

LEARNING ACCELERATION SUPPORT OPPORTUNITIES (LASO 4) 25-26

Initiative One-Pagers
REVISED 9/30/25



Objective:

This One-Pager document is designed to provide school systems with a concise summary of each initiative in LASO Cycle 4. including its description, eligibility requirements, best fit audience, key commitments, and funding estimates reflecting total value of award across the initiative duration*. The intent is to support school systems in making informed, timely decisions regarding application decision making. Note: more detailed information can be found in the program guidelines.

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*Estimated Total Value of award reflects direct grant funds and in kind supports available in the current LASO cycle 4 in addition to potential continuation grants over the full program duration.

Leadership & Instructional Foundations for Texas (LIFT)

(LIFT merges programs formerly known as Strong Foundations- SF, Texas Instructional Leadership- TIL, and Texas Lesson Study- TXLS)

High Level Program Description

The LIFT grant provides a three-year program to strengthen instructional systems across districts and campuses, building instructional capacity around Bluebonnet, in the following key areas:

- **Curriculum Adoption Support:** Needs assessment of current instructional materials to guide Bluebonnet curriculum adoption (Planning Phase).
- **Training & Skill-Building:** Professional development to build staff understanding of the curriculum, strengthen skills, and set up schoolwide systems (Planning Phase).
- **Observation and Feedback Cycle Development:** Support to launch and refine observation and feedback systems that improve instructional quality (Planning and Implementation Phase).
- **Implementation Training:** Ongoing training to ensure effective use of Bluebonnet curriculum (Implementation Phase).
- **Instructional Leadership Coaching:** Coaching and feedback for leaders to strengthen instructional leadership and schoolwide routines (Implementation Phase).

Eligibility

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.

Best Fit for school systems seeking:

- Comprehensive support to adopt and implement high-quality instructional materials (HQIM), including technical assistance for planning, training, and building enabling conditions for long-term success.
- Structured instructional leadership development through coaching, feedback cycles, and schoolwide routines aligned to Research-Based Instructional Strategies (RBIS).

- A multi-year phased approach to instructional improvement with options to begin in either a planning phase (HQIM adoption) or implementation phase (Bluebonnet Learning rollout).

Funding Estimates

- **Estimated Total Allocation Available** - ~\$200million
- **Initiative Duration**- 3 years
- **Estimated Total Value of Award*** - \$855K-4.5M
- **Estimated Number of Awards** - 350 to 475

Approximate Program Timeline

- **Begin Date:** March 2026

Key Program Commitments to Consider

Note: This is not a comprehensive list of all assurances or requirements. The full list of requirements is provided in the program guidelines.

- **Product use and Board, Superintendent, CAO/Equivalent Approval:** Commit 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”).
- **Approved Provider:** Contract with a single Approved Provider from the LASO Cycle 4 State Approved Provider list for the duration of the program.
- **Fidelity of Implementation:** Submit instructional framework artifacts, implementation plans, district level observation data, student outcomes data, and progress updates as requested by the Approved Provider or the TEA.
- **Professional Learning:** Engage in upfront training, implementation support, and coaching.
- **Participation of Leaders and Coaches:** Appoint a designated LIFT Lead as the primary point of contact and identify 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. Participate in required TEA-led activities, including a grant kick-off and communities of practice

Contact Information

lift@tea.texas.gov

*Estimated Total Value of award reflects direct grant funds and in kind supports available in the current LASO cycle 4 in addition to potential continuation grants over the full program duration.

LIFT Add on: School Improvement PLC Support (LIFT SI PLC)

(available only for Title I Comprehensive, Targeted, and Additional Targeted)

High Level Program Description

The LIFT Add on: School Improvement PLC Support grant supports Title I, School Improvement LIFT campuses to enhance implementation support for campuses participating in the Leadership and Instructional Foundations for Texas (LIFT) program, in the following key areas:

- **Additional Funding & Support:** Extra funding and targeted assistance for Title I campuses in school improvement (CSI, TSI, ATSI).
- **Enhanced PLC Support:** Expanded PLC facilitation, coaching, and observation feedback to strengthen collaboration.
- **Implementation Monitoring:** Ongoing monitoring of instructional material implementation to ensure fidelity.

Eligibility

- Eligible campuses include campuses that are Title I served with a 2025 federal accountability identification, including Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support (ATS). Comprehensive campuses in their second year of identification (Comprehensive Reidentified or Comprehensive Progress) are also eligible. Campuses must remain in operation during the grant cycle and remain Title I served for the 2026-27 school year.
- Note: a school system is eligible to apply to both Leadership and Instructional Foundations for Texas (LIFT) and LIFT SI PLC Support grants, but if both are awarded, the school system must select the same Approved Provider for both LIFT and the LIFT SI PLC Support grant.

Best Fit for school systems seeking:

- Targeted support for campuses identified for School Improvement, including CSI, TSI, or ATS campuses under federal accountability.
- Enhanced instructional systems through PLC facilitation and coaching with additional observation/feedback cycles and individualized support for instructional leaders and teachers.
- Closely monitored implementation of high-quality instructional materials (HQIM), with reinforced

planning time, instructional minutes, and fidelity to scope and sequence.

