

Welcome

Welcome to the Learning Acceleration Support Opportunities (LASO) 25-26 Cycle 4 application.

This consolidated application streamlines school system's access to grant funding, allotments, and in-kind supports and services across 15 opportunities.

Introduction

This application includes 15 initiatives available for school systems to apply for in LASO Cycle 4.

To ensure an informed selection, please follow these steps:

- **Review Program Guidelines:** Examine the program guidelines and resources for each initiative to understand its purpose, eligibility requirements, and assurances.
- **Engage Internal Teams:** Consult with key stakeholders (e.g., board, superintendent, district leaders, campus leaders etc.) to determine which initiatives best align with your school system's needs and capacity.
- **Select Initiatives:** Identify the initiatives that best support your local priorities.
- **Complete the Application:** Submit responses only for the initiatives your school system chooses to apply for.

Review each initiative by clicking the links to its program guidelines below:

Curriculum & Instruction Serving Grants

- [Leadership & Instructional Foundations for Texas \(LIFT\)](#)
 - *LIFT merges programs formerly known as Strong Foundations- SF, Texas Instructional Leadership- TIL, and Texas Lesson Study- TXLS*
- [LIFT Add-On: School Improvement PLC Support \(LIFT SI PLC\)](#)
 - *(available only for Title I Comprehensive, Targeted, and Addtl Targeted)*
- [School Improvement Curriculum and Instruction Support Grant \(SI CISG\)](#)
 - *(available only for Title I Comprehensive, Targeted, and Addtl Targeted)*
- [Blended Learning Grant \(BLG\)](#)
 - *Two Cohorts: Academic – Math or RLA cohort and Strategic Operations Cohort*
- [AP Computer Science Principles \(APCSP\)](#)

Education and Training

- [PREP Program Allotment](#)
 - [PREP Residency Preservice Program](#)
 - [PREP Grow Your Own \(GYO\) Program](#)
 - [PREP Mentorship Program](#)
- [Texas Strategic Staffing for Residencies \(TSS\) Grant](#)

More Time

- [Additional Days School Year Planning & Execution Program \(ADSY PEP\)](#)
 - *Two Cohorts: Full Year Redesign and Summer Learning*

Innovative School Models - Launch Grants

- [School Action Fund \(SAF\)](#)
- [Navigating Excellence through Targeted Supports \(NEXT\)](#)
- [Early College High School \(ECHS\)](#)
- [Pathways in Technology Early College High School \(P-TECH\)](#)
- [Virtual and Hybrid Program Accelerator \(VHPA\)](#)

Additional Resources and Considerations

Additional Resources

- [Initiative One-Pagers](#): Provides school systems with a concise summary of each initiative in LASO Cycle 4.
- [Eligibility & Prioritization Matrix](#): Provides eligibility and prioritization criteria that will enable a school system to predict the likelihood of receiving an award.
- [Initiative Selection Tool](#): Provides a Scenario map to guide selection of the right fitting initiative based on need.
- [Role and Responsibilities Insight Tool](#): Identifies the types of responsibilities for each role and show where roles overlap across initiatives.

Key Considerations for Submission

- Each school system may submit only one application. If multiple applications are submitted, only the most recent submission (based on timestamp) will be accepted.
- The application must be signed by the superintendent to be considered formally submitted. Only signed applications will be scored and considered for award. If the superintendent is unavailable to sign by the deadline, email LASO@texas.tea.gov for guidance.
- School systems have 60 days to complete the application. The application opens on October 3, 2025, and must be submitted by December 3, 2025, at 5:00 PM CT.

Overview

General School System Information

Select the ESC region that serves the school system.

| | |
|----------------|---|
| ESC Region: | <input type="text" value="ESC 02: Corpus Christi"/> |
| School System: | <input type="text" value="BENAVIDES ISD-(066901)"/> |

School System Contact Information

Enter the contact information for the employee who is completing this application.

Note: There may be multiple roles at the school system completing different sections of this application - this entry is for the primary contact.

| | |
|-------------------------------|--|
| School System Employee Name: | <input type="text" value="Samuel Bueno"/> |
| School System Employee Title: | <input type="text" value="Superintendent"/> |
| School System Employee Email: | <input type="text" value="sbueno@benavidesisd.net"/> |

Superintendent Contact Information

Enter the school system superintendent's contact information.

| | |
|-----------------------|--|
| Superintendent Name: | <input type="text" value="Samuel Bueno"/> |
| Superintendent Email: | <input type="text" value="sbueno@benavidesisd.net"/> |

School System Calendar

For the 2026–27 school year, select the option that best describes your school system’s instructional calendar:

- 165 or more instructional days
- Fewer than 165 instructional days
- Fewer than 165 instructional days in 2026–27, but planning to transition to 165 or more days in a future year

LASO Cycle 4 Assurances

As the applicant, the school system hereby agrees to:

- Commit to all assurances associated with the initiatives they intend to apply for.
Failure to agree to these assurances may prevent the school system from completing the application or being considered for awards.

- Ensure the superintendent approves participation in all selected initiatives.

If assurances are not met or the school system disengages from the supports/initiatives provided, TEA may impose conditions on the award, including terminating participation or reducing awarded funds.

- Meet the [General and Fiscal Guidelines](#).

The school system certifies its commitment to all assurances listed above?

- Yes
 No

Initiative Selection

Below is the list of initiatives available in LASO Cycle 4. Review the [program guidelines](#) and [one-pagers](#) with key information for each initiative. Then select the set of initiatives that best meet your school system’s local needs and priorities.

Curriculum & Instruction Grants

- Leadership and Instructional Foundations for Texas (LIFT)
- LIFT Add-On: School Improvement PLC Support (LIFT SI PLC)
- School Improvement Curriculum and Instruction Support Grant (SI CISG)
- Blended Learning Grant (BLG)
- Advanced Placement Computer Science Principles (APCSP)

Education & Training Allotments and Grant

- PREP Residency Preservice Program
- PREP Grow Your Own (GYO) Program
- PREP Mentorship Program
- Texas Strategic Staffing for Residencies (TSS) Grant

More Time Grants

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

Innovative School Models - Launch Grants

- School Action Fund (SAF)
- Navigating Excellence through Targeted Supports (NEXT)
- Early College High School (ECHS)
- Pathways in Technology Early College High School (P-TECH)
- Virtual and Hybrid Program Accelerator (VHPA)

Leadership and Instructional Foundations for Texas (LIFT)

Initiative Description:

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 school systems to adopt **high-quality instructional material (HQIM)** and implement **Bluebonnet Learning (BL)** over multiple years.

Review the Eligibility Criteria and Initiative Assurances listed below and indicate the school system’s acceptance.

Eligibility Criteria:

As the applicant, the school system hereby agrees to:

- 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.

Note: Participation in other grant programs does not disqualify applicants but may be considered during prioritization.

Initiative Assurances:

As the applicant, the school system hereby agrees to:

- 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”).
- Contract with an Approved Provider from the LASO Cycle 4 State Approved Provider List for LIFT.
- Submit Approved Provider contracts and required funding summary reports to TEA.
- Secure approval from the Superintendent and Chief Academic Officer (or equivalent leader) to participate in the program.
- Appoint a designated LIFT lead as the primary point of contact and identify at least two additional contacts.
Note: The primary point of contact should be the equivalent of a senior academic team member or principal manager.
- Participate in required TEA-led activities, including a grant kick-off and communities of practice.
- Engage relevant school system and campus leaders, including special programs leadership, as well as teachers, instructional coaches, and special population educators in upfront training, implementation support, and coaching.
- Participate in a needs assessment of current instructional practices and materials.
- Establish or refine systems for instructional leadership, schoolwide routines, and observation and feedback.
- Submit all required grant deliverables, including instructional framework artifacts, implementation plans, school system-level instructional materials transition plan, campus-level implementation action plans, classroom, campus, and school system-level observation data and student outcomes data and progress updates as requested by the Approved Provider or the TEA.
- Participate in TEA-administered surveys and/or focus groups, as requested.
- Use grant funds in alignment with the required allocation structure and ensuring all expenditures support the goals of the LIFT program.
- Permit Approved Providers access to campuses to provide in-person support.
- Ensure teachers have sufficient planning time and use the required protocols.
- Provide print materials for all participating teachers and students.
- Follow the year-long scope and sequence for the instructional materials.
- Meet the minimum number of instructional minutes for the instructional materials.
- Ensure that a number of instructional leaders, aligned with the school system size, will actively participate in monthly implementation support and coaching provided by the Approved Provider.
- Ensure that the school system cabinet regularly engages in data reflection/performance management routines.

