



Early College High School (ECHS) Planning and Implementation Grant



M. Darin Ford

Postsecondary Preparation Programs
CCRSM Statewide Coordinator
College, Career, and Military Preparation Division

ccrsm@tea.texas.gov



Agenda

Overview of LASO Cycle 4
Application Process and Timeline

Early College High School (ECHS)
Deep Dive

Next Steps

FYIs



Submit questions during the webinar using the Zoom Q&A



Webinar slides and recordings will be posted on the [LASO 4 Cycle website](#) after all webinars have been completed



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

Overview of LASO Cycle 4

Learning Acceleration Support Opportunities (LASO)



Learning Acceleration Support Opportunities (LASO) is a **single, consolidated application that combines grants, allotments, and in-kind supports**, bundled around a few key strategies to accelerate academic gains. LASO Cycle 4 will offer 15 opportunities focused on curriculum & instruction, educator training, more time, and innovative school models.

\$500M

in estimated services
and supports

15

initiatives to support
learning acceleration
and innovation

1

application to access
funding

LASO Cycle 4 will be anchored in four Learning Acceleration Strategies



Accelerated Learning Strategies

Strategic Planning



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

Curriculum & Instruction



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

Education & Training



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

More Time



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

Innovative School Models



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

LASO 4 Portfolio



Several LASO initiatives span multiple years. The funding view has been updated to display the **total allocation across all years**, beginning with the LASO cycle and including continuation grants where applicable.



Initiative	District or Campus Level	Estimated Total Allocation Available	Initiative Duration In Years	Estimated Range of Award	Estimated Number of Awards
Curriculum and Instruction					
Leadership & Instructional Foundations for Texas (LIFT) LIFT merges programs formerly known as Strong Foundations- SF, Texas Instructional Leadership- TIL, and Texas Lesson Study- TXLS	District	\$200M	3	\$235K-1.5M	350-475
LIFT Add-On: School Improvement PLC Support (LIFT SI PLC) <i>(available only for Title I Comprehensive, Targeted, and Addtl Targeted)</i>	Campus	\$45M	1	\$60K-120K	150-300
School Improvement Curriculum and Instruction Support Grant (SI CISG) <i>(available only for Title I Comprehensive, Targeted, and Addtl Targeted)</i>	Campus	\$10M	1	Up to \$200K	Up to 50
Blended Learning Grant (BLG) Two Cohorts: Academic – Math or RLA cohort and Strategic Operations Cohort	District	\$4M	2-3	Academic- Up to \$180K Strat Ops- Up to \$310K	15-20
AP Computer Science Principles (APCSP)	District	\$1.292M	1	\$10K- 100K	Up to 50
Education and Training					
PREP Program Allotment 1. PREP Residency Preservice Program 2. PREP Grow Your Own (GYO) Program 3. PREP Mentorship Program	District	\$146M	1	Residency Program: \$24K-1.6M Grow Your Own: \$8K-480K Mentor Program: \$3K-120K	All eligible districts may receive the allotment
Texas Strategic Staffing for Residencies (TSS) Grant	District	\$2.9M	2	Up to \$58.4K	Up to 50
More Time					
Additional Days School Year Planning & Execution Program (ADSY PEP) Two Cohorts: Full Year Redesign and Summer Learning	District	\$7.7M	2-3	Summer- Up to \$200K Full Year- Up to \$600K	30-36
Innovative School Models - Launch Grants					
School Action Fund (SAF)	Campus	\$30M	2-3	\$185K-375K	27-30
Navigating Excellence through Targeted Supports (NEXT)	Campus	\$1.75M	1	Up to \$150K	Up to 5
Early College High School (ECHS)	Campus	\$800K	2	Up to \$100K	Up to 8
Pathways in Technology Early College High School (P-TECH)	Campus	\$1M	2	Up to \$100K	Up to 10
Virtual Hybrid Program Accelerator (VHPA)	Campus	\$5M	2	Up to \$230K	10-14

