

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="RIO GRANDE CITY GRULLA ISD-(214901)"/>

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="Brenda Carmona"/>
School System Employee Title:	<input type="text" value="Director of Academics School Leadership"/>
School System Employee Email:	<input type="text" value="bescamilla108@rgccisd.org"/>

Superintendent Contact Information

Enter the school system superintendent's contact information.

Superintendent Name:	<input type="text" value="Guadalupe Garza"/>
Superintendent Email:	<input type="text" value="ggarza22@rgccisd.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="Brenda Carmona"/>
Email:	<input style="width: 250px;" type="text" value="bescamilla108@rgccisd.org"/>
Phone:	<input style="width: 250px;" type="text" value="9563421527"/>

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

Name:

Email:

Phone:

Name:

Email:

Phone:

LIFT School Improvement PLC (LIFT SI PLC)

Initiative Description:

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

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

Eligibility Criteria:

As the applicant, the school system hereby agrees to:

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

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

Initiative Assurances:

As the applicant, the school system hereby agrees to:

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

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

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

Initiative Requirements:

As the applicant, the school system hereby agrees to:

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

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

- Yes
- No

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

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

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

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

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

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

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

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

ALBERTO AND CELIA BARRERA EL-(214901104)
JOHN & OLIVE HINOJOSA EL-(214901105)
LA UNION EL-(214901103)

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.

ALBERTO AND CELIA BARRERA EL-(214901104): 2
JOHN & OLIVE HINOJOSA EL-(214901105): 2
LA UNION EL-(214901103): 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).

ALBERTO AND CELIA BARRERA EL-(214901104)
JOHN & OLIVE HINOJOSA EL-(214901105)
LA UNION EL-(214901103)

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.

ALBERTO AND CELIA BARRERA EL-(214901104): 2
JOHN & OLIVE HINOJOSA EL-(214901105): 2
LA UNION EL-(214901103): 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).

RINGGOLD MIDDLE-(214901042)

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.

RINGGOLD MIDDLE-(214901042): 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: Jesse A Rodriguez
Email: jrodriguez001@rgccisd.org
Phone: 9562576491

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

Name: Guadalupe Garza
Email: ggarza22@rgccisd.org
Phone: 9567166700

Name: Brenda Carmona
Email: bescamilla108@rgccisd.org

Phone:

9563421527

School Improvement Curriculum and Instruction Support Grant (SI CISG)

Initiative Description:

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

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

Eligibility Criteria:

As the applicant, the school system hereby agrees to:

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

Initiative Assurances:

As the applicant, the school system hereby agrees to:

- Secure approval from the Superintendent and Chief Academic Officer (or equivalent leader) to participate in the program.
- Implement a State Board of Education (SBOE)-approved high-quality instructional material (HQIM) that is not part of the Bluebonnet Learning suite, in alignment with TEA guidance and the goals of the grant program OR implement curriculum and instruction improvements in grades 6–12 English Language Arts and Reading (ELAR) and grades 9–12 Mathematics (excluding Algebra I, Algebra II, and Geometry).
- Contract with a single Approved Provider from the LASO Cycle 4 State Approved Provider list.
- Submit Approved Provider contracts and required funding summary reports to TEA.
- Appoint a designated lead as the primary point of contact and identify at least two additional contacts.
- Participate in required TEA-led activities, including a grant kick-off.

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

- Yes
 No

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

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

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

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

RINGGOLD MIDDLE-(214901042)

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

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

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

of Bluebonnet Learning products?

- Yes
- No

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

Name:	Jesse A Rodriguez
Email:	jrodriguez001@rgccisd.org
Phone:	9562576491

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

Name:	Guadalupe Garza
Email:	ggarza22@rgccisd.org
Phone:	9567166700

Name:	Brenda Carmona
Email:	bescamilla108@rgccisd.org
Phone:	9563421527

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

2. Which ADSY Cohort will the school system be applying to:

- ADSY Summer
- ADSY Full Year

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

New PK-5 Campus Participation

1. Select up to three ADSY-eligible campuses serving grades **PK-5** that the school system is applying for:

DR MARIO E RAMIREZ EL-(214901112)
GENERAL RICARDO SANCHEZ EL-(214901111)
ROQUE GUERRA JR EL-(214901108)

2. Do **all of the selected campuses** above currently operate on a 175-day instructional day calendar (not including staff development waivers) for the 2025-2026 school year?