1. Does the school system agree to meet the Eligibility Criteria and Initiative Assurances listed above?

- Yes
 No

Leadership and Instructional Foundations for Texas (LIFT) (cont.)

Initiative Specific Questions for the Leadership and Instructional Foundations for Texas (LIFT) Grant

For each content area below, please indicate your district’s current intention regarding the implementation of high-quality instructional materials (HQIM).

You may select different options for each content area.

K–5 English or Spanish Language Arts and Reading (ELAR/SLAR)

1. For which activity are you seeking LIFT technical assistance support in K-5 ELAR or SLAR?

- Implement **Bluebonnet Learning K–5 ELAR** in 2026–27 and/or **Bluebonnet Learning K-5 SLAR** if approved by SBOE
 Select an **SBOE-approved HQIM** during the planning year in 2026-27 and implement that HQIM in 2027-28
 Neither of the above

K–5 Mathematics

2. For which activity are you seeking LIFT technical assistance support in K-5 Math?

- Implement **Bluebonnet Learning K–5 Math** in 2026–27 and/or **Bluebonnet Learning K-5 Math (Spanish)** if SBOE approved

- Select an **SBOE-approved HQIM** in 2026-27 during the planning year in 2026-27 and implement that HQIM in 2027-28
- Neither of the above

Secondary Mathematics

3. For which activity are you seeking LIFT technical assistance support in 6-8 and/or Algebra I Mathematics, or Geometry or Algebra II if approved by SBOE?

- Implement **Bluebonnet Learning Secondary Math** in 2026–27
- Select an **SBOE-approved HQIM** during the planning year in 2026-27 and implement that HQIM in 2027-28
- Neither of the above

Leadership and Instructional Foundations for Texas (LIFT) (cont.)

Initiative Specific Questions for the Leadership and Instructional Foundations for Texas (LIFT) Grant

For each content area below, please indicate your school system’s current intention regarding the implementation of high-quality instructional materials (HQIM).

The LIFT grant provides monthly implementation support and coaching from a State-Approved Provider. By applying for this grant, your organization is committing to active participation in this support, specifically for instructional leaders – both at the campus and school system levels. Each participating campus must have one leader receiving coaching. Each of the participating campus and school system leaders must be directly involved in supporting teachers with the implementation of selected instructional materials. Additionally, the school system leader must be directly involved in supporting the campus leaders.

4. How many campus principals will the school system commit to receiving monthly implementation support and coaching visits from the Approved Provider?

Total number of principals to be coached :

5. How many school system-based instructional leaders (e.g. principal managers, executive director of instruction, associate superintendent) will the school system commit to receiving monthly implementation support and coaching visits from the Approved Provider?

Total number of leaders to be coached:

6. Does the school system commit to having, or working towards having, 165+ instructional days in the 2026-2027 academic year?

- Yes
- No

7. Has the school system implemented a CER OER product in previous academic years?

- Yes
- No

8. Enter the contact information for the school system’s primary point of contact for the LIFT grant.

| | |
|--------|---|
| Name: | <input style="width: 250px;" type="text" value="Nita Vela"/> |
| Email: | <input style="width: 250px;" type="text" value="nvela@benavidesisd.net"/> |
| Phone: | <input style="width: 250px;" type="text" value="3612563040"/> |

9. Enter the contact information for the school system’s secondary points of contact for the LIFT grant.

Name:

Email:

Phone:

Name:

Email:

Phone:

LIFT School Improvement PLC (LIFT SI PLC)

Initiative Description:

The LIFT 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.

Review the Eligibility Criteria, Initiative Assurances, and Initiative Requirements listed below and indicate the school system's acceptance.

Eligibility Criteria:

As the applicant, the school system hereby agrees to:

- 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.

Initiative Assurances:

As the applicant, the school system hereby agrees to:

- Implement a Bluebonnet Learning (BL) product in the 2026–27 school year.
- Secure approval from the Superintendent and Chief Academic Officer (or equivalent leader) to participate in the program.
- Contract 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.
- Engage relevant school system and campus leaders, as well as teachers and instructional coaches, in upfront training, implementation support, and coaching.

Note: These individuals must be in addition to and distinct from leaders receiving coaching through the LIFT program.

- Submit all required grant deliverables for each school year for the life of the grant.
- Submit provider contracts and required funding summary reports to TEA.
- Appoint a designated lead as the primary point of contact and identify at least two additional contacts.
- Permit Approved Providers access to campuses to provide in-person support.
- Ensure teachers have sufficient planning time and use the required protocols.
- Provide print materials for all participating teachers and students.
- Follow the year-long scope and sequence for instructional materials.
- Meet the minimum number of instructional minutes for the instructional materials.
- Use grant funds in alignment with the required allocation structure and ensure all expenditures support the goals of the LIFT program.
- Participate in required TEA-led activities, including a grant kick-off.

Initiative Requirements:

As the applicant, the school system hereby agrees to:

- Provide an additional campus leader—distinct from those supported through the LIFT Program—who will directly support teachers or campus leaders implementing the selected instructional materials.

1. Does the school system agree to meet the Eligibility Criteria, Initiative Assurances, and Initiative Requirements listed above?

- Yes
- No

LIFT School Improvement PLC (LIFT SI PLC) (cont.)

Activity Selection for the LIFT School Improvement PLC (LIFT SI PLC) Initiative

Select the activities for which the school system is seeking LIFT SI PLC Support technical assistance for.

- Bluebonnet Learning K–5 ELAR** or **Bluebonnet Learning K–5 SLAR** if SBOE approved in 2026–27
- Bluebonnet Learning K–5 Math** or **Bluebonnet Learning K-5 Math (Spanish)** if SBOE approved in 2026–27
- Bluebonnet Learning Secondary Math** in 2026–27

LIFT School Improvement PLC (LIFT SI PLC) (cont.)

Initiative Specific Questions for the Bluebonnet Learning K–5 ELAR and/or SLAR Activity

1. Select the 2025 Federally Identified and Title-I serving campus(es) that will be implementing the Bluebonnet Learning K–5 ELAR and/or SLAR Activity.

Note: This list contains all campuses in your district (that may or may not be Federally Identified and Title-I serving).

BENAVIDES SECONDARY-(066901001)

2. Indicate the number of campus leaders that will be receiving PLC support, 1-2 per campus.

Note: Each individual must be directly supporting teachers or campus leaders implementing the selected instructional material.

These individuals must be in addition to and distinct from leaders receiving coaching through the LIFT program.

BENAVIDES SECONDARY-(066901001): 1

LIFT School Improvement PLC (LIFT SI PLC) (cont.)

Initiative Specific Questions for the Bluebonnet Learning K–5 Math and/or K-5 Math (Spanish) Activity

1. Select the 2025 Federally Identified and Title-I serving campus(es) that will be implementing the Bluebonnet Learning K–5 Math and/or K-5 Math (Spanish) Activity.

Note: This list contains all campuses in your district (that may or may not be Federally Identified and Title-I serving).

BENAVIDES SECONDARY-(066901001)

2. Indicate the number of campus leaders that will be receiving PLC support, 1-2 per campus.

Note: Each individual must be directly supporting teachers or campus leaders implementing the selected instructional material.

These individuals must be in addition to and distinct from leaders receiving coaching through the LIFT program.

BENAVIDES SECONDARY-(066901001): 1

LIFT School Improvement PLC (LIFT SI PLC) (cont.)

Initiative Specific Questions for the Bluebonnet Learning Secondary Math Activity

1. Select the 2025 Federally Identified and Title-I serving campus(es) that will be implementing the Bluebonnet Learning Secondary Math Activity.

Note: This list contains all campuses in your district (that may or may not be Federally Identified and Title-I serving).

