

Welcome

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

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

Introduction

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

To ensure an informed selection, please follow these steps:

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

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

Curriculum & Instruction Serving Grants

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

Education and Training

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

More Time

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

Innovative School Models - Launch Grants

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

Additional Resources and Considerations

Additional Resources

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

Key Considerations for Submission

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

Overview

General School System Information

Select the ESC region that serves the school system.

ESC Region:	ESC 04: Houston
School System:	SOUTHWEST PUBLIC SCHOOLS-(101838)

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:	Keri Fovargue
School System Employee Title:	Chief of Staff Officer
School System Employee Email:	Kfovargue@swschools.org

Superintendent Contact Information

Enter the school system superintendent's contact information.

Superintendent Name:	Felicia Adams
Superintendent Email:	fadams@swschools.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="Uyen Nguyen"/>
Email:	<input style="width: 250px;" type="text" value="unguyen@swwschools.org"/>
Phone:	<input style="width: 250px;" type="text" value="713-784-6345"/>

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 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).

PHOENIX SCHOOL AT SOUTHWEST SCHOOLS-(101838004)
SOUTHWEST PUBLIC SCHOOLS INT'L LEADERSHIP ACADEMY-(101838102)
SOUTHWEST PUBLIC SCHOOLS VISUAL & PERF ARTS ACAD-(101838104)

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.

PHOENIX SCHOOL AT SOUTHWEST SCHOOLS-(101838004): 2
SOUTHWEST PUBLIC SCHOOLS INT: 2
SOUTHWEST PUBLIC SCHOOLS VISUAL & PERF ARTS ACAD-(101838104): 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).

PHOENIX SCHOOL AT SOUTHWEST SCHOOLS-(101838004)
SOUTHWEST PUBLIC SCHOOLS COLLEGE & CAREER PREP ACAD-(101838001)
SOUTHWEST PUBLIC SCHOOLS LEAD & GLOBAL STUDIES ACAD-(101838041)

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.

PHOENIX SCHOOL AT SOUTHWEST SCHOOLS-(101838004): 2
SOUTHWEST PUBLIC SCHOOLS COLLEGE & CAREER PREP ACAD-(101838001): 2
SOUTHWEST PUBLIC SCHOOLS LEAD & GLOBAL STUDIES ACAD-(101838041): 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:	Uyen Nguyen
Email:	unguyen@swschools.org
Phone:	713-784-6345

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

Name:	Keri Fovargue
Email:	Kfovargue@swschools.org
Phone:	281-743-2110

Name:	Claude Cox
Email:	ccox@swschools.org
Phone:	713-784-6345

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).

PHOENIX SCHOOL AT SOUTHWEST SCHOOLS-(101838004)
SOUTHWEST PUBLIC SCHOOLS COLLEGE & CAREER PREP ACAD-(101838001)
SOUTHWEST PUBLIC SCHOOLS INT'L LEADERSHIP ACADEMY-(101838102)
SOUTHWEST PUBLIC SCHOOLS LEAD & GLOBAL STUDIES ACAD-(101838041)
SOUTHWEST PUBLIC SCHOOLS VISUAL & PERF ARTS ACAD-(101838104)

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:

Email:

Phone:

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

Name:

Email:

Phone:

Name:	Claude Cox
Email:	ccox@swwschools.org
Phone:	713-784-6345

Blended Learning Grant (BLG)

Initiative Description:

The Blended Learning Grant opportunity has two distinct cohorts and associated purposes that applicants will select from, as described below.

The **Blended Learning Academic Cohort** will support school systems and open-enrollment charter schools through a planning stage to design and subsequently implement a high-quality blended learning model in math (through Math Innovation Zones - MIZ) and Reading Language-Arts (RLA) aligned with Bluebonnet Math or Reading as their Tier 1 instruction.

The **Blended Learning Strategic Operations Cohort** will support school systems and open-enrollment charter schools in leveraging a blended learning model to make a strategic operational shift to scheduling, staffing and/or budgets. This shift will seek to make robust operational changes to optimize campus staffing models for teachers while maximizing academic impact for students. The grant is available to school system that have successfully completed a planning phase of either Math Innovation Zones or RLA Blended Learning grants. Applicants will select a blended model that will require significant operational and staffing shifts to rethink time in a teacher-centric way at the participating campus(es).

Note: Both cohorts must choose a specific blended model, integrating a tier one curriculum with a digital supplemental product, from the options [here](#). A participating campus's master schedule may need to be adjusted to accommodate the time blocks required.

For which **Blended Learning Grant Cohort** is the school system applying?

- Academic Cohort (School systems new to Blended Learning Grants)
- Strategic Operations Cohort (School systems from previous TEA Blended Learning Grants, including both math and non-math programs)

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

Eligibility Criteria:

- **Blended Learning Academic Cohort:** School Systems who have previously participated or are currently participating in a strong Tier 1 math and/or reading curriculum planning through a TEA initiative (i.e. LASO 2 Strong Foundations and LASO 1 Strong Foundations).
- **Blended Learning Strategic Operations Cohort:** School Systems who have previously participated in TEA Blended Learning Grants. Applicants must have shown high usage in approved supplemental products in math and/or reading language arts for grades K-8 in spring of 2025.

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

- Yes
- No

Blended Learning Grant (BLG) (cont.)