- Yes
 No

2a. 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

[Rio Grande City Grulla ISD ADSY 2026-2027 Calendar.pdf](#)

751KB

application/pdf

3. Is the school system currently implementing an IMRA-approved, full-subject Tier 1 HQIM for Math at the campuses anticipated to participate in the ADSY grant?

- Yes
 No

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

Bluebonnet Learning Math

5. Is the school system currently implementing an IMRA-approved, full-subject Tier 1 HQIM for RLA at the campuses anticipated to participate in the ADSY grant?

- Yes
 No

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

Bluebonnet Learning RLA

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 PEP 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

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 (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)

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:	Nydia I Benitez
Title:	Director of Talent Management and Strategic Staffing
Email:	nbenitez107@rgccisd.org
Phone:	956-750-0422

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

Name:	Dr Arcadio Salinas
Title:	Chief of Human Capital and Talent Management
Email:	asalinas001@rgccisd.org
Phone:	956-716-6700

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 and Certification Officer
Email:	michael.whitacre@UTRGV.edu
Phone:	956-665-8767

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

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

Roles

- **Resident Cooperating (Host) Teacher:** For the PREP Preservice Residency Program, statute defines a cooperating teacher as a classroom teacher who is a school system employee; has at least three full school years of teaching experience with a superior record of assisting students in achieving improvement in student performance; and is paired with one or more teacher candidates (new TEC §21.902).
- **PREP Mentorship Training Requirements:** Summer 2026, Fall 2026, Winter 2026-27 and Spring 2027 (24-30 total hours)

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

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

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

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:	Nydia I Benitez
Title:	Director of Talent Management and Strategic Staffing
Email:	nbenitez107@rgccisd.org
Phone:	956-750-0422

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

Name:	Dr Arcadio Salinas
Title:	Chief of Human Capital and Talent Management
Email:	asalinas001@rgccisd.org
Phone:	956-716-6700

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

- High school students in completing career and technical education courses that help prepare the students to become classroom teachers.
- School system employees who do not hold a teaching certificate in completing a bachelor's degree to enable the person to enroll in an educator preparation program and become a certified teacher while employed by the school system.

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

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

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

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

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

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

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

- Yes
 - No
-

PREP Mentorship Program Allotment

Allotment Opportunity:

The Preparing and Retaining Educators through Partnership (PREP) Program Allotment aims to strengthen the quality of teacher recruitment, preparation, and mentorship, leading to increased educator effectiveness and retention. The PREP Program Allotment provides funding for various partnerships and school systems may apply for funding for the PREP Residency Preservice Program, Grow Your Own Program, and the Mentorship Program through this LASO IV Application. Through this allotment, school systems may also apply for Strategic Staffing funding to support the implementation and reach of the PREP Program Allotment. The 89th Texas Legislature established the PREP Program Allotment via House Bill 2, which was signed into law by Governor Abbott on June 20, 2025.

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

- Yes
 No

PREP Mentorship Program Allotment

Initiative Description:

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

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

Eligibility Criteria:

As the applicant, the school system hereby agrees to:

- Any school system, which includes open-enrollment charter schools, and SB 1882 Operating Partners who read and agree to the requirements in relevant sections of the Texas Education and Texas Administrative codes cited in these guidelines is eligible for the PREP Allotment.

Initiative Assurances:

As the applicant, the school system hereby agrees to:

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

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

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

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

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

- Yes
 No

PREP Mentorship Program Allotment (cont.)

Initiative Specific Questions for the PREP Mentorship Program Allotment

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

Name:

Nydia I Benitez

Title:	Director of Talent Management and Strategic Staffing
Email:	nbenitez107@rgccisd.org
Phone:	956-750-0422

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

Name:	Dr Arcadio Salinas
Title:	Chief of Human Capital and Talent Management
Email:	asalinas001@rgccisd.org
Phone:	956-716-6700

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:	Liana Lopez
Title:	Director of New Teacher and Mentor Support
Email:	limartinez@esc1.net
Phone:	956-984-6154

Roles

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

PREP Mentorship Training Requirements

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

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

5. School systems must self-report the estimated number of mentor teachers and school system & campus leaders that would attend Pathway 1

training for Year 1 implementation (SY 2026-27). See '**Roles**' definition above.

