

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 01: Edinburg"/>
School System:	<input type="text" value="HARLINGEN CISD-(031903)"/>

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="Alma Rock"/>
School System Employee Title:	<input type="text" value="Grant Writer"/>
School System Employee Email:	<input type="text" value="alma.rock@hcisd.org"/>

Superintendent Contact Information

Enter the school system superintendent's contact information.

Superintendent Name:	<input type="text" value="Dr Maria Veronica Kortan"/>
Superintendent Email:	<input type="text" value="maria.kortan@hcisd.org"/>

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)

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.

With the funds

we will be able to support the hardware and software side of the APCSP course. We hope to purchase a few devices to allow students the computing power necessary to perform APCSP tasks. In addition

we will use funds to support the software/curriculum side of classroom operations which includes professional development for teachers.

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)

2

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?

2

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

Name:	Kevin Garcia
Title:	Director of Curriculum Instruction and Assessment
Email:	kevin.garcia@hcisd.org
Phone:	956-427-3545

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)

30

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:	Jennifer Maldonado
Title:	Director of Professional Learning and Teacher Pipelines
Email:	jennifer.maldonado@hcisd.org
Phone:	956-368-6111

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

Name:	Ericka Villarreal
Title:	Director of Talent Acquisition
Email:	ericka.villarreal@hcisd.org
Phone:	956-430-9709

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.

University of Texas - Rio Grande Valley

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.

University of Texas - RGV

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

Name:	Michael Whitacre
Title:	Director and Certification Officer
Email:	Michael.Whitacre@UTRGV.edu
Phone:	956-655-8767

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.

30

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:	Jennifer Maldonado
Title:	Director of Professional Learning and Teacher Pipelines
Email:	jennifer.maldonado@hcisd.org
Phone:	956-368-6111

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

Name:	Ericka Villarreal
Title:	Director of Talent Acquisition

Email:	<input type="text" value="ericka.villarreal@hcisd.org"/>
Phone:	<input type="text" value="956-430-9709"/>

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:	Jennifer Maldonado
Title:	Director of Professional Learning and Teacher Pipelines
Email:	jennifer.maldonado@hcisd.org
Phone:	956-368-6111

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:	Ericka Villarreal
Title:	Director of Talent Acquisition
Email:	ericka.villarreal@hcisd.org
Phone:	956-430-9709

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.

National Institute for Excellence in Teaching (NIET)

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

Name:	Kristina Carsow
Title:	Southwest Regional Director
Email:	kcarsow@NIET.org
Phone:	512-870-7002

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:	40
Estimated number of school system & campus leaders for Pathway 1:	0

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:	30
---	----

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:	65
---	----

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

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)

2

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:

HARLINGEN H S-(031903001)

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

[HarlingenHS.PTECH.Question1.pdf](#)

57KB

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.

Texas State Technical College Harlingen

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

[HCISD.PTECH.LetterOfSupport.pdf](#)

114KB

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

[HarlingenHS.PTECH.Question4.pdf](#)

86KB

application/pdf

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

Welding

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

Structural Level 1 Certificate

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

[HCISD.PTECH.Crosswalk.pdf](#)

137KB

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

[HarlingenHS.PTECH.Question8.pdf](#)

84KB

application/pdf

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

[HarlingenHS.PTECH.Question9.pdf](#)

106KB

application/pdf

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

[HarlingenHS.PTECH.Question10.pdf](#)

83KB

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

[HarlingenHS.PTECH.Question11.pdf](#)

90KB

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

[HarlingenHS.PTECH.Question12.pdf](#)

123KB

application/pdf

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 second campus to be considered for this grant:

HARLINGEN H S - SOUTH-(031903002)

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

[HarlingenHSSouth.PTECH.Question1.pdf](#)

57KB

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.