ECHS Program Overview



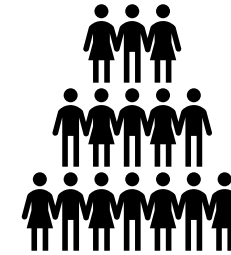
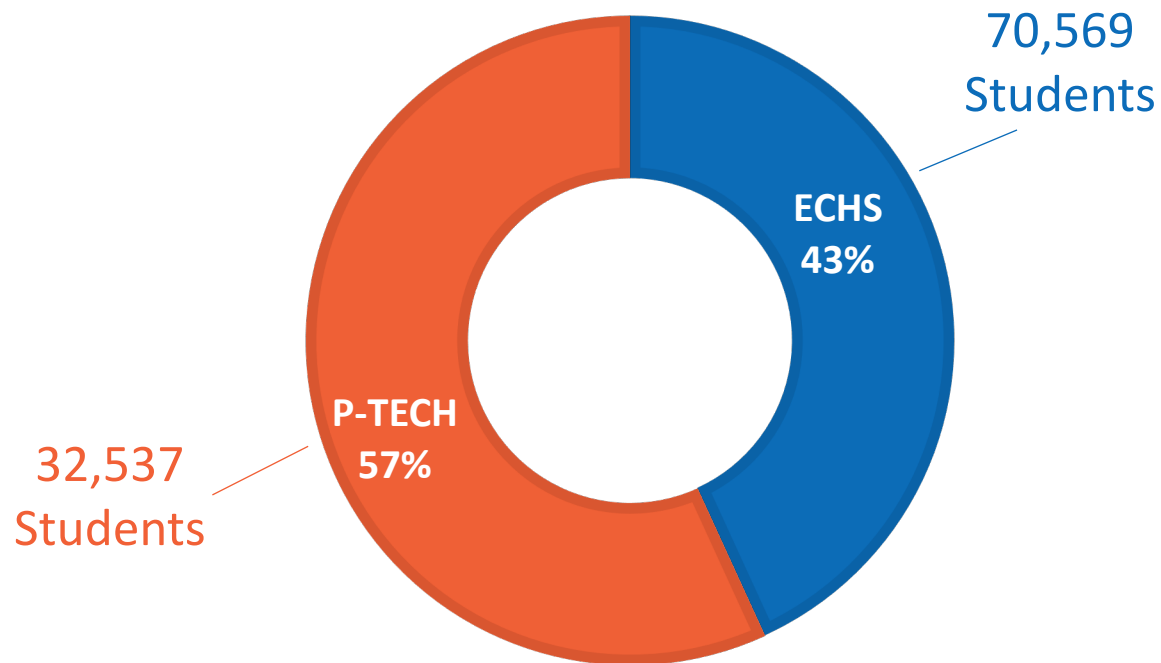
- Reduces barriers to college and career access
- Increases college and career readiness
- Provides academic and social support services through dedicated staff

