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

Learning Acceleration Support Opportunities (LASO) Cycle 3

October 18th, 2024

Welcome and Thank You for Joining Today!

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Agenda

- Overview of LASO Cycle 3 Application Process and Timeline
- P-TECH Deep Dive
- Next Steps

FYIs

- Submit questions during the webinar using the Zoom Q&A
- Webinar slides and recordings will be posted on the LASO Cycle 3 website after all webinars have been completed
- Email LASO@tea.texas.gov with follow-up questions

Overview of LASO Cycle 3 Application Process and Timeline

Pathways in Technology (P-TECH) Early College High School is a part of Learning Acceleration Support Opportunities (LASO) Cycle 3

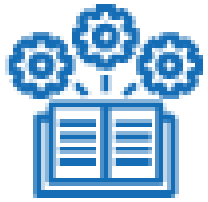
The Learning Acceleration Support Opportunities (LASO) Cycle 3 is the next iteration of a consolidated grant application that strategically batches funding opportunities that support learning acceleration and innovation opportunities.

$160 Million
in services and supports

11
TEA initiatives to support learning acceleration and innovation

1
LEA program application to access funding

LASO is a consolidated grant application to support key learning acceleration strategies



Curriculum and Instruction

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

More Time

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

Innovative School Models

Innovative school models to incorporate all of the learning acceleration framework

LASO Cycle 3 will award $160M to LEAs

Includes 11 grants to support learning acceleration

Curriculum & Instruction

- Strong Foundations Planning
- Strong Foundations Implementation
- SFI School Improvement PLC Supports
- Instructional Leadership
- Technology Lending Grant
- Blended Learning Grant
- Advanced Placement Computer Science Principles

More Time

- ADSY Full Year
- ADSY Summer Planning and Execution Program

Innovative School Models

- School Action Fund
- Early College High School
- Pathways in Technology Early College High School

P-TECH (Pathways in Technology Early College HS) High Level Overview

Innovative School Models

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

Estimated Total Funding Available	$1 Million
Estimated Range of Award	Up to $100,000
Estimated Award Numbers	10 LEAs
Estimated Timeline	Planning | SY 25-26 Implementation | SY 26-27

Why P-TECH?

CCRSM Mission and Network

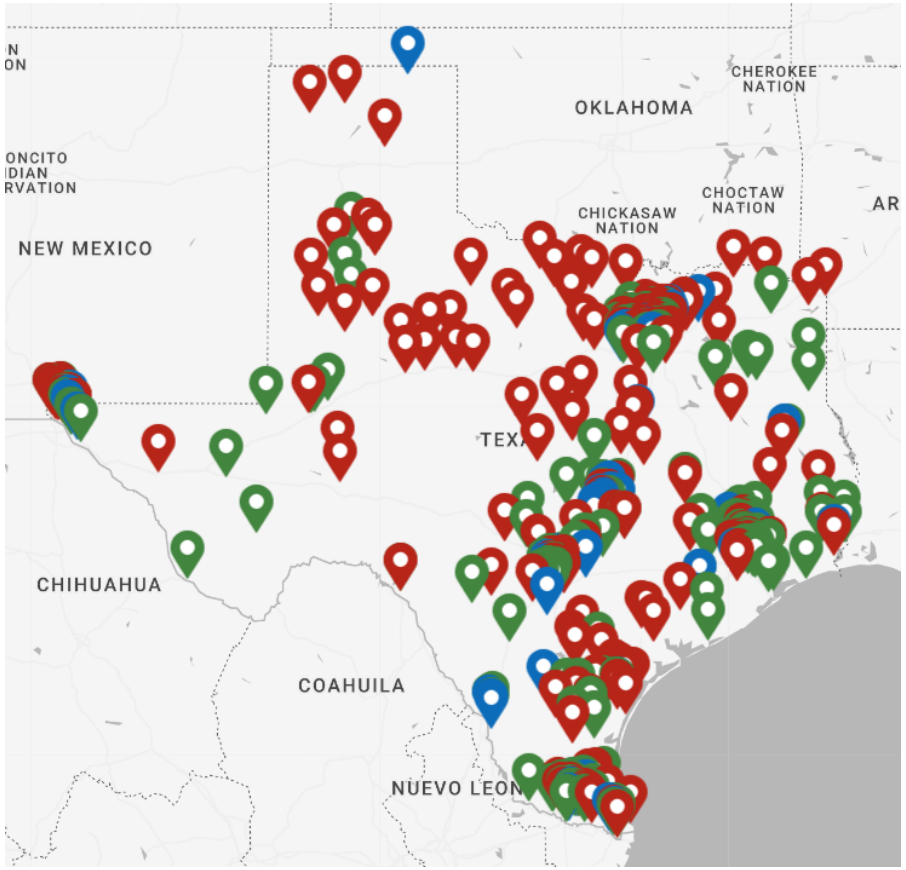
CCRSM

Early College High School (ECHS)

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

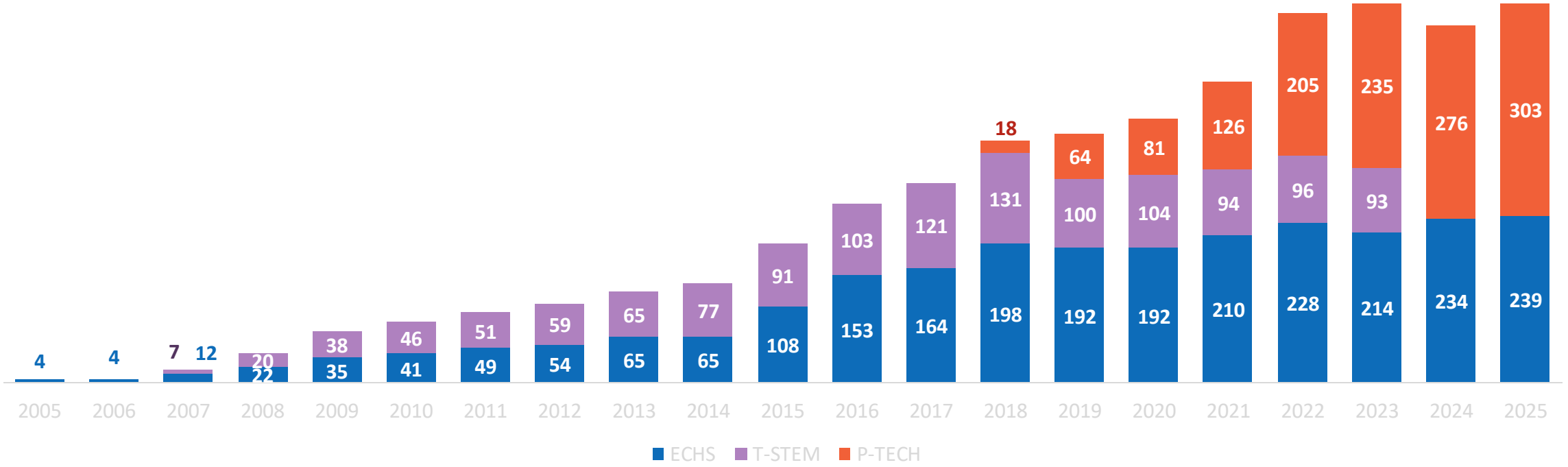
CCRSM Strategic Mission

“Build and support innovative high schools that provide a structured program, which leads students to graduate with successful postsecondary outcomes”



CCRSM Mission and Network

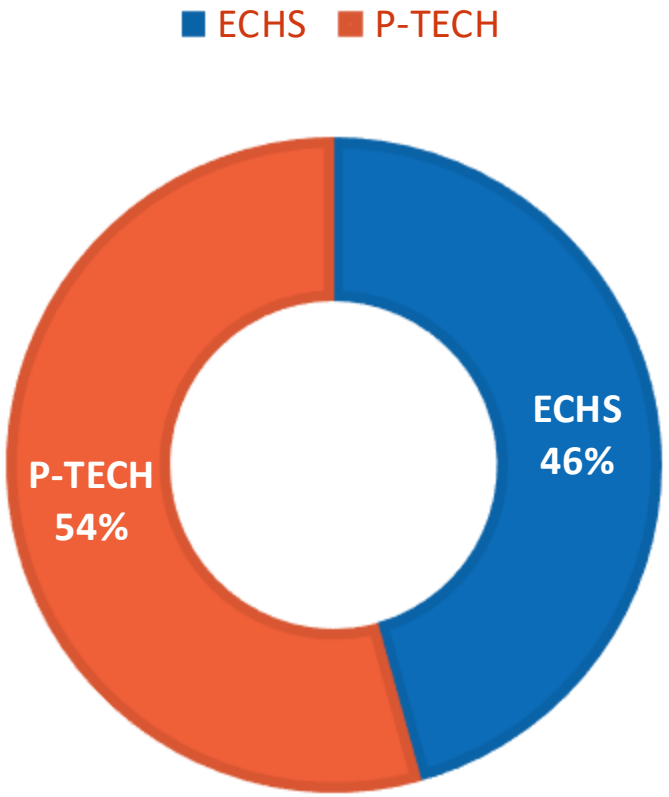
Designated and Planning CCRSM Campuses, 2004-2005 through 2024-2025



Notes and Sources: Annual portfolio size data from TEA. Beginning in 2019, campuses in their planning year are included in the portfolio, as they receive technical assistance during that year despite not serving students. Planning Campuses who have chosen not to pursue designation at some point during the year are excluded from counts. Campuses designated or planning for more than one model type are counted in each model group (i.e. a campus with cohorts of students in both T-STEM and ECHS appears in both the T-STEM count and the ECHS count).