Funding Estimates

- **Estimated Total Allocation Available** - ~\$45 million
- **Initiative Duration**- 1 year
- **Estimated Total Value of Award*** - \$60K to \$120K per campus
- **Estimated Number of Awards** - 150 to 300

Approximate Program Timeline

- **Begin Date:** March 2026

Key Program Commitments to Consider

Note: This is not a comprehensive list of all assurances or requirements. The full list of requirements is provided in the program guidelines.

- **Product use and Board, Superintendent, CAO/Equivalent Approval:** Commit to (with Board approval) implementing a Bluebonnet Learning (BL) product in the 2026–27 school year (if applying to the “Implementation Phase”) OR commit 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”).
- **Approved Provider:** Contract with a single Approved Provider from the LASO Cycle 4 State Approved Provider list for the duration of the program.
- **Fidelity of Implementation:** Submit instructional framework artifacts, implementation plans, district level observation data, student outcomes data, and progress updates as requested by the Approved Provider or the TEA.
- **Professional Learning:** Engage in upfront training, implementation support, and coaching.
- **Participation of Leaders and Coaches:** Appoint a designated LIFT Lead as the primary point of contact and identify 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. Participate in required TEA-led activities, including a grant kick-off and communities of practice.

Contact Information

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School Improvement Curriculum & Instruction Support Grant (SI CISG)

(available only for Title I Comprehensive, Targeted, and Additional Targeted)

High-Level Program Description

The School Improvement Curriculum and Instruction Support Grant (SI CISG) supports Title I school improvement and CSI, TSI, ATSI Designated campuses on strengthening curriculum and instruction by implementing non-Bluebonnet, high-quality instructional materials (HQIM), in the following key areas:

- **SBOE HQIM Support:** Technical assistance for adopting a State Board of Education (SBOE)-approved high-quality instructional material (HQIM) in eligible grade levels.
- **Curriculum & Instruction Support:** Technical assistance to strengthen curriculum and instruction in grade levels where an SBOE-approved HQIM list does not exist.

Eligibility

Eligible applicants are campuses that are Title I served with a 2025 federal accountability identification, including Comprehensive Support and Improvement (CSI), Additional Targeted Support (ATS), or Targeted Support and Improvement (TSI). Comprehensive campuses in their second year of identification (Comprehensive Reidentified or Comprehensive Progress) are also eligible. Campuses must remain in operation during the grant cycle and maintain Title I status for the 2026–2027 school year.

To qualify, campuses must be implementing instructional materials in one of the following ways:

- Using a State Board of Education (SBOE)-approved high-quality instructional material (HQIM) other than those in the Bluebonnet Learning suite in eligible grade levels where such materials exist, or
- Focusing on curriculum and instruction improvements in grade levels where an SBOE-approved HQIM list is not available.

Campuses are not required to be recipients of the LIFT grant to apply for this opportunity.

Best Fit for school systems seeking:

- Funding to adopt or strengthen high-quality instructional materials (HQIM), in grade bands where SBOE-approved HQIM lists are unavailable, or when the adopted SBOE-approved HQIM product is not a part of the Bluebonnet Learning suite.
- Support for campuses identified for School Improvement, including CSI, TSI, ATS, and Comprehensive Reidentified campuses with Title I status.
- Implementation assistance from vetted Approved Providers, with a minimum of 70% of funds required to be spent on Approved Provider support for strengthening curriculum and instruction.

Funding Estimates

- **Estimated Total Allocations Available** - ~\$10 million
- **Initiative Duration**- 1 year
- **Estimated Total Value of Total Award*** - Up to \$200K
- **Estimated Number of Awards** - Up to 50

Approximate Program Timeline

- **Begin Date:** March 2026

Key Program Commitments to Consider

Note: This is not a comprehensive list of all assurances or requirements. The full list of requirements is provided in the program guidelines.

- **Approved Participation:** Secure approval from the Superintendent and Chief Academic Officer (or equivalent leader) to participate in the program.
- **Approved Provider:** Contract with an Approved Provider from the LASO Cycle 4 State Approved Provider List.
- **Appoint a Designated Lead:** As the primary point of contact and identity at least two additional contacts.
- **Program Participation:** Participate in Required TEA-led Activities

Contact Information

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*Estimated Total Value of award reflects direct grant funds and in kind supports available in the current LASO cycle 4 in addition to potential continuation grants over the full program duration.

Blended Learning Grant (BLG)

High Level Program Description

The Blended Learning Grant (BLG) supports the design and implementation of a blended learning program, in the following key areas:

Academic Cohort

- **Software Access:** Licenses for approved blended learning products.
- **Professional Development:** Training for designing and implementing a blended learning program.

Strategic Operations Cohort

- **Blended Learning Manager Support:** Payroll funding to hire or assign a Blended Learning Manager.
- **Vendor Partnership Funding:** Funds to contract with an approved implementation vendor.
- **Teacher Incentives:** Stipends to support innovative teacher staffing models

Eligibility

Blended Learning Academic cohort: School Systems who have previously participated or are currently participating in a strong Tier 1 math and/or reading curriculum planning through a TEA initiative (i.e. LASO 2 Strong Foundations and LASO 1 Strong Foundations).