Initiative Assurances for the Blended Learning Grant (BLG):

As the applicant, the school system hereby agrees to:

- Designate and provide a school system level project manager who will be available to dedicate approximately 50% of their time to designing and implementing the blended learning plan and who has decision making authority to act on developed plan.
- Designate and share with both the TEA and vendors a school system level lead/sponsor for communications, logistics, and usage monitoring. They also agree that this information is updated and maintained throughout the grant.
- Designate and share with TEA and vendors a campus level lead/sponsor for communications, logistics, and usage monitoring. They also agree this is updated and maintained throughout the grant.
- Work with a third-party vendor to complete a technology audit for a landscape analysis of supplemental products currently purchased and/or used at campuses.
- Implement, with fidelity, a digital adaptive software program in grade levels selected to participate in the Blended Learning Grant.
- Submit fidelity of planning deliverables prior to the beginning of the first school year, including but not limited to the following:
 - Master Schedule
 - Assessment Calendar

- Stakeholder Engagement Plan
- Professional Learning Calendars
- Complete execution deliverables in program implementation during the grant period, including but not limited to the following:
 - Student usage progress towards the selected adaptive software program recommended metrics.
 - Sharing student TSDS unique IDs with select software product vendor for TEA quarterly reports.
 - Sharing unit assessment data from core curriculum.
 - Complete all required training(s) to build competency with the adaptive software product.
 - Completing all required research surveys throughout the grant program period.
- Participate in required communities of practice and any additional grant program meetings.
- Use a digital supplemental program, approved through the IMRA and/or Ratio Wavier List (RWL), and Bluebonnet Math and/or Reading for Tier 1 instruction.
- Complete all required training(s) to build competency in the online curriculum.
- Complete annual reflection and revision plans in implementation years to continuously improve upon blended learning and/or strategic operations planning.
- Adhere to all statutory requirements in TEC Sections 28.020 and 29.924 including, but not limited to:
 - Develop a plan to implement a blended learning model according to statute requirements.
 - Implement the model across at least one full grade level at the campus and expand to other grade levels and/or campuses.
 - Require teachers to differentiate instruction for all students in a grade level using a research-backed blended learning model.
 - Provide teachers and other relevant personnel with professional development opportunities regarding blended learning.
 - Require the use of a proficiency-based assessment.

Initiative Specific Assurances for the Blended Learning Academic Cohort:

As the applicant, the school system hereby agrees to:

- Submit strategic planning deliverables in the first year of implementation, such as a master schedule, assessment calendar, stakeholder engagement plan, professional learning calendars, etc.
- Complete blended learning execution requirements in program implementation, including student progress on selected online curriculum, unit assessment data from Bluebonnet curriculum, and evidence of training completion.

1. Does the school system agree to meet all Initiative Specific Assurances listed above?

- Yes
 No

Blended Learning Grant (BLG) (cont.)

Initiative Requirements for the Blended Learning Grant (BLG):

As the applicant, the school system hereby agrees to:

- Agree that your participating campuses will serve all grade levels within the K-8 Math or K-5 RLA grade bands by the end of the grant period.
- Agree to complete all required training(s) to build competency in the online curriculum.
- Agree to complete annual reflection and revision plans in implementation years to continuously improve upon blended learning and/or strategic operations planning.
- Agree to implement the digital adaptive software program in grade levels selected to participate in the Blended Learning grant.
- Agree to adhere to all statutory requirements in TEC Sections 28.020 and 29.924 including, but not limited to:
 - Develop a plan to implement a blended learning model according to statute requirements.
 - Implement the model across at least one full grade level at the campus and expand to other grade levels and/or campuses.
 - Require teachers to differentiate instruction for all students in a grade level using a research-backed blended learning model.
 - Provide teachers and other relevant personnel with professional development opportunities regarding blended learning.
 - Require the use of a proficiency-based assessment.

Initiative Specific Requirements for the Blended Learning Academic Cohort:

As the applicant, the school system hereby agrees to:

- Agree to implement a Math and/or RLA blended products with Bluebonnet Math or Bluebonnet Reading.

- Agree to identify which SBOE approved Tier 1 curriculum product and supplemental product that will be implemented with a blended learning model from the following options (may choose more than one option):
 - K-5 Math | Bluebonnet with *[IMRA supplemental approved product]*
 - 6-8 Math | Bluebonnet with *[IMRA supplemental approved product]*
 - HS Math | Bluebonnet with *[IMRA supplemental approved product]*
 - K-5 Reading | Bluebonnet with *[approved product]*
- Agree to implement the above Tier 1 curriculum and supplemental products for their selected grade-levels and student population.
- Agree to submit strategic planning deliverables in the first year of implementation, such as a master schedule, assessment calendar, technology audit report, stakeholder engagement plan, professional learning calendars, etc.
- Agree to complete blended learning implementation requirements, including student progress on selected online curriculum, sharing student TSDS unique ID with selected software product, unit assessment data from Tier 1 High Quality Instructional Material (HQIM) curriculum, and evidence of training completion.

2. Does the school system agree to meet the Initiative Specific Requirements listed above?

- Yes
- No

Blended Learning Grant (BLG) (cont.)

Initiative Specific Questions for the Blended Learning Grant (BLG)

1. How many K-5 campuses is the school system applying to? *(Min: 1, Max: Not to exceed the number of available campuses)*

2. How many 6-8 campuses is the school system applying to? *(Min: 1, Max: Not to exceed the number of available campuses)*

3. Select the blended model subjects the school system is interested in implementating:

- Math
- Reading Language Arts

3a. What SBOE approved Tier 1 curriculum math product and supplemental math product do participating campuses plan on using in the 26-27 school year?

- K-5 Math | Bluebonnet with *[IMRA supplemental approved product]*
- K-5 Math | *[IMRA T1 product]* with *[approved product]*
- 6-8 Math | Bluebonnet with *[IMRA supplemental approved product]*
- 6-8 Math | *[IMRA T1 product]* with *[approved product]*

3b. How many students (K–8) school system wide will be participating in math blended learning through this grant?

3c. What SBOE approved Tier 1 curriculum reading product and supplemental reading product do participating campuses plan on using in the 26-27 school year?

- K-5 Reading | Bluebonnet with *[approved product]*
- 6-8 Reading | *[approved product]* with *[approved product]*
- K-5 Reading | Bluebonnet with *[approved product]*
- 6-8 Reading | *[approved product]* with *[approved product]*

3d. How many students (K–8) district wide will be participating in reading language arts blended learning through this grant?

1038

4. What is the school system's total student enrollment in grades K-8?

1038

5. Please provide the contact information for the project manager designee or immediate contact for the BLG program.

Name:	Uyen Nguyen
Role:	Chief of Academics
Email:	unguyen@swschools.org
Phone:	713-784-6345

Initiative Specific Questions for the Blended Learning Academic Cohort:

1. Did the school system participate in any of the current and/or previous TEA grant cohorts?

- Yes
 No

1a. Select which TEA grant cohort the school system participated in.

