

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="LA JOYA ISD-(108912)"/>

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="Jose Roel Flores"/>
School System Employee Title:	<input type="text" value="Federal and State Programs and Grant Development Director"/>
School System Employee Email:	<input type="text" value="j.flores8@lajoyaisd.net"/>

Superintendent Contact Information

Enter the school system superintendent's contact information.

Superintendent Name:	<input type="text" value="Marcey Sorensen"/>
Superintendent Email:	<input type="text" value="m.sorensen@lajoyaisd.net"/>

School System Calendar

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

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

LASO Cycle 4 Assurances

As the applicant, the school system hereby agrees to:

- Commit to all assurances associated with the initiatives they intend to apply for.

Failure to agree to these assurances may prevent the school system from completing the application or being considered for awards.

- Ensure the superintendent approves participation in all selected initiatives.

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

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

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

- Yes
- No

Initiative Selection

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

Curriculum & Instruction Grants

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

Education & Training Allotments and Grant

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

More Time Grants

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

Innovative School Models - Launch Grants

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

Leadership and Instructional Foundations for Texas (LIFT)

Initiative Description:

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

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

Eligibility Criteria:

As the applicant, the school system hereby agrees to:

- Commit to selecting and implementing a [State Board of Education \(SBOE\)](#)-approved high-quality instructional material (HQIM) in the 2027–28 school year.

OR

- Commit to implementing a Bluebonnet Learning (BL) product in the 2026–27 school year.

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

Initiative Assurances:

As the applicant, the school system hereby agrees to:

- Commit to (with Board approval) implementing a Bluebonnet Learning (BL) product in the 2026–27 school year (if applying to the “Implementation Phase”) OR committing to selecting and implementing a State Board of Education (SBOE)-approved high-quality instructional material (HQIM) in the 2027–28 school year (if applying to the “Planning Phase”).
- Contract with an Approved Provider from the LASO Cycle 4 State Approved Provider List for LIFT.
- Submit Approved Provider contracts and required funding summary reports to TEA.
- Secure approval from the Superintendent and Chief Academic Officer (or equivalent leader) to participate in the program.
- Appoint a designated LIFT lead as the primary point of contact and identify at least two additional contacts.
Note: The primary point of contact should be the equivalent of a senior academic team member or principal manager.
- Participate in required TEA-led activities, including a grant kick-off and communities of practice.
- Engage relevant school system and campus leaders, including special programs leadership, as well as teachers, instructional coaches, and special population educators in upfront training, implementation support, and coaching.
- Participate in a needs assessment of current instructional practices and materials.
- Establish or refine systems for instructional leadership, schoolwide routines, and observation and feedback.
- Submit all required grant deliverables, including instructional framework artifacts, implementation plans, school system-level instructional materials transition plan, campus-level implementation action plans, classroom, campus, and school system-level observation data and student outcomes data and progress updates as requested by the Approved Provider or the TEA.
- Participate in TEA-administered surveys and/or focus groups, as requested.
- Use grant funds in alignment with the required allocation structure and ensuring all expenditures support the goals of the LIFT program.
- Permit Approved Providers access to campuses to provide in-person support.
- Ensure teachers have sufficient planning time and use the required protocols.
- Provide print materials for all participating teachers and students.
- Follow the year-long scope and sequence for the instructional materials.
- Meet the minimum number of instructional minutes for the instructional materials.
- Ensure that a number of instructional leaders, aligned with the school system size, will actively participate in monthly implementation support and coaching provided by the Approved Provider.
- Ensure that the school system cabinet regularly engages in data reflection/performance management routines.

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

- Yes
- No

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

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

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

You may select different options for each content area.

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

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

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

K–5 Mathematics

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

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

SBOE approved

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

Secondary Mathematics

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

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

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

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

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

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

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

Total number of principals to be coached :

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

Total number of leaders to be coached:

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

- Yes
- No

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

- Yes
- No

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

Name:	<input style="width: 250px;" type="text" value="Derek Little"/>
Email:	<input style="width: 250px;" type="text" value="d.little@lajoyaisd.net"/>
Phone:	<input style="width: 250px;" type="text" value="956-323-2590"/>

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

Name:	Brenda Garcia
Email:	b.garcia5@lajoyaisd.net
Phone:	956-323-2190

Name:	Jodie Adair
Email:	j.adair@lajoyaisd.net
Phone:	956-323-2567

LIFT School Improvement PLC (LIFT SI PLC)

Initiative Description:

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

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

Eligibility Criteria:

As the applicant, the school system hereby agrees to:

- Eligible campuses include campuses that are Title I served with a 2025 federal accountability identification, including Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support (ATS). Comprehensive campuses in their second year of identification (Comprehensive Reidentified or Comprehensive Progress) are also eligible. Campuses must remain in operation during the grant cycle and remain Title I served for the 2026-27 school year.