CCRSM Statewide Network Overview



CCR SCHOOL MODEL DISTRIBUTION

■ ECHS ■ P-TECH



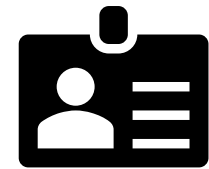
103,000+
Students



60+
College and University
Partners



260+
District Partners



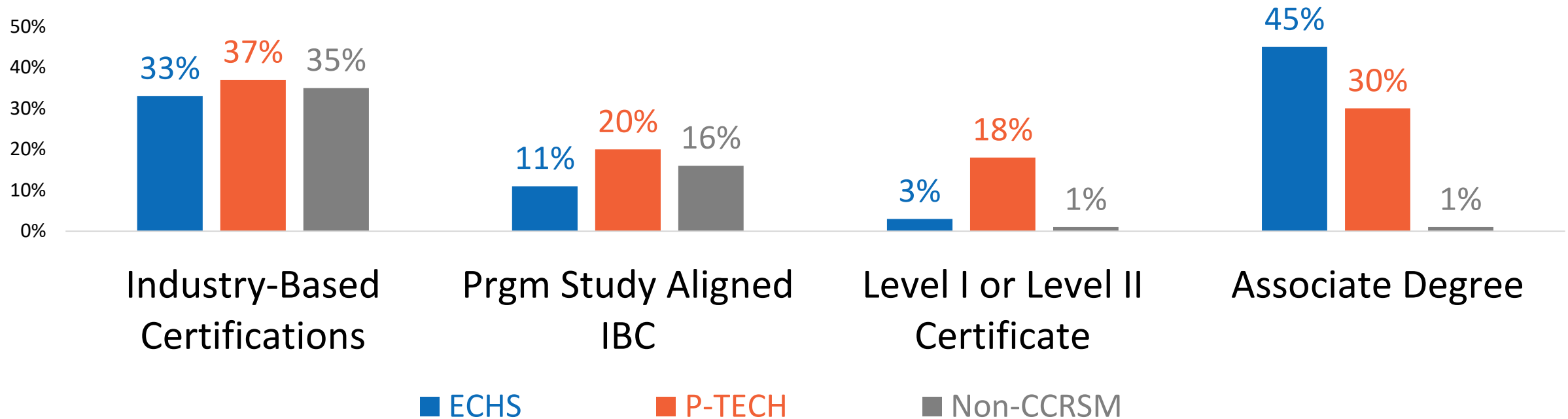
200+
Business and
Industry Partners

Purpose of the ECHS Grant



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

2023-24 CCRSM Graduates Earning a Credential for CCMR Credit



The eligible applicants are:

- Serving students in grades 9-12; or
 - Will begin serving students in grade 9 or students in grades 9 and 10 in the first year of implementation (2027-2028) and will progressively scale up by adding at least one grade level per year after the first year of implementation.
- All current 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.
- Any campus that is currently identified as a CCRSM Needs Improvement status is not eligible to apply.

LASO Application Assurances



- The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this Grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- The applicant assures that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- The applicant assures to adhere to all the Statutory and TEA Program requirements as noted in the Program Guidelines.
- The applicant assures to adhere to all the Performance Measures, as noted in the Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
- The applicant assures that any Electronic Information Resources (EIR) produced as part of this agreement will comply with the State of Texas Accessibility requirements as specified in 1 TAC 206, 1 TAC Chapter 213, Federal Section 508 standards, and the WCAG 2.0 AA Accessibility Guidelines.

LASO Application Assurances Continued



- The applicant acknowledges that Per Section 22.0834 of the Texas Education Code (TEC), any person offered employment by any entity that contracts with TEA or receives Grant funds administered by TEA (i.e., a Grantee or subGrantee) is subject to the fingerprinting requirement. TEA is prohibited from awarding Grant funds to any entity, including nonprofit organizations, that fails to comply with this requirement. For details, refer to the General and Fiscal Guidelines, Fingerprinting Requirement.
- Equal Treatment of All Persons: Consistent with Article I, Section 3a of the Texas Constitution, the Fourteenth Amendment to the United States Constitution, federal and State law, and Executive Order No. GA-55, Subrecipient represents and warrants that: 1. All conduct under this Subaward shall be administered and performed in a neutral manner without regard to race of persons; 2. Subrecipient shall not, in the specific performance of this Subaward, elevate one individual person over another, or advantage any one person over another, due to race; 3. Subrecipient shall not, in the specific performance of this Subaward, employ practices or engage in any advancement of the programs known as DEI, critical race theory, affirmative action, or other similar, divisive agendas; 4. Subrecipient's staff, agents, subgrantees, contractors, and subcontractors that are selected and employed in the specific performance of this Subaward shall be selected and employed solely on merit and the ability to perform; and 5. Subrecipient shall ensure that any subgrantees, contractors and their subcontractors participating in the specific performance of this Subaward represent and warrant to the provisions of this clause.
- Biological Sex and No Preferred Pronouns: Subrecipient represents and warrants that it shall ensure that all actions in specific performance of this Subaward shall comply with federal and state law and reflect that there are only two sexes. Subrecipient's employees, officers, representatives, subgrantees, contractors, subcontractors, and agents shall not, in performance of this Subaward, present, direct, request, or suggest the use of preferred personal pronouns in professional correspondence or presentations.

LASO ECHS Application Assurances



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

LASO ECHS Application Assurances Continued



- At TEA's request, ECHS campuses must submit a data report of stakeholder input methods used to obtain input about the implementation of the program from students, parents, community, postsecondary partners, with regular activities to educate students, parents, counselors, community, district staff, and school board members.
- At TEA's request, ECHS campuses must submit an academic year signed and dated memorandum of understanding (MOU) and course articulation agreement with one or more college partners that fulfills the statutory requirements of this grant. The agreement must address curriculum alignment, instructional material, instructional calendar, courses of study that lead to an associate degree or up to 60 hours of college credit toward a baccalaureate degree, student enrollment and attendance, grading periods and policies, administration of statewide assessments, and data-sharing policies and procedures.
- At TEA's request, ECHS campuses must submit a plan of wrap-around strategies and services to provide academic, behavioral, and mental health supports for student success to include a plan for academic mentoring of faculty and student supports for intervention and acceleration, counseling, guidance, and student advisory services for academic, and mental health supports, and behavioral and mental health supports such as parent outreach, connections to social services when needed, and peer mentoring.
- The applicant agrees to complete and submit the required CCRSM planning application prior to the beginning of the next school year.

