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:	ESC 06: Huntsville
School System:	CONROE ISD-(170902)

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:	Dana Boyer
School System Employee Title:	Director of Federal Programs
School System Employee Email:	dboyer@conroeisd.net

Superintendent Contact Information

Enter the school system superintendent's contact information.

Superintendent Name:	Dr David Vinson
Superintendent Email:	dvinson@conroeisd.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

- [x] 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)
- [x] Advanced Placement Computer Science Principles (APCSP)

Education & Training Allotments and Grant

- [x] PREP Residency Preservice Program
- [x] PREP Grow Your Own (GYO) Program
- [x] PREP Mentorship Program
- [x] 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)
- [x] 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 2026–27and/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 :	53

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

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:	Dr Hedith Upshaw
Email:	hupshaw@conroeisd.net
Phone:	936-709-7822

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

Name:	Dayren Carlisle

Email:	dcarlisle@conroeisd.net
Phone:	936-709-7873

Name:	Gilberto Lozano
Email:	glozano@conroeisd.net
Phone:	936-709-7839

Advanced Placement Computer Science Principles (APCSP)

Initiative Description:

The APCSP Grant program is designed to meet workforce demands and provide valuable student pathways to high-wage and in-demand careers. According to the College Board, students who took an APCSP course were twice as likely to continue along a computer science pathway. Students who took an APCSP course in high school were three times more likely to major in computer science in college, with this data being consistent across various demographics. With the LASO 4 APCSP Grant funds, Texas public schools can begin to build, expand, and sustain a computer science pathway.

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

Eligibility Criteria:

- All Texas school systems are eligible.

Initiative Assurances:

As the applicant, the school system hereby agrees to:

- Contract with an Approved Provider from the LASO Cycle 4 Approved Provider List for curriculum and training.
- Adhere to all Statutory and TEA Program Requirements and Assurances as noted in the 2025-2026 APCSP Grant Program Guidelines.
- Adhere to all APCSP Grant performance measures as noted in the 2025-2026 APCSP Grant Program Guidelines.
- Use grant funds only for APCSP classroom supplies and technology, teacher training, and directly related expenses for implementing an APCSP course.
- Administer the APCSP exam to district-enrolled students participating in the APCSP course, at no cost to the student.

Initiative Requirements:

As the applicant, the school system hereby agrees to:

- Complete the necessary district process to obtain school board approval to include the APCSP course in the district's course catalog for the 2026-2027 school year.
- Provide the APCSP course exam to enrolled students free of charge.
- Provide the technology, equipment and any additional resources required for a successfully functioning APCSP course.
- Publicize the APCSP course offering to relevant stakeholders, high school students and their parents/guardians.
- Recruit, onboard, and arrange for professional development for certified teachers to teach the APCSP course.
- Provide a description of how the funds will be used, if awarded.
- Continue providing the current level or increase the number of APCSP course opportunities.
- Provide the number of district campuses that will offer the APCSP grant opportunity and the number of teachers to be trained.
- Provide the necessary student support structures to prepare enrolled students to score 3 or higher on the APCSP exam.

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

- (●) Yes
- ( ) No

Advanced Placement Computer Science Principles (APCSP) (cont.)

Initiative Specific Questions for the Advanced Placement Computer Science Principles (APCSP) Grant.

1. If this grant is awarded, briefly describe how the school system plans to use the funds provided with this grant.

Funding will be utilized for recruitment and instructor staffing and training for our new high school set to open in the fall of 2027. Additionally
recruitment will also be targeted for the Caney Creek HS feeder to increase participation in the pathway. Opportunities for engagement for junior high students and parents
counselor education
social media awareness and AP classroom support (fees and teacher training with Rice University) will be priorities for the funding.