Note: A school system is eligible to apply to both Leadership and Instructional Foundations for Texas (LIFT) and LIFT SI PLC Support grants, but if both are awarded, the school system must select the same Approved Provider for both LIFT and the LIFT SI PLC Support grant.

Initiative Assurances:

As the applicant, the school system hereby agrees to:

- Implement a Bluebonnet Learning (BL) product in the 2026–27 school year.
- Secure approval from the Superintendent and Chief Academic Officer (or equivalent leader) to participate in the program.
- Contract with the same provider from the LASO Cycle 4 State Approved Provider list that is providing technical assistance for the LIFT program for PLC supports.
- Engage relevant school system and campus leaders, as well as teachers and instructional coaches, in upfront training, implementation support, and coaching.

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

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

Initiative Requirements:

As the applicant, the school system hereby agrees to:

- Provide an additional campus leader—distinct from those supported through the LIFT Program—who will directly support teachers or

campus leaders implementing the selected instructional materials.

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

- Yes
- No

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

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

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

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

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

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

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

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

DR AMERICO PAREDES EL-(108912122)
DR MARIA PALMIRA MENDIOLA EL-(108912127)
EVANGELINA GARZA EL-(108912126)
JUAN SEGUIN EL-(108912120)

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

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

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

DR AMERICO PAREDES EL-(108912122): 1
DR MARIA PALMIRA MENDIOLA EL-(108912127): 1
EVANGELINA GARZA EL-(108912126): 2
JUAN SEGUIN EL-(108912120): 2

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

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

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

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

DOMINGO TREVINO MIDDLE-(108912049)
DR JAVIER SAENZ MIDDLE-(108912043)
LORENZO DE ZAVALA MIDDLE-(108912041)

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

Note: Each individual must be directly supporting teachers or campus leaders implementing the selected instructional material. These individuals must be in addition to and distinct from leaders receiving coaching through the LIFT program.

DOMINGO TREVINO MIDDLE-(108912049): 2
DR JAVIER SAENZ MIDDLE-(108912043): 2
LORENZO DE ZAVALA MIDDLE-(108912041): 2

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

Initiative Specific Questions for the Bluebonnet Learning Secondary Math Activity

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

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

DOMINGO TREVINO MIDDLE-(108912049)
DR JAVIER SAENZ MIDDLE-(108912043)
LORENZO DE ZAVALA MIDDLE-(108912041)

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

Note: Each individual must be directly supporting teachers or campus leaders implementing the selected instructional material. These individuals must be in addition to and distinct from leaders receiving coaching through the LIFT program.

DOMINGO TREVINO MIDDLE-(108912049): 2
DR JAVIER SAENZ MIDDLE-(108912043): 2
LORENZO DE ZAVALA MIDDLE-(108912041): 2

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

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

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

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

Name:
Email:
Phone:

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

Name:
Email:
Phone:

Name:	Brenda Garcia
Email:	b.garcia5@lajoyaisd.net
Phone:	956-323-2190

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 (SBECE) 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)

20

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:	Jaime Miller
Title:	Chief of Human Capital and Talent Development
Email:	j.miller@lajoyaisd.net
Phone:	432-559-6971

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

Name:	Lisa Willis
Title:	Executive Director of Talent Development
Email:	l.willis@lajoyaisd.net
Phone:	956-323-2600

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.

Region 01 Education Service Center

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

Name:	Maria E Lopez
Title:	UTRGV Program Coordinator
Email:	maria.lopez1@UTRGV.edu

Phone:

956-665-5910

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.

20

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:	Jaime Miller
Title:	Chief of Human Capital and Talent Development
Email:	j.miller@lajoyaisd.net
Phone:	432-559-6971

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

Name:	Lisa Willis
Title:	Executive Director of Talent Development
Email:	l.willis@lajoyaisd.net
Phone:	956-323-2600

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)

20

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:	Jaime Miller
Title:	Chief of Human Capital and Talent Development
Email:	j.miller@lajoyaisd.net
Phone:	432-559-6971

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:	Lisa Willis
Title:	Executive Director of Talent Development
Email:	l.willis@lajoyaisd.net
Phone:	956-323-2600

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 01: Edinburg

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

Name:	Maria E Lopez
Title:	Program Coordinator
Email:	maria.lopez1@utrgv.edu
Phone:	956-665-5910