ECHS Time Commitment



BOARD	Time per week: 1 hour approval (Board Meeting)
	Activity: Approval of ECHS application and overall campus implementation throughout the grant.
SUPERINTENDENT	Time per week: 1 hour update (Monthly or Weekly)
	Activity: Develop and monitor short-term and long-term strategic priorities for the ECHS along with a work-flow plan to achieve programmatic goals in alignment with district/campus continuous improvement planning.
C-SUITE: CAO, SFO, CIO	Time per week: 2 hour update (Monthly or Weekly)
	Activity: Develop and monitor short-term and long-term strategic priorities for the ECHS along with a work-flow plan to achieve programmatic goals in alignment with district/campus continuous improvement planning.
DISTRICT LEADERS	Times per week: 20 hours per week on average from the start of the grant to the launch of the ECHS serving students.
	Activity: Build school capacity and identify members and roles of ECHS leadership team to lay a strong foundation for a successful ECHS. Activities include ECHS campus academic plan, target postsecondary degrees or dual credit and course crosswalks. Please refer to the Roadmap to Opening for more information. https://texascrrsm.org/wp-content/uploads/2025/03/ECHS-Roadmap-to-Opening.pdf
CAMPUS LEADERS (includes coaches)	Time per week: 30 hours per week on average from the launch of the ECHS serving students.
	Activity: Build and lead school capacity and identify members and roles of ECHS leadership team to lay a strong foundation for a successful ECHS. Activities include ECHS campus academic plan, target postsecondary degrees, certificates or credentials and course crosswalks. Please refer to the Roadmap to Designation for more information. https://texascrrsm.org/wp-content/uploads/2025/03/ECHS-Roadmap-to-Designation-Final_7.12.pdf
TEACHERS	Time per week: Varies
	Activity: Dependent on ECHS model, some or all teachers may be involved in teaching ECHS students as the program continues year over year.

ECHS Grant Scoring Criteria



Standard Grant Review Criteria	Description	Maximum Points Available
Stakeholder-driven decision-making and sustainability (Program Application Questions 10 and 19)	Describe your campus's grant application decision, including motivations, challenges, stakeholder discussions, data support, and sustainability measures for leadership, staff turnover, and funding fluctuations.	15
ECHS partnership agreement and requirements (Program Application Questions 11 and 12)	Identify and confirm the accredited IHE partnering with the ECHS campus and upload the supporting letter from the IHE.	5
ECHS planned degrees, courses offered, and crosswalk (Program Application Questions 13 and 14)	Specify in detail the associate degree, certificates, and courses the future ECHS campus plans to offer, including a detailed study/crosswalk.	10
ECHS postsecondary credentials alignment and MOU partnership roles (Program Application Required Questions 15 and 16)	Explain how the postsecondary credentials in the ECHS plan address local economic needs and outline the campus and district's strategy for securing and aligning IHE partnerships.	10
Future recruitment strategies and support systems (Program Application Questions 17 and 18)	Outline key strategies for recruiting and supporting at-risk students, and providing academic support tailored to the campus and student needs.	10
Total Standard Review Points Possible		50