Texas State Technical College Harlingen

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

[HCISD.PTECH.LetterOfSupport.pdf](#)

114KB

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

[HarlingenHSSouth.PTECH.Question4.pdf](#)

86KB

application/pdf

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

Welding and Engineering Foundations

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

Structural Level 1 Certificate and Industrial Systems Technology Level 1 Certificate

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

[HCISD.PTECH.Crosswalk.pdf](#)

137KB

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

[HarlingenHSSouth.PTECH.Question8.pdf](#)

85KB

application/pdf

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

[HarlingenHSSouth.PTECH.Question9.pdf](#)

85KB

application/pdf

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

[HarlingenHSSouth.PTECH.Question10.pdf](#)

83KB
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

[HarlingenHSSouth.PTECH.Question11.pdf](#)

90KB
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

[HarlingenHSSouth.PTECH.Question12.pdf](#)

129KB
application/pdf

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:	Fernando Reyes
Role:	Assistant Superintendent for Secondary Education
Email:	fernando.reyes@hcisd.org
Phone:	956-430-4406

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?

120

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)

Harlingen CISD calculated the projected enrollment of 120 students for the proposed virtual and hybrid program by analyzing multiple sources of quantitative and qualitative data that reflect current student needs and demonstrated community interest. Over the past two years the district has implemented a consistent exit survey process for all students withdrawing from HCISD. These surveys capture families'

reasons for leaving and have revealed a clear and growing trend: a segment of students is seeking greater flexibility self-paced learning smaller or more personalized settings or non-traditional pathways such as apprenticeships or increased work responsibilities. Many departing families are choosing schools or home school arrangements that offer virtual or hybrid options. In the most current TEA dropout report HCISD had 43 dropouts in grades 7-12. Students cited challenges that could be mitigated through flexible scheduling personalized pacing or alternative learning models. Additionally the TEA Student Transfer Report (2024-2025) shows that 50 HCISD students transferred to schools offering flexible or non-traditional learning structures including virtual and hybrid programs. The latest published TEA leaver report indicates 53 students withdrew to home school. HCISD records for the most recent school year show 48 students withdrew to home school along with 10 students who withdrew due to academic reasons and have not re-enrolled. Overall district monitoring indicates an increasing trend of withdrawals to virtual programs online schools and home school structures. This trend is driven by evolving family financial needs work obligations and student preferences for independent or flexible learning environments. Building on this data analysis of exit survey responses and conversations with families and campus leaders identified six primary reasons for seeking alternative learning pathways: pregnancy work obligations desire to complete school from home preference for smaller group settings interest in virtual learning and anxiety-related challenges. Offering a high-quality virtual program provides an effective solution for these students while maintaining access to rigorous instruction. By combining exit survey data TEA reports district enrollment and withdrawal trends and stakeholder input HCISD identified a consistent annual pool of approximately 120 high school students whose needs align with virtual and hybrid programming. This enrollment estimate represents a realistic data-driven projection of students likely to opt into a district-run virtual or hybrid option.

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 team of HCISD administrators educators and parents will work together to design a virtual and hybrid program that directly reflects the priorities outlined in the HCISD Strategic Plan and the District Improvement Plan. The Strategic Plan Committee made a commitment to provide student experiences that are individualized and innovative. The Virtual and Hybrid Program is a reflection of the district's long-term vision of providing world-class flexible and student-centered learning experiences for all learners. Supporting HCISD's Commitment to Transforming Teaching and Learning: Through our strategic planning work