BENAVIDES SECONDARY-(066901001)

2. Indicate the number of campus leaders that will be receiving PLC support, 1-2 per campus.

Note: Each individual must be directly supporting teachers or campus leaders implementing the selected instructional material.

These individuals must be in addition to and distinct from leaders receiving coaching through the LIFT program.

BENAVIDES SECONDARY-(066901001): 1

LIFT School Improvement PLC (LIFT SI PLC) (cont.)

Initiative Specific Questions for the LIFT School Improvement PLC (LIFT SI PLC) Grant

For each content area below, please indicate your school system's current intention regarding the implementation of high-quality instructional materials (HQIM).

1. Enter contact information for your school system's primary point of contact for the LIFT SI PLC Support grant.

| | |
|--------|------------------------|
| Name: | Nita Vela |
| Email: | nvela@benavidesisd.net |
| Phone: | 3612563040 |

2. Enter contact information for your school system's secondary points of contact for the LIFT SI PLC Support grant.

| | |
|--------|----------------------------|
| Name: | Nancy Gonzalez |
| Email: | ngonzalez@benavidesisd.net |
| Phone: | 3612563040 |

| | |
|--------|-------------------------|
| Name: | Samuel Bueno |
| Email: | sbueno@benavidesisd.net |

Phone:

3612563040

School Improvement Curriculum and Instruction Support Grant (SI CISG)

Initiative Description:

This grant provides direct funds to school systems to support the implementation of State Board of Education (SBOE)-approved high-quality instructional materials (HQIM) that are not part of the Bluebonnet Learning suite. The goal is to ensure that campuses in School Improvement have access to rigorous, TEKS-aligned instructional materials that support high-quality instruction.

Review the Eligibility Criteria and Initiative Assurances listed below and indicate the school system's acceptance.

Eligibility Criteria:

As the applicant, the school system hereby agrees to:

- Campuses the school system are submitting for consideration are federally identified and Title-I serving.
- Seeking support for implementing SBOE approved instructional materials that are not Bluebonnet Learning products.

Initiative Assurances:

As the applicant, the school system hereby agrees to:

- Secure 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).
- Contract with a single Approved Provider from the LASO Cycle 4 State Approved Provider list.
- Submit Approved Provider contracts and required funding summary reports to TEA.
- Appoint a designated lead as the primary point of contact and identify at least two additional contacts.
- Participate in required TEA-led activities, including a grant kick-off.

1. Does the school system agree to meet the Eligibility Criteria and Initiative Assurances listed above?

- Yes
 No

School Improvement Curriculum and Instruction Support Grant (SI CISG) (cont.)

Campus Selection for the School Improvement Curriculum and Instruction Support (SI CISG) Grant

Select the 2025 Federally Identified and Title-I serving campus(es) that will be implementing the School Improvement Curriculum and Instruction Support Grant (SI CISG).

Note: This list contains all campuses in your district (that may or may not be Federally Identified and Title-I serving).

BENAVIDES SECONDARY-(066901001)

School Improvement Curriculum and Instruction Support Grant (SI CISG) (cont.)

Initiative Specific Questions for the School Improvement Curriculum and Instruction Support (SI CISG) Grant

1. Does the school system acknowledge that this grant will support curriculum and instruction initiatives that do not involve the implementation

of Bluebonnet Learning products?

- Yes
- No

2. Enter contact information for your school system's primary point of contact for the SI CISG grant.

| | |
|--------|---|
| Name: | <input type="text" value="Nancy Gonzalez"/> |
| Email: | <input type="text" value="ngonzalez@benavidesisd.net"/> |
| Phone: | <input type="text" value="3612563040"/> |

3. Enter contact information for your school system's secondary points of contact for the SI CISG grant.

| | |
|--------|---|
| Name: | <input type="text" value="Nita Vela"/> |
| Email: | <input type="text" value="nvela@benavidesisd.net"/> |
| Phone: | <input type="text" value="3612563040"/> |

| | |
|--------|--|
| Name: | <input type="text" value="Samuel Bueno"/> |
| Email: | <input type="text" value="sbueno@benavidesisd.net"/> |
| Phone: | <input type="text" value="3612563006"/> |

Blended Learning Grant (BLG)

Initiative Description:

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 systems 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 Bluebonnet Math or Reading as their Tier 1 instruction.

The **Blended Learning Strategic Operations Cohort** will support school systems 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 system 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).

Note: Both cohorts must choose a specific blended model, integrating a tier one curriculum with a digital supplemental product, from the options [here](#). A participating campus's master schedule may need to be adjusted to accommodate the time blocks required.

For which **Blended Learning Grant Cohort** is the school system applying?

- Academic Cohort (School systems new to Blended Learning Grants)
- Strategic Operations Cohort (School systems from previous TEA Blended Learning Grants, including both math and non-math programs)

Review the Eligibility Criteria listed below and indicate the school system's acceptance.

Eligibility Criteria:

- **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 Cohort:** 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.

1. Does the school system agree to meet the Eligibility Criteria listed above?

- Yes
 No

Blended Learning Grant (BLG) (cont.)

Initiative Assurances for the Blended Learning Grant (BLG):

As the applicant, the school system hereby agrees to:

- Designate and provide a school system level project manager who will be available to dedicate approximately 50% of their time to designing and implementing the blended learning plan and who has decision making authority to act on developed plan.
- Designate and share with both the TEA and vendors a school system level lead/sponsor for communications, logistics, and usage monitoring. They also agree that this information is updated and maintained throughout the grant.
- Designate and share with TEA and vendors a campus level lead/sponsor for communications, logistics, and usage monitoring. They also agree this is updated and maintained throughout the grant.
- Work with a third-party vendor to complete a technology audit for a landscape analysis of supplemental products currently purchased and/or used at campuses.
- Implement, with fidelity, a digital adaptive software program in grade levels selected to participate in the Blended Learning Grant.
- Submit fidelity of planning deliverables prior to the beginning of the first school year, including but not limited to the following:
 - Master Schedule
 - Assessment Calendar
 - Stakeholder Engagement Plan
 - Professional Learning Calendars
- Complete execution deliverables in program implementation during the grant period, including but not limited to the following:
 - Student usage progress towards the selected adaptive software program recommended metrics.
 - Sharing student TSDS unique IDs with select software product vendor for TEA quarterly reports.
 - Sharing unit assessment data from core curriculum.
 - Complete all required training(s) to build competency with the adaptive software product.
 - Completing all required research surveys throughout the grant program period.
- Participate in required communities of practice and any additional grant program meetings.
- Use a digital supplemental program, approved through the IMRA and/or Ratio Wavier List (RWL), and Bluebonnet Math and/or Reading for Tier 1 instruction.
- Complete all required training(s) to build competency in the online curriculum.
- Complete annual reflection and revision plans in implementation years to continuously improve upon blended learning and/or strategic operations planning.
- Adhere to all statutory requirements in TEC Sections 28.020 and 29.924 including, but not limited to:
 - Develop a plan to implement a blended learning model according to statute requirements.
 - Implement the model across at least one full grade level at the campus and expand to other grade levels and/or campuses.
 - Require teachers to differentiate instruction for all students in a grade level using a research-backed blended learning model.
 - Provide teachers and other relevant personnel with professional development opportunities regarding blended learning.
 - Require the use of a proficiency-based assessment.

Initiative Specific Assurances for the Blended Learning Strategic Operations Cohort:

As the applicant, the school system hereby agrees to:

- Establish a cross-departmental steering committee, which includes a representative from the finance team, to facilitate strong planning and implementation.
- Select one of the following three operational models to plan for and implement:
 - Large Scale Rotational Model
 - Flex Model
 - District Proposed Model

Note: These operational models will require significant adjustments to staffing models (e.g., one master teacher leading a large group of students with the support of paraprofessionals or teacher aides). See Description of Program section for full definition of each model.

- Develop and submit strategic planning deliverables, between March and August of 2026, tailored to the operational model selected.
- Pilot the proposed model in the 2026-2027 school year with at least one full grade level at the participating campus(es).

- Fully implement the selected model in the 2027-2028 school year in all proposed grade levels at the participating campus(es).

1. Does the school system agree to meet all Initiative Specific Assurances listed above?

- Yes
- No

Blended Learning Grant (BLG) (cont.)