Blended Learning Strategic Operations: School Systems who have previously participated in TEA Blended Learning Grants. Applicants must have shown high usage in approved supplemental products in math and/or reading language arts for grades K-8 in spring of 2025.

Best Fit for school systems seeking:

- A high-quality blended learning model in math and literacy.
- The creation of a coherent Tier 1 curriculum and supplemental product strategy
- The implementation of a performance management system, such as weekly Data-Driven-Instructional meetings, to drive student usage of supplemental math or RLA products to research-backed targets.

Funding Estimates (over 3 years)

- **Estimated Total Allocation Available** - ~\$ 4 million
- **Initiative Duration**- 3 years
- **Estimated Total Value of Award*** – Up to \$450K (Academic); Up to \$720K (Strategic Operations)
- **Estimated Number of Awards** – 15 to 20

Approximate Program Timeline

- **Begin Date:** March 2026

Key Program Commitments to Consider

Note: This is not a comprehensive list of all assurances or requirements. The full list of requirements is provided in the program guidelines.

- **Project Management:** Designate and provide a project manager (other than Superintendent) who will be available to dedicate approximately 50% of his or her time grant management.
- **Planning Deliverables:** Academic- Submit implementation calendar, student progress and unit assessment data. Strategic Operations - establish a steering committee, develop and submit strategic planning deliverables in the six months of the grant.
- **Implementation:** Use an online curriculum, including an adaptive software program and Tier 1 High-Quality Instructional Material, both approved by TEA.
- **Training:** Complete all required training to build competency in the online curriculum.
- **Communities of Practice:** Participate in required communities of practice, including campus site visits each semester and any additional grant program meetings.
- ***Do-Now Consideration:** Gather usage evidence from the provided supplemental product vendor for Spring 2025

Contact Information

blendedlearning@tea.texas.gov

*Estimated Total Value of award reflects direct grant funds and in kind supports available in the current LASO cycle 4 in addition to potential continuation grants over the full program duration.

Advanced Placement Computer Science Principles (APCSP)

High Level Program Description

The AP Computer Science Principles program supports the development and sustainability of a computer science pathway with the implementation of the AP Computer Science Principles course, in the following key areas:

- **Course Materials:** Funds for supplies and materials to support AP Computer Science course implementation.
- **Teacher Training:** Funding for AP Computer Science professional learning
- **AP Exam Support:** Funds to cover AP test costs for students.

Eligibility

- All Texas Schools

Best Fit for school systems seeking:

- Support for increasing CCMR outcomes for high school students.
- Support for building a computer science CTE pathway for students.
- Support for purchasing equipment and supplies for an AP CSP course.
- Support for providing a FREE AP exam for students enrolled in an AP CSP course.
- Support for planning professional development opportunities for AP CSP teachers.

Funding Estimates

- **Estimated Total Allocation Available** - ~\$1.29 million
- **Initiative Duration**- 1 year
- **Estimated Total Value of Award*** - \$10K to \$100K
- **Estimated Number of Awards** - Up to 50

Approximate Program Timeline

- **Begin Date:** March 2026

Key Program Commitments to Consider

Note: This is not a comprehensive list of all assurances or requirements. The full list of requirements is provided in the program guidelines.

- **Approved Participation:** Complete the necessary district process to obtain school board approval to include the AP CSP course in the district's course catalog for the 2026-2027 school year
- **Teacher Recruitment and Retainment:** Recruit teachers for the AP CSP course and train them through a College Board-endorsed professional development provider.
- **Course Curriculum and Materials:** Select an appropriate course curriculum and purchase the necessary equipment, technology and materials needed for student success in the course and on the AP exam.
- **Student Support Plan:** Plan and provide the support necessary for students to prepare for a score of 3 or higher on the AP CSP exam.
- **Sustainability Plan:** Continue providing the current level or increasing the number of AP CSP course opportunities.

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*Estimated Total Value of award reflects direct grant funds and in kind supports available in the current LASO cycle 4 in addition to potential continuation grants over the full program duration.

PREP Program Allotment: PREP Residency Preservice Program

High Level Program Description

The Preparing and Retaining Educators through Partnership (PREP) Program Allotment aims to strengthen the quality of teacher recruitment, preparation, and mentorship leading to increased educator effectiveness and retention.

The PREP Residency Preservice Program empowers school systems to play a central role in cultivating a pipeline of well-prepared, highly qualified teachers, in the following key areas:

- **Paid Classroom Experience:** Provides funding for teacher residents to work in classrooms with experienced teachers while earning teaching certificates
- **Practice-based Prep:** Extensive practice under the supervision of an effective host teacher

Eligibility

- Any school system, which includes open-enrollment charter schools, and SB 1882 Operating Partners who read and agree to the requirements in relevant sections of the Texas Education and Texas Administrative codes cited in these guidelines is eligible for the PREP Allotment.
- School systems who are partnered with an Educator Preparation Program (EPP) approved by the State Board of Educator Certification (SBEC) to offer the teacher residency route must have formal written partnership agreement(s) with the EPP(s). School systems will have residents for SY 26-27.

