


**REVISED
11/10/25**

Frequently Asked Questions

This document provides frequently asked questions to support school systems in identifying grant and allotment opportunities that best align with their goals and needs.

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General Questions and Resources

1. **Where can school systems find more detailed information about each initiative, including the list of available grants and allotment opportunities, duration of initiative (i.e. one-year, two-year, or three-year), instructional days requirements, and start and end dates for program implementation)?**
 - Guidance Docs are resources to help school systems understand each offering and determine best fit initiatives and are available on the [LASO Cycle 4 website; Additional Resources section](#). This section includes:
 - **Program guidelines** | Comprehensive description of each initiative, including timeline, eligibility, requirements, allowable expenses, and scoring criteria.
 - **Webinar decks, recordings** | General Webinar and Initiative-Specific presentations
 - **Roles and Responsibilities Insight Tool** | Outlines which school system-level roles (including board support) are needed to support each initiative and the specific duties those roles will perform during implementation.
 - **Eligibility and Prioritization Matrix** | Provides eligibility and prioritization criteria that will enable a school system to predict the likelihood of receiving an award.
 - **Initiative One-Pagers** | Provide school systems with a concise summary of each initiative in LASO Cycle 4.
 - Portfolio detailed information is available on the [LASO Cycle 4 website](#). This section includes:
 - **Portfolio** | List of grants and allotment Initiative opportunities in LASO Cycle 4.
 - **Duration** | Options for one-year or multi-year initiatives (continuation is available if requirements are met; see program guidelines for initiative-specific details).
 - **Award** | Estimated total value of each award and the anticipated number of campus or school systems to be awarded.
 - Program details can be found in the [Initiative Program Guidelines](#). This section includes:
 - **Timeline** | Dates specific to each initiative, including start and end dates.
 - **Requirements** | Expectations of the program, including instructional days required to implement the grant successfully. Requirements vary by initiative.
 - **Allowable Costs and Pre-Award** | Allowable and unallowable activities and use of funds listed for each initiative. Vary by initiative.
 - **Scoring Criteria** | Details on the scoring and awarding process, including prioritization and/or priority point categories, and interview considerations.

2. Can a school system apply for more than one initiative?

- A school system may apply for more than one initiative. It is recommended that each school system review its unique needs and apply for the initiatives that best align with its priorities.

3. Is there a grant that supports school systems with obtaining staff training for one-to-one student devices?

- There is not a grant specifically dedicated to staff training for one-to-one student devices. However, the Blended Learning Grant consists of a robust planning and execution process to implement a comprehensive blended learning model, which may include components relevant to device integration. (Updated 10/20/25)

4. Will there be future LASO cycles?

- Future LASO cycles are planned, contingent upon the availability of funding.

Section A: Eligibility**1. How can school systems confirm eligibility for LASO 4 initiatives, and does participation in LASO Cycle 3 affect eligibility for Cycle 4?**

- For detailed program eligibility information, refer to the [Program Guidelines](#). For quick reference on eligibility, see the [Eligibility and Prioritization Guidance document](#) (Updated 10/14/25)
- Each LASO Cycle 4 initiative has unique eligibility requirements, which are outlined in the [Program Guidelines](#). However, LASO Cycle 3 participation does not inherently disqualify a school system from applying to LASO Cycle 4.

2. Can Private Schools Apply within the Districts they reside in? (Updated 11/3/25)

- No. Only active public school systems listed in the AskTED Directory are eligible to apply. The LASO consolidated opportunity does not apply to private non-profit schools.

Section B: Application Process**1. How can school systems access and complete the LASO Cycle 4 application?**

- The application link was sent to the Superintendent's email on October 3rd, using contact information from AskTED. If a school system needs the link resent, a request form is available on the [LASO Cycle 4 website](#).

2. Is there an option to preview the LASO Cycle 4 application prior to submission?

- A PDF reference copy of the application is available on the [LASO Cycle 4 website](#) for preview. However, school systems must submit their application through Qualtrics.

3. Can multiple staff members work on the application, and does it need to be completed in one sitting?

- Multiple staff members may complete different sections of the application using the same link provided to the Superintendent. There is 60 day window to complete the application (October 3- December 3). Once all sections are finished, the Superintendent will sign and submit the application.

4. What types of questions are included in the LASO Cycle 4 application, and are narrative responses required?

- The LASO Cycle 4 application is primarily non-narrative, with very few narrative responses required as attachments.

Section C: Allowable Use of Funds

1. Where can school systems find guidelines about allowable and unallowable uses of LASO Cycle 4 funds?

- A full listing of allowable spending guidelines are provided within each initiative's Program Guidelines, posted on the [LASO Cycle 4 website](#).

Section D: Funding

1. If awarded, when are the funds expected to be distributed to school systems, and what requirements must be met for disbursement?

- The Notice of Grant Awards (NOGAs) are anticipated to be issued by May 25, contingent on the school system completing the Applicant Designation and Certification (ADC) and budget application in e-Grants. NOGAs are processed in the order submissions are received.

Section E: Competitive Review

1. Are LASO Cycle 4 grants considered competitive or formula-based?

- LASO grants are informal discretionary competitive grants.

- PREP Program Allotments are non-competitive entitlements. All applicants that meet eligibility criteria and commit to the program requirements will be funded. Note: The PREP Program Allotment is not a grant, and applications to PREP Programs will be addressed outside of the eGrants system. The LASO 4 process is being used to facilitate formula funding programmatic applications. (Updated 10/20/25)

2. Is there any advantage to submitting the application early in the window?

- Early application submission does not provide a competitive advantage in prioritization or ranking.

3. Are more points awarded for Comprehensive Campuses?

- Certain grants prioritize Title I and Federal Accountability Designation, including LIFT Add on: School Improvement PLC Supports (LIFT SI PLC), Curriculum & Instruction School Improvement Supports Grant (SI CISG), and School Action Fund (SAF)

Section F: State Approved Provider List (SAPL) & Provider Requirements

1. As part of TEA's approval process for vendors that intend to serve as service providers for educational entities, will TEA ensure that pre-employment or pre-service affidavits are completed by such vendors and review those affidavits? (Updated 10/13/25)

- No. Per, TEC, Sec. 22A.055, as amended by Senate Bill 571, ensuring the completion of pre-employment and pre-service affidavits is the responsibility of TEA-approved vendors. Furthermore, under Sec. 22A.055, review of completed pre-employment and pre-service affidavits and related actions is the responsibility of the educational entities (school districts, districts of innovation, open-enrollment charter schools, charter entities, regional education service centers, and shared service arrangements) that the TEA-approved vendors are to serve. Educational entities should consult with their own legal counsel regarding the application of Sec. 22A.055 to their individual circumstances.

Resource: [Pre-Employment Affidavit for Educators](#)

2. What process was used to identify State Approved Provider List (SAPL) in LASO Cycle 4? (Updated 10/13/25)

- For LASO Cycle 4, LIFT conducted an approved provider list process. The process was advertised on [SAPL website](#) and [LIFT portal](#) and is now closed. Details on vendor-led support for other initiatives are included in their program guidelines.

3. Do all LASO Cycle 4 initiatives require an approved provider?

- No. Approved Provider engagement varies by initiative, relative to each initiative's unique needs. For details, refer to the [SAPL Guide](#) and the [Program Guidelines](#) for each initiative.

4. Can a school system use non-approved vendors?

- Provider requirements differ by initiative. Review the [Program Guidelines](#) on the LASO Cycle 4 website for information about using non-approved vendors.

Section G: Initiative-Related FAQs

Leadership & Instructional Foundations for Texas (LIFT)

[Program Overview](#)

1. What is the purpose of the LIFT (Leadership and Instructional Foundations for Texas) initiative?

- LIFT (Leadership and Instructional Foundations for Texas) is a three-year program designed to support Texas school systems in building the instructional and systems-level capacity needed to deliver high-quality learning experiences for all students. LIFT brings together the highest leverage components of Strong Foundations, Texas Instructional Leadership, and Texas Lesson Study, providing comprehensive support for districts to adopt HQIM and implement Bluebonnet Learning over multiple years.

2. When will we find out the Approved Providers for LIFT?

- Approved providers are listed in the [State Approved Provide List \(SAPL\)](#).

3. Will LIFT only be K-5 or K-5 RLA and 6-Alg 1 math?

- Yes, LIFT eligibility is limited to grade bands where Bluebonnet materials are available.

4. Is this only for campuses who are a "D" or lower?

- LIFT is open to all Texas School systems that meet eligibility requirements. Please refer to page 11 in the program guidelines for more information on eligibility.

5. Is using Bluebonnet Reading K-5 a requirement for this grant?

- No, it is not a requirement. If your district does not currently have a reading product and is planning to adopt Bluebonnet for K–5, you can apply under the appropriate pathway. However, if your district is already implementing another HQIM in RLA but is interested in K-5 Math or Secondary Math, that may be a better fit.

6. Is this a district level award or a campus-by-campus award, like TIL was?

- LIFT is awarded at the district level. The SI PLC add-on is awarded at the campus level.

7. If we received LASO cycle 3 for Bluebonnet implementation and PLC support can we apply for the same for cycle 4?

- Previous LASO Strong Foundations recipients are eligible to apply for Cycle 4. Eligibility resources can be found within each grant's program guidelines upon LASO's launch. A preview of eligibility requirements can be found here: <https://tea.texas.gov/texas-schools/health-safety-discipline/laso-4-eligibility-and-prioritization-guidance-one-pager.pdf>. Please note: eligibility will vary by each LASO grant.

8. Is there any flexibility regarding the curriculum adoption for High Schools, considering that there are no current Bluebonnet curriculum materials for 9-12 aside from Algebra 1?

- For LASO 4, the first year of the LIFT program can support districts who have agreed to adopt a material from the SBOE list. For a district to receive additional year 2 and 3 support they must adopt and implement Bluebonnet Learning. The SI CISG grant exists for grade levels and subject areas for which there is not yet an IMRA approved HQIM list.

9. Is the LIFT Grant only for those that are using the Bluebonnet curriculum, or can you use your District Selected curriculum resources if awarded the LIFT Grant?

Eligible applicants are Texas public school systems that meet the following criteria:

- Commit to selecting and implementing a State Board of Education (SBOE)-approved high-quality instructional material (HQIM) in the 2027–28 school year, or
- Commit to implementing a Bluebonnet Learning (BL) product in the 2026–27 school year.
- Participation in other grant programs does not disqualify applicants but may be considered during prioritization. ([LIFT Program Guidelines](#), page 9)

10. There is no Bluebonnet learning for middle school grades, so these grades are not eligible?

- Middle school Math grades are eligible under LIFT. Bluebonnet includes Secondary Mathematics materials for Grades 6–8 and Algebra I, which are SBOE-approved and supported by the grant. If Geometry and Algebra II are approved, they will also be supported. However, there is currently no Bluebonnet RLA for middle school, so districts cannot apply for LIFT funding for RLA in those grades.

11. For the curriculum related programs, would these require districts to implement Bluebonnet program?

- LIFT has a planning phase where you may qualify if you are using a different HQIM curriculum- to receive support while you prepare to implement Bluebonnet in the 2027-28 year.

12. If we choose an HQIM other than Texas BB for 2026-2027, will LASO be available for that implementation?

- If a district chooses a non-Bluebonnet HQIM for 26-27, they would not be a fit for the LIFT program and grant.

13. If we are currently in year two of implementation of Bluebonnet, are we able to apply for additional implementation support?

- Yes. Regardless of entry point, LIFT begins with a Needs Assessment to evaluate a school system's current state. Through the support of the chosen Approved Provider, LIFT customizes programming to align to the needs of each school system.

14. Will the needs assessment happen before School Systems apply or after they are awarded?

- After the LIFT award. Your approved provider leads the needs assessment with district input to finalize and customize support.

15. Who does the needs assessment? Approved provider or district internally?

- Your approved provider leads it, in collaboration with district leaders. Findings inform the finalized implementation plan and coaching schedule.

16. Implementation would be only for Bluebonnet materials, even though other programs are noted as approved vendors for LIFT and LIFT Add-On the LASO 4 page (Example, Carnegie is an Approved Provider).

- Correct. LIFT funds support Bluebonnet materials. Approved providers deliver services to support the implementation of Bluebonnet Learning products.

17. There is currently no OER or Bluebonnet curriculum for 6th-8th, so does this mean they will not have the opportunity to apply with an HQIM on the SBOE list.

- There are three subject pathways to apply to given the Bluebonnet Learning materials availability: K-5 Math, K-5 RLA, or Secondary Math. There is no pathway to apply to Secondary RLA.

18. Is this a district level award or a campus-by-campus award, like TIL was?

- LIFT is a district level award.

19. If applying for planning for HQIM in 27-28, do districts have to select a Bluebonnet product for 26-27 as they plan?

- No, school systems do not need to implement any HQIM products during their planning year. Please see pages 15-16 of the program guidelines for more information about each phase: [LIFT Program Guidelines](#)

20. Will the LEA need to apply every year since it is a 3-year program and the grant end dates for these 2 are in 2027?

- No, districts do not need to reapply every year. The school system will need to remain in good standing in order to receive continuation of funding. The end date is the 2028-2029 school year.

21. Can a district apply for planning for one subject and implementation for another subject they are already using?

- Yes, pathways are by subject. Apply for implementation where adopting in 2026–2027 and planning where adopting in 2027–2028.

- 22. What phase would a school system enter if a district currently uses Bluebonnet for one content (e.g., math) but wants to explore adopting Bluebonnet for the other content (e.g., RLA)?**
- Enter implementation for the content already using Bluebonnet. For the other content, choose planning or implementation based on adoption year.
- 23. My district is currently in the first year of implementing BB. Would we qualify for any support through LIFT?**
- Yes, you are eligible to enter the implementation phase. Supports will be tailored after the award.
- 24. Should a district apply for RLA and Math simultaneously if they are implementing or ready to implement both K-5?**
- Yes, if capacity allows. Indicate both contents and select the correct pathway for each.
- 25. Is there a specific model that is used to gain information from the district for the Needs Assessment? Are there predeveloped surveys or does the district need to develop their own surveys?**
- The needs assessment is created by TEA and is specific to tailoring supports under LIFT. After your district is awarded funding, your approved provider will guide and support you in completing the needs assessment process.
- 26. Will districts receive PLC support if the LIFT Add-on is not awarded?**
- Yes, PLC support is one of the LIFT technical components.
- 27. Are there opportunities to see some of the materials that will be used for any of the initiatives? In particular, I'd like to know more about the tools and approach that will be used to develop school leaders' proficiency in the teacher observation and feedback cycle.**
- No, those tools are under development and will not be shared at this time. The observation and feedback training will be grounded in best practices from previous programs, specifically Texas Instructional Leadership (TIL) and Strong Foundations Implementation (SFI) as well as a pilot being conducted in 25-26.

28. Does the totality of Bluebonnet need to be implemented for sustained participation over the 3-year grant. For example, could a district use a state-approved HQIM for reading/literacy and Bluebonnet for Math/STEM and be eligible to participate in the Implementation phase?

- No, you do not need to implement all available Bluebonnet products to be eligible for LIFT. You may implement Bluebonnet in one subject only. (refer to Program Guidelines, p. 8).

29. If we are currently in the SFP math grant process and will be determining the curriculum in early spring, can we go ahead and apply for the grant for implementation of Bluebonnet not knowing for sure if that will be the adoption? I guess, can we decline after being awarded?

- The district may still apply for implementation if they are strongly considering Bluebonnet in 26-27. If the district were to be awarded LIFT Implementation and not choose Bluebonnet, they would need to decline the award.

30. Is there only 1 approved provider for all the 15 initiatives in LASO 4?

- Each LASO 4 initiative has its own set of approved providers vetted specifically for that grant's requirements. Districts should review the Approved Provider List (SAPL) to compare providers across initiatives and select the one that best fits their needs for LIFT or any other LASO program.

31. When will the list of eligible SI campuses be released?

- The eligibility list will be posted to the LASO website soon.

32. If we are implementing Bluebonnet Reading without the SFI grant this year, can we apply for the planning and implementation for 26-27 school year?

- Support depends on whether you enter planning or implementation. After awarding, your provider will customize services based on a needs assessment. (refer to Program Guidelines, p. 6–8)

33. If we choose an HQIM other than Texas Bluebonnet Learning for 2026-2027, will LASO be available for that implementation?

- If a district chooses a non-Bluebonnet HQIM for 26-27, they would not be a fit for the LIFT program and grant. If you have campuses that are federally identified for improvement, you may be eligible for the SI CISG grant for non-Bluebonnet HQIM support.

34. On page 13 of the program guidelines, it states that LEAs can prepare to implement an HQIM or BB in 2026-2027. Can you clarify this. Planning vs. Implementation

- Planning is for districts preparing to adopt a SBOE approved HQIM in 27-28, and Implementation is for Bluebonnet Learning adoption in 2026–2027. Choose one pathway per subject area.

35. Pathway 3 notes BB Math AND RLA - So districts must use both?

- No, you do not need both contents. Pathway 3 describes support options. Select Math, RLA, or both based on your needs.

36. Our district is currently in year one implementation of BB for K-5 math but are undecided on 6-A2. We are hoping to adopt something this school year for 2026-2027 implementation. My question: Can we use LASO for phase 3 with elementary while simultaneously implementing phase 2 for grades 6 to A2?

- Yes, you can apply for implementation in one grade band and planning for another, provided timelines align. Support will be sequenced to avoid overload. (refer to Program Guidelines, p. 6–8)

37. Would Pathway 3 also apply to an LEA who is already implementing, developed an instructional framework but have not engaged with TIL?

- Yes, you can enter implementation and receive leadership supports even if you have not engaged with TIL. (refer to Program Guidelines, p. 12)

38. Is our local ESC 2 an approved provider?

- All ESCs are Approved Providers for LIFT. A full list can be found on the SAPL website.

39. I want to confirm that LEAs can select both ELAR and SLAR (if approved by SBOE) for the LIFT grant? Additionally, would we be able to select Bluebonnet Math as well? It appears these can all be selected in tandem, but I want to make sure I understand. (Updated 11/7/25)

- That is correct. You can select all of those products in tandem. They are all a part of the LIFT grant.

40. Can LIFT be applied to a subset of grade levels at a campus? (Updated 11/07/25)

- We always encourage full district participation; however, that is not a requirement of the grant. You may apply with a subset of campuses/grade levels, provided you meet the program requirement of committing to either planning to adopt an SBOE-approved HQIM in the 2027–2028 school year or implementing Bluebonnet Learning in the 2026–2027 school year.

41. On the grant funding page, it says districts receive \$37K for each additional selected product. In the example, the scenario with 2 products doesn't include the \$37K in the formula. Should that example include \$37K given that the district is implementation 2 products? (Updated 11/07/25)

- The example formula does not show the \$37,000 as a numeric value, but it does include this in word form. This indicates that the extra product cost is factored into the total. The intent is that districts receive \$37,000 for each additional selected product during the Implementation Year.

42. Would you be able to provide how the LIFT grant would differ for our district if awarded (referring to other LASO grants in prior years). (Updated 11/07/25)

- We understand that School Systems, like yours, have already completed different components of various grants. However, there may be some components that your school system would benefit from. To understand exactly what is needed, if districts are awarded LIFT, they will undergo a needs assessment alongside their approved provider. The Needs Assessment will bring to light the exact technical assistance that the school system needs and will tailor the assistance for them.

43. I wanted to confirm whether there is a specific form our school board must sign to authorize the use of LASO 4 funds, if awarded, for Bluebonnet Reading. I understand that board approval is required, but I am unclear if the approval should be documented through a formal form or simply through a board vote. (Updated 11/07/25)

- While a formal process has not been written, we anticipate it will be a simple board vote with documentation that the Bluebonnet materials are being ordered. No specific TEA form is required at this time.

Entry Points**1. Can we apply for the implementation of the LIFT grant for reading 6-8 even if we do not implement Bluebonnet? We are implementing an SBOE-approved HQIM (SAVVAS).**

- Based on this information, it does not seem as if this scenario fits the LIFT grant pathways. LIFT is designed for districts that are either:

- Planning to adopt HQIM with eligible grade bands in the 2027–2028 school year, or
 - Implementing Bluebonnet in the 2026–2027 school year.
 - If a district is already implementing an SBOE-approved HQIM and plans to continue with that same HQIM in 2027–2028, it does not align with the LIFT grant’s purpose.
- 2. What if you are already implementing a HQIM from the SBOE list. But we are committed to continue adopting the SBOE HQIM in 27-28, does that make us eligible?**
- No, this does not fit LIFT pathways. LIFT is for Bluebonnet adoption in 2026–2027 or planning for SBOE- approved HQIM adoption in 2027–2028.
- 3. Will there be a secondary ELAR Bluebonnet curriculum for school systems in Planning this year in LASO 3 Part C for Literacy to be able to implement next year?**
- No, LASO 4 does not introduce a secondary ELAR Bluebonnet curriculum for planning this year. Districts in the planning phase will prepare for implementation using the existing Bluebonnet curriculum options outlined in the LASO 4 application. Planning is designed to support readiness for adoption and fidelity of implementation in the following year.
- 4. If we start year 1 planning and then decide to implement a non-Bluebonnet HQIM on the SBOE list, do we get 2 more years of implementation support? Or does our funding support end after the first year?**
- To be eligible for continuation funding (funding after the first year), a district must adopt Bluebonnet Learning. So, in your example, funding support would end after the first year.
- 5. If a district is currently implementing an HQIM (BB) in one content area but is considering adding content moving forward, the district still needs to choose one area only correct? Cannot enter both Planning and Implementation, correct?**
- You can select implementation in one subject and planning for another. If you select implementation in any category, you will enter the LIFT grant in the implementation phase, and planning supports will be added for the other category. (refer to Program Guidelines, p. 6–8)
- 6. To clarify, if we are currently in SFI and implementing, would we be considered in implementation or deeper implementation?**
- You would enter implementation. Support will be customized after a needs assessment. (refer to Program Guidelines, p. 6–8)

- 7. If we received the LASO 3, can we apply for the LIFT & LIFT Add On if we were labeled School Improvement Additional Targeted and we implemented Bluebonnet in the 2025-2026 school year?**
 - Yes, if you align to a LIFT pathway and meet eligibility for both LIFT and the LIFT SI PLC Add on. Previous participation in LASO 3 does not disqualify you.
- 8. If we are currently in year two of implementation of Bluebonnet, are we able to apply for additional implementation support?**
 - Yes. You can apply under the implementation pathway. After award, your provider will conduct a needs assessment to tailor supports for your current stage. Continuation funding depends on fidelity and good standing.
- 9. If a district previously participated in Strong Foundations Planning in LASO Cycle 1, can they enter in the planning phase in LIFT?**
 - Yes, if you are now preparing to adopt Bluebonnet in 2027–2028. Previous participation does not prevent entry into LIFT Planning.

