for Bluebonnet Knowledge for K-2 and not apply for Skills?

Answer 3: LEAs participating in Strong Foundations Implementation in LASO Cycle 3 are required to implement both the Bluebonnet Learning Knowledge and Skills portion of the instructional materials.

Question 4: If awarded direct grant funds through SFI, can a district first utilize the \$40 and \$20 entitlements before drawing down grant funds?

Answer 4: Being awarded LASO Cycle III would not exclude a LEA from the use of their SBOE-Approved Instructional Materials Entitlement (\$40) or State-Developed OER Instructional Materials Entitlement (\$20). If awarded, we would suggest prioritizing funding based on how restrictive each funding source is. Because the State-Developed OER Instructional Materials Entitlement (\$20/student) does not roll over and can only be used to print SBOE approved Bluebonnet Learning, we would suggest using this fund first through EMAT. Then, because the direct grant fund ends after SY 25-26, we would suggest using up to 30% of your grant to procure print directly from a print vendor. Should additional funding be needed, we would then suggest using the SBOE-Approved Instructional Materials Entitlement. Because that funding rolls over if it is not used, a LEA can use it in future school years. Of course, if additional funding is still needed, a LEA can use their Instructional Materials and Technology Allotment. Each LEA is different and has different funding needs so this is a suggested funding priority list and not a requirement. Should you like to talk through your situation, please set up time to speak with our Print Operations team. You can reach out via our TEA Help Desk.

<https://helpdesk.tea.texas.gov/InstructionalMaterialsImplementation/>

Question 5: For districts that previously implemented Strong Foundation for Math (Eureka) and RLA (Amplify) through CRIMSI or SFI, how will the 2024-2025 professional learning for teachers under Bluebonnet Learning differ from previous years? Will there be options for flexible professional learning to avoid redundancy with prior grant modules?

Answer 5: Teachers and coaches will have a required number of professional learning sessions from the Product Advisor (PA) they are required to attend, but which turnkey PL sessions the PA delivers will be determined based on the context of the district. The approved provider team should be working closely with school and district leadership to determine the correct level of support for individual teachers based on their past implementation experience.

Question 6: What steps have been taken for districts that have prior experience with the Strong Foundations Planning (Math & RLA) Grant and Strong Foundation Implementation HQIM (Eureka and Amplify) Grant?

Answer 6: The Strong Foundations Planning Grant is a great introduction to the work of Strong Foundations Implementation as it means the LEA has laid the groundwork for the framework of strong implementation in the LEA. If an LEA has gone through SFP, they are prepared to begin the work of initial implementation, which is why districts who have gone through SFP will be in priority tier 1.

Question 7: I noticed that Bluebonnet Learning has changed to a 165-day scope and sequence versus the 180-day Eureka Math scope and sequence. Do you know if there is a plan or adjustment for 3rd through 5th grades in order to get the standards in before STAAR testing?

Answer 7: Local education agencies are encouraged, with the support of families, administrators, and colleagues, to make decisions at the local level to ensure that TEKS instruction meets the needs of their students and local pacing calendars. The Bluebonnet Learning K-5 Math Edition 1 instructional materials currently going through the 2024 Instructional Materials Review and Approval (IMRA) process achieved 100%

TEKS and ELPS coverage at every grade level. A copy of the standards reports can be found under the corresponding grade-level for Bluebonnet Learning Math, K-5 on the SBOE IMRA website.

Question 8: For LEAs who have been implementing a set phonics program, can they continue to use their own phonics program as a supplemental resource?

Answer 8: No, the SFI grant covers the complete Tier 1 Bluebonnet ELAR instructional materials, including a compliant K-3 phonics program. Any additional supplemental phonics materials would not be necessary and would need separate funding, as they are not permitted under LASO funds

Question 9: If we do SFI and IL, do we need to use the same approved provider?

Answer 9: Yes.

Question 10: Will districts be able to use LASO funding to purchase TCMPC TCR?

Answer: No, this is not an allowable cost. Please see the full list of allowable and unallowable costs in the Program Guidelines.

Question 11: Are LEAs allowed to claim OER benefits for EMAT if they purchase materials using SFI grant funds in the 25-26 school year?

Answer: Being awarded a LASO Cycle III grant would not exclude an LEA from using the SBOE-Approved Instructional Materials Entitlement (\$40) or State-Developed OER Instructional Materials Entitlement (\$20). If purchasing Bluebonnet Learning, LEAs should prioritize spending the State-Developed OER Instructional Materials entitlement before using the LASO Cycle III grant funds, as that entitlement funding does not roll over annually. Reach out to the print operations team via the TEA Help Desk with any questions or concerns: <https://helpdesk.tea.texas.gov/InstructionalMaterialsImplementation/>

Question 12: Is an LEA allowed to apply for SFI and School Action Fund?

Answer: Yes, they can apply for both grants.

Question 13: Can you please guide me to what may be available to purchase for print from this resource please? I have been to several meetings and that is my last missing piece I have questions about.

Answer: Districts will be able to purchase teacher guides, activity books, readers, and similar resources that were available with previous CER versions through Strong Foundations Implementation grant. A more comprehensive list will be able in EMAT soon.

Question 14: Does "using the curriculum-embedded assessments" under Fidelity of Implementation means that LEAs have to utilize every question in every unit test of the OER?

Answer: The Strong Foundations Implementation program guidelines include the requirements for curriculum-embedded assessments. It is beneficial to adhere to the guidelines to ensure that your district is meeting all program requirements. It is recommended that school districts who are in initial implementation do not make changes or updates to the assessments. However, local education agencies are encouraged to make decisions to ensure that instruction meets the needs of their students.

Question 15: Is it a requirement to have board approval for instructional materials before this grant is submitted? If the materials aren't approved until November, it makes the timeline extremely short.

Answer: Districts are not required to have board approval by the LASO application deadline, however districts must commit to securing board approval prior to the Application Designation Certification (ADC) stage of the process, which ends 30 days after awards are announced. So long as your district plans to have board approval

before the ADC period closes, you can answer “yes” to the question regarding board approval in the LASO application.

Strong Foundations Implementation School Improvement PLC Support Grant

Question 1: How does SFI SI PLC relate to the TXLS PLC program?

Answer: Texas Lesson Study is a state funded grant that provides direct support to LEAs through ESCs to support deeper implementation of Texas OER (including lesson rehearsal and student work analysis protocols). SFI SI PLC is a federally funded grant through LASO that provides campuses in school improvement with additional PLC facilitation support focused on initial implementation practices such as unit and lesson internalization.

Question 2: What PLC Model will be used by the PLC Facilitators?

Answer: PLCs will focus on the TEA protocols of unit and lesson internalization, lesson rehearsal, and student work analysis.

Question 3: Are there time recommendations for how long a PLC should last?

Answer: PLC times are a local decision, however according to Texas Education Code (TEC) § 21.404, each classroom teacher is entitled to at least 450 minutes within each two-week period for instructional preparation, including parent-teacher conferences, evaluating students' work, and planning.

Question 4: If a school is interested in the SFI PLC, does that school need to implement the Bluebonnet Learning curriculum?

Answer: Yes. Strong Foundations Implementation provides direct grant funds to LEAs for technical assistance to support high-fidelity implementation of the Texas open education resource (OER) instructional materials, Bluebonnet Learning.

Question 5: Is it 20 PLCs per grade level and by content area?

Answer: The 20 PLCs are provided by content area for each content area that the individual campus is awarded.

Question 6: For the school improvement grant is participants (campuses) or teacher/student numbers?

Answer: The award is based on the campus and number of content areas. Per campus/content area the award is \$75,000.

Question 7: Is the SFI SI PLC grant award provided to the campus or to the district?

Answer: The award is provided to the individual campus level.