Initiative Requirements for the Blended Learning Grant (BLG):

As the applicant, the school system hereby agrees to:

- Agree that your participating campuses will serve all grade levels within the K-8 Math or K-5 RLA grade bands by the end of the grant period.
- Agree to complete all required training(s) to build competency in the online curriculum.
- Agree to complete annual reflection and revision plans in implementation years to continuously improve upon blended learning and/or strategic operations planning.
- Agree to implement the digital adaptive software program in grade levels selected to participate in the Blended Learning grant.
- Agree to adhere to all statutory requirements in TEC Sections 28.020 and 29.924 including, but not limited to:
 - Develop a plan to implement a blended learning model according to statute requirements.
 - Implement the model across at least one full grade level at the campus and expand to other grade levels and/or campuses.
 - Require teachers to differentiate instruction for all students in a grade level using a research-backed blended learning model.
 - Provide teachers and other relevant personnel with professional development opportunities regarding blended learning.
 - Require the use of a proficiency-based assessment.

Initiative Specific Requirements for the Blended Learning Strategic Operations Cohort:

As the applicant, the school system hereby agrees to:

- Agree to implement an SBOE-approved Tier 1 product. (see full list at [Instructional Materials Review and Approval](#))
- Implement the above Tier 1 curriculum and supplemental products for their selected grade-levels and student population with participating campus(es).
- Establish a cross-departmental steering committee, which includes a representative from the finance team, to facilitate strong planning and implementation.
- Develop and submit strategic planning deliverables in the six months of the grant (March 2026 - August 2026) tailored to the operational model selected.
- Pilot the proposed model in the 2026-2027 school year with at least one full grade level at the participating campus(es).
- Fully implement the selected model in the 2027-2028 school year in all proposed grade levels at the participating campus(es), if awarded a continuation grant.
- Agree to download, complete, and upload the following scoring template linked [here](#) to submit with calculations for the questions below:
 - How many supplemental products were implemented for each blended model(s) at the applicant campus(es)?
 - Name of supplemental product implemented for each blended model(s) at the applicant campus(es).
 - List the recommended supplemental product usage target. (e.g., '30 minutes per week', '2 lessons per week', etc.)
 - Identify campuses and grade-levels implementing the above supplemental product in the Spring of 2025.
 - How many Total K-8 students are enrolled at the participating campuses above?
 - How many K-8 students participating in blended learning at participating campuses in the Spring of 2025?
 - What is the percentage of K-8 students participating in blended learning at participating campuses (questions f and e)?
 - Of the participating students in question f, how many of them are meeting the recommended supplemental product usage target (question c)?
 - What percentage of participating K-8 students met the supplemental product usage target, from the above two questions?
 - Include a screenshot of the software dashboard as evidence of the calculations for each included software product?

2. Does the school system agree to meet the Initiative Specific Requirements listed above?

- Yes
 - No
-

Blended Learning Grant (BLG) (cont.)

Initiative Specific Questions for the Blended Learning Grant (BLG)

1. How many K-5 campuses is the school system applying to? (Min: 1, Max: Not to exceed the number of available campuses)

2. How many 6-8 campuses is the school system applying to? (Min: 1, Max: Not to exceed the number of available campuses)

3. Select the blended model subjects the school system is interested in implementating:

- Math
- Reading Language Arts

3a. What SBOE approved Tier 1 curriculum math product and supplemental math product do participating campuses plan on using in the 26-27 school year?

- K-5 Math | Bluebonnet with *[IMRA supplemental approved product]*
- K-5 Math | *[IMRA T1 product]* with *[approved product]*
- 6-8 Math | Bluebonnet with *[IMRA supplemental approved product]*
- 6-8 Math | *[IMRA T1 product]* with *[approved product]*

3b. How many students (K–8) school system wide will be participating in math blended learning through this grant?

3c. What SBOE approved Tier 1 curriculum reading product and supplemental reading product do participating campuses plan on using in the 26-27 school year?

- K-5 Reading | Bluebonnet with *[approved product]*
- 6-8 Reading | *[approved product]* with *[approved product]*
- K-5 Reading | Bluebonnet with *[approved product]*
- 6-8 Reading | *[approved product]* with *[approved product]*

3d. How many students (K–8) district wide will be participating in reading language arts blended learning through this grant?

4. What is the school system's total student enrollment in grades K-8?

5. Please provide the contact information for the project manager designee or immediate contact for the BLG program.

| | |
|--------|---|
| Name: | <input type="text" value="Nancy Gonzalez"/> |
| Role: | <input type="text" value="Dean of Instruction"/> |
| Email: | <input type="text" value="ngonzalez@benavidesisd.net"/> |
| Phone: | <input type="text" value="3612563040"/> |

Initiative Specific Questions for the Blended Learning Strategic Operations Cohort:

1. Which Strategic Operations cohort model does the school system anticipate planning for and implementing through the grant? *(Select all that apply)*

- Rotation Model
- Student-Driven Flex Model
- District-Proposed Model

2. How many supplemental products were implemented in the school system's blended learning models at the applicant campus(es) for the Spring of 2025. *(Enter Supplemental Product Count between 1 - 3)*

3

Blended Learning Grant (BLG) (cont.)

Initiative Specific Questions for the First Supplemental Product:

1. Enter the name of the first supplemental product.

i-Ready

2. Enter the recommended supplemental product usage target (e.g., '30 minutes per week', '2 lessons per week', etc.).

30 min 2 times per week

3. Select the campuses implementing the above supplemental product in spring of 2024-2025 school year.

BENAVIDES EL-(066901041)

4. Grade-level(s) that were implemented in a blended learning model during the Spring of the 2024-2025 school year (Select all that apply).

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade
- 4th Grade
- 5th Grade
- 6th Grade
- 7th Grade
- 8th Grade

5. What is the total number of K-8 students enrolled at participating campuses?

75

6. What is the total number of K-8 students participating in blended learning and supplemental product implementation at participating

campuses?

42

7. What is the total number K-8 blended learning students meeting supplemental product usage target?

38

Blended Learning Grant (BLG) (cont.)

Initiative Specific Questions for the Second Supplemental Product:

1. Enter the name of the second supplemental product.

Zearn

2. Enter the recommended supplemental product usage target (e.g., '30 minutes per week', '2 lessons per week', etc.).

30 min 2 times per week

3. Select the campuses implementing the above supplemental product in spring of 2024-2025 school year.

BENAVIDES EL-(066901041)

4. Grade-level(s) that were implemented in a blended learning model during the Spring of the 2024-2025 school year (Select all that apply).

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade
- 4th Grade
- 5th Grade
- 6th Grade
- 7th Grade
- 8th Grade

5. What is the total number of K-8 students enrolled at participating campuses?

75

6. What is the total number of K-8 students participating in blended learning and supplemental product implementation at participating campuses?

42

7. What is the total number K-8 blended learning students meeting supplemental product usage target?

Blended Learning Grant (BLG) (cont.)

Initiative Specific Questions for the Third Supplemental Product:

1. Enter the name of the third supplemental product.

IXL

2. Enter the recommended supplemental product usage target (e.g., '30 minutes per week', '2 lessons per week', etc.).

30 min 2 times per week

3. Select the campuses implementing the above supplemental product in spring of 2024-2025 school year.

BENAVIDES EL-(066901041)

4. Grade-level(s) that were implemented in a blended learning model during the Spring of the 2024-2025 school year (Select all that apply).

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade
- 4th Grade
- 5th Grade
- 6th Grade
- 7th Grade
- 8th Grade

5. What is the total number of K-8 students enrolled at participating campuses?

75

6. What is the total number of K-8 students participating in blended learning and supplemental product implementation at participating campuses?

42

7. What is the total number K-8 blended learning students meeting supplemental product usage target?

38

Blended Learning Grant (BLG) (cont.)

Blended Learning Grant (BLG) Strategic Operations Cohort Scoring Template

Upload the completed [scoring template](#) as agreed in the program requirements.