Best Fit for school systems seeking:

- Hiring teacher residents for the 26-27 school year
- Partnering with SBEC approved Texas Teacher Residency Preparation Route Provider(s)
- Sustaining the residency model

Funding Estimates

- **Estimated Total Allotment Allocation Available** - ~\$146 million (for all 3 allotment options)
- **Initiative Duration**- 1 year
- **Estimated Total Range of Award*** - \$24K to \$1.6M
- **Estimated Number of Awards** - All eligible districts may receive the allotment

Approximate Program Timeline

- **Anticipated Award Announcement:** February 2026
- **School system verification of participation:** April 2026

Key Program Commitments to Consider

Note: This is not a comprehensive list of all assurances or requirements. The full list of requirements is provided in the program guidelines.

- **Teacher Resident:** Provide teacher resident with a year-long clinical teaching experience aligned to the candidate's certification area in a PK-12 classroom
- **Training:** Train resident cooperating teachers via the Texas Mentorship Training. Ensure cooperating teachers, once fully certified, are mentored during their first and second year of employment and that the teacher of record is a mentor teacher who has successfully completed the Texas Mentorship Training.
- **EPP Expectations:** Commit to quarterly governance meetings with the EPP to review programmatic data and make informed decisions to support candidate progress.
 - Commit to regular collaboration (e.g. co-observation, co-coaching, meetings,) with the EPP's field supervisor at least three times per semester
 - Work collaboratively with the EPP to ensure that a candidate's schedule supports them to access and complete all required coursework in the residency program.
 - Appoint a school system and EPP representative to engage in all required PREP Allotment and PREP Preservice Residency Communications.
- ***Do-Now Consideration:** Ensure a written agreement with SBEC approved Texas Teacher Residency Preparation Route Provider

Education Prep Program (EPP) Information

- [Texas Teacher Residency Preparation Route Educator Preparation Program](#)
- Matched District Partnerships (coming soon)

Contact Information

teateacherresidency@tea.texas.gov

*Estimated Total Value of award reflects direct grant funds and in kind supports available in the current LASO cycle 4 in addition to potential continuation grants over the full program duration.

PREP Program Allotment: PREP Grow Your Own (GYO) Program

High Level Program Description

The Preparing and Retaining Educators through Partnership (PREP) Program Allotment aims to strengthen the quality of teacher recruitment, preparation, and mentorship leading to increased educator effectiveness and retention.

The PREP Grow Your Own (GYO) Program enables school systems through partnering with qualified institutions of higher education and educator preparation programs to establish innovative staffing pipelines that prepare and retain educators, in the following key areas:

- **Employee Degree & Certification Support:** Supports school system employees in completing a bachelor's degree and teacher preparation program while employed
- **Student Career & Teacher Prep:** Supports high school students in completing CTE courses that prepare them for teaching careers

Eligibility

- Any school system, which includes open-enrollment charter schools, and SB 1882 Operating Partners who read and agree to the requirements in relevant sections of the Texas Education and Texas Administrative codes cited in these guidelines is eligible for the PREP Allotment.
- School systems may participate in the PREP GYO Program only if they have been approved to participate in a partnership preservice program. For the LASO 4 application cycle, school systems must apply for and also participate in the PREP Residency Preservice Program.

Best Fit for school systems seeking:

- Support with cultivating a strong talent pipeline by changing the trajectory of prospective teachers' pathways to the classroom and ultimately, having lasting impact on the quality of instruction for Texas students
- An opportunity to support school system employees and high school students with quality teacher preparation

- Support with building robust partnerships with institutions of higher education and educator preparation programs

Funding Estimates

- **Estimated Total Allotment Allocation Available** - ~\$146 million (for all 3 allotments options)
- **Estimated Total Range of Award** - \$8K to \$480K
- **Estimated Number of Awards** - All eligible districts may receive the allotment

Approximate Program Timeline

- **Anticipated Award Announcement:** February 2026
- **School system verification of participation:** April 2026

Key Program Commitments to Consider

Note: This is not a comprehensive list of all assurances or requirements. The full list of requirements is provided in the program guidelines.

- **Engagement & Partnerships:** Form a written agreement partnership with an institution of higher education or educator preparation program by the 2026-2027 SY that supports (A) school system employees who do not hold a teaching certificate in completing a bachelor's degree to enable the person to enroll in an educator preparation program and become a certified teacher while employed by the school system, and if applicable (B) high school students in completing career and technical education courses that help prepare the students to become classroom teachers
- **Program Representative:** Appoint a school system representative to engage in all required PREP Allotment & PREP Grow Your Own Program communications

Education Prep Program (EPP) Information

- [Texas Teacher Residency Preparation Route Educator Preparation Program](#)
- Matched District Partnerships (coming soon)

Contact Information

gyogrant@tea.texas.gov

PREP Program Allotment: PREP Mentorship Program

High Level Program Description

The Preparing and Retaining Educators through Partnership (PREP) Program Allotment aims to strengthen the quality of teacher recruitment, preparation, and mentorship leading to increased educator effectiveness and retention.

The (PREP) Mentorship Program aims to increase beginning teacher effectiveness and retention, by providing strong mentorship, in the following key areas:

- **Mentor Stipends:** Funds to compensate mentor teachers
- **Mentorship Training:** Funding for district mentorship staff to complete the Texas Mentorship Training
- **Mentoring Release Time:** Funding to provide release time for mentor teachers and beginning teachers to participate in mentoring activities

Eligibility

- Any school system, which includes open-enrollment charter schools, and SB 1882 Operating Partners who read and agree to the requirements in relevant sections of the Texas Education and Texas Administrative codes cited in these guidelines is eligible for the PREP Allotment.