2. Does the school system currently offer College Board Advanced Placement courses for student enrollment?

- (●) Yes
- ( ) No

3. Does the school system currently offer an APCSP course on one or more campuses?

- (●) Yes
- ( ) No

4. Has the school system participated in any other APCSP grant opportunities?

- ( ) Yes
- (●) No

5. If awarded, how many of the school system's campuses will offer the APCSP course? ***(Min: 1, Max: Not to exceed the number of available campuses)***

6

6. If awarded, how many teachers will be trained during the summer of 2026 to teach one or more sections of the APCSP course in fall 2026?

8

7. Enter contact information for the school system's primary point of contact for the APCSP grant

Name:	Laura Willard
Title:	College and Career Readiness Coordinator
Email:	lwillard@conroeisd.net
Phone:	936-709-7667

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 (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.

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)

40

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:	Dr Holly Moore
Title:	Professional Recruitment Retention and Certification Specialist

Email:	hmmoore@conroeisd.net
Phone:	936-709-7849

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

Name:	Julie Gault
Title:	Gifted Programs Professional Programs Mentorships Coordinator
Email:	jgault@conroeisd.net
Phone:	936-709-7262

4. Who are the school system's currently established EPP partner(s) with an SBEC-approved Texas Teacher Residency Preparation Route Educator Preparation Program (TTRPR)?

Note: *When Educator Preparation Programs are approved for the Texas Teacher Residency Preparation Program (TTRPR), they attest in their application and through the amendment process their school system partnerships.*

Sam Houston State University

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.*

Sam Houston State University

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

Name:	Angie Taylor
Title:	Director of Innovative Partnerships
Email:	ataylor@shsu.edu
Phone:	936-294-1041

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.

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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.*

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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:	Julie Gault
Title:	Gifted Programs Professional Programs Mentorships Coordinator
Email:	jgault@conroeisd.net
Phone:	936-709-7262

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

Name:	Dr Holly Moore
Title:	Professional Recruitment Retention and Certification Specialiist
Email:	hmmoore@conroeisd.net
Phone:	936-709-7849

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

- Hgh 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.*

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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)

40

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:	Julie Gault

Title:	Gifted Programs Professional Programs and Mentorships Coordinator
Email:	jgault@conroeisd.net
Phone:	936-709-7262

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:	Dr Holly Moore
Title:	Professional Recruitment Retention and Certification Specialist
Email:	hmmoore@conroeisd.net
Phone:	936-709-7849

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 06: Huntsville

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

Name:	Kristie Pacher
Title:	Specialist
Email:	kpacher@esc6.net
Phone:	936-435-8208

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.*

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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:	40
Estimated number of school system & campus leaders for Pathway 1:	36

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:	16

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:	40

Texas Strategic Staffing for Residencies (TSS) Grant

Initiative Description:

The Texas Strategic Staffing for Residencies Grant focuses on making staffing and scheduling decisions driven by immediate and long-term instructional needs. This is a two-year grant designed to provide in-kind technical assistance and other support to school systems and educator preparation program (EPP) partnerships to design and implement paid, year-long, high-quality, and sustainable teacher residencies across SY 2026-27 and SY 2027-28. The grant provides partial funding for at least one school system staff member to oversee the program, including coordination between the school system, technical assistance provider, and EPP.

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 a signed EPP Verification Form (template posted with the application) from each EPP partner that has a State Board of Educator Certification (SBEC)-approved Texas Teacher Residency Preparation Route (TTRPR).
- Not a recipient of the SY 2024-25 Sustainable Residency Continuation Grant (see award list here).
- Not a recipient of the SY 2025-27 Texas Strategic Staffing Grant for Sustainable Paid Teacher Residency Program (see award list here).

Initiative Assurances:

As the applicant, the school system hereby agrees to:

- **General Initiative Assurances**
  - 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? Note: School System Strategic Staffing Lead, in conjunction with the ESC, will coordinate with other school system staff on the design and implementation teams to schedule grant activities and complete program deliverables.
  - 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).
  - 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 on grant implementation and outcomes including, but not limited to the following:
    - Number of teacher residents participating in the year-long paid teacher residency.
    - School placement of residents during their residency year.
    - Selected strategic staffing models.
    - Resident and host teacher compensation.
    - Characteristics of teacher residents participating in the program.
    - Number and type of teacher certifications awarded to teacher residents.