Estimated number of mentor teachers:

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

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

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

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

Estimated total number of beginning teachers for SY26-27:

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:	Nydia I Benitez
Title:	Director of Talent Management and Strategic Staffing
Email:	nbenitez107@rgccisd.org
Phone:	956-750-0422

1a. Top three responsibilities in their role:

Strategic Staffing, Teacher Incentive Allotment, Strategic Compensation

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

Weekly

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

Rio Grande City Grulla ISD will sustain the paid residencies in the schools system with the use of the district's general funds (199).

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

To sustain the residency program during staff turnover the district uses a shared leadership and cross-training model. Key processes timelines and tools are documented in a Residency Implementation Guide and stored in a shared digital platform. The Curriculum and Instruction Department Leaders Human Resource Leaders and campus leaders are all trained in program operations ensuring multiple individuals can continue the work seamlessly.

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:	Dr Arcadio Salinas
Title:	Chief of Human Capital and Talent Management
Email:	asalinas001@rgccisd.org
Phone:	956-716-6700

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.

University of Texas - RGV

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

Early College High School (ECHS)

Initiative Description:

The ECHS program is an open-enrollment initiative that integrates college and high school coursework, enabling students to earn a high school diploma and associate degree while still in high school. Designed to support underserved and at-risk students, Early College High Schools offer a successful pathway to postsecondary education. The ECHS program requires that campuses maintain a partnership with an institution of higher education (IHE) to provide dual credit opportunities.

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

Eligibility Criteria:

As the applicant, the school system hereby agrees to:

- As the applicant, the school system hereby agrees to serving students in Grades 9–12
 - or will begin serving students in Grade 9
 - or students in Grades 9 and 10 in the first year of implementation (2027-2028) and will progressively scale up by adding at least one grade level per year after the first year of implementation.
- All current ECHS planning, provisional or designated campuses are not eligible to apply.
- All recipients of previous ECHS Planning and Implementation or LASO Grants are not eligible to apply.
- Any campus that has been given CCRSM Needs Improvement status is not eligible to apply.

Initiative Assurances:

As the applicant, the school system hereby agrees to:

- ECHS campuses must establish recruitment and enrollment processes and requirements that will not exclude or discourage the enrollment of any of the subpopulations of at-risk students, including, but not limited to, students who are of limited English proficiency or who have failed a state-administered assessment.
- At TEA's request, ECHS campuses must submit a data report of enrollment guidelines that follow the enrollment requirements outlined in the statutory requirements of this grant. Enrollment Guidelines should clearly document enrollment policies and practices to include admissions policies of performance-blind, open access systems that encourage and consider applications from all students or a weighted lottery that factors 10 students who are at-risk as defined by the PEIMS (TEC §29.081) or who are part of the targeted subpopulations for ECHS.
- At TEA's request, ECHS campuses must submit a data report of stakeholder input methods used to obtain input about the implementation of the program from students, parents, community, postsecondary partners, with regular activities to educate students, parents, counselors, community, district staff, and school board members.
- At TEA's request, ECHS campuses must submit an academic year signed and dated memorandum of understanding (MOU) and course articulation agreement with one or more college partners that fulfills the statutory requirements of this grant. The agreement must address curriculum alignment, instructional material, instructional calendar, courses of study that lead to an associate degree or up to 60 hours of college credit toward a baccalaureate degree, student enrollment and attendance, grading periods and policies, administration of statewide assessments, and data-sharing policies and procedures.
- At TEA's request, ECHS campuses must submit a plan of wrap-around strategies and services to provide academic, behavioral, and mental health supports for student success to include a plan for academic mentoring of faculty and student supports for intervention and acceleration, counseling, guidance, and student advisory services for academic, and mental health supports, and behavioral and mental health supports such as parent outreach, connections to social services when needed, and peer mentoring.
- At TEA's request, ECHS campuses must submit a data report of leadership team members, meeting dates, and agendas (including attendance) posted on the school's website.
- The applicant agrees to complete and submit the required CCRSM planning application prior to the beginning of the next school year.

