

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:	THE VARNETT PUBLIC SCHOOL-(101814)

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:	Shawna Clouser
School System Employee Title:	Executive Director of Teaching and Learning
School System Employee Email:	sclouser@varnett.org

Superintendent Contact Information

Enter the school system superintendent's contact information.

Superintendent Name:	Nita White
Superintendent Email:	nwhite@varnett.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: 90%;" type="text" value="Shawna Clouser"/>
Email:	<input style="width: 90%;" type="text" value="sclouser@varnett.org"/>
Phone:	<input style="width: 90%;" type="text" value="713-667-4051"/>

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

Name:

Email:

Phone:

Name:

Email:

Phone:

LIFT School Improvement PLC (LIFT SI PLC)

Initiative Description:

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

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

Eligibility Criteria:

As the applicant, the school system hereby agrees to:

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

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

Initiative Assurances:

As the applicant, the school system hereby agrees to:

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

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

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

Initiative Requirements:

As the applicant, the school system hereby agrees to:

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

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

- Yes
- No

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

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

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

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

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

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

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

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

THE VARNETT SCHOOL - EAST-(101814103)
THE VARNETT SCHOOL - NORTHEAST-(101814102)
VARNETT CHARTER SCHOOL-(101814101)

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.

THE VARNETT SCHOOL - EAST-(101814103): 2
THE VARNETT SCHOOL - NORTHEAST-(101814102): 2
VARNETT CHARTER SCHOOL-(101814101): 2

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

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

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

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

THE VARNETT SCHOOL - EAST-(101814103)
THE VARNETT SCHOOL - NORTHEAST-(101814102)
VARNETT CHARTER SCHOOL-(101814101)

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.

THE VARNETT SCHOOL - EAST-(101814103): 2
THE VARNETT SCHOOL - NORTHEAST-(101814102): 2
VARNETT CHARTER SCHOOL-(101814101): 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).

THE VARNETT SCHOOL - EAST-(101814103)
THE VARNETT SCHOOL - NORTHEAST-(101814102)
VARNETT CHARTER SCHOOL-(101814101)

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.

THE VARNETT SCHOOL - EAST-(101814103): 2
THE VARNETT SCHOOL - NORTHEAST-(101814102): 2
VARNETT CHARTER SCHOOL-(101814101): 2

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

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

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

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

Name:
Email:
Phone:

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

Name:
Email:
Phone:

Name:
Email:

Phone:

713-667-4051

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).

THE VARNETT SCHOOL - EAST-(101814103)
VARNETT CHARTER SCHOOL-(101814101)

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:	<input type="text" value="Shawna Clouser"/>
Email:	<input type="text" value="sclouser@varnett.org"/>
Phone:	<input type="text" value="713-667-4051"/>

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

Name:	<input type="text" value="Nicole Haskins"/>
Email:	<input type="text" value="nhaskins@varnett.org"/>
Phone:	<input type="text" value="713-667-4051"/>

Name:	<input type="text" value="Nita White"/>
Email:	<input type="text" value="nwhite@varnett.org"/>
Phone:	<input type="text" value="713-667-4051"/>

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 implementing:

- 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?

1100

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?

1100

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

1090

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

Name:	Shawna Clouser
Role:	Executive Director of Teaching and Learning
Email:	sclouser@varnett.org
Phone:	713-667-4051

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

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

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

- Category 1 – New PK–5 Campus Participation

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

- Category 2 – Expansion to Grades 6–8

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

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

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

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

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

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

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

1. Please select the first ADSY-eligible campuses

VARNETT CHARTER SCHOOL-(101814101)

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

- ADSY Summer
 ADSY Full Year

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

- Yes
 No

3a. How many instructional days (not including staff development waivers) does the calendar have?

173

3b. Upload the calendar PDFs (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

[TheVarnettPublicSchool.ADSY.2025_2026SYCalendar.pdf](#)

275KB

application/pdf

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

- Yes
 No

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

Bluebonnet

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

- Yes
 No

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

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

Initiative Specific Requirements for the ADSY Summer Cohort

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

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

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

- Yes
 No

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

- Yes
 No

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

- Yes
 No

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

- Yes
 No

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

- Yes
 No

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

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

1. Select the second ADSY-eligible campuses

THE VARNETT SCHOOL - NORTHEAST-(101814102)

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

- ADSY Summer
- ADSY Full Year

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

- Yes
- No

3a. How many instructional days (not including staff development waivers) does the calendar have?

173

3b. Upload the calendar PDFs (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

[TheVarnettPublicSchool.ADSY.2025_2026SYCalendar.pdf](#)

275KB
application/pdf

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

- Yes
- No

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

Bluebonnet

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

- Yes
- No

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

Bluebonnet

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

Initiative Specific Requirements for the ADSY Summer Cohort

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

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

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

- Yes
- No

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

- Yes
- No

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

- Yes
- No

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

- Yes
- No

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

- Yes
- No

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

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

1. Select the third ADSY-eligible campuses

THE VARNETT SCHOOL - EAST-(101814103)

2. Indicate which ADSY cohort you are applying for:

- ADSY Summer
- ADSY Full Year

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

- Yes
- No

3a. How many instructional days (not including staff development waivers) does the calendar have?