- **Sustainable Funding for Residencies**
  - Design and implement a strategic staffing model plan that will ensure that the teacher residency model will be sustainably funded by the school system by school year (SY) 2028-29.

    Note: *the plan must include sustainable funding for teacher residents and host teacher stipends/salaries.*
- **School System and EPP Partnerships**
  - Establish a partnership with at least one EPP that has been approved by the SBEC to offer the Texas Teacher Residency Preparation Route (TTRPR).
  - Sign a letter of commitment or a memorandum of understanding (MOU) with the ESC technical assistance provider. The EPP(s) must also confirm their commitment to the strategic staffing design and implementation process with the applicant.
  - Set shared goals for school system paid resident placements in mutually beneficial staffing model positions.
  - Hold structured governance meetings at least quarterly to analyze teacher resident data and develop plans for teacher residency continuous improvement during the SY 2027-28 residency implementation year.
  - Work collaboratively with your EPP partner(s) to design a strategic staffing model and corresponding stipend amounts.
  - Adhere to all educator preparation program requirements for residency in the Texas Administrative Code (TAC) Chapter 228.
  - Provide preferential hiring, to the greatest extent possible, to teacher residents who have successfully completed the teacher residency program and received enhanced standard certification.
- **Technical Assistance for Design and Implementation**
  - Work with an ESC technical assistance provider for the SY 2026-27 and 2027-28 school years to make key decisions and design structures that enable internal capacity to continue the strategic staffing models without the support of the technical assistance provider in SY 2028-29 and beyond.
  - Ensure that a designated team of leaders from the school system, campuses, and EPP(s) will actively participate in strategic staffing model training and technical assistance support activities beginning in SY 2026-27.
  - 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.
  - Manages or directly supports the school system's PREP Residency Preservice Program if awarded the PREP Residency Preservice Program Allotment.

Initiative Requirements:

As the applicant, the school system hereby agrees to:

- The school system has **NOT** participated in either the 2024-2025 Sustainable Residency Continuation Grant or the 2025-2027 Texas Strategic Staffing Grant for Sustainable, Paid Teacher Residency Program.

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

- (●) Yes
- ( ) No

Texas Strategic Staffing for Residencies (TSS) Grant (cont.)

Initiative Specific Questions for the Texas Strategic Staffing for Residencies (TSS) Grant

1. Enter the contact information for the school system representative appointed as the primary point of contact for all Texas Strategic Staffing for Residencies grant-related activities.

Name:	Dr Holly Moore
Title:	Professional Recruitment Retention and Certification Specialist
Email:	hmmoore@conroeisd.net
Phone:	936-709-7849

1a. Top three responsibilities in their role:

1. Strategic Staffing Leadership, Design & Implementation 2. EPP Partnership Development and Coordination and 3. Data Management, Reporting, & Sustainable Funding

1b. How often does this person meet with school system executive leadership (e.g., superintendent, assistant superintendent, chief financial officer)?

At least three times per year

1c. How will this person help sustain paid residencies in the school system after the conclusion of this grant?

The School System Strategic Staffing Lead will sustain paid residencies after the grant by implementing strategic staffing models that reallocate and reinvest existing local funds to support teacher residents' wages through instructional roles such as substitute teaching
paraprofessional positions
and tutoring. Throughout the two-year grant period
the lead will work with ESC technical assistance providers to design sustainable funding structures and build internal capacity within the school system to continue the model independently. By SY 2028-29
the lead must have a fully operational plan that replaces grant funding with local resources for both resident salaries and host teacher stipends. This sustainability is achieved through mandatory quarterly governance meetings with EPP partners
semester sustainability planning sessions during the implementation year
developing comprehensive companion guides and communication plans
and ensuring knowledge transfer to other staff members to maintain continuity. The strategic staffing approach demonstrates how residents can fill critical instructional needs while generating value for Conroe ISD
creating a self-sustaining pipeline that leverages reallocation of existing resources rather than dependency on external grant funding.