Question 8: If we do SFI and SFI PLC, do we need to use the same approved provider?

Answer: Yes.

Instructional Leadership

IL General Questions

Question 1: Can you define acronym SBOE?

Answer 1: State Board of Education

Question 2: What are superintendent consults?

Answer 2: Superintendent Consultations are meetings between the School Improvement Team at TEA, the ESC, and district leadership to discuss historical data, improvement strategies, and appointing a District Coordinator of School Improvement. These meetings are occurring with non-term limited LEAs that have campuses identified for Comprehensive Support and Improvement in 2024 federal accountability.

IL Eligibility

Question 1: If we have 3 campuses (TS/ATS/Comp) we could apply for only 3 or could we include feeder campuses?

Answer 1: The only campuses that can apply are campuses that have a 2024 federal identification and are title-1 serving regardless of feeder pattern.

Question 2: An ATS-identified campus must be TI?

Answer 2: Yes, in order to apply for this grant, the campus must be federally identified in 2024 and title-1 serving. A list of eligible campuses can be found on the LASO Cycle 3 website: <https://tea.texas.gov/texas-schools/health-safety-discipline/laso-cycle-3-eligibility-list>.

Question 3: If we have a 5th campus that is not Title I (not listed on website) would they be able to participate since the grant would be capped and the non-TI is not getting "funded"?

Answer 3: No, they could not receive funding through this grant, however you can add ineligible (non-Title I campuses or non-federally identified campuses) to your contract with your approved provider using local funds.

Question 4: A campus is identified for School Improvement in ISAM, but not LASO list, why is that?

Answer 4: The campus must be federally identified in 2024 AND be title-1 serving to be on the eligibility list. If you have any questions about a specific campus, please reach out to laso@tea.texas.gov for next steps and additional guidance.

Question 5: The additional 4 campuses that can be awarded must be federally identified for improvement, correct?

Answer 5: Yes, they must be federally identified in 2024 and be title-1 serving. Additionally, award amounts will be determined based on a funding model of a maximum of five campuses, but approved providers are not limited to the number of eligible campuses that they serve through this grant.

Question 6: Eligible campuses are based on 2023-2024 federal identification? What if more campuses are identified next year?

Answer 6: There will be a LASO 4 with similar grants to this year and newly identified campuses will have the option to apply then. Your current campuses would be on a different timeline as they will have begun the work already.

Question 7: Our district has the ESF grant with years 2023-2025. Are we ineligible?

Answer 7: You are eligible to apply

IL Funding and Monitoring Questions

Question 1: How will this grant be monitored & evaluated by TEA's Federal Program Compliance and Federal Fiscal Monitoring?

Answer 1: This grant will not be evaluated or monitored by TEA's Federal Program Compliance Division. This grant may be monitored by TEA's Federal Fiscal Monitoring Division, but that has not yet been determined. As noted in the General and Fiscal Guidelines, TEA reserves the right to conduct a pre-award audit or post-award audit to determine if a subgrantee maintains a proper financial management system and to deny or terminate the award if it is determined that the subgrantee does not maintain a proper financial management system. Pages 29 and 30 of the General and Fiscal Guidelines address Financial Management Standards and Financial Accounting System requirements applicable to federal grants.

Question 2: Can you mention the percentage that goes to the vendor, and which one would be best for a district with HQIM already?

Answer 2: 70% needs to go to the vendor. If you already have an HQIM and are not planning to switch to Bluebonnet learning, the IL pathway would be best fit. SFI pathway will only support LEAs adopting Bluebonnet Learning.

Question 3: Who does the IL training if the \$20,000 isn't spent on an SBOE vendor?

Answer 3: The \$20,000 is provided for product training from the publisher of an SBOE approved HQIM product. The Instructional Leadership training must be provided by an IL Pathway Provider on the State Approved Provider List.

Question 4: Is there an expectation for expenses to be paid during the pre-award period (prior to the NOGA being issued in late spring 2025)?

Answer 4: No expenses are required prior to the NOGA being issued. However, allowable expenditures can be back dated to March 1, 2025, the start date of the grant.

Question 5: Since these are federal funds, are there any other ways to access the Title I, 1003 School Improvement Funds that are issued by an entitlement?

Answer 5: Title I, section 1003 School Improvement Funds are split between two competitive grants, the Instructional Leadership Grant and the Strong Foundation Implementation School Improvement PLC Supports Grant. There are no Title I, 1003 School Improvement Funds being used for a formula fund, like the School Improvement Grant 23-24.

Question 6: Can you discuss supplement not supplant and how to avoid supplanting the IL grant? For example, we already contract with a program provider for some services using local funds. We would like to write a new scope of work with the same provider to target additional needs. Would covering the supplemental services of the second scope of work under the IL grant be considered a supplant?

Answer 6: The purpose of the Supplement, Not Supplant provision is to help ensure that federal grant funds are expended to expand or increase the level of services (i.e., supplement), rather than being diverted to cover expenses that the LEA would have paid out of other funds in the event the federal funds were not available (supplanting). Each specific example must be processed by the LEA on a case by case basis and the burden of proof falls to the LEA to prove that they are not supplanting. If you need more support here, please go to your Chief Grant Officer or Legal Office for guidance on your specific situation.

Question 7: Is the ESF Focus Grant merging into this grant (Instructional Leadership Pathway)?

Answer 7: We have discontinued the ESF-FSG grants and will not have any new ESF-FSG grants in the future. Sec. 1003 Title 1 School Improvement Funds will be used for the Instructional Leadership Grant (the same funds that previously funded ESF-FSG).

Question 8: Can 30% of funds be used for Title I campuses that are not CSI, ATS, or TSI (just a regular Title I campus with no federal identification)?

Answer 8: No, they cannot. Funds must be used on campuses with a federal identification and that are title 1 serving.

IL Program Specific Questions

Question 1: Can you please elaborate on the role of a principal manager? Could this be the Executive that oversees that particular campus?

Answer 1: Yes, provided that the executive is a district administrator and is willing to engage in their own one-on-one coaching with the approved provider AND coach the principal of the campus in question, that Executive would be eligible.

Question 2: What are the pathways again for IL?

Answer 2: Instructional Leadership Packages offered within this grant include: (1) Complete Instructional Leadership Package (Everything in Option 3 below plus HQIM internalization and alignment) with product support, (2) Complete Instructional Leadership Package without product support, (3) Schoolwide culture routines, observation & feedback, and data-driven instruction, and (4) Observation & feedback and data-driven instruction. Additional details can be found within program guidelines.

Question 3: An LEA has adopted Amplify, Eureka, and Carnegie through LASO 2. Are the OER materials significantly different from these HQIMs?

Answer 3: Each product has a variable amount of difference. The Amplify products are the most different (40%) and the Carnegie and Eureka Products are less different. If you maintain use of the those OER products and choose NOT to adopt Bluebonnet Learning, you are eligible for the IL grant, not the SFI grant.

Question 4: Does the strong foundations implementation grant provide aspects of instructional leadership?

Answer 4: Strong Foundations Implementation provides direct grant funds to LEAs for technical assistance to support high-fidelity implementation of the Texas open education resource (OER) instructional materials, including high-quality professional learning for teachers, instructional coaches, school leaders/campus administrators, and district leaders on effectively implementing OER. Additional details can be found on the LASO 3 website: <https://tea.texas.gov/texas-schools/health-safety-discipline/laso-cycle-3#il>

Question 5: Will you define "Complete Instructional Leadership Package" again please?

Answer 5: Yes, that includes two years of job-embedded professional development (i.e. face-to-face training, implementation support, and one-on-one coaching) for schoolwide culture routines, HQIM internalization and alignment, observation & feedback, and data-driven instruction.

Question 6: To apply for this, we don't have to use a product that has been through IMRA process, correct?

