

Welcome

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

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

Introduction

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

To ensure an informed selection, please follow these steps:

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

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

Curriculum & Instruction Serving Grants

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

Education and Training

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

More Time

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

Innovative School Models - Launch Grants

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

Additional Resources and Considerations

Additional Resources

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

Key Considerations for Submission

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

Overview

General School System Information

Select the ESC region that serves the school system.

ESC Region:	ESC 04: Houston
School System:	RAUL YZAGUIRRE SCHOOLS FOR SUCCESS-(101806)

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:	Denise Martinez
School System Employee Title:	Executive Director of Elementary Education
School System Employee Email:	denise.martinez@tejanocenter.org

Superintendent Contact Information

Enter the school system superintendent's contact information.

Superintendent Name:	Dr Adriana Tamez
Superintendent Email:	adriana.tamez@tejanocenter.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)

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="Denise Martinez"/>
Email:	<input style="width: 250px;" type="text" value="denise.martinez@tejanocenter.org"/>
Phone:	<input style="width: 250px;" type="text" value="8326305220"/>

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

Name:	Jarrod Thornhill
Email:	jarrod.thornhill@tejanocenter.org
Phone:	7136403710

Name:	Syreeta Lazarus
Email:	syreeta.lazarus@tejanocenter.org
Phone:	7136403710

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.

We would use the APCSP grant to develop or expand a high school computer science pathway starting with the implementation of the AP Computer Science Principles course. This would involve funding essential teacher training purchasing necessary classroom technology and covering the cost of the APCSP exam to encourage participation and remove financial barriers. A portion of the funds would also be used for organizing field trips to expose students to high-demand computer science careers.

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)

1

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?

1

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

Name:	Jarrold Thornhill
Title:	Executive Director of Secondary Education
Email:	jarrod.thornhill@tejanocenter.org
Phone:	7136403710

Additional Days School Year Planning & Execution Program (ADSY PEP): Full Year Redesign and Summer Learning Cohorts

Initiative Description:

The Additional Days School Year (ADSY) Grant is a voluntary, three-year grant initiative designed to support school systems and open-enrollment charter schools in developing and sustaining high-quality ADSY programs.

The ADSY grant provides participating local education agencies (LEAs) with comprehensive support to design programs that are grounded in research and aligned with evidence-based practices that improve student outcomes. The program structure includes:

- Year 1: Planning - School systems engage in a year-long planning process with TEA-approved technical assistance providers to design a strategic, research-aligned ADSY model tailored to their local context.
- Years 2-3: Implementation Refinement and Continuous Improvement - School systems receive ongoing support to strengthen program

quality, monitor outcomes, and make data-informed adjustments to ensure long-term success and sustainability.

This structured approach builds school system capacity in program design, strategic planning, and change management. It ensures that additional instructional days are effectively implemented and aligned with school system priorities to maximize academic impact.

School systems participating in the Grade 6- 8 Expansion opportunity pilot will follow a slightly shorter timeline, with grant support lasting for two years.

School systems will be able to select between two ADSY models, Full Year and Summer, to receive planning and implementation support aligned with research-based best practices.

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:

- Participating campuses must operate on a 175-day instructional calendar or have a board-approved plan to implement such a calendar by the 2026–2027 school year.
- Campus must be implementing an IMRA-approved product as their Tier 1 during the regular school year.

Note: For Campuses That Have Not Previously Accessed ADSY Funding Under the ADSY Planning and Execution Program (PEP)

- The participating campus must serve students in one or more grade levels within PK–5.

Note: Previously Participated in ADSY PEP and Seek to Expand to Grades 6–8

- The participating campus(es) must serve students in one or more grade levels within 6–8.