1d. How will the school system support this role in the event of turnover? Who else will have knowledge and skills for this work?

Best practices would likely include cross-training multiple staff members on strategic staffing processes
documenting procedures in the companion guides
ensuring the secondary point of contact is knowledgeable about the work
and building institutional knowledge across the design and implementation teams rather than concentrating all expertise in a single person.

2. Enter the contact information for an additional school system representative appointed as the secondary point of contact for all Texas Strategic Staffing for Residencies grant-related activities.

Name:	Chris Reichelt
Title:	Assistant Director of Curriculum and Instruction
Email:	creichelt@conroeisd.net
Phone:	936-709-7817

3. Who are the school system's currently established Texas Strategic Staffing SBEC-approved Texas Teacher Residency Preparation Route Educator Preparation Program (TTRPR) EPP partner(s)?

Note: *When Educator Preparation Programs are approved for the Texas Teacher Residency Preparation Program (TTRPR), they attest in their application and through the amendment process their school system partnerships.*

Sam Houston State University

4. Who are the **NEW** SBEC-approved Texas Teacher Residency Preparation Route Educator Preparation Program (TTRPR) partnerships you are working with or have worked with to finalize a formal agreement for SYs 2025-2026 and/or 2026-2027?

Note: *Select only the **NEW** partnerships for SY 2025-26 and/or SY 2026-27.*

Sam Houston State University

5. Attach a signed EPP Verification Form from each of the school system's EPP partners with a State Board of Educator Certification (SBEC)-approved Texas Teacher Residency Preparation Route (TTRPR).

Note: *Upload a PDF file using the following naming convention - [School System or Campus Name].[Initiative Acronym].[Document Name].pdf*

Conroe ISD.TSS.EPP Verification Form.pdf

37KB

application/pdf

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

Initiative Description:

The Pathways in Technology Early College High School (P-TECH) program is an open-enrollment initiative that offers campuses an opportunity to plan to build a P-TECH within their school system. Designed to support underserved and at-risk students, P-TECH schools offer opportunities for students to earn a high school diploma while simultaneously earning industry certifications, and/or an associate degree on or before the sixth anniversary of a student's first day of high school. The P-TECH program requires a campus to maintain a partnership with an institution of higher education (IHE) to provide dual credit opportunities to the P-TECH academy students and with a business/industry partner to provide work-based learning experiences.

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:

- As the applicant, the school system hereby agrees to 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 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.
- Any campus that has been given CCRSM Needs Improvement status is not eligible to apply.

Initiative Assurances:

As the applicant, the school system hereby agrees to:

- P-TECH campuses must establish recruitment and enrollment processes and requirements that will not exclude or discourage the enrollment of any of the subpopulations of at-risk students, including, but not limited to, students who are of limited English proficiency or who have failed a state-administered assessment.
- P-TECH campuses must provide for a TEA CTE program of study that enables a participating student in grade levels 9–12 to combine high school courses and postsecondary courses. Describe the course of study that the school is planning to offer and how it expands upon current offerings. Include how the course of study will enable a student to combine high school courses and postsecondary courses and identify crosswalks, sequences of courses, degrees/certificates/certifications earned, and work-based education that will be available to students at every grade level. Describe how the selected course of study will address regional workforce needs.
- P-TECH campuses must enter into a MOU with regional industry or business partners in Texas and must meet the following guidelines:
  - Provide 100% of participating students access to appropriate work-based education at every level.
  - Address regional workforce needs.
  - The industry/business partner will give a student who receives work-based training or education from the partner with a P-TECH first priority in interviewing for any jobs for which the student is qualified that are available upon the student's completion of the program.
  - Review the MOU at least every two years and update as necessary the name of the regional industry or business partner and describe how the proposed program will meet the requirements for the partnership with the industry/business partner.
- At TEA's request, P-TECH campuses must submit a data report of leadership team members, meeting dates, and agendas (including attendance) posted on the school's website.
- At TEA's request, P-TECH campuses must submit a data report of enrollment guidelines that follow the enrollment requirements outlined in the statutory requirements of this grant. Enrollment Guidelines should clearly document enrollment policies and practices to include admissions policies of performance-blind, open access systems that encourage and consider applications from all students, or a weighted lottery that factors 10 students who are at-risk as defined by the PEIMS (TEC §29.081) or who are part of the targeted subpopulations for P-TECH.
- At TEA's request, P-TECH campuses must submit a recruitment plan that includes marketing materials (in English/Spanish) and timelines.