Answer 6: In order to apply for the complete instructional leadership package, you do need to adopt an HQIM product that has been through IMRA, OR be currently using a Covid Emergency Release (CER) version of the OER products. If you are not planning to adopt, you could be eligible for the IL pathways that do not include materials (observation and feedback only, or observation and feedback and schoolwide culture routines)

Question 7: Can we apply for different pathways for different campuses and get the full amount for each campus? For example, can we apply for the full IL package for one campus and the package for O/F, DDI for another campus and each campus could be awarded the full amount available for that package?

Answer 7: An LEA can apply for multiple packages but will only be awarded one package per LEA to ensure there is coherence in the district level strategy.

Question 8: What if my district has already engaged in and completed portions of TIL with our ESC? How would already completed work impact the grant expectations?

Answer 8: You can work with your ESC to customize your training and implementation supports provided you are still able to meet all grant assurances and stay within the program guidelines.

IL SAPL-Specific Questions

Question 1: Has the list of approved providers been published yet? If not, when will it be available?

Answer 1: Yes, you can access the State Approved Provider List for LASO Cycle 3 here:

<https://tea.texas.gov/texas-schools/health-safety-discipline/state-approved-provider-list-sapl>

Question 2: Would a district who applies for SFI (ex. in math) and Instructional leadership for literacy need to use the same approved provider?

Answer 2: Yes, and that approved provider would need to be the same for both Strong Foundations and Instructional Leadership. Given the importance of coherence in capacity building, it is required that an LEA work with the same provider for both OER and non-OER instructional material support.

Question 3: We have been working with a consultant who is not on the provider list that our teachers and leaders have built trust with. Is there any wiggle room regarding the approved list of providers?

Answer 3: Unfortunately, there is not.

Question 4: If we are already engaging one of the approved providers for the beginning of this work, could we still apply to continue/sustain instructional leadership work?

Answer 4: Yes, you can apply to continue your instructional leadership work with your approved provider as long as you are not adopting an OER Edition 1 (Bluebonnet Learning) product. If you are adopting an OER Edition 1 (Bluebonnet Learning) product, you would need to apply to the Strong Foundations Implementation pathway.

Question 5: If we are approved for both grants, can we use any provider that is approved for SFI and IL or does it have to be the ESC?

Answer 5: From the revised PGs, page 9, revised guidance states “An LEA is eligible to apply to both SFI and IL grants, but in the event that both are awarded, *the LEA must select the same Approved Provider for both SFI and IL. SFI programming will be limited to support of OER implementation, and IL programming will be limited to non-OER support.*”

Question 6: I am trying to see the list of “SBOE approved products.” From my understanding this is path for non-OER support. I am trying to see which products qualify for this non-OER support.

Answer 6: This list of non OER products that are approved for the IL Pathway will be communicated after the SBOE approves via the IMRA process, anticipated to be November 22nd.

Question 7: When we apply for the Instructional Leadership Grant, do we select the pathway we want for that campus?

Answer 7: Yes, during the application you will select the pathway or package you are applying for.

Question 8: Can we select different pathways for different campuses?

Answer 8: Because the IL Pathway Providers provide coaching at the district level, and because award amounts are LEA wide with an additional amount granted per campus, one pathway will be awarded per LEA across all eligible campuses.

Question 9: Will the funding amount still be the full amount for the first campus in that package? For example, if we apply for Campus A for the full IL package with SBOE support and Campus B with the IL package only with no SBOE support, will we get \$115,000 for Campus A and \$95,000 for Campus B?

Answer 9: Award amounts are per LEA, with an additional award for each additional campus. For example, in the example above, the LEA would receive \$115,000 for the first campus, with an additional \$25,000 for each additional campus up to four additional campuses. This would make the maximum award amount \$215,000.

Question 10: If an LEA is awarded a LASO Cycle 3 grant, does this render them ineligible from participating in TIL? Can an LEA participate in both Cycle 3 and TIL?

Answer 10: TIL at all 20 ESCs will be an approved provider of the LASO Cycle 3 Instructional Leadership pathway. Cycle 3 will be the funding mechanism for TIL. If an LEA is currently engaging in TIL using ESF FSG 24-26 funds, they are ineligible from being awarded LASO Cycle 3 for the IL pathway.

Question 11: I am reaching out regarding the LASO: Instructional Leadership grant. I would like to confirm the eligibility requirements of being a Title 1 served campus with federal identification are only required at the time of the application. If the Title 1 campus moves out of federal accountability after the first year of the grant, they are still eligible to continue this work throughout the grant term? I assume that there is not a mandate/requirement in participation in a Targeted Improvement Plan (TIP) for the grant term as the goal would be for the campus to move out of a federal accountability designation.

Answer 11: The applying LEA must have a federal identification for 2024 and be title-1 serving. The campus does not need to stay in Federal accountability for year 2 of the grant (ex. A CSI Progress is awarded, and then meets requirements to exit CSI status in year two of the grant). However, they must remain title-1 serving. Additionally, the campus would be required to complete a TIP both years of the grant regardless of federal status, as it is in the grant guidelines.

Technology Lending Grant

Question 1: Are graphing calculators/math calculators an eligible purchase in the TLG grant in LASO 3.0?

Answer 1: No, those are not eligible hardware purchases.

Question 2: If your district has received the Tech lending grant back in 2017 are we eligible to apply again?

Answer 2: Yes- to any school district regardless of prior awarding. New devices, not replacement of lost, stolen, end-of-life, devices only.

Question 3: Did you say small and rural LEAs would be prioritized in this round of grants? What Percentage of medium, large, and urban LEA's would receive funding?

Answer 3: Here are the Program Guidelines for your review: <https://tea.texas.gov/media/393936>, please see page 18.

Question 4: If we received LASO Tech Lending (LASO 1) are we eligible to apply for LASO 3 Tech Lending?

Answer 4: Yes.

Question 5: Are you required to implement the hotspots and at home technology if you currently do not have that in place?

Answer 5: No, it is not a requirement that internet access be provided, but rather an allowable use of funding. If internet access is provided to students' residences, grantees must have a Technology Lending Agreement that includes or references an existing Responsible Use Policy and that is signed by the parents or guardians and by the student. The Technology Lending Agreement must provide that the internet will be used solely for educational purposes by the student.

Question 6: So, if we are currently 1-1 with older Chromebooks and want to replace those with touchscreen Chromebooks is that still considered supplant?

Answer 6: Yes. You may not use TLG funds to replace end-of-life devices.

Question 7: Would replacing casting technology because it has become unreliable (Chromecast) with a new, different type of casting technology be allowed, or considered replacing EOL equipment?

Answer 7: This would be considered replacing end-of-life equipment and therefore not an allowable use of funding. You may not use TLG funds to replace end-of-life devices.

Question 8: Do we need to use Bluebonnet as OER, or can we use Amplify, Eureka, Carnegie and still be in compliance with TLG?

Answer 8: Instructional materials approved by the State Board of Education (SBOE) through the new instructional material review and approval (IMRA) process will be considered high-quality instructional materials (HQIM). Additionally, for the purposes of this grant application, any pilot HQIM materials offered by the agency and listed on the TEA Available Materials page (<https://tea.texas.gov/academics/instructional-materials/tea-available-instructional-materials>) are considered qualifying materials.

Question 9: I have completed the application as a draft, but I am unable to go back and change responses.

Answer 9: Please request a new link to your application by emailing LASO@tea.texas.gov or completing the form located on the LASO 3 webpage: <https://tea.texas.gov/texas-schools/health-safety-discipline/laso-cycle-3>

Question 10: Can you tell us where in the LASO 3 website we can find a preview of the application questions?