CCRSM Mission and Network

CCR SCHOOL MODEL DISTRIBUTION



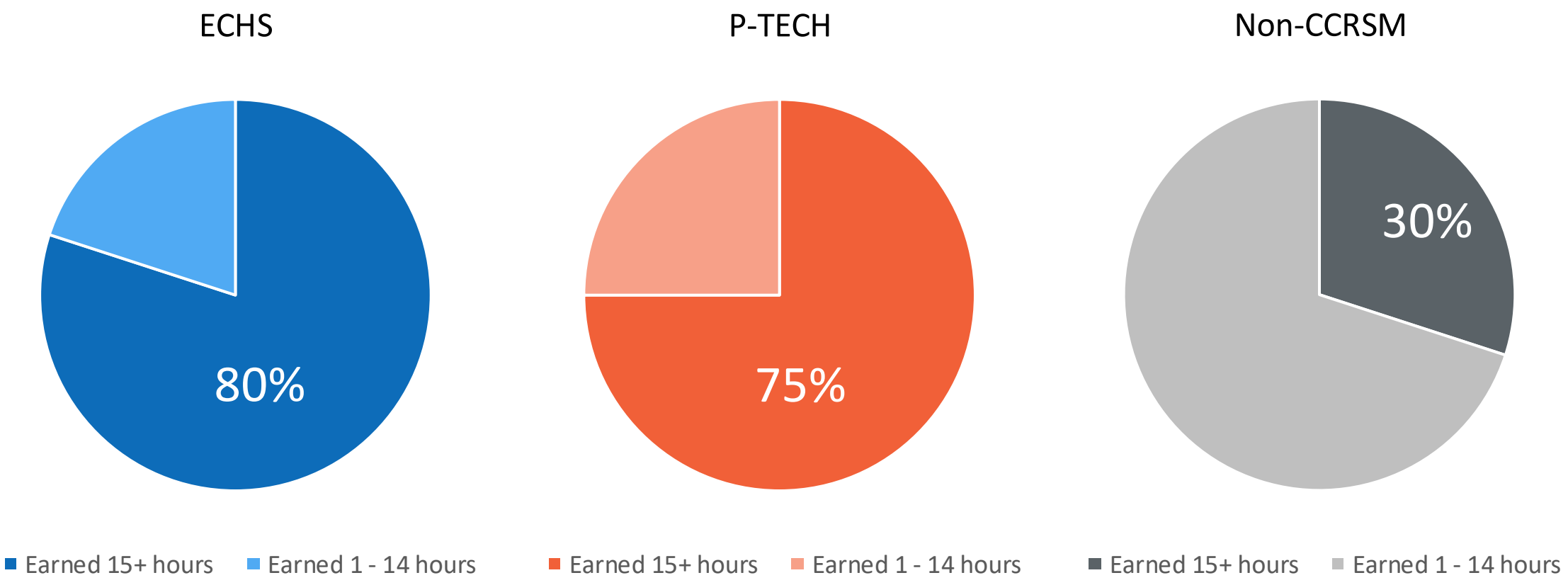
92,385 Students

257 District Partners

60+ College and University Partners

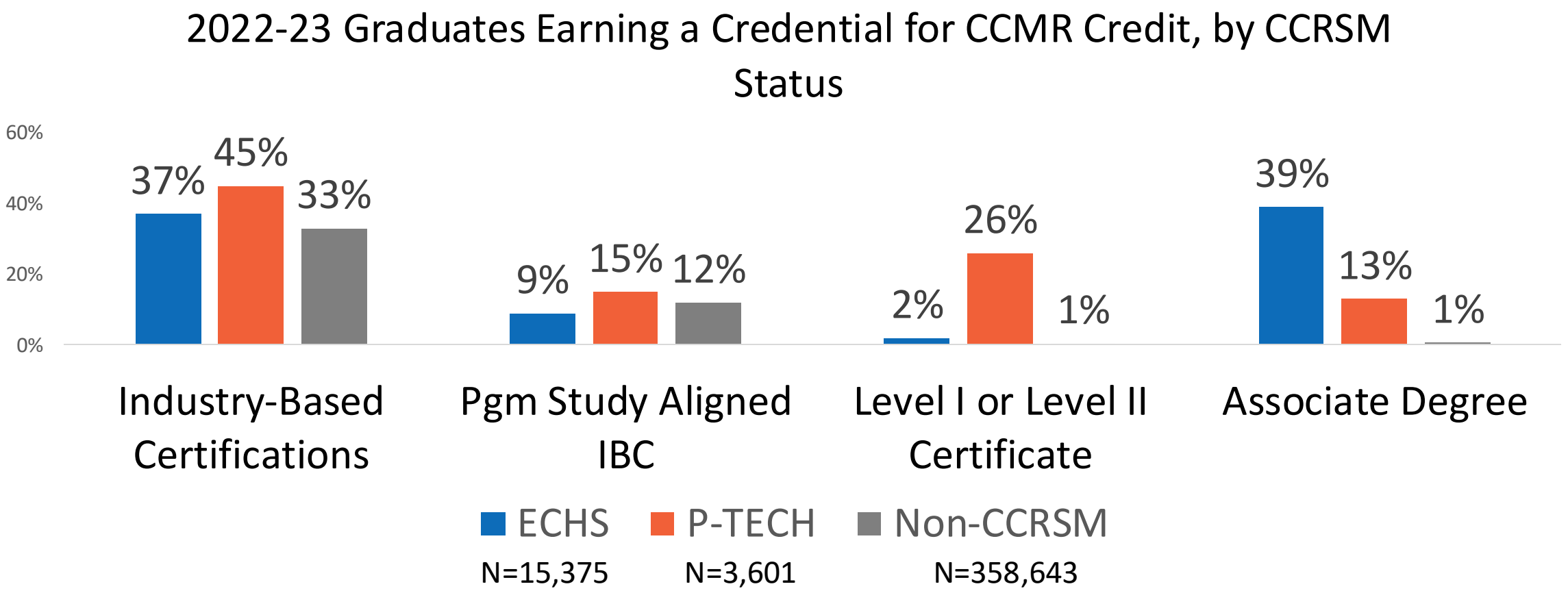
200+ Business and Industry Partners

CCRSM Graduates Earning Dual Credit Hours



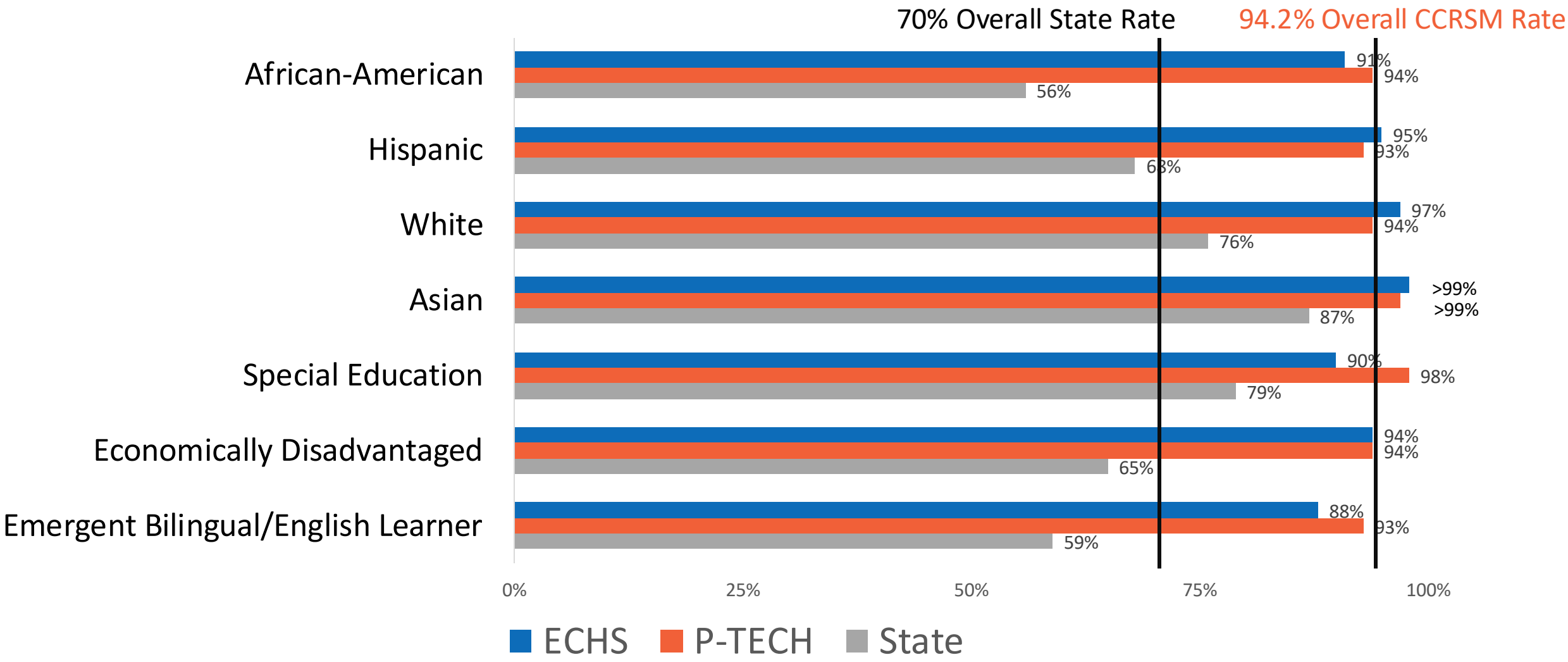
Source. PEIMS. THECB, 2018-2022 Division: 213