Best Fit for school systems seeking:

- Support with designing and implementing a high-quality mentorship program
- Research-based mentorship training

Funding Estimates

- **Estimated Total Allotment Allocation Available** - ~\$146 million (for all 3 allotments options)
- **Estimated Total Range of Award** - \$3K to \$120K

- **Estimated Number of Awards** - All eligible districts may receive the allotment

Approximate Program Timeline

- **Anticipated Award Announcement:** February 2026
- **School system verification of participation:** April 2026

Key Program Commitments to Consider

Note: This is not a comprehensive list of all assurances or requirements. The full list of requirements is provided in the program guidelines.

- **Engagement:** Commit to communicating and partnering with an approved Texas Mentorship Training (TMT) Provider. The list of approved TMT Providers can be found in the PREP Mentorship Program Guidelines
- **Program Representative:** Appoint a school system representative to engage in all required PREP Allotment & PREP Grow Your Own Program communications
- **Training:** Ensure all required participants complete the Texas Mentorship Training as the agency-adopted mentorship trainings. Additionally, district and campus leaders will also engage in mentorship program design and implementation sessions to fulfill training requirements
- **Mentoring Activities:** Provide at least 12 hours of mentoring activities per semester

Texas Mentorship Training (TMT) Information

Approved TMT Providers (coming 9/22)

Contact Information

mentorship@tea.texas.gov

Texas Strategic Staffing for Residencies (TSS) Grant

High Level Program Description

The Texas Strategic Staffing for Residencies program supports school systems and educator preparation program (EPP) make staffing and scheduling decisions driven by immediate and long-term instructional needs, in the following key areas:

- **Program Coordination:** Funding for a staff member to oversee residencies and coordinate between the district, technical assistance provider, and EPP.
- **Technical Assistance:** ESC-provided guidance to design and implement sustainable teacher residencies.
- **Resident Support:** Support for structuring paid residencies, including funding for instructional roles like tutoring, substitute teaching, or paraprofessional duties.

Eligibility

- School systems, which include districts and open-enrollment charter schools, are eligible to apply for the Texas Strategic Staffing for Residencies Grant
- Have a signed EPP Verification form from each EPP partner with a State Board of Educator Certification (SBEC)-approved Texas Teacher Residency Preparation Route ([TTRPR](#)).
- Not be recipients of the 2025-27 Texas Strategic Staffing Grant for Sustainable, Paid Teacher Residency Program (award list [here](#)).
- Not be recipients of the 2024-2025 Sustainable Residency Continuation Grant (award list [here](#)).

Best Fit for school systems seeking:

- An opportunity to extend the reach and impact of the Preparing and Retaining Educators through Partnership (PREP) Preservice Residency Program
- A method to implement and sustain high-quality and paid teacher residencies to address teacher workforce needs within the school system
- Additional technical assistance to help with designing and implementing a paid residency program using strategic staffing models to address both short- and

long-term instructional needs through teacher residencies

Funding Estimates

Estimated Total Allocation Available - ~ \$2.92 million

Initiative Duration - 2 years

Estimated Total Value of Award* - \$58,400

Estimated Number of Awards - Up to 50

Approximate Program Timeline

Begin Date: March 2026

Key Program Commitments to Consider

Note: This is not a comprehensive list of all assurances or requirements. The full list of requirements is provided in the program guidelines.

Program Manager: Appoint a School System Strategic Staffing Lead who will serve at least 20% of their time and effort to oversee the Texas Strategic Staffing for Residencies Grant and as the point of contact for the ESC technical assistance provider.

Prepare and Participation: Develop clear companion guides, which include parameters for the selected strategic staffing model and communication plans, and share them with all stakeholders involved with resident placement in the school system and educator preparation programs (EPPs). The applicant and EPP(s) must attend sustainability meetings with their technical assistance provider each semester of SY 2027-28 (implementation year) to determine sustainable strategic staffing model and funding sources, as applicable, after the life of the grant.

Data and Deliverables: Share data, such as historic teacher vacancies or student characteristic data, with the ESC technical assistance provider to inform design and implementation year decisions. Submit data to TEA data on grant implementation and outcomes.

***Do-Now Consideration:** Have a signed EPP Verification form from each EPP partner with a State Board of Educator Certification (SBEC)-approved Texas Teacher Residency Preparation Route ([TTRPR](#)).

Contact Information

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

High Level Program Description

The Additional Days School Year Planning and Execution Program Grant supports school systems in designing and rolling out high-quality ADSY programs. Schools can either restructure the traditional academic calendar with the **ADSY Full Year** model or develop an enriching summer program through the **ADSY Summer Learning** model. Participating school systems receive comprehensive support in the following key areas:

- **ADSY Program Design Support:** Guidance to plan high-quality, evidence-based ADSY programs aligned to district priorities
- **Professional Development:** Targeted PD for staff to implement extended learning effectively.
- **Technical Assistance:** Ongoing support from TEA-approved providers to refine programs, monitor outcomes, and make data-informed adjustments.