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

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

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

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

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

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

Technical assistance provided at no cost through our CCRSM Network



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

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



FYI | Provider Contract Guidelines



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

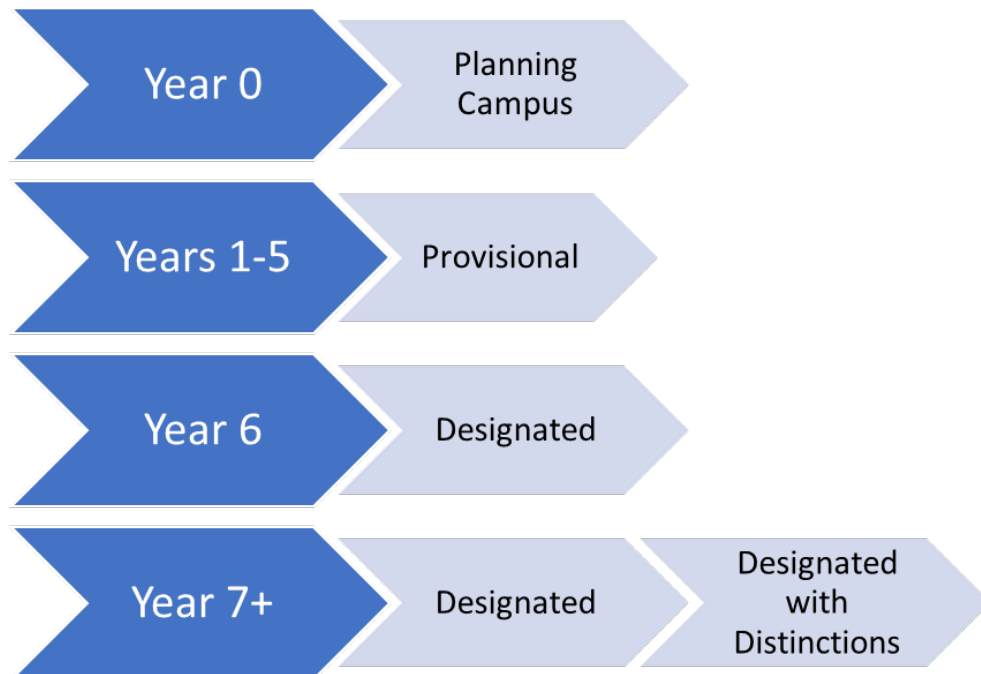
Equal Treatment of All Persons: Consistent with Article I, Section 3a of the Texas Constitution, the Fourteenth Amendment to the United States Constitution, federal and State law, and Executive Order No. GA-55, Subrecipient represents and warrants that: 1. All conduct under this Subaward shall be administered and performed in a neutral manner without regard to race of persons; 2. Subrecipient shall not, in the specific performance of this Subaward, elevate one individual person over another, or advantage any one person over another, due to race; 3. Subrecipient shall not, in the specific performance of this Subaward, employ practices or engage in any advancement of the programs known as DEI, critical race theory, affirmative action, or other similar, divisive agendas; 4. Subrecipient's staff, agents, subgrantees, contractors, and subcontractors that are selected and employed in the specific performance of this Subaward shall be selected and employed solely on merit and the ability to perform; and 5. Subrecipient shall ensure that any subgrantees, contractors and their subcontractors participating in the specific performance of this Subaward represent and warrant to the provisions of this clause.

Biological Sex and No Preferred Pronouns: Subrecipient represents and warrants that it shall ensure that all actions in specific performance of this Subaward shall comply with federal and state law and reflect that there are only two sexes. Subrecipient's employees, officers, representatives, subgrantees, contractors, subcontractors, and agents shall not, in performance of this Subaward, present, direct, request, or suggest the use of preferred personal pronouns in professional correspondence or presentations.

ECHS Deep Dive



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

ECHS Blueprint

Outcome driven

- [Blueprints](#) contain key data indicators to ensure positive student outcomes and measure program health

Outcomes-Based Measures (OBMs)

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

ACCESS OUTCOMES-BASED MEASURES

Student representation in the ECHS program.

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

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 achieve "Approaches Grade Performance" or higher the end of 10 th grade	
English II EOC Assessment	70% of students achieve "Approaches Grade Performance" or higher the end of 11 th grade	
College Readiness in Mathematics and ELA/Reading	40% of students meet criteria in mathematics/ELA/Reading (CCMR definition) by graduation	
High School Graduation Rate	Campus is within 5% statewide 4-year graduation rate	
CTE Program Status by 11 th grade	55% of students meet CTE concentrator or completer status by end of 11 th grade	
CTE Program Status by Graduation	65% of students graduate as a CTE concentrator/completer by graduation	

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 10 th grade	40% of students earn 9 college credits (any) by the end of 10 th grade
Earn at least 3 College Credits in ELA or Mathematics	40% of students earn an ENGL or MATH college credit by the end of 11 th grade	50% of students earn an ENGL or MATH college credit by the end of 11 th grade
Earn 15 College Credits	50% of students earn 15 college credits (any) by graduation	60% of students earn 15 college credits (any) by graduation
Core Completion	50% of students achieve core completion by graduation	60% of students achieve core completion by graduation
Earn an Associate Degree	50% of students earn an associate degree by graduation	60% of students earn an associate degree by graduation
Persistence	75% of students enrolled remain in the ECHS program through graduation	85% of students enrolled remain in the ECHS program through graduation