Prioritization

- 1. Who do I contact if I have questions about the 165 calendar days.**
 - Any questions about the LIFT program can be sent to lift@tea.texas.gov
- 2. If a district has less than 165 days, but has some/all of the tiers, where would they fall? Would they be below all 165+ days even if that district does not meet any of the 5 tiers?**
 - Districts under 165 instructional days who do not plan to increase their instructional days would not be prioritized and would fall below Tier 5.
- 3. If District A is less than 165 days but has some tiers and District B is more than 165 days but does not have any tiers, where would they fall?**
 - Districts with more than 165 instructional days or who indicate willingness to move towards 165 instructional days are prioritized. The exact tier cannot be confirmed without a full review of your district's information. Please look at the priority scale in the Program Guidelines and locate the highest priority tier that matches your school system's data—that is the tier you fall into. Within individual tiers, school systems will be ranked by district STAAR performance in 3rd grade reading, 3rd grade math, 8th grade math, or Algebra 1. For details, see page 11 of the Program Guidelines.

4. If my district qualifies for priority 2 but also has received SFP and SFI for bluebonnet RLA, what priority would we fall under?

- The exact tier cannot be confirmed without a full review of your district's information. Generally speaking, a district will be in the highest tier for which they qualify. Please look at the priority scale in the Program Guidelines and locate the highest priority tier that matches your school system's data—that is the tier you fall into. For details, see page 11 of the Program Guidelines.

5. Will half days in a district's calendar count towards a 165-day calendar?

- Half instructional days count towards the 165 instructional days.

6. I need clarification and more information to respond to question one of the application - ELAR/SLAR. We are currently implementing HMH but wanting to plan for a new curriculum. We are currently implementing Bluebonnet math. What should we select? (Updated 11/7/25)

- Based on your district's current implementation status, you might consider the following approach when completing the LASO application:
 - For Math, since you're implementing Bluebonnet, you could select: "Implement Bluebonnet Learning (XYZ grade level) Math in 2026–27."
 - For K–5 ELAR/SLAR, if you're not currently using an SBOE-approved HQIM, you might consider selecting: "Select an SBOE-approved HQIM during the planning year in 2026–27 and implement that HQIM in 2027–28."

7. Are smaller rural districts that have interlocal agreements governed by TEC §25.039 prioritized? (Updated 11/07/25)

- Yes, the current language now reads, *School districts without a full feeder pattern (K–12) will be placed at the bottom of the prioritization list. Districts with a full feeder pattern will be prioritized. Districts that have an interlocal agreement with another school system governed by TEC §25.039 will be considered as having a full K–12 feeder pattern.*

Application and Submission

1. If indeed board approval is required to submit LASO 4 grant applicant and if so, does it need approval prior to grant application submittal? (Updated 11/07/25)

- While the Roles and Responsibilities Insight Tool references board approval for the LIFT initiative, the LASO 4 grant application itself only requires the Superintendent's signature. This signature serves as confirmation that the district has followed its internal protocols, which may include board approval depending on local

governance practices. We add this to the Roles and Responsibilities Insight Tool because most districts require board approval to apply for larger grant initiatives. This serves as a reminder or prompt that this process might be a role the board has to undertake.

- 2. I am completing my application for LIFT, but the question asks if I am implementing Bluebonnet or an SBOE-approved HQIM. Well we have already implemented Bluebonnet, so neither answer seems correct, what should I do? We will "continue" implementing, does that count? (Updated 11/07/25)**

- Select the **"Implement Bluebonnet"** It sounds like you are currently implementing Bluebonnet Learning. Just let us know in the application that your school system will continue the curriculum in the 2026-2027 school year by selecting those options.

Funding and Compliance

- 1. If a district is currently engaged in TIL through ESF Focus Grant (which expires after this year) and is in their first year of SF Implementation, are they eligible to continue their TIL support through additional pathways (such as DDI) through this grant?**

- Districts in this situation have two options. Option 1: They can apply for LIFT for different schools than are participating in TIL through 26-27, or Option 2: they can apply for LIFT in the same set of schools and forego the TIL award for 26-27 should they be awarded LIFT.

- 2. The amounts listed in the guidelines are per year for the 3 years or for all 3 years?**

- Amounts listed are examples of what an annual amount could be for the current cycle year. LIFT runs for three years with continuation funding. Funding is calculated based on a variety of factors. For more information see the Program Guidelines.

- 3. Does the school system have to select the same AP for RLA and Math under LIFT?**

- Yes. Districts must contract with one approved provider to ensure continuity of services and alignment across coaching, implementation supports, and leadership practices. This approach helps maintain consistency in planning, pacing, and fidelity checks across content areas.

- 4. What are the allowable uses of funds?**

- Allowable use of funds can be found on page 15 of the Program Guidelines: [LIFT Program Guidelines](#)

5. How much funding is set aside and available for non-Bluebonnet Support Vs Bluebonnet

- There is \$200M of LIFT funding available in LASO IV. That amount is not divided between planning and implementation. You can find information on how the program is funded on Page 11 of the Program Guidelines: [LIFT Program Guidelines](#)

6. Can we hire a School System Lead with LIFT funds?

- Yes, if the role supports LIFT implementation. See Allowable Uses on page 17 of the Program Guidelines: [LIFT Program Guidelines](#)

7. What percentage of the funds must go to the approved provider?

- At least 70% of funds must go to one Approved Provider. See page 17 of the Program Guidelines: [LIFT Program Guidelines](#)

8. Are the amounts listed [in the webinar] per year for the 3 years or for all 3 years?

- The amounts listed are examples of what an annual amount could be for the current cycle year. LIFT runs for three years with continuation funding. Funding is calculated using a variety of different factors.

9. Where do I find the contract language required by state law?

- It is provided in all LASO IV webinar decks which are publicly available. Approved Providers have been trained and understand the language that needs to be included in the contract. Work with your Approved Provider to add in the language.

10. If we were awarded IL in LASO Cycle 3, do we need to use the same approved provider for LIFT?

- Ideally, districts should use the same approved provider for LIFT and the Instructional Leadership Grant to maintain continuity and coherence in implementation. However, it is not an absolute requirement. If a district determines that a different provider is necessary, for example, due to fitness or capacity, they may select a different approved provider. TEA strongly encourages alignment across grants, when possible, but flexibility exists to ensure districts can access the support they need.

11. In the application PDF we noticed that the LIFT add-on campuses cannot overlap with the LIFT campuses. I'm wanting to confirm if this is true or if I have misinterpreted the assurances? (Updated 11/07/25)

- Campuses listed in the LIFT Add-On PLC support should also be included in your main LIFT application if they are identified for school improvement. The Add-On is designed to provide additional support to those campuses already participating in LIFT.

12. For the LIFT grant, if we have LASO 3 the IL Pathway can we still apply for LASO 4 for our CSI Federally identified campuses. If so how does that impact our year two of TIL from LASO 3? (Updated 11/07/25)

- Applying for LASO Cycle 4 alongside existing LASO 3 IL Pathway support depends on how the scopes are defined. If the campus you have in mind for LASO 4 is the same as the one receiving LASO 3 support, and LASO 4 funds are awarded, the campus would forfeit its Year 2 IL funding from LASO 3. However, if the campus seeking LASO 4 funding is different from the one supported through LASO 3, the original LASO 3 funds would remain with that campus.

Implementation and Monitoring

1. What are the key program commitments for the LIFT Grant?

- Committing to (with Board approval) implementing a Bluebonnet Learning (BL) product in the 2026–27 school year (if applying to the “Implementation Phase”) OR committing to selecting and implementing a State Board of Education (SBOE)-approved high-quality instructional material (HQIM) in the 2027–28 school year (if applying to the “Planning Phase”).
- Contracting with a single Approved Provider from the LASO Cycle 4 State Approved Provider list for the duration of the program.
- Submitting provider contracts and required funding summary reports to TEA.
- Securing approval from the Superintendent and Chief Academic Officer (or equivalent leader) to participate in the program.
- Appointing a designated LIFT Lead as the primary point of contact and identifying at least two additional contacts. The primary point of contact should be the equivalent of a senior academic team member or manager of campus principals.
- Participating in required TEA-led activities, including a grant kick-off and communities of practice.
- Engaging relevant school system and campus leaders, including special programs' leadership, as well as teachers, instructional coaches, special population educators and leaders, in upfront training, implementation support, and coaching.
- Participating in a needs assessment of current instructional practices and materials.

- Establishing or refining systems for instructional leadership, including schoolwide routines, observation and feedback, and student work analysis protocols.
- Submitting all required grant deliverables, including instructional framework artifacts, implementation plans, district-level instructional materials transition plan, campus-level implementation action plans, classroom, campus, and district level observation data and 2025-2026 LIFT GRANT RFA #701-26-107; SAS #LASOAE-26 15 2025-2026 Leadership & Instructional Foundations for Texas (LIFT) Program Guidelines student outcomes data and progress updates as requested by the Approved Provider or the TEA.
- Participating in TEA-administered surveys and/or focus groups, as requested.
- Using grant funds in alignment with the required allocation structure and ensuring all expenditures support the goals of the LIFT program.
- Permitting Approved Providers access to campuses to provide in-person support.
- Ensuring teachers have sufficient planning time and use the required protocols.
- Providing print materials for all participating teachers and students.
- Following the year-long scope and sequence for the instructional materials, where applicable.
- Meeting the minimum number of instructional minutes for the instructional materials.
- Ensuring that a number of instructional leaders, aligned with district size, will actively participate in monthly implementation support and coaching provided by the Approved Provider.
- Ensuring that the district cabinet regularly engages in data reflection/performance management routines.

All of these can be found on page 14 – 15 of the program guidelines: [LIFT Program Guidelines](#)

2. How will performance be evaluated?

- The applicant agrees to collect data and report on the following mandatory performance and evaluation measures, including, but not limited to:
 - Submission of required deliverables, including teacher IDs, class rosters, and planning artifacts, using TEA-provided templates. Examples include diagnostics, rollout plans, observation and feedback cycles, student assessment data, coaching plans, and professional learning session plans.
 - Active participation in implementation supports and coaching activities, such as calibration walks and use of observation and feedback tools.
 - Engagement in TEA-administered surveys for stakeholder committees, teachers, coaches, school leaders, and school system leaders.
 - Collection and submission of classroom observation data to support and assess implementation fidelity.

- Provision of artifacts demonstrating systems-building efforts, such as lesson internalization supports, student work analysis protocols, and feedback routines. Submission of deliverables using TEA templates

3. What support can I expect from an Approved Provider?

- Support is customized based on school system need and is evaluated using a needs assessment. Customized supports are listed on page 16 of the Program Guidelines: [LIFT Program Guidelines](#)

Contact Information

1. Who should I contact for questions?

- For technical/application assistance: laso@tea.texas.gov
- For program assistance: lift@tea.texas.gov

LIFT Add-On: School Improvement PLC Supports (LIFT SI PLC)

Program Overview

1. What is the purpose of the LIFT Add-On: School Improvement PLC Support grant?

- The LIFT Add-On: School Improvement PLC Support grant is a targeted, Title I-funded initiative designed to enhance implementation support for campuses participating in the Leadership and Instructional Foundations for Texas (LIFT) program that are also identified for School Improvement. This grant provides additional resources, such as expanded PLC facilitation, increased observation and feedback, and individualized coaching to strengthen instructional systems and ensure effective use of high-quality instructional materials (HQIM). The goal is to deepen and sustain effective instructional practices by reinforcing the conditions necessary for strong HQIM implementation, ultimately improving student outcomes on federally identified campuses.

2. For LIFT SI PLC Supports and Instructional Leadership grants - do we have to be both Title I AND Federal Identified, or does Title I alone qualify?

- For the LIFT-SI PLC grant the eligibility would be: Title 1 and Federal Accountability Designation. Additionally, you will need to apply for and be awarded the LIFT grant in order to receive the LIFT SI PLC grant.

3. 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?

- The ESF-FSG 2024-2026 is the last iteration of the ESF grant. In LASO IV, Title I funds are going to support LIFT SI PLC and the SI CISG grant.

4. Is the grant open for any Federal Accountability designation (ATS, TSI, or Comprehensive)?

- Yes, the LIFT SI PLC Add on grant is open for any federally identified campus. Each LASO grant has its own unique eligibility, prioritization, and criteria. The following grants prioritize Title I and Federal Accountability Designation:
 - LIFT SI PLC Grant
 - School Improvement Curriculum & Instruction Supports Grant
 - School Action Fund (SAF)

5. Are more points awarded for Comprehensive Campuses?

- There aren't more points awarded, per se, but Comprehensive campuses are in the first priority tier.

6. If we choose an HQIM other than Texas Bluebonnet Learning for 2026-2027, will LASO be available for that implementation?

- LIFT and the LIFT PLC Add-On are only available for the implementation of Bluebonnet Learning.

7. Can a district receive the add-on grant if one is in planning phase and not implementing Bluebonnet Learning?

- The SI PLC Add-On grant is designed specifically to support observation and feedback cycles, coaching, and professional learning communities (PLCs) on campuses that are implementing the Bluebonnet instructional materials. If a district is in planning and not yet implementing a Bluebonnet learning product, they would not be eligible for the LIFT SI PLC Add-on.

8. When districts are considering applying for SI PLC are feeder schools eligible for the PLC support under Cycle 4?

- The SI PLC Add-On grant is designed specifically to support observation and feedback cycles, coaching, and professional learning communities (PLCs) on campuses that are implementing LIFT. The school must be captured under LIFT to be eligible for the LIFT add on.

9. Is the SI PLC add-on only for SI campuses implementing Bluebonnet resources?

- Yes, that is correct.

10. For the Add on grant, would each campus in a district need to do an application or the district does one for all the eligible campuses?

- There is one application for LIFT and LIFT SI PLC Add On. You will select your campuses and submit one application.

11. Can you explain what PLC support will look like for a district planning to implement another HQIM not Bluebonnet?

- The SI PLC Add-On grant is designed specifically to support Bluebonnet Learning implementation by implementing additional observation and feedback cycles, coaching, and professional learning communities (PLCs) on campuses that are implementing LIFT. If a district is planning to implement a different HQIM, they would not be eligible for the LIFT SI PLC Add-on.

12. If our district implemented Bluebonnet Math in the 25-26 SY, are we eligible for LIFT and PLC add-ons?

- The LIFT SI PLC Add-On Grant is designed for campuses in school improvement who have also been awarded the LIFT grant in LASO IV. The LIFT Grant has a unique set of eligibility requirements. Visit the [LASO webpage](#) to learn more about the LIFT Grant and find out if your school system is eligible.

13. What if we decide for add ons later on - can we apply for those in additional years?

- We are unsure of what opportunities will be available in LASO Cycle 5 and beyond.

14. I wanted to confirm my understanding regarding the SI PLC LIFT Add-On. Am I correct that campuses may be eligible for up to \$120K in funding, which could support the salaries of two Instructional Coaches to lead PLCs - one for RLA and one for Math - should the district choose to implement the grant in that way? (Updated 11/07/25)

- Yes, campuses may be eligible for up to \$120,000 through the SI PLC LIFT Add-On. This is \$60,000 per instructional leader supported. School systems are required to use 50% of their award to contract with an approved provider. Stipends and salaries are allowable with the remaining 50% of grant funds, if the district chooses to implement the grant in that way.

15. On the application PDF we noticed that the LIFT add-on campuses cannot overlap with the LIFT campuses. I'm wanting to confirm if this is true or if I have misinterpreted the assurances? (Updated 11/07/25)

- Campuses listed in the LIFT Add-On PLC support should also be included in your main LIFT application if they are identified for school improvement. The Add-On is designed to provide additional support to those campuses already participating in LIFT.

16. For school systems applying for LIFT add on SI PLC does this assurance recommend that they hire an additional administrator to handle only criteria related to PLCs or could one administrator be assigned to LIFT and another to SI PLC? (Updated 11/07/25)

- Districts do not need to hire a new administrator for the SI PLC add-on. The key is that the person leading PLCs must be distinct from those receiving coaching through LIFT. If an administrator is involved in both, they can only be funded for one role, not both.

17. In working through the LIFT Add-on application and Program Guidelines, I noticed a cap on the amount a district could receive for LIFT, but not for LIFT Add-on. Is there a maximum amount that can be awarded to a LEA? (Updated 11/07/25)

- LIFT Add On Grant is a campus-based grant, not district-based. Therefore, the funding is campus-based. The max per campus is \$120,000. You can find this information at the top of page 11 on the [Program Guidelines](#).

18. Can a district apply for the LIFT PLC Add-on if they are doing the LIFT Planning year only? Or is the SI PLC for LIFT Implementation only? (Updated 11/07/25)

- This add-on is designed to enhance LIFT implementation, not the planning year. So if a district is only participating in the LIFT planning year, they would not be eligible for the SI PLC add-on.

19. Are smaller rural districts that have interlocal agreements governed by TEC §25.039 prioritized? (Updated 11/07/25)

- Yes, the current language now reads, *School districts without a full feeder pattern (K–12) will be placed at the bottom of the prioritization list. Districts with a full feeder pattern will be prioritized. Districts that have an interlocal agreement with another school system governed by TEC §25.039 will be considered as having a full K–12 feeder pattern.*

Funding and Compliance

1. What are the allowable uses of funds?

- Allowable use of funds can be found on page 15 of the Program Guidelines: [LIFT Add-On | Program Guidelines](#)

Implementation and Monitoring

1. What are the key program commitments for the LIFT SI PLC Grant?

- Committing to implementing a Bluebonnet Learning (BL) product in the 2026–27 school year.
- Securing approval from the Superintendent and Chief Academic Officer (or equivalent leader) to participate in the program.
- Contracting with the same provider from the LASO Cycle 4 State Approved Provider list that is providing technical assistance for the LIFT program for PLC supports.
- Engaging relevant school system and campus leaders, as well as teachers and instructional coaches, in upfront training, implementation support, and coaching. These individuals must be in addition to and distinct from leaders receiving coaching through the LIFT program.
- Submitting all required grant deliverables.
- Submitting provider contracts and required funding summary reports to TEA.
- Appointing a designated lead as the primary point of contact and identifying at least two additional contacts.
- Permitting Approved Providers access to campuses to provide in-person support.
- Ensuring teachers have sufficient planning time and use the required protocols.
- Providing print materials for all participating teachers and students.
- Following the year-long scope and sequence for the instructional materials.
- Meeting the minimum number of instructional minutes for the instructional materials.
- Using grant funds in alignment with the required allocation structure and ensuring all expenditures support the goals of the LIFT program.
- Participating in required TEA-led activities, including a grant kick-off.

All of these can be found on page 14 of the program guidelines: [LIFT SI PLC Add-on Program Guidelines](#)

2. How will performance be evaluated?

- The school system must submit data as requested by TEA, in accordance with TEA guidance, including, but not limited to:
 - Deliverables submissions using TEA-provided templates
 - Surveys of teachers, coaches, school leaders/campus administrators, and school system leads prior to and during the school year administered by TEA
 - Submission of observation and assessment data

Support and Resources

3. What support can I expect from an Approved Provider?

- PLC facilitation
- Observation and feedback
- Individualized coaching
- Strategic implementation support
- Consistent support across LIFT and LIFT SI PLC

4. How can we access the list of eligible schools for the LIFT ad-on grant?

- A list will be published on the LASO website tea.texas.gov/LASO

Contact Information

1. Who should I contact for questions?

- For technical/application assistance: laso@tea.texas.gov
- For program assistance: lift@tea.texas.gov

School Improvement Curriculum and Instruction Support Grant (SI CISG)

Program Overview

1. What is the purpose of the School Improvement Curriculum & Instruction Support Grant?

- The School Improvement Curriculum & Instruction Grant (SI CISG) supports campuses in School Improvement that are focused on strengthening curriculum and instruction by implementing non-Bluebonnet, high-quality instructional materials (HQIM) in math or RLA. This grant provides targeted funding and implementation support for campuses that are either (1) adopting a State Board of Education (SBOE)-approved HQIM in eligible grade levels, or (2) seeking to improve curriculum and instruction in grade levels where an SBOE-approved HQIM list does not exist. The grant is designed to ensure that students have access to rigorous, TEKS-aligned materials and that campuses receive the necessary support to implement these resources with fidelity, promote strong instructional leadership, and accelerate student learning

2. 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?

- The ESF-FSG 2024-2026 is the last iteration of the grant. Title I funds are going to support LIFT SI PLC and the SI CISG grant

3. Can you provide clarification of the two pathways found on page 14 of the 2025-2026 School Improvement Curriculum and Instruction Support Grant (SI CISG) Program Guidelines?

- **Pathway 1:** *Campuses implementing curriculum and instruction improvements in grades 6–12 English Language Arts and Reading (ELAR) and grades 9–12 Mathematics (excluding Algebra I, Algebra II, and Geometry).* This pathway is intended for subject areas that have not yet gone through the IMRA process and therefore do not have an SBOE-approved HQIM list available. For these grade bands, the grant allows campuses to adopt rigorous, TEKS-aligned materials to strengthen curriculum and instruction.
- **Pathway 2:** *Campuses adopting a State Board of Education (SBOE) approved HQIM in eligible grade levels where such materials exist, excluding those in the Bluebonnet Learning suite* This pathway applies to campuses that are selecting and implementing an SBOE-approved HQIM in grade levels where such materials are available. The key distinction is that these materials must come from the SBOE-approved list and **cannot** be part of the Bluebonnet Learning suite.

4. Is the grant open for any Federal Accountability designation (ATS, TSI, or Comprehensive)? Are more points awarded for Comprehensive Campuses?

- Yes, this grant is open to campuses with any federal accountability designation. While points will not be awarded, Comprehensive campuses will fall into the first priority tier. Each LASO grant has its own unique eligibility, prioritization, and criteria. The following grants prioritize Title I and Federal Accountability Designation:
 - LIFT Add on: School Improvement PLC Supports (LIFT SI PLC)
 - School Improvement Curriculum & Instruction Supports Grant
 - School Action Fund (SAF)

5. Can we contract with a vendor if they are approved during the current IMRA cycle?

- In this instance, vendor can mean Approved Provider or curriculum vendor. Below are the answers based on these definitions.
 - LASO Cycle 4 Approved Provider for SI CISG can be found here: [State Approved Provider List \(SAPL\) | Texas Education Agency](#). This list will not change throughout LASO Cycle 4.
 - For campuses eligible for pathway 2, SI CISG will honor any HQIM approved in IMRA 2024 and the current IMRA cycle, IMRA 2025.

