

Texas LIFT State Approved Provider List for LASO 4

Overview Webinar



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Describe the Texas LIFT approved vendor application process including:

- application process and timeline
- scoring and evidence
- review process
- next steps as an applicant

- Project overview and timeline
- Application overview
 - Evidence
 - Review Process
 - Submission
- Application timeline
- Questions

Project Overview & Timeline

TEA will release the Leadership and Instructional Foundations for Texas (LIFT) Program and State Approved Provider List in October 2025, concurrent with the release of the LASO 4 Grant application.

The Texas LIFT Program integrates key aspects of –

- Texas Instructional Leadership
- Strong Foundations Planning
- Strong Foundations Implementation
- Texas Lesson Study

Benefits of Being a LIFT Approved Vendor

- Wrap-around training for approved vendor personnel
- Build expertise in state board approved HQIM
- Ongoing coaching and support from TEA
- Leverage research backed instructional practices to support participating districts
- Opportunity to contract with school systems who are awarded LASO 4 grant funds

Timeline

- **Application Opens:** Early June*
- **Application Due:** Monday, July 14, 2025 at 11:59 p.m. CT
- **Reviews window:** late July through late August 2025
- **Approved providers announced:** late September 2025
- **LIFT Approved Vendor List Launches:** Monday, October 6, 2025

* Information will be posted on TEA's LASO website. Additionally, TEA will email attendees of this webinar and all approved Strong Foundations and TIL providers.

Application Process Overview

The application has three components:

Component	Min Passing Score
1. Eligibility screener	Yes to all questions
2. Application <ul style="list-style-type: none">a. HQIM Expertiseb. Overarching approach to professional learning and capacity buildingc. Approach to ongoing cycles of professional learning and capacity building for leadersd. Approach to ongoing cycles of professional learning for teacherse. Use of data to measure impact, plan, and improve	<ul style="list-style-type: none">a. 4 out of 4 pointsb. 6 out of 8 pointsc. 10 out of 14 pointsa. 8 out of 10 pointsb. 7 out of 10 points
3. Public profile information	N/A

Vendors will submit all three components of the application at once through the vendor application portal (due July 14).

**Application window:
Early June–July 14**

The application and review process are guided by a detailed **scoring and evidence guide** that is based on decades of research on the characteristics of professional learning and capacity building that are most likely to result in improved outcomes for students and teachers.

Eligibility Screener

Vendors **must** meet these requirements and/or agree to the following terms. Vendors who do not will be exited from the application process:

- Experience doing work similar in size and scope with **at least 5 LEAs or 20 campuses within the last five years**, preferably in TX.
- **Read and agrees to comply** with Texas and TEA policies, guidelines, and Texas **executive orders**.
- Understands that as a LIFT approved vendor, it will be **required to support Texas LEAs to adopt and implement at least one math *and* at least one RLA HQIM that have been approved** by the Texas State Board of Education (SBOE) through the Instructional Materials Review and Approval (IMRA) process.
- Agrees to offer clients **multiple cycles of face-to-face training, coaching, and HQIM implementation support** (math and RLA) as part of a comprehensive professional learning model.

Application

- The application is designed to assess vendors' ability to provide a comprehensive, cohesive, and high-quality set of services to Texas educators.
- The application has five sections:
 1. HQIM expertise in RLA *and* math
 2. Overarching approach to professional learning and capacity building
 3. Approach to ongoing cycles of professional learning and capacity building for leaders
 4. Approach to ongoing cycles of professional learning for teachers
 5. Use of data to measure impact, plan, and improve
- Applicants must pass *each* section of the application to be a LIFT approved vendor.

HQIM Expertise - Indicators

Total Indicators: 2 Minimum Passing Score: 4 out of 4 points		
H.1	RLA: Vendor demonstrates an understanding of the HQIM's approach, design principles, and structure/components.	0 1 2
H.2	Math: Vendor demonstrates an understanding of the HQIM's approach, design principles, and structure/components.	0 1 2

Applicants must submit two HQIM expertise templates proving that they can support *at least one* SBOE-approved HQIM for **RLA** and *at least one* SBOE-approved HQIM for **math**.