CCRSM Graduates Earning Credentials

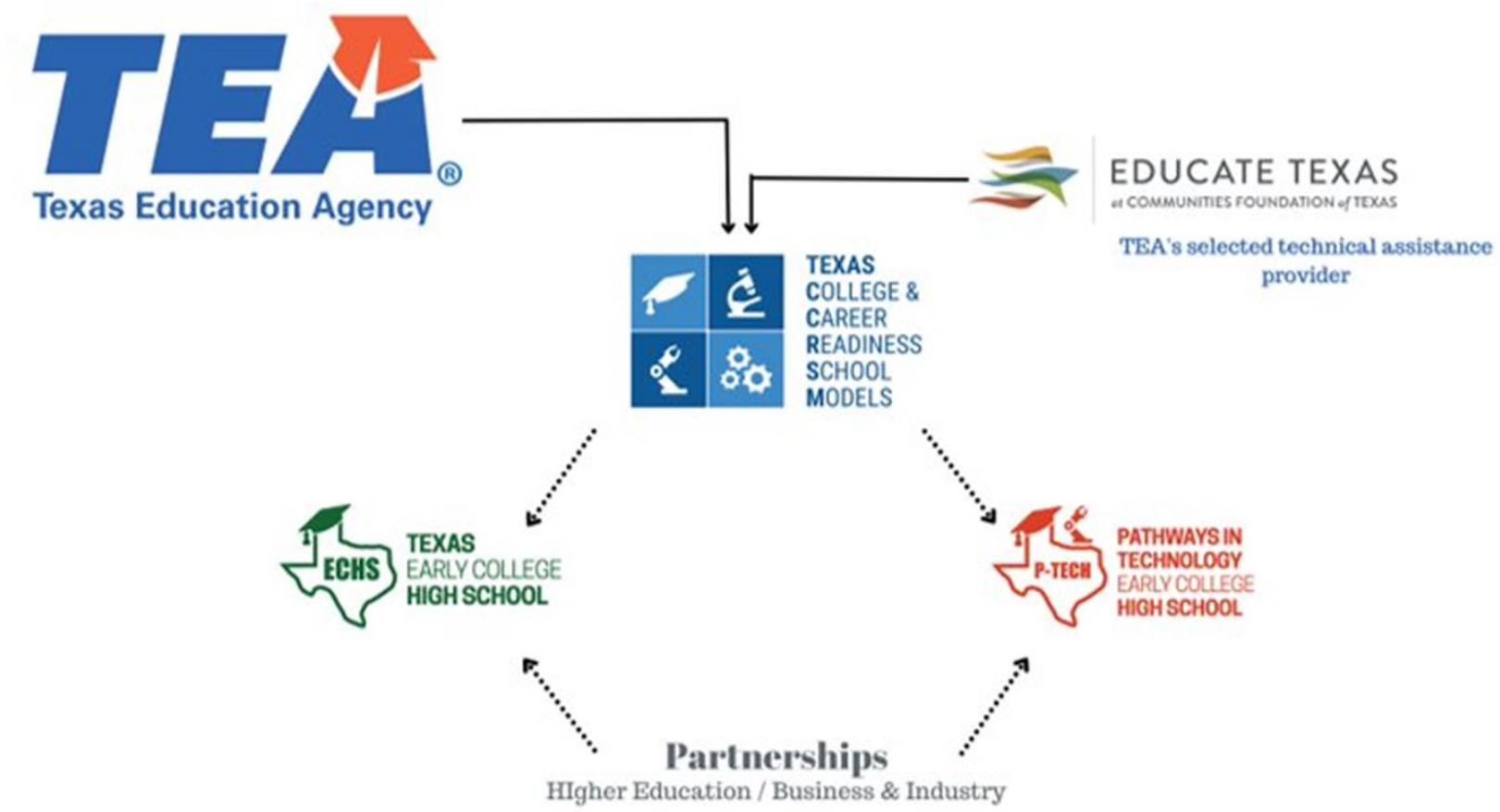


CCRSM graduates earned credentials at higher rates, with a large proportion earning an associate degree.

Higher CCMR rates applied to historically underserved students graduating through a CCRSM program



P-TECH provides support and services that will help improve student achievement



P-TECH provides support and services that will help improve student achievement

Technical Assistance

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

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

Program Overview

P-TECH Program Overview

Purpose

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.

More information can be found in the Grant One Pager

Eligibility

Eligible LEAs must:

- Serve 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:

- 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.

More information can be found in the Eligibility and Prioritization Doc

Best Fit For

LEAs who are looking for:

- An opportunity for individualized technical support in planning to build a P-TECH campus within their district.
- Opportunities for campuses that are new to the CCRSM network and have **not** received any prior P-TECH grants.
- An opportunity to deepen their partnerships with local business and industry entities to fully develop and offer targeted work-based learning experiences that lead to industry certifications at no cost to the student.
- An opportunity to deepen their partnerships with an Institution of Higher Education (IHE) to fully develop and offer a rigorous program of study that leads to the successful completion of an associate degree at no cost to student.

More information can be found in the Best Fit Guidance Doc

**not an exhaustive list of eligibility, program assurances or requirements.*

P-TECH Key Commitments

Commitments

Crosswalks | Together, the LEA and IHE develop course equivalency crosswalks which 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 for students by developing individualized student plans for ongoing academic support, filing a degree plan, and the attainment of long-term goals. The P-TECH and IHE shall develop robust college and career advising systems to support student plans and advance academic progress and shall develop a process for collaboration to provide an academic bridge across the two educational systems.
CTE Program of Study | P-TECH campuses shall provide a TEA CTE program(s) of study for students in grades 9-12 to combine high school and postsecondary courses that lead to an approved industry-based certification(s).

More information can be found in the Grant One Pager

Role & Time Commitment

Role	Commitment
AP 5 hours monthly for 12-18 months	**P-TECH Model Planning and Implementation** | LEAs will engage in 12-18 months of P-TECH model planning and implementation design elements and requirements aligned to the P-TECH Blueprint.

More information can be found in the Program Guidelines

**not an exhaustive list of eligibility, program assurances or requirements.*

P-TECH Assurances

- The P-TECH campus must establish recruitment and enrollment processes and requirements that will not exclude or discourage the enrollment of any of the subpopulations of at-risk students, including, but not limited to, students who are of limited English proficiency or who have failed a state administered assessment.
- The P-TECH campus must provide a course of study that enables participation students in grades 9-12 to earn a high school diploma, earn and associate degree or up to 60 college credit hours.
- The P-TECH campus must enter into an articulation agreement with IHEs that are accredited by a national or regional accrediting agency
- The P-TECH campus must establish a Leadership Design Team to guide the campus to begin serving students and provide leadership for the campus regarding P-TECH Blueprint implementation.
- P-TECH campuses must submit a data report of leadership team members, meeting dates, and agendas (including attendance) posted on the school's website.
- The P-TECH campus must develop wrap-around strategies and services involving multiple stakeholders (parents, teachers, counselors, community members, etc.) to strengthen the academic, behavioral, and mental health supports necessary for high school and college readiness and to be successful in rigorous academic and work-based educational experiences.

More information can be found in the Program Guidelines

**not an exhaustive list of eligibility, program assurances or requirements.*

State Approved Provider List- P-TECH

Provider Supports

P-TECH grantees are provided technical assistance by Educate Texas at no additional cost to their campus or district.

Districts seeking additional technical assistance support from other providers may locally decide to do so in addition to the no cost technical assistance provided by Education Texas on behalf of the Texas Education Agency.

Current Provider

- Communities Foundation of Texas-Educate Texas

Resources

- The **State Approved Provider List** document provides details and contact information for each approved partner.
- The **SAPL webpage** provides additional context and links to LEA provider information.
- If you have any questions or concerns, please email **sapl@tea.texas.gov**.

P-TECH
Deep Dive

P-TECH Overview

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

Apply to become Planning Campus

Planning Campus
Year O

Provisional Campus
Years 1-5

Designated Campus
Year 6+

Designated Campus with Distinctions
Year 7+

Needs Improvement Campus
Years 6-8

Designated Campus
Year 9

Transitioned Campus
Year 9

CCRSM Path to Designation

CCRSM Designation Status Pathways

Applicant

- District and School Board decision confirmed prior to submitting application
- P-TECH Blueprints and Roadmaps to Opening documents reviewed
- IHE and Business/Industry Partnership agreements established

CCRSM Designation Status Pathways

Applicant

- Create a sustainability plan
- Devise a targeted recruiting and communication plan for campus
- Submit the completed the application prior to deadline