Note: Upload a PDF file using the following naming convention - [School System or Campus Name].BLG.ScoringTemplate.pdf

[2blended-learning-grant-strategic-operations-cohort-software-usage-calculation-template.xlsx.pdf](#)

216KB

application/pdf

PREP Residency Preservice Program Allotment

Allotment Opportunity:

The PREP Residency Preservice Program empowers school systems to play a central role in cultivating a pipeline of well-prepared, highly qualified teachers by embedding paid preservice teacher residency candidates directly into classrooms of highly qualified host teachers. Through close collaboration with educator preparation programs, participating school systems support teacher residents in earning an enhanced standard teaching certificate while gaining hands-on experience on campuses across the school system. By expanding the reach and effectiveness of residency models, the PREP Residency Preservice Program enhances instructional capacity and increases student access to skilled educators—ultimately advancing educational outcomes.

1. Does the school system wish to be considered for this Allotment Opportunity?

- Yes
 No

PREP Residency Preservice Program Allotment

Initiative Description:

The PREP Residency Preservice Program empowers school systems to play a central role in cultivating a pipeline of well-prepared, highly qualified teachers by embedding paid preservice teacher residency candidates directly into classrooms of highly qualified host teachers. Through close collaboration with educator preparation programs, participating school systems support teacher residents in earning an enhanced standard teaching certificate while gaining hands-on experience in school systems schools. By expanding the reach and effectiveness of residency models, the PREP Residency Preservice Program enhances instructional capacity and increases student access to skilled educators—ultimately advancing educational outcomes.

Review the Eligibility Criteria and Initiative Assurances listed below and indicate the school system's acceptance.

Eligibility Criteria:

As the applicant, the school system hereby agrees to:

- 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 (SBE) 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.

Initiative Assurances:

As the applicant, the school system hereby agrees to:

- Read and abide by TEC §21.902 (PREP Preservice Program).
- Read and abide by TEC §21.904 (PREP Residency Preservice Program).
- Read and abide by TEC §48.157 (PREP Program Allotment).
- Read and abide by TAC related to the PREP Residency Preservice Program, which will be posted in the Texas Register for public comment during the 2025-26 school year and become effective prior to the start of the 2026-27 school year.

Note: TEA anticipates sharing specific dates related to rulemaking in Fall 2025.

For more details regarding Texas Education Code TEC §21.904 (PREP Residency Preservice Program) and TEC §§21.902, 48.157 see: [PREP RESIDENCY LASO 4 Pop Out Document](#).

- Appoint a representative to engage in all required PREP Allotment & PREP Residency Preservice Program communications.
- Have a written agreement with an educator preparation program for PREP Residency Preservice Program implementation by the 2026-2027 school year.

1. Does the school system agree to meet the Eligibility Criteria and Initiative Assurances listed above?

- Yes

No

PREP Residency Preservice Program Allotment (cont.)

Initiative Specific Questions for the PREP Residency Preservice Program Allotment

1. How many teacher residents does the school system anticipate participating during SY 2026-27?

(Min: 1, Max: 40 as per TEC §48.157 PREP Program Allotment)

3

2. Enter the contact information for the school systems representative appointed as the primary point of contact for all PREP Residency Preservice Program-related activities.

| | |
|--------|------------------------|
| Name: | Nita Vela |
| Title: | Principal |
| Email: | nvela@benavidesisd.net |
| Phone: | 361-256-3000 |

3. Enter the contact information for an additional point of contact for all PREP Residency Preservice Program-related activities.

| | |
|--------|----------------------------|
| Name: | Nancy Gonzalez |
| Title: | Dean of Instruction |
| Email: | ngonzalez@benavidesisd.net |
| Phone: | 3612563006 |

5. Select the SBEC approved residency program partnership which the school system is currently working to finalize.

Note: The school system must submit a formal written partnership agreement in the spring as part of the process to verify acceptance of the award.

Region 02 Education Service Center

6. Enter the contact information for the Educator Preparation Program point of contact for the PREP Residency Preservice program.

| | |
|--------|--------------------------|
| Name: | Rochelle Cortino |
| Title: | Adm Ed Prep |
| Email: | rochelle.cortino@esc2.us |
| Phone: | 3615618520 |

The applicant must agree to train its resident cooperating teachers via the Texas Mentorship Training.

TEA anticipates proposing rule to further defining cooperating teachers for the purpose of PREP Residency Preservice Program by adopting the definition of host teacher currently in TAC §228.95.

Roles

- **Resident Cooperating (Host) Teacher:** For the PREP Preservice Residency Program, statute defines a cooperating teacher as a classroom

teacher who is a school system employee; has at least three full school years of teaching experience with a superior record of assisting students in achieving improvement in student performance; and is paired with one or more teacher candidates (new TEC §21.902).

- **PREP Mentorship Training Requirements:** Summer 2026, Fall 2026, Winter 2026-27 and Spring 2027 (24-30 total hours)

School systems must self-report the estimated number of resident cooperating teachers that would attend training for SY 2026-27.

7. How many host teachers does the school system estimate will attend the training? (*Min: 1, Max: 40*).

Note: This should correlate to the anticipated number of residents the school system will have in SY 2026-27.

3

PREP Grow Your Own (GYO) Program Allotment

Allotment Opportunity:

Review the program descriptions for both PREP GYO and PREP Residency Preservice Program and choose your answer below:

Note: 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 (PREP Residency Preservice Program). School systems must apply for the PREP Residency Preservice Program

1. Does the school system wish to be considered for this Allotment Opportunity?

- Yes
- No

PREP Grow Your Own (GYO) Program Allotment

Initiative Description:

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 and thereby, increase student access to high-quality classroom teachers. The PREP GYO program provides funding through which participating school systems support (A) school system employees who do not hold a teaching certificate in completing a bachelor's degree and enrolling in a preparation program to ultimately become a certified teacher while employed by the school system and (B) high school students in completing career and technical education courses that help prepare the students to become classroom teachers. Funding may be used to implement the PREP Grow Your Own Program and pay tuition and fees for participating students or employees.

Review the Eligibility Criteria and Initiative Assurances listed below and indicate the school system's acceptance.

Eligibility Criteria:

As the applicant, the school system hereby agrees to:

- 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.

Initiative Assurances:

As the applicant, the school system hereby agrees to:

- Read and abide by TEC §21.906 (PREP Grow Your Own Program).
- Read and abide by TEC §48.157 (PREP Program Allotment).
- Read and abide by TAC sections related to the PREP Grow Your Own (GYO) Program, which will be posted to the Texas Register for public comment during the 2025-26 school year and become effective prior to the start of the 2026-27 school year.

Note: TEA anticipates sharing specific dates related to rulemaking in fall 2025.

For more details regarding Texas Education Code TEC §21.906 (PREP Grow Your Own Program) and TEC §48.157 (PREP Program Allotment) see: [PREP GYO LASO 4 Pop Out Document](#).

- Appoint a representative to engage in all required PREP Allotment & PREP Grow Your Own Program communications.
- Form a written agreement partnership with an institution of higher education and educator preparation program, as applicable, to support PREP GYO Program implementation. The partnership to adhere to program assurances and submit information to the agency upon request

by August 2026:

- 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.
- High-school students in completing career and technical education courses that help prepare the students to become classroom teachers.
- Form a written agreement partnership with an institution of higher education or educator preparation program by the SY 2026-27 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.

1. Does the school system agree to meet the Eligibility Criteria and Initiative Assurances listed above?

- Yes
- No

PREP Grow Your Own (GYO) Program Allotment (cont.)

Initiative Specific Questions for the PREP Grow Your Own (GYO) Program.

1. Enter the contact information for the school system representative appointed as the primary point of contact for all PREP GYO Program-related activities.

| | |
|--------|------------------------|
| Name: | Nita Vela |
| Title: | Principal |
| Email: | nvela@benavidesisd.net |
| Phone: | 3612563000 |

2. Enter the contact information for an additional point of contact for all PREP GYO Program-related activities.

| | |
|--------|----------------------------|
| Name: | Nancy Gonzalez |
| Title: | Dean of Instruction |
| Email: | ngonzalez@benavidesisd.net |
| Phone: | 3612563000 |

The PREP Grow Your Own (GYO) Program is designed to form partnerships that support the following:

- High school students in completing career and technical education courses that help prepare the students to become classroom teachers.
- 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.