Initiative Assurances:

As the applicant, the school system hereby agrees to:

- Assign a qualified and experienced project manager with district-level decision-making authority who can align campus-based actions with district goals, and who will:
 - Attend all Learning Community professional development workshops.
 - Participate in calls with the designated approved provider.
 - Lead the District's ADSY PEP steering committee.
 - Ensure timely and high-quality completion of the LEA's ADSY PEP strategic plan and deliverables.
- Form a cross-departmental Steering Committee that meets at least monthly and includes representatives from both the Finance and Curriculum & Instruction teams to guide strategic planning.
- Attend and actively participate in all required grant orientation meetings, Professional Development sessions, Technical Assistance (TA) meetings, and maintain open, responsive communication with the assigned TA provider throughout the grant period.
- Complete the comprehensive ADSY PEP Strategic Plan using the provided planning resources and templates, and submit it by the designated deadlines.
- Understand that continuation in the ADSY PEP grant is contingent upon demonstrated effort to implement feedback, adherence to all grant requirements, and evidence of yearly progress.
- Failure to secure board approval of an ADSY-eligible calendar (defined as a 175-day base instructional calendar with 75,600 operational minutes) for the 2026–2027 school year at participating campuses will result in ineligibility to continue in ADSY PEP.
- Maintain the annual ADSY-eligible calendar approval process at participating campuses for the full duration of the grant, and acknowledge that failure to secure board approval in future years during the ADSY PEP grant cycle will result in ineligibility for continued funding, if available.

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

- Yes
 No

Additional Days School Year Planning & Execution Program (ADSY PEP): Full Year Redesign and Summer Learning Cohorts (cont.)

ADSY Calendar Requirement:

Additional Days School Year funding is the foundation of the ADSY grant and includes an eligibility requirement of conducting a minimum of 175-day instructional calendar at the participating campuses.

1. Does the school system agree to the ADSY grant requirement of implementing and maintaining a base academic calendar of 175 instructional days and 75,600 operational minutes, and adding at least 25 Additional Days (aligned to the approved model) to the calendar at the eligible campuses for the full duration of the grant?

- Yes

No

Additional Days School Year Planning & Execution Program (ADSY PEP): Full Year Redesign and Summer Learning Cohorts (cont.)

ADSY Pathway:

1. Has the school system previously participated in the ADSY Full Year or Summer Cohort?

- Yes
 No

1a. Please select the option that best represents your school system's current ADSY implementation status. This will help route to the correct application sections:

Note: The school system has previously participated in the ADSY Full Year or ADSY Summer program with grant support. For this application cycle, the school system may apply for ADSY grant with up to three new-to-ADSY campuses.

Category 1 – New PK–5 Campus Participation

Applying for one or more campuses serving grades PK–5 that have never received ADSY formula funding under any prior ADSY grant.

Category 2 – Expansion to Grades 6–8

Previously participated in ADSY (Summer or Full Year) and is now seeking to expand ADSY implementation to include grades 6–8

Additional Days School Year Planning & Execution Program (ADSY PEP): Full Year Redesign and Summer Learning Cohorts (cont.)

School systems interested in Category 2 –Expansion to Grades 6–8

Note: The school system has previously participated in the ADSY Full Year or Summer cohort with grant support. For this application cycle, the school system may apply to ADSY with up to three new campuses.

Enter the number of ADSY eligible campuses the school system is applying for. (Min: 1, Max: 3 but not to exceed the number of available campuses)

Additional Days School Year Planning & Execution Program (ADSY PEP): Full Year Redesign and Summer Learning Cohorts (cont.)

ADSY school systems who are interested in Category 2 –Expansion to Grades 6–8

1. Please select the first ADSY-eligible campuses

2. Please indicate which ADSY cohort the school system is applying for:

- ADSY Summer
 ADSY Full Year

3. Does the selected campus currently operate on a 175+ instructional day calendar (not including staff development waivers) for the 2025-2026

school year?

- Yes
- No

3a. Upload the board-approved calendar.

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

[RaulYzaguirreSchoolsforSuccess_ADSY_2526SYAcademicCalendar.pdf](#)

169KB

application/pdf

4. Is the school system currently implementing an IMRA-approved, full-subject HQIM for Math at ALL the campuses anticipated to participate in ADSY PEP?

- Yes
- No

5. What is the full name of the Math instructional material(s)

Accelerate Learning

6. Is the school system currently implementing an IMRA-approved, full-subject HQIM for RLA at ALL the campuses anticipated to participate in ADSY PEP?