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

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

- (●) Yes
- ( ) No

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

Campus Selection for the Pathways in Technology Early College High School (P-TECH) Grant

Note: *Current P-TECH planning, provisional, or designated campuses, recipients of previous P-TECH Planning and Implementation Grants or LASO P-TECH Grants, and any campus with CCRSM Needs Improvement status are not eligible to apply. School systems are* ***not eligible*** *to apply for the same content area awarded in previous grant cycles.*

1. Does your school system currently operate any Early College High School(s) (ECHS) or Pathways in Technology Early College High School(s) (P-TECH)?

- ( ) Yes
- (●) No

2. How many **new campuses** within your school system would be considered for this grant?
(Min: 1, Max: 3 but not to exceed the number of available campuses)

1

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

Initiative Specific Questions for the Pathways in Technology Early College High School (P-TECH) Grant

Please select the first campus to be considered for this grant:

TIMBER MILL H S-(170902018)

Reminder: *Do not submit unsolicited attachments. Unsolicited attachments will not be reviewed.*

1. In 300 words or less, detail how your campus arrived at the decision to apply for this grant. Include at least one key motivation, one challenge, and one opportunity explored during discussions with stakeholders such as school board members, faculty/staff, and parents/students that is specific to your community. Highlight any data or research that influenced the decision.

Note: *Upload a PDF file using the following naming convention - [School System or Campus Name].[Initiative Acronym].[Document Name].pdf*

Conroe ISD.PTECH.LASO App Question 1.pdf

65KB

application/pdf

2. P-TECH campuses must enter into an articulation agreement with an Institution of Higher Education (IHE) that is accredited by a national or regional accrediting agency recognized by the Texas Higher Education Coordinating Board in accordance with 19 Texas Administrative Code (TAC) §74.25. Name the partnering IHE that has agreed to meet the requirements of an P-TECH partnership.

Lonestar College

3. Upload the Letter of support (not MOU) from an Institution of Higher Education for the future P-TECH campus in the box below. Please encourage the IHE to specifically address your future P-TECH campus partnership and plans.

Note: *Upload a PDF file using the following naming convention - [School System or Campus Name].[Initiative Acronym].[Document Name].pdf*

Conroe ISD.PTECH.Lonestar Letter of Support.pdf

179KB

application/pdf

4. Name the regional industry or business partner and describe how the proposed program will meet the requirements for the partnership with the industry/business partner in 300 words or less. ***Please refer to the P-TECH Blueprint (6.1, 6.2, 6.3 and 6.4) when answering this question.***

Note: *Upload a PDF file using the following naming convention - [School System or Campus Name].[Initiative Acronym].[Document Name].pdf*

Conroe ISD.PTECH.LASO App Question 4.pdf

72KB

application/pdf

5. Name the program of study that the school is planning to offer.

Teaching and Training, Nursing Science and/or Diagnostic and Therapeutic Services and Welding