Apply to become Planning Campus

Planning Campus Year O

Provisional Campus Years 1-5

Designated Campus Year 6+

Designated Campus with Distinctions Year 7+

Needs Improvement Campus Years 6-8

Designated Campus Year 9

Transitioned Campus Year 9

CCRSM Path to Designation

CCRSM Designation Status Pathways

Year 0

Planning Campus

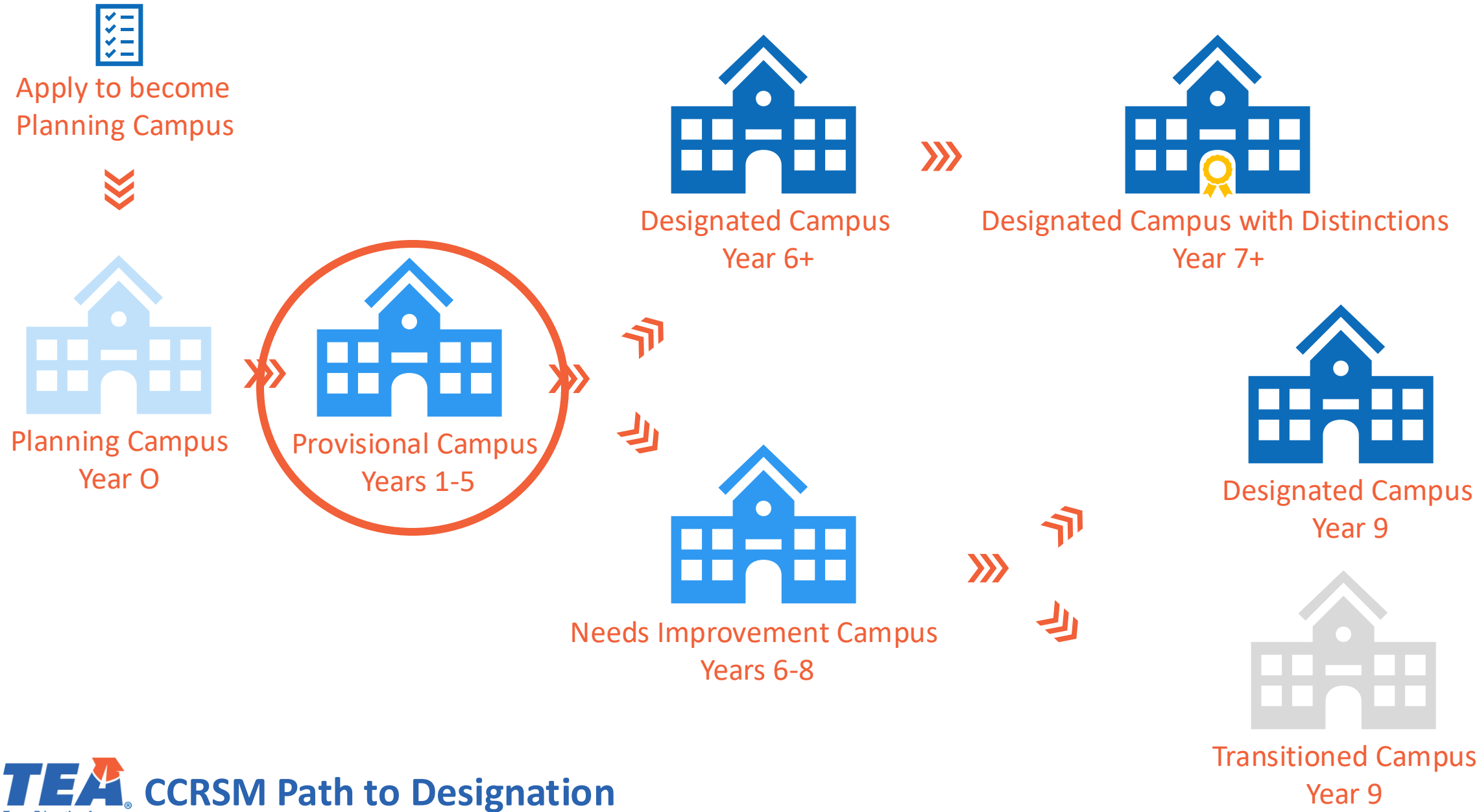
- Work with Technical Assistance Providers
- Review the P-TECH Blueprints and apply knowledge
- Apply for P-TECH Provisional Campus Status (First Year) in the fall

CCRSM Designation Status Pathways

Year 0

Planning Campus

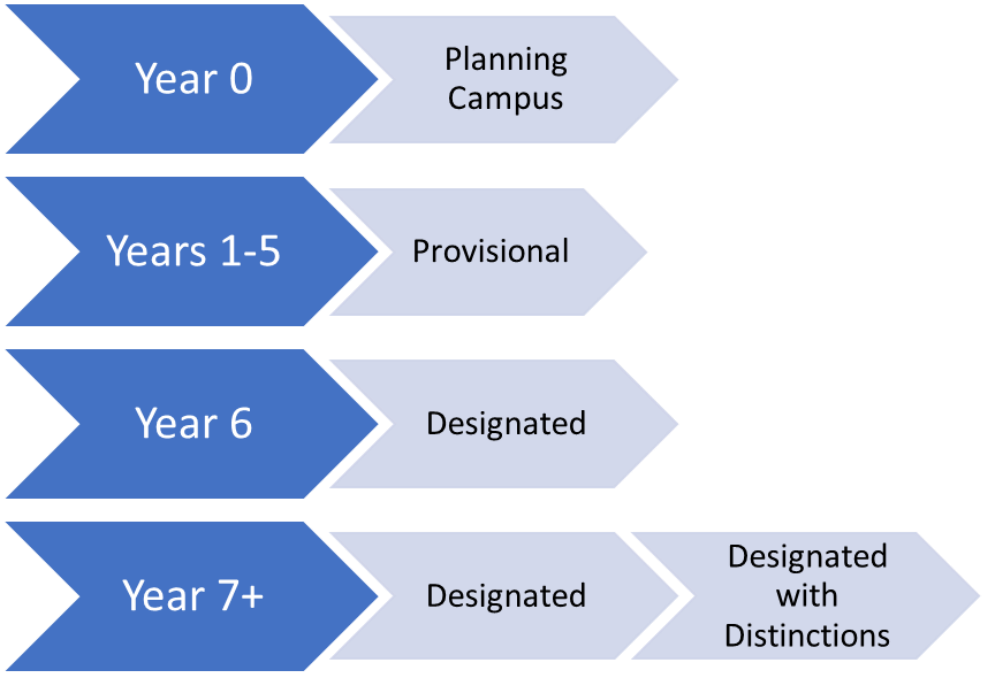
- No students served with ECHS or P-TECH programming
- No Outcomes-Based Measures (OBM) Reporting in TEAL to review



CCRSM Path to Designation

CCRSM Designation Status Pathways

CCRSM Designation Status Route



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

Apply to become Planning Campus

Planning Campus Year O

Provisional Campus Years 1-5

Designated Campus Year 6+

Designated Campus with Distinctions Year 7+

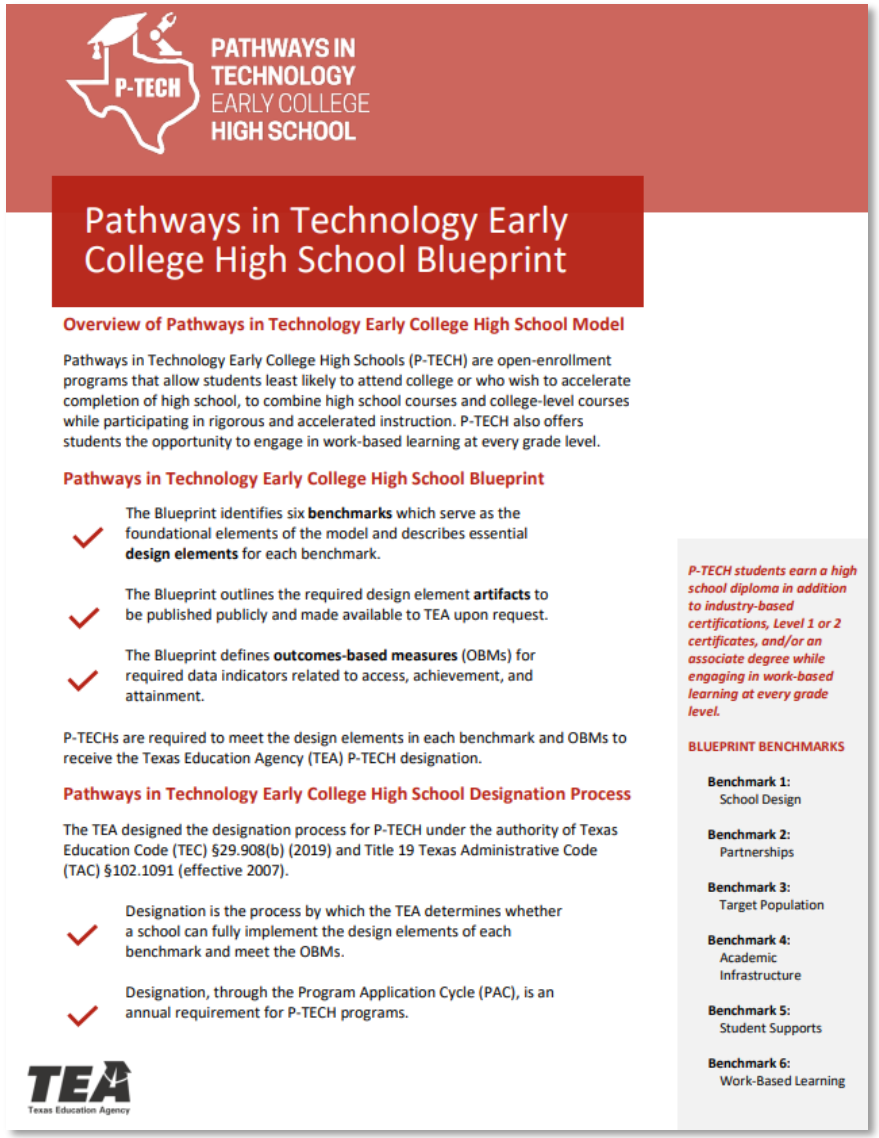
Needs Improvement Campus Years 6-8

Designated Campus Year 9

Transitioned Campus Year 9

CCRSM Path to Designation

How do we get there?



PATHWAYS IN TECHNOLOGY EARLY COLLEGE HIGH SCHOOL

Pathways in Technology Early College High School Blueprint

Overview of Pathways in Technology Early College High School Model

Pathways in Technology Early College High Schools (P-TECH) are open-enrollment programs that allow students least likely to attend college or who wish to accelerate completion of high school, to combine high school courses and college-level courses while participating in rigorous and accelerated instruction. P-TECH also offers students the opportunity to engage in work-based learning at every grade level.