Benchmark 1

School Design Elements



Benchmark 1: School Design Elements



1.1

Student Cost



1.2

School Location



1.3

Student Cohorts



1.4

Flexible Scheduling



1.5

TSIA Testing Site



Benchmark 2

Partnership

Design Elements



Benchmark 2: Partnerships Design Elements



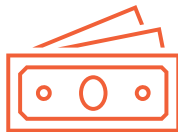
2.1

Goal of Higher Ed
Partnerships



2.2

Role &
Responsibilities



2.3

Funding



2.4

Academic Plan

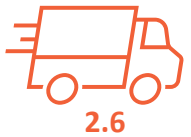


2.5

Transcription of
Credit



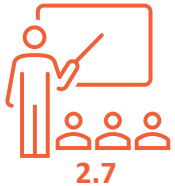
Benchmark 2: Partnerships Design Elements



Course Delivery &
Scheduling



Access to Higher Ed
Resources



Staffing Plan



Transportation



Instructional
Materials & Books



Benchmark 2: Partnerships Design Elements



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



3.1

Recruitment and Enrollment



3.3

Stakeholder Engagement



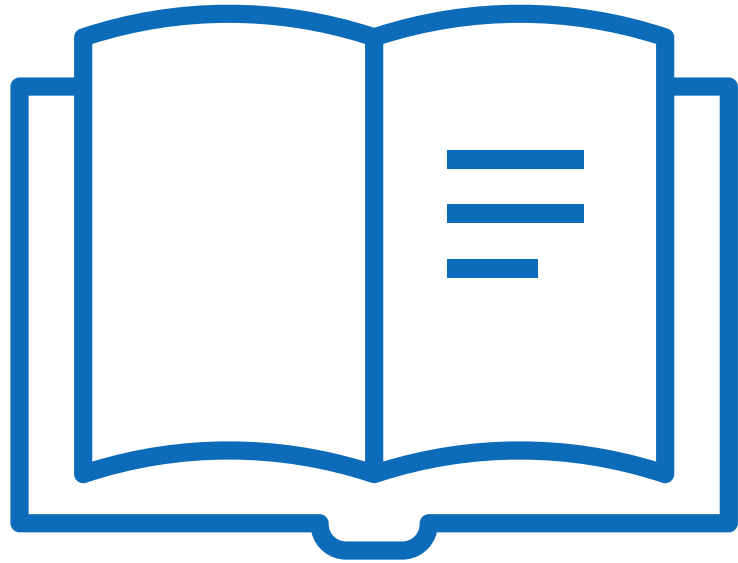
3.2

Documenting Enrollment



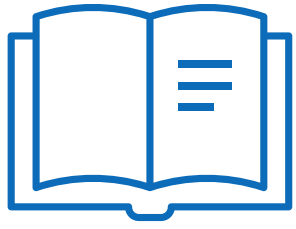
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Lottery System