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

- Yes
 No

Campus Selection for the Early College High School (ECHS) Grant

*Note: Current ECHS planning, provisional, or designated campuses, recipients of previous ECHS Planning and Implementation Grants or LASO ECHS Grants, and any campus with CCRSM Needs Improvement status are **not eligible** to apply.*

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

- Yes
 No

1a. Please select the Colleges and Career Readiness School Model (CCRSM) campuses that are operating in your school system?

PREPARATORY FOR EARLY COLLEGE H S-(214901005)

2. How many **new campuses** within your school system would be considered for this grant?

(Min: 1, Max: 3 but not to exceed the number of available campuses)

2

Early College High School (ECHS) (cont.)

Initiative Specific Questions for the Early College High School (ECHS) Grant

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

RIO GRANDE CITY H S-(214901001)

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

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

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

[Rio Grande City High School. Laso 4 Early College Grant.pdf](#)

32KB

application/pdf

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

South Texas College

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

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

[Rio Grande City Grulla ISD-Early College %26 PTECH Letter of Support.pdf](#)

338KB

application/pdf

4. Name of the associate degree which the ECHS campus intends to offer. Also, please list any additional Industry-based certifications (IBC) or Level I (or Level II) certificates that the future ECHS campus plans to offer.

Associates Degree in Criminal Justice, Associates Degree in Sociology, IBC in Welding, Manufacturing, Business

5. Upload the course of study/crosswalk that the school is planning to offer. *Please refer to the [ECHS Blueprint](#) (2.4, 4.3, 4.4 and 4.5) when answering this question.*

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

[Rio Grande City Grulla ISD Early College High School Crosswalk.pdf](#)

242KB

application/pdf

6. In 300 words or less, describe how the postsecondary credentials earned by students meet the local economic needs in the ECHS academic plan. *Please refer to the [ECHS Blueprint](#) (4.1, 4.2 and 4.4) when answering this question.*

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

[Rio Grande City High School. Laso 4 Early College Grant 2.pdf](#)

34KB

application/pdf

7. In 300 words or less, describe how the campus and district intend to work with and secure the partnership with an IHE and align the needs of the Memorandum of Understanding (MOU) that addresses topics such as but not limited to: funding, instructional materials, transportation costs, joint professional development, and data sharing, and access to student data. *Please refer to the [ECHS Blueprint](#) (1.9, 2.3, 2.7 and 2.14) when answering this question.*

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

[Rio Grande City High School. Laso 4 Early College Grant 3.pdf](#)

35KB

application/pdf

8. In 300 words or less, please outline at least three key strategies for the future recruitment and enrollment process that meet the ECHS open enrollment requirements for your district and student population. *Please refer to the [ECHS Blueprint](#) (3.1, 3.3 and 3.4) when answering this question.*

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

[Rio Grande City High School. Laso 4 Early College Grant 4.pdf](#)

35KB

application/pdf

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

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

[Rio Grande City High School. Laso 4 Early College Grant 5.pdf](#)

33KB

application/pdf

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

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

[Rio Grande City High School. Laso 4 Early College Grant 6.pdf](#)

28KB

application/pdf

Early College High School (ECHS) (cont.)

Initiative Specific Questions for the Early College High School (ECHS) Grant

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

GRULLA H S-(214901003)

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

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

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

[Grulla High School. Laso 4 Early College Grant 1.pdf](#)

32KB

application/pdf

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

South Texas College

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

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

[Rio Grande City Grulla ISD-Early College %26 PTECH Letter of Support.pdf](#)

338KB

application/pdf

4. Name of the associate degree which the ECHS campus intends to offer. Also, please list any additional Industry-based certifications (IBC) or Level I (or Level II) certificates that the future ECHS campus plans to offer.

Associates of Arts, Associates in Criminal Justice, IBC in Welding, Dental Assistant, EMT

5. Upload the course of study/crosswalk that the school is planning to offer. *Please refer to the [ECHS Blueprint](#) (2.4, 4.3, 4.4 and 4.5) when*

answering this question.