Pathways in Technology Early College High School Blueprint

- The Blueprint identifies six **benchmarks** which serve as the foundational elements of the model and describes essential **design elements** for each benchmark.
- The Blueprint outlines the required design element **artifacts** to be published publicly and made available to TEA upon request.
- The Blueprint defines **outcomes-based measures** (OBMs) for required data indicators related to access, achievement, and attainment.

P-TECHs are required to meet the design elements in each benchmark and OBMs to receive the Texas Education Agency (TEA) P-TECH designation.

Pathways in Technology Early College High School Designation Process

The TEA designed the designation process for P-TECH under the authority of Texas Education Code (TEC) §29.908(b) (2019) and Title 19 Texas Administrative Code (TAC) §102.1091 (effective 2007).

- Designation is the process by which the TEA determines whether a school can fully implement the design elements of each benchmark and meet the OBMs.
- Designation, through the Program Application Cycle (PAC), is an annual requirement for P-TECH programs.

TEA Texas Education Agency

P-TECH students earn a high school diploma in addition to industry-based certifications, Level 1 or 2 certificates, and/or an associate degree while engaging in work-based learning at every grade level.

BLUEPRINT BENCHMARKS

Benchmark 1: School Design

Benchmark 2: Partnerships

Benchmark 3: Target Population

Benchmark 4: Academic Infrastructure

Benchmark 5: Student Supports

Benchmark 6: Work-Based Learning

P-TECH Blueprint Basics

- 6 Benchmarks
- 51 Design Elements
- 18 Artifacts
- 14 Outcomes-based measures (OBMs)

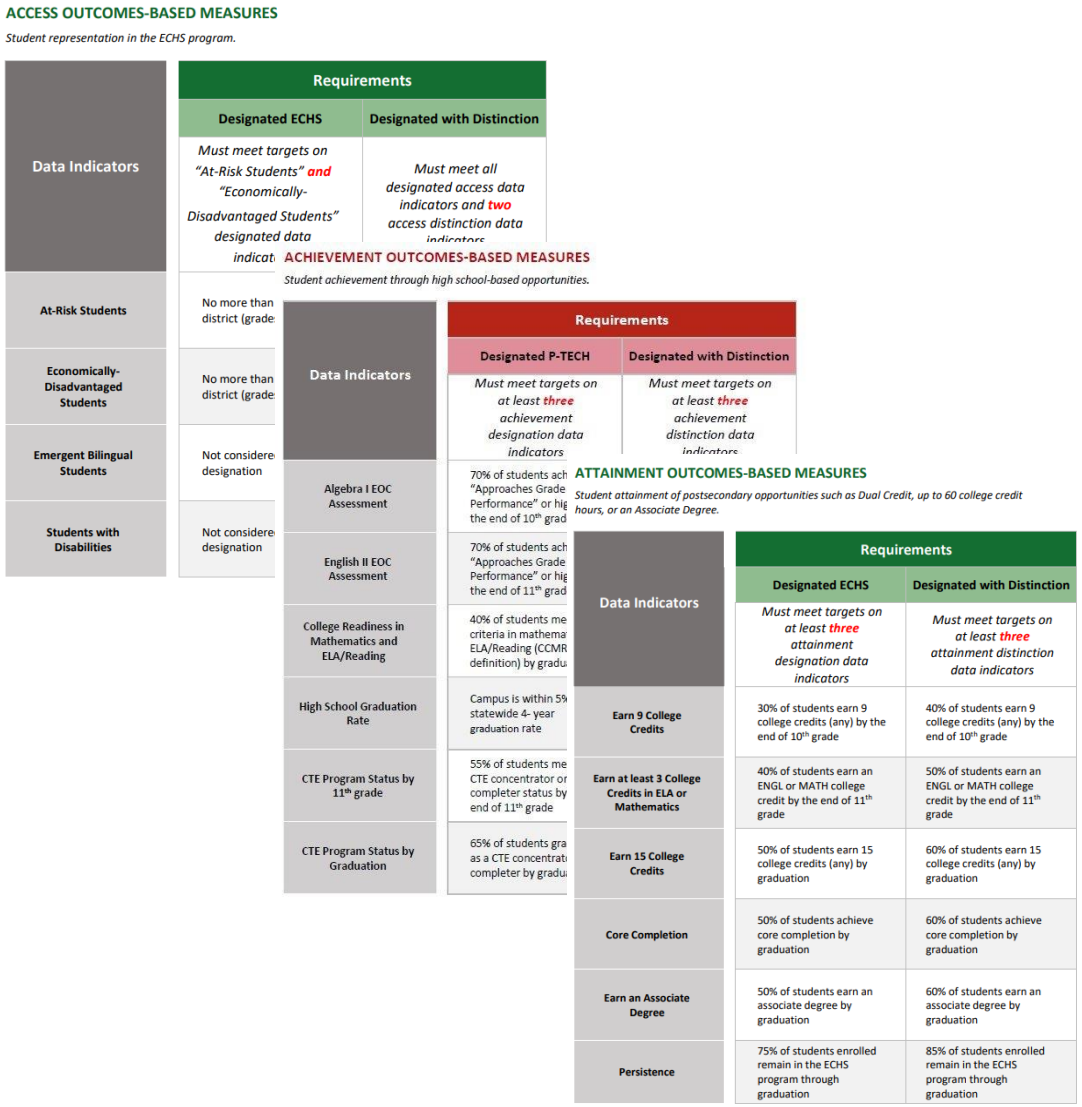
CCRSM Blueprints – ECHS and P-TECH

Outcome driven

- Key data indicators to ensure positive student outcomes and measure program health

Outcomes-Based Measures (OBMs)

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



ACCESS OUTCOMES-BASED MEASURES

Student representation in the ECHS program.

Data Indicators	Requirements	
	Designated ECHS	Designated with Distinction
At-Risk Students	*Must meet targets on "At-Risk Students" and "Economically-Disadvantaged Students" designated data indicat*	*Must meet all designated access data indicators and two access distinction data indicators*
Economically-Disadvantaged Students	No more than district (grade	
Emergent Bilingual Students	No more than district (grade	
Students with Disabilities	Not considere designation	
	Not considere designation	

ACHIEVEMENT OUTCOMES-BASED MEASURES

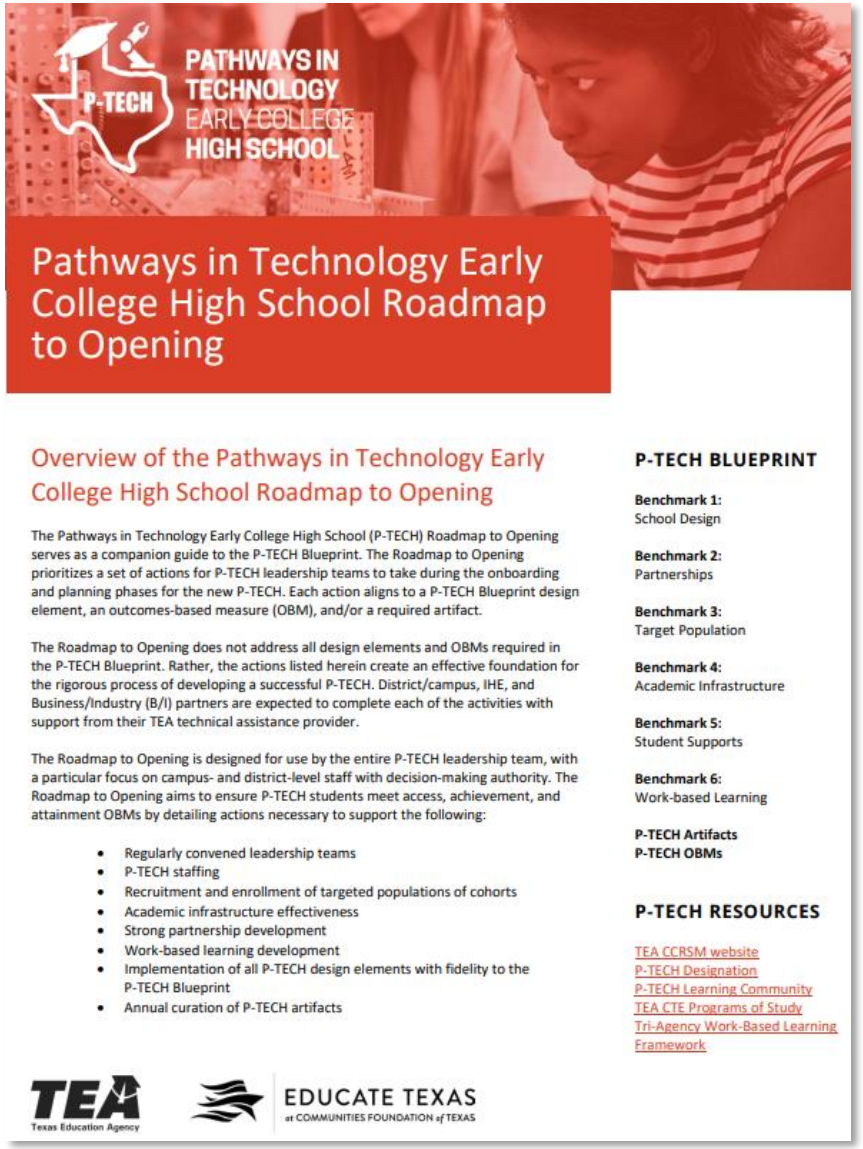
Student achievement through high school-based opportunities.