- 6. To be clear, if a campus/district is implementing Bluebonnet, they are not eligible for this specific grant. Is this accurate?**
- Yes. The grant is designed for campuses implementing non-Bluebonnet HQIM or improving curriculum where no HQIM list exists. Campuses implementing a Bluebonnet Learning product are excluded but can explore the LIFT grant for support of those materials.
- 7. If a district has already adopted a current curriculum that is on the IMRA list (not Bluebonnet), would they still be eligible to apply? For example, a CSI campus that adopted STEM scopes Math this school year but has not had access to internalization/implementation support like what this grant would provide.**
- Yes. If the campus adopted an HQIM (e.g., STEM scopes Math) and wants internalization and implementation support, they can apply for this grant.
- 8. If a district is implementing K-5 STEM Scopes, can they apply for this support since it is HQIM and not Bluebonnet?**
- Yes. STEM scopes is HQIM and not Bluebonnet, so the campus is eligible.
- 9. Can you clarify 6-12 ELAR AND 6-12 Math? E.g. in Middle School - can a campus apply for support for HMH ELAR but also be using LIFT for Bluebonnet 6-8 Math?**
- Yes. The grant can support ELAR even if the campus uses Bluebonnet for math. The restriction applies only to the subject area being funded.
- 10. Can you tell us more about the option 2 for instructional materials that have not gone through IMRA?**
- The option you are referring to “Campuses implementing curriculum and instruction improvements in grades 6–12 English Language Arts and Reading (ELAR) and grades 9–12 Mathematics (excluding Algebra I, Algebra II, and Geometry) K-12 Science or K-12 Social Studies” allows campuses to strengthen curriculum in subjects where no SBOE-approved HQIM list exists. Materials must still be TEKS-aligned and meet quality criteria.

11. We have a few campuses that meet the eligibility requirements of SI CISG but are under consideration for a Closure/Reassign action for SY26-27. Can you confirm that the funds and activities under this opportunity would follow the majority or plurality of students from the originating eligible campus?

- The funds will follow the CDCN. If the CDCN is closed, the funds will be relinquished. The reason is that the funds must be applied to a CDCN that is Federally identified and Title I serving from the 2025 accountability ratings, so the funds cannot move to a campus that is not Federally identified and Title I serving.

12. What content and grade bands does the SI CISG grant support?

- This grant supports core subject areas in grade level K-12, including science and social studies for PreK-12 campuses

13. Can you apply for SI CISG if you have LASO 3 IL?

- Yes, you can still apply if you meet the eligibility requirements.

14. What RLA HQIM are available for secondary?

- SBOE-approved HQIM are listed on the SBOE Webpage: [IMRA 2024 | State Board of Education](#)

15. A district asked for clarification of the two bullets found on page 14 of the 2025-2026 School Improvement Curriculum and Instruction Support Grant (SI CISG) Program Guidelines. (Updated 11/07/25)

- **First bullet:** *Campuses implementing curriculum and instruction improvements in grades 6–12 English Language Arts and Reading (ELAR) and grades 9–12 Mathematics (excluding Algebra I, Algebra II, and Geometry)* This pathway is intended for subject areas that **have not yet gone through the IMRA process and therefore do not have an SBOE-approved HQIM list available**. For these grade bands, the grant allows campuses to adopt rigorous, TEKS-aligned materials to strengthen curriculum and instruction.
- **Second bullet:** *Campuses adopting a State Board of Education (SBOE) approved HQIM in eligible grade levels where such materials exist, excluding those in the Bluebonnet Learning suite*- This pathway applies to campuses that are selecting and implementing an SBOE-approved HQIM in grade levels where such materials are available. The key distinction is that these materials must come from the SBOE-approved list and **cannot** be part of the Bluebonnet Learning suite.

16. For Pathway 2, will this list remain only the 2024 list? I know there are new SBOE approved Math HQIM being released in November? (Updated 11/07/25)

- Currently the list is representative of IRMA 2024. However, once IMRA 2025 is adopted on to the SBOE list, this grant will cover that as well.

17. We are using the K-5 Bluebonnet learning system for Elem K-5 Math and Reading and Secondary Math. Are we eligible for this grant for Secondary schools that qualify, IF we want to use an HQIM for Reading, since Bluebonnet in Secondary schools is only in Math? (Updated 11/07/25)

- Based on this information, your campus would be eligible under this pathway: *Campuses implementing curriculum and instruction improvements in grades 6–12 English Language Arts and Reading (ELAR) and grades 9–12 Mathematics (excluding Algebra I, Algebra II, and Geometry).* This pathway is intended for subject areas that have not yet gone through the IMRA process and, therefore, do not have an SBOE-approved HQIM list available. Using Bluebonnet in your elementary campuses will not exclude your secondary campuses from applying, as this is a campus-based grant.

18. Can this grant be used for Science or Social Studies? (Updated 11/07/25)

- This grant is for K-12 Core Content areas. Science and Social studies are includes in the core content areas.

19. Would Amplify Skills (K-3 Eng/Spanish), Amplify Knowledge (K-5 Eng/Spanish), Amplify Texas Middle School, and Carnegie Accelerated curriculum count for this grant? Specifically, I am asking about Amplify. In our LASO 3,0 SAF grants, the HQIM requirement was in there. Although Amplify was not on the SBOE approved list, it was allowed to be the resource in compliance with the grant. Will Amplify be allowed for this grant or will it just be Savvas, Bluebonnet, and any new materials that SBOE approves in November? (Updated 11/07/25)

- This grant will only be available for curriculum on the SBOE list (in eligible grade bands where a SBOE list of products is available).. Since Amplify is currently not on the list, that curriculum will not be eligible. If it becomes available in future IMRA cycles, it will be accepted.

20. Our district is reviewing the LASO SI CIS Grant. The schools on the eligibility list are already implementing Amplify K-8, Eureka K-5, and Carnegie 6-12. Would we qualify for this grant in order to strengthen our current implementation? Or is this only for selecting a new curriculum? (Updated 11/07/25)

- Strengthening existing HQIM would fall under this grant. The only curriculum eligibility requirement is within the two pathways.

21. Are smaller rural districts that have interlocal agreements governed by TEC §25.039 prioritized? (Updated 11/07/25)

- Yes, the current language now reads, *School districts without a full feeder pattern (K–12) will be placed at the bottom of the prioritization list. Districts with a full feeder pattern will be prioritized. Districts that have an interlocal agreement with another school system governed by TEC §25.039 will be considered as having a full K–12 feeder pattern.*

Funding and Compliance

1. What are the allowable uses of funds?

- Allowable use of funds can be found on page 15 of the Program Guidelines: [SI CISG Program Guidelines](#)

2. What can the remaining 30% of funds be used for?

- After using 70% to contract with an approved provider from the SAPL, remaining funds can be used for professional development, coaching, and leadership support aligned to curriculum implementation.

Implementation and Monitoring

1. What are the key program commitments for the SI CISG Grant?

- Securing approval from the Superintendent and Chief Academic Officer (or equivalent leader) to participate in the program.
- Implement a State Board of Education (SBOE)-approved High Quality Instructional Material (HQIM) that is not part of the Bluebonnet Learning suite, in alignment with TEA guidance and the goals of the grant program, OR implement curriculum and instruction improvements in grades 6–12 English Language Arts and Reading (ELAR) and grades 9–12 Mathematics (excluding Algebra I, Algebra II, and Geometry) K-12 Science or K-12 Social Studies.
- Contracting with a single Approved Provider from the LASO Cycle 4 State Approved Provider list.

- Submitting provider contracts and required funding summary reports to TEA.
- Appointing a designated lead as the primary point of contact and identifying at least two additional contacts.
- Participating in required TEA-led activities.

All of these can be found on page 14 of the program guidelines: [SI CISG Program Guidelines](#)

2. How will performance be evaluated?

- Deliverables submissions using TEA-provided templates
- Surveys of teachers, coaches, school leaders/campus administrators, and school system leads prior to and during the school year administered by TEA
- Submission of classroom observation and assessment data

Support and Resources

1. What support can I expect from an Approved Provider?

- Helping campuses adopt SBOE-approved HQIM in eligible grade levels
- Supporting curriculum and instruction improvements in grade levels without an SBOE-approved HQIM list
- Providing professional learning and implementation support aligned to TEKS and program requirements

Contact Information

1. Who should I contact for questions?

- For technical/application assistance: laso@tea.texas.gov
- For program assistance: lift@tea.texas.gov

Blended Learning Grant (BLG)

Program Overview

1. What is the purpose of the Blended Learning Grant?

- The Blended Learning Grant opportunity has two distinct cohorts and associated purposes that applicants will select from, as described below.
- The Blended Learning Academic cohort will support school districts and open-enrollment charter schools through a planning stage to design and subsequently implement a high-quality blended learning model in math (through Math Innovation Zones - MIZ) and Reading Language-Arts (RLA) aligned with a High-Quality Instructional Material curriculum (HQIM).
- The Blended Learning Strategic Operations cohort will support school districts and open-enrollment charter schools in leveraging a blended learning model to make a

strategic operational shift to scheduling, staffing and/or budgets. This shift will seek to make robust operational changes to optimize campus staffing models for teachers while maximizing academic impact for students. The grant is available to School Systems that have successfully completed a planning phase of either Math Innovation Zones or RLA Blended Learning grants. Applicants will select a blended model that will require significant operational and staffing shifts to rethink time in a teacher-centric way at the participating campus(es).

2. Will the Strategic Operations Pathway be under the BLG?

- 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.

3. How many campuses can a School System apply for?

- LEAs can apply and undergo planning for as many campuses as they see fit; however, for the Academic Cohort, the maximum award is \$180,000; for the Strategic Operations Cohort, the maximum award is \$310,000 per grantee.

4. Does the Blended Learning portion of the LASO grant cover PreK?

- 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.

5. How do I find my Strategic Operations Cohort scoring template?

- You can find the supplemental scoring template in the Program Guidelines, posted on the [LASO 4 website](#) and linked here for convenience: [Blended Learning Scoring Template](#)

6. The webinar recommended that the BLG project manager should not be from the Superintendent's Office - does that mean Cabinet level, or just the Superintendent themselves?

- The superintendent as the grant project manager is not allowable and TEA highly advises against staff at the superintendent cabinet level due to needing to dedicate 50% of their time to BLG; however, this would be determined on a case-by-case basis and included in the interview process.

7. The BL grant CANNOT be used to support Algebra 1 teacher shortage at a High School campus, correct?

- Correct, Algebra I at the High School level is only available for the Academic cohort currently.
- 8. Our district is in LASO 2 BLG-Strategic Operations. We are not eligible for LASO 4 BLG, correct?**
- Correct.
- 9. For Boost Reading, how much time is required for 6th-8th?**
- Currently, the metric for Boost reading with 6-8th grade is 45 minutes per week.
- 10. If we are in LASO 3 BLG Planning, are we eligible for Strategic Operations?**
- The Strategic Operations cohort is open to LASO 2 and prior BLG cohorts only.
- 11. To clarify, if our district has Blended Learning currently, we are not eligible for BLG LASO 4?**
- LASO 1 & LASO 2 BLG Planning Math/RLA are eligible for the Strategic Operations cohort.
- 12. For the Strategic Operations application, are we only limited to applying for campuses that previously participated in the planning grant only, or can we scale out to other district campuses?**
- In the application, school systems will need to submit the number of campuses and the estimated number of students participating; they are not explicitly asked which campuses are applying. Note: The spirit of the grant is to scale blended learning within the district; however, the expectation will be for all campuses participating to meet grant requirements.
- 13. We have an Approved Provider that is supporting us with LASO 3 SFI & blended learning with i-Ready (not through the BL grant). They are a LIFT provider - how would they become approved as a BLG provider?**
- Eligible providers for the BLG Academic cohort are currently being reviewed and will be added to the SAPL deck once finalized.
- 14. For the Strategic Operations cohort, do we only choose one grade level to focus on or a grade level band?**

- For LASO 4, grantees are required to implement at least one grade level per participating campus(es) in 2025-2026 and one per grade-band for continuation years (2026-2027 and 2027-2028).

15. If we are currently in the Math Supplemental Curriculum (MSC) grant, are we eligible for this grant?

- Math Supplemental Curriculum participation does not impact eligibility for BLG. Eligibility is contingent on previous/current Strong Foundation participation (Academic Cohort) or previous/current BLG participation (Strategic Operations cohort).

16. Are you committing to blended learning model in both math and reading?

- Academic Cohort: School systems may apply for one subject or both. Each are scored and awarded separately.
- Strategic Operations Cohort: School systems will evaluate their teacher capacity needs in the spring during the grant planning process and will determine which grade-level & subject will be best fit at each campus (for example: 3rd grade Math, 4th grade Reading, or both).

17. If Bluebonnet is only in elementary grades for RLA, do grades 6-12 qualify if they use HQIM?

- Applicants can select 6-8 RLA using an IMRA-approved Tier 1 product, given Bluebonnet does not extend to 6-8 yet. The LASO Cycle 4 Blended Learning Grant for both math and RLA is only K-8.

18. If a district has implemented Bluebonnet K-5 Math and 6-8 Math and has more than 165 instructional days, but has never participated in Strong Foundations, would they be eligible to apply for the BLG Academic Cohort?

- Eligibility is contingent on previous/current participation in the Strong Foundations Grant (Academic Cohort) or BLG Planning (Strategic Operations cohort).

Funding and Compliance

- 1. Is technology (computers/Chromebooks) an allowable expense?
Would Chromebooks fall under durable supplies and materials?**

- Technology is allowable, including devices and infrastructure. An errata has been submitted to address the capital outlay language to allow for this expense.
- Chromebooks would fit under supplies and materials unless your district has a policy that tech products have to be capitalized.

Implementation and Monitoring

1. What are the key program commitments?

- For a full list of program commitments, please review the Program Assurances in the [BLG Program Guidelines](#), starting on page 15.

2. How will performance be evaluated?

- The applicant agrees to collect data and report on the following mandatory performance and evaluation measures:
 - The grantee must submit strategic planning deliverables such as a master schedule, assessment calendar, stakeholder engagement plan, professional learning calendars, etc.
 - The grantee will complete blended learning implementation requirements including but not limited to:
 - Meeting the supplemental product student usage fidelity metrics
 - Overall grant engagement “health score”, including:
 - Monthly classroom rubric observation submissions
 - Evidence of supplemental training completion
 - Cohort meetings, including site visits and an annual BL Summit
 - Sharing year-over-year teacher retention and satisfaction data
 - Research surveys
 - Note: Grantees must meet fidelity metrics in the above areas to be eligible for continuation grants in Year 2 and Year 3.

Support and Resources

1. Where can I find additional resources or training?

- Specific trainings can be found through two sources; a technical assistance provider found on the SAPL deck through the LASO website, or courses on the Blended Learning Professional Development Reimbursement Program through the TAA, linked [here](#).

2. What support can I expect from an Approved Provider?

- Approved providers that will support school systems in five key areas: Design and Implementation Support, Budgeting and Financial Planning Support, Professional Development Support, Technology Infrastructure Support, and Rostering, Single-Sign-On, and Data Analysis Support to ensure implementation success and long-term sustainability of the Blended Learning Grant Program.

Contact Information

1. Who should I contact for questions?

- Email at blendedlearning@tea.texas.gov

Advanced Placement Computer Science Principles (AP CSP)

Program Overview

1. What is the purpose of the AP Computer Science Principles Grant initiative?

- The grant is designed to support public school districts in offering students access to the AP Computer Science Principles course by providing funding to develop or expand course availability within the computer science pathway.

2. Is the provider list for AP Computer Science Principles posted? Or is it the same list from 3.0?

- Yes, the provider list has been posted. Please note that it differs from the LASO 3.0 list in two key areas. The updated LASO Cycle 4 AP Computer Science Principles course provider list was published on the LASO website on October 3rd, coinciding with the start of the application period. You can access the LASO Cycle 4 website here: <https://tea.texas.gov/texas-schools/health-safety-discipline/laso-cycle-4-grant-and-allotment-programs>

3. Are the guidelines for AP Computer Science Principles the same as 3.0 or will new guidelines be posted on 10/3, as well?

- While the content is the same, the format has been updated. LASO 4 Guidelines for AP Computer Science Principles are posted on the [LASO 4 website](#).

4. If we have teachers/campuses that already teach AP Computer Science Principles, can we still apply to utilize the funds to cover the costs of AP exams? Or do we need to add a second course or a new campus?

- Expansion is not a requirement for receiving a grant award. All Texas public school systems are eligible to apply. Districts may use grant funds to meet the two required criteria: teacher training and covering the cost of AP Computer Science Principles exams administered during the grant period. Additionally, funds may be used to add a new course or maintain and expand existing AP Computer Science Principles programs, in alignment with allowable expenses outlined in the grant guidelines.

5. Can charter schools and Districts of Innovation with non-certified teachers apply and be awarded the AP Computer Science Principles grant?

- To teach AP Computer Science Principles in Texas, educators must meet both qualification factors identified in the program guidelines to be awarded a LASO 4 Advanced Placement Computer Science Principles grant.
 - Educators must hold one of the SBEC-approved certificates listed under §231.587—such as Computer Science 8–12, Technology Applications EC–12, or a qualifying Trade and Industrial Education certificate.
 - The teacher must complete the College Board and TEA approved professional development to prepare students for the AP Computer Science Principles exam.

6. How are colleges honoring the AP Computer Science Principles credit? What course are you finding colleges awarding for this course?

- Course credit and hours for AP Computer Science Principles vary by institution. For more information, click <https://apstudents.collegeboard.org/getting-credit-placement/search-policies> to find over 1,300 colleges that award credit for a score of 3 or higher. You can search by course to see which colleges offer credit for AP CSP, then select a college to view the specific course equivalency and number of credit hours.

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

- All Texas public school systems are eligible to apply for this AP Computer Science Principles grant.

8. On the webinar page, it states there is option 1 and option 2 for the AP Computer Science Principles grants. Can you please clarify what the difference is between 1 and 2?

- The two webinars are identical in content—participants may choose either session to attend based on their availability.

9. The questions specifically ask for the # of campuses adding AP Computer Science Principles courses and the # of teachers to be trained. Can you clarify if the grant is only a fit for expanding the AP Computer Science Principles offering?

- Applicants may request funding to either launch a new AP Computer Science Principles course or expand an existing program.

10. Would the AP Comp Sci class be able to be offered in 2026-27?

- Yes, LEAs awarded grant funds are expected to prepare for and offer the AP Computer Science Principles course beginning with student enrollment in Fall 2026–2027.

11. We are part of the LASO 3 AP Computer Science Principles grant, are we eligible to apply for LASO 4 AP Computer Science Principles?

- Yes, all Texas public school systems—including ISDs, charter schools, and Districts of Innovation—are eligible to apply.

12. If we are expanding our AP Computer Science Principles program with this application- do the existing teachers of AP Computer Science Principles need to attend the training in Summer 2026? They had already received training under the previous grant.

- Yes, if awarded the AP Computer Science Principles grant, teachers assigned to the course must complete at least one training offered by one of the 25+ approved providers listed on the [State Approved Provider List](#).

13. What districts/campuses receive priority? I heard top quartile but want to seek clarity.

- All Texas public school systems are eligible to apply for a LASO 4 AP Computer Science Principles grant. To date, 100% of submitted applications have received funding through previous opportunities.
- For more details on AP Computer Science Principles and other initiatives, refer to the <https://tea.texas.gov/texas-schools/health-safety-discipline/laso-4-eligibility-prioritization-guidance-one-pager-revised-10-01-25.pdf>.

Funding and Compliance

1. When will I receive my NOGA? Grant actions are as follows:

- **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 fitness.

- **eGrants window** | open February 3rd-March 5th. This is the window for districts to accept or decline any initiative offered 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

2. What are the allowable uses of funds? General Allowable Activities and Use of Funds include:

- Administrative and indirect costs (limited to 15% of grant award)
- Teacher supplemental salary costs above base salary that supports the program outcomes (including substitute and extra duty pay)
- Professional and contracted services that supports program outcomes (including approved state approved vendor contracts)
- Consumable and durable supplies and materials for classroom equipment to support the APCSP course
- Capital outlay for classroom equipment to support the APCSP course
- Debt services (lease liabilities for terms greater than 12 months) allowable costs include SBITA, but there are other non-allowable debt service options (see unallowable)
 - a. Subscription-based Information Technology Arrangement (SBITA) – Principal Costs (6514)
 - b. Subscription-based Information Technology Arrangement (SBITA) – Interest Costs (6526)
- Other Allowable Operating Costs will require specific approval.
 - Out-of-state travel costs (6400) are allowable.
 - Out-of-state travel costs should be minimal.
 - Travel costs are allowable if the expenses for transportation, lodging, subsistence, and related items are only incurred by employees on official business of the Grantee and follow the Grantee's regular business operations and written travel policy.
 - Out-of-state travel will require a written justification form to be maintained locally and made available to TEA upon request.
 - To access the Justification for Out-of-State Travel form, refer to the Forms for Prior Approval, Disclosure, and Justification page.
 - Travel costs should be minimal and must follow the Grantee's written travel policy for teacher professional learning.
 - Travel costs should only be for the following types of professional learning opportunity:
 - APSI (Advanced Placement Summer Institute) for AP Computer Science Principles (APC CSP)
 - Professional learning opportunity by a grant-endorsed vendor

- Field trips may be funded under the LASO 4 AP Computer Science Principles Grant, however, only the following types of field trips are allowed:
 - Local businesses and industry locations
 -
 - Colleges and Universities

3. What are the key program commitments?

- A succinct list of the program-specific assurances for this Grant follows. The program's key commitments can be found in the Grant application and in the Grant Guidelines:
 1. Application does not contain FERPA information
 2. Statutory and TEA Program requirements are met
 3. Performance Measures will be reported to the TEA program
 4. State of Texas Accessibility requirements will be met
 5. Employees are subject to the fingerprinting requirement
 6. Equal treatment of all persons
 7. Staff shall not present, direct, request, or suggest the use of preferred personal pronouns in professional correspondence or presentations
 8. Maintain current contact information in AskTED
 9. Regularly submit their expenditures (monthly preferred, quarterly at minimum) to remain on track for grant expenditures
 10. Contract with an Approved Provider
 11. Collect data and report on performance and evaluation measures
 12. Use grant funds only for AP Computer Science Principles classroom supplies and technology, teacher training, and directly related expenses for implementing an AP Computer Science Principles course
 13. Administer the AP Computer Science Principles exam to district-enrolled students participating in the AP Computer Science Principles course, at no cost to the student

4. How will performance be evaluated?

- Applicants awarded the AP Computer Science Principles grant must collect and report data on the following required performance measures:
 - Number and percentage of students enrolled in AP CSP each semester, including demographic breakdowns (race/ethnicity, English Learners, economically disadvantaged students, and students with disabilities).
 - Number and percentage of CTE completers enrolled in AP CSP.
 - Number and percentage of students earning course credit in AP CSP.
 - Number and percentage of AP CSP students who take the AP exam.
 - Number and percentage of AP CSP exams scored 3 or higher.

1. Where can I find additional resources or training?

- Training opportunities can be found in the [State Approved Provider List](#) and, on the [College Board's website for AP Computer Science Principles](#).

2. What support can I expect from an Approved Provider?

- Approved providers endorsed by the College Board offer support to help districts implement and sustain AP Computer Science Principles courses. Grantees can expect:
 - Curriculum aligned to AP
 - Pre-approved syllabi for AP
 - Lesson plans and instructional support
 - Professional development for teachers—whether new or experienced in computer science
 - Access to online platforms and tools for teaching and learning

Contact Information

1. Who should I contact for questions?

- AP Computer Science Principles Grant Program Manager, Kay Humes, kay.humes@tea.texas.gov, (512) 463-8823

PREP Preservice Residency Program

Program Overview

Is pathway 2 participation required for participation in PREP Preservice Residency program?