Answer 10: There is a link to the PDF in the top banner, 2nd bullet: LASO 3 webpage:

<https://tea.texas.gov/texas-schools/health-safety-discipline/laso-cycle-3>

Question 11: Would PD for Tech be an allowable cost?

Answer 11: No. professional development and training are not an allowable cost.

Question 12: Is the curriculum requirement to use OER instructional materials or HQIM instructional materials from this TEA list? <https://tea.texas.gov/academics/instructional-materials/tea-available-instructional-materials>

Answer 12: Yes, Instructional materials approved by the State Board of Education (SBOE) through the new instructional material review and approval (IMRA) process will be considered high-quality instructional materials (HQIM). Additionally, for the purposes of this grant application, any pilot HQIM materials offered by the agency and listed on the TEA Available Materials page (<https://tea.texas.gov/academics/instructional-materials/tea-available-instructional-materials>) are considered qualifying materials.

Question 13: If you currently have a 1 to 1 in your district, would you be eligible for this grant?

Answer 13: Yes, districts with an existing one-to-one technology or hardware program are eligible for this grant. However, the intent of the funding is meant to supplement and not supplant an existing one-to-one program. In this instance a district would need to use funding for another approved use such as internet connectivity or classroom-based hardware as listed in the grant program guidelines.

Question 14: Are state-adopted textbooks considered HQIM?

Answer 14: Instructional materials on the SBOE Current Adoption Bulletin

(https://tea4avfaulk.tea.texas.gov/ematevi/EMATREPORTS/RptInst/EM_CURR_ADPN.pdf) that were adopted by the SBOE in past proclamations are not considered HQIM. Instructional materials approved by the State Board of Education (SBOE) through the new instructional material review and approval (IMRA) process will be considered high-quality instructional materials (HQIM). Additionally, for the purposes of this grant application, any pilot HQIM materials offered by the agency and listed on the TEA Available Materials page (<https://tea.texas.gov/academics/instructional-materials/tea-available-instructional-materials>) are considered qualifying materials.

Question 15: Is it a requirement of the grant to make internet access available to families or is that an option to put in the grant?

Answer 15: This is not a requirement that internet access be provided, but rather an allowable use of funding. If internet access is provided to students' residences, grantees must have a Technology Lending Agreement that includes or references an existing Responsible Use Policy and that is signed by the parents or guardians and by the student. The Technology Lending Agreement must provide that the internet will be used solely for educational purposes by the student.

Question 16: Can you apply for just the tech lending portion of the grant, or do you have to apply for the grant as a whole?

Answer 16: You may just apply for the TLG grant. In the application, you choose which grant(s) you would like to apply for and the LASO 3 grant will populate with only your choices.

Question 17: Could our district be awarded both the technology lending grant and the strong foundations implementation grant for next year?

Answer 17: Yes, you are eligible to apply for both and have a chance for awarding of both. The Program Guidelines for both grants provide more details on eligibility. If you have previously received these awards, then there are limitations noted in the Program Guidelines. Please see the [LASO 3 webpage](#) for program guidelines and additional resources.

Question 18: My district engages with HQIM through the Texas Lesson Study (TXLS) initiative. We feel we should be able to respond "Yes" to Question #5 pertaining to participation in a TEA-supported HQIM initiative. But we do not see TXLS as an option on question 6, where we are asked to select from a list of initiatives. How should we proceed?

Answer 18: The intent of the question is to identify other LASO related initiatives that utilize TEA available materials and therefore the list in question 6 does not include the TXLS program. If the district is not part of the Math Innovation Zones cohort nor the Strong Foundations Implementation cohort from LASO Cycle 2, please select "No" for question 5.

Question 19: How long will the usage tracking be required? Will we need to continue tracking usage beyond April 2026 for Cycle 3?

Answer 19: Usage tracking will be required only for the life of the grant and not beyond April 2026.

Question 20: Can the LEA draw down the funds before purchasing the technology? Or do they need enough cash to purchase the technology first and then get the reimbursement?

Answer 20: If awarded, you may incur allowable costs from the start date of the grant from your local funds and then when the Notice of Grant Award (NOGA) is issued, you may begin drawing down funds to replace your previously spent local funds (similar to a reimbursement).

Question 21: If we are currently implementing Zearn as part of LASO 2, and SFP, but this choice is not in the application. Does this hurt us?

Answer 21: You may answer “no” for question #5 and then choose “other” to enter in Zearn. Your answer is for our information only. Answering “no” it will not hurt your awarding chances.

Question 22: Can you use the grant to purchase classroom instruction devices/technology?

Answer 22: If there is classroom-based hardware (ex. Document cameras, smart boards, projectors) are allowable expenses.

Question 23: If we purchase devices, do they need to be able to go home? For a check out system, can they live in the library for check out purposes as needed?

Answer 23: Based on your technology plan, and plan for adoption of/ use of HQ materials and the hardware is used for Tier 1 instruction at home/classroom, then the technology is allowable.

Question 24: Is the 51% high quality usage time and use?

Answer 24: To ensure that the technology is being used with high quality instructional materials at least 51% of time that the device is in use.

Question 25: Does the technology checked out have to be paired with and go home with a hot spot too?

Answer 25: It is not required, but it is ideal. This is as needed, if the student needs reliable access for work required, then yes.

Blended Learning Grant

Question 1: Will the Strategic Operations Pathway be under the BLG?

Answer 1: Yes, The Blended Learning Strategic Operations Pathway is an option within the Blended Learning Grant, available for LEAs who have previously participated in TEA Blended Learning Grants.

Question 2: How many campuses can an LEA apply for?

Answer 2: LEAs can apply and undergo planning for as many campuses as they see fit, however for the Planning Cohort, the maximum award is \$275,000 if awarded for one subject or \$375,000 if awarded two subjects; for the Strategic Operations Cohort, the maximum award is \$370,000 per grantee.

Question 3: Does the Blended Learning portion of the LASO grant cover PreK?

Answer 3: The eligible grades for the Blended Learning Grant are grades K-8. Some approved supplemental product licenses are campus-based, so if a grantee uses BLG grant funds to purchase a campus license, Pre-K may be part of that license.

Question 4: How do I find my Strategic Operations Cohort scoring template?

Answer 4: You can find the supplemental scoring template in the one-pager [here](#).

Question 5: Are we eligible for the BL Planning cohort if we are a part of Strong Foundations Planning but not implementation.

Answer 5: Yes, LEAs who have successfully completed or are currently participating in either Strong Foundations planning and/or implementation are eligible for the BLG planning cohort.

Question 6: Could you expand on student scores being paused if this grant is awarded?

Answer 6: Campuses could receive accountability intervention pauses for the first two years of designation. This would require meeting targeted usage numbers as well as ongoing engagement in all grant components and is specific to math.

Question 7: If we are currently part of the bl grant, are we eligible for the planning grant?

Answer 7: You would be if you are applying for a new subject not previously awarded.

Question 8: How are we able to confirm our eligibility for each of the grants?

Answer 8: Please view the 'Program Eligibility' section of each grant. If you are not sure about your district's participation regarding Blended Learning Grant eligibility, please email blendedlearning@tea.texas.gov.

Question 9: If we are participating in LASO 2 BLG, are we eligible to apply for LASO 3 BLGO?

Answer 9: Based on the Program Guidelines, <https://tea.texas.gov/media/393896>, page 10, eligible applicants are: Eligible applicants to the Blended Learning Planning cohort are those LEAs who have previously participated or currently participating in strong Tier 1 math and/or reading curriculum planning TEA initiatives. (i.e. LASO 2 Strong Foundations, LASO 1 Strong Foundations, TCLAS Strong Foundations, or CRIMSI).