Data Indicators	Requirements	
	Designated P-TECH	Designated with Distinction
	Must meet targets on at least three achievement designation data indicators	*Must meet targets on at least three achievement distinction data indicators*
Algebra I EOC Assessment	70% of students ach "Approaches Grade Performance" or hig the end of 10th grad	
English II EOC Assessment	70% of students ach "Approaches Grade Performance" or hig the end of 11th grad	
College Readiness in Mathematics and ELA/Reading	40% of students me criteria in mathema ELA/Reading (CCMR definition) by gradu	
High School Graduation Rate	Campus is within 5% statewide 4- year graduation rate	
CTE Program Status by 11th grade	55% of students me CTE concentrator or completer status by end of 11th grade	
CTE Program Status by Graduation	65% of students gra as a CTE concentrati completer by gradu	

ATTAINMENT OUTCOMES-BASED MEASURES

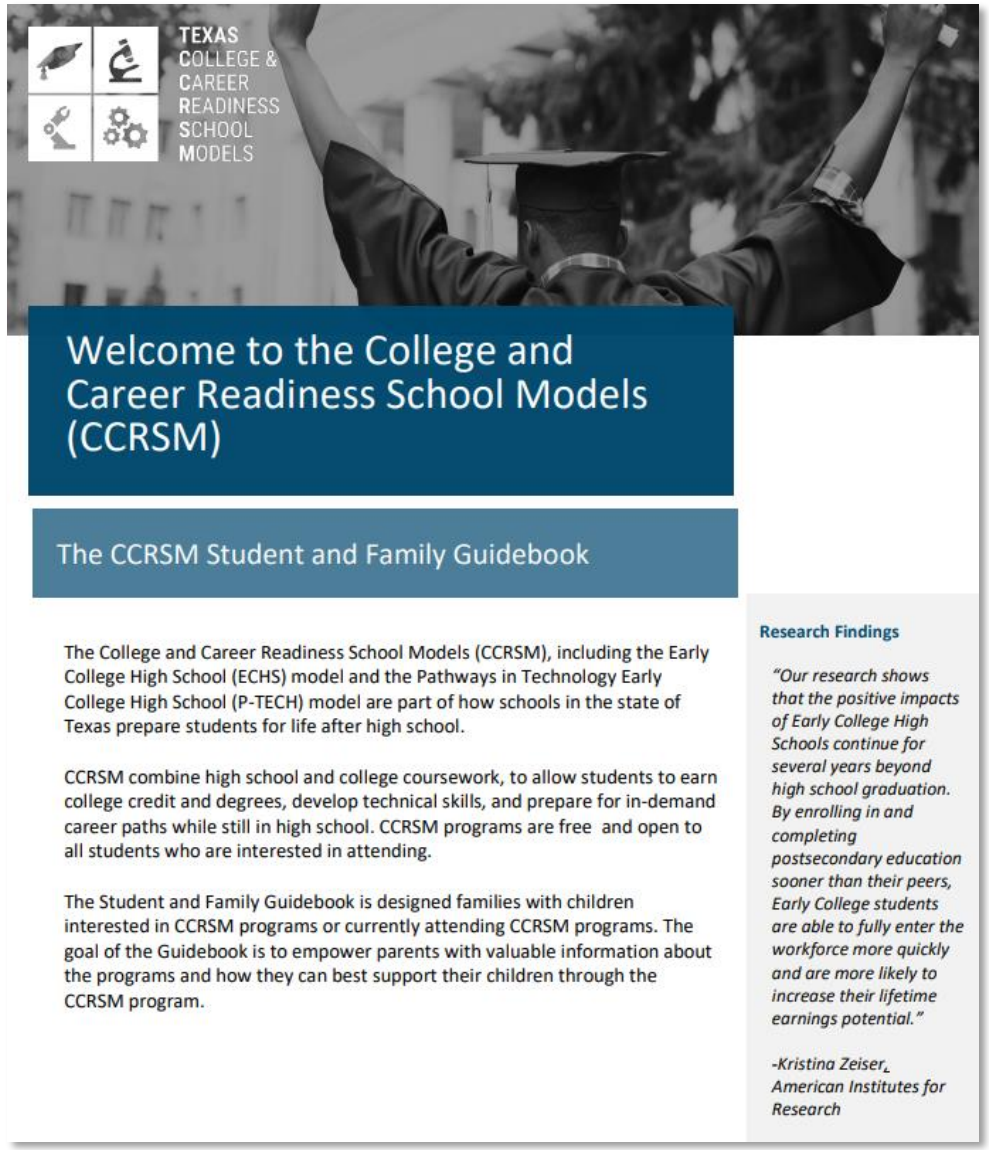
Student attainment of postsecondary opportunities such as Dual Credit, up to 60 college credit hours, or an Associate Degree.

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



P-TECH Roadmap to Opening

- Serves as a companion guide to the P-TECH Blueprint.
- Prioritizes a set of actions for P-TECH leadership teams to take during the onboarding and planning phases for the new P-TECH. Each action aligns to a P-TECH Blueprint design element, an outcomes-based measure (OBM), and/or a required artifact.



CCRSM Student and Family Handbook

- Designed for families with students interested in CCRSM programs or currently attending CCRSM programs
- Created to empower parents with valuable information about the programs and how they can best support their children through the CCRSM program

P-TECH Blueprint

Benchmark 1

School Design Elements

Benchmark 1: School Design Elements

1.1 Student Cost

1.2 School Location

1.3 Student Cohorts

1.4 Flexible Scheduling

1.5 TSIA Testing Site

Benchmark 2

Partnership Design Elements

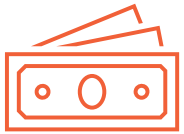
Benchmark 2: Partnerships Design Elements


2.1

Goal of Higher Ed Partnerships


2.2

Role & Responsibilities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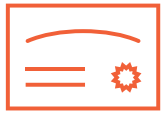
Funding


2.4

Academic Plan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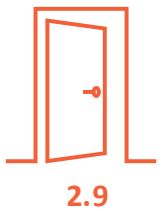
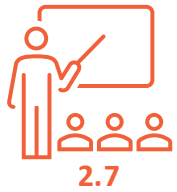
Transcription of Credit