- Yes
- No

7. What is the full name of the RLA instructional material(s)

NO 2024 IMRA Approved HQIM for RLA 6-8- currently use SAVVAS My Perspectives

Additional Days School Year Planning & Execution Program (ADSY PEP): Full Year Redesign and Summer Learning Cohorts (cont.)

Initiative Specific Requirements for the ADSY Summer Cohort

Note: School systems that agree with program specific requirements will be prioritized.

1. Does the school system agree to implement an ADSY summer program lasting between 25 and 30 days, with each day including at least 360 minutes (6 hours) of total programming, which must include::

- A minimum of 180 minutes (3 hours) dedicated to math and reading instruction.
- At least 60 minutes (1 hour) of TEKS-based enrichment activities aligned with core subjects, based on local needs and STAAR data.
- The remaining 120 minutes (2 hours) should include:
 1. 60 minutes (1 hour) of traditional enrichment activities, such as arts, science exploration, or sports.
 2. 60 minutes (1 hour) can be dedicated to transitions, lunch, and other flexible needs.

- Yes
- No

2. Does the school system agree to implement a summer academic strategy that is data-driven and that aligns with both the regular-year HQIM and regular-year academic strategy?

- Yes
- No

3. Does the school system agree to implement a staffing model that ensures teachers are assigned to students in the same grade level they taught in the previous year or will teach in the following year?

- Yes
- No

4. Does the school system understand that teachers who meet the school system's certification requirements must provide at least three hours of academic instruction focused on math and reading and one hour of enrichment aligned to core subjects on dedicated ADSY summer program days?

- Yes
- No

5. Does the school system agree to develop a Summer Program Impact Report each year using the tools and templates provided by the grant program and share the Impact Report with TEA and stakeholders?

- Yes
- No

Additional Days School Year Planning & Execution Program (ADSY PEP): Full Year Redesign and Summer Learning Cohorts (cont.)

ADSY school systems who are interested in Category 2 –Expansion to Grades 6–8

1. Select the second ADSY-eligible campuses

BRYSS ACADEMY-(101806101)

2. Please indicate which ADSY cohort the school system is applying for:

- ADSY Summer
- ADSY Full Year

3. Does the selected campus currently operate on a 175+ instructional day calendar (not including staff development waivers) for the 2025-2026 school year?

- Yes
- No

3a. Upload the board-approved calendar.

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

[RaulYzaguirreSchoolsforSuccess_ADSY_2526SYAcademicCalendar.pdf](#)

169KB

application/pdf

4. Is the school system currently implementing an IMRA-approved, full-subject HQIM for Math at ALL the campuses anticipated to participate in ADSY PEP?

- Yes
- No

5. What is the full name of the Math instructional material(s)

Accelerate Learning

6. Is the District currently implementing an IMRA-approved, full-subject HQIM for RLA at ALL the campuses anticipated to participate in ADSY PEP?

- Yes
 No

7. What is the full name of the RLA instructional material(s)

NO 2024 IMRA Approved HQIM for RLA 6-8- currently use SAVVAS My Perspectives

Additional Days School Year Planning & Execution Program (ADSY PEP): Full Year Redesign and Summer Learning Cohorts (cont.)

Initiative Specific Requirements for the ADSY Summer Cohort

Note: School systems that agree with program specific requirements will be prioritized.

1. Does the school system agree to implement an ADSY summer program lasting between 25 and 30 days, with each day including at least 360 minutes (6 hours) of total programming, which must include::

- A minimum of 180 minutes (3 hours) dedicated to math and reading instruction.
- At least 60 minutes (1 hour) of TEKS-based enrichment activities aligned with core subjects, based on local needs and STAAR data.
- The remaining 120 minutes (2 hours) should include:
 1. 60 minutes (1 hour) of traditional enrichment activities, such as arts, science exploration, or sports.
 2. 60 minutes (1 hour) can be dedicated to transitions, lunch, and other flexible needs.

- Yes
 No

2. Does the school system agree to implement a summer academic strategy that is data-driven and that aligns with both the regular-year HQIM and regular-year academic strategy?

- Yes
 No

3. Does the school system agree to implement a staffing model that ensures teachers are assigned to students in the same grade level they taught in the previous year or will teach in the following year?