our community emphasized the importance of expanding flexible technology-rich learning options. This program responds to that call by creating a high-quality virtual and hybrid pathway that blends synchronous instruction independent learning and personalized student support. These elements reflect our district's shared goal of meeting students where they are and increasing individualized learning opportunities across all secondary schools. Expanding Options for All Students and Families: During parent and student feedback sessions and through our exit survey data families communicated a need for additional learning models that offer more flexibility smaller settings or nontraditional pathways such as work-based learning and apprenticeships. As a design team we recognized that a virtual/hybrid option directly supports HCISD's strategic goal of preparing well-rounded graduates by ensuring every student—regardless of circumstance—has access to rigorous coursework and a clear pathway to graduation. Rooted in Data and Continuous Improvement: A key part of our district's improvement process involves using meaningful data to shape our decisions. Over the past two years exit survey trends withdrawal patterns and community input showed a growing need for flexible programming. As a team we reviewed this data carefully and used it to shape a program that is responsive to real student needs. We will continue to use HCISD's established data systems to monitor progress engagement and achievement in alignment with the DIP. Strengthening Staff Capacity and Professional Learning: Our teachers and instructional leaders voiced the importance of receiving strong professional development to support any new instructional model. The virtual/hybrid program incorporates this priority by ensuring educators receive specialized training and ongoing coaching. This commitment aligns with our strategic focus on talent development and ensuring teachers are supported as they implement innovative student-centered practices. Honoring Family and Community Input: One of the strongest values that emerged during the strategic planning process was the importance of listening to our families. The idea for this program comes directly from consistent family feedback—particularly from students who need flexibility due to work health or personal circumstances. By offering this option within HCISD we keep students connected to our community and ensure they continue receiving the high-quality education our families expect. In every way this virtual and hybrid program represents a shared effort across our district. It reflects the voices of parents educators students and district leaders and aligns closely with our strategic direction. Together we believe this program will expand opportunity increase equity and help HCISD continue moving toward our vision of being a system of world-class schools.

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

Harlingen CISD's leadership team brings a diverse and robust set of experiences to the design and support of high-quality virtual and hybrid instruction. The team includes campus principals district-level directors and instructional leaders who have successfully led virtual learning initiatives and technology integration efforts across multiple grade levels. Fernando Reyes Assistant Superintendent for Secondary Education led HCISD's transition to virtual and hybrid learning during the COVID19 shutdown from March 2020–May 2021 providing districtwide oversight and strategic planning. Under his leadership the district established structured virtual routines clear instructional expectations and technology-enhanced practices that supported student engagement and academic progress. Dr. Reyes' background in Industrial Engineering informs his data-driven systems-focused approach to virtual program design. He applies Lean and Six Sigma principles to optimize instructional workflows reduce variability and monitor effectiveness. He has overseen the integration of high-quality instructional materials into Canvas and Google Classroom led one-to-one digital transformations and coordinated secure administration of computer-based PSAT

SAT

AP

and STAAR assessments. During his time as Principal of a high performing comprehensive high school in Cameron County (earning an A rating and all seven TEA distinctions)

Dr. Reyes demonstrates the ability to manage complex instructional systems while maintaining rigorous academic standards. His Ed.D. in Educational Leadership and advanced leadership training through Holdsworth and Raise Your Hand Texas equip him to lead innovative large-scale virtual and hybrid programs that are reliable scalable

and aligned to HCISD's strategic goals. Dalia Moore

Principal of Harlingen High School South

has 15 years of administrative experience at the high school level and has worked through many fast-changing instructional situations. During the COVID-19 shutdown

she served as Assistant Principal overseeing PEIMS

where she played an important role in making sure attendance

remote learning records

and state reporting were accurate. She holds a Bachelor of Science in Computer Science

which gives her a strong technical background that is helpful in working with virtual and hybrid programs. Her background helps her understand digital platforms

instructional technology

cybersecurity needs

and the technical requirements for high-quality online instruction. Mrs. Moore also has 15 years of experience creating high school master schedules. This includes designing flexible student pathways

managing graduation plans

matching resources to student needs

and making sure students take the courses required to meet state standards. This experience is especially important for virtual and hybrid programs that need to balance student choice

personalized learning

and accountability. Throughout her career

Mrs. Moore has supported students who need nontraditional learning environments. She has worked closely with parents and students to provide the right support

communication

and flexibility to help them be successful in virtual or hybrid settings. This includes students who are behind on credits; those who learn better in small or structured settings

requiring flexible schedules

moving to or from alternative campuses

and families looking for personalized learning options Efrain Amaya

Principal of Harlingen High School

brings 24 years of experience in education

including roles as: 9 years as an English teacher (ESL certified)

3 years as a middle school assistant principal

2 years as a DAEP principal

7 years as a middle school principal

and 3 years as a high school principal. He holds master's degrees in Reading and Administration and is pursuing his Superintendent Certification. Throughout his career

Mr. Amaya has led and participated in numerous professional development initiatives focused on curriculum and instruction