Benchmark 2: Partnerships Design Elements

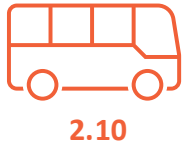
Course Delivery & Scheduling



Access to Higher Ed Resources



Staffing Plan



Transportation

Instructional Materials & Books

Benchmark 2: Partnerships Design Elements

2.11 Collaborative Outreach Efforts

2.12 Student Participation

2.13 Academic Supports

2.14 Data Sharing

2.15 Program Data Analysis

Benchmark 3

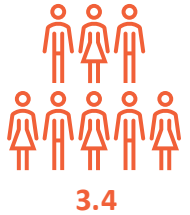
Target Population Design Elements

Benchmark 3: Target Population Design Elements

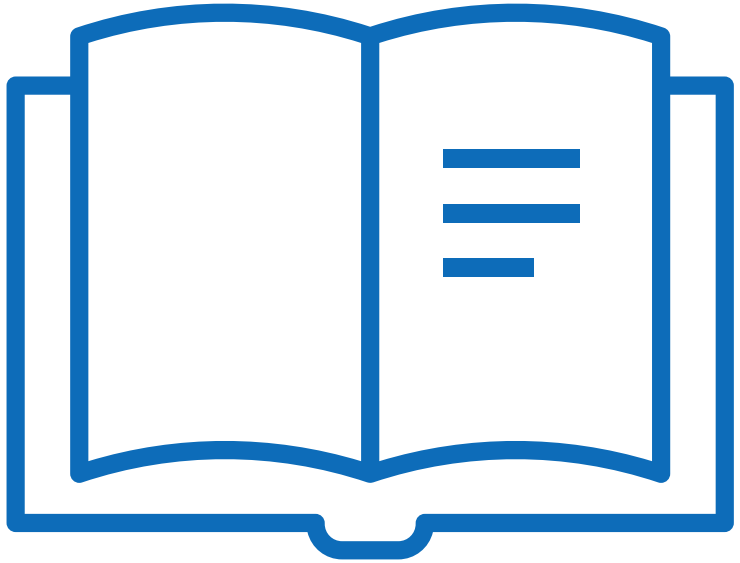
Recruitment and Enrollment

Stakeholder Engagement

Documenting Enrollment



Lottery System



Benchmark 4

Academic Infrastructure Design Elements

Benchmark 4: Academic Infrastructure Design Elements

2.6

Regional Need

2.9

Course Offerings

2.7

Post Secondary Opportunities

2.10

Delivery of Courses

2.8

Course Sequence

Benchmark 4: Academic Infrastructure Design Elements

4.6

Performance in High School

4.7

College Readiness

4.8

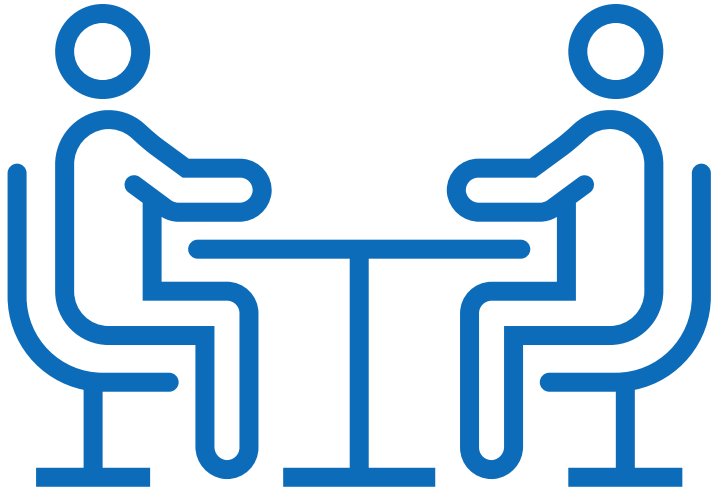
Student Data Tracking


4.9

Student Persistence


4.10

Student Pathway Support



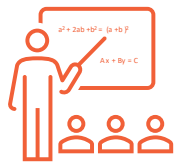
Benchmark 5

Student Support Design Elements

Benchmark 5: Student Supports

5.1 Bridge Program

5.2 Advising

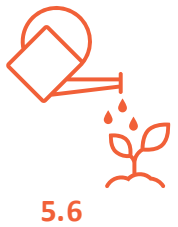


5.3 Student Intervention

5.4 Classroom Supports

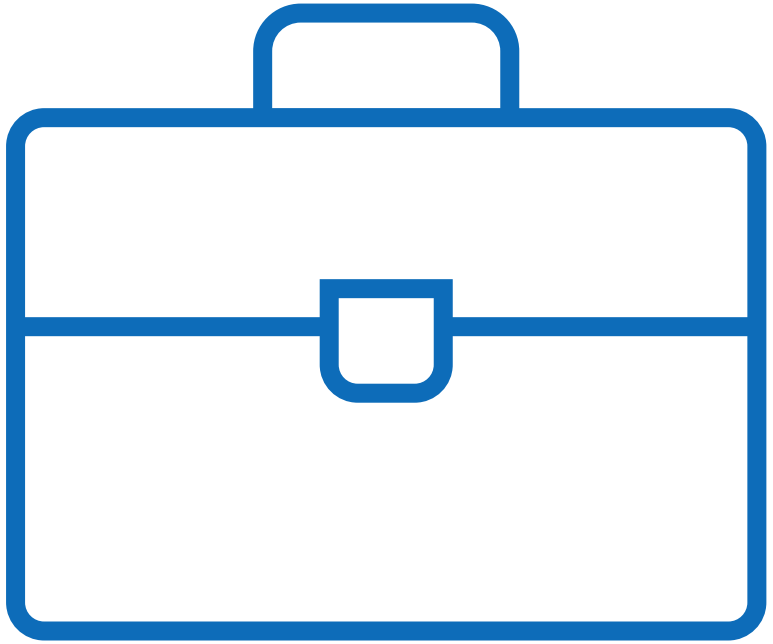
5.5 Wrap-Around Strategies

Benchmark 5: Student Supports



5.6 Enrichment Opportunities

5.7 College and Career Readiness



Benchmark 6

Work-Based Learning Design Elements

Benchmark 6: Work-based Learning

6.1 Work-based Learning Continuum

6.2 Work-based Learning Offerings

6.3 Student Participation

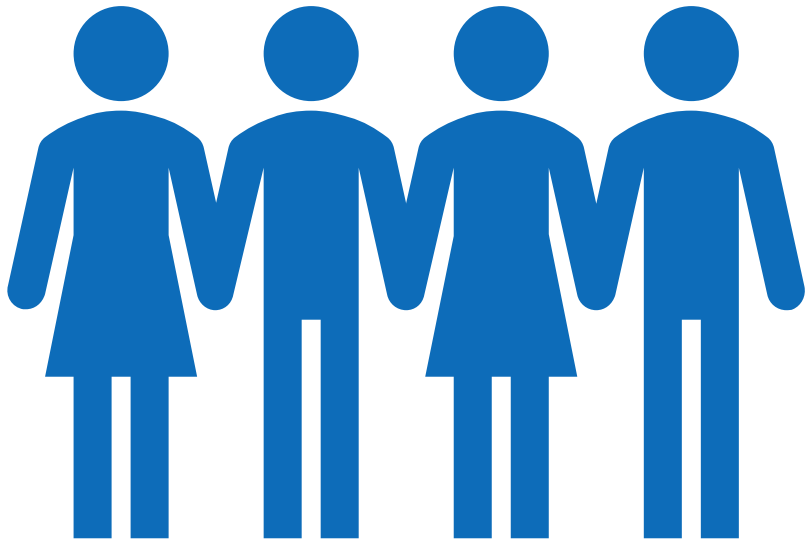
6.4 Enrichment and Extracurricular

6.5 Student Data Tracking

P-TECH Outcomes-Based Measures

P-TECH OBM Reporting used for Designation

	Data Indicator	
Access (2 data indicators)	At-Risk	**Must meet both OBMs for Designation**
	Economically Disadvantaged	
Achievement (6 data indicators)	EOC – Algebra I (By end of 10th Grade)	**Must meet three OBMs for Designation**
	EOC – English II (By end of 11th Grade)	
	CTE Program Status by 11th grade	
	College Readiness in Mathematics and ELA/Reading	
	CTE Program Status by 12th grade	
	High School Graduation Rate	
Attainment (6 data indicators)	3 college credit hours (By end of 10th grade)	**Must meet three OBMs for Designation**
	9 college credit hours (By end of 11th grade)	
	Earn 15 college credits by graduation	
	Earn an IBC	
	Earn a Certificate or Associate Degree	
	Persistence	



2 of 2

Access

Student representation in the P-TECH program

Access Data Indicator

At-Risk

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

Access Data Indicator

Economically Disadvantaged

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

3 of 6

Achievement

Student achievement in high school

Achievement Data Indicator

Algebra I EOC Assessment

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

Achievement Data Indicator

English II EOC Assessment

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

Achievement Data Indicator

CTE Program Status

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

Achievement Data Indicator

CTE Program Status

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

Achievement Data Indicator

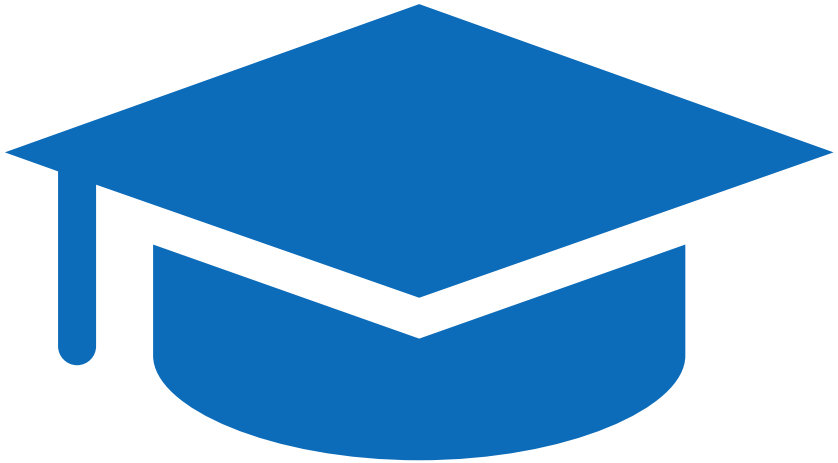
College Readiness in Math & ELAR

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

Achievement Data Indicator

High School Graduation Rate

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



3 of 6

Attainment

Student attainment of postsecondary opportunities

Attainment Data Indicator

Earn 3 College Credit Hours

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

Attainment Data Indicator

Earn 9 College Credit Hours

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

Attainment Data Indicator

Earn 15 College Credit Hours

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

Attainment Data Indicator

Earn a Certificate or Associate Degree

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

Attainment Data Indicator

Earn an Industry-Based Certification (IBC)