- Learning Acceleration Support Opportunities Cycle 3 (LASO 3.0) Strong Foundations Implementation in the 2025-2026 school year
 Learning Acceleration Support Opportunities Cycle 2 (LASO 2.0) Strong Foundations Implementation in the 2024-2025 school year
 Learning Acceleration Support Opportunities Cycle 1 (LASO 1.0) Strong Foundations Implementation in the 2023-2024 school year

2. Identify the SBOE approved Tier 1 curriculum product and supplemental product that will be implemented with a blended learning model:
(may choose more than one option)

- K-5 Math | Bluebonnet with *[IMRA supplemental approved product]*
 6-8 Math | Bluebonnet with *[IMRA supplemental approved product]*
 HS Math | Bluebonnet with *[IMRA supplemental approved product]*
 K-5 Reading | Bluebonnet with *[approved product]*

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:

PHOENIX SCHOOL AT SOUTHWEST SCHOOLS-(101838004)
SOUTHWEST PUBLIC SCHOOLS INT'L LEADERSHIP ACADEMY-(101838102)
SOUTHWEST PUBLIC SCHOOLS VISUAL & PERF ARTS ACAD-(101838104)

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. How many instructional days (not including staff development waivers) does the calendar have?

162

2b. Upload the calendar(s) in a single PDF (or all calendars if campuses are operating with different instructional day counts)

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

[2025-2026 Calendars ENG FINAL.pdf](#)

302KB

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)

Eureka (K-5), Carnegie (6-12)

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)

Amplify (K-5), Savvas (6-12)

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 (SBEC) to offer the teacher residency route must have formal written partnership agreement(s) with the EPP(s). School systems will have residents for SY 26-27.

Initiative Assurances:

As the applicant, the school system hereby agrees to:

- Read and abide by TEC §21.902 (PREP Preservice Program).
- Read and abide by TEC §21.904 (PREP Residency Preservice Program).
- Read and abide by TEC §48.157 (PREP Program Allotment).

- Read and abide by TAC related to the PREP Residency Preservice Program, which will be posted in the Texas Register for public comment during the 2025-26 school year and become effective prior to the start of the 2026-27 school year.

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

For more details regarding Texas Education Code TEC §21.904 (PREP Residency Preservice Program) and TEC §§21.902, 48.157 see: [PREP RESIDENCY LASO 4 Pop Out Document](#).

- Appoint a representative to engage in all required PREP Allotment & PREP Residency Preservice Program communications.
- Have a written agreement with an educator preparation program for PREP Residency Preservice Program implementation by the 2026-2027 school year.

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

- Yes
 No

PREP Residency Preservice Program Allotment (cont.)

Initiative Specific Questions for the PREP Residency Preservice Program Allotment

1. How many teacher residents does the school system anticipate participating during SY 2026-27?

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

1

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:	Claude Cox
Title:	Deputy of Schools
Email:	ccox@swschools.org
Phone:	713-784-6345

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

Name:	Taylor Mitchell
Title:	Senior Manager Talent Acquisition
Email:	tmitchell@swschools.org
Phone:	713-784-6345

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

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

REG 04 EDUCATION SERVICE CENTER

5. Select the SBEC approved residency program partnership which the school system is currently working to finalize.

Note: The school system must submit a formal written partnership agreement in the spring as part of the process to verify acceptance of the award.

Region 04 Education Service Center

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

Name:	Zoe Mandel
Title:	Assistant Director Educator Development Department
Email:	zoe.mandel@esc4.net
Phone:	7137448121

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:	<input type="text" value="Claude Cox"/>
Title:	<input type="text" value="Deputy of Schools"/>
Email:	<input type="text" value="ccox@swwschools.org"/>
Phone:	<input type="text" value="713-784-6345"/>

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

Name:	<input type="text" value="Taylor Mitchell"/>
Title:	<input type="text" value="Senior Manager Talent Acquisition"/>
Email:	<input type="text" value="tmitchell@swwschools.org"/>

Phone:

713-784-6345

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)

2

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:	<input type="text" value="Claude Cox"/>
Title:	<input type="text" value="Deputy of Schools"/>
Email:	<input type="text" value="ccox@swschools.org"/>
Phone:	<input type="text" value="7137846345"/>

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:	<input type="text" value="Taylor Mitchell"/>
Title:	<input type="text" value="Senior Manager Talent Acquisition"/>
Email:	<input type="text" value="tmitchell@swschools.org"/>
Phone:	<input type="text" value="7137846345"/>

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.

<input type="text" value="ESC 04: Houston"/>
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4. Enter the school system's approved TMT Provider contact information:

Name:	<input type="text" value="Zoe Mandel"/>
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Title:	Assistant Director Educator Development Department
Email:	zoe.mandel@esc4.net
Phone:	7137448121

Roles

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

PREP Mentorship Training Requirements

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

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

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

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

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

Estimated number of school system & campus leaders for Pathway 2:	<input type="text" value="5"/>
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7. School systems must self-report the estimated number of beginning teachers for Year 1 implementation (SY26-27). Beginning teachers (BTs) are defined as classroom teachers who have less than two years of teaching experience under TEC, §21.907. School systems will enter the total estimated number of beginning teachers below; however, school systems will receive funding for up to 40 beginning teachers.

Estimated total number of beginning teachers for SY26-27:	<input type="text" value="10"/>
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Texas Strategic Staffing for Residencies (TSS) Grant

Initiative Description:

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

coordination between the school system, technical assistance provider, and EPP.