- Yes
 No

4. Does the school system understand that teachers who meet the school system's certification requirements must provide at least three hours of academic instruction focused on math and reading and one hour of enrichment aligned to core subjects on dedicated ADSY summer program days?

- Yes
 No

5. Does the school system agree to develop a Summer Program Impact Report each year using the tools and templates provided by the grant program and share the Impact Report with TEA and stakeholders?

- Yes

No

Additional Days School Year Planning & Execution Program (ADSY PEP): Full Year Redesign and Summer Learning Cohorts (cont.)

ADSY school systems who are interested in Category 2 –Expansion to Grades 6–8

1. Select the third ADSY-eligible campuses

NORTH EAST STEM ACADEMY-(101806043)

2. Indicate which ADSY cohort you are applying for:

- ADSY Summer
 ADSY Full Year

3. Does the selected campus currently operate on a 175+ instructional day calendar (not including staff development waivers) for the 2025-2026 school year?

- Yes
 No

3a. Upload the board-approved calendar.

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

[RaulYzaguirreSchoolsforSuccess_ADSY_2526SYAcademicCalendar.pdf](#)

169KB

application/pdf

4. Is the school system currently implementing an IMRA-approved, full-subject HQIM for Math at ALL the campuses anticipated to participate in ADSY PEP?

- Yes
 No

5. What is the full name of the Math instructional material(s)

Accelerate Learning

6. Is the school system currently implementing an IMRA-approved, full-subject HQIM for RLA at ALL the campuses anticipated to participate in ADSY PEP?

- Yes
 No

7. What is the full name of the RLA instructional material(s)

NO 2024 IMRA Approved HQIM for RLA 6-8- currently use SAVVAS My Perspectives

Additional Days School Year Planning & Execution Program (ADSY

PEP): Full Year Redesign and Summer Learning Cohorts (cont.)

Initiative Specific Requirements for the ADSY Summer Cohort

Note: School systems that agree with program specific requirements will be prioritized.

1. Does the school system agree to implement an ADSY summer program lasting between 25 and 30 days, with each day including at least 360 minutes (6 hours) of total programming, which must include::

- A minimum of 180 minutes (3 hours) dedicated to math and reading instruction.
- At least 60 minutes (1 hour) of TEKS-based enrichment activities aligned with core subjects, based on local needs and STAAR data.
- The remaining 120 minutes (2 hours) should include:
 1. 60 minutes (1 hour) of traditional enrichment activities, such as arts, science exploration, or sports.
 2. 60 minutes (1 hour) can be dedicated to transitions, lunch, and other flexible needs.

- Yes
 No

2. Does the school system agree to implement a summer academic strategy that is data-driven and that aligns with both the regular-year HQIM and regular-year academic strategy?

- Yes
 No

3. Does the school system agree to implement a staffing model that ensures teachers are assigned to students in the same grade level they taught in the previous year or will teach in the following year?

- Yes
 No

4. Does the school system understand that teachers who meet the school system's certification requirements must provide at least three hours of academic instruction focused on math and reading and one hour of enrichment aligned to core subjects on dedicated ADSY summer program days?

- Yes
 No

5. Does the school system agree to develop a Summer Program Impact Report each year using the tools and templates provided by the grant program and share the Impact Report with TEA and stakeholders?

- Yes
 No

Additional Days School Year Planning & Execution Program (ADSY PEP): Full Year Redesign and Summer Learning Cohorts (cont.)

Initiative Specific Questions for both Cohorts

1. Does the school system currently have a formal partnership in a written agreement with an SBEC-approved educator preparation program (EPP)?

- Yes
 No

1a. Enter the name(s) of the school system's EPP Partnerships. *(comma separated)*

UTRGV and Rice University

1b. Should the occasion arise, would the school system be interested in exploring a grant-supported opportunity that overlaps the ADSY model with the school system's EPP partnership (e.g., Residency, ACP, etc.)?