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:	<input type="text" value="50"/>
Estimated number of school system & campus leaders for Pathway 1:	<input type="text" value="10"/>

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:	<input type="text" value="10"/>
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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:	<input type="text" value="50"/>
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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:	Jaime Miller
Title:	Chief of Human Capital and Talent Development
Email:	j.miller@lajoyaisd.net
Phone:	432-559-6791

1a. Top three responsibilities in their role:

1. Talent and Strategy Workforce Planning. 2. Employee performance Development and Culture. 3. Compliance, Policy and Risk Management

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

We weekly meetings

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

This role will develop a long-term sustainability plan for paid teacher residencies by embedding residency practices into the district's permanent talent pipeline strategy. The Chief will leverage data to demonstrate program impact strengthen partnerships with universities and integrate residency costs into ongoing budget structures through strategic compensation staffing efficiencies and phased local funding. By building internal systems—such as mentor teacher pathways evaluation protocols and recruitment pipelines—the Chief ensures the residency model becomes a stable district-owned approach to growing high-quality teachers beyond the life of the grant.

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

La Joya ISD will support this work by making sure the systems tools and processes for our residency pipeline are not owned by just one person. All residency procedures partnership details budgeting plans and sustainability documents will be kept in shared district systems and reviewed regularly with the Human Capital team Academic Services and Finance. The Executive Director of Human Capital our recruitment and talent development staff and our university partners will all be cross-trained so that multiple people understand the work and can carry it forward if there is turnover. This ensures the residency program remains stable sustainable and fully supported no matter who is in the role.

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:	Lisa Willis
Title:	Executive Director of Human Capital
Email:	l.willis@lajoyaisd.net
Phone:	956-323-2600

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.

University of Texas - RGV

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.

Region 01 Education Service Center

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

[La Joya ISD TTRPR EPP Partner.pdf](#)

183KB

application/pdf

School Action Fund-Planning and Implementation (SAF) Grant

Initiative Description:

School Actions are whole-school strategies districts use to increase access to high-quality schools, meet community needs, and address chronic underperformance. By providing technical assistance and grant funds to support school actions for individual campuses, TEA also supports school districts to take strategic actions that both improve schools and provide communities, parents, and families with the schools and programs they want, need, and deserve.

All School Action Fund (SAF) grantees must plan and implement an ESF-aligned, evidence-based model that includes development of a strategic schedule that maximizes instructional staff and time; assignment and empowerment of a campus leader with a track record of success to plan and implement the school action and model; and implementation of high quality instructional materials (HQIM, as defined later in these Program Guidelines) and research-based instructional strategies (RBIS).

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:

- Relevant campuses meet grant specific eligibility requirements of the 2026-2027 School Action Fund-Planning and Implementation Grant (SAF) to apply. See Eligibility List [here](#).

Note: Eligible applicants are school systems that apply on behalf of campuses that are Title I-serving school-wide and Comprehensive Support-identified, Targeted Support-identified, or Additional Targeted Support-identified, based on SY 2024-25 ratings. For new schools, there must be clear Title I, Part A eligibility and intent to obtain Title I-serving status for SY 2027-28 and beyond.

To be eligible, a campus may not have received any School Action Fund (SAF) grants, including TCLAS Decision 10 and any LASO SAF grants, since 2019-2020 (Planning, Continuation, or Implementation).

Initiative Assurances:

As the applicant, the school system hereby agrees to:

Note: The Superintendent, Chief Academic Officer and/or Chief Innovation/Transformation Officer, School Action Fund Project Manager (who has Cabinet-level access and decision-making authority), Chief Financial Officer, and any Superintendent designee understand that the School

System (Applicant) assure that they know the following commitments.

- Aware that if awarded a Restart Action School System-Run ACE model Planning grant, and the campus is eligible for Resource campus designation, the grantee will be required to meet all Resource designation expectations by the end of the 2nd (second) year of implementation. More information about Resource Campus designation can be found [here](#).
- Regularly submit their expenditures (monthly preferred, quarterly at minimum) to remain on-track for grant expenditures.
- If a specific campus has not yet been identified, SAF grantee School Systems use a data-informed evaluation process and criteria (both quantitative and qualitative), and an appropriate timeline for identifying the campus(es) for school action(s), **by Gate 0 of the first year of the awarded grant.**
- Required to select a school system level (Central Office) staff member who is both qualified and experienced in project and program management to manage the planning and implementation of the grant.
- School Action Fund Project Manager must attend regular meetings, at least monthly, with the TEA SAF program staff.
- The school system level (central office) Business/Finance Office staff member responsible for overseeing SAF grant expenditures and drawdown processes must attend at least two meetings per semester with the school system's School Action Fund Project Manager and TEA SAF program staff.
- Fully implement high-quality instructional materials (HQIM, as described in the SY 2026-27 School Action Fund-Planning and Implementation grant's Program Guidelines) on the awarded campus(es) by **Year 1 (one)** of Continuation/Implementation, in both Mathematics and Reading Language Arts classes/courses.
- Implement strategic scheduling programs that require operational and staffing shifts to optimize time and accelerate instruction at the SAF campus(es) by Year 1 (one) of Continuation/Implementation as defined by the TEA, unless otherwise approved or stated by the TEA.