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

[Rio Grande City Grulla ISD Early College High School Crosswalk.pdf](#)

242KB

application/pdf

6. In 300 words or less, describe how the postsecondary credentials earned by students meet the local economic needs in the ECHS academic plan. **Please refer to the [ECHS Blueprint \(4.1, 4.2 and 4.4\)](#) when answering this question.**

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

[Grulla High School. Laso 4 Early College Grant 2.pdf](#)

33KB

application/pdf

7. In 300 words or less, describe how the campus and district intend to work with and secure the partnership with an IHE and align the needs of the Memorandum of Understanding (MOU) that addresses topics such as but not limited to: funding, instructional materials, transportation costs, joint professional development, and data sharing, and access to student data. **Please refer to the [ECHS Blueprint \(1.9, 2.3, 2.7 and 2.14\)](#) when answering this question.**

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

[Grulla High School. Laso 4 Early College Grant 3.pdf](#)

36KB

application/pdf

8. In 300 words or less, please outline at least three key strategies for the future recruitment and enrollment process that meet the ECHS open enrollment requirements for your district and student population. **Please refer to the [ECHS Blueprint \(3.1, 3.3 and 3.4\)](#) when answering this question.**

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

[Grulla High School. Laso 4 Early College Grant 4.pdf](#)

35KB

application/pdf

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

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

[Grulla High School. Laso 4 Early College Grant 5.pdf](#)

34KB

application/pdf

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

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

[Grulla High School. Laso 4 Early College Grant 6.pdf](#)

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

Initiative Description:

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

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

Eligibility Criteria:

As the applicant, the school system hereby agrees to:

- As the applicant, the school system hereby agrees to serving students in Grades 9–12
or will begin serving students in Grade 9
or students in Grades 9 and 10 in the first year of implementation (2027-2028) and will progressively scale up by adding at least one grade level per year after the first year of implementation.
- All current P-TECH planning, provisional or designated campuses are not eligible to apply.
- All recipients of previous P-TECH Planning and Implementation or LASO Grants are ineligible to apply.
- Any campus that has been given CCRSM Needs Improvement status is not eligible to apply.

Initiative Assurances:

As the applicant, the school system hereby agrees to:

- P-TECH campuses must establish recruitment and enrollment processes and requirements that will not exclude or discourage the enrollment of any of the subpopulations of at-risk students, including, but not limited to, students who are of limited English proficiency or who have failed a state-administered assessment.
- P-TECH campuses must provide for a TEA CTE program of study that enables a participating student in grade levels 9–12 to combine high school courses and postsecondary courses. Describe the course of study that the school is planning to offer and how it expands upon current offerings. Include how the course of study will enable a student to combine high school courses and postsecondary courses and identify crosswalks, sequences of courses, degrees/certificates/certifications earned, and work-based education that will be available to students at every grade level. Describe how the selected course of study will address regional workforce needs.
- P-TECH campuses must enter into a MOU with regional industry or business partners in Texas and must meet the following guidelines:
 - Provide 100% of participating students access to appropriate work-based education at every level.
 - Address regional workforce needs.
 - The industry/business partner will give a student who receives work-based training or education from the partner with a P-TECH first priority in interviewing for any jobs for which the student is qualified that are available upon the student's completion of the program.
 - Review the MOU at least every two years and update as necessary the name of the regional industry or business partner and describe how the proposed program will meet the requirements for the partnership with the industry/business partner.
- At TEA's request, P-TECH campuses must submit a data report of leadership team members, meeting dates, and agendas (including attendance) posted on the school's website.
- At TEA's request, P-TECH campuses must submit a data report of enrollment guidelines that follow the enrollment requirements outlined in the statutory requirements of this grant. Enrollment Guidelines should clearly document enrollment policies and practices to include admissions policies of performance-blind, open access systems that encourage and consider applications from all students, or a weighted lottery that factors 10 students who are at-risk as defined by the PEIMS (TEC §29.081) or who are part of the targeted subpopulations for P-TECH.
- At TEA's request, P-TECH campuses must submit a recruitment plan that includes marketing materials (in English/Spanish) and timelines.
- At TEA's request, P-TECH campuses must submit a data report of stakeholder input methods used to obtain input about the implementation of the program from students, parents, community, postsecondary partners, with regular activities to educate students, parents, counselors, community, district staff, and school board members.
- At TEA's request, P-TECH campuses must submit an academic year signed and dated memorandum of understanding (MOU) and course articulation agreement with one or more college partners that fulfills the statutory requirements of this grant. The agreement must address curriculum alignment, instructional material, instructional calendar, courses of study that lead to an associate degree or up to 60 hours of college credit toward a baccalaureate degree, student enrollment and attendance, grading periods and policies, administration of statewide assessments, and data-sharing policies and procedures.
- At TEA's request, P-TECH campuses must submit a plan of wrap-around strategies and services to provide academic, behavioral, and mental health supports for student success to include a plan for academic mentoring of faculty and student supports for intervention and