6. Name the industry-based certification, certificate, or associate degree that the P-TECH intends to offer.

Education Sector Associate of Arts in Teaching (AAT) Paraprofessional Certification Educational Aide Certificate Child Development Associate (CDA) Credential Health Science Sector Certified Medical Assistant (CMA) Associate of Applied Science in Health Information Technology Pharmacy Technician Certification (CPhT) Emergency Medical Technician (EMT) Certification Patient Care Technician Certificate Welding and Skilled Trades American Welding Society (AWS) Certified Welder AWS D1.1 Structural Steel Welding Certification OSHA 10-Hour Construction Safety Certification National Center for Construction Education and Research (NCCER) Welding Credentials Pipe Welding Certification Flux-Cored Arc Welding (FCAW) Certification

7. Upload the course of study/crosswalk that the school is planning to offer. ***Please refer to the P-TECH Blueprint (2.4, 4.3, 4.4 and 4.5) when answering this question.***

Note: *Upload a PDF file using the following naming convention - [School System or Campus Name].[Initiative Acronym].[Document Name].pdf*

Conroe ISD.PTECH. LASO Question 7 Course of Study_Crosswalk.pdf

66KB

application/pdf

8. In 300 words or less, describe how the postsecondary credentials earned meet the local economic needs in the P-TECH academic plan. ***Please refer to the P-TECH Blueprint (4.1 and 4.2) when answering this question.***

Note: *Upload a PDF file using the following naming convention - [School System or Campus Name].[Initiative Acronym].[Document Name].pdf*

Conroe ISD.PTECH.LASO App Question 8.pdf

72KB

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9. In 300 words or less, describe how the campus and school system intend to work with and secure the partnership with an IHE and align the needs of the Memorandum of Understanding (MOU) that addresses topics such as but not limited to: funding, instructional materials, transportation costs, joint professional development, data sharing, and access to student data. ***Please refer to the P-TECH Blueprint (1.9, 2.3, 2.8, 2.10 and 2.14) when answering this question.***

Note: *Upload a PDF file using the following naming convention - [School System or Campus Name].[Initiative Acronym].[Document Name].pdf*

Conroe ISD.PTECH.LASO App Question 9.pdf

71KB

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10. In 300 words or less, please outline at least three key strategies for the future recruitment and enrollment process that meet the P-TECH open enrollment requirements for your school system and student population. ***Please refer to the P-TECH Blueprint (3.1, 3.3 and 3.4) when answering this question.***

Note: *Upload a PDF file using the following naming convention - [School System or Campus Name].[Initiative Acronym].[Document Name].pdf*

Conroe ISD.PTECH.LASO App Question 10.pdf

70KB

application/pdf

11. After completing a successful second year of serving as a LASO 4.0 P-TECH campus, the campus leader and school counselor are promoted to other positions outside of your school system, and the school system P-TECH program budget is reduced. In 300 words or less, please describe the sustainability measures implemented at your campus beforehand to address and mitigate the challenges of leadership changes, staff turnover, and potential future funding fluctuations.

Note: *Upload a PDF file using the following naming convention - [School System or Campus Name].[Initiative Acronym].[Document Name].pdf*

Conroe ISD.PTECH.LASO App Question 11.pdf

75KB

application/pdf

12. Provide examples of how the future campus plans to offer a system of academic supports to all students. List at least three activities and three brief descriptions that are specific to your campus and future student population. ***Please refer to the P-TECH Blueprint (4.7, 5.3 and 5.4) when answering this question.***

Note: *Upload a PDF file using the following naming convention - [School System or Campus Name].[Initiative Acronym].[Document Name].pdf*

Conroe ISD.PTECH.LASO App Question 12.pdf

70KB

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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 :	David Vinson
Superintendent Email:	dvinson@conroeisd.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)
- AP Computer Science Principles (APCSP)
- PREP Residency Preservice Program
- PREP Grow Your Own (GYO) Program
- PREP Mentorship Program
- Texas Strategic Staffing for Residencies (TSS) Grant
- Pathways in Technology Early College High School (P-TECH)

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

Signed On: December 3, 2025 at 01:40 PM