Initiative Requirements:

As the applicant, the school system hereby agrees to:

- The SAF grantee must fully implement the selected school action and model, identifying flexible and autonomous practices, as well as campus-specific goals and metrics aligned with school system policies. These must be documented in a Performance Agreement (for school system-run actions) or a Partnership Performance Contract (for partner-managed actions), signed by the campus leader and the school system superintendent and/or Board of Trustees by **May 31, 2027**.
- The SAF grantee school system's Board of Trustees must complete TEA-approved board training by Gate 3 of Year 1 of the awarded grant..
- Any campus that is closing, or potentially being repurposed, as part of a SY 2026-27 School Action Fund-Planning and Implementation grant, **must** follow TAC rules regarding CDCN requirements (County District Campus Number), and Campus Repurposing and Closure, including TAC 97.1066. (More information can be found [here](#).)
- Guarantee that school leaders of awarded campuses have at least 20 hours of release time built into their weekly schedules to plan the school action(s) and model(s).
- Select a TEA-codified school model and assign and empower a campus leader who has a track record of success to lead the planning and implementation of the school action and model.

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

- Yes
 No

School Action Fund-Planning and Implementation (SAF) Grant (cont.)

Requirements for School Action Fund Applicants/Grantees of "Partner-Managed" Actions

1. Is the school system applying for any Partner-Managed Actions?

- Yes
 No

School Action Fund-Planning and Implementation (SAF) Grant (cont.)

Requirements for School Action Fund Applicants/Grantees of "Create New School" actions

1. Is the school system applying for any "Create New School" actions?

- Yes
 No

2. Does the school system agree to all the requirements listed below?

- Applicants selecting "Create New School" must select and designate a campus leader no later than **June 5, 2026**, and commit to that

campus leader’s full participation in the New School Design Fellowship program beginning Summer 2026.

- Applicants must follow TAC rules regarding CDCN requirements (County District Campus Number), including TAC 97.1066
NOTE: Campus “phase-out” is not supported by the 2026-2027 School Action Fund-Planning and Implementation grant.
- Applicants selecting “Create New School” school actions must include the new campus in its Title I ESSA plan in time for SY2027-2028.
- Applicants assure enrollment at a “New School” will prioritize students previously attending, or zoned to, a Title I-serving and Comprehensive Support-identified, Targeted Support-identified, or Additional Targeted Support-identified school (2024-2025 ratings).

- Yes
- No

School Action Fund-Planning and Implementation (SAF) Grant (cont.)

School Action Fund-Planning and Implementation Grant Initiative-Specific Questions

- Only **one** Action, **one** Governance Structure, and **one** Model may be selected for each eligible campus.
- School systems are limited to a maximum of 6 (six) awards across all actions; and 4 (four) awards per action.
- For descriptions of each Action, click [here](#) for details.
- School system with a Board of Trustees-approved SY2026-27 Additional Days School Year (ADSY) Calendar with at least 200 days must attach:
 - Board of Trustees-approved SY2026-27 Additional Days School Year (ADSY) Calendar with at least 200 days
 - School system Board of Trustees Resolution approving the SY2026-27 ADSY Calendar

1. On behalf of how many campus(es) is the school system applying for:

Restart Actions? (0 to 4)

2. On behalf of how many campus(es) is the school system applying for:

Create New School Actions? (0 to 4)

3. On behalf of how many campus(es) is the school system applying for:

Reassign Actions? (0 to 4)

Caution: The selected campus cannot have received its fourth consecutive year of an unacceptable rating (F or equivalent).

4. Does the school system understand that Redesign Actions are no longer available through the School Action Fund?

Note: If a school system is interested in redesigning a campus, please consider the **Additional Days School Year Full Year Redesign Grant (ADSY FYR)** available in LASO 4.

- Yes
- No

5. Does the school system have a Board of Trustee approved ADSY calendar with a minimum of 175 days and at least 25 additional/separate instructional / enrichment days?