Overarching Approach

Total Indicators: 4 Minimum Passing Score: 6 out of 8 points		
O.1	Professional learning materials are specific to educators' roles (e.g., position, subject area, and grade level) and levels of expertise.	0 1 2
O.2	Professional learning repeatedly connects the HQIM to the content-specific vision for excellent instruction.	0 1 2
O.3	Professional learning builds or reinforces educators' beliefs that each and every student should have access to rigorous, grade-level instruction and that this can be achieved by having students engage with HQIM in Tier 1 instruction.	0 1 2
O.4	Professional learning incorporates opportunities for active engagement and collaboration and uses appropriate adult learning strategies in a variety of formats.	0 1 2

Professional Learning and Capacity Building for Leaders

Total Indicators: 7 Minimum Passing Score: 10 out of 14 points		
L1	Professional learning supports campus and district leaders, including principal supervisors, in defining or refining a shared, content-specific vision for excellent instruction for all students aligned to the TEKS and RBIS, communicating that vision, and understanding the role HQIM plays in achieving that vision.	0 1 2
L2	Professional learning supports campus and district leaders, including principal supervisors, in developing and executing an adoption plan that results in the selection and procurement of SBOE-approved HQIM aligned to a vision for excellent, grade-level instruction aligned to the TEKS and RBIS.	0 1 2
L3	Professional learning prepares campus and district leaders, including principal supervisors, to build coherence across their systems by examining and adjusting systems-level procedures, policies, and processes to monitor and support the implementation of the HQIM.	0 1 2
L4	Professional learning equips campus and district leaders, including principal supervisors, to allocate essential resources and time necessary for a strong HQIM implementation.	0 1 2
L5	Professional learning develops leaders' abilities to develop a comprehensive and coherent professional learning plan, anchored in the HQIM.	0 1 2
L6	Professional learning supports campus and district leaders, including principal supervisors, to use relevant data, including student work, to monitor, support, and improve implementation.	0 1 2
L7	Professional learning develops the ability of campus leaders to build a positive schoolwide culture and routines that supports student learning and HQIM implementation.	0 1 2

Professional Learning and Capacity Building for Teachers

Total Indicators: 4 Minimum Passing Score: 8 out of 10 points		
T.1	Professional learning builds and reinforces teachers' understanding of what it means to implement their HQIM skillfully, including design principles and the arc of learning, and connects it back to a content-specific vision for excellent instruction aligned to the TEKS and RBIS.	0 1 2
T.2	Professional learning equips teachers to account for and navigate any publisher-specific logistical and technological considerations involved in classroom use of the HQIM, such as the components of the materials, how they are organized, and how teachers and students can access them.	0 1 2
T.3	Professional learning supports teachers with internalizing and rehearsing units and lessons with colleagues who teach the same content and HQIM, focusing on anticipating student thinking and responses and using HQIM-embedded supports to help each student access grade-level-appropriate content.	0 1 2
T.4	Professional learning equips teachers to reflect on student learning, including student work, from the HQIM to determine the extent to which students have met the learning objective.	0 1 2
T.5	Professional learning equips teachers to purposefully plan scaffolds and support, leveraging embedded resources in HQIM to ensure student access to grade-level content for all students, including students with diverse and/or individualized learning needs.	0 1 2

Use of Data to Measure Impact, Plan, and Improve

Total Indicators: 6

Minimum Passing Score: 7 out of 10 points

D.1	Vendor has specific systems and processes in place to learn about clients' goals, resources, and requirements in order to tailor approaches and/or services to meet clients' needs.	0 1 2
D.2	Vendor monitors and communicates the progress of work with clients, identifies areas where the project or deliverables are off-track, and adjusts course accordingly.	0 1 2
D.3	Vendor evaluates the impact of its services. Vendor uses these data to drive improvements to its services.	0 1 2
D.4	Vendor evaluates facilitators for knowledge of content, content pedagogy, HQIM, instructional leadership, and adult learning practices. Vendor has systems and processes in place to provide facilitators with training as needed.	0 1 2
D.5	Vendor has a process to evaluate facilitator/coach effectiveness and uses that data to improve overall services and address individual facilitators' needs.	0 1 2
D.6	Vendor has a process in place to differentiate materials for HQIM published across multiple platforms, to stay up to date on changes to publication formats and content, and/or to stay informed on SBOE-approved HQIM.	0 1 2

Indicators H.1 & H.2

1. **Two HQIM expertise templates** demonstrating expertise in at least one HQIM for RLA and at least one HQIM for math.