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

Eligibility Criteria:

As the applicant, the school system hereby agrees to:

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

Initiative Assurances:

As the applicant, the school system hereby agrees to:

• General Initiative Assurances

- Appoint a School System Strategic Staffing Lead who will serve at least 20% of their time and effort to oversee the Texas Strategic Staffing for Residencies Grant and as the point of contact for the ESC technical assistance provider? Note: School System Strategic Staffing Lead, in conjunction with the ESC, will coordinate with other school system staff on the design and implementation teams to schedule grant activities and complete program deliverables.
- Develop clear companion guides, which include parameters for the selected strategic staffing model and communication plans, and share them with all stakeholders involved with resident placement in the school system and educator preparation programs (EPPs).
- Share data, such as historic teacher vacancies or student characteristic data, with the ESC technical assistance provider to inform design and implementation year decisions.
- Submit data to TEA on grant implementation and outcomes including, but not limited to the following:
 - Number of teacher residents participating in the year-long paid teacher residency.
 - School placement of residents during their residency year.
 - Selected strategic staffing models.
 - Resident and host teacher compensation.
 - Characteristics of teacher residents participating in the program.
 - Number and type of teacher certifications awarded to teacher residents.

• Sustainable Funding for Residencies

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

Note: the plan must include sustainable funding for teacher residents and host teacher stipends/salaries.

• School System and EPP Partnerships

- Establish a partnership with at least one EPP that has been approved by the SBEC to offer the Texas Teacher Residency Preparation Route (TTRPR).
- Sign a letter of commitment or a memorandum of understanding (MOU) with the ESC technical assistance provider. The EPP(s) must also confirm their commitment to the strategic staffing design and implementation process with the applicant.
- Set shared goals for school system paid resident placements in mutually beneficial staffing model positions.
- Hold structured governance meetings at least quarterly to analyze teacher resident data and develop plans for teacher residency continuous improvement during the SY 2027-28 residency implementation year.
- Work collaboratively with your EPP partner(s) to design a strategic staffing model and corresponding stipend amounts.
- Adhere to all educator preparation program requirements for residency in the Texas Administrative Code (TAC) Chapter 228.
- Provide preferential hiring, to the greatest extent possible, to teacher residents who have successfully completed the teacher residency program and received enhanced standard certification.

• Technical Assistance for Design and Implementation

- Work with an ESC technical assistance provider for the SY 2026-27 and 2027-28 school years to make key decisions and design structures that enable internal capacity to continue the strategic staffing models without the support of the technical assistance provider in SY 2028-29 and beyond.
- Ensure that a designated team of leaders from the school system, campuses, and EPP(s) will actively participate in strategic staffing model training and technical assistance support activities beginning in SY 2026-27.
- Attend sustainability meetings with their technical assistance provider each semester of SY 2027-28 (implementation year) to determine sustainable strategic staffing model and funding sources, as applicable, after the life of the grant.
- Manages or directly supports the school system's PREP Residency Preservice Program if awarded the PREP Residency Preservice Program Allotment.

Initiative Requirements:

As the applicant, the school system hereby agrees to:

- The school system has **NOT** participated in either the 2024-2025 Sustainable Residency Continuation Grant or the 2025-2027 Texas

Strategic Staffing Grant for Sustainable, Paid Teacher Residency Program.

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

- Yes
- No

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

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

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

Name:	Claude Cox
Title:	Deputy of Schools
Email:	ccox@swschools.org
Phone:	7137846345

1a. Top three responsibilities in their role:

Oversee Principals, Talent, Academics

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

Daily

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

The Deputy of Schools will play a central role in ensuring the long-term sustainability of paid residencies beyond the conclusion of the LASO Cycle 4 grant. Working in close collaboration with the Superintendent and Chief Financial Officer the Deputy will establish a multi-year strategy that embeds residencies into the district's core staffing budgeting and talent-development systems. Specifically the Deputy of Schools will: 1. Integrate Residencies Into Districtwide Staffing Models The Deputy will revise staffing allocations and campus schedules to ensure paid residents are treated as essential contributors to instructional capacity rather than temporary grant-funded roles. By aligning residency placements with chronic vacancies certification pipelines and high-needs content areas the Deputy will demonstrate the cost-effectiveness of sustaining these roles long term. 2. Build a Multi-Year Financial Plan With the CFO In partnership with the CFO the Deputy will develop a sustainable funding model that blends state allotments (e.g. HB 2 Teacher Retention Allotment enhanced TIA reimbursements) local budget prioritization and strategic reallocations. This includes phasing residency costs into the general fund leveraging campus-level Title II allocations and identifying potential philanthropic partners to offset costs. 3. Strengthen the Teacher Pipeline to Reduce Long-Term Vacancy Costs The Deputy will use residency data (e.g. retention rates certification attainment vacancy reductions) to illustrate the financial savings generated by a stable

homegrown teacher pipeline. By demonstrating that residents transition into full-time high-retention teachers the Deputy provides evidence to sustain funding after the grant ends. 4. Institutionalize Systems That Support Resident Success The Deputy will oversee consistent coaching mentor teacher selection and evaluation systems to ensure residents are effective on Day 1. By embedding residency expectations into the district's talent and professional learning frameworks the program becomes part of standard operations rather than a standalone grant-dependent initiative. 5. Coordinate Annual Reporting & Board Updates With the Superintendent The Deputy will collaborate with the Superintendent to maintain Board visibility on program results—including teacher quality outcomes STAAR growth and reductions in emergency certifications—helping secure ongoing district commitment and funding for paid residencies. 6. Pursue Additional Funding Streams The Deputy will work with the Superintendent's grants and partnerships teams to identify additional TEA funds local workforce resources and university partnerships that can help offset ongoing residency stipends.