Participation in this grant program is not required to access ADSY formula funding.

Eligibility

For LEAs with Campuses That *Have Not* Previously Accessed ADSY Funding Under the ADSY Planning and Execution Program (PEP)

- The participating campus must serve students in one or more grade levels within **PK–5**.
- Participating campuses must operate on a 175-day instructional calendar or have a board-approved plan to implement such a calendar by the 2026–2027 school year.
- Campus must be implementing an IMRA-approved product as their Tier 1 during the regular school year
- School systems that have previously participated in ADSY PEP but have new PK-5 campuses that have never accessed ADSY funding are eligible to apply under this section.

For LEAs That *Have* Previously Participated in ADSY PEP and Seek to Expand to Grades 6–8

- The participating campus(es) must serve students in one or more grade levels within 6-8.
- Participating campuses must operate on a 175-day instructional calendar or have a board-approved plan to implement such a calendar by the 2026–2027 school year.
- Campus must be implementing an IMRA-approved product as their Tier 1 during the regular school year.

Best Fit for school systems seeking:

- Support in incorporating evidence-based practices that have been shown to improve student outcomes by reducing summer learning loss.
- Support from expanded learning experts to use data to guide ADSY program design and implementation.
- Support in developing an ADSY aligned instructional calendar eligible to generate ¾-day formula funding for all added days at the participating campuses.

Funding Estimates

- **Estimated Total Allocation Available** - ~\$7.78 million
- **Initiative Duration**- 2-3 years
- **Estimated Total Value of Award***- (Summer) up to \$200K; (Full Year) up to \$600K
- **Estimated Number of Awards** – 30 to 36

Approximate Program Timeline

- **Begin Date:** March 2025

Key Program Commitments to Consider

Note: This is not a comprehensive list of all assurances or requirements. The full list of requirements is provided in the program guidelines.

- **Approved Participation:** Secure and maintain board approval of an ADSY-eligible calendar (defined as a 175-day base instructional calendar with 75,600 operational minutes) for the 2026–2027 school year and throughout the grant life cycle.
- **High Quality Instructional Materials:** Implement an IMRA-approved, full-subject Tier 1 HQIM for Math and RLA at the campuses participating in ADSY PEP.
- **Project Management:** Assign a qualified and experienced project manager with district-level decision-making authority who can align campus-based actions with district goals, attend all PD workshops, engage with designated Approved Provider, and lead a cross-departmental steering committee to complete the Strategic Plan and other grant deliverables.
- **Program Parameters:** The district must add 25-30 additional full instructional days (ADSY days) to the 175-full instructional day academic calendar and design a research-based program aligned to their awarded ADSY model(s).

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*Estimated Total Value of award reflects direct grant funds and in kind supports available in the current LASO cycle 4 in addition to potential continuation grants over the full program duration.

School Action Fund (SAF)

High Level Program Description

The School Action Fund Program supports Title I, CSI, TSI, ATSI campuses to implement strategies to improve student outcomes and school performance, in the following key areas:

- **Technical Assistance & Support:** Provides expert guidance, resources, and grant funds to plan and implement the following school actions:
 - **Restart Action:** Supports to restart a campus with a new leader, mostly new teachers, and a new academic program.
 - **Create New School Action:** Supports to launch a new school with a new leader, staff, and academic program.
 - **Reassign Action:** Supports deep community engagement, transition planning, and reassigning students to A/B-rated campuses when a school is closed.

Eligibility

- Eligible applicants are school systems that apply on behalf of schools that are Title I-serving schoolwide by September 30, 2025, and are Comprehensive Support-identified, Targeted Support-identified, or Additional Targeted Support-Identified campuses, based on school year 2024-2025 ratings. For new schools, there must be clear Title I, Part A eligibility and intent to obtain Title I-serving status for SY2027-2028 and beyond. NOTE: Campuses must be SAF grant-eligible at the time of application, and, if awarded a SAF grant, remain Title I-serving schoolwide for the entire grant period.
- A campus must not have received any School Action Fund (SAF) grants including TCLAS Decision 10 and LASO SAF grants since 2019-2020 (Planning, Continuation, Implementation).
- If a campus qualifies for multiple Curriculum and Instruction grants, the school system will be invited to an interview to determine the best fit of grants.
- TEA reserves the right not to award a grant to a campus or school system that is identified by TEA as a high-risk grantee.

Best Fit for school systems seeking:

- An opportunity to address previously unmet community needs and/or support chronically underperforming campuses.

- Programs supporting transformative change to campus and district systems and superior student experiences.
- Opportunities for struggling campuses to integrate multiple supports and strategies such as HQIM, RBIS, and new academic and staffing models.

Funding Estimates

- **Estimated Total Allocation Available** - ~\$30 million
- **Initiative Duration**- 2-3 years
- **Estimated Total Value of Award***- (Create New) up to \$1.3M; (Reassign) up to \$750K; (Restart) up to \$1.1M
- **Estimated Number of Awards** – 27 to 30 campuses

Approximate Program Timeline

- **Begin Date:** March 2026

Key Program Commitments to Consider

Note: This is not a comprehensive list of all assurances or requirements. The full list of requirements is provided in the program guidelines.