"O," "L," "T," & "D" Indicators

1. **A set of artifacts** in the form of client-facing materials that demonstrates your organization's expertise and ability to meet the indicators
 - a. May include sample presentations with facilitator guide/notes, handouts, guidebooks, course syllabi, client work plans, client reflection questions, coaching notes, etc. **Submit one PDF (maximum 400 pages)** that provides evidence for all indicators.
2. **An executive summary** that provides an overview of your evidence within your artifacts and describes how your organization's services meet specific indicators.

1. If possible, submit artifacts ideally focused on the services you provide on *one* HQIM
2. Prioritize artifacts that have a direct connection to the HQIM.
3. Use the executive summary to provide context for the artifacts and how they connect to the indicators
4. There is no “right” set of artifacts
5. Do ***not*** include external links in the artifacts or executive summary. Reviewers will not open links.
6. TEA may ask for additional information during the review window, if necessary. Vendors will have 24 hours to submit the requested materials.

Public Profile Template

- Each approved applicant will have a profile page on a public-facing website that LEAs can access to learn more about approved vendors.
- Applicants will submit their public profile information at the same time as their eligibility screener and application.

You will need to submit...

- **Headline:** 1-2 sentence tagline
- **Description:** 2-3 sentence description about your approach
- **Website url**
- **Sales phone number**
- **Sales email address:** if a user fills out the “contact this partner” form, the response goes to this email
- **Team Size:** Number of facilitators/coaches
- **Types of LEAs** you support (rural, urban, traditional public, charter, etc.)
- **Service areas:** The ESC regions in which you operate
- How you build **LEA and campus capacity** (100 words)
- **5 client examples** (district name, location, URL, PDF of district scope)
- **For TEA planning purposes only (not reported):**
 - Given your current team size and contracted workload, how many additional LEA participants do you estimate that you can support during the 2026 calendar year?
 - Can you increase your team size to meet program demand?

Through the online vendor portal, applicants will submit...

- ❑ **One eligibility screener**
- ❑ **One application**
 - ❑ Two HQIM expertise templates proving expertise in an RLA and a math HQIM as defined by the SBOE's approved list.
 - ❑ One executive summary
 - ❑ One pdf of no more than 400 pages showcasing artifacts (ideally focused on the services you provide on *one* HQIM)
- ❑ **One public profile information**