- Texas Mentorship Training (TMT) District and Campus Leader (Pathway 2) Design Sessions are a required component for school systems participating in PREP Mentorship Program. If a school system is only participating in PREP Preservice Residency Program in School Year 2026-27, they are strongly encouraged to send their cooperating (host) teachers to Mentoring Educator (Pathway 1) training. The District and Campus Leader pathway will not be required for the PREP Preservice Residency Program. Section B: Application and Submission

Are mentoring teachers for PREP Preservice Residency now being called cooperating teachers instead of host teachers?

- The language in TEC § 21.904 (<https://statutes.capitol.texas.gov/Docs/ED/htm/ED.21.htm#21.904>) uses the term "cooperating teachers". According to TAC §228.95. Host Teacher Qualifications and Responsibilities, "cooperating teachers" who are supporting teacher residents are referred to "host teachers" and must be eligible and perform duties to support residency candidates

(<http://tea.texas.gov/about-tea/laws-and-rules/sbec-rules-tac/sbec-tac-currently-in-effect/ch228f.pdf>). For the purposes of clarity they should be referred to as "host teachers". The current Commissioner of Education rulemaking process proposes to clarify and align naming conventions for mentoring educators to the conventions used in TAC Ch. 228 Educator Preparation Program Requirements.

Does participation in the PREP Residency program require participation in the PREP mentorship program?

- No, school systems are not required to participate in the PREP Residency Preservice Program in order to participate in the PREP Mentorship Program although it is highly encouraged.

Could a school system require a resident candidate to teach for 1 or 2 years in their district? I know this is allowable with TSS grant 25-27, but I wanted to double-check if it was allowed for LASO?

- There is no statutory requirement regarding beginning teacher employment in the school system where they completed their residency program. School systems and their partners will be responsible for establishing local implementation parameters. It is best practice to work with EPP partners when making such decisions.

Will programs not offering residency be part of the PREP allotment?

- Yes, these programs will be eligible for the PREP Preservice Traditional program, which will be part of the LASO Cycle 5. LASO 5 is scheduled to open in Fall 2026 for implementation in the 2027-2028 academic year.

Are school systems who operate on a 4-day school week eligible for the PREP Program Allotment?

- The PREP Allotment Programs do not have any restriction on instructional days. However, there are restrictions on instructional days regarding resident teacher clinical experience, which would impact eligibility for the PREP Residency Preservice Program. Please see the information below: PREP Preservice Residency - A resident's clinical experience must span a full academic year, including the first and last instructional days, and total at least 750 hours of clinical experience (with a minimum of 21 hours per week). The resident is required to be hired as an at-will employee of the school system. Residency candidates must engage in co-teaching and lead instruction for a minimum of 400 hours.

Will EPPs that secure approval for residency programming during the 2025-2026 academic year be eligible to participate in 2026-2027 LASO-related programming? Has there been a date of application or window of time when a program can apply to get approved by TEA to implement a Residency if not approved in the past?

- Educator Preparation Programs must be SBEC approved by December 1, 2025, to participate in the PREP allotment for the 2026-2027 school year; this means that the last date for SBEC approval would have been during the September 2025 SBEC meeting.

Application and Submission

1. Do PREP Preservice Residency, PREP Grow Your Own, and PREP Mentorship Programs each require their own application?

- There is only one LASO application. Each PREP Program has a separate section of the application. Each school system may only submit one application.

2. Are there interviews for any parts of the PREP Program Allotment?

- There are no interviews for the PREP Program Allotment LASO 4 application process.

3. How do we know if we will receive an allotment?

- LASO Award Announcements will be shared on February 2, 2025. For any of the PREP Programs, TEA will ask school systems to submit a Verification of Participation Form in the April-May timeframe.

4. Does the school board have to approve the application for PREP Grow Your Own, PREP Preservice Residency, and PREP Mentorship Programs?

- No, only a school system's superintendent is required to approve and sign the LASO application. If the applicant is an SB 1882 operating partner, organization's leader such as the CEO, executive director, or president, must sign the application.

5. It is my understanding that our SB 1882 Operating Partners are eligible to apply for LASO separate and apart from their partner school district. Would it be two applications, one from the SB 1882 Operating Partner and one from partner district? Could it be a combined application by the ISD covering both if the needs are the same? What would be the recommended area or areas of focus?

- An SB 1882 Operating Partner is able to apply to the PREP Program Allotment separate from its partner school districts. Since funding is generated by individuals placed on campuses, if both an SB 1882 Operating Partner and its partner school district apply, both entities would not be able to generate allotments for the same individuals (e.g., residents or mentor teachers). Per the program guidelines, SB 1882 Operating Partners are eligible applicants and subject to the funding caps described

in each of the PREP Program's guidelines. However, PREP Program Allotment funding will flow to the partner districts in which the participating 1882 campuses are located. The SB 1882 Operating Partner must have a written agreement with the partner district to document how allotment funds generated through the partnership will be spent.

6. Do applicants have to apply to LASO grants to be eligible to apply for the PREP Program Allotment?

- Applicants may choose to apply to only PREP Programs. There is not a requirement to also apply for a non-PREP grant via LASO.

7. Which programs are required to work together? Are any of these three options linked in the sense that a school system would have to apply for one if applying for another?

- School systems may apply for the PREP Mentorship Program alone. For the PREP Grow Your Own Program school systems must apply for PREP Preservice Residency Program. The PREP Preservice Residency Program may also be a standalone program.
-

8. How do we determine if we are "eligible" for the LASO Cycle 4 PREP Preservice Residency, PREP Grow Your Own, and PREP Mentorship programs?

- Please see the program guidelines for all eligibility criteria. They are located on this website: <https://tea.texas.gov/texas-schools/health-safety-discipline/laso-cycle-4-grant-and-allotment-programs>

9. Do applicants have to apply for the PREP Preservice Residency and Mentorship programs when applying for GYO?

- Since participating in the PREP GYO program requires approval of a preservice program and the only preservice program available for LASO Cycle 4 is the PREP Preservice Residency program, the applicant will need to apply to both. Applying for the PREP Mentorship program is not required, but encouraged, when applying for the PREP Preservice Residency program.

Will there be a place for me to add multiple EPP contacts to my LASO 4 PREP Preservice Residency Application?

- For the application, please add the point of contact from one partnership for the time being. There will be an additional verification step where you will be able to add multiple EPP contacts when all eligible participants confirm participation in the allotment program

between April-May 2026. At this time eligible participants will also submit written agreements between the SBEC approved EPPs and the school system.

Is it encouraged to ask for 40 residents even though you are starting a residency but forecasting scaling and sustaining the program?

- Yes. School systems are encouraged to make their best prediction of projected residents they will place in the 2026-2027 school year. Since this is an annual allotment, the school system may fund up to 40 residents annually. In April-May 2026, school systems may refine their projection when they verify participation on the allotment.

Will school systems after applying for the PREP Preservice Residency be able to adjust the number of residents if the projected numbers have changed? (updated on 11/10/25)

- Yes, there will be a verification of participation process in mid-April-May. During this time, school systems will confirm participation in PREP program(s) and they will be able to verify participating teacher residents. Please consider the application information you are providing as an early estimate of the number of residents you seek to fund through the PREP Preservice Residency Program.

Funding and Compliance

- 1. Are the LASO 4 Prep Program Allotment funds received by a grants draw down or through the foundation school program (FSP)?**
 - Under HB2, the PREP Program Allotment funds are through FSP (Foundation School Program) not via a traditional drawdown process.
- 2. When will TEA share requirements and timelines for school system and EPP data submissions and payouts?**
 - TEA anticipates being able to share information with districts about foundation school program (FSP) payout and data entry timelines when the Verification of Participation Forms are shared with school systems, which are estimated to be shared in the April-May timeframe.
- 3. How will any money for the PREP Program Allotment be distributed to the district? How exactly will it be coded for our accounting team to ensure it is placed into the correct fund code?**

- PREP Allotment funds will flow through the foundation school program (FSP) according to their payment class schedule. TEA anticipates sharing timelines and specifics for FSP funding, along with timelines for sharing accounting directions for districts, during the Verification of Participation Form window, likely in the April to May timeframe.

4. Why does the PREP Program Allotment have a maximum of 40 individuals per district when not all districts are the same size?

- The caps for each of the PREP Programs were set by the Texas Legislature, as part of HB 2, and are specified in TEC, §48.157.

5. Because this funding is an allotment, what will the annual renewal of funding look like for these programs (PREP Preservice Residency Program, PREP Mentorship Program, and PREP Grow Your Own Program)?

- School systems will not need to re-apply yearly, though they will need to submit certain data. As specified in TEC, §21.909, the commissioner will periodically review partnership programs against the performance standards and goals. Continuation of funding is based on the outcomes of the program submissions and periodic reviews.

Can left over funds for PREP Preservice Residency be used to provide a stipend for assigned program manager?

- Yes, success-based funding generated by teacher residents that attain the enhanced standard certificate may be used to implement the PREP Preservice Residency Program. Funds could be used to support programmatic costs such as a program manager, release time, etc.

What if the resident teacher is seeking certification in multiple areas (example: EC-6 and SpEd EC-12) and they need two mentors/cooperating teachers to accommodate their certification areas- does the \$2,000 for the cooperating teacher get split?

- If the partnership determines that the resident will benefit from two placements, they partnership must decide how they will compensate the host teachers and meet the minimum stipend of \$2,000.

Will the candidate receive the allotment money directly?

- No, initial funds and success-based funding flows directly to the district through the Foundational School Program (FSP). An additional allotment of success-based funding flows directly to the EPP.

If a resident completes their first-year teaching in a different district than where they completed their residency, is there an impact on success-based funding for the EPP?

- No. For EPPs to receive the success-based funding, the resident must complete all the requirements of the enhanced certificate and one year teaching at any Texas public school system.

Are districts able to use the remaining discretionary funds in the residency preservice allotment toward the \$20K minimum pay for residents, or will this need to come directly from the LEA's local funds? To clarify, how much is the school system paying out of pocket for 2 residents? Is it \$20,000?

- Yes. the school system must match at least \$10K towards the resident's minimum salary of \$20K. The school system may use success-based funding generated from candidate completion of standard certification requirements in the future. School systems should consider how they might locally reallocate and/or reinvest local funds to address the \$10,000 match for each candidate. LASO 4 also offers the Texas Strategic Staffing Grant, a service that supports school systems to address teacher resident pay and local instructional needs through implementation of strategic staffing models. In these models, the school system may reallocate, for example, tutoring funds to pay the resident's salary when the resident's role includes support for high impact tutoring models while they are not completing their clinical teaching hours and coursework.

By what date does a resident need to earn their enhanced certificate so that the district and EPP can receive the success-based funding?

- The candidate must complete all of the residency certification requirements in one year. For example, if the candidate begins their residency clinical experience by the first day of school in August 2026, they must complete their residency and certification requirements by the end of the school year.

Can you provide more information about the success based funding for EPPs in the Preservice Residency Program?

- For the PREP Residency program, success-based funding for the Educator Preparation Program (EPP) will be generated after the candidate successfully completes enhanced certification requirements and teaches for one full year in a Texas public school. Completion of these requirements will generate \$10,000 per residency candidate, along with an additional \$1,500 for each candidate who completes the reading and math academies requirements. More information will be provided at a later date on the specifics of funding dispersal.

Can paraprofessionals participate in the Residency funding option? For example, it is highly doable for a paraprofessional to complete the Enhanced Residency requirements, but it seems to receive funding through this pathway, they would need to be hired as a resident.

- Yes, that is correct, paraprofessionals can fulfill their preparation requirements through a teacher residency program as part of the Preservice Residency Program. Given the route's requirements, including the 21 hours/ week of sheltered practice in a coteaching setting, the school system would have to ensure the para professional could meet those

requirements, meaning that their role and responsibilities would likely need adjustment. A para-professional transitioning into a residency program would also be designated as a teacher residency role in PEIMs.

The \$20,000 salary for the teacher resident. \$20,000 includes benefits. For example, actual salary is \$17,500 and then \$2,500 in fringe benefits for a total of \$20,000. Is that acceptable?

- Statutory requirements state that the teacher resident must receive a \$20,000 minimum salary (TEC § 21.904). The school system may consider providing candidates with the option to opt into fringe benefits.

What are the "high needs multiplier" campus qualifications? What is the specific math used to determine the funding amounts associated with the "high needs multiplier"?

- TEC, 48.157 establishes the funding requirements for the PREP allotment. Within this section, the High Needs and Rural factors for campuses participating in the PREP Grow Your Own and Preservice Programs are determined by the formula described in TEC §48.112 (e) and (f). Within this formula, for each campus in the school system: "(e) [...] a point value for each student at a district campus shall be assigned as follows: (1) 0, for a student for whom the district does not receive a compensatory education allotment under Section 48.104(b) or (e); or (2) 0.5, 1.0, 2.0, 3.0, or 4.0, respectively, from least to most severe economic disadvantage according to the census block group in which the student resides, for a student for whom the district receives a compensatory education allotment under Section 48.104(b) or (e). (f) If the campus at which a student is enrolled is classified as a rural campus, a student is assigned the point value two tiers higher than the student's point value determined under Subsection (e)(1) or (2)."

If a resident earns the Enhanced Standard certificate this year (2025-2026) will the EPP be eligible for the funding reimbursement when the resident successfully completes their first year of teaching?

- No, only residents that begin their residency clinical experience in SY 26-27 are eligible for the first allotment cycle.

We can use both the Texas Strategic staffing for residency grant and the LASO prep program residency program to make the \$20,000 salary for yearlong residents? Was that correct?

- Per the program guidelines, funds from the 2026-2028 Texas Strategic Staffing for Residencies Grant may only be used towards: salary or time and effort of School System Strategic Staffing Leads, which are selected staff member(s) that supports grant program implementation, In-state travel, supplies and materials, and costs for conferences or trainings directly related to design and implementation of this grant are also allowable (not to exceed \$10,000 per year), and Executive Director, Superintendent, or Board Member travel to conferences, trainings, or Design or Implementation Year activities directly related

to this grant. School systems who are awarded the Texas Strategic Staffing for Residencies Grant who go through the two-year design and implementation process of Texas Strategic Staffing will learn, in 2027-2028, how to reallocate and reinvest district funds to help with the cost match requirement for PREP Residency resident stipend in the following years.

Can a school system fund more than 40 residency candidates? (updated 11/10/25)

- In 2026-2027, school systems can receive PREP funding for up to 40 resident candidates through the PREP Residency Program and up to 40 candidates may be funded at the rate generated through the PREP Traditional Program. If a school system opts to fund additional candidates at the reduced rate, they must still ensure that the candidate receive the minimum \$20K salary and that the host teacher receives the minimum \$2K stipend as required in statute (TEC, 21.904). Please view the webinar resource deck for the specific funding amounts pertaining to both programs.

Implementation and Monitoring

- 1. If our school district does not plan to use SBOE-approved Instructional Materials, will we still be eligible for the PREP Program Allotment after 2026–27?**
 - Yes, districts will still be eligible for the PREP Program Allotment even if they choose not to adopt SBOE-approved instructional materials, including Bluebonnet. The legislation does not require districts to use specific curricula to receive the allotment.
- 2. Are districts still required to provide Texas Mentorship Training if they don't apply for the PREP Program Allotment?**
 - No, districts are not required to provide Texas Mentorship Training if they don't apply for the PREP Program Allotment

Support and Resources

- 3. How do I access the TAA Webpage? What is the address?**
 - For the PREP Program Allotment TAA: <https://tea.texas.gov/about-tea/news-and-multimedia/correspondence/taa-letters/hb-2-implementation-preparing-and-retaining-educators-through-partnership-program-allotment> To access all TAAs: <https://tea.texas.gov/about-tea/news-and-multimedia/correspondence>

What are the Reading and Math Academies, and how do they relate to HB 2 requirements for EPPs?

- The Reading Academies and Mathematics Achievement Academies are state-developed professional learning programs designed to ensure educators are equipped with evidence-based instructional practices aligned to Texas standards. These academies focus on foundational literacy and math instruction, particularly for early grades (K–3), and are part of the state’s broader strategy to improve student outcomes in reading and math. Beginning in the 2027–28 school year, Educator Preparation Programs (EPPs) will be statutorily required to deliver these academies directly to teacher candidates as a core requirement of the PREP Preservice Programs. More information will be made available shortly regarding EPP training and certification to implement the training content. Training is anticipated to begin during early fall 2026.

What is the cost of the Mentor Training for Host Teachers in Residency?

- Texas Mentorship Training is not required for PREP Preservice Residency host teachers in School Year 2026-27. However, TEA highly encourages host teachers to attend the Mentoring Educator pathway of the TMT in School Year 2026-27. If the school system would like to send their host teachers to TMT and is partnering with an ESC Texas Mentorship Training Provider, the cost of training would be \$500 per participant. Please note that if the school system wishes to partner with a non-ESC Approved Provider, TMT cost will vary. To learn more about TMT costs, please reach out to your TMT Provider at <https://tmt.tea.texas.gov/contacts>

Will cooperating teachers be required to complete the Mentorship Training or will EPPs still be able to develop that own trainings in accordance with TAC 228?

- For school systems participating in the PREP Preservice Residency Program in School Year 2026-27, the Texas Mentorship Training (TMT) Mentoring Educator training pathway is optional but strongly encouraged for host teachers.

Can a school system (open charter) place a resident teacher with a host teacher who is not certified?

- Residents must be placed with a qualified host teacher which does require certification as described in §228.95(a) <https://tea.texas.gov/about-tea/laws-and-rules/sbec-rules-tac/sbec-tac-currently-in-effect/ch228f.pdf>

Where can a school system find a list of SBEC approved Texas Teacher Residency Preparation Route providers?

- All EPPs who are SBEC- approved to offer the Texas Teacher Residency Preparation Route are found here: <https://tea.texas.gov/texas-educators/teacher-residencies-in-texas>

Who is responsible for implementing state-developed content?

- Under HB 2, EPPs must integrate state-developed content into coursework.

Will LEAs be able to apply for allotment with all EPP partnerships? (More than one EPP)

- Only EPPs who have been SBEC approved to offer the Texas Teacher Residency Preparation Route resulting in the enhanced standard certificate may partner with school systems for the PREP Residency Allotment. School systems may have more than one SBEC approved partner.

What types of state-developed content are required under HB 2 for PREP Allotment Programs? (updated 11/10/25)

- Educator Preparation Programs (EPPs) participating in the PREP Allotment Program will be required to be trained and certified to deliver a suite of state-developed preparation content by the 2027–28 school year. For the 2027–2028 school year, the statutorily required Reading and Math Achievement Academies will be prioritized. This content is currently in development and is designed to ensure that EPPs prepare teacher candidates to deliver instruction aligned with Texas educator standards. The agency will provide further communication to Educator Preparation Programs regarding the training content.

Is it required for Educator Preparation Programs (EPPs) to use Bluebonnet Learning HQIM in the preparation content being developed by the state? (updated 11/10/25)

- Beginning in the 2027–28 school year, Educator Preparation Programs (EPPs) participating in the PREP Preservice Programs under HB 2 will be required to prepare teacher candidates using state-developed training content, including the statutorily required Reading Academies and Math Academies. More information will be coming shortly regarding the specific training content that will be available in 2027–2028, as well as related training and approval processes for participating EPPs. As an additional note, Educator Preparation Programs (EPPs) are already statutorily required to prepare teacher candidates to effectively use Texas Open Education Resources (OER) in subjects where these materials are available. Bluebonnet Learning is the state's OER product. This requirement is specified in TAC Chapter 228.

Contact Information**1. Who should I contact for questions?**

- For additional information, please see the [PREP Allotment Overview deck](#).

PREP Grow Your Own (GYO) Program

Program Overview

- 1. If an applicant applies for both PREP GYO and Preservice Residency programs, but does not have any residents or employees, will the school system still be able to participate in the programs?**
 - Per TEC §21.906(c), school systems may participate in the PREP GYO program only if they have been approved to participate in a partnership preservice program. For LASO Cycle 4, the only preservice program available is the PREP Preservice Residency program, so applicants for the PREP GYO program must also apply for the PREP Preservice Residency program. Through the verification of participation process around April to May, school systems will indicate estimated numbers of participants and receive a preliminary award notice which will serve as their approval for the program(s). Then, on an annual basis, school systems will be asked to submit identification information for participants their campus placements. More information will be shared regarding the specifics and timelines on reporting and program monitoring.
- 2. Do applicants have to apply for a preservice program in order to apply for the PREP GYO program?**
 - Yes, per TEC §21.906(c), school systems may participate in a grow your own partnership program only if they have been approved to participate in a partnership preservice program. For LASO Cycle 4, the only partnership preservice program available to apply for is the PREP Preservice Residency program. Starting in LASO Cycle 5, the PREP traditional and alternative certification programs will become available to implement in the 2027-28 school year.

Application and Submission

- 1. Can school systems apply to the PREP allotment programs next year?**
 - Yes, school systems may apply to the PREP allotment programs next year as part of LASO Cycle 5.
- 2. Can school systems apply for PREP GYO if they don't have an established teacher residency program?**
 - All eligible school systems may apply. Please note that since participating in PREP GYO requires approval of the PREP Preservice Residency program, the applicant will need to apply to both and will need to reference the relevant requirements for the PREP Preservice Residency program.

Who is eligible to apply for the PREP GYO Program? (updated 11/10/25)

- School systems, which include districts and eligible charter schools, are eligible to apply to each of the PREP Programs. Each eligible applicant is subject to PREP Program Allotment statutorily-based funding caps described in each of the programs' guidelines.

If we don't have employees ready to participate by Fall 2025, can we re-apply for the allotment at a later point? (updated 11/10/25)

- Yes, school systems may decide to apply in a future cycle of the PREP Program Allotment.

Do applicants need to indicate the IHE/EPP partner in the application? (updated 11/10/25)

- No, applicants will not need to indicate the IHE/EPP partner in the application. During the verification of participation process around April to May, TEA will ask school systems to submit written partnership agreements. More details on the timeline and guidance are to come.

When do school systems need to submit the established written agreement to TEA? (updated 11/10/25)

- TEA will ask school systems to indicate participating employees in the verification of participation process around April to May, during which time TEA will also be asking school systems to submit written partnership agreements. More details on the timeline and guidance are to come.

Can school systems submit an existing memorandum of understanding to satisfy the written agreement requirement? (updated 11/10/25)

- School systems may modify an existing memorandum of understanding (MOU) to satisfy the written agreement requirement, ensuring that it articulates requirements specific to the programs. It is important to note that a pre-existing MOU likely does not already contain all the salient PREP requirements and assurances. TEA will be providing more guidance in the form of a template and examples.

In future cycles of the PREP GYO program, can school systems partner with an alternative certification program to qualify for participation in PREP GYO? (updated 11/10/25)

- Starting in LASO Cycle 5, applicants may apply for any of the three available PREP Preservice programs: Traditional, Residency, and/or Alternative Certification.