- **Implementation:** Implement with fidelity high-quality instructional materials (HQIM, as described in these Program Guidelines) in both Reading Language Arts and Mathematics classes/courses in Year 1 (one) of Continuation/Implementation on the awarded campus(es).
- **Board of Trustees Participation:** All members of Boards of Trustees attend and participate in TEA-approved training and/or coaching.
- **District Support:** School leaders of awarded campuses have at least 20 hours of release time built into their weekly schedules to plan and create the ESF-aligned school design and educational model.
- **Commitment to Strategic Scheduling:** Implement strategic scheduling and accelerated instruction on the awarded campus(es) in Year 1 (one) of Continuation/Implementation, as defined by TEA, unless otherwise approved or stated by TEA.
- ***Do-Now Consideration:**
 - Consider how School Action Fund (SAF) grants may interact with other grants, such as LIFT.
 - Consider how SAF supports achievement of Resource designation.
 - Confirm selected campus, or campuses, is/are on the posted SAF Eligibility list.

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Navigating Excellence through Targeted Supports (NEXT)

High Level Program Description

The Navigating Excellence through Targeted Supports (NEXT) grant supports intensive tier 1, supplementary, and operational supports for F-rated campuses, that are not federally designated as CSI, TSI, or ATS, in the following key areas:

Instructional Material Implementation Support: Helps schools adopt high-quality math and reading curriculum, targeted tutoring, and strong family engagement. Supports include:

- **Root Cause Analysis:** Audit and diagnose drivers of low performance.
- **Educator Training:** Build deep understanding of HQIM and research-based instructional strategies.
- **Stakeholder Engagement:** Strengthen staff, family, and community buy-in for instructional and operational changes.
- **Curriculum Implementation:** Support to adopt IMRA-approved Tier 1 HQIM and evidence-based supplemental instruction.
- **Operational Shifts:** Funding and technical assistance to adjust staffing, scheduling, or compensation.
- **Progress Monitoring:** Track fidelity of implementation and drive continuous improvement.

Eligibility

- Campuses rated D or F on 2025 TEA Accountability
- Campuses that are not federally designated as CSI, TSI, or ATS
- Campuses that serve grades PK or Kindergarten through 5th grade

Best Fit for school systems seeking:

- Intensive holistic supports to address low performance
- Support for full HQIM implementation
- Increasing parent and family engagement
- Cultivating staff support

Funding Estimates

- **Estimated Total Allocation Available** - ~\$1.75 million
- **Initiative Duration**- 3 years
- **Estimated Total Value of Award***- Up to \$5000K
- **Estimated Number of Awards** - Up to 5

Approximate Program Timeline

- **Begin Date:** March 2026

Key Program Commitments to Consider

Note: This is not a comprehensive list of all assurances or requirements. The full list of requirements is provided in the program guidelines.

- **HQIM Materials:** 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. Districts must adopt Math Supplemental Curriculum for blended learning products.
- **Master Schedule:** Campuses must implement a master schedule that includes time for full implementation of HQIM and high-impact tutoring.
- **Project Manager:** Designate and provide a district-level project manager who will be available to dedicate approximately 50% of his or her time to the NEXT planning and implementation requirements and who has decision making authority to make campus-level decisions.
- **Progress Monitoring:** Designate and share with TEA and vendors a school system- level lead/sponsor for communication for logistics and progress monitoring. Submit fidelity of planning deliverables before the end of the planning year.

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*Estimated Total Value of award reflects direct grant funds and in kind supports available in the current LASO cycle 4 in addition to potential continuation grants over the full program duration.

Early College High School (ECHS)

High Level Program Description

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, while impacting CCMR outcomes, in the following key areas:

- **Technical Assistance:** Expert coaching and guidance to design and implement a high-fidelity ECHS program.
- **Staff Training:** Professional development on dual credit instruction, college readiness, and rigorous curriculum delivery.
- **College Partnership Support:** Support to create formal agreements with colleges and universities that produce targeted postsecondary degrees and credentials which connect to local economic needs.
- **Student Recruitment:** Resources and guidance to recruit and support at-risk and economically disadvantaged students through open enrollment.
- **Student Support Services:** Career, academic, behavioral, and mental health supports preparing students for success in a rigorous 2-year or 4-year college environment.
- **Program Evaluation:** Assistance with data collection, program review, and improvement planning to ensure quality and compliance.

Eligibility

- 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.

Best Fit for school systems seeking:

- An opportunity for individualized technical support in planning to build an Early College High School (ECHS) within their district.

- An opportunity for campuses that are new to the CCRSM network and have **not** received any prior ECHS grants.
- An opportunity to deepen their partnership with an Institution of Higher Education (IHE) to fully develop and provide a rigorous program of study that leads to the successful completion of an associate degree at no cost to the student.

Funding Estimates

- **Estimated Total Allocation Available** - ~\$800K
- **Initiative Duration**- 2 years
- **Estimated Total Value of Award***- Up to \$100K
- **Estimated Number of Awards** – Up to 10

Approximate Program Timeline

- **Begin Date:** March 2026 (2-year grant)

Key Program Commitments to Consider

Note: This is not a comprehensive list of all assurances or requirements. The full list of requirements is provided in the program guidelines.