**Application window:
Early June–July 14**

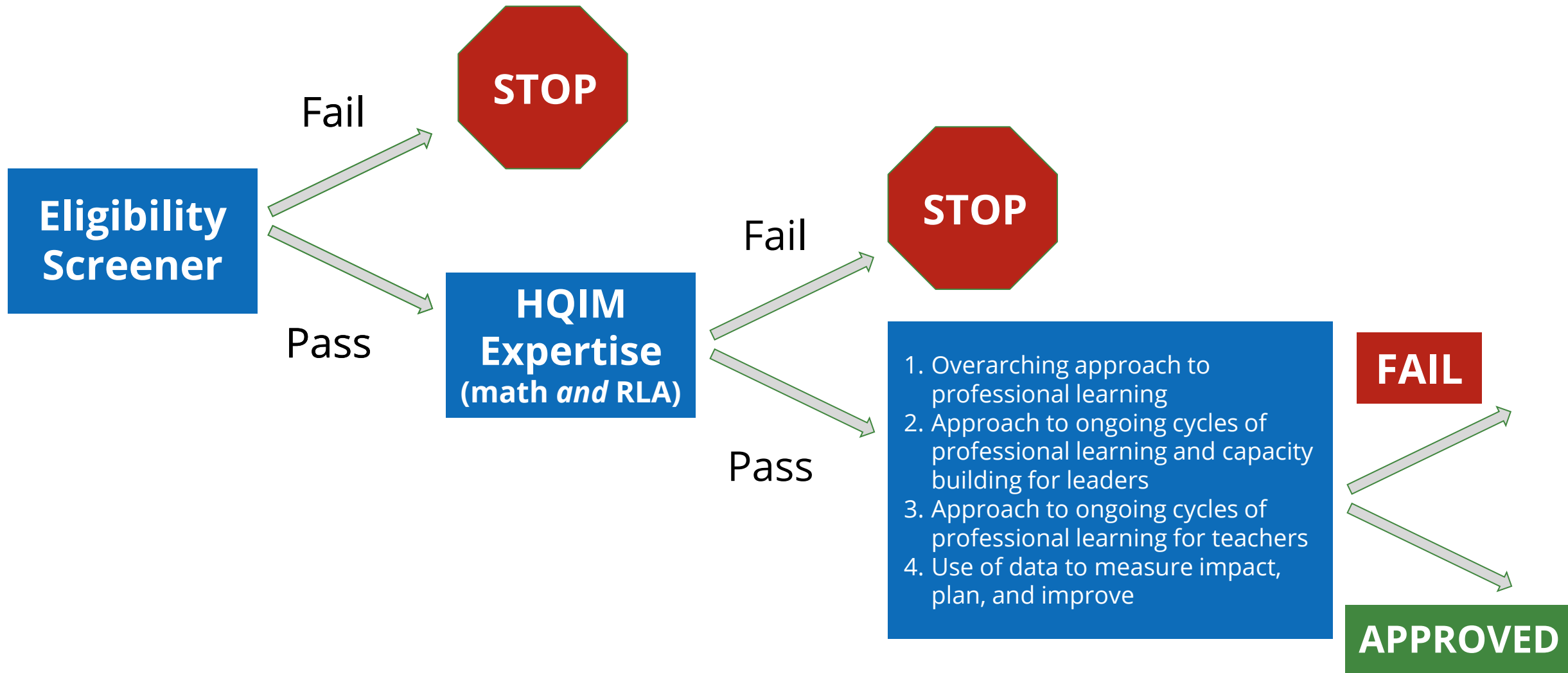
Review Process

TEA is **committed to ensuring that the TEA LIFT-Approved Vendor List and the organizations highlighted within it are best-in-class.**

Each application undergoes a **thorough review process** by a trained team of educators from Texas and across the country. Reviewers assess whether professional learning partners provide significant evidence of robust, HQIM-aligned services.

- Each reviewer is selected for their expertise in HQIM, professional learning, and capacity-building.
- Rivet provides reviewers with additional training on the evaluation process for the Texas LIFT approved vendor list prior to reviewing applications.
- Each application is assigned a team of two reviewers who use the scoring and evidence guide and submitted documents to look for evidence of robust, HQIM-aligned services.
- If there is a conflict in scores (i.e., one “pass” and one “fail), the application is flagged to be reviewed by an administrator.

Review Process Roadmap



Next Steps

Upcoming Next Steps

Application Tasks	Date
Submit the Letter of Intent to Apply	Due Friday, May 30, 2025
Review the scoring and evidence guide	May 23–July 14, 2025
Log into the vendor application portal*	Early June, 2025
Application deadline	Monday, July 14, 2025 at 11:59 p.m. CT
TEA notifies applicants of their approval status	Late September 2025
TEA launches the LIFT approved vendor list	October 6, 2025

* Note: only one person per organization will be able to log into the vendor application portal.

- Use the toolbox in the application portal*, which includes:
 - FAQ
 - Scoring and Evidence Guide
 - Webinar recording & slides
- Join our [webinar](#) on Friday, June 13 at 11:30 am CT for a brief overview of the process and “office hours”- a chance to ask any questions after the portal has opened.



Questions?

Contact us at sapl@tea.texas.gov