- Yes
- No

2. Are any of the campuses in this ADSY application currently on the [Resource Campus Eligibility List](#)?

- Yes
- No

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)

5

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:	Juan Santos
Title:	Executive Director of Human Resources
Email:	juan.santos@tejanocenter.org
Phone:	7136403710

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

Name:	Denise Martinez
Title:	Executive Director of Elementary Education
Email:	denise.martinez@tejanocenter.org
Phone:	8326305220

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.

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

Name:	Dr Michael Whitacre
Title:	Director Office of Educator Preparation
Email:	michael.whitacre@utrgv.edu
Phone:	9566658767

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.

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:	Juan Santos
Title:	Executive Director of Human Resources
Email:	juan.santos@tejanocenter.org
Phone:	7136403710

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

Name:	Denise Martinez
Title:	Executive Director of Elementary Education
Email:	denise.martinez@tejanocenter.org
Phone:	8326305220

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

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:	Denise Martinez
Title:	Executive Director of Elementary Education
Email:	denise.martinez@tejanocenter.org
Phone:	8326305220

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:	Syreeta Lazarus
Title:	Director Bilingual ESL Programs
Email:	syreeta.lazarus@tejanocenter.org
Phone:	7136403710

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 04: Houston

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

Name:	Nahdra Curry
Title:	Regional ESC Mentor Fellow Educator Development
Email:	nahdra.curry@esc4.net
Phone:	8329725466

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="10"/>
Estimated number of school system & campus leaders for Pathway 1:	<input type="text" value="5"/>

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="5"/>
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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="12"/>
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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:

Juan Santos

Title:

Email:

Phone:

1a. Top three responsibilities in their role:

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

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

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:

Title:

Email:

Phone:

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.

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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.*

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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

[RYSS EPP Authorization Form.pdf](#)

278KB

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:	Jarrod Thornhill
Role:	Executive Director of Secondary Education

Email:

Phone:

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

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

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

- Program
- Campus
- TBD

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

- Virtual
- Hybrid
- TBD

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

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

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

- Yes
- No

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

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

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

The calculation is based on projected enrollment for the virtual/hybrid school model and incorporates several key factors. This includes current enrollment of 11th- and 12th-grade students as well as anticipated interest from families of K–2 students. The K–2 projections specifically reflect the geographic area we intend to target which has consistently demonstrated strong interest and demand for early elementary virtual and hybrid learning options.

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.

The virtual/hybrid program aligns directly with RYSS's strategic goals by expanding access to flexible high-quality learning options that meet the diverse needs of students. This model supports district priorities outlined in the improvement plan particularly providing innovative pathways strengthening engagement and ensuring students remain on track for graduation. The program also advances our commitments to equity college and career readiness and technology-rich instruction. By offering an alternative learning environment for students who need greater flexibility and by responding to community demand for early elementary virtual options the program extends the reach of our HQIM-aligned instructional model and supports strategic staffing efforts. Overall the virtual/hybrid program reinforces RYSS's long-term vision by increasing opportunities improving alignment with student needs and enhancing districtwide capacity to deliver rigorous student-centered learning.

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

The RYSS leadership team brings significant expertise to the design and support of high-quality virtual and hybrid instruction. Several central office leaders were instrumental during COVID-19 in developing and implementing districtwide virtual learning systems training teachers and ensuring instructional continuity. Their direct experience leading remote instruction equips them with a clear understanding of what is required to sustain strong virtual and hybrid models. In addition members of the team have deep experience with educational technology platforms including Edmentum and Edgenuity and have not only implemented these systems but also worked directly for one of the companies that provides curriculum for virtual learning (Edmentum). This firsthand industry experience provides valuable insight into digital curriculum design platform capabilities and effective implementation practices tailored to virtual and hybrid environments. Many central office leaders also bring higher education experience having taught and developed curriculum for educator preparation programs. This background means our team has personal experience facilitating learning both synchronously and asynchronously which directly informs our ability to design and support effective virtual instruction for students and targeted professional learning for teachers. Together this collective expertise positions the leadership team to design launch and sustain a rigorous virtual/hybrid program aligned to district priorities and student needs.