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

Southwest Public Schools has intentionally designed a distributed leadership model to ensure continuity of the residency program even in the event of staff turnover. While the Deputy of Schools will serve as the primary lead the knowledge systems and decision-making structures are shared across multiple district leaders to prevent single-point dependency. 1. Cross-Training Across Cabinet-Level Leaders The Superintendent CFO and Chief of Staff will be fully briefed and involved in residency program decisions financial planning and data reporting cycles. This ensures that all strategic fiscal and operational components of the work are understood at the executive level and can continue seamlessly if staff transitions occur. 2. Documentation of Processes Timelines and Tools All residency-related systems including mentor selection rubrics coaching protocols campus placement criteria budgeting templates and partnership agreements will be housed in a centralized cloud-based district playbook. This ensures that institutional knowledge is preserved and accessible to incoming personnel. 3. Strong Secondary Leadership Supports Key leaders with overlapping expertise will also maintain working knowledge of the residency program: Officers of Instructional Leadership will support campus implementation and ensure residency expectations are integrated into instructional systems. Senior Manager of Employee Relations/Talent Acquisition will maintain certification pathways onboarding systems and pipeline tracking. Senior Manager of Talent Acquisition will sustain mentor training coaching frameworks and resident development curricula. These leaders are already embedded in the work and can assume interim responsibilities if needed. 4. Financial Sustainability and Budget Familiarity The CFO and Deputy of Schools will jointly manage residency-related financial planning allowing them to maintain continuity in stipend allocations grant compliance and long-term sustainability modeling—independent of any single individual. 5. Established University & Partnership Agreements Formal MOUs with EPP partners universities and external coaching providers will remain active and operational regardless of turnover. This provides external consistency and built-in support structures. 6. Clear Succession Pathway Should turnover occur the Superintendent will assign an interim point of contact from the School Leadership or Talent Office while initiating a targeted recruitment process for a qualified replacement with experience in teacher pipelines and residency models.

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:	Keri Fovargue
Title:	Chief of Staff
Email:	kfovargue@swschools.org
Phone:	2817432110

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.

Region 04 Education Service Center

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

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

Region 04 Education Service Center

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

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

[Southwest Public Schools EPP form.pdf](#)

254KB

application/pdf

School Action Fund-Planning and Implementation (SAF) Grant

Initiative Description:

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

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

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

Eligibility Criteria:

As the applicant, the school system hereby agrees to:

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

Note: Eligible applicants are school systems that apply on behalf of campuses that are Title I-serving school-wide and Comprehensive

Support-identified, Targeted Support-identified, or Additional Targeted Support-identified, based on SY 2024-25 ratings. For new schools, there must be clear Title I, Part A eligibility and intent to obtain Title I-serving status for SY 2027-28 and beyond.

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

Initiative Assurances:

As the applicant, the school system hereby agrees to:

Note: The Superintendent, Chief Academic Officer and/or Chief Innovation/Transformation Officer, School Action Fund Project Manager (who has Cabinet-level access and decision-making authority), Chief Financial Officer, **and** any Superintendent designee understand that the School System (Applicant) assure that they know the following commitments.

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

Initiative Requirements:

As the applicant, the school system hereby agrees to:

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

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

- Yes
 No

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

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

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

- Yes
 No

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

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

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

- Yes
 No

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

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

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

1. On behalf of how many campus(es) is the school system applying for:
Restart Actions? (0 to 4)

2. On behalf of how many campus(es) is the school system applying for:
Create New School Actions? (0 to 4)

3. On behalf of how many campus(es) is the school system applying for:
Reassign Actions? (0 to 4)

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

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

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

- Yes
 No

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

- Yes
 No

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

Create New School Actions

In **Create New School Actions**, a new school with a new CDCN, new campus leader, and an **Advanced STEM** model (*see [here](#) for details*) is designed and started in a new facility, an unoccupied existing facility, or co-located with another district program, school, or department in an

existing facility. School systems will implement all aspects of the school model in **Year 1** of Implementation.

Select First Campus

TBD

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

Create New School Action for

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

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

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

- Planning
- Implementation

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

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

Navigating Excellence through Targeted Supports (NEXT)

Initiative Description:

The Navigating Excellence Through Targeted Supports Initiative (“NEXT”) is designed to support low-performing **elementary school campuses** at school districts and open-enrollment charters to implement high-quality math and/or reading language arts curriculum and instruction, aligned targeted tutoring, and targeted community and parent engagement.

Grantees will receive intensive support to:

- Audit and diagnose root causes to low-performance.
- Ensure all educators have a deep understanding of high-quality instructional materials and research-based instructional strategies.
- Build and inspire a coalition of support for instructional and operational shifts.
- Implement rigorous tier 1 HQIM and evidence-based supplementary instruction.
- Make strategic changes to campus operations (including staffing patterns, compensation, and/or scheduling) in the form of funding and technical assistance.
- Closely monitor fidelity of implementation to drive continuous improvement efforts.

Grantees that complete all required planning year requirements may be eligible for 1-2 years of continuation funding to support implementation.

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 is applying for are rated D or F on the 2025 TEA Accountability.
- Campuses the school system is applying for **are not** federally designated as CSI, TSI, or ATS.
- Campuses the school system is applying for serve grades PK or Kindergarten through 5th grade.

Initiative Assurances:

As the applicant, the school system hereby agrees to:

- Designate and provide a district-level project manager who will dedicate approximately 50% of their time to NEXT planning and implementation requirements and who has the authority to make campus-level decisions.
- Designate and share with TEA and vendors a campus-level lead/sponsor for communication regarding logistics and usage monitoring.
- Submit fidelity of planning deliverables before the end of the planning year, including but not limited to:
 - Campus master schedule
 - Assessment calendar
 - Stakeholder engagement plan
 - Professional learning calendars
- Participate in required communities of practice and any additional grant program meetings.
- Work in good faith with the TEA-vetted and matched school action Technical Assistance provider and agency-provided technical assistance.
- Attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, and share best practices through the TEA NEXT program office.
- Participate in Quarterly Parent Labs (at least four per year) for parents and caregivers to deepen their understanding of how to support their student(s) in reading, writing, and math.
- Provide dedicated time for teachers, instructional coaches, assistant principals, and principals to receive grant-related coaching and support.
- Adopt and fully implement IMRA-approved HQIM in reading and math.

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

- Yes
 No

Navigating Excellence through Targeted Supports (NEXT) (cont.)

Campus Selection for the Navigating Excellence through Targeted Supports (NEXT) Grant

The NEXT grant is designed to rapidly improve the performance of low-performing elementary campuses. Each school system may apply to receive support at up to 3 [eligible elementary campuses](#).

Note: The campuses listed below include all the campuses in your district and may or may not reflect eligible campuses for the NEXT grant.

SOUTHWEST PUBLIC SCHOOLS INT'L LEADERSHIP ACADEMY-(101838102)

Navigating Excellence through Targeted Supports (NEXT) (cont.)