Eligible applicants to the Blended Learning Strategic Operations cohort are those LEAs who have previously participated in TEA Blended Learning Grants (i.e. Math Innovation Zones, Blended Learning Grant Program, or School Action Fund Redesign- Blended Learning). Applicants must have shown high usage in approved supplemental products in math and/or reading language arts for grades K-8 in spring of 2024

Question 10: Are the Tier 1 and Tier 2 approved products list on the LASO website?

Answer 10: This will be answered in forthcoming slides, but please also refer to the SAPL list, located on the LASO 3 website (<https://tea.texas.gov/texas-schools/health-safety-discipline/laso-cycle-3>) and linked here: <https://tea.texas.gov/node/2041121/>

Question 11: We were a part of Strong Foundations Planning but not implementation. We are also a part of the LASO grant this year that we used to purchase Zearn licenses and IXL. Are we eligible for the BL Planning cohort?

Answer 11: Yes, Strong Foundations planning participation is on the BLG eligibility list.

Question 12: I am working on my LASO grant for submittal (the blended learning section). How do I find my Strategic Operations Cohort scoring template?

Answer 12: You can find the supplemental scoring template in a few places, but you can access the one-pager [here](#). You will provide data from your supplemental product usage in the spring 2024 with campuses you are applying for. Each product has its own dashboard platform, the screenshot in the template is an example but shows what all components need to be visible. I would reach out to your supplemental product(s) contacts.

Question 13: Does this grant require Board approval or participation in Lone Star Governance (or anything similar)? Also, would it be allowable to use grant funds to pay for a grant manager?

Answer 13: There are no specific requirements for approval beyond what is in the application process, including the superintendent's signature/approval. Grant funds may be used to help pay for a FTE that will dedicate 50% of his/her time to supporting the grant. You can see specifics in the BLG webinar deck [here](#).

Question 14: What is a strong Tier 1 math and or reading curriculum, planning TEA initiative? Is that the same as HQIM?

Answer 14: Yes, it includes HQIM, specifically, one of the following current/previous TEA initiatives:

- Strong Foundations Planning
- Strong Foundations Implementation
- CRIMSI

Advanced Placement Computer Science Principles

Question 1: Is the provider list for APCSP posted? Or is it the same list from 2.0?

Answer 1: The provider list will be posted on the LASO Website on October 14th, at the start of the application period. LASO Cycle 3 website: <https://tea.texas.gov/texas-schools/health-safety-discipline/laso-cycle-3>

Question 2: Are the guidelines for APCSP the same as 2.0 or will new guidelines be posted on 10/14, as well?

Answer 2: Guidelines for ASPCP will be posted along with all other LASO grants on October 14.

Question 3: If we have teachers/campus that already teach APCSP, can we still apply to utilize the funds to cover the costs of AP exams? Or does it need to be adding a new course at a campus?

Answer 3: Funds awarded with this grant may be used to cover the costs of APCSP exams administered during the grant period, add a new course, and/or expand or maintain the current APCSP program with allowable expenses identified in the APCSP grant guidelines.

Question 4: How are colleges honoring the AP Principles credit? What course are you finding colleges are awarding for this course?

Answer 4: Use the "AP Credit Policy Search" tool to find the colleges that award credit with a score of 3 or higher on the APCSP exam. Use the course search option in this tool to locate all colleges that provide college credit for the APCSP course, then select a college to identify the course for which credit will be awarded. For example: TAMU will award 4 credit hours for CSCE 110 with a minimum score of 3 on the APCSP exam.

Question 5: Do you have any data regarding schools that will be applying for this grant within our region? (ESC Region 11)

Answer 5: All LEAs are eligible to apply for this APCSP grant.

Question 6: On the webinar page, it states there is option 1 and option 2 for the APCSP grants. Can you please clarify what the difference between 1 and 2 are?

Answer 6: The two webinars are exactly the same, just two choices to attend.

Question 7: The questions specifically ask for the # of campuses ADDING AP CSP courses and the # of teachers to be trained. Can you clarify if the grant is only a fit for expanding the APCSP offering?

Answer 7: You may apply for a new course or expand the APCSP program.

Question 8: Would the AP Comp Sci class be able to be offered in 2025-26?

Answer 8: Yes, the expectation is for LEAs awarded grant funds to prepare for and offer the APCSP course for Fall 2025-2026 student enrollment.

Question 9: We are part of the LASO 2.0 APCSP are we eligible to apply for LASO 3 APCSP?

Answer 9: Yes, All LEAs are eligible to apply.

Question 10: Do students have to produce a project?

Answer 10: Yes, students will need to complete a project. All course information can be found on the College Board website.

Additional Days School Year Summer Planning and Implementation

Question 1: If a district has an 1882 charter school campus, and the charter qualifies for the **ADSY** grant but the district does not because of the number of school days attended by the students, will there be an option or comment session of the grant to explain this situation?

Answer 1: The LEA needs to agree that participating campuses will be moving to ADSY-eligibility, it doesn't need to be LEA-wide. So, they should be able to proceed as long as they can make that assurance.

Question 2: How do you decide who will receive the ADSY Grant? by Eco Disc? EB percentage? etc.

Answer 2: You can find the full breakdown on pages 17 and 18 of the program guidelines here:

<https://tea.texas.gov/texas-schools/health-safety-discipline/laso-cycle-3-program-guidelines-adsy.pdf>

Question 3: We have a four-day week and about 153 student days. Would we add 27 additional summer days to that to meet the 180-day requirement?

Answer 3: To be eligible for ADSY, the participating campus needs to have a minimum of 180 instructional days in their regular instructional calendar prior to accessing ADSY funds, so the summer program would be after the 180-day calendar. ADSY-eligibility does not need to be met until the 2026-2027 school year. Please also note that applicants will be sorted via a priority tier as outlined on page 17 of the [ADSY PEP Summer Program Guidelines](#). All interested LEAs with campuses serving any grade levels from Pre-K to 5 are eligible to apply.

Question 4: Do we have an approved curriculum list?

Answer 4: One of the assurances provides details on utilizing HQIM during the summer program and provides a definition of HQIM for the purposes of this grant program. You can find that at the top of page 13 in the program guidelines: <https://tea.texas.gov/texas-schools/health-safety-discipline/laso-cycle-3-program-guidelines-adsy.pdf>

Question 5: If we are in the ADSY PEP Cycle 5 planning for the 2024-2025 with CFT funding, are we still eligible for LASO ADSY PEP this year?

Answer 5: Current/prior ADSY PEP districts are eligible if they are scaling to new campuses. More details in the priority table on page 17: <https://tea.texas.gov/texas-schools/health-safety-discipline/laso-cycle-3-program-guidelines-adsy.pdf>

Question 6: In another document, I believe it specifies that the 3 hours must be for math and reading?

Answer 6: Assurance #2 on page 11 includes details on the make-up of the summer day, including 3 hours for math and reading instruction. The spirit of this block is that it's spent with deliberate academic focus for the highest need and in order to prevent further summer slide. If you're looking to provide instruction beyond

math and reading with clear rationale, that can certainly be a consideration during the planning process (likely as an addition to the math and reading without sacrificing the enrichment components as well).

Question 7: Can we upload the superintendent's signature, or does it have to be done at the time of the submittal?

Answer 7: It will need to be done at the time of submittal. TEA can provide a revision link to review, revise and then submit, upon request, which will allow the Superintendent to review what is completed prior to their signature. To request that, reach out to LASO@tea.texas.gov.

Question 8: Are field trips mandatory?

Answer 8: Field trips are not mandatory for ADSY PEP; however, LEAs are able to support up to 2 field trips using grant funding.

Question 9: We participated in the ADSY Summer Learning Accelerator (ADSY SLA) grant via LASO 2; can we apply for the ADSY PEP grant this year?