What if my school system does not have any employees that can participate in the PREP GYO Program? (updated 11/10/25)

- TEA will ask school systems to indicate participating employees in the verification of participation process around April to May. If a school system has zero participating employees, then they will not generate an allotment.

Is the board required to approve the application? (updated 11/10/25)

- No, the PREP GYO program does not have any requirements around board approval of the application. School systems may wish to consider board approval for the purposes of alignment and understanding of PREP GYO requirements.

Funding and Compliance

1. Who generates allotment funding for the PREP GYO Program?

- Per TEC §21.906(b), the grow your own partnership program must be designed to form partnerships that support: (1) high school students in completing career and technical education courses that help prepare the students to become classroom teachers; or (2) district or school employees who do not hold a teaching certificate in completing a bachelor's degree to enable the person to become a classroom teacher while employed by the district or school. Such employees may include paraprofessionals, instructional aides, and other employees who have zero or some college credit hours. Per TEC §48.157(b)(4), allotment funding is generated based on the number of employees. Teachers of record may not be considered for the PREP Grow Your Own Program. Employees who already have a degree or teaching certificate would not be considered for PREP GYO, but could seek a year-long residency through the PREP Preservice Residency Program. Starting in LASO Cycle 5, the PREP traditional and preservice alternative certification programs will become available to implement in the 2027-28 school year.

2. How can the PREP GYO program funding be used?

- PREP GYO funding will flow directly to the school system and can be used at the school system's discretion for program implementation. The school system may use funds to support IHE tuition costs, costs to provide structured advising to the employee so they can successfully complete their bachelor's degree, costs for employee release time, distributing a stipend or offsetting the salary for the employee that successfully completes the degree and enrolls in an EPP, high school Education & Training programming, and other PREP GYO program costs.

3. When will school systems be asked to indicate the number of participants?

- There will be a verification of participation process around April to May during which school systems will indicate the number of participants and submit written partnership agreements. TEA will be providing guidance and templates for the written partnership agreements. More details on the timeline and runway to come.

4. How is the high needs/rural factor determined?

- Per TEC §48.157(c), the high needs and rural factor is the lesser of: (1) the average of the point value assigned to each student at a district campus under Sections 48.112(e) and (f); or (2) 4.0. For those who are familiar with the Teacher Incentive Allotment, Sections 48.112(e) and (f) reference the same sections of statute used for the PREP GYO program. More guidance in the form of a tool is forthcoming.

5. Can school systems use both PREP GYO and Preservice Residency funding to support the same individual?

- School systems may strategically stack funding to support the same individual (see recorded webinar for detailed example) by starting with the PREP GYO program, transitioning into the PREP Preservice Residency program, and generating success-based funding through completion of both programs' requirements.

Would employees who already have a degree generate allotment funding for the PREP GYO program? (updated 11/10/25)

- No, per TEC §21.906 (b)(2), school systems participating in the PREP GYO program must support employees who do not hold a teaching certificate in completing a bachelor's degree. Only employees who do not already have a bachelor's degree and teaching certificate would generate allotment funding for the PREP GYO program. Employees who already hold a bachelor's degree may be considered for a PREP Preservice Program.

Who does the PREP GYO funding flow to? (updated 11/10/25)

- All PREP GYO funding will flow directly to the school system to allocate as needed for any PREP GYO implementation needs. This may include distributing funds to the employees who have successfully earned their degree and enrolled in an EPP.

How much allotment funding does one PREP GYO employee generate? (updated 11/10/25)

- Each participating employee generates \$8-12,000 of total funding with 50% up front and 50% success-based. Up front, each employee minimally generates \$4,000 with an additional \$0-2,000 depending on their campus high needs/rural factor. For the success-based funding, the remaining half is dependent on the employee's successful completion of their degree through an accredited IHE and enrolling in an accredited EPP.

Can allotment funding be used for high school student programming? (updated 11/10/25)

- Yes, PREP GYO funding can be used to support any PREP GYO programming needs including high school implementation.

Can PREP GYO funds be used exclusively to fund high school programming? (updated 11/10/25)

- Since the allotment is generated based on the number of participating employees, the school system will need at least one participating employee to generate funding. The PREP

GYO funds may then be allocated at the school system's discretion to support any PREP GYO implementation needs, including tuition costs for employees and high school students.

Is the success-based funding dependent on high school programming? (updated 11/10/25)

- No, success-based funding is dependent on the employees' completion of their degree at an accredited IHE and enrolling in an accredited EPP.

When does the success-based funding flow? (updated 11/10/25)

- Success-based funding is dependent on the employees' completion of their bachelor's degree and at least enrolling in an accredited EPP. On an annual basis, TEA will be requiring participating school systems to submit information for reporting and program monitoring. The information will be used to help calculate allotments. More information about the timeline for reporting and program monitoring will be shared.

At what frequency does the allotment funding flow? (updated 11/10/25)

- PREP Allotment funds will flow through the foundation school program (FSP) according to their payment class schedule. TEA anticipates sharing timelines and specifics for FSP funding, along with timelines for sharing accounting directions for districts, during the Verification of Participation Form window, in early spring 2026.

If an employee does not complete the bachelor's degree and at least enroll in an EPP within three years of beginning the PREP GYO program, does the school system need to pay back the initial funding flow? (updated 11/10/25)

- If an employee does not complete their bachelor's degree and at least enroll in an accredited EPP within three years of beginning the PREP GYO program, then that employee does not generate the success-based funding. TEA will not take back the initial funding that flows to the school system.

How does the high needs/rural factor impact the total allotment? (updated 11/10/25)

- Per TEC §48.157(c), the high needs and rural factor is the lesser of: (1) the average of the point value assigned to each student at a district campus under Sections 48.112(e) and (f); or (2) 4.0. The high needs and rural factor is then multiplied by \$1,000 and added to the base allotment of \$8,000 to determine the amount generated by the participating employee.

Is the high needs/rural factor based on the campus where the employee is at the onset of the program or when they are placed and employed? (updated 11/10/25)

- School systems will be asked to indicate the employees and their campuses in the annual reporting and program monitoring processes. More information on specifics and timelines will be shared regarding reporting and program monitoring.

Can the same employee generate PREP GYO allotment funding each year as they finish out their degree? (updated 11/10/25)

- The school system will receive the initial and success-based funding for each paid employee. Those are paid out only twice (at the onset and after the completion of the BA/enrollment in the EPP) and not yearly.

Implementation and Monitoring

1. Are the high school students counted as part of the 40 participants?

- No, high school students are not included as part of the 40 participant cap per school system. As a reminder, the PREP GYO allotment funding is dependent on the number of participating employees, and the funding generated can be used towards both employees and high school students.

2. Can school systems partner with a different EPP for the PREP GYO program from the PREP Preservice Residency program?

- Yes, the partnering EPP could be different for the PREP GYO program from the one for the PREP Preservice Residency program.

3. Will TEA be providing sample partnership agreements for the submission requirement?

- Yes, TEA will be providing guidance and templates for the written partnership agreements. Please stay tuned for more information to come.

4. Will school systems be required to implement for both types of participants, employees without a degree and high school students?

- Given that allotment funding for the PREP GYO program is generated by the number of participating employees, school systems participating in the PREP GYO program must implement programming for employees without a bachelor's degree. School systems may also use PREP GYO funding to support and implement high school Education & Training programming.

5. Do the participating employees have to complete the bachelor's degree before enrolling in the EPP?

- No, participating employees do not have to complete the bachelor's degree prior to enrolling in the EPP. The employee may complete the degree or enroll in the EPP first depending on their trajectory and needs.

6. Do the number of participating residents for PREP Preservice Residency have to match the number of employees for PREP GYO?

- No, the number of participating residents for the PREP Preservice Residency program do not have to match the number of employees for the PREP GYO program. They may vary based on different local contexts and implementation.

What are the PREP GYO Program sections of Texas Education Code? (updated 11/10/25)

- The relevant sections of the PREP GYO program in Texas Education Code include §21.906 for program requirements and §48.157 for funding.
<https://statutes.capitol.texas.gov/Docs/ED/htm/ED.21.htm#21.906>
<https://statutes.capitol.texas.gov/Docs/ED/htm/ED.48.htm#48.157>

Are participants in the PREP Preservice Residency and Mentorship programs required to first participate in PREP GYO? (updated 11/10/25)

- No, participants in the PREP Preservice Residency and Mentorship programs are not required to first participate in the PREP GYO program.

In LASO Cycle 5, which PREP preservice programs will applicants need to apply and be approved to participate in the PREP GYO program in the 2027-2028 school year? (updated 11/10/25)

- Per TEC §21.906(c), school systems may participate in the PREP GYO program only if they have been approved to participate in a partnership preservice program. In LASO Cycle 5, applicants may apply for the PREP Preservice Traditional, Residency, and/or Alternative programs. To participate in the PREP GYO program, the applicant must be approved to participate in at least one of these programs. As a reminder, the current cycle, LASO 4, only includes the PREP Preservice Residency Program.

Will the school system be required to document or show effectiveness of the employee's cooperating teacher? (updated 11/10/25)

- Per TEC 21.906(f), the school system may only pair a student or employee participating in the program with a cooperating teacher who agrees to participate in that role. The school system, their institution of higher education and educator preparation program partners may need to develop and align on cooperating teacher guidelines. On an annual basis, TEA will be requiring participating school systems to submit information for reporting and program monitoring. More information about the specifics for reporting and program monitoring to come.

If an employee completes the PREP GYO program, do they have to choose a certification pathway through one of the PREP allotment programs? (updated 11/10/25)

- No, it is not required for employee to participate in a certification pathway through one of the PREP allotment programs. They must, however, ensure the employee enrolls in an accredited EPP. As a best practice, in thinking about building a teacher pipeline and long-term talent management strategy, partnerships are encouraged to potentially structure participation in PREP across all the programs for quality teacher recruitment, preparation, and mentorship support.

Is there an approved list of IHE/EPPs for school systems to partner with for the PREP GYO program? (updated 11/10/25)

- No, there is not a set list of IHEs or EPPs that school systems must partner with for PREP GYO. School Systems must partner with an accredited Institute of Higher Education. In the spring, when the school system verifies participation in the program, they will submit a written agreement with their accredited IHE partner. Additionally, employees must enroll in an accredited EPP to generate the success based funding.

What are the requirements for providing employees with scheduled release time? (updated 11/10/25)

- Per TEC §21.906(d)(2)(A), participating school systems must provide employees "scheduled release time to support the completion of a bachelor's degree." Specific requirements around the scheduled release time will be expanded upon in rule. TEA anticipates posting rules for the PREP Program Allotment for public comment during the 2025-26 school year, which would become effective prior to the start of the 2026-27 school year. TEA also anticipates sharing specific dates related to rulemaking in the coming months.

Can the participants be teachers of record? (updated 11/10/25)

- Per TEC §21.906(g) and (h), students and employees in the PREP GYO program may not serve as a teacher of record except for the limited purpose of gaining experience in the position. The student's or employee's amount of time serving in that position may not exceed the amount of time during which the teacher of record for the students has the primary or sole responsibility of providing instruction or supervision to those students.

Do participating employees need to have previously been employed at the school system to generate allotment funding? (updated 11/10/25)

- No, employees do not need to have been previously employed at the school system to generate allotment funding. School systems may wish to prioritize employees who have been previously employed due to their familiarity with the school system's context and student population.

Do participating employees need to be employed in a role with instructional support? (updated 11/10/25)

- Yes, per TEC §21.906(d)(2)(D), school systems must provide employees with a job assignment that includes instructional support for students enrolled in the school system.

When will the alternative certification preservice program become available? (updated 11/10/25)

- The PREP traditional and alternative certification preservice programs will become available starting in LASO Cycle 5 for implementation in the 2027-28 school year.

Contact Information

1. Who should I contact for questions?

- For additional information, please email GYO@tea.texas.gov.

PREP Mentorship Program

Program Overview

1. Is the PREP Mentorship Program only for host teachers assigned to a resident teacher, or is it for mentors assigned to 1st and 2nd year teachers who are not in residency?

- The PREP Mentorship Program is for mentoring of first- and second-year teachers, not preservice candidates. The PREP Mentorship Program allotment funding is generated by the number of beginning teachers (first- and second-year teachers in the classroom) and is intended for mentor teachers and any appropriate district and campus leaders of beginning teachers to participate in the requirements.

2. Can we be recipients of the Mentor Program Allotment and also apply for the LASO Cycle 4 Mentorship program? Are they different?

- The Mentor Program Allotment has been repealed by the 89th Texas Legislature, effective September 1, 2026. Therefore, School Year 2025-26 is the final year of Mentor Program Allotment implementation. School systems interested in allotment funding for mentorship will need to apply for the PREP Mentorship Program through LASO 4 for School Year 2026-27 and subsequent LASO cycles beyond.

Application and Submission

1. Will school systems need to re-apply annually for the PREP Mentorship Program?

- School systems will not need to re-apply yearly, though they will need to submit certain data. As specified in TEC, §21.909, the commissioner will periodically review partnership programs against the performance standards and goals. Continuation of funding is based on the outcomes of the program submissions and periodic reviews.

2. Why are districts being asked to report numbers of beginning teachers and residents?

- School systems are asked to submit estimates of the numbers of beginning teachers in residents in their LASO application for a few planning purposes. For instance, TEA will use the information to gather an estimate of Texas Mentorship Training attendees. During the Verification of Participation step in the April to May timeframe, school systems will be asked to submit updated estimates.

3. Is there any guidance from TEA on written agreements for the PREP Mentorship Program?

- Please follow the process set by your Texas Mentorship Training (TMT) Approved Provider. TEA will not collect written agreements for the PREP Mentorship Program.

4. The guidelines mention “mentoring educators” and “mentoring training for those districts and campus leaders who will be providing direct mentoring to beginning teachers,” but do not specifically mention preservice residents.

- The PREP Mentorship Program is intended to support beginning teachers in their first- or second-year teaching. For more information on preservice resident teachers, please refer to the PREP Residency Preservice Program.

Funding and Compliance

1. Will funding be available for the additional years of mentor training?

- PREP Mentorship Program funds are generated annually by the number of beginning teachers in their first- or second-year in the classroom, with a cap of up to 40 beginning teachers. A permissible use of funds is to pay for mentor training.

2. Is the funding from the PREP Mentorship Program based on the number of mentors or the number of new teachers?

- Funding for the PREP Mentorship Program is based on the number of beginning teachers in their first- or second-year teaching. TEC, §48.157(b)(5) states that the PREP Mentorship Program allotment is generated by number of classroom teachers being mentored (i.e., the beginning teachers in their first- or second-year teaching). There is a funding cap of no more than 40 beginning teachers.

3. Do we get the funding for each year of PREP Mentorship, or only one-time funding that will be spread out over the three years?

- The PREP Mentorship Program is based on the number of beginning teachers per year, meaning school systems will receive funding for beginning teachers each year as long as the school system remains in the program.

4. Is the required minimum \$1,000 mentor stipend a total for the two years or per year?

- The PREP Mentorship Program requires a minimum of \$1,000 per beginning teacher assigned to be paid to the mentor teacher annually.

5. If a teacher starts in September, would the district still be required to pay them the full \$1,000, or could they prorate the payment?

- Yes, the mentor teacher should still receive the \$1,000 stipend.

6. So, for this year, the school district does not have any first-year teachers. If they apply for the mentorship allotment and begin the process, and find themselves in the same situation for the 26-27 school year (no beginning teachers), would they still receive funding...and could they still give the 1000 stipend to mentors who completed training?

- PREP Mentorship Program allotment funds are generated by the number of qualifying beginning teachers each school year. TEA anticipates providing Foundation Schools Program (FSP) funding timelines in Spring 2026.

7. What if a mentor is changed mid-year due to extenuating circumstances? Does the mentor's pay get prorated? Does the mentor attend TMT?

- TEA is developing guidance regarding mentorship changes mid-year and anticipates providing examples around this in spring 2026.

8. Let's say we have a large district considering TMT. Let's say they usually hire 80 new teachers each year. If they apply for the allotment, they would receive funding for 40 of those teachers. But they want to make sure that all 80 have a mentor. Could they use the extra funds to send additional mentors through TMT? Or could they use the extra funds to pay additional mentors' stipends?

- Yes, both the cited uses of funds are permissible. TEC, §21.907, states that If any money remains after providing a stipend to mentor teachers in accordance with Subsection (c), the district may use that money to provide: (1) scheduled release time for mentor teachers and classroom teachers being mentored to meet and

engage in mentoring activities; and (2) support for mentor teachers through mentor training and strategic staffing training.

9. If there are funds left over after stipends and training costs are covered, can the remaining funds generated through the PREP Mentorship Program be applied to mentors already receiving a stipend? Example: Instead of the required \$1000, we give them an additional \$500 for a total of \$1500.

- Yes, this is a permissible use of PREP Mentorship Program funds. Statute requires that mentor teachers under the PREP Mentorship Program receive at least \$1,000 stipends, but school systems may decide on a greater value and may use remaining funds for this purpose.

10. Can any funds generated through the PREP Mentorship Program be used to pay for a substitute to cover a mentor's class so they can meet with their assigned beginning teacher?

- Yes, after covering the required mentor teacher stipends and Texas Mentorship Training costs, any remaining PREP Mentorship funding may be used on release time, additional mentor teacher stipends, and/or strategic staffing or additional mentor training, per TEC, §21.907.

11. What if a school system hires more than 40 beginning teachers and participates in the PREP Mentorship Program?

- Per TEC, §48.157, the PREP Mentorship Program allotment is generated by the number of beginning teachers (teachers in their first- or second-year teaching) with a cap of 40 beginning teachers. Schools systems with more than 40 beginning teachers in their first- or second-years teaching will not generate funding for additional beginning teachers beyond the cap of 40.

12. My understanding was that the PREP Mentorship Program was capped at 40 beginning teachers, but there were some example Funding and Spending slides (specially Example B) that showed that 40 mentor teachers, 12 ICs, 12 APs, and 12 Principals could attend Pathway 1 training. So is Pathway 1 capped at 40 or is it open to as many as a District is willing to pay for?

- TEC, §48.157(f) for the PREP Program Allotment outlines the funding caps for the various PREP Programs. For PREP Mentorship Program specifically, the funding cap is no more than 40 beginning teachers (teachers in their first or second year in the classroom). Given districts must provide mentorship training to any appropriate district and campus employees who work with or supervise beginning teachers, principals, assistant principals, and instructional coaches were included in the

modeling. The number of participants in the Texas Mentorship Training (TMT) is not capped.

13. Can all the funding generated for the PREP Mentorship Program be used to train host teachers for the PREP Preservice Residency Program?

- No. The PREP Mentorship Program funding is generated by the number of qualifying beginning teachers in their first- and second-year teaching. Please see the program guidelines for more information on requirements for this program.

14. Can all the funding generated for the PREP Mentorship Program be used to train host teachers for the PREP Preservice Residency Program?

- No. The PREP Mentorship Program funding is generated by the number of qualifying beginning teachers in their first- and second-year teaching. Please see the program guidelines for more information on requirements for this program.

Can PREP Mentorship Program funds be used for travel and lodging for participants to attend TMT trainings? (updated 11/10/25)

- Yes, travel and lodging to get the required Texas Mentorship Training (TMT) participants to and from TMT training sessions is an allowable use of funding as it falls under the "mentor training" provision in TEC, §21.907.

Can the PREP Mentorship Program be used to pay for training for host teachers for residents? (updated 11/10/25)

- If the host teacher is also serving as a mentor teacher under TEC, §21.907, PREP Mentorship funds can be used to pay for the training for host teachers. However, if the host teacher is not also serving as a mentor teacher, PREP Mentorship funds cannot be used to pay for the training for the host teacher.

Implementation and Monitoring

1. To qualify for the PREP Mentorship Program, does the district need to use Bluebonnet?

- No, school systems are not required to use the Bluebonnet product in order to participate in PREP Mentorship Program.

2. Who provides the Texas Mentorship Training and do you have a list of organizations that are approved to provide the Texas Mentorship Training?

- The Texas Mentorship Training (TMT) is delivered by TMT Approved Providers who are certified to re-deliver the TMT. You can find a list of all Texas Mentorship Training Approved Providers on the TMT website (<https://tmt.tea.texas.gov>).

3. Is the Texas Mentorship Training mandated if we do not apply for LASO 4?

- The Texas Mentorship Training is only required for school systems participating in the PREP Mentorship Program.

4. What does the Texas Mentorship Training look like? What will mentors be expected to do?

- For more information on the Texas Mentorship Training (TMT), please review the TMT website and contact a TMT Approved Provider: <https://tmt.texas.gov/contacts>

5. Does the Texas Mentorship Training have to occur during the school day, or can it occur outside of the school day?

- The Texas Mentorship Training (TMT) may occur within or outside the school day. However, the 12 hours of mentoring per semester requirement for mentor and beginning teachers must occur during the school day as per TEC, §21.458.

6. Is a school system required to participate in the Texas Mentorship Training in order to participate the PREP Mentorship Program?

- The Texas Mentorship Training (TMT) is the required training for the PREP Mentorship Program and fulfills policy requirements for training. Please contact a TMT Approved Provider for more information on required participants: <https://tmt.tea.texas.gov/contacts>

7. Is the Texas Mentor Training already created and available to view?

- Yes, the Texas Mentorship Training (TMT) is currently being piloted with a few Texas school systems. You can learn more about the program via the TMT website: <https://tmt.tea.texas.gov>

8. Is the Texas Mentorship Training virtual? In person? Synchronous or asynchronous?

- The Texas Mentorship Training (TMT) is offered in-person through our TMT Approved Providers. For more information on the training, please contact an Approved Provider via the TMT website: <https://tmt.tea.texas.gov/contacts>

9. Is the Texas Mentor Training for districts who do not already have a mentoring program in place?

- Participation in the Texas Mentorship Training (TMT) is a requirement for all school systems participating in the PREP Mentorship. Participation in TMT in School Year 2026-27 is strongly encouraged for PREP Preservice Residency Program school systems; however, it is not required in School Year 2026-27. For more information on who is required to attend which pathways of the TMT, please contact a TMT Approved Provider (<https://tmt.tea.texas.gov/contacts>).

10. Can an LEA still receive PREP Mentorship Program funds if they are electing to use another Texas Mentorship Training approved provider that is NOT the ESC?

- The Texas Mentorship Training (TMT) Approved Providers, including non-ESC providers, can be located on the Training Providers page of the TMT website: <https://tmt.tea.texas.gov/contacts>. To participate in the PREP Mentorship Program, school systems must partner with TMT Approved Providers.

11. Is a mentor required to attend Texas Mentorship Training annually or are they mentor-ready once they attend and receive their certification?

- In Year 1 of participation in the PREP Mentorship Program, the mentor teacher must participate in the Texas Mentorship Training and receive a certificate of completion. That certificate is valid for 3 years. However, per TEC, §21.907, a mentor teacher must receive mentor training annually. Therefore, in Years 2 and 3 of PREP Mentorship Program implementation, the mentor teacher may receive mentor training through the school system or a Texas Mentorship Training Approved Provider. All mentoring educators must re-certify through Texas Mentorship Training every 3 years, so the mentor teacher would participate again in Year 4 of PREP Mentorship Program participation.