acceleration, counseling, guidance, and student advisory services for academic, and mental health supports, and behavioral and mental health supports such as parent outreach, connections to social services when needed, and peer mentoring.

- The applicant agrees to complete and submit the required CCRSM planning application prior to the beginning of the next school year.

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

- Yes
 No

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

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

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

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

- Yes
 No

2. How many **new campuses** within your school system would be considered for this grant?

(Min: 1, Max: 3 but not to exceed the number of available campuses)

3

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

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

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

GRULLA H S-(214901003)

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

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

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

[Grulla High School RGCGISD PTECH Laso 4 Grant Application.pdf](#)

46KB

application/pdf

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

South Texas College

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

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

Name].pdf

[Rio Grande City Grulla ISD-Early College %26 PTECH Letter of Support.pdf](#)

338KB

application/pdf

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

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

[Grulla High School RGCGISD PTECH Laso 4 Grant Application 2.pdf](#)

36KB

application/pdf

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

Environmental and Natural Resources; Food Science and Technology, Carpentry; Electrical; HVAC and Sheet Metal

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

Associate of Applied Science (A.A.S.)

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

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

[Rio Grande City Grulla ISD PTECH Crosswalk \(1\).pdf](#)

254KB

application/pdf

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

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

[Grulla High School RGCGISD PTECH Laso 4 Grant Application 3.pdf](#)

35KB

application/pdf

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

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

[Grulla High School RGCGISD PTECH Laso 4 Grant Application 4.pdf](#)

36KB

application/pdf

10. In 300 words or less, please outline at least three key strategies for the future recruitment and enrollment process that meet the P-TECH open

enrollment requirements for your school system and student population. **Please refer to the [P-TECH Blueprint \(3.1, 3.3 and 3.4\)](#) when answering this question.**

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

[Grulla High School RGCGISD PTECH Laso 4 Grant Application 5.pdf](#)

34KB
application/pdf

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

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

[Grulla High School RGCGISD PTECH Laso 4 Grant Application 6 \(1\).pdf](#)

28KB
application/pdf

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

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

[Grulla High School RGCGISD PTECH Laso 4 Grant Application 7.pdf](#)

47KB
application/pdf

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

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

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

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

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

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

[Rio High School RGCGISD PTECH Laso 4 Grant Application.pdf](#)

33KB
application/pdf

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

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

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

[Rio Grande City Grulla ISD-Early College %26 PTECH Letter of Support.pdf](#)

338KB
application/pdf

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

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

[Rio High School RGCGISD PTECH Laso 4 Grant Application 2 \(1\).pdf](#)

36KB
application/pdf

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

Associate of Arts (A.A.);Associate of Science (A.S.)