- **ECHS Model Planning and Implementation I** Districts will engage in 12-18 months of ECHS model planning and implementing design elements and requirements aligned to the ECHS Blueprint.
- **Crosswalks I** 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 I** 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.
- ***Do-Now Consideration: Postsecondary Training I** ECHS campuses must have identified an accredited higher education institution(s) for postsecondary opportunities.

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

High Level Program Description

The P-TECH program supports school systems to implement models that enable underserved students to earn a high school diploma, IBCs, and/or an associate degree concurrently, in the following key areas:

- **Technical Assistance:** Coaching and guidance to design and implement a high-fidelity P-TECH program.
- **Staff Training:** Professional development on academic rigor, CTE industry-aligned pathways, career readiness, and work-based learning.
- **College & Industry Partnerships:** Support to create formal agreements with colleges and businesses for credentials, degrees, certifications, and internships.
- **Student Support Services:** Career, academic, behavioral, and mental health supports to promote student success.
- **Work-Based Learning:** Funding and guidance to create internships, job shadowing, and project-based learning for all P-TECH grades.
- **Program Evaluation:** Assistance establishing advisory councils, collecting/analyzing data, and improving programs based on feedback.

Eligibility

- 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 or LASO Grants are ineligible to apply.

Best Fit for school systems seeking:

- An opportunity for individualized technical support in planning to build a Pathways in Technology Early College High School (P-TECH) within their district.
- Opportunities for campuses that are new to the CCRSM network and have **not** received any prior P-TECH grants.
- An opportunity to deepen their partnerships with local business and industry entities to fully develop and offer targeted work-based learning experiences that lead to earning industry certifications at no cost to the student.
- An opportunity to deepen their partnerships with an Institution of Higher Education (IHE) to fully develop

and offer a rigorous program of study that leads to the successful completion of an associate degree at no cost to the student.

Funding Estimates

- **Estimated Total Allocation Available** - ~\$1 million
- **Initiative Duration**- 2 years
- **Estimated Total Value of Award***- Up to \$100K
- **Estimated Number of Awards** - Up to 10

Approximate Program Timeline

- **Begin Date:** March 2026

Key Program Commitments to Consider

Note: This is not a comprehensive list of all assurances or requirements. The full list of requirements is provided in the program guidelines.

- **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).
- ***Do-Now Considerations**
 - **Postsecondary Training:** P-TECH campuses must have identified an accredited higher education institution(s) for postsecondary opportunities.
 - **Industry Partnership:** P-TECH campuses must have identified a local industry partner(s) who can provide work-based education at all grade levels.

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Virtual and Hybrid Program Accelerator (VHPA)

High Level Program Description

The Virtual and Hybrid Program Accelerator (VHPA) supports the development and refinement of high-quality virtual and hybrid programs, in the following key areas:

- **Technical Assistance:** Customized coaching to design, launch, and improve high-quality virtual or hybrid programs.
- **Program Design:** Guidance on creating strong student learning experiences, staffing models, and operational systems.
- **Academic Strategy:** Support for developing rigorous curriculum and personalized learning for virtual/hybrid settings.
- **Teacher Development:** Training on effective virtual instruction and technology integration.

Eligibility

- School districts or open-enrollment charter schools serving K-12 students
- All participants of a previous VHPA program are not eligible to apply.

Best Fit for school systems seeking:

- An opportunity to develop hybrid programs and campuses that leverage the benefits of in person learning with flexible, student-paced virtual instruction to meet diverse learner needs
- A way to support students and families with non-traditional schedules by offering virtual learning with adaptable pacing and expanded access to support personalized student goals and post-secondary readiness
- A strategy to expand course access, integrate dual credit, career pathways, and work-based learning, and address staffing limitations especially in rural areas through virtual and hybrid models

Funding Estimates

- **Estimated Total Allocation Available-** \$5 million
- **Initiative Duration-** 2 years
- **Estimated Total Value of Award*-** Up to \$230K
- **Estimated Number of Awards-** 10 to 14

Approximate Program Timeline

- **Begin Date:** March 2026

Key Program Commitments to Consider

Note: This is not a comprehensive list of all assurances or requirements. The full list of requirements is provided in the program guidelines.

- **Program Management Team:** Establish a dedicated VHPA Team responsible for developing and implementing the full-time virtual or hybrid campus or program.
- **Board Approval:** Obtain formal approval from the LEA's governing board to launch a virtual/hybrid program or campus. For campuses, ensure this approval is secured prior to applying for authorization.
- **Engagement:** Collaborate with a TEA-assigned technical assistance (TA) provider and participate in TA-supported activities such as cohort workshops, coaching calls, step backs, planning sessions, or implementation deliverables.
- **Planning:** Develop and implement plans to achieve program objectives, including an academic plan that outlines curriculum, instructional methods, approaches for monitoring student progress, and support strategies for special populations and at-risk students.
- **Data and Deliverables:** In year 1, submit a comprehensive launch plan if operating a virtual or hybrid program or apply for authorization if launching a full-time virtual or hybrid campus. During the two-year grant period, engage in 3 scheduled improvement cycle sessions using data to inform ongoing development
- ***Do-Now Consideration:** Gather data to demonstrate adequate interest among stakeholders in implementing a virtual or hybrid model through methods such as surveys, focus groups, and pilot programs.

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