Initiative Specific Questions for the Navigating Excellence through Targeted Supports (NEXT) Grant

1. Does the school system commit to working in good-faith with a TEA-appointed technical assistance provider to complete the following activities?

- Audit and diagnose root causes to low-performance,
- Ensure all educators have a deep understanding of high-quality instructional materials and research-based instructional strategies
- Build and inspire a coalition of support for instructional and operational shifts
- Implement rigorous tier 1 HQIM and evidence-based supplementary instruction
- Make strategic changes to campus operations (including staffing patterns, compensation, and/or scheduling) in the form of funding and technical assistance
- Closely monitor fidelity of implementation to drive continuous improvement efforts

- Yes
 No

2. Has your school system participated in the Strong Foundations grant?

- Yes
- No

3. Does your school system have a fully approved Teacher Incentive Allotment system?

- Yes
- No

4. Does your school system have at least one campus with a Board of Trustees-approved ADSY calendar with at least 200 school days?

- Yes
- No

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

Early College High School (ECHS) (cont.)

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?

SOUTHWEST PUBLIC SCHOOLS COLLEGE & CAREER PREP ACAD-(101838001)

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

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

1

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:

SOUTHWEST PUBLIC SCHOOLS COLLEGE & CAREER PREP ACAD-(101838001)

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

[Southwest Public Schools.ECHS.Q1.pdf](#)

208KB

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.

Houston City 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

[Southwest Public Schools.ECHS.Q3.pdf](#)

9587KB
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.

Associate of Arts

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

[Southwest Public Schools.ECHS.Crosswalk.20252026.pdf](#)

107KB
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

[Southwest Public Schools.ECHS.Q6.pdf](#)

204KB
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

[Southwest Public Schools.ECHS.Q7.pdf.pdf](#)

238KB
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

[Southwest Public Schools.ECHS.Q8.pdf](#)

238KB
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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

[Southwest Public Schools.ECHS.Q9.pdf](#)

262KB

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

[Southwest Public Schools.ECHS.Q10.pdf](#)

263KB

application/pdf

Virtual and Hybrid Program Accelerator (VHPA)

Initiative Description:

The Virtual and Hybrid Program Accelerator (VHPA) enables school systems and open-enrollment charter schools to design and launch high-quality virtual and hybrid programs or campuses, as defined under Texas Education Code (TEC) Chapter 30B. The goal of the program is to establish schools that are intentionally structured to achieve A or B accountability ratings and deliver rigorous, engaging instruction tailored to meet the diverse needs of students across Texas. Through VHPA, participating school systems receive funding and technical assistance to develop flexible, personalized learning models that support students requiring adaptable education pathways. The program also enables school systems to implement innovative staffing strategies, expand course offerings, and increase access to high-quality instruction statewide.

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

Eligibility Criteria:

As the applicant, the school system hereby agrees to:

- Have not participated in a previous VHPA cycle.

Initiative Assurances:

As the applicant, the school system hereby agrees to:

- Program leads of awarded applicants have at least 16 hours of release time built into their weekly schedules to plan and create the virtual or hybrid program or campus.
- Ensure that the program or designated campus leader possesses relevant experience or can exhibit the competencies necessary to lead a virtual or hybrid program or campus effectively.
- Design and manage strategic initiatives that improve instructional quality and student engagement, and they are committed to building their capacity to support high-quality virtual and hybrid models.
- As part of the program commitment for Year 1 of VHPA, submit a comprehensive launch plan for a full-time virtual or hybrid program or apply for authorization to operate a virtual or hybrid campus to operate in 2027-2028 school year.

Note: If the school system does not meet participation expectations or disengage from VHPA, they may have their membership from the VHPA terminated and forfeit any access to remaining funding.

Initiative Requirements:

As the applicant, the school system hereby agrees to:

- Establish a dedicated VHPA Team responsible for developing and implementing the full-time virtual or hybrid campus or program.
- Collaborate with a TEA-assigned technical assistance (TA) provider and participate in TA-supported activities such as cohort workshops, monthly coaching calls, step backs, planning sessions, or implementation deliverables.
- Ensure adaptability and dedication in program model design to align with research-based practices for high-quality virtual and hybrid models.
- By the end of Year 1 of VHPA support, launch a full-time virtual or hybrid program or apply for authorization to operate a full-time virtual or hybrid campus beginning the 2027-2028 school year.

Note: For full-time virtual or hybrid campuses, Year 2 of VHPA TA support and funds are contingent upon the full-time virtual or hybrid campus receiving authorization.

- Ensure that any partnership with a private or third-party vendor preserves the school system’s ability to design, adapt, and implement the virtual or hybrid program to meet local needs.
- Disclose any vendor-imposed services, limitations that may affect program flexibility, instructional design, or operational decision-making.
- If selecting a private or third-party provider to operate the school, collaborate with the designated technical assistance partner to develop a comprehensive provider selection plan that includes:
 - Defined criteria for evaluating potential providers.
 - Detailed cost analysis and breakdown of services.
 - Consideration of the provider’s historical performance (e.g., student academic outcomes).
- If selecting a private or third-party provider to operate the program or campus, formalize and monitor the partnership with a third-party provider by:
 - Submitting memoranda of understanding (MOU) or formal agreements outlining responsibilities of both the provider and the school system or charter.
 - Establishing a system for progress monitoring, including required reports on student engagement and academic progress.
 - Defining action items if the provider fails to meet success criteria for the campus or program.
- Complete all required deliverables and meeting milestones by the scheduled timeline specified by the VHPA, including:
 - Define a clear and compelling rationale for launching the virtual or hybrid program/campus, including the specific student population or campus it will serve.
 - Present evidence of community interest in a virtual or hybrid learning option, including data collected through surveys, focus groups, or other engagement methods.
 - Develop and implement comprehensive plans to achieve program objectives, including an academic plan that outlines curriculum, instructional methods, approaches for monitoring student progress, and support strategies for special populations and at-risk students.
 - Develop and iterate plans regarding staffing models, school culture, family engagement, and student support.
 - Update operations such as staffing, schedules, finances, technology, and cybersecurity to support virtual or hybrid models.
 - Provide a professional development plan for instructional staff that includes training specific to virtual and hybrid instruction, along with ongoing, job-embedded coaching to strengthen instructional quality and student engagement.
 - Present evidence of training and development for teachers and leaders to ensure high-quality virtual or hybrid instruction.
 - Use data to monitor student engagement and academic progress, ensuring alignment with grade-level standards and research-based instructional strategies specific to virtual and hybrid learning.
 - Engage in three improvement cycle sessions using data to inform ongoing development. school systems will share data that reflects program implementation and outcomes. This may include student engagement, progress toward grade-level mastery in virtual and hybrid courses (BOY, MOY, EOY), teacher instructional practices and growth in serving virtual and hybrid learners, and leader support for professional learning communities and job-embedded coaching.
 - Obtain formal approval from the school system’s governing board to launch a virtual or hybrid program/campus and ensure this approval is secured prior to applying for authorization. For virtual/hybrid campuses, ensure this approval is secured prior to applying for authorization.
 - Submit a detailed plan or contract outlining the scope of services, responsibilities, and decision-making authority in any private or third-party vendor partnership supporting the virtual or hybrid program/campus (*if applicable*).
 - Submit a comprehensive launch plan and either implement a virtual or hybrid program or apply for authorization to operate a virtual or hybrid campus that is expected to begin operating in the 2027-2028 school year.