12. Will TEA be publishing a free training resource for year 2 and 3 mentor teachers (for the required yearly training)? Or will this need to be developed by the district?

- This will be developed during the District & Campus Leader design session pathway by the district & campus design team in conjunction with the Texas Mentorship Training (TMT) Approved Provider.

13. Mentor teachers have to attend the mentorship training which is approximately 24 hours. Is the stipend meant to compensate them for 24 hours of time plus serving as a mentor throughout the school year?

- This is a school system decision, and we encouraged school systems to gather stakeholder input on this topic. However, per TEC, §21.907, mentor teachers will receive at least a \$1,000 stipend, with the potential to receive additional stipends based on remaining PREP Mentorship Program funding (i.e., after the initial mentor teacher stipends and Texas Mentorship Training costs are paid). In their first year of mentoring, mentor teachers are required to complete the Texas Mentorship Training (TMT). The TMT certificate is valid for three years.

14. Will there be make up sessions for the Texas Mentorship Training? We often don't have everyone hired to know who would need a mentor until late summer.

- There will be make up trainings for mentoring educators who are assigned mentees after the initial training dates.

15. Do both mentor teachers and their beginning teachers attend the Texas Mentorship Training?

- As a part of the PREP Mentorship Program, mentor teachers of beginning teachers in their first- or second-year teaching are required to participate the Texas Mentorship Training (TMT). Beginning teachers are not required to participate in the TMT as a requirement of the PREP Mentorship Program.

16. How can larger districts who exceed the 40 beginning teacher cap for PREP Mentorship Program train all mentors and campus supervisors when the allotment does not cover this expense?

- TEA encourages school systems to engage stakeholders in making PREP Mentorship Program implementation decisions. One recommendation for how a larger PREP Mentorship Program school system could utilize funding would be to prioritize the campuses within the school system that historically have a high teacher turnover rates or beginning teacher placement.

17. Can the district and campus leaders who are required to attend Texas Mentorship Training also receive stipends for attending the training?

- Per TEC, §21.907, a school district or open-enrollment charter school shall use money received under the PREP Program Allotment (TEC, §48.157 (b)(5)) to provide stipends for mentor teachers in an amount of at least \$1,000. Therefore, if a district

or campus leader serves as a mentor teacher, they would be eligible for a mentor teacher stipend.

18. Is the Texas Mentorship Training (TMT) a one-time training series for a mentor teacher?

Once a mentoring educator completes the TMT series, are they considered “qualified” mentor/host with no need for annual TMT training (beyond what the district or EPP plans for ongoing support for continuous growth of mentors)?

- The Texas Mentorship Training (TMT) certificate is valid for three years. For example, a mentoring educator who earned a TMT certificate in School Year 2026-27 will need to renew their certificate in School Year 2029-30. Per TEC, §21.907, mentor teachers must be trained annually, so the school system is responsible for providing that ongoing mentor training in the years between TMT training. TEA anticipates sharing guidance around this ongoing training in the future.

19. Can you provide clarity on the District & Campus Leader Design Sessions pathway for the Texas Mentorship Training?

- Per TEC, §21.458, in addition to mentor teachers, any appropriate district and campus staff who work with or supervise beginning teachers must complete mentorship training. The Texas Mentorship Training (TMT) District & Campus Leader Design Sessions pathway is a series of design sessions that support school system leaders in planning for and implementing strong mentorship programs and meets the statutory requirements for district & campus staff. For more information on this pathway, please visit the TMT website: <https://tmt.texas.gov>

20. Is there a minimum requirement for how many participants are sent to the District & Campus Leader design sessions in Texas Mentorship Training? Must campus principals and assistant principals be part of the training?

- The minimum requirements for how many participants engage in the District & Campus Leader training depends on the number of individuals that meet the statutory requirement. TEC, §21.458, states that a school system must train any appropriate district and campus staff who work with or support beginning teachers. This requirement can be fulfilled by having those individuals participate in either of the Texas Mentorship Training (TMT) pathways, including the District & Campus Leader design sessions. The school system will work with their TMT Approved Provider to determine the appropriate participants for the pathways. Please contact a TMT Approved Provider for more information: <https://tmt.tea.texas.gov/contacts>

21. Do the specific principals and APs trained on Pathway 2 have to align with the campuses that have a mentor teacher undergoing the mentorship training program?

- TEC, §21.458 states that "a school district must provide training to mentor teachers and any appropriate district and campus employees who work with the beginning classroom teacher or supervise the beginning classroom teacher". For more information on which staff would be best suited for these design sessions, please contact a TMT Approved Provider: <https://tmt.texas.gov/contacts>

22. Is Pathway 2 Mentorship training for Principals, APs, and the mentor program manager a required activity in year 1? Does the residency program manager also have to attend the Pathway 2 training?

- The Texas Mentorship Training (TMT) District & Campus Leader Design Session pathway is required for PREP Mentorship Program. It is not a requirement for the PREP Residency Preservice Program. For more information on these design sessions, please contact a TMT Approved Provider: <https://tmt.texas.gov/contacts>

23. Does the PREP Mentorship Program Manager attend both pathways of the Texas Mentorship Training?

- As the Program Manager assigned to manage the PREP Mentorship Program by the school system, this individual will need to engage in all Texas Mentorship Training activities, including trainings, design sessions, check-ins, attendance tracking and communications.

24. Do district leaders need to attend both Pathway 1 and Pathway 2 to be trained in what mentors are learning? If so, are they financially responsible to pay for both pathways?

- District and Campus Leaders (DCLs) may participate in either training pathway or both if they choose and are not required to attend both. The cost of the Texas Mentorship Training is per pathway, per participant. Therefore, a DCL who participates in both pathways would be required to pay the fee for each pathway. Please note that this cost model is based on ESC costs and costs of other Approved Providers may vary.

25. Can ESC providers for Texas Mentorship Training serve LEAs outside of their region?

- Yes, but that is at the discretion of the ESC. For more information on specific Approved Provider service areas, please reach out to the Approved Training Providers via the Texas Mentorship Training (TMT) website (<https://tmt.tea.texas.gov/contacts>)

26. We have campuses in multiple regions. Will we be able to select more than one Texas Mentorship Training provider?

- Yes, a school system with campuses in multiple regions may partner with more than one Texas Mentorship Training (TMT) Approved Provider.

27. May a school system select a Texas Mentorship Training provider that is not their ESC?

- The Texas Mentorship Training (TMT) Approved Providers include all 20 Educational Service Centers (ESCs) as well as 5 other Approved Providers. School systems may select any of these TMT Approved Providers. For more information, please contact the TMT Approved Providers via the TMT website: <https://tmt.texas.gov/contacts>

28. What do you consider "strategic staffing training"?

- TEA is in the process of developing proposed amendments to the Texas Administrative Code (TAC) to define strategic staffing. TEA anticipates defining strategic staffing as the process by which a school system and Education Preparation Program (EPP) design and implement a paid clinical teacher experience that is sustainably funded by reallocating district resources to compensate teacher candidates who take on additional instructional responsibilities (tutoring, substitute teaching, providing release time for lead teachers) on the campus while completing their clinical teaching requirements. In certain strategic staffing models, host teachers may benefit from release time to engage in mentoring or other teacher leader activities. In the context of PREP Mentorship, strategic staffing technical assistance services could support school systems to redesign schedules to allow for sustainable and predictable time in a mentor teacher's schedule to mentor beginning teachers. Proposed TAC rules will be posted in the Texas Register in December 2025. TEA anticipates these rules will become effective April 2026.

29. How will mentor teacher training be communicated to EPPs?

- EPPs with school system partnerships can connect with their school system partners and the Texas Mentorship Training (TMT) Provider for more information and attendance.

30. What is the role of EPPs in the Texas Mentorship Training?

- EPPs with school system partners can connect with their Texas Mentorship Training Provider for more information on how to be involved with the Pathway 1 and Pathway 2 training. Additionally, apart from the PREP Program Allotment, the Texas Mentorship Training is developing a third pathway that is focused on EPPs and field

supervisors. TEA anticipates that this pathway will be available in the 2027-2028 school year.

31. We are concerned that the length of TMT may make it difficult to recruit cooperating/host teachers for residents (and eventually traditional preservice teachers) particularly in high need areas like bilingual and SPED.

- The Texas Mentorship Training was established based on the recommendations of the Teacher Vacancy Task Force. One goal of the TMT is to streamline training requirements found in TEC and TAC to ultimately reduce the amount of training teacher leaders in various mentorship roles need to attend. TAC currently includes an annual training requirement for host and cooperating teachers. The Texas Mentorship Training is not an annual training requirement. Rather, it is required every three years, with EPP and school system partnerships determining which entity is providing training in the years between the Texas Mentoring Training.

32. Is the Texas Mentorship Training differentiated based on the different types of mentoring roles (e.g., mentor teacher vs host teacher)?

- The Texas Mentorship Training Mentoring Educator training pathway is intended for any educator who serves in a mentorship capacity (e.g., mentor teachers of beginning teachers or host teachers of residents). However, there are differentiation considerations embedded within the Texas Mentorship Training content that includes differentiation for varying mentorship roles.

33. How can an organization become an approved Texas Mentorship Training provider?

- At this time, the list of approved providers for the Texas Mentorship Training (TMT) is set and we do not anticipate posting an application in School Year 26-27.

34. Are there opportunities for trainer of trainer models?

- There are currently no trainer or trainer models of the Texas Mentorship Training for school systems.

35. Is Lead4ward approved as a mentor program?

- Lead4ward is not an approved provider of the Texas Mentorship Training, which is the required training for the PREP Mentorship Program. The Texas Mentorship Training (TMT) approved providers can be located on the Training Providers page of the TMT website: <https://tmt.tea.texas.gov/contacts>

36. What if we have a new hire after the Texas Mentorship Training starts, and they need a new mentor who did not participate in the initial training? What do we do?

- TEA anticipates communicating more on this at a later date.

37. My district already has a robust beginning teacher induction program. How can I schedule time with someone at TEA to determine how the TMT would disrupt or integrate into our existing program? We have data that shows our existing in-house program is resulting in teacher retention

- The Texas Mentorship Training (TMT) Providers are ready to answer all TMT-related questions. For more information on TMT, please contact a TMT Approved Provider: <https://tmt.tea.texas.gov/contacts>

38. What are the requirements for school systems to be an approved Texas Mentorship Training provider?

- Only training providers who complete the Texas Mentorship Training (TMT) trainer of trainers certification may serve as Approved Providers. These include all 20 Educational Service Centers (ESCs) and a handful of other Approved Providers. At this time, there is no pathway for districts to become certified TMT Providers. You may learn more about our TMT Approved Providers at the TMT website: <https://tmt.texas.gov/contacts>

39. We have campuses in multiple regions. Will we be able to select more than one Texas Mentorship Training provider?

- Yes, a school system with campuses in multiple regions may partner with more than one Texas Mentorship Training (TMT) Approved Provider.

40. How much does the required Texas Mentorship Training cost for mentors to attend?

- Mentor teachers are required to attend the Mentoring Educator pathway of the Texas Mentorship Training (TMT). If the school system is partnering with an ESC TMT Provider, the cost of training would be \$500 per participant. Please note that if the school system wishes to partner with a non-ESC Approved Provider, TMT cost will vary. To learn more about TMT costs, please reach out to your TMT Provider at <https://tmt.tea.texas.gov/contacts>

41. Do the first year teachers need to be certified to be assigned a mentor in the PREP Mentorship Program?

- No, TEA is in the process of developing amendments to the Texas Administrative Code (TAC). TEA anticipates proposing PREP Mentorship Program parameters that

do not require a beginning teacher to hold a certificate yet in order to participate. Proposed TAC rules will be posted in the Texas Register in December 2025. TEA anticipates these rules will become effective April 2026.

42. What if a new teacher leaves in Year 2? What happens to the allotment and mentor teacher?

- TEA anticipates sharing more guidance in the coming months related to this question.

43. Is there any type of beginner teacher development with PREP Mentorship Program?

- The PREP Mentorship Program is designed to support beginning teachers through 1) providing the beginning teacher with a trained mentor teacher, 2) providing high-quality, research-based mentorship training to the mentor teacher, and 3) funding to make the mentorship program sustainable.

44. Are there requirements that the mentors must meet to be qualified as a mentor in the PREP Mentorship Program?

- TEC, §21.458 outlines the requirements for mentors in the state of Texas. Mentor Teacher qualifications will be further outlined in PREP Mentorship Program rule, which will be published for public comment in December 2025.

45. How many mentees is a mentor allowed to have?

- TEA is in the process of developing proposed amendments to the Texas Administrative Code (TAC). TEA anticipates defining parameters for the number of beginning teacher assigned to a mentor teacher based on their other assignments, specifically that a school system may assign no more than... (A) two beginning teachers to a mentor teacher who serves as a teacher of record for, on average, four or more hours per instructional day; (B) four beginning teachers to a mentor teacher who serves as a teacher of record for, on average, less than four hours per instructional day; (C) fifteen beginning teachers to an individual who serves as a full-time mentor teacher; or (D) four beginning teachers to an individual who serves as neither a teacher of record nor a full-time mentor teacher. Proposed TAC rules will be posted in the Texas Register in December 2025. TEA anticipates these rules will become effective April 2026.

46. For PREP Mentorship Program, are the 12 hours that mentors meet in addition to the Texas Mentorship Training?

- Yes, per TEC, §21.458, in addition to annual mentorship training, mentor teachers are required to engage in at least 12 hours of mentoring activities with each beginning teacher assigned per semester.

47. TEC §21.458 notes, "Except as provided by Subsection (a-2), each school district may assign a mentor teacher to each classroom teacher who has less than two years of teaching experience in the subject or grade level to which the teacher is assigned." Is it a statutory requirement that all teachers in their first or second years of service have a mentor teacher?

- This is the school system's discretion since TEC, §21.458 states that a school system may assign mentors to first- and second-year teachers in Texas. However, if a school system chooses to assign mentors, they are required to meet the requirements of TEC, §21.458.

48. For PREP Mentorship Program, could "to the extent practicable" be defined or exceptions clarified?

- TEC, §21.458, states that a school system must assign a beginning teacher to a mentor teacher who, to the extent practicable, teaches in the same school, subject, or grade level. This is not always possible, and therefore it is the school system's responsibility to determine the best mentorship pairing for a beginning teacher. The District and Campus Leader pathway of the Texas Mentorship Training (TMT) includes competencies to support school systems in the recruitment, selection, and assignment of mentor teachers. Please visit the TMT website (<https://tmt.tea.texas.gov>) or contact an Approved TMT Provider (<https://tmt.tea.texas.gov/contacts>) for more information.

49. For the PREP Mentorship Program, does the mentor teacher need to be state certified in the grade level and/or subject matter?

- No, a PREP Mentorship Program mentor teacher does not have to be certified to mentor a beginning teacher. However, TEC, §21.458 states that, to the extent practicable, the mentor should teach in the same school, subject area, or grade level as the beginning teacher. This is not always possible. The District & Campus Leader Design Session pathway of the Texas Mentorship Training (TMT) will support district & campus leaders in recruiting, selecting, and assigning best-fit mentoring partnerships.

50. Do mentors have to be classroom teachers?

- TEA is in the process of developing proposed amendments to the Texas Administrative Code (TAC). TEA anticipates defining parameters for mentor teacher qualifications, one of which stating that a school system should prioritize the selection of current classroom teachers to be mentor teachers. If additional mentor teachers are needed after that, the school system may select non-classroom teachers, with certain parameters outlined in PREP Program Allotment rule. Proposed Texas Administrative Code (TAC) rules will be posted in the Texas Register in December 2025. These rules will become effective April 2026.

51. How do you see a mentor different from an instructional coach?

- An instructional coach may serve as a mentor teacher. TEA is in the process of developing proposed amendments to the Texas Administrative Code (TAC) that will define parameters for qualified mentor teachers, specifically stating that mentor teachers include school system employees who provide direct instructional support to other teachers. Proposed TAC rules will be posted in the Texas Register in December 2025. TEA anticipates these rules will become effective April 2026.

52. Can a teacher serve as both a mentor teacher under the PREP Mentorship Program and a host teacher under the PREP Preservice Residency Program? Would they earn a stipend for each?

- Yes, a teacher can serve as both a host and mentor teacher. For example, if a teacher is assigned a resident teacher via the PREP Preservice Residency Program as well as a beginning teacher via the PREP Mentorship Program and completes the Texas Mentorship Training, that teacher qualifies for the host teacher stipend through PREP Residency Preservice and the mentor teacher stipend through PREP Mentorship.

53. What are the criteria for "instructional effectiveness" for a mentor teacher?

- TEA is in the process of developing proposed amendments to the Texas Administrative Code (TAC) that will state that a mentor teacher must demonstrate instructional effectiveness and expertise, to the extent practicable, in research-based instructional practices specifically for the grade levels and subjects to which the beginning teacher is assigned. Proposed Texas Administrative Code (TAC) rules will be posted in the Texas Register in December 2025. These rules will become effective April 2026.

Who is overseeing the quality of the Pathway 2 program design to ensure that it not only meets requirements, but surpasses them for quality mentoring? How will the pathway quality be monitored across the state? (updated 11/10/25)

- The District & Campus Leader design session pathway of the Texas Mentorship Training (TMT) has undergone several rounds of stakeholder feedback to ensure quality for the field. These stakeholders have included teacher leaders, district and campus leaders, Educational Service Center representatives, Mentor Program Allotment approved training providers, and Educator Preparation Program (EPP) staff. The TMT is currently in pilot with four Texas school systems.

Are uncertified teachers considered first year teachers once they become certified, or from the day they are hired in a teaching position? (updated 11/10/25)

- For the purposes of the PREP Mentorship Program, a beginning teacher's years of experience are referred to as their first- and second-year teaching. First-year refers to their first full year as a teacher of record in their own classroom. Second-year teachers have taught for one full-year previously.

How will mentor teacher training be communicated to EPPs? (updated 11/10/25)

- EPPs with school system partnerships can connect with their school system partners and the Texas Mentorship Training (TMT) Provider for more information and attendance. Additionally, TEA is planning an EPP specific convening for more information on the Texas Mentorship Training. The specific date and time for the convening will be communicated via the TEA EPP newsletter.

Will TMT Approved Providers have the capacity to train all school system mentor teachers, even if it is above the 40 cap eligible for PREP Mentorship Program? That way they are all receiving the same training, even if not all are drawing down funds. (updated 11/10/25)

- While there is a PREP Mentorship Program funding cap of no more than 40 beginning teachers per school system, there is no cap on the number of participants a school system may send to either pathway of the Texas Mentorship Training (TMT). For more information on how to sign up for the TMT, please contact a TMT Approved Provider: <https://tmt.tea.texas.gov/contacts>.

Contact Information

1. Who should I contact for questions?

- For more information, please email mentorship@tea.texas.gov.

Texas Strategic Staffing (TSS) Grant

Program Overview

1. What is the purpose of the Texas Strategic Staffing for Residencies Grant initiative?

- The Texas Strategic Staffing for Residencies Grant focuses on making staffing and scheduling decisions driven by immediate and long-term instructional needs. This is a two-year grant designed to provide in-kind technical assistance and other support to school systems* and educator preparation program (EPP) partnerships to design and implement paid, year-long, high-quality, and sustainable teacher residencies across school year (SY) 2026-27 and SY 2027-28. The grant provides partial funding for at least one school system staff member to oversee the program, including coordination between the school system, technical assistance provider, and EPP.
- 2. What is the difference between LASO 4 PREP Residency and Strategic Staffing? Is it just what the money can be spent on, or are these considered different programs? If they are different, could you provide an example of the difference?**
- The LASO 4 PREP Preservice Residency Program and Texas Strategic Staffing Grant are different programs. Allotments are non-competitive, and if a school system meets the eligibility criteria and agrees to the program assurances, they will be funded. The Texas Strategic Grant is a competitive process, and the grant is awarded based on a tiering system. Funding is not guaranteed to all applicants.
- 3. For the Texas Strategic Staffing for Residency Grant, does the district need to have a residency program in place, or can it be in progress? AND Is Strategic Staffing the option for this work?**
- No, school systems do not have to have an established residency. However, they do need to partner with an EPP that has an SBEC-Approved residency pathway. Refer to the eligibility section of the Program Guidelines. The Texas Strategic Staffing Grant is a viable option for school systems that would like technical assistance to help implement a paid residency.

Application and Submission

- 1. If you have received the TSS grant before, can you reapply with a different EPP?**
- Per the program guidelines, previous Texas Strategic Staffing grant awardees, except those who received the 2024-2025 Sustainable Residency Continuation Grant and the 2025-2027 Texas Strategic Staffing Grant for Sustainable, Paid Teacher Residency Program, are eligible to apply with a different EPP partner.
- 2. Would a school district who was awarded the 24-26 grant be eligible for this grant?**

- Yes. School systems who received the 2024-2026 Texas Strategic Staffing Grant for Sustainable, Paid Teacher Residency Program, are eligible to apply.
- 3. Are districts eligible to apply for the PREP Preservice Residency program if they participated in the Strategic Staffing and Sustainable Residency Continuation Grants?**
- All school systems, regardless of receipt of any Texas Strategic Staffing grants, are eligible to receive the PREP Preservice Residency Program allotment if they meet the eligibility criteria and agree to the program assurances as outlined in the program guidelines for the PREP Preservice Residency Program.
- 4. If we received the 2024-2026 Texas Strategic Staffing Grant, are we eligible to apply and if so, do we have to go through the implementation phase?**
- Yes, you are eligible to apply for the 2026-2028 Texas Strategic Staffing for Residencies Grant. You will have to complete both design and implementation, but your technical assistance provider will work to tailor those to your specific needs and prior experience

Funding and Compliance

- 1. Will the school system have points added to its risk level if it determines, after applying, that the grant no longer meets its needs?**
- After the anticipated Award Announcement on February 2, 2026, Districts will have 30 days to accept or decline any LASO 4 awards within the eGrants window. After the window has closed, we are not accepting declines for LASO after the grant has been awarded. If you are unable to implement all the programs under the grant, please notify your TEA program contact and keep local documentation of your decision. You may need this documentation during an audit to show why these funds were unexpended. At the end of the LASO grant period, which is 4/30/2028 for TSS, you will complete your final expenditure report to close out the grant. Any remaining funds will be returned to TEA.
- 2. What are the allowable uses of funds?**
- The allowable uses of funds are outlined in the program guideline under the General Allowable Activities and Use of Funds and include:
 - Salary or time and effort of School System Strategic Staffing Leads, which are selected staff member(s) that supports grant program implementation.
 - In-state travel, supplies and materials, and costs for conferences or trainings directly related to design and implementation of this grant are also allowable. This amount may not exceed \$10,000 per year.