Note: Funding will be determined by each participating employee (TEC §48.157(b)(4)) and can be used to pay tuition and fees for high school students and employees participating in the program.

3. Which programming is the school system aiming to support through the PREP Grow Your Own (GYO) Program?

- Supporting school system employees with completing their bachelor’s degree and earning teacher certification
- Supporting employees and high school education & training

4. How many employees does the school system anticipate participating in the PREP Grow Your Own (GYO) Program?

(Min: 1, Max: 40 as per TEC §48.157 PREP Program Allotment)

5. The TEA may provide in-kind technical support for PREP Grow Your Own (GYO) Program planning and implementation. If these supports were made available, would the school system be interested in joining a webinar to learn more about them?

Note: If selecting yes, the primary and additional points of contact will be contacted with more information.

- Yes
- No

PREP Mentorship Program Allotment

Allotment Opportunity:

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 Program Allotment provides funding for various partnerships and school systems may apply for funding for the PREP Residency Preservice Program, Grow Your Own Program, and the Mentorship Program through this LASO IV Application. Through this allotment, school systems may also apply for Strategic Staffing funding to support the implementation and reach of the PREP Program Allotment. The 89th Texas Legislature established the PREP Program Allotment via House Bill 2, which was signed into law by Governor Abbott on June 20, 2025.

1. Does the school system wish to be considered for this Allotment Opportunity?

- Yes
- No

PREP Mentorship Program Allotment

Initiative Description:

The Preparing and Retaining Educators Through Partnership (PREP) Mentorship Program provides school systems interested in implementing high-quality new teacher mentorship programs with funding to 1) provide, at minimum, a \$1,000 stipend to the mentor teacher (per beginning teacher), 2) train all required school system mentorship staff via the Texas Mentorship Training, and 3) provide release time for mentor teacher and beginning teacher mentoring activities. Any remaining funds may be used on strategic staffing training. The overarching purpose of this allotment is to increase the effectiveness and retention of beginning teachers across Texas.

Review the Eligibility Criteria and Initiative Assurances listed below and indicate the school system's acceptance.

Eligibility Criteria:

As the applicant, the school system hereby agrees to:

- 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.

Initiative Assurances:

As the applicant, the school system hereby agrees to:

- Read and abide by TEC §21.907 (PREP Mentorship Program).
- Read and abide by TEC §48.157 (PREP Program Allotment).
- Read and abide by TAC sections related to the PREP Mentorship Program, which will be posted to the Texas Register for public comment during the 2025-26 school year and become effective prior to the start of the 2026-27 school year.

Note: The TEA anticipates sharing specific dates related to rulemaking in fall 2025.

For more details regarding Texas Education Code TEC §21.907 (PREP Mentorship Program) and TEC §48.157 (PREP Program Allotment) see: [PREP MENTORSHIP LASO 4 Pop-Out Document](#).

- Appoint a representative to engage in all required PREP Allotment & PREP Mentorship Program communications.

1. Does the school system agree to meet the Eligibility Criteria and Initiative Assurances listed above?

- Yes
- No

PREP Mentorship Program Allotment (cont.)

Initiative Specific Questions for the PREP Mentorship Program Allotment

1. Enter the contact information for the school system representative appointed as the primary point of contact for all PREP Mentorship Program-related activities:

| | |
|--------|------------------------|
| Name: | Nita Vela |
| Title: | Principal |
| Email: | nvela@benavidesisd.net |
| Phone: | 3612563000 |

2. Enter the contact information for the school system representative appointed as the secondary point of contact for all PREP Mentorship Program-related activities:

| | |
|--------|----------------------------|
| Name: | Nancy Gonzalez |
| Title: | Dean of Instruction |
| Email: | ngonzalez@benavidesisd.net |
| Phone: | 3612563006 |

3. Prior to submitting this application, school systems must 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. Please indicate the approved TMT Provider the school system has communicated with regarding training partnership for PREP Mentorship Program in SY26-27.

| |
|------------------------|
| ESC 02: Corpus Christi |
|------------------------|

4. Enter the school system’s approved TMT Provider contact information:

| | |
|--------|--------------------------|
| Name: | Rochelle Cortino |
| Title: | Adm Ed Prep |
| Email: | rochelle.cortino@esc2.us |
| Phone: | 3612563000 |

Roles

- **Mentor Teacher:** A teacher who, to the extent practicable, teaches in the same school, subject, and/or grade level of the beginning teachers they mentor, completes a mentor teacher training program established by TEA, has at least three years of teaching experience, and demonstrates instructional and leadership skills under TEC §21.458 and §21.907.
- **School system and/or Campus Leader:** Any appropriate district and campus employees who work with the classroom teacher or supervise the classroom teacher under TEC, §21.458

PREP Mentorship Training Requirements

- **Pathway 1 (Mentoring Educator) Training:**
 - This pathway is intended for mentoring educators, such as mentor teachers, who provide direct mentoring to beginning teachers.
 - Pathway 1 training will occur in Summer 2026, Fall 2026, Winter 2026-27, and Spring 2027 for a total of 24-30 hours.
- **Pathway 2 (School system & Campus Leader) Design Sessions:**
 - This pathway is intended for school system and campus leaders who will be planning & implementing mentorship programs (*e.g., program managers, district mentoring staff, campus principals, etc.*).
 - Pathway 2 design sessions will occur in Spring 2026, Summer 2026, Fall 2026, and Spring 2027 for a total of 15-16 hours.

** Note: Per TEC §21.458, appropriate school system and campus employees who work with the beginning teachers or supervise beginning teachers are required to attend mentorship training. This requirement may be fulfilled by either Texas Mentorship Training Pathway 1 or Pathway 2; these individuals may attend both Pathways 1 and 2, if desired.*

5. School systems must self-report the estimated number of mentor teachers and school system & campus leaders that would attend Pathway 1 training for Year 1 implementation (SY 2026-27). See 'Roles' definition above.

Estimated number of mentor teachers:

Estimated number of school system & campus leaders for Pathway 1:

6. School systems must self-report the estimated number of school system & campus leaders that would attend Pathway 2 training for Year 1 implementation (SY 2026-27). See 'Roles' definition above.

Estimated number of school system & campus leaders for Pathway 2:

7. School systems must self-report the estimated number of beginning teachers for Year 1 implementation (SY26-27). Beginning teachers (BTs) are defined as classroom teachers who have less than two years of teaching experience under TEC, §21.907. School systems will enter the total estimated number of beginning teachers below; however, school systems will receive funding for up to 40 beginning teachers.

Estimated total number of beginning teachers for SY26-27:

Virtual and Hybrid Program Accelerator (VHPA)

Initiative Description:

The Virtual and Hybrid Program Accelerator (VHPA) enables school systems 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. The goal of the program is to establish schools that are intentionally structured to achieve A or B accountability ratings and deliver rigorous, engaging instruction tailored to meet the diverse needs of students across Texas. Through VHPA, participating school systems receive funding and technical assistance to develop flexible, personalized learning models that support students requiring adaptable education pathways. The program also enables school systems to implement innovative staffing strategies, expand course offerings, and increase access to high-quality instruction statewide.

Review the Eligibility Criteria, Initiative Assurances, and Initiative Requirements listed below and indicate the school system's acceptance.

Eligibility Criteria:

As the applicant, the school system hereby agrees to:

- Have not participated in a previous VHPA cycle.

Initiative Assurances:

As the applicant, the school system hereby agrees to:

- Program leads of awarded applicants have at least 16 hours of release time built into their weekly schedules to plan and create the virtual or hybrid program or campus.
- Ensure that the program or designated campus leader possesses relevant experience or can exhibit the competencies necessary to lead a virtual or hybrid program or campus effectively.
- Design and manage strategic initiatives that improve instructional quality and student engagement, and they are committed to building their capacity to support high-quality virtual and hybrid models.
- As part of the program commitment for Year 1 of VHPA, submit a comprehensive launch plan for a full-time virtual or hybrid program or apply for authorization to operate a virtual or hybrid campus to operate in 2027-2028 school year.

Note: If the school system does not meet participation expectations or disengage from VHPA, they may have their membership from the VHPA terminated and forfeit any access to remaining funding.