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

- Yes
- No

Virtual and Hybrid Program Accelerator (VHPA) (cont.)

Initiative Specific Questions for the Virtual and Hybrid Program Accelerator (VHPA) Grant

1. Enter the contact information for the primary point of contact.

Name:	Uyen Nguyen
Role:	Chief of Digital Learning
Email:	unguyen@swschools.org
Phone:	7137846345

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

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

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

- Program
- Campus
- TBD

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

- Virtual
- Hybrid
- TBD

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

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

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

- Yes
- No

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

50

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

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

Current number of students interested within our residential facilities.

9. Which best describes where the school system is in the virtual/hybrid program?

- Are in the planning phase and currently do not have a virtual or hybrid program, but intend to launch in SY26-27.
- Have a plan and will be ready to launch a virtual/hybrid program this school year (SY26-27) with some additional support.

- Are currently running a virtual and hybrid program and would like feedback and support to build on it to launch a more robust program in SY27-28.
- Are in the planning phase and currently do not have a virtual or hybrid program but intend to apply for authorization to operate a virtual or hybrid campus in the SY27-28.
- Have a plan and will be ready to launch a virtual/hybrid program this school year (SY26-27). With some additional support, we plan to apply for authorization to operate a virtual or hybrid campus in the SY27-28.
- Are currently running a virtual and hybrid program and would like feedback and support to build on it and establish a virtual or hybrid campus in SY27-28.
- Are exploring virtual and hybrid learning options within our school system but unsure about the program type and timeline to launch.

10. Describe how your virtual or hybrid program/campus aligns with the school system's broader strategic goals or improvement plans.

Southwest Public Schools' virtual and hybrid programming aligns directly with the district's broader strategic goals of increasing college and career readiness expanding equitable access to rigorous coursework and personalizing learning for all students. At College & Career Preparatory Academy (CCPA) our virtual and hybrid options are intentionally designed to strengthen academic acceleration support Early College High School pathways and provide flexible structures that meet the diverse needs of our high-poverty high-performing student population. First the hybrid model expands access to Dual Credit Associate Degree coursework and industry-aligned electives directly supporting the district's mission to prepare every graduate for postsecondary success. By integrating virtual college courses from Houston City College with in-person supports on the CCPA campus students can participate in higher-level learning that would otherwise be limited by scheduling or transportation barriers. This aligns with district improvement goals around expanding advanced academics and increasing the percentage of students earning college credit. Second the virtual/hybrid model enhances personalized learning a key pillar in Southwest Public Schools' instructional framework. Students can engage in online coursework at differentiated paces while teachers provide targeted small-group instruction interventions and enrichment during on-campus sessions. This supports both our Gifted & Talented learners and students with Special Education services ensuring equitable access to Early College pathways aligned to district goals around inclusion and individualized support. Third hybrid learning strengthens the district's priority of postsecondary readiness and workforce preparation by helping students develop essential skills such as time management digital literacy and self-direction—competencies that mirror college expectations and modern workplace demands. These skills serve as foundational elements of our district's college-and-career-ready accountability goals. Finally the virtual/hybrid structure increases operational flexibility and supports districtwide improvement efforts to maximize instructional time expand capacity and provide innovative learning models without additional facility costs. Through these aligned components Southwest Public Schools ensures that CCPA's hybrid and virtual programs directly advance the district's long-term mission strategic goals and commitment to equitable student success.

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

Southwest Public Schools' leadership team brings deep field-tested experience in designing implementing and sustaining high-quality virtual and hybrid instruction. Our district's virtual and hybrid strategy is grounded in the expertise of two senior leaders who successfully led this work during the most challenging period for public education. Dr. Felicia Adams Superintendent of Southwest Public Schools brings significant experience from her tenure in Houston ISD where she led virtual and hybrid instruction during the COVID-19 pandemic. In the largest district in Texas Dr. Adams oversaw the design of digital instructional frameworks

ensured alignment to TEKS and college-ready standards
expanded device access
and guided principals and teachers through rapid instructional transformation. Her leadership emphasized equity
engagement
and high-quality digital pedagogy—principles that now anchor the virtual/hybrid model at Southwest Public Schools. Complementing this
expertise
the district’s Chief of Digital Learning
Dr. Uyen Nguyen
has led the implementation and continuous improvement of virtual and hybrid learning specifically within Southwest Public Schools. Under
this leader’s guidance
the district established digital content standards
developed blended-learning classrooms
and created professional development focused on platform integration
instructional design
and differentiating support for Gifted & Talented and Special Education students. The Chief of Digital Learning also oversaw the rollout of
digital curricula
data dashboards
and instructional coaching systems that ensure high levels of rigor and student engagement in online environments. Together
these leaders provide a powerful combination of large-district experience and deep organizational knowledge of Southwest Public Schools.
Their shared expertise ensures that virtual and hybrid instruction is not merely a response to need
but a strategic
high-quality learning model aligned to the district’s mission of preparing every student for college
career
and life success. Through experienced leadership at both the district and campus levels
Southwest Public Schools is fully equipped to design
support
and sustain exemplary virtual and hybrid learning environments.