Benchmark 4

Academic Infrastructure Design Elements

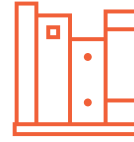


Benchmark 4: Academic Infrastructure Design Elements



4.1

Regional Need



4.4

Course Offerings



4.2

Post Secondary
Opportunities



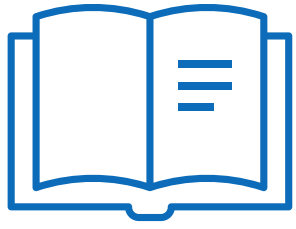
4.5

Delivery of
Courses



4.3

Course Sequence



Benchmark 4: Academic Infrastructure Design Elements



4.6

Performance in
High School



4.7

College Readiness



4.8

Student Data
Tracking



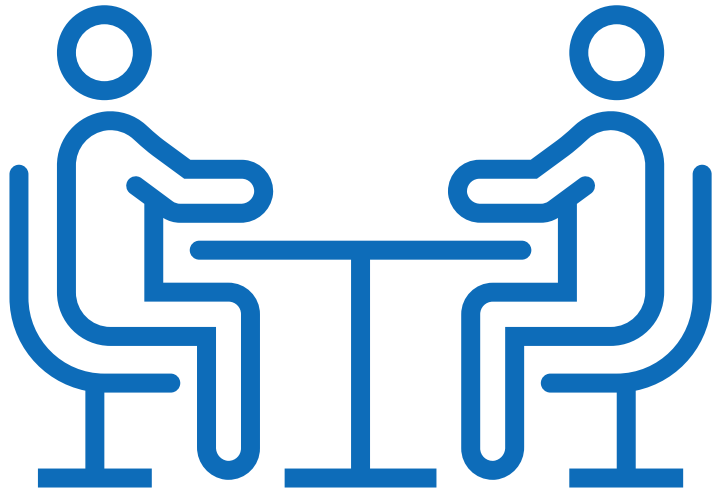
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Student Persistence



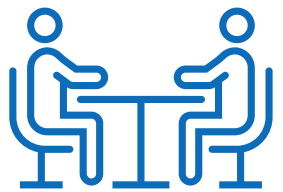
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Student Pathway
Support



Benchmark 5

Student Support Design Elements



Benchmark 5: Student Supports



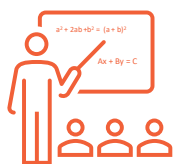
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Bridge Program



5.2

Advising



5.3

Student Intervention



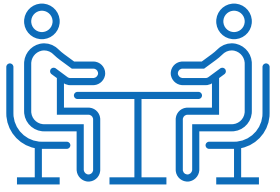
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Classroom Supports

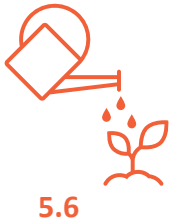


5.5

Wrap-Around Strategies



Benchmark 5: Student Supports



Enrichment
Opportunities



College and
Career Readiness

ECHS Outcomes-Based Measures (OBMs)

ECHS OBM Reporting used for Designation

	Data Indicator	
Access (2 data indicators)	At-Risk	Must meet both criteria for ECHS designation
	Economically Disadvantaged	
Achievement (6 data indicators)	EOC – Algebra I	Must meet three criteria for ECHS designation
	EOC – English II	
	TSIA – ELAR	
	TSIA – Mathematics	
	High school graduation rate	
	College Readiness in Mathematics and ELA/Reading	
Attainment (6 data indicators)	Earn 9 college credit hours	Must meet three criteria for ECHS designation
	Earn at least 3 college credit hours in ELA or Math	
	Earn 15 college credit hours	
	Completing Texas Core Curriculum	
	Earn an associate degree	
	Persistence	

ECHS OBM's 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

TSIA and STAAR English EOC

TSIA and STAAR Math EOC

High School Graduation Rate

College Readiness in Mathematics
and ELA/Reading (CCMR)

Attainment

Earn 9 college credits

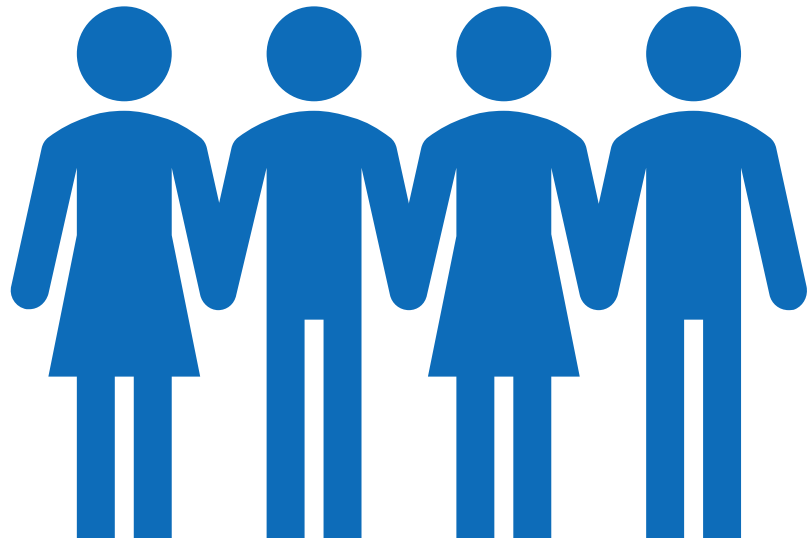
Earn at least 3 College Credits in ELA
or Mathematics

Earn 15 College Credits

Core Completion

Earn an Associate Degree

Persistence



2 of 2

Access

Student representation in the ECHS 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
- 9th Grade