- Yes
- No

School systems with a Board of Trustees approved SY2026-27 Additional Days School Year (ADSY) calendar with at least 200 days must attach:

6. Upload SY2026-27 Additional Days School Year (ADSY) calendar with at least 200 days.

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

[La Joya ISD School Calendar SAE.pdf](#)

1860KB
application/pdf

7. Board of Trustees Resolution approving the SY2026-27 ADSY Calendar

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

[La Joya ISD School Calendar SAE.pdf](#)

1860KB
application/pdf

School Action Fund-Planning and Implementation (SAF) Grant (cont.)

Restart Actions

In **Restart Actions**, school systems receive new campus leaders, majority of new staff, and a new academic and educational model to turnaround a school. School systems (grantees) will implement all aspects of the school action and model in Year 1 (one) of **Implementation**.

NOTE: A, B, C, and D-rated campuses are not eligible for Turnaround Partner-Managed school actions.

Select First Campus

JUAN SEGUIN EL-(108912120)

School Action Fund-Planning and Implementation (SAF) Grant (cont.)

Restart Action for ADELTON EL-(011901113)

1. Will the selected campus be school system run or Partner-Managed?

- School System-Run
- Turnaround Partner-Managed (available only to "F"-rated campuses)

2. Is the school system applying for a Planning grant or Implementation grant for the selected campus?

- Planning
- Implementation

2a. Select the TEA-approved technical assistance provider that the school system has already planned the **Restart Action** with.

- Empower Schools
- Collegiate Edu-Nation (CEN)
- MAYA Consulting
- Steady State Impact Strategies
- Other

3. Which grade levels will be served on the campus during SY2026–27?

- Kindergarten

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

School Action Fund-Planning and Implementation (SAF) Grant (cont.)

Create New School Actions

In **Create New School Actions**, a new school with a new CDCN, new campus leader, and an **Advanced STEM** model (*see [here](#) for details*) is designed and started in a new facility, an unoccupied existing facility, or co-located with another district program, school, or department in an existing facility. School systems will implement all aspects of the school model in **Year 1** of Implementation.

Select First Campus

JUAN DE DIOS SALINAS MIDDLE-
(108912048)

School Action Fund-Planning and Implementation (SAF) Grant (cont.)

Create New School Action for

1. Will the new school be School System-Run or Partner-Managed?

- School System-Run (Advanced STEM)
- Partner-Managed (Innovation)

2. Is the school system applying for a Planning grant or Implementation grant for the new school?

- Planning
- Implementation

3. Which grade levels will be served by the new school if new school is opening in during SY2026–27, or if opening in SY2027-28?

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

School Action Fund-Planning and Implementation (SAF) Grant (cont.)

Reassign Actions

In **Reassign Actions**, school systems work with their communities to thoughtfully close school(s) and reassign students to A/B-rated campuses. **Caution:** The selected campus cannot have received its **fourth consecutive unacceptable** rating (F or equivalent).

Select First Campus

CORINA PENA EL-(108912124)

School Action Fund-Planning and Implementation (SAF) Grant (cont.)

Reassign Action for

1. Is/are the potential receiving school(s) Title I-serving school-wide & A/B-rated?

- Yes
 No

School Action Fund-Planning and Implementation (SAF) Grant (cont.)

Reassign Actions

In **Reassign Actions**, school systems work with their communities to thoughtfully close school(s) and reassign students to A/B-rated campuses. **Caution:** The selected campus cannot have received its **fourth consecutive unacceptable** rating (F or equivalent).

Select Second Campus

ROSENDO BENAVIDES EL-(108912105)

School Action Fund-Planning and Implementation (SAF) Grant (cont.)

Reassign Action for

1. Is/are the potential receiving school(s) Title I-serving school-wide & A/B-rated?

- 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 :

Marcey Sorensen

Superintendent Email:

m.sorensen@lajoyaisd.net

Review & Sign

The LASO Cycle 4 Grant has closed.

The closing date was December 3, 2025 at 05:00 PM.

This application can no longer be submitted.

Please close your browser window.

Review & Sign

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

You may only review one time. If you need to review the application again or make any additional revisions, please complete the Request for a Retake link- located on our LASO 4 webpage.

- Review
- Sign and Submit

Signature

Confirmation of Application

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

- Leadership & Instructional Foundations for Texas (LIFT)
- LIFT Add-On: School Improvement PLC Support (LIFT SI PLC)
- PREP Residency Preservice Program
- PREP Grow Your Own (GYO) Program
- PREP Mentorship Program
- Texas Strategic Staffing for Residencies (TSS) Grant
- School Action Fund (SAF)

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

Signed On: December 1, 2025 at 01:25 PM



M. Sorensen

clear