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

The district's decision to pursue a virtual/hybrid model is grounded in established research on effective online learning and supported by internal data demonstrating clear community demand. National studies from the U.S. Department of Education

RAND Corporation

and The Learning Accelerator consistently show that well-designed virtual and hybrid program when supported by high-quality curriculum strong teacher facilitation

and ongoing progress monitoring can produce outcomes comparable to traditional settings. Research also highlights the benefits of flexible pacing

personalized learning pathways

and the increased use of digital tools to support differentiated instruction. Internally

RYSS's experience during COVID-19 reinforced these findings

as a subset of students excelled academically and socially in virtual environments. Additionally

enrollment patterns and parent inquiries continue to reflect strong interest in flexible learning options

particularly among families in the targeted K–2 area. Further stakeholder input has come from high school student focus groups

where students expressed a strong desire for expanded course options

greater flexibility

and alternative pathways that a virtual or hybrid model can provide. Their feedback affirms that a technology-supported environment would better meet the needs of students seeking more personalized and diverse academic opportunities. Collectively

these research findings

internal data

and direct student input demonstrate that a virtual/hybrid model is both evidence-based and aligned to the needs and preferences of the communities we serve.

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.

Because RYSS is in the early stages of designing and implementing a virtual/hybrid model

several areas of additional support would significantly strengthen the quality and long-term sustainability of the program. As a new initiative our primary needs center on establishing strong foundational systems. First

support in developing clear operational structures

including enrollment processes

student onboarding

daily schedules

attendance tracking

and progress-monitoring systems

would help ensure a smooth launch. Guidance on designing effective staffing models

including teacher roles

caseload expectations
and workflows for synchronous and asynchronous instruction
is also critical at this stage. Second
additional expertise in instructional design for virtual environments would be beneficial. This includes support in selecting and integrating digital curriculum
ensuring alignment to HQIM
and designing professional learning that prepares teachers to facilitate high-quality virtual and hybrid instruction. Third
RYSS would benefit from targeted support in family engagement and communication systems specific to virtual learning. This includes
establishing clear expectations for families
providing technology orientation
and designing ongoing communication structures that promote partnership and accountability. Finally
as a new program
the district would benefit from guidance in developing data systems that track student engagement
attendance
academic progress
and intervention needs in virtual settings. Strong data systems will ensure the program remains responsive
equitable
and aligned with district goals. Together
these supports would help RYSS build a strong foundation for its virtual/hybrid model and ensure a high-quality experience for students
families
and staff.

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

At this time
RYSS utilizes IMRA-approved HQIM curricula
including Bluebonnet and Accelerate Learning. As we explore virtual and hybrid options for grades K–2
we are interested in determining how Bluebonnet may be adapted or supported within a virtual environment
recognizing that it is not currently designed as a fully virtual curriculum. For secondary grades
and potentially for both elementary and secondary
we are also considering the use of a third-party digital provider such as Edgenuity to ensure access to high-quality
standards-aligned virtual coursework. Because we are in the earliest stages of program development
final decisions regarding curriculum platforms and digital resources have not yet been made. Our next steps will involve evaluating alignment
feasibility
and integration needs to ensure that any selected curriculum supports rigorous instruction within 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?

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Math

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

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Science

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

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Social Studies

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

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- 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="Justin Fuentes"/>
Title:	<input type="text" value="Chief of Schools"/>
Email:	<input type="text" value="justin.fuentes@tejanocenter.org"/>

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

Name:	<input type="text" value="Jarrod Thornhill"/>
Title:	<input type="text" value="Executive Director of Secondary Education"/>
Email:	<input type="text" value="jarrod.thornhill@tejanocenter.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="Adrianna Tamez"/>
-----------------------	---

Superintendent Email:

adrianna.tamez@tejanocenter.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:

- Leadership & Instructional Foundations for Texas (LIFT)
- AP Computer Science Principles (APCSP)
- PREP Residency Preservice Program
- PREP Grow Your Own (GYO) Program
- PREP Mentorship Program
- Texas Strategic Staffing for Residencies (TSS) Grant
- Additional Days School Year Planning & Execution Program (ADSY PEP)
- Virtual and Hybrid Program Accelerator (VHPA)

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

Signed On: December 3, 2025 at 01:18 PM



clear