Initiative Requirements:

As the applicant, the school system hereby agrees to:

- Establish a dedicated VHPA Team responsible for developing and implementing the full-time virtual or hybrid campus or program.
- Collaborate with a TEA-assigned technical assistance (TA) provider and participate in TA-supported activities such as cohort workshops, monthly coaching calls, step backs, planning sessions, or implementation deliverables.
- Ensure adaptability and dedication in program model design to align with research-based practices for high-quality virtual and hybrid models.
- By the end of Year 1 of VHPA support, launch a full-time virtual or hybrid program or apply for authorization to operate a full-time virtual or hybrid campus beginning the 2027-2028 school year.

Note: For full-time virtual or hybrid campuses, Year 2 of VHPA TA support and funds are contingent upon the full-time virtual or hybrid campus receiving authorization.

- Ensure that any partnership with a private or third-party vendor preserves the school system’s ability to design, adapt, and implement the virtual or hybrid program to meet local needs.
- Disclose any vendor-imposed services, limitations that may affect program flexibility, instructional design, or operational decision-making.
- If selecting a private or third-party provider to operate the school, collaborate with the designated technical assistance partner to develop a comprehensive provider selection plan that includes:
 - Defined criteria for evaluating potential providers.
 - Detailed cost analysis and breakdown of services.
 - Consideration of the provider’s historical performance (e.g., student academic outcomes).
- If selecting a private or third-party provider to operate the program or campus, formalize and monitor the partnership with a third-party provider by:
 - Submitting memoranda of understanding (MOU) or formal agreements outlining responsibilities of both the provider and the school system or charter.
 - Establishing a system for progress monitoring, including required reports on student engagement and academic progress.
 - Defining action items if the provider fails to meet success criteria for the campus or program.
- Complete all required deliverables and meeting milestones by the scheduled timeline specified by the VHPA, including:
 - Define a clear and compelling rationale for launching the virtual or hybrid program/campus, including the specific student population or campus it will serve.
 - Present evidence of community interest in a virtual or hybrid learning option, including data collected through surveys, focus groups, or other engagement methods.
 - Develop and implement comprehensive 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.
 - Develop and iterate plans regarding staffing models, school culture, family engagement, and student support.
 - Update operations such as staffing, schedules, finances, technology, and cybersecurity to support virtual or hybrid models.
 - Provide a professional development plan for instructional staff that includes training specific to virtual and hybrid instruction, along with ongoing, job-embedded coaching to strengthen instructional quality and student engagement.
 - Present evidence of training and development for teachers and leaders to ensure high-quality virtual or hybrid instruction.
 - Use data to monitor student engagement and academic progress, ensuring alignment with grade-level standards and research-based instructional strategies specific to virtual and hybrid learning.
 - Engage in three improvement cycle sessions using data to inform ongoing development. School systems will share data that reflects program implementation and outcomes. This may include student engagement, progress toward grade-level mastery in virtual and hybrid courses (BOY, MOY, EOY), teacher instructional practices and growth in serving virtual and hybrid learners, and leader support for professional learning communities and job-embedded coaching.
 - Obtain formal approval from the school system’s governing board to launch a virtual or hybrid program/campus and ensure this approval is secured prior to applying for authorization. For virtual/hybrid campuses, ensure this approval is secured prior to applying for authorization.
 - Submit a detailed plan or contract outlining the scope of services, responsibilities, and decision-making authority in any private or third-party vendor partnership supporting the virtual or hybrid program/campus (*if applicable*).
 - Submit a comprehensive launch plan and either implement a virtual or hybrid program or apply for authorization to operate a virtual or hybrid campus that is expected to begin operating in the 2027-2028 school year.

1. Does the school system agree to meet the Eligibility Criteria, Initiative Assurances, and Initiative Requirements listed above?

- Yes
- No

Virtual and Hybrid Program Accelerator (VHPA) (cont.)

Initiative Specific Questions for the Virtual and Hybrid Program Accelerator (VHPA) Grant

1. Enter the contact information for the primary point of contact.

| | |
|--------|------------------------|
| Name: | Nita Vela |
| Role: | Campus Principal |
| Email: | nvela@benavidesisd.net |
| Phone: | 361-256-3000 |

2. What are the grade levels will the school system be serving?

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade
- 4th Grade
- 5th Grade
- 6th Grade
- 7th Grade
- 8th Grade
- 9th Grade
- 10th Grade
- 11th Grade
- 12th Grade

3. What type of delivery format is the school system planning on?

- Program
- Campus
- TBD

4. What type of program is the school system planning on opening?

- Virtual
- Hybrid
- TBD

5. How does the school system envision instructions to delivered in the program?

- Asynchronous only
- Synchronous only
- Both asynchronous and synchronous
- Undecided

6. Will the school system be in Year 1 of the school system wide adoption of HQIM in core subjects?

- Yes
- No

7. Current or anticipated student enrollment number in the virtual/hybrid program or campus?

8. Describe how the school system calculated the enrollment number above.

(i.e. current number of students enrolled, number of interested students via family survey)

We are a very small rural 1A school district with an enrollment of 135 students. However we have a handful of students that would benefit

from this virtual/hybrid flex type of scheduling. They are either employed or having to stay home to take care of an elderly grandparent. We also are part of the Rural Schools Innovation zone. We have students that take virtual courses via the Fullmind learning platform while traveling to neighboring CTE academies.

9. Which best describes where the school system is in the virtual/hybrid program?

- Are in the planning phase and currently do not have a virtual or hybrid program, but intend to launch in SY26-27.
- Have a plan and will be ready to launch a virtual/hybrid program this school year (SY26-27) with some additional support.
- Are currently running a virtual and hybrid program and would like feedback and support to build on it to launch a more robust program in SY27-28.
- Are in the planning phase and currently do not have a virtual or hybrid program but intend to apply for authorization to operate a virtual or hybrid campus in the SY27-28.
- Have a plan and will be ready to launch a virtual/hybrid program this school year (SY26-27). With some additional support, we plan to apply for authorization to operate a virtual or hybrid campus in the SY27-28.
- Are currently running a virtual and hybrid program and would like feedback and support to build on it and establish a virtual or hybrid campus in SY27-28.
- Are exploring virtual and hybrid learning options within our school system but unsure about the program type and timeline to launch.

10. Describe how your virtual or hybrid program/campus aligns with the school system's broader strategic goals or improvement plans.

Our virtual/hybrid program directly supports our district's broader strategic goals by expanding equitable access to high-quality instruction and ensuring that every student—regardless of personal circumstances—can remain on track for graduation and postsecondary readiness. As a small rural 1A district serving approximately 135 students we face unique challenges related to limited staffing course availability and transportation. At the same time we maintain a strong commitment to meeting learners where they are and providing flexible pathways that reflect the realities of rural life. Our virtual/hybrid model is designed to address these needs in alignment with our district improvement priorities: 1. Increasing student access to flexible learning options A number of our students balance school with employment or caregiving responsibilities particularly caring for elderly family members. The virtual/hybrid structure allows these students to remain enrolled maintain academic momentum and receive instructional support without sacrificing family or work obligations. This flexibility directly aligns with our strategic goal of improving student retention and reducing barriers to attendance. 2. Strengthening college career and military readiness (CCMR) We participate in the Rural Schools Innovation Zone which expands opportunities for advanced coursework and CTE programming. Our students already utilize virtual courses through the Fullmind learning platform while traveling to partner CTE academies. The hybrid model complements this initiative by creating a seamless system in which students can access rigorous instruction regardless of location helping us meet our goal of preparing students for high-skill rural workforce needs. 3. Leveraging innovative instructional models to overcome rural resource limitations Because of our small size offering a full range of electives and specialized courses is challenging. The virtual/hybrid program supports our strategic plan to broaden curricular offerings without overextending personnel or budget. By integrating virtual instruction with targeted in-person supports we create a sustainable model that enhances learning without compromising quality. 4. Promoting individualized learning and student well-being The district prioritizes personalized pathways that address each student's academic social and emotional needs. Our hybrid approach allows for individualized schedules dedicated check-ins with staff and the ability to tailor coursework pacing. This model supports students whose home responsibilities or work schedules would otherwise place them at risk academically reinforcing our broader goal of nurturing safe supportive student-centered environments.