Answer 9: There are no guidelines that disqualify ADSY SLA grantees from applying for ADSY PEP through LASO Cycle 3. However, if your LEA (Local Education Agency) was previously an ADSY PEP grantee under TCLAS Decision 8, or LASO 1, your application will be sorted according to priority ranking 5 on page 17 of the [ADSY PEP program guidelines](#). If your LEA has never participated in ADSY PEP, it will be sorted based on priority tiers 1 through 4, as outlined on page 17.

School Action Fund

Question 1: Is the implementation grant included in this LASO or will it be at a later time?

Answer 1: This LASO Cycle 3 grant (SAF Cycle 9) includes LEA options for either planning or implementation grants.

Question 2: Is there a specific HQIM list for RLA in SAF grants that is different than OER? I am thinking specifically for middle school since there is no OER for RLA for this level.

Answer 2: See pages 17-18 of the 2025-2026 School Action Fund-Planning and Implementation Program Guidelines on the LASO 3 webpage:

“For School Action Fund grantees, high quality instructional materials (HQIM) include at least Math and English Language Arts/Reading materials and are curricular resources that, in order of preference, either

1. meet all of the requirements of the appropriate SBOE-approved content-area IMRA quality rubric and the suitability rubric, found here; or
2. have been approved by the Texas SBOE and are on the SBOE's list of adopted instructional materials found on the TEA website; or
3. meet all of the following requirements:
 - i) ensure full coverage of Texas Essential Knowledge and Skills (TEKS);
 - ii) are aligned to evidence-based best practices in the relevant content areas of RLA, math, science, and social studies;
 - iii) support all learners, including students with disabilities, English Learners, and students identified as gifted and talented;
 - iv) enable frequent progress monitoring through embedded and aligned assessments;
 - v) includes implementation supports for teachers; and

vi) provide teacher and student-facing lesson-level materials.

All SAF grantees must implement HQIM at the school action campus by the first year of continuation/implementation. Authorizers must demonstrate evidence of evaluating and approving the academic model proposed by the operating partner, including HQIM in the Call for Quality Schools. More information can be found in SAF's program guidelines."

Question 3: Will the redesign models of College & Career Prep and Rural P-20 not be included under LASO 3?

Answer 3: Correct. The three models SAF supports in Cycle 9 (LASO 3) are ACE, ADSY Full Year, and Advanced STEM.

Question 4: Would a school be able to be awarded both a SAF planning grant and an SFI SI PLC grant in the same year?

Answer 4: Yes. As this would be a heavy lift, we will use the SAF interview to make sure the district and campus have the capacity to implement all grant requirements and get the intended outcomes for students.

Question 5: Is there a Lone Star Governance completion requirement for this cycle?

Answer: See #4 on page 12 of the 2025-2026 School Action Fund-Planning and Implementation Program Guidelines on the LASO 3 webpage for the Board Governance requirement:

"The grantee's Board of Trustees must complete, TEA-approved Board training and coaching by Gate 3 of the first year of the awarded grant."

Lone Start Governance is one of the TEA-approved Board training and coaching options, as are the System of Great Schools (SGS) Board Pathway and the Texas School Leadership (TSL) Board Integrated Pathway. The "coaching" relates to both the SGS Board Pathway and the TSL Board Integrated Pathway, **not** the two-day Lone Start Governance training.

Question 5: Will you please link the self-assessment link?

Answer: This is the correct [link](#) for the SAF Self-Assessment is below. When selected, you will be forced to make a copy in order to use the tool.

Question 6: Does the amount listed under "Estimated Range of Award" include the Continuation/Implementation funds?

Answer 6: Estimated Range of Award posted on the LASO 3 webpage is just for the LASO 3 grant opportunity for 2025-2026 School Action Fund-Planning and Implementation Program grant, which is a one-year grant for both Planning and Implementation. There will be a Continuation grant posted in Spring 2026.

Question 7: Could we choose the Redesign Action with District-Run Governance with the Advanced STEM model. Is that one way it could work out?

Answer 7: Yes, that is a viable combination of the options.

Question 8: For partnership managed new school, would a district apply for a "create new" action for every new site, even if it is the same partner?

Answer 8: Yes. The School Action Fund is a campus-level grant, so each grant supports a single campus.

Question 9: Additional context for the question above. A district is interested in a partner but is unsure how many sites that partner could manage.

Answer 9: You may apply for as many campuses (sites) as you deem fit. Should the applicant reach the Oral Interview phase, this would be a topic of discussion. You may want to reach out to the Center for School

Actions to schedule a 1:1 consultation. Please see the SAF Action webinar decks posted on the LASO 3 webpage for the [link](#) and contact information.

Question 10: If we apply for LASO Cycle 3, do we need to use the Bluebonnet curriculum? Is it a requirement?

Answer 10: No. Bluebonnet Learning is not required but could be used to satisfy the HQIM requirement. Refer to the response to Question #2 in this section regarding HQIM requirements in SAF.

Question 11: I have an F-rated campus that is ATS. Can they engage in Restart, District-Run?

Answer 11: To be eligible for SAF, campuses must be Title I-serving **AND** Comprehensive Support-Identified (CSI) or Targeted Support-Identified (TSI), **not** Additional Targeted Support-Identified (ATS).

Question 12: How can the funds be utilized? Is there a certain percentage for AP?

Answer 12: Allowable funding and amounts are detailed in the 2025-2026 School Action Fund-Planning and Implementation Program Guidelines, on page 21. School Action Fund Technical Assistance providers (SAF TAs) are paid through in-kind funds which are not deducted from the SAF grantee's award.

Question 13: If a district is interested in a Create New Planning grant and the future school will be Title I serving (schoolwide), the future school will serve students previously attending Comprehensive/Targeted (2023-2024 ratings) schools BUT the district does not have any schools on the SAF-eligible schools list, is the district still eligible to apply for a Create New grant?

Answer 13: Yes. This would be a new school, with a new CDCN, not a phase-in/phase-out path, as the phase-out school would need to meet SAF eligibility requirements.

Question 14: If a district is interested in a Create New Planning grant and the future school will be Title I serving (schoolwide) BUT the district does not have any Comprehensive/Targeted schools (2023-2024 ratings), is the district still eligible to apply for a Create New grant?

Answer 14: Yes. This would be a new school, with a new CDCN, not a phase-in/phase-out path, as the phase-out school would need to meet SAF eligibility requirements.

Question 15: We would like next steps to amend our ESF grant to include the SAF grant.

Answer 15: Confirm SAF eligibility of the school Title I-serving **AND** Comprehensive Support-Identified (CSI) or Targeted Support-Identified (TSI), **not** Additional Targeted Support-Identified (ATS). If the campus meets eligibility requirements and the district has already submitted its application, complete the form to request a link to the application. The form is linked at the top of the LASO 3 webpage, and [here](#).

Question 16: I notice that campuses have to be Comprehensive or Targeted to be eligible for the School Action Fund grant. Does Targeted include campuses that are Additional Targeted Support OR are we talking about Targeted schools ONLY?

Answer 16: To be eligible for School Action Fund (SAF), campuses must be Title I-serving **AND** Comprehensive Support-Identified (CSI) or Targeted Support-Identified (TSI), **not** Additional Targeted Support-Identified (ATS).

Question 17: Where can TAs and districts go to learn more about the specific requirements and programming requirements for Boards as part of SAF-LASO Cycle 9? What is the TSL Integrated Pathway program and requirements including # of hours, type of commitment (virtual, meetings, conferences)? Who should districts contact if they have questions?

Answer 17: Requirement of the TSL Board Integrated Strategic Planning Pathway is active Superintendent and Board of Trustees participation for at least 10 months of coaching from a TEA-approved provider. For more information, please contact Glenn.Nathan@tea.texas.gov.

Question 18: What is the SGS Board Pathway program and requirements including # of hours, type of commitment (virtual, meetings, conferences)? Who should districts contact if they have questions?