- Other Allowable Operating Costs Requiring Specific Approval in the Grant Application (6400) Travel Costs for Officials such as Executive Director, Superintendent, or Board Members Travel costs for officials such as executive director, superintendent, or board members may be funded under the Grant program. Only the following travel costs may be allowable for these positions: Executive Director, Superintendent, or Board Member travel to conferences, trainings, or Design or Implementation Year activities directly related to this grant.
- 3. Can a LEA that is currently beginning the Design Year of the 2025-2027 Texas Strategic Staffing grant be eligible for PREP Allotment funds during its Implementation Year? Would that be in addition to or included with TSS grant funds?**
- Yes, an LEA that is currently in the Design Year of the 2025-2027 Texas Strategic Staffing Grant for Sustainable Residency grant is eligible for PREP Preservice Residency Program funding in the 2026-2027 school year. That funding is in addition to the funding they received from the 2025-2027 Texas Strategic Staffing Grant. Please see the respective program guidelines for allowable uses of funds.
- 4. Can a district that received the 25-27 Strategic Staffing grant apply for PREP Residency to pay their residents \$20,000?**
- All school systems, regardless of receipt of any Texas Strategic Staffing grants, are eligible to receive PREP Preservice Residency Program funding if they meet the eligibility criteria and agree to the program assurances as outlined in the program guidelines for the PREP Preservice Residency Allotment.
- 5. What happens if the Texas Strategic Staffing model is not sustainable for cost matching by 28-29?**
- There is no penalty to the district for not sustaining the cost matching by 2028-2029; however, the goal of the program is that the district works with the technical assistance provider to find ways to reallocate and reinvest funds to cost match funding from the PREP Preservice Residency Allotment.
- 6. If a district received the 2024-2025 Sustainable Residency Continuation Grant, are they able to receive funding for the PREP Preservice Residency Program?**
- Per the program guidelines, awardees of 2024-2025 Sustainable Residency Continuation Grant are not eligible to receive LASO Cycle 4 funding for Texas Strategic Staffing for Residencies Grant. However, those districts are eligible to receive funding for the PREP Preservice Residency Allotment if they meet the eligibility requirements and agree to the assurances as outlined in the program guidelines.

Implementation and Monitoring

1. Can you partner with two different EPPs For the Texas Strategic Staffing for Residency Grant?

- Yes. A district may partner with multiple EPPs if they submit the verification forms for both EPPs and have an MOU.

2. If we are awarded both the PREP Preservice Program and TSS, are we required to use the same EPP?

- You are not required to use the same EPP for the PREP Preservice Residency Program and The Texas Strategic Staffing for Residencies Program if you are awarded both. See the program guidelines for additional EPP partnership requirements.

3. What are the key program commitments?

- Key program commitments are outlined in the program guidelines. At a high level, during the grant's first year, referred to as "design year," the school system and the EPP partner will conduct a needs assessment, set goals for resident placement, determine the best fit strategic staffing model(s) to meet instructional needs, identify funding sources for resident wages, and design parameters, communication, and training to support implementation.
- During the grant's second year, referred to as "implementation year," the school system and EPP will walk side by side with the strategic staffing technical assistance provider to ensure strong implementation of the staffing model and adjust practices as needed to ensure sustainability of the model.

4. How will performance be evaluated?

- Refer the Performance and Evaluation Measures section of the program guidelines for information on how performance will be evaluated.
- The applicant agrees to collect data and report on the following mandatory performance and evaluation measures.
 - Conduct program evaluation as requested by TEA, including submission of resident placement, strategic staffing models, and host teacher data during SY 2026-27 and 2027-28.
 - Maintain a time and effort activity log of engagement in strategic staffing model training and technical assistance support activities during the duration of the grant.

- In SY 2026-27, provide regular (at least quarterly and as requested) report(s), documenting progress towards strategic staffing design milestones, including examples of key deliverables.
- In SY 2027-28, provide regular (at least quarterly and as requested) report(s), documenting implementation year monitoring and related implementation data.

5. Regarding preferential hiring for residents, what does "to the greatest extent possible" entail in this context?

- Given the school system's commitment to developing teacher residents, they are encouraged to consider how to sustain those supports through targeted recruitment strategies, such as early interviews, recruitment events, and campus administrator observations. There is no statutory requirement for school systems to prioritize hiring residency completers when filling teaching vacancies. School systems must abide by local hiring policies.

6. Can we use a different strategic staffing model than our current model? Can a district run different models based on EPP?

- Yes, you may use a different strategic staffing model from your current model. The model you choose should be based on shared decision making with each EPP partner.

Support and Resources

1. Are ESCs able to see the New Hire Dashboard?

- Yes. The New Hire Dashboard is accessible to ESCs and the general public at <https://tea4avcastro.tea.state.tx.us/oess/edrs/regional-dashboards/>

2. Where can I find additional resources or training?

- Guidance documents are resources to help school systems understand each offering and determine best fit initiatives and are available on the [LASO Cycle 4 website](#), [Additional Resources section](#), along with several other resources regarding the Texas Strategic Staffing for Residencies Grant and all other LASO Cycle 4 initiatives. For specific information regarding Texas Strategic Staffing, you are encouraged to visit the Texas Strategic Staffing website at <https://tss.tea.texas.gov/>

3. What support can I expect from an Approved Provider?

- Strategic staffing support will be provided by Education Service Centers (ESCs) through the Texas Strategic Staffing for Residencies technical assistance service. School systems and EPPs will make informed decisions to implement paid teacher residencies that leverage reallocation and reinvestment of local funds to support teacher residents' wages while they engage in other instructional responsibilities such as substitute teaching, paraprofessional roles, tutoring, and more. To learn more about Texas Strategic Staffing for Residencies, please visit tss.tea.texas.gov.
- 4. For the EPP partner, can it be the same EPP that we have used in the past for Strategic Staffing? Or does it have to be a brand new EPP?**
- Per the Texas Strategic Staffing for Residency Program Guidelines, school systems do not need new EPP partners to be eligible for the grant (see eligibility section of guidelines). However, please be aware that using a previous partner will impact where your application is tiered. See the LASO Review and Funding Criteria section of the program guidelines for more information.
- 5. Are the region service centers the only approved providers? OR, is there a list of approved providers?**
- Yes, the regional service centers are the only approved Texas Strategic Staffing providers for this grant.
- 6. For the ESC technical assistance we will receive - will this be from the district's ESC? For example, our district is ESC03, does this mean the support will be from ESC03 only?**
- Yes, the technical assistance provider will be the ESC for your district.

Contact Information

1. Who should I contact for questions?

- For questions regarding the Texas Strategic Staffing for Residencies Grant, please email the team at txstrategicstaffing@tea.texas.gov.

Additional Days School Year Planning & Execution Program (ADSY PEP)

Program Overview

1. What is the purpose of the ADSY PEP initiative?

- High-quality, evidence-based ADSY programs help prevent summer learning loss, which disproportionately affects students from low-income backgrounds and can lead to academic gaps of up to three grade levels by fifth grade. The Additional Days School Year Planning and Execution Programs (ADSY PEP) provide support to school systems in extending instructional time through research-based strategies. Prekindergarten through 8th grade campuses are eligible for this grant and will engage in a supported planning and refinement process to design research aligned programs while leveraging grant funding *and* ADSY Formula Funding through Texas Education Code 48.0051.
 - School Systems may choose between two implementation models: Full Year Redesign or Summer Learning.
- 2. 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?**
- The school district needs to agree that *participating campuses* will be moving to ADSY-eligibility; it doesn't need to be School System-wide. So, they should be able to proceed as long as they can make that assurance.
- 3. Can a district apply for ADSY PEP if they just finished their last cycle this past summer?**
- School systems that have previously participated in ADSY PEP may apply to ADSY PEP in LASO 4 if they meet one of the following conditions:
 - They have PK–5 campuses that have not previously received ADSY formula funding under the ADSY Planning and Execution Program.
 - They previously participated in a grant-supported ADSY Planning and Execution Program with PK–5 and wish to expand to grades 6–8 through the Grade 6–8 Expansion Pilot.
- 4. When it says serves 1 grade level, can that be at just one campus or does it have to be across the district?**
- ADSY formula funding can be utilized for as little as one student for one day (therefore the campus eligibility is that they serve at least one of the ADSY-eligible grade levels; PK-8).
 - Separately, for the ADSY PEP grant program through LASO 4, we're looking for districts to identify specific campuses that would be going through the planning process. This will be separated by PK-5 grade bands and 6-8 grade bands, and actual implementation across grade levels may vary depending on local context.
- 5. How much help to manage this does the approved provider provide?**

- The approved provider for ADSY Full Year Redesign and ADSY Summer Learning supports districts by guiding the planning process while the district's project manager completes the strategic plan. During implementation, the provider will support the school system through structured observation cycles, feedback loops, and ongoing consultation to help ensure high-quality ADSY programming at participating campuses.

6. Must the 1 hour of TEKS based enrichment be taught by a certified teacher?

- Yes, anything that qualifies as instruction must be taught by a teacher meeting your district's certification requirements. This is due to qualifying towards the minimum amount of instructional time to meet the definition of a full day, which is four hours (so three hours of TEKS-based academics + 1 hour of TEKS-based enrichment).

7. In order to receive the 3/4th funding, school districts need to have 200+ days between the calendar and ADSY Summer Learning. We have a 180-day calendar and plan to do a 20-day summer learning program. Will we qualify for the 3/4 funding for summer 2026 for Prek-8th grade?

- Yes, that will qualify. We have had more information coming out on HB 2 changes to ADSY starting 10/23, along with an ADSY formula funding webinar that was held on 10/30. Visit tea.texas.gov/adsy for more details, including the webinar.

8. If selected for the 6th-8th expansion, is the first summer of the program summer 2026 or summer 2027?

- The first summer for ADSY PEP Summer 6th-8th expansion would be Summer 2027. Grantees would begin their grant participation and planning for that program in the 2026-2027 school year.

9. Is there a website page or document where we can learn about the process or timeline to become an approved vendor for the next LASO cycle for ADSY?

- Please send an email to adsy@tea.texas.gov so we can help you identify any next steps.

10. If we only have 171 instructional days, but we do meet the 75,600 instructional minute requirement, are we eligible to apply? I see the 175-day requirement but want to double-check.

- A school system with a current 25-26 academic calendar of 171 instructional days would be eligible to apply. See page 24 of the program guidelines for which calendar tier a 171-day calendar would fall into. Also, please note that school systems must

provide evidence by June 2026 of a board-approved ADSY eligible calendar (175+ days) for the 26-27 school year to participate in the grant should they be awarded.

11. Is it permissible for an individual campus to adopt a different calendar and operate as an "extended school year" campus, even though ADSY PEP is designated as a district-level initiative?

- Yes, this is permissible. While ADSY is listed as a district-level initiative under LASO 4 due to the involvement of the central office steering committee and the required school board and superintendent approval of an ADSY-eligible calendar, the ADSY PEP grant itself is campus-specific. Only the campus participating in the grant must have an ADSY-eligible calendar aligned to the selected or awarded ADSY model for the duration of the grant.

12. What does IMRA stand for?

- Instructional Materials Review and Approval (IMRA).

13. We use Bluebonnet curriculum for Math but not Reading. How would our points be calculated?

- In this scenario, because Bluebonnet is an Instructional Materials Review and Approval (IMRA)-approved product, the school system would receive half of the base points for using an "IMRA Product" and half of the priority points, since Bluebonnet is used for Math only.
- If the Reading product is not IMRA-approved, the school system will not receive the remaining half of the base or priority points.
- A total of 15 points are available to applicants implementing Bluebonnet in both Math and Reading. If Bluebonnet is used in only one subject, the school system receives half of the total available points (i.e., 7.5 points).

Funding and Compliance

1. What are the allowable uses of funds?

- *For a full list of allowable and unallowable uses of funds, please review pages 20-21 of the published [ADSY PEP Program Guidelines](#).*

Implementation and Monitoring

1. What are the key program commitments for the ADSY PEP Grant?

- Assign a qualified and experienced project manager with district-level decision-making authority who can align campus-based actions with district goals, and who will:

- Attend all Learning Community professional development workshops,
 - Participate in calls with the designated approved provider,
 - Lead the District's ADSY PEP steering committee,
 - And ensure timely and high-quality completion of the LEA's ADSY PEP strategic plan and deliverables
- Implement and maintain a base academic calendar of 175 instructional days and 75,600 operational minutes, and add at least 25 Additional Days (aligned to the approved model) to the calendar at the eligible campuses for the full duration of the grant

For a full list of program commitments, please review the Program Specific Requirements and Assurances on page 13-17 of the published [ADSY PEP Program Guidelines](#).

2. How will performance be evaluated?

- Continuation in the ADSY PEP grant is contingent upon demonstrated effort to implement feedback, adherence to all grant requirements, and evidence of yearly progress
 - Attend all Learning Community professional development workshops,
 - Participate in calls with the designated approved provider,
 - Lead the District's ADSY PEP steering committee,
 - Ensure timely and high-quality completion of the LEA's ADSY PEP strategic plan and deliverables
 - Engage in observation of the program to assess implementation and continuous improvement focus areas

For a full list of performance evaluation measures, please review Performance and Evaluation Measures on page 19-20 of the published [ADSY PEP Program Guidelines](#).

Support and Resources

1. Where can I find additional resources or training?

- Should a school system be awarded the ADSY PEP grant, the system will receive planning support from an assigned approved provider and must also engage in regular professional development opportunities.
- For additional resources outside of the grant-provided training and support, please visit the **TEA ADSY webpage**: [Additional Days School Year | Texas Education Agency](#)

2. What support can I expect from an Approved Provider?

- The approved provider for ADSY Full Year Redesign and ADSY Summer Learning supports districts by guiding the planning process while the district's project manager completes the strategic plan. During implementation, the provider will support the school system through structured observation cycles, feedback loops, and ongoing consultation to help ensure high-quality ADSY programming at participating campuses.

Contact Information

1. Who should I contact for questions?

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

School Action Fund (SAF)

Program Overview

1. What is the purpose of the School Action Fund initiative?

- The School Action Fund (SAF) awards grants that support whole-school strategies districts use to increase access to high-quality schools, meet community needs, and address chronic underperformance. The ultimate goal of the SAF grant is to give more students access to A/B-rated campuses and for more families to have access to the schools they need, want, and deserve in their communities.
- Pg. 9, 2026-2027 School Action Fund-Planning and Implementation Program Guidelines

2. We have a comprehensive campus and 2 TSI campuses with the ESF grant that will run out this year.

-Are these campuses eligible for a SAF grant?

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

-Do the federal designation labels also include Reidentified/Progress categories?

- Eligible applicants are school systems that apply on behalf of schools that are Title I-serving schoolwide designated by September 15, 2025, **and** are Comprehensive Support-identified, Targeted Support-identified, or Additional Targeted Support-Identified campuses (all categories), based on school year 2024-2025 ratings.

- To be eligible for Restart and Create new Actions, a campus may not have received any School Action Fund (SAF) grants, including TCLAS Decision 10 and any LASO SAF grants, since 2019-2020 (Planning, Continuation, or Implementation).
- For Reassign actions, previous SAF grantees in Cycles 1 – 6 and TCLAS may apply for the 2026-2027 School Action Fund-Planning and Implementation grant.
- Pg. 9, 2026-2027 School Action Fund-Planning and Implementation Program Guidelines

3. Are more points awarded for Comprehensive Campuses?

- No; the 2026-2026 School Action Fund-Planning and Implementation grant does not award Priority Points for Federal Accountability designation.

4. Does the HQIM requirement limit the district to the provided SBOE/ IMRA list provided with other LASO grants?

- No; SAF grantees are not limited to using SBOE-approved materials. However, they must demonstrate that the materials selected meet the definition of HQIM outlined in the SAF Program Guidelines.
- Pg. 19, 2026-2027 School Action Fund-Planning and Implementation Program Guidelines

5. Could a district apply for the implementation SAF grant if we have already done internal planning for a "Restart?"

If our district has collaborated with a technical assistance provider, such as TNTP, to plan Restart campuses for SY26-27, can we apply for an implementation grant?

- Yes, the district may apply for an Implementation grant if the district has already planned the Restart Action with an approved SAF Technical Assistance provider.
- Applicants selecting an Implementation grant during the application process will select from a drop-down list of technical assistance providers. If a specific provider is not listed, there is an opportunity to enter the name of the provider with which the school system has been working.
- #5 on pg. 13, 2026-2027 School Action Fund-Planning and Implementation Program Guidelines, and paragraph #2 on pg. 17

6. If applying for the "Reassign" School Action, what are the required grant activities and fund usage? Do the funds follow the majority of the students merging into the receiving school community?

- Please refer to the SAF Program Guidelines for grant activities based on Planning or Implementation awards. For Implementation (or future Continuation) grants, funds will follow to the A/B Title 1-serving campus where a plurality of students were transferred

- Deliverables on pg. 20, 2026-2027 School Action Fund-Planning and Implementation Program Guidelines
- Allowable Expenditures on pgs. 22-23, 2026-2027 School Action Fund-Planning and Implementation Program Guidelines

7. What is the required timeline for a “Restart” School Action?

- The School Action Fund grant is effective March 1, 2026 - June 30, 2027.
- If awarded a Planning grant, implementation of all elements of the Restart Action (ACE Model) must begin Fall SY2027-28.
- If awarded an Implementation grant, all elements of the Restart Action (ACE Model) must be implemented in the Fall semester of SY2026-27.

8. Where can we find the list of Technical Assistance Providers for SAF? Are these TA providers paid out of the SAF funding or paid directly by TEA?

The technical assistance partners on the slide deck are a bit different than the SAPL list online. Is the slide a comprehensive list for SAF grants?

- The list of SAF Technical Assistance providers (TAs) may be found in the SAPL, which is linked on the LASO 4 webpage.
- The list may also be found in the SAF Cycle 10 webinar deck, which is the LASO 4 webpage.
- The TAs included in the webinar deck are not inclusive of all currently approved SAF TAs, rather those expected to be matched based on Actions, Models and areas of expertise most aligned with those available in SAF Cycle 10.

9. If a campus is closed and students reassigned, what is the length of time that the building needs to be vacant before we could "Create a New" school within that building?

- All repurposed campuses must meet the requirements of TAC 97.1066

10. If applying for implementation grant for restart, can grant activities and funds begin as soon as March 2026? Or is it limited to the upcoming SY26-27?

Are the required budget line items for Planning & Implementation per campus? We are looking to apply for multiple campuses under the Restart option.

- Allowable grant activities and fund expenditures may begin on March 1, 2026
- Yes, the budget items in the Program Guidelines are per awarded campus and are based on whether the grant is a Planning grant or an Implementation grant
- Deliverables on pg. 20, 2026-2027 School Action Fund-Planning and Implementation Program Guidelines
- Allowable Expenditures on pgs. 22-23, 2026-2027 School Action Fund-Planning and Implementation Program Guidelines

11. How can we learn about the revenue amount involved with SB 1882 partnerships for both the turnaround option and the innovation partnership?

- We recommend consulting your district's preferred state aid template to develop an estimated revenue amount for 1882 Partnerships.

12. Where is the campus eligibility list for Resource Campus designation?

- Information regarding Resource Campus Designation, including the Eligibility list, may be found [here](#).

13. Can you define what you mean by "campus phase out" in regard to the "create new school" track?

- In prior cycles, SAF supported the "phase out" of an underperforming campus, while "phasing in" and creating a new school. In LASO 4, SAF Cycle 10 does not support phasing out a school.

14. Would a virtual or hybrid in-person and virtual school model be allowable under the SAF grant?

- SAF does not currently support virtual or hybrid school models. We recommend exploring the Virtual and Hybrid Program Accelerator grant available in LASO 4.

15. Can you clarify that a D-rated campus in between 2 "F" ratings, still counts as 3 "unacceptable ratings"?

- For information regarding a specific campus accountability scenario, please contact sidivision@tea.texas.gov.

Funding and Compliance

1. What are the allowable uses of funds?

- Allowable Expenditures are found on pgs. 22-23, 2026-2027 School Action Fund-Planning and Implementation Program Guidelines

Implementation and Monitoring

1. What are the key program commitments?

- Please refer to pgs. 12 – 16 of the 2026-2027 School Action Fund-Planning and Implementation Program Guidelines for SAF-specific Requirements and Assurances

2. How will performance be evaluated?

- Grantees must establish goals which will allow student performance and achievement to result in the SAF North Star Goal of A/B rating after two years of Continuation/Implementation. These goals must be identified for Measurable Progress and written as SMART goals.
- Completion of ongoing progress monitoring through quarterly Gates and Deliverables, including Student Performance and Achievement goals, as established by the TEA.
- A School Action Fund Fidelity of Implementation (SAF FOI) Evaluation (ESF-aligned independent third-party fidelity of implementation quality review) will be completed during the Fall semester of Year 1 (one) of Continuation or Implementation, unless otherwise determined by TEA.
- Pgs. 20 – 21 of the 2026-2027 School Action Fund-Planning and Implementation Program Guidelines

Support and Resources

1. Where can I find additional resources or training?

- Contact the Center for School Actions ([CSA](#)) for one-on-one support and individual webinars for each school Action
- Visit the LASO [webpage](#) for additional resources, webinars, and Office Hours opportunities

2. What support can I expect from a SAF Technical Assistance provider?

- SAF TAs provide support in the form of coaching, HQIM implementation, project planning, operational guidance (e.g. staffing, calendars), and data analysis

Contact Information

1. Who should I contact for questions?

- For SAF-specific questions, please reach out [CSA](#)
- Send all other LASO 4 questions to: laso@tea.texas.gov

Navigating Excellence through Targeted Supports (NEXT)

Program Overview

1. What is the purpose of the NEXT initiative?

- The Navigating Excellence Through Targeted Supports Initiative (“NEXT”) is designed to support low-performing **elementary school campuses** at school districts and open-enrollment charters to implement high quality math and/or reading language arts curriculum and instruction, aligned targeted tutoring, and targeted community and parent engagement.

2. Who are the Approved Providers for NEXT? (Updated 10/13/25)

- The NEXT grant technical assistance providers will be announced by February 2026.

3. Will the NEXT grant provide funding for high-impact tutoring? (Updated 10/13/25)

- The NEXT grant includes holistic support for low performing schools include tier 1 HQIM implementation, supplemental instruction including tutoring, and leadership and family engagement supports. See program guidelines for additional information on allowable expenses.

4. How many HQIM curriculums does a district need to be implementing to be eligible?

- Districts must adopt High-Quality Instructional Materials (HQIM) in math and RLA that are full-subject approved based on the Instructional Materials Review and Approval (IMRA) process.

5. Is the award designated for five campuses statewide, or for up to five campuses within each district?

- The NEXT grant is open to eligible applicants statewide. Five campuses will be awarded based on the methodology outlined in the Program Guidelines.

6. Are there any requirements for specific tutoring providers that can be used?

- NEXT does not require any specific tutoring provider.

7. HQIM in reading and math for all grade levels? Or just one?

- IMRA-approved full subject HQIM is required for all grade levels in Math and ELA.

8. If a campus is on the eligibility list, but they only serve grades 5 and 6, then they would really be a good candidate for this grant as it would be a holistic school program, correct?