3b. Upload the calendar PDFs (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

[TheVarnettPublicSchool.ADSY.2025_2026SYCalendar.pdf](#)

275KB

application/pdf

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

- Yes
 No

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

Bluebonnet

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

- Yes
 No

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

Bluebonnet

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

Initiative Specific Requirements for the ADSY Summer Cohort

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

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

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

- Yes
 No

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

- Yes
 No

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

- Yes
- No

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

- Yes
- No

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

- Yes
- No

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

Initiative Specific Questions for both Cohorts

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

- Yes
- No

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

Prairie View A&M University

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

- Yes
- No

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

- Yes
- No

PREP Residency Preservice Program Allotment

Allotment Opportunity:

The PREP Residency Preservice Program empowers school systems to play a central role in cultivating a pipeline of well-prepared, highly qualified teachers by embedding paid preservice teacher residency candidates directly into classrooms of highly qualified host teachers. Through close collaboration with educator preparation programs, participating school systems support teacher residents in earning an enhanced standard teaching certificate while gaining hands-on experience on campuses across the school system. By expanding the reach and effectiveness of residency models, the PREP Residency Preservice Program enhances instructional capacity and increases student access to skilled educators—ultimately advancing educational outcomes.

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

- Yes
- No

PREP Residency Preservice Program Allotment

Initiative Description:

The PREP Residency Preservice Program empowers school systems to play a central role in cultivating a pipeline of well-prepared, highly qualified teachers by embedding paid preservice teacher residency candidates directly into classrooms of highly qualified host teachers. Through close collaboration with educator preparation programs, participating school systems support teacher residents in earning an enhanced standard teaching certificate while gaining hands-on experience in school systems schools. By expanding the reach and effectiveness of residency models, the PREP Residency Preservice Program enhances instructional capacity and increases student access to skilled educators—ultimately advancing educational outcomes.

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

Eligibility Criteria:

As the applicant, the school system hereby agrees to:

- Any school system, which includes open-enrollment charter schools, and SB 1882 Operating Partners who read and agree to the requirements in relevant sections of the Texas Education and Texas Administrative codes cited in these guidelines is eligible for the PREP Allotment.
- School systems who are partnered with an Educator Preparation Program (EPP) approved by the State Board of Educator Certification (SBEC) to offer the teacher residency route must have formal written partnership agreement(s) with the EPP(s). School systems will have residents for SY 26-27.

Initiative Assurances:

As the applicant, the school system hereby agrees to:

- Read and abide by TEC §21.902 (PREP Preservice Program).
- Read and abide by TEC §21.904 (PREP Residency Preservice Program).
- Read and abide by TEC §48.157 (PREP Program Allotment).
- Read and abide by TAC related to the PREP Residency Preservice Program, which will be posted in the Texas Register for public comment during the 2025-26 school year and become effective prior to the start of the 2026-27 school year.

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

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

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

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

- Yes
- No

PREP Residency Preservice Program Allotment (cont.)

Initiative Specific Questions for the PREP Residency Preservice Program Allotment

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

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

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:

Title:	Chief of Staff and Human Resources
Email:	jwells@varnett.org
Phone:	713-667-4051

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

Name:	Andrea Simon
Title:	Human Resources Generalist
Email:	asimon@varnett.org
Phone:	713-667-4051

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.

Prairie View A&M University Region 04 Education Service Center University of Houston - Downtown

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

Name:	Jo Wells
Title:	Chief of Staff and Human Resources
Email:	jwells@varnett.org
Phone:	713-667-4051

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.

3

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:	Jo Wells
Title:	Chief of Staff and Human Resources
Email:	jwells@varnett.org
Phone:	713-667-4051

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

Name:	Andrea Simon
Title:	Human Resources Generalist
Email:	asimon@varnett.org
Phone:	713-667-4051

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

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

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

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

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

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

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

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

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

- Yes
- No

PREP Mentorship Program Allotment

Allotment Opportunity:

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

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

- Yes
- No

PREP Mentorship Program Allotment

Initiative Description:

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

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

Eligibility Criteria:

As the applicant, the school system hereby agrees to:

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

Initiative Assurances:

As the applicant, the school system hereby agrees to:

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

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

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

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

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

- Yes
- No

PREP Mentorship Program Allotment (cont.)