Answer 18: A pre-requisite to the SGS Board Pathway is active district participation in the System of Great Schools Network. Boards participating in the SGS Board Pathway commit to at least 10 months of coaching from a TEA-approved provider. For more information, please contact Anna.Asendork@tea.texas.gov.

Question 19: What is the LSG program and requirements including # of hours, type of commitment (virtual, meetings, conferences)? Who should districts contact if they have questions?

Answer 19: Please review the Lone Star Governance [webpage](#).

Question 20: A district is asking whether their high school is eligible for STEM Redesign? The school is on the eligibility list, but the STEM playbook is for Advanced STEM K-8. Are they allowed to apply for STEM Redesign for their HS?

Answer 20: The Advanced STEM model is available to Elementary and Middle schools only, as noted on page 17 of the 2025-2026 School Action Fund-Planning and Implementation Program Guidelines, and in the SAF Action webinar decks posted on the LASO 3 webpage.

Question 21: is ESF also one of the eligibility criteria used to make the list of schools even though it's not included in the eligibility criteria?

Answer 21: To be eligible for School Action Fund (SAF), campuses must be Title I-serving **AND** Comprehensive Support-Identified (CSI) or Targeted Support-Identified (TSI), **not** Additional Targeted Support-Identified (ATS). 2024-26 ESF-Focused Support grantees are also eligible to apply for SAF.

Question 22: Can you clarify the SAF eligibility - are Additional Targeted Support campuses eligible?

Answer 22: To be eligible for School Action Fund (SAF), campuses must be Title I-serving **AND** Comprehensive Support-Identified (CSI) or Targeted Support-Identified (TSI), **not** Additional Targeted Support-Identified (ATS).

Question 23: For District-run Create New and Redesign, I wanted to confirm: The only school models that can be selected are Full Year ADSY and Advanced STEM?

Answer 23: Correct. For District-run Create New and Redesign, the available models SAF supports in Cycle 9 (LASO 3) are ADSY Full Year, and Advanced STEM.

Question 24: If Innovative Partnership governance type is selected, (Partner-managed), could a district adopt any school model (aligned to the partner they identify)?

Answer 24: That is correct. The TEA and SAF Team expect that Authorizers (LEAs) rigorously evaluate potential Operating Partners to ensure that they have the capacity to successfully run and manage schools, as well as fully implement selected school models.

Question 25: Are the amounts listed in the Use of Funds section referencing dollar amounts?

ex. **Use of Funds:** District-Run Actions, Planning:

- Planning Year School Leader release time to complete planning activities: 80,000

Answer 25: Yes, the amounts listed are dollar amounts (ex. 80,000 is \$80,000)

Question 26: Is the LEA required to notify the potential TA provider during the application process?

Answer 26: No. Technical Assistance providers (TAs) are matched with grantees by the School Action Fund Team once awards are determined.

Question 27: Please confirm that the TA provider is paid directly by TEA and not be the LEA?

Answer 27: Correct; School Action Fund Technical Assistance providers (SAF TAs) are paid through in-kind funds which are not deducted from the SAF grantee's award.

Question 28: In a Reassign Action, may students be transferred to any other schools within the district?

Answer 28: No. Students must be transferred to A/B campuses, or an equivalent as defined by TEA, or confirmed by a district's internal data analysis and shared with, and accepted by, the TEA as an equivalent.

Question 29: The Advanced STEM Playbook does not reference "strategic scheduling", but it is included in the Program Guidelines. Is Strategic Scheduling a requirement of the Advanced STEM model?

Answer 29: Yes, Strategic Scheduling is a required element of the Advanced STEM model (and, all other SAF models). Matched SAF Technical Assistance providers will support grantees with developing appropriate strategic scheduling that best fits each campus' needs.

Question 30: Is the required use of funds on page 21 of the Program Guidelines for District-Run Actions, Planning per campus, or district-wide? If applying for multiple campuses, does the district administrator's line item remain the same allocation?)?

Answer 30: The required use of funds is per campus and the line item for district administrators is the same allocation. To avoid Supplement vs Supplant issues, no more than a combined 20-25% of an individual's salary should be allocated across grant funds.

Question 31: May we use the Matched SAF Technical Assistance provider to complete the third party ESF-aligned review under the Performance Measures section on pgs. 19-20 of the Program Guidelines?

Answer 31: No. Please see below, which is an excerpt found on pg. Of the Program Guidelines:

"An ESF-aligned third-party implementation quality review must be completed during the Fall semester of year two Continuation or Implementation, unless otherwise approved by TEA. The third-party implementation quality review must be conducted by an organization not connected to the grantee district, campus, or TEA matched technical assistance provider and must be skilled in understanding the Levers, Essential Actions, and Key Practices of the Effective Schools Framework and well-versed in the aligned and relevant School Model Playbook.

The third-party organization must use a tool which measures i) effective implementation of both the selected school action and model, and the Effective Schools Framework Levers, Essential Actions, and Key Practices. The tool should also include an opportunity to provide insight and guidance into areas of need and improvement with practical follow-up activities and data analysis. The tool to be used must be approved by TEA."

Question 32: Does TEA distinguish between district and campus deliverables. If so, what are campus-level deliverables for the Planning year and for the Implementation year?

Answer 32: Refer to pages 18-19 of the Program Guidelines which provides a summary of the SAF program Deliverables, the majority of which are campus-level Deliverables to be supported by district-level staff. There are district-level Deliverables, such as Board of Trustees participation in TEA-approved Governance training and/or coaching.

Question 33: What is the teacher/campus leaders' time requirement during the Planning year.

Answer 33: For the campus leader, refer to pg. 12 of the Program Guidelines, as below:

"LEAs must commit to guaranteeing that school leaders of awarded campuses have at least 20 hours of release time built into their weekly schedules to plan and create the ESF-aligned school design and educational model."

For teachers, refer to pgs. 18 and 22 regarding high-quality instructional materials (HQIM), as below:

“All SAF grantees must implement HQIM at the school action campus by the first year of Continuation/implementation.”

This means that any “pilots” of curriculum materials or training of teachers must occur during the Planning year or during the summer prior to Year 1 Implementation (Continuation). This will impact the amount of time teachers will spend on the Action and Model during the Planning year.

Early College High School (ECHS)

Question 1: Does this include CTE grants?

Answer 1: Yes, we do have CTE grants like PTECH and ECHS included in LASO cycle 3

Question 2: What are some of the typical expenditures in ECHS grant?

Answer 2: Please refer to page 13 of the ECHS Program Guidelines for information on general allowable costs and examples. You can access the guidelines here: <https://tea.texas.gov/texas-schools/health-safety-discipline/laso-cycle-3-program-guidelines-ech.pdf>

Question 3: Is this only for new ECHS applicants or can current ECHS apply as well?

Answer 3: This is for new ECHS applicants. All current ECHS planning, provisional or designated campuses are not eligible to apply.

- All recipients of previous ECHS Planning and Implementation Grants are not eligible to apply.
- All recipients of a previous LASO-ECHS Grant are not eligible to apply.

Please see Program Guidelines, page 9 for more information: <https://tea.texas.gov/media/393901>

Question 4: Is it possible for a ECHS to serve multiple high schools? For example, if a CTE Center serves multiple campuses, can an ECHS program be implemented on that campus to serve multiple high schools?

Answer 4: Yes, it is possible and potentially very challenging for an ECHS to serve multiple high schools.

Question 5: Are there any successful LEA and IHE ECHS partnerships that include Private IHE's'?

Answer 5: Yes, there are a few examples in the network of successful partnerships with a private IHEs. Please note the vast majority of these partnerships are with public IHEs.

Question 6: How much of an obstacle is TSIA2 success on the growth of ECHS programs?