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

Attainment Data Indicator

Persistence

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

P-TECH Student Success and School Design

P-TECH OBMs and School Design

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

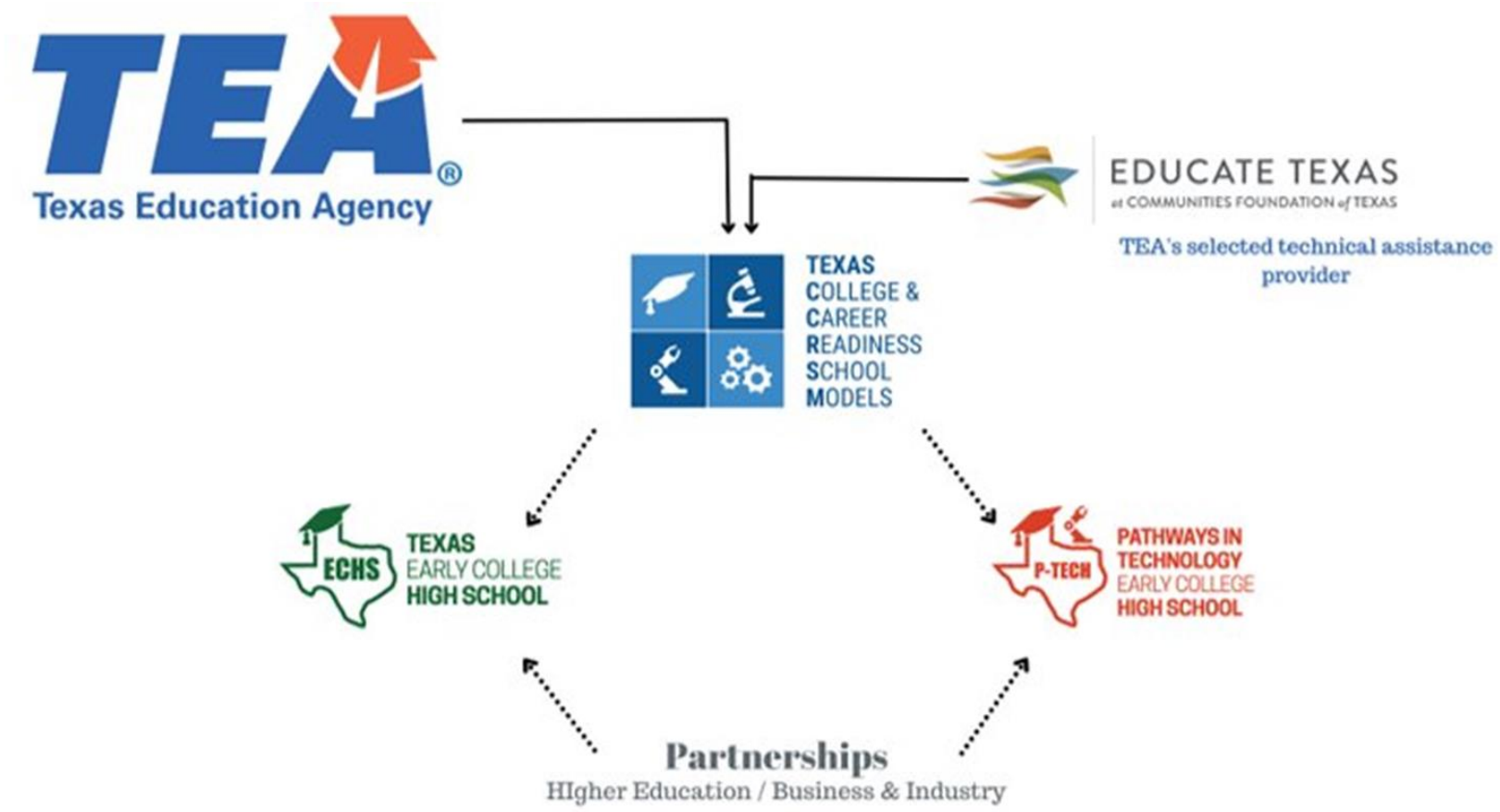
P-TECH OBMs and School Design Example 1

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

P-TECH OBMs and School Design Example 2

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

P-TECH provides support and services that will help improve student achievement



P-TECH provides support and services that will help improve student achievement

Technical Assistance

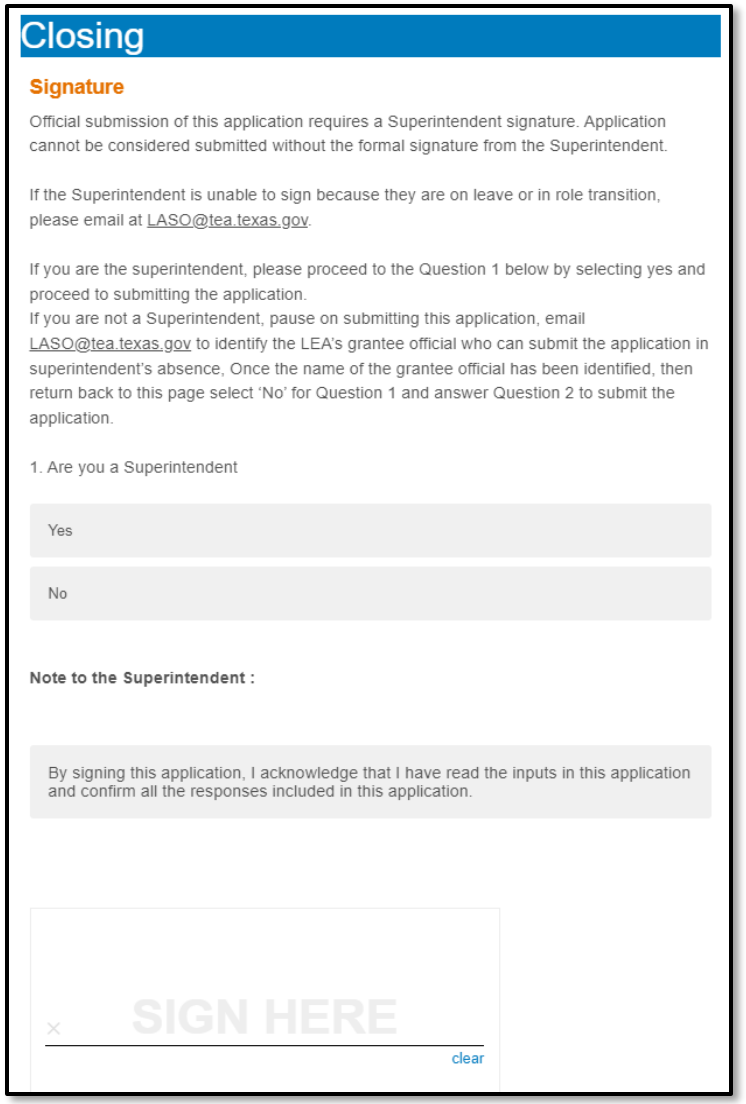
CCRSM campuses are required to collaborate with the TEA Technical Assistance provider to receive and participate in services and events, including

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

P-TECH (Pathways in Technology Early College HS) Application Walkthrough

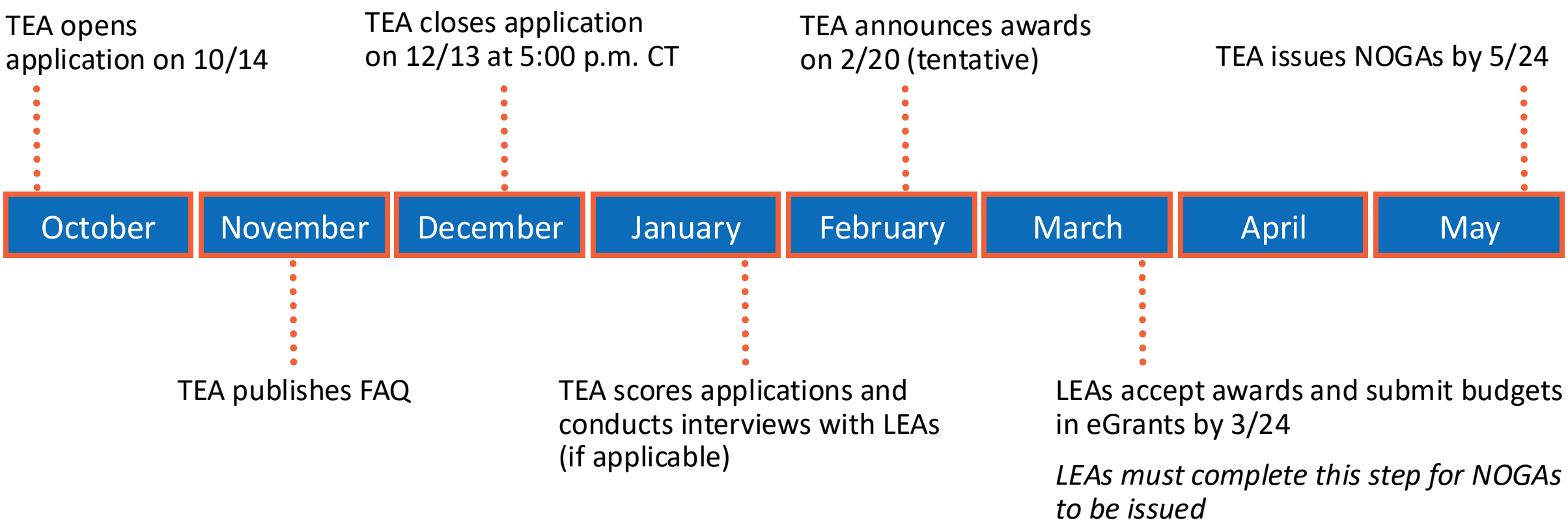
- Official submission of this application requires Superintendent signature.
- In rare case that the Superintendent is unable to sign, the LEA should email

LASO@tea.texas.gov



Next Steps

LASO Cycle 3 Timeline



LEAs must submit LASO Cycle 3 applications by December 13 at 5:00pm CST

TEA emailed unique application links to LEA superintendents on October 14 (if needed, LEAs can complete a Request for Application Link Form to receive a new link)

PDF of the application is posted on the LASO Cycle 3 website; however, LEAs must submit the application through Qualtrics using the unique application link

Applications must be signed by the superintendent to be accepted

Change Requests and Declines

- TCLAS was unique in the aspect of the funding source (ESSER) and the speed at which we were operating to distribute the funding
- Therefore, to accommodate the unique circumstances of TCLAS, change requests and decline options were provided to LEAs
- Since we are no longer operating under the unique circumstances of TCLAS, we are returning to a traditional grant process to ensure equity and fairness
- LASO is again anchored in the informal discretionary competitive grant process
  - Declines and change requests are not advisable in typical competitive process
  - If declines are requested, they will be considered on a case-by-case basis for the LEAs and could raise the LEA's federal grant risk level in the coming year

Questions?

Office Hours

Attend office hours for technical assistance or discussion with program teams

- ECHS: November 7th, 10:00am-11:00am CST
  - https://zoom.us/meeting/register/tJMpc-ihqzgvGdK4kb-4_e9Yl4i8xVROgJvR
- P-TECH: November 7th, 2:00pm-3:00pm CST
  - https://zoom.us/meeting/register/tJMqd-qrpzkjH9PFdeLDpZcThHbNe5DFe11z

FAQs

Review the general FAQ (updated FAQs will be posted by November 13th)

Email

- For questions about the application process or technical assistance with the application, contact LASO@tea.texas.gov
- For questions about ECHS or P-TECH LASO grants, contact Darin Ford at ccrsm@tea.texas.gov

LASO application window opens on October 14, 2024 and closes on December 13, 2024 at 5:00 CT

Texas Education Agency

Application Window
October 14- December 13

Program Webinars
October 17- 25

Next Steps
Visit the LASO 3 website to familiarize with included grant offerings.

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

Register for our upcoming informational webinars.

Resources Available
- Best Fit Guidance provides criteria to help determine if a grant fits LEAs needs
- Grant One Pagers provide preliminary grant eligibility and key commitments
- Eligibility and Prioritization Guidance Doc provides information to help determine the likelihood of being awarded

Find all LASO related supports - including timelines, webinars, and planning tools - at tea.texas.gov/LASO

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

Learning Acceleration Support Opportunities (LASO) Cycle 3

Thank you! Please complete the one-question survey by selecting the link located in the Zoom Q/A.