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

Administrative Assisting;AWS D1.1 Structural Steel;Barber Operator License;Broadcasting and Journalism;Certified EKG Technician;Certified Nurse Aide (CNA);CompTIA A+ Certification;Cosmetology Operator License;Culinary Meat Selection & Cookery Certification;Elanco Fundamentals of Animal Science Certification;Elanco Veterinary Medical Applications Certification;Engineering Technology Foundations;HBI Pre-Apprenticeship Certificate Training (PACT), Basic Carpentry;Machining Measurement, Material, and Safety Level I;Manufacturing Technology;NCCER Carpentry Level I;Non-Commissioned Security Officer Level II;Patient Care Technician;Phlebotomy Technician;Principles of Small Engine Technology Certification;Other Industry Based Certifications Other: South Texas College Certificate Computer Internet Specialist, South Texas College Certificate Precision Manufacturing Technology, South Texas College Certificate Structural Welding

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

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

[Rio Grande City Grulla ISD PTECH Crosswalk \(1\).pdf](#)

254KB
application/pdf

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

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

[Rio High School RGCGISD PTECH Laso 4 Grant Application 3.pdf](#)

34KB
application/pdf

9. In 300 words or less, describe how the campus and school system intend to work with and secure the partnership with an IHE and align the needs of the Memorandum of Understanding (MOU) that addresses topics such as but not limited to: funding, instructional materials,

transportation costs, joint professional development, data sharing, and access to student data. **Please refer to the [P-TECH Blueprint](#) (1.9, 2.3, 2.8, 2.10 and 2.14) when answering this question.**

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

[Rio High School RGCGISD PTECH Laso 4 Grant Application 4.pdf](#)

36KB
application/pdf

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

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

[Rio High School RGCGISD PTECH Laso 4 Grant Application 5.pdf](#)

45KB
application/pdf

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

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[Rio High School RGCGISD PTECH Laso 4 Grant Application 6.pdf](#)

28KB
application/pdf

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

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

[Rio High School RGCGISD PTECH Laso 4 Grant Application 7.pdf](#)

35KB
application/pdf

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

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

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

PREPARATORY FOR EARLY COLLEGE HS-(214901005)

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

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

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

[Preparatory for Early College High School RCGGISD PTECH Laso 4 Grant Application.pdf](#)

33KB

application/pdf

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

South Texas College

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

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

[Rio Grande City Grulla ISD-Early College %26 PTECH Letter of Support.pdf](#)

338KB

application/pdf

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

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[Preparatory for Early College High School RCGGISD PTECH Laso 4 Grant Application 2.pdf](#)

36KB

application/pdf

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

Associate of Arts (A.A.);Associate of Science (A.S.)

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

Administrative Assisting; Barber Operator License; Certified EKG Technician; Certified Nurse Aide (CNA); Cosmetology Operator License; Applications Certification; Engineering Technology, Certificate Training (PACT), Material, and Safety Level I; Manufacturing Technology;NCCER Carpentry Level I; Non-Commissioned Security Officer Level II;Patient Care Technician;Phlebotomy Technician;Principles of Small Engine Technology Certification; Other: Certificate Precision Manufacturing Technology, Certificate Structural Welding

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

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

[Rio Grande City Grulla ISD PTECH Crosswalk \(1\).pdf](#)

254KB

application/pdf

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

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

[Preparatory for Early College High School RGCGISD PTECH Laso 4 Grant Application 3.pdf](#)

34KB
application/pdf

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

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

[Preparatory for Early College High School RGCGISD PTECH Laso 4 Grant Application 4.pdf](#)

36KB
application/pdf

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

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

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

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

[Preparatory for Early College High School RGCGISD PTECH Laso 4 Grant Application 6.pdf](#)

49KB
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12. Provide examples of how the future campus plans to offer a system of academic supports to all students. List at least three activities and three brief descriptions that are specific to your campus and future student population. **Please refer to the [P-TECH Blueprint](#) (4.7, 5.3 and 5.4) when answering this question.**

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

[Preparatory for Early College High School RGCGISD PTECH Laso 4 Grant Application 7.pdf](#)

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Closing

Signature

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

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

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

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

Are you the Superintendent?

- Yes
- No

Please provide the following:

Superintendent Name :	<input type="text" value="Guadalupe Garza"/>
Superintendent Email:	<input type="text" value="ggarza22@rgccisd.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)
- LIFT Add-On: School Improvement PLC Support (LIFT SI PLC)
- School Improvement Curriculum and Instruction Support Grant (SI CISG)
- 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)
- Early College High School (ECHS)
- Pathways in Technology Early College High School (P-TECH)

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

Signed On: December 3, 2025 at 03:35 PM

Guadalupe Araya

clear