- We encourage districts to refer to the NEXT Program Guidelines to determine whether NEXT program supports are the right fit for specific eligible campuses.

9. Where do we find the eligibility list?

- On the LASO 4 Webpage. Here is a copy of the PDF: <https://tea.texas.gov/texas-schools/health-safety-discipline/next-eligibility-list-laso-4.pdf>

10. Is there a requirement to implement bluebonnet curriculum?

- No, but HQIM in math and RLA is required.

11. Is the NEXT grant program as a whole a pilot program?

- The NEXT program offered through LASO 4 is the first NEXT cohort. TEA expects to offer a second NEXT cohort in LASO 5.

Funding and Compliance

1. What are the allowable uses of funds?

- Please see the NEXT Program Guidelines [here](#).

2. Can grantees use the NEXT grant to fund payroll costs for the required 50% project manager role if that role will be filled by an individual who currently is employed by the district?

- Yes, if the individual's job description is amended to account for the changed duties. At least 50% of the project manager's time must be devoted to NEXT grant activities. The balance of time may be spent on other district or campus tasks.

Implementation and Monitoring

1. What are the key program commitments for the NEXT Grant?

- Please see the NEXT Program Guidelines [here](#).

2. How will performance be evaluated?

- Please see the NEXT Program Guidelines [here](#).

Support and Resources

1. What support can I expect from an Approved Provider?

- NEXT Technical Assistance providers will provide campuses support in the following areas:
 - **HQIM and RBIS implementation:** NEXT TAs will coach campus leaders and teachers to demonstrate strong implementation of Texas SBOE-approved high-quality instructional materials (both reading and math) and research-based instructional strategies.
 - **Research-backed high-impact tutoring and personalized learning:** NEXT TAs will support campuses to successfully implement systems for diagnosing student needs and providing targeted instruction through in- and out-of-school time.
 - **Quarterly Family and Parent Labs:** NEXT TAs will support campuses to provide at least 4 annual opportunities for parents to learn strategies to support and reinforce learning at home.
 - **Continuous Improvement:** NEXT TAs will support campus and district leaders to implement regular cycles of planning and performance management at the campus and district level to ensure student outcomes are on track to initiative goals.

Contact Information

1. Who should I contact for questions?

- Please contact Christopher.Dewitt@tea.texas.gov with questions. All questions will be compiled and added to subsequent updates to the NEXT FAQ.

Early College High School (ECHS)

Program Overview

1. What is the purpose of the Early College High School (ECHS) program initiative?

- The Early College High School (ECHS) program offers campuses an opportunity to plan to build an Early College High School within their district. The Early College High School program supports school systems to implement models that enable underserved students to earn both a high school diploma and an associate degree concurrently and at no cost to the students. The ECHS program requires a campus to

maintain a partnership with an institution of higher education (IHE) to provide dual credit opportunities to the ECHS students

2. Will there be an implementation grant for ECHS this year? We have the initial planning grant but we were under the assumption there would be an implementation grant this year.

- The LASO ECHS and P-TECH grants cover two years. There is no additional "implementation grant" opportunity as of this time.

3. Are the requirements and program guidelines the same for the LASO 3 ECHS and LASO 4 ECHS?

- They are similar but different. Here is a copy of the LASO 4 program guidelines for your review: [Early College High School Program Guidelines](#)

4. Is a CSI campus eligible to apply?

- Yes. Here are the Eligibility statements from the Program Guidelines:
 - 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 or LASO Grants are not eligible to apply.
 - Any campus that has been given CCRSM Needs Improvement status is not eligible to apply.

5. If we have a current ECHS program (planning, provisional or designated) can we apply for the LASO 4 ECHS grant?

- No, current ECHS programs (planning, provisional or designated) are not eligible to apply for the LASO 4 ECHS grant.

6. Where do we find the CCRSM Needs Improvement information?

- CCRSM Designated - Needs Improvement Status Overview - CCRSM:
<https://texascrrsm.org/resources/resource-library/ccrsm-designated-needs-improvement-status-overview/>

Funding and Compliance

1. What are the allowable uses of funds?

- Payroll costs
- Professional and contracted services
- Consumable and durable supplies and materials
- Debt services (lease liabilities for terms greater than 12 months) — allowable costs include SBITA, but there are other non-allowable debt service options (see unallowable)
- Subscription-based Information Technology Arrangement (SBITA) – Principal Costs (6514)
- Subscription-based Information Technology Arrangement (SBITA) – Interest Costs (6526)
- Capital outlay.
- Operating transfers out.
- Teacher professional development.
- Staff and student tuition and fees for higher education, public, and nonpublic schools for the following: Services rendered by institutions of higher education (IHEs) for the benefit of local educational agency (LEA) personnel when payment is made directly to the institution.
- Staff and student tuition and fees for higher education, public, and nonpublic schools for the following: Tuition when the LEA is under contract to provide instructional services to students.
- Staff and student tuition and fees for higher education, public, and nonpublic schools for the following: Other tuition and transfer payments not detailed above NOTE: If tuition is to be paid by the staff or student participant and then reimbursed upon completion of the course, budget this cost in Other Operating Costs (6400).
- Other Allowable Operating Costs Requiring Specific Approval in the Grant Application (6400) Field Trips Field trips may be funded under the Grant program.
- Only the following types of field trips may be allowable:
 - Same-day field trips for ECHS students to partner IHEs or partner industry sites. Field trips will require a written justification form to be maintained locally and made available to TEA upon request. To access the Justification for Educational Field Trips form, refer to the Forms for Prior Approval, Disclosure, and Justification page.
- Stipends for Non-Employees Other Than Those Included in 6419. Stipends for non-employees will require pre-authorization in writing. To access the pre-authorization form for participant support costs, refer to the Forms for Prior Approval, Disclosure, and Justification page.
- Non-Employee Costs for Conferences Non-employee costs for conferences may be funded under the Grant program. Costs must be managed to minimize costs to the Grant award. The following types of conferences may be allowable:
 - CCRSM Regional Convenings

- CCRSM Leadership Summit
 - CCRSM Showcases
 - CCRSM Regional Collectives
 - CCRSM Partners Connect
- Non-employee costs for conferences will require pre-authorization in writing. To access the pre-authorization form for participant support costs, refer to the Forms for Prior Approval, Disclosure, and Justification page.
- Travel costs for officials such as the executive director, superintendent, or board members may be funded under the Grant program. Only the following travel costs may be allowable for these positions.
 - Relevant in-state ECHS/CCRSM travel

Implementation and Monitoring

1. What are the key program commitments?

- ECHS Model Planning and Implementation: Districts will engage in 12-18 months of ECHS model planning and implementing design elements and requirements aligned to the ECHS Blueprint.
- Crosswalks: Together, the District and IHE develop course equivalent crosswalks which lead to earning associate degrees or completion of the Texas Core Curriculum, to provide stackable credentials as students advance in the academic pipeline.
- Personalized Learning Environment: Collaborate with 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 ECHS 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.
- Postsecondary Training: ECHS campuses must have identified an accredited higher education institution(s) for postsecondary opportunities.

Note: This is not a comprehensive list of all assurances or requirements. The full list of requirements is provided in the [ECHS program guidelines](#).

2. How will performance be evaluated?

- The TEA's designation process for Early College High Schools (ECHS) is authorized under TEC §29.908(b) and TAC §102.1091. To earn and maintain designation, ECHS programs must annually apply through the Program Application Cycle (PAC), demonstrate implementation of required design benchmarks, and meet Outcomes-Based Measures (OBMs) after five years of serving students.

Support and Resources

1. Where can I find additional resources or training?

- You may find additional resources at this website: <https://texascrrsm.org/>

2. What support can I expect from an Approved Provider?

- CCRSM campuses are required to collaborate with the TEA Technical Assistance provider (Educate Texas) to receive and participate in free services and events that include:
 - Expert Coaching Support
 - Site Visits
 - Virtual Community of Practice
 - Tailored CCRSM Resources and Templates
 - Focused Professional Development
 - Regional and Statewide Events

Contact Information

1. Who should I contact for questions?

- Darin Ford, CCRSM Coordinator at ccrsm@tea.texas.gov

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

Program Overview

1. What is the purpose of the Pathways in Technology Early College High School (P-TECH) initiative?

- The Pathways in Technology Early College High School (P-TECH) program enables school districts to establish a P-TECH campus within their system. This program helps districts implement models that allow underserved and at-risk students to earn a high school diploma, industry-based certifications (IBCs), and/or an associate degree—concurrently and at no cost to the student. The P-TECH must maintain a partnership with an institution of higher education (IHE) to provide dual-credit opportunities and a partnership with a business or industry partner to offer work-based learning experiences for students in grades 9–12.

2. Must agreements/MOUs with IHE's be signed and approved as part of the December 3rd submission?

- MOUs are not required as a part of the LASO application. After joining the CCRSM, the MOU must be reviewed and signed as a part of the designation process.

3. What are the main differences between P-TECH and Early College High Schools?

- P-TECH programs are an open-enrollment program that focus on serving underserved and at-risk students. The program provides students with the

opportunity to earn a high school diploma and industry-based certifications and/or an associate degree by the sixth year of high school at no cost to the student. Each P-TECH campus must partner with at least one primary business or industry organization to provide work-based learning experiences for students in grades 9–12.

- ECHS programs allow districts to create an Early College High School campus focused on serving underserved and at-risk students. The program provides students with the opportunity to earn a high school diploma and up to 60 college credit hours or an associate degree. ECHS campuses offer targeted supports through rigorous instruction and accelerated postsecondary courses, along with academic and wraparound services to help students succeed in college-level coursework at no cost to the student.
- For more information, please visit the CCRSM website at <https://texascrrsm.org/>

4. If the school system received the 2021-2023 P-TECH Planning and Implementation Grant are they ineligible for the LASO Cycle 4 P-TECH Grant?

- From the Program Guidelines:
 - 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
 - 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
 - Any campus that has been given CCRSM Needs Improvement status is not eligible to apply.
 - Education Service Centers (ESCs) are not eligible to apply

5. If we have a current P-TECH program (planning, provisional or designated) can we apply for the LASO 4 P-TECH grant?

- No, current P-TECH programs (planning, provisional, or designated) are not eligible to apply for the LASO 4 P-TECH grant.

6. What happens if they change STAAR EOC?

- If changes are made to STAAR EOC, CCRSM staff will assess the impact, collaborate with leadership and stakeholders, and determine whether adjustments to program requirements are necessary to maintain consistent support and rigor for CCRSM programs and students.

7. How is HB 8 going to affect OBM's?

- CCRSM staff will review HB 8, collaborate with leadership and stakeholders, and determine whether adjustments to program requirements—including Outcomes-Based Measures (OBMs)—are needed to ensure continued support and rigor for CCRSM programs and students.

8. Will any of the CCRSMs OBMs be considered as TEA moves to the new proposed CCMR buckets?

- The CCRSM staff will evaluate potential “CCMR bucket” changes, coordinate with leadership and stakeholders, and adjust all program requirements as needed to continue to support and challenge CCRSM programs and students similarly.

9. I've never been a part of P-TECH, but we do have a college and career dual enrollment program. Can we still apply?

- Yes. Please visit this site for more information: <https://texascrrsm.org/get-involved/program-application/>

10. Can I skip the planning year if I already have a college and career dual enrollment program?

- No, completion of a planning year is a required step for all CCRSM programs.

Funding and Compliance

1. What are the allowable uses of funds?

- Payroll costs.
- Professional and contracted services.
- Consumable and durable supplies and materials.
- Debt services (lease liabilities for terms greater than 12 months) — allowable costs include SBITA, but there are other non-allowable debt service options (see unallowable)
 - Subscription-based Information Technology Arrangement (SBITA) – Principal Costs (6514).
 - Subscription-based Information Technology Arrangement (SBITA) – Interest Costs (6526).
- Capital outlay.
- Operating transfers out.
- Teacher professional development.
- Staff and student tuition and fees for higher education, public, and nonpublic schools for the following: Services rendered by institutions of higher education (IHEs) for the

benefit of local educational agency (LEA) personnel when payment is made directly to the institution.

- Staff and student tuition and fees for higher education, public, and nonpublic schools for the following: Tuition when the LEA is under contract to provide instructional services to students.
- Staff and student tuition and fees for higher education, public, and nonpublic schools for the following: Other tuition and transfer payments not detailed above NOTE: If tuition is to be paid by the staff or student participant and then reimbursed upon completion of the course, budget this cost in Other Operating Costs (6400).
- Field trips may be funded under the Grant program. Only the following types of field trips may be allowable: •Same day field trips for P-TECH students to partner IHEs or partner industry sites. Field trips will require a written justification form to be maintained locally and made available to TEA upon request. To access the Justification for Educational Field Trips form, refer to the Forms for Prior Approval, Disclosure, and Justification page.
- Stipends for non-employees other than those included in 6419 may be funded under the Grant program. Stipends for non-employees will require pre-authorization in writing. To access the pre-authorization form for participant support costs, refer to the Forms for Prior Approval, Disclosure, and Justification page.
- Non-employee costs for conferences may be funded under the Grant program. Costs must be managed to minimize costs to the Grant award.
 - The following types of conferences may be allowable:
 - CCRSM Regional Convenings
 - CCRSM Leadership Summit
 - CCRSM Showcases
 - CCRSM Regional Collectives
 - CCRSM Partners Connect
- Non-employee costs for conferences will require pre-authorization in writing. To access the pre-authorization form for participant support costs, refer to the Forms for Prior Approval, Disclosure, and Justification page.
- Travel costs for officials such as the executive director, superintendent, or board members may be funded under the Grant program. Only the following travel costs may be allowable for these positions:
 - Relevant in-state P-TECH/CCRSM travel
- An advisory council may be funded under the Grant program:
 - Only the following types of advisory council costs may be allowable:
 - Convening of advisory council/leadership team, including travel.
 - Supplies and materials for an advisory council, excluding food, beverages, and snacks

Implementation and Monitoring

1. What are the key program commitments?

- P-TECH Model Planning and Implementation: Districts will engage in 12-18 months of P-TECH model planning and implementing design elements and requirements aligned to the P-TECH Blueprint.
- Crosswalks: Together, the District and IHE develop course equivalent crosswalks which lead to Level I and Level II certificates, associate degrees, or completion of the Texas Core Curriculum.
- 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 career goals.
- 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).
- Postsecondary Training: P-TECH campuses must have identified an accredited higher education institution(s) for postsecondary opportunities. o Industry Partnership: P-TECH campuses must have identified a local industry partner(s) who can provide work-based education at all grade levels.

2. How will performance be evaluated?

- 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). P-TECH programs are required to adopt the design elements in each benchmark and meet OBMs to receive the Texas Education Agency (TEA) P-TECH designation after completing five years of serving students. 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 all P-TECH programs.

Support and Resources

Where can I find additional resources or training?

- You may find additional resources at this website: <https://texascrrsm.org/>

What support can I expect from an Approved Provider?

- CCRSM campuses are required to collaborate with the TEA Technical Assistance provider (Educate Texas) to receive and participate in free services and events that include
 - Expert Coaching Support
 - Site Visits
 - Virtual Community of Practice
 - Tailored CCRSM Resources and Templates
 - Focused Professional Development
 - Regional and Statewide Events

Contact Information

Who should I contact for questions?

- Darin Ford, CCRSM Coordinator at ccrsm@tea.texas.gov

Virtual and Hybrid Program Accelerator (VHPA)

Program Overview

1. What is the purpose of the Virtual and Hybrid Accelerator Program initiative?

- The Virtual and Hybrid Program Accelerator (VHPA) enables school districts and open-enrollment charter schools to design and launch high-quality virtual and hybrid programs or campuses, as defined under Texas Education Code (TEC) Chapter 30B.

2. What is the process for online courses to be approved or certified by TEA?

- School systems are responsible for certifying that each course satisfies the requirements specified in TEC §30B.051. In addition, the school system must submit a course list form to TEA, which includes assurances confirming both certification and compliance with all relevant provisions of SB 569 regarding virtual and hybrid instruction.

3. What is the authorization process for a virtual school?

- There will be an application and an interview process. Details about the authorization process will be provided in upcoming communications from the agency.

4. If you start a program and it grows to the point where you want to pursue campus authorization, is that possible?

- A school system can apply for authorization of a campus.

5. How would we know if our district has previously been a part of VHPA?

- We can verify that for you if you reach out to the virtual.hybrid@tea.texas.gov

6. Just want to verify that Subchapter G charters are eligible for this grant opportunity?

- No. Subchapter G charters are not eligible for this grant.

7. Is this grant available for existing virtual campuses, or is it only intended for those beginning operations, as year one focuses on planning?

- The grant is not intended for existing virtual campuses. The Virtual and Hybrid Program Accelerator (VHPA) enables school districts and open-enrollment charter schools to design and launch high-quality virtual and hybrid programs or campuses, as defined under Texas Education Code (TEC) Chapter 30B. Please see [program guidelines](#) for more details.

8. For vendor partnerships, what are the requirements?

- VHPA is currently procuring Technical Assistance Providers. School systems will be partnered with a provider through the VHPA program. The evaluation criteria VHPA will use to procure the provider includes:
 - Experience with supporting school systems launch virtual and hybrid programs or campuses
 - Capacity of project leads to complete required support activities and deliverables for the program
 - Track record of success in terms of operational and academic outcomes in other initiatives like VHPA

9. How will ADA be calculated?

- To see attendance and funding information for 2025-2026 school year, please see the [TAA on SB 569](#). Policies for subsequent years will be governed by the rules established under TEC., §30B.

10. Can we operate as a virtual school next semester? Does that need board approval?

- School systems are permitted to offer a full-time virtual or hybrid program under Texas Education Code, Chapter 30B without TEA authorization, provided that enrollment in these programs constitutes less than 50 percent of the total student enrollment at the campus. A district-or charter school-approved instructional plan and clearly defined policies to inform implementation are recommended for

effective program operation. School systems should develop or update local policies to support instructional delivery, attendance tracking, and funding compliance.

- To establish a new virtual or hybrid campus, school systems must complete an authorization process prior to opening. Details about the authorization process will be provided in upcoming communications from the agency.

11. Can the district launch a full-time hybrid program without approval?

- Yes, the district may launch a full-time hybrid program without approval

12. Our district offers a credit recovery program to assist high school level students meet graduation requirements. Students from 2 different high schools are considered and they complete the work on-site during day and evenings. We want to expand to make it hybrid options so students can also work on credit recovery from home. Is this type of credit recovery program something that the VHPA grant would be able to support?

- The VHPA grant will support school systems in developing high-quality virtual and hybrid programs. The program provides school systems with support, guidance, and structure to design and implement virtual and hybrid programs to meet the needs of their students. While credit recovery programs may be considered, appropriateness depends on how the proposed model aligns with the grant's objectives and requirements.

13. If we already have an alternative ed campus, which option would be best for us to explore?

- It's the school system's choice based on the unique context. If you have specific questions, please reach out to virtual.hybrid@tea.texas.gov.

14. Is there a list of districts by region that have already implemented the virtual/hybrid model?

- TEA does not maintain a list of Virtual or Hybrid programs offered under Texas Education Code, Chapter 30B. However, there is a list of full-time online schools operating through the Texas Virtual School Network (TXVSN). This list includes campuses that participate in the TXVSN or those that have received a waiver to operate such campuses.

To view the list of these schools, please visit the [TXVSN online school web page](#).

15. Our district is already beginning to engage in planning for a full-time virtual campus. If awarded a VHPA grant, could the current year (2025-26) be our planning year with the launch of the virtual campus beginning in August 2026?

- No. The VHPA grant is a two-year program designed to help school systems develop and implement high-quality virtual and hybrid campuses. Year 1 (2026–2027) focuses on engagement, planning, and required deliverables, which satisfy the planning year requirement for campus authorization. A full-time virtual campus may begin operation in the 2027–2028 school year upon meeting these requirements and receiving authorization.
- School systems planning to launch in August 2026 can complete a planning year without VHPA but must apply for campus authorization and demonstrate robust planning documentation as part of that process. TEA expects to share details of the application process and required documentation in December 2025 (tentative). For school systems without a comprehensive plan or process, VHPA serves as a suitable option. It provides a well-structured framework accompanied by guidance and resources, enabling school systems to develop and implement high-quality virtual and hybrid models that address student needs.

16. Must a district create its own content, or can it partner with an established vendor?

- It is up to the district on which method to use for the content.

17. For obtaining formal approval from the governing board, what does "prior to apply for authorization" mean? Do you mean getting approval before we make the December LASO submission?

- This means getting approval from the board before you apply for authorization for the campus. This is not required prior to applying for LASO.

18. Can a district apply as program and campus?

- For VHPA, you can choose one. If you are undecided, it will be defaulted to the program category

19. Can you define "authorization for the campus"?

- The school system would apply through an application process with TEA to operate a campus.

1. What are the allowable uses of funds?

- Allowable uses of funds can be found on page 21 of Program Guidelines: [Virtual and Hybrid Program Accelerator \(VHPA\) Program Guidelines](#)

Implementation and Monitoring

1. What are the key program commitments?

- Establish a VHPA team including a Senior Project Sponsor and a Project Lead; ensure the Project Lead has 16 hours of weekly release time
- Actively participate in all programming offered by TEA assigned technical assistance providers including required workshops, coaching calls, and planning sessions, and complete all related deliverables and milestones within TEA timelines.
- Gather input from stakeholders and collect relevant data to define a clear vision and instructional design aligned to research-based best practices for virtual and hybrid models.
- Provide evidence of community interest and develop a comprehensive launch plan covering academics, staffing, technology, family engagement, and student support.
- Complete all deliverables and engage in three improvement cycles to review data and plan next steps for continuous program improvement.
- Launch a full-time virtual or hybrid program or apply for campus authorization to operate a campus in SY27–28.
- If partnering with a vendor, submit a provider selection plan, Memorandum of Understanding (MOU), and monitoring systems to ensure flexibility and accountability.

For full details, see [VHPA Program Guidelines](#) (pages 14–19)

2. How will performance be evaluated?

- Quality and timely completion of all required deliverables and milestones, including the comprehensive program or campus plan.
- Engage in three improvement cycles using data to guide program development and share outcomes on engagement, mastery, and instructional quality.
- Successful launch a full-time virtual or hybrid program or apply for campus authorization to operate a campus in SY27–28.
- Compliance with vendor oversight requirements, including submission of a provider selection plan, MOUs, cost analysis, and monitoring systems if a third-party provider is used.

For full details, see **Performance and Evaluation Measures** in the [VHPA Program Guidelines](#) (pages 20–21)

Support and Resources

1. Where can I find additional resources or training?

- TEA LASO 4 webpage: [LASO Cycle 4 | Texas Education Agency](#)

2. What support can I expect from an Approved Provider?

- Cohort-based workshops and coaching calls for program design and implementation.
- Guidance on instructional design, staff professional development, and creation of high-quality virtual and hybrid courses.
- Comprehensive support for academic and operational planning, technology strategy, family engagement, and overall program readiness.

Contact Information

1. Who should I contact for questions?

- For specific questions, please email virtual.hybrid@tea.texas.gov.