504/SPED interventions

SIOP/7 Steps to a Rich Language

classroom management

and Kagan Strategies. His extensive experience across grade levels and diverse instructional settings equips him to support and lead high-quality virtual and hybrid learning programs

ensuring student-centered instruction

flexibility

and academic rigor. Dr. Kevin Garcia

Director of Curriculum

Instruction

and Assessment

led campuses through virtual instruction during the COVID-19 shutdown at the secondary level and facilitated hybrid instruction for seniors

graduating during the summer. He provides district and campus-level leadership on instructional practices with identified curriculums. Dr. Garcia brings 18 years of experience in education and holds a Ph.D. in Educational Leadership and Policy. His previous roles include Principal at the elementary middle and high school levels; Director of Professional Development; Director of Advanced Academics; District Coordinator for School Improvement; K–12 Mathematics Coordinator; High School Academic Dean; and mathematics teacher. He has extensive experience overseeing the review adoption and implementation of curriculum across all grade levels ensuring alignment to TEKS high-quality instructional practices and student achievement outcomes. Jaime Reyes Director of Technology brings extensive expertise in infrastructure cybersecurity and digital learning systems. A long-standing leader in technology Mr. Reyes has driven innovation through strategic planning collaborative leadership and a commitment to removing roadblocks that impact effective teaching and learning. Mr. Reyes played a pivotal role in the district's COVID-19 response in the acquisition provisioning and distribution of student and teacher infrastructure to support the online learning environment. He also developed and managed a dedicated support call center ensuring staff and students have access to both the professional and technical assistance needed to succeed. Mr. Reyes directed the efforts to expand connectivity through the "Park and Learn" initiative at district campuses and by deploying district vehicles as mobile hotspots in strategic community locations. Additionally he collaborated with industry partners and city leadership in an innovative "Last Mile" project aimed at delivering low-cost home internet access not only to the community but by leveraging student-needs data focused on closing the digital divide gap of our students. Mr. Reyes continues to modernize technology initiatives by leveraging data enhancing readiness for e-curriculum integration and promoting high-quality instruction. Throughout his career and strong partnerships with Innovative Practices and Library Services Mr. Reyes works to enhance digital literacy and student support in developing the skills needed to engage responsibly online. Focusing on responsible use of technology fostering ethical and respectful virtual presence protecting personal information and recognizing online risks. Dr. Jessica Hruska Director of Innovative Practices and Library Services has 17 years of experience in education all within HCISD and holds a Ph.D. in Curriculum and Instruction. She has served in multiple roles including secondary science teacher educational consultant and instructional coach grant writer special project specialist coordinator of instructional technology special projects and coordinator for blended learning. She brings a robust background in instructional technology and curriculum development essential for this grant's success. With extensive experience in implementing district-wide initiatives she is uniquely positioned to help assist with this project having served as the program lead for Raise Your Hand Texas's Raising Blended Learners grant and participated in the UTeach Blended Learning Cadre. Her expertise is further validated by multiple certifications including being both Apple Teacher Certified and Google Certified along with leading district efforts in artificial intelligence and blended learning. The leadership team supports teachers through ongoing professional development in blended learning including one-on-one google classroom coaching and Apple PLCs. Teachers receive training in digital tools and platforms and the district has experience conducting virtual walkthroughs and providing instructional feedback remotely. Additionally HCISD offers robust data analysis support through platforms like Power BI and DMAC enabling instructional leaders to make informed decisions that drive student success. Together

this team combines instructional expertise
technological fluency
and strategic leadership to ensure the virtual and hybrid program is both innovative and sustainable.