11. Describe what knowledge or experience the school system's leadership team brings to designing and supporting high-quality virtual or hybrid instruction.

Our leadership team brings deep experience in implementing flexible learning models and leveraging regional partnerships to support high-quality virtual and hybrid instruction. As an active member of the Rural Schools Innovation Zone

our administrators collaborate regularly with partner districts to design shared virtual and CTE programming. We also work closely with our Education Service Center region 2 which provides technical assistance instructional support and compliance guidance for remote learning. Additionally our team has experience managing online coursework through the Fullmind learning platform ensuring students receive consistent standards-aligned virtual instruction. Together these partnerships and experiences equip our leadership team to design monitor and sustain a high-quality hybrid program that meets the unique needs of our rural students.

12. Describe what research, data, or stakeholder input informed the school system's decision to pursue a virtual or hybrid model.

Our decision to launch a virtual/hybrid model was informed by a combination of national research and local stakeholder needs. Studies show that blended learning can be especially beneficial in rural settings — helping districts overcome teacher recruitment challenges and expanding access to courses that are difficult to staff locally. Research from K-12 virtual learning alliances also emphasizes that partnerships and shared virtual programs boost access and success for rural students. Virtual Learning Leadership Alliance On the stakeholder side our conversations with families revealed that several students are balancing school with employment or caregiving responsibilities—making a flexible learning model not just attractive but essential. District leaders also looked at data from rural collaboratives: virtual learning allows us to pool resources (with our ESC and Rural Innovation Zone partners) to offer richer more personalized learning than we could on our own. This input combined with the research evidence strongly supported the move to a hybrid/virtual structure.

13. Which best describes the school system's key areas of need for the virtual/hybrid program?

Note: Answers provided will not limit the type of support the school system will receive if accepted into the program. Instead, this information will be used to better understand the school system's key area of need.

- Aligned, effective vision and model that is responsive to family and student needs.
- Family engagement, communication, and/or recruitment plan.
- Staffing and/or teacher/staff recruitment plan.
- Plan for communicating clear administrator, teacher, student, and family roles within a virtual/hybrid model. (*and wherever needed, support for shifting mindsets*)
- Instructional framework for designing high-quality virtual and hybrid courses aligned to research-based practices.
- Student attendance and engagement plan.
- School Culture and student well-being plan.
- Plan for supporting special populations and at-risk students.
- Student onboarding sessions, including learning strategies and support for cultivating mindsets rooted in the science of learning, self-directed learning skills, how to use digital tools, and help-seeking during asynchronous and/or synchronous instruction.
- Teacher development (*PD and ongoing job-embedded coaching*) to deliver high-quality instruction and learning experiences in a virtual/hybrid model.
- High-Quality Instructional Materials. (*for core curriculum and adjusted for virtual/hybrid learning*)
- Data collection and progress monitoring systems.
- Technology Strategy and Data Privacy Framework. (*including hardware, connectivity, digital tools, and cybersecurity policies*)
- Master schedule that is appropriately set up for virtual or hybrid learning.

14. Describe which additional topics, areas of support, or identified gaps would be most helpful to strengthen the school system's virtual or hybrid model.

We would also benefit from enhanced technical infrastructure support such as improved connectivity solutions for students in remote areas and assistance with integrating data systems across platforms like Fullmind and our SIS. Finally expanding student support services—including virtual tutoring mental-health check-ins

and progress-monitoring tools—would help ensure that students balancing work or caregiving responsibilities remain successful and connected to the school community. These areas of support would significantly strengthen the quality sustainability and equity of our virtual/hybrid program.

15. Describe which curriculum the school system is currently using, or planning to use for virtual learning for core courses.

Our district currently delivers virtual instruction for core courses using a combination of Fullmind Learning and Apex Learning. Fullmind provides TEKS-aligned virtual courses with certified instructors allowing our rural students to access high-quality instruction regardless of location. Apex supplements this by offering a robust library of online core content credit-recovery options and highly structured mastery-based coursework. Together these platforms give our students reliable standards-aligned virtual learning pathways that support both flexible scheduling and strong academic progress.

16. Which content is the school system considering when adopting new instructional materials or curriculum for virtual learning? (*choose all that apply*)

Note: Curriculum adoption is not a requirement of the program, but rather an optional support; the response to this question will help us better understand the school system's needs.

ELAR

What are the grade levels the school system will be serving?

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade
- 4th Grade
- 5th Grade
- 6th Grade
- 7th Grade
- 8th Grade
- 9th Grade
- 10th Grade
- 11th Grade
- 12th Grade

Math

What are the grade levels the school system will be serving?

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade
- 4th Grade
- 5th Grade
- 6th Grade
- 7th Grade

- 8th Grade
- 9th Grade
- 10th Grade
- 11th Grade
- 12th Grade

Science

What are the grade levels the school system will be serving?

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade
- 4th Grade
- 5th Grade
- 6th Grade
- 7th Grade
- 8th Grade
- 9th Grade
- 10th Grade
- 11th Grade
- 12th Grade

Social Studies

What are the grade levels the school system will be serving?

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade
- 4th Grade
- 5th Grade
- 6th Grade
- 7th Grade
- 8th Grade
- 9th Grade
- 10th Grade
- 11th Grade
- 12th Grade

School System's Commitments to VHPA

As part of the VHPA, school systems will form a VHPA Team that regularly partners with VHPA technical assistance providers and meets as a central team to develop and improve the virtual/hybrid program using VHPA support.

To the best of your current understanding, provide the contact information of individuals who most likely will be on the school system's VHPA Team.

[VHPA Team Roles and Responsibilities](#)

17. Enter contact information for the school system's Senior Project Sponsor for the virtual or hybrid program.

Name:

Kaleigh Martinez

| | |
|--------|----------------------------|
| Title: | Technology Director |
| Email: | kmartinez@benavidesisd.net |

18. Enter contact information for the school system's Project Lead for the virtual or hybrid program.

| | |
|--------|------------------------|
| Name: | Samuel Bueno |
| Title: | Campus Principal |
| Email: | nvela@benavidesisd.net |

19. Is the school system partnering with a third-party vendor or partner to run the virtual or hybrid program?

- Yes
- No

Closing

Signature

Official submission of this application requires the Superintendent's signature. The Application cannot be considered submitted without the formal signature from the Superintendent.

If the Superintendent is unable to sign because they are on leave or in role transition, please email at LASO@tea.texas.gov.

If you are the Superintendent, click **Yes** and proceed to submitting the application.

If you are not the Superintendent, pause on submitting this application and email LASO@tea.texas.gov to identify the school system's grantee official who can submit the application in the Superintendent's absence. Once the name of the grantee official has been identified, return back to this page, select **No**, then proceed to submitting the application.

Are you the Superintendent?

- Yes
- No

Please provide the following:

| | |
|-----------------------|-------------------------|
| Superintendent Name : | Samuel Bueno |
| Superintendent Email: | sbueno@benavidesisd.net |

Review & Sign

The LASO Cycle 4 Grant has closed.

**The closing date was December 3, 2025 at 05:00 PM.
This application can no longer be submitted.**

Please close your browser window.

Review & Sign

Before you sign and submit, click the **Review** button to review the completed application, revise as needed, and then sign to submit your final application.

You may only review one time. If you need to review the application again or make any additional revisions, please complete the Request for a

Retake link- located on our LASO 4 webpage.

- Review
- Sign and Submit

Signature


Confirmation of Application

I have reviewed and acknowledge that the LASO 4 application I am submitting today is for the following Initiatives:

- Leadership & Instructional Foundations for Texas (LIFT)
- LIFT Add-On: School Improvement PLC Support (LIFT SI PLC)
- School Improvement Curriculum and Instruction Support Grant (SI CISG)
- Blended Learning Grant (BLG)
- PREP Residency Preservice Program
- PREP Grow Your Own (GYO) Program
- PREP Mentorship Program
- Virtual and Hybrid Program Accelerator (VHPA)

Note: Only last submitted application will be accepted as the Final LASO 4 application.

Signed On: November 20, 2025 at 10:17 AM



clear