Answer 6: TSIA requirements are essential for the ECHS to achieve its goal of providing all dual credit opportunities to students. It is highly recommended to have a well-structured TSIA preparation program in place.

Question 7: Do the grant funds have to be used to pay Educate Texas?

Answer 7: No. These grant funds are not used toward the (free) technical assistance provided by Educate Texas to each ECHS.

Question 8: Can you clarify an application requirement? During this webinar, I believe it was stated that we have to show we have a working relationship with an IHE that will support our ECHS and serve as a partner, not an established one yet for the application process. But an attachment required to be submitted with the application is a signed and academic year dated MOU with an IHE. Can you explain the difference?

Answer 8: The LASO 3.0 ECHS application requirement is for the LEA to upload a letter of support from the IHE. There is no MOU requirement in the LASO application. Once an ECHS completes a planning year, a signed MOU is required prior to the first day of serving students.

Question 9: Do we have to separate building to houses this program.

Answer 9: For ECHS, each CDC will need to be connected to the program. The LEA can decide on the physical location that best suits its purpose and need.

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

Question 1: Does the support an LEA receives from this grant include assistance in locating and securing assistance in locating and securing business/industry partnerships & IHE? We are a small rural district that doesn't have industries within our district.

Answer 1: LEAs receive free and individualized technical assistance from Educate Texas on how to locate and secure partnerships with industry partners and the IHE.

Question 2: What are the main differences between P-Tech and Early College High Schools?

Answer 2: The Pathways in Technology Early College High School (P-TECH) program is an open-enrollment initiative that offers campuses an opportunity to plan to build a P-TECH within their district. Designed to support historically underserved and at-risk students, P-TECH schools offer opportunities for students to earn a high school diploma while simultaneously earning industry-based certifications and/or an associate degree on or before the sixth anniversary of a student's first day of high school.

The Early College High School (ECHS) program offers campuses an opportunity to plan to build an Early College High School within their district. This program offers opportunities for campuses to provide targeted supports for historically underserved students through rigorous instruction and accelerated postsecondary courses. The program provides academic and wrap-around strategies that help students succeed in college-level coursework at no cost to the students. For more information, please visit the CCRSM website at <https://texascrrsm.org/>

Another key difference is that P-TECH requires business partners to guide and train students in trade skills. ECHS sounds like it's education without any trade skills or partners.

Question 3: After reading the one pager on the LASO PTECH grant opportunity, it says the grant is designed to support and historically underserved and at-risk students. We are a military connected school district on a military base and our economically disadvantaged percentage is low—what is looked at to determine eligibility?

Answer 3: Thank you for reaching out. According to [P-TECH's Program Guidelines](#), eligible applicants are:

- LEA's 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 (2026-2027) and will progressively scale up by adding at least one grade level per year.

Please note that:

- 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 Grant are not eligible to apply.

Ranking and prioritization will be determined by the following criteria captured within each application:

- Stakeholder-Driven Decision-Making and Sustainability
- P-TECH partnership agreements and requirements.
- P-TECH CTE programs, crosswalk, and certifications offered
- Aligning postsecondary credentials with local needs
- Future recruitment strategies and support systems

Additional priority points will be given for the following conditions.

- LEAs not currently participating in the CCRSM Network will receive 1 priority point.
- LEAs classified by TEA as Rural will receive 1 priority point.
- LEAs classified by TEA in the upper quartile of at-risk students will receive 1 priority point.
- LEAs classified by TEA in the upper quartile of economically disadvantaged students will receive 1 priority point.
- Campuses classified by TEA with an enrollment size under 5,000 students will receive 1 priority point.
- Campuses classified by TEA with an enrollment size between 5,001 and 10,000 students will receive 2 priority points.

Additional details regarding prioritizing and scoring can be found in the program guidelines linked above.

For more information regarding Economically Disadvantaged students as it relates to the P-TECH Blueprint requirements, please select this [link](#).

Question 4: Are districts with a P-TECH campus opening at the beginning of the 2025-2026 school year eligible to apply for the LASO 3 grant?

Answer 4: Good morning. LASO P-TECH (and ECHS) grants are associated with campus CDC#s. A district could apply for a P-TECH LASO 3.0 grant if that grant was not connected to a current (beginning 25-26 or older) P-TECH campus in their district.

A (beginning 25-26 or older) P-TECH campus is eligible to apply for a ECHS LASO 3.0 grant if the district was wanting to open a two model CCRSM campus.

See below for further information.

<https://tea.texas.gov/texas-schools/health-safety-discipline/laso-cycle-3#ptech>

<https://tea.texas.gov/texas-schools/health-safety-discipline/laso-cycle-3-program-guidelines-ptech.pdf>

Eligible Applicants

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

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 (2026-2027) and will progressively scale up by adding at least one grade level per year.
- 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 Grant are not eligible to apply.

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

Question 5: We are just in the early phases of discussions and what happens if we are awarded funding and then the community votes no on the High School addition?

Answer 5: The Board will need to approve in order to be considered for an award. Additionally, if you are awarded, you will have 30 days to accept or decline the application in TEAL.

The key components of being eligible for the grant funds and having working relationships (not formalized agreements yet) with an IHE and a business partner as important factors. Finally, remember that a [P-TECH](#) does not necessarily need a separate physical building to successfully operate (P-TECH Benchmark 1.2).

Eligibility

- LEAs serving students in Grades 9-12, or will begin serving students in Grade 9 or Grades 9 and 10 in the first year of implementation (2026-2027) and will progressively scale up by adding at least one grade level per year.
- Current P-TECH planning, provisional, or designated campuses are not eligible to apply.
- Previous recipients of P-TECH Planning and Implementation Grants or LASO-P-TECH Grants are not eligible to apply.

Key Program Commitments to Consider

Note: Intended to provide key program commitments, not an exhaustive list of program assurances or requirements.

- P-TECH Model Planning and Implementation | LEAs will engage in 12-18 months of P-TECH model planning and implementation aligned with the P-TECH Blueprint.
- Crosswalks | The LEA and IHE will develop course equivalency crosswalks that lead to Level I and Level II certificates, associate degrees, or completion of the Texas Core Curriculum to provide stackable credentials as students advance in the academic pipeline.
- Personalized Learning Environment | The P-TECH shall collaborate with its IHE to personalize the learning environment by developing individualized student plans for ongoing academic support, filing a degree plan, and setting long-term goals. The P-TECH and IHE will also create robust college and career advising systems to support student progress and ensure collaboration between the two systems.
- CTE Program of Study | P-TECH campuses shall provide a TEA CTE program(s) of study for students in grades 9-12 that combines high school and postsecondary courses leading to an approved industry-based certification(s).

BENCHMARK 1: SCHOOL DESIGN

The Pathways in Technology Early College High School (P-TECH) shall establish school structures and policies, regularly convene leadership teams, and ensure adequate staff capacity for the successful implementation and sustainability of the P-TECH program.

Design Elements:

1.1 Student Cost

The P-TECH program shall be offered at no cost to students.

1.2 School Location

The P-TECH location shall be

- a. on a college or university campus; or
- b. in a high school—as a standalone high school campus or in a smaller learning community within a larger high school; or
- c. at a central location, such as a CTE center. The central location is not the home campus where students are enrolled

Question 6: I have a quick question regarding P-TECH:

Must we establish a 100% lottery system to determine enrollment, or can it be a combination of 80% lottery and 20% guaranteed admission for students who are assigned to the campus on which the program will be located?

Answer 6: A P-TECH can use either:

a performance-blind, open-access lottery system that encourages and considers applications from all students (all students have an equal opportunity for acceptance, regardless of background or academic performance)
a weighted lottery that favors students who are at risk or who are historically underrepresented for the P-TECH.

Districts are encouraged to standardize lottery practices across campuses by implementing the College and Career Readiness School Model.