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

Southwest Public Schools’ decision to pursue a virtual/hybrid model is grounded in research
internal data
and strong stakeholder feedback. Lessons learned during the COVID-19 pandemic demonstrated that many students—particularly those who
are highly motivated
credit-advancing
medically vulnerable
working part-time
or balancing family responsibilities—benefit from flexible learning options. Our own district data showed increased attendance
improved credit recovery rates
and stronger engagement for specific student groups when hybrid structures were available. Informal surveys and listening sessions with
families revealed a consistent desire for continued choice
noting that a virtual/hybrid option removes barriers such as transportation
health needs
anxiety
and scheduling conflicts. Students and parents repeatedly cited the value of flexibility
access to Dual Credit courses
and personalized pacing—all of which align with our Early College mission. At the system level
declining enrollment trends across the Houston region also informed the decision. Offering a high-quality virtual/hybrid pathway expands
access for families seeking nontraditional models and serves as a strategic enrollment stabilizer in a highly competitive charter landscape.
Collectively
these data points
research findings
and stakeholder insights confirmed that a virtual/hybrid model is not only viable—it is necessary to meet the needs of our community and
strengthen long-term district sustainability.

13. Which best describes the school system’s key areas of need for the virtual/hybrid program?

Note: Answers provided will not limit the type of support the school system will receive if accepted into the program. Instead, this information will be used to better understand the school system's key area of need.

- Aligned, effective vision and model that is responsive to family and student needs.
- Family engagement, communication, and/or recruitment plan.
- Staffing and/or teacher/staff recruitment plan.
- Plan for communicating clear administrator, teacher, student, and family roles within a virtual/hybrid model. *(and wherever needed, support for shifting mindsets)*
- Instructional framework for designing high-quality virtual and hybrid courses aligned to research-based practices.
- Student attendance and engagement plan.
- School Culture and student well-being plan.
- Plan for supporting special populations and at-risk students.
- Student onboarding sessions, including learning strategies and support for cultivating mindsets rooted in the science of learning, self-directed learning skills, how to use digital tools, and help-seeking during asynchronous and/or synchronous instruction.
- Teacher development *(PD and ongoing job-embedded coaching)* to deliver high-quality instruction and learning experiences in a virtual/hybrid model.
- High-Quality Instructional Materials. *(for core curriculum and adjusted for virtual/hybrid learning)*
- Data collection and progress monitoring systems.
- Technology Strategy and Data Privacy Framework. *(including hardware, connectivity, digital tools, and cybersecurity policies)*
- Master schedule that is appropriately set up for virtual or hybrid learning.

14. Describe which additional topics, areas of support, or identified gaps would be most helpful to strengthen the school system's virtual or hybrid model.

While Southwest Public Schools has a strong foundation for virtual and hybrid instruction additional support would help refine and elevate the model. Our district is particularly interested in learning from successful hybrid and virtual schools nationwide including examples of best-in-class instructional schedules staffing models student engagement strategies and college-and-career pathway alignment. We would also benefit from professional learning communities with other districts that have implemented hybrid programs as well as support in developing long-term metrics to monitor student achievement attendance and persistence in virtual environments. Finally we seek resources that help us deepen family engagement strengthen digital literacy for students and staff and expand wraparound supports that ensure equitable access to hybrid learning. Southwest Public Schools is committed to continuous improvement and these areas of support would help us maximize opportunities for our community and create a model of excellence in virtual and hybrid education.

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

We currently use Schoology HQIM Materials and Odysseyware at our Residential Facilities although the students are sitting in a classroom.

16. Which content is the school system considering when adopting new instructional materials or curriculum for virtual learning? *(choose all that apply)*

Note: Curriculum adoption is not a requirement of the program, but rather an optional support; the response to this question will help us better understand the school system's needs.

ELAR

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

- Kindergarten
- 1st Grade
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- 6th Grade
- 7th Grade
- 8th Grade
- 9th Grade
- 10th Grade
- 11th Grade
- 12th Grade

Math

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

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

Science

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

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

- Social Studies

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

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

School System's Commitments to VHPA

As part of the VHPA, school systems will form a VHPA Team that regularly partners with VHPA technical assistance providers and meets as a central team to develop and improve the virtual/hybrid program using VHPA support.

To the best of your current understanding, provide the contact information of individuals who most likely will be on the school system's VHPA Team.

[VHPA Team Roles and Responsibilities](#)

17. Enter contact information for the school system's Senior Project Sponsor for the virtual or hybrid program.

Name:	<input type="text" value="Uyen Nguyen"/>
Title:	<input type="text" value="Chief of Digital Learning"/>
Email:	<input type="text" value="unguyen@swschools.org"/>

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

Name:	<input type="text" value="Claude Cox"/>
Title:	<input type="text" value="Deputy of Schools"/>
Email:	<input type="text" value="ccox@swschools.org"/>

19. Is the school system partnering with a third-party vendor or partner to run the virtual or hybrid program?

- Yes
- No

Closing

Signature

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

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

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

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

Are you the Superintendent?

- Yes
- No

Please provide the following:

Superintendent Name :	<input type="text" value="Felicia Adams"/>
Superintendent Email:	<input type="text" value="fadams@swwschools.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)
- Blended Learning Grant (BLG)
- 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)
- School Action Fund (SAF)
- Navigating Excellence through Targeted Supports (NEXT)
- Early College High School (ECHS)
- Virtual and Hybrid Program Accelerator (VHPA)

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

Signed On: December 3, 2025 at 10:11 AM

A handwritten signature in black ink, reading "Felicia Adams". The signature is written in a cursive style with a large initial "F".

[clear](#)