Achievement Data Indicator

English II EOC Assessment

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



Achievement Data Indicator

TSIA & STAAR EOC Criteria in Math

- 60% of students meet TSIA score or STAAR EOC criteria
- 11th Grade



Achievement Data Indicator

TSIA & STAAR EOC Criteria in ELAR

- 70% of students meet TSIA score or STAAR EOC criteria
- 11th Grade



Achievement Data Indicator

High School Graduation Rate

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



Achievement Data Indicator

College Readiness in Math & ELAR

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



3 of 6

Attainment

Student attainment
of postsecondary
opportunities



Attainment Data Indicator

Earn 9 College Credits

- 30% of students earn 9 college credits (any)
- 10th Grade



Attainment Data Indicator

Earn at least 3 College Credits in
ELA or Math

- 40% of students earn an ENGL or MATH college credit
- 11th Grade



Attainment Data Indicator

Earn 15 College Credits

- 50% of students earn 15 college credits (any)
- 12th Grade



Attainment Data Indicator

Core Completion

- 50% of students achieve core completion
- 12th Grade



Attainment Data Indicator

Earn an Associate Degree

- 50% of students earn an associate degree
- 12th Grade



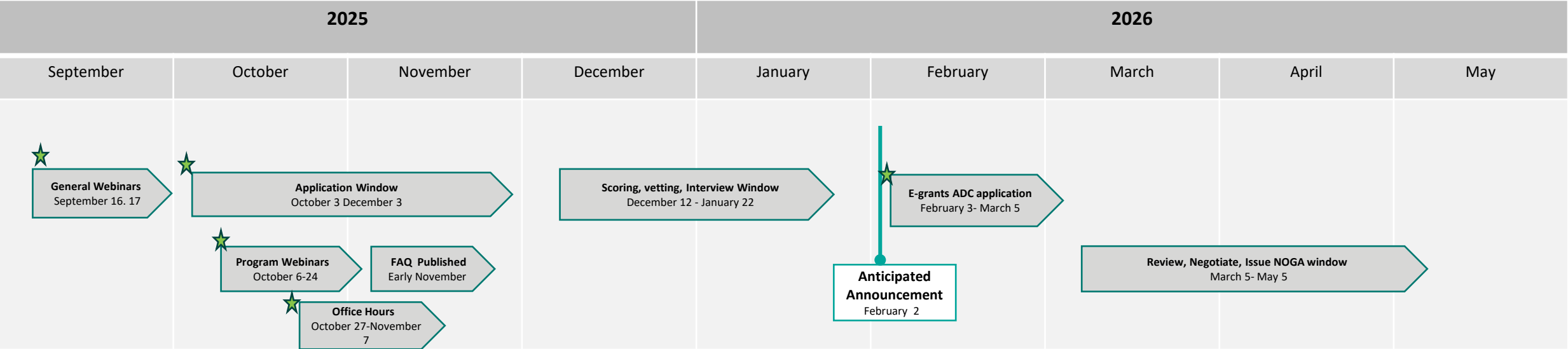
Attainment Data Indicator

Persistence

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

Path Forward

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



Major Milestones

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



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



TEA emailed unique application links to school system superintendents on October 3 (if needed, LEAs can complete a [Request for Application Link Form](#) to receive a new link)



PDF of the application is posted on the [LASO Cycle 4 website](#); however, school systems must submit the application through Qualtrics using the unique application link



Applications must be signed by the superintendent to be accepted

Questions?



Office Hours

Attend office hours for technical assistance or discussion with program teams

- October 28, 2025, 10:00-10:30 am CT ([registration link](#))
- Application Support: October 27, 8:00-8:30 am CT ([registration link](#))
- Application Support: November 3, 5:00 pm CT ([registration link](#))



FAQs

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



Email

- For questions about the application process or technical assistance with the application, contact LASO@tea.texas.gov
- For questions about ECHS contact ccrsm@tea.texas.gov

Change Requests and Declines in LASO

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

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



Application Window

October 3- December 3



Program Webinars

October 6- 24



Next Steps

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

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

Register for our upcoming informational webinars.



Resources Available

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

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

Thank you!



M. Darin Ford

Postsecondary Preparation Programs
CCRSM Statewide Coordinator
College, Career, and Military Preparation Division

ccrsm@tea.texas.gov