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

Harlingen CISD's decision to pursue a virtual and hybrid program was informed by a combination of district data evaluation research and stakeholder input ensuring the program addresses student needs while aligning with community priorities and district goals. District Data and Trends Over the past two years HCISD has collected exit survey data from students and families who choose alternative educational options. Analysis of this data revealed that students often withdraw due to circumstance or learning style preference. Common factors include family and socioeconomic challenges (poverty lack of parental support unstable home environment school-related issues (teacher-student relationship difficulties negative experiences) individual factors (low academic achievement absenteeism behavioral issues) and social factors (peer influence early involvement in risky behaviors) (Banaag et al. 2024). This data also identified a growing number of students seeking flexible learning options self-paced instruction smaller or more personalized settings and opportunities to balance school with work or apprenticeships. Enrollment and withdrawal patterns show an increasing number of students pursuing education from home with over 70% citing these reasons as part of their choice to withdraw for the current school year. Using this evidence the district projected that approximately 120 high school students would benefit from a high-quality local virtual or hybrid option. Research on Virtual and Hybrid Learning The program design is informed by national and state research on effective virtual and hybrid instruction (Radhakrishna 2023; Flynn-Wilson & Reynolds 2021; Hanover Research K-12 Online/Hybrid Courses). Research indicates that when virtual and hybrid programs are implemented with structured routines individualized support evidence-based instructional practices and ongoing progress monitoring student outcomes can meet or exceed those in traditional in-person settings. HCISD's program will incorporate these strategies including blended synchronous/asynchronous learning high-quality instructional materials and continuous student progress monitoring. Stakeholder Input and Strategic Alignment Input from students families teachers and campus leaders confirmed that a virtual and hybrid program aligns with HCISD's Strategic Plan and District Improvement Plan. By expanding personalized learning opportunities increasing access to rigorous coursework and providing flexible pathways the program will support the district's goals of preparing students for college careers and lifelong success. This alignment ensures that the program not only addresses student needs but also advances HCISD's broader vision and strategic priorities. Our decision to pursue a virtual and hybrid model reflects a deliberate data-driven process that combines student and family voice staff expertise and research-based best practices to meet the growing needs of the Harlingen community.

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.

The foundational areas of need checked by HCISD allow us to move beyond basic implementation and focus on building an innovative future-ready program. We therefore seek specialized Technical Assistance (TA) in two advanced operational areas: Innovative Staffing and Scheduling Model Design and Advanced High-Quality Instructional Materials (HQIM) Deployment. We require TA to design a flexible master schedule and specialized staffing structure that ensures financial sustainability and supports a high-quality instructional model. This support is crucial for intentionally designing blended teacher roles—like utilizing content specialists alongside instructional coaches—to meet the personalized pacing needs of our middle and high school students. Concurrently we need focused support on the high-fidelity adaptation and deployment of HQIM within our flexible asynchronous and synchronous model. This will ensure the rigor of the HQIM is maximized for the virtual environment focusing specifically on effective virtual assessment design deep student engagement and seamless progress monitoring in a remote setting. This targeted support will enable HCISD to build a program that is both innovative and sustainable moving beyond foundational implementation to achieve long-term excellence.

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

We are currently using Edgenuity by Imagine Learning to assist students who require additional support or a more accessible curriculum. Through the success we have seen with that curriculum we are planning to continue to utilize it for our virtual learning for core courses. We believe this curriculum will allow us the flexibility needed to support students virtually without a sacrifice of learning. To ensure a cohesive instructional experience across all settings we will also be reviewing components of our existing curricula (SAVVAS Carnegie and Lowman) to determine which materials and instructional practices can be integrated into the core courses. This approach allows us to maintain consistency with our in-person coursework while giving students the flexibility and structure required to be successful in a virtual or hybrid model.

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:	<input type="text" value="Fernando Reyes"/>
Title:	<input type="text" value="Assistant Superintendent for Secondary Education"/>
Email:	<input type="text" value="fernando.reyes@hcisd.org"/>

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

Name:	<input type="text" value="Kevin Garcia"/>
Title:	<input type="text" value="Director Of Curriculum Instruction and Assessment"/>
Email:	<input type="text" value="kevin.garcia@hcisd.org"/>

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 :	<input type="text" value="Maria Veronica Kortan"/>
Superintendent Email:	<input type="text" value="maria.kortan@hcisd.org"/>

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:

- AP Computer Science Principles (APCSP)
- PREP Residency Preservice Program
- PREP Grow Your Own (GYO) Program
- PREP Mentorship Program
- Pathways in Technology Early College High School (P-TECH)
- Virtual and Hybrid Program Accelerator (VHPA)

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

Signed On: December 2, 2025 at 07:13 PM

mykorten

clear