Initiative Specific Questions for the PREP Mentorship Program Allotment

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

Name:	<input type="text" value="Jo Wells"/>
Title:	<input type="text" value="Chief of Staff and Human Resources"/>
Email:	<input type="text" value="jwells@varnett.org"/>
Phone:	<input type="text" value="713-667-4051"/>

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="Nicole Haskins"/>
-------	---

Title:	<input type="text" value="Chief of Accountability and Academics"/>
Email:	<input type="text" value="nhaskins@varnett.org"/>
Phone:	<input type="text" value="713-667-4051"/>

3. Prior to submitting this application, school systems must commit to communicating and partnering with an approved Texas Mentorship Training (TMT) Provider. The list of approved TMT Providers can be found in the PREP Mentorship Program Guidelines. Please indicate the approved TMT Provider the school system has communicated with regarding training partnership for PREP Mentorship Program in SY26-27.

ESC 04: Houston

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

Name:	<input type="text" value="Jo Wells"/>
Title:	<input type="text" value="Chief of Staff and Human Resources"/>
Email:	<input type="text" value="jwells@varnett.org"/>
Phone:	<input type="text" value="713-667-4051"/>

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="3"/>
Estimated number of school system & campus leaders for Pathway 1:	<input type="text" value="3"/>

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:

3

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:

3

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:	Jo Wells
Title:	Chief of Staff and Human Resources
Email:	jwells@varnett.org
Phone:	713-667-4051

1a. Top three responsibilities in their role:

Staffing, Benefits, Employee Relations and Compliance

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

Weekly

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

Ensure continued funding and resources are allocated to support work in this area. Ensure continued execution of program goals through professional development. Ensure continued mentoring of teachers with best pedagogical practices through professional learning communities and teacher collaboration

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

There is cross collaboration between Human Resources and the Academics department. In the case of turnover an executive from both departments is heavily involved in this work and will have substantial knowledge of all initiatives. Additionally the Superintendent is the author of this LASO grant and has just signed a 5 year contract extension.

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:	Nicole Haskins
Title:	Chief of Accountability and Academics
Email:	nhaskins@varnett.org
Phone:	713-667-4051

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.

Prairie View A&M University

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.

Prairie View A&M University
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

[The Varnett Public School.TSS.ESC Region 4 Inspire Texas EPP_Prairie View A%26M EPP.pdf](#)

2948KB

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

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

- Applicants selecting “Partner-Managed” actions must implement high-quality [authorizing](#) practices and commit to the adoption of TEA’s Texas Partnership model authorizing tools and resources, including Performance Contracts, unless otherwise approved by the TEA.
- SAF grantees awarded “Partner-Managed” actions must register for the Texas Authorizer Leadership Academy (TALA) **by December 18, 2026, and complete TALA training by June 18, 2027.**
- School systems may apply for a Restart partnership with a **Turnaround** “Partner-Managed” governance structure **ONLY** for campuses that received an overall “F” rating (or, an equivalent, as defined by the TEA) the year **prior** to becoming a partnership school, per Texas Partnerships requirements. **ONLY** these campuses **may** be eligible for the pause in accountability sanctions outlined in the TEA Texas Partnerships Guide available at [txpartnerships](#).
- Understand that receiving a School Action Fund grant does **not** mean, or guarantee, that a campus has received, or will receive, an accountability pause.
- Grantees awarded “Partner-Managed” actions must evaluate Operating Partner (OP) applicants’ likelihood of success and include a review of how OPs will implement with fidelity high-quality instructional materials (HQIM, as defined in the Program Guidelines of the 2026-2027 School Action Fund-Planning and Implementation grant) during the Call for Quality Schools process. More information about a Call for Quality Schools process can be found in the TEA’s Authorizer’s Handbook available on the Texas Partnerships [website](#).

- Yes
 No

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

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

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

- Yes
 No

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

- Applicants selecting “Create New School” must select and designate a campus leader no later than **June 5, 2026**, and commit to that campus leader’s full participation in the New School Design Fellowship program beginning Summer 2026.
- Applicants must follow TAC rules regarding CDCN requirements (County District Campus Number), including TAC 97.1066
NOTE: Campus “phase-out” is not supported by the 2026-2027 School Action Fund-Planning and Implementation grant.
- Applicants selecting “Create New School” school actions must include the new campus in its Title I ESSA plan in time for SY2027-2028.
- Applicants assure enrollment at a “New School” will prioritize students previously attending, or zoned to, a Title I-serving and Comprehensive Support-identified, Targeted Support-identified, or Additional Targeted Support-identified school (2024-2025 ratings).

- Yes
 No

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

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

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

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

Restart Actions? (0 to 4)

0

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

3

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).*

0

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

THE VARNETT SCHOOL - EAST-(101814103)

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

Create New School Action for

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

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

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

- Planning
- Implementation

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

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

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

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 Second Campus

THE VARNETT SCHOOL - NORTHEAST-
(101814102)

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

Create New School Action for

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

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

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

- Planning
- Implementation

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

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

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

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 Third Campus

VARNETT CHARTER SCHOOL-(101814101)

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.

THE VARNETT SCHOOL - EAST-(101814103)

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

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="Nita White"/>
Superintendent Email:	<input type="text" value="nwhite@varnett.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)

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

Signed On: December 1, 2025 at 06:21 PM



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