

# 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](mailto:LASO@texas.tea.gov) for guidance.
- School systems have 60 days to complete the application. The application opens on October 3, 2025, and must be submitted by December 3, 2025, at 5:00 PM CT.

## Overview

### General School System Information

Select the ESC region that serves the school system.

ESC Region:	<input type="text" value="SC 19: El Paso"/>
School System:	<input type="text" value="TORNILLO ISD-(071908)"/>

### School System Contact Information

Enter the contact information for the employee who is completing this application.

*Note: There may be multiple roles at the school system completing different sections of this application - this entry is for the primary contact.*

School System Employee Name:	<input type="text" value="Karina Schulte"/>
School System Employee Title:	<input type="text" value="District Instructional Specialist"/>
School System Employee Email:	<input type="text" value="schultek@tisd.us"/>

### Superintendent Contact Information

Enter the school system superintendent's contact information.

Superintendent Name:	<input type="text" value="Rosa Vega Barrio"/>
Superintendent Email:	<input type="text" value="rvegab@tisd.us"/>

### 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="Karina Schulte"/>
Email:	<input style="width: 90%;" type="text" value="schultek@tisd.us"/>
Phone:	<input style="width: 90%;" type="text" value="9155048181"/>

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

Name:

Email:

Phone:

Name:

Email:

Phone:

## 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 Waiver 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 Strategic Operations Cohort:

As the applicant, the school system hereby agrees to:

- Establish a cross-departmental steering committee, which includes a representative from the finance team, to facilitate strong planning and implementation.
- Select one of the following three operational models to plan for and implement:
  - Large Scale Rotational Model
  - Flex Model
  - District Proposed Model

*Note: These operational models will require significant adjustments to staffing models (e.g., one master teacher leading a large group of students with the support of paraprofessionals or teacher aides). See Description of Program section for full definition of each model.*

- Develop and submit strategic planning deliverables, between March and August of 2026, tailored to the operational model selected.
- Pilot the proposed model in the 2026-2027 school year with at least one full grade level at the participating campus(es).
- Fully implement the selected model in the 2027-2028 school year in all proposed grade levels at the participating campus(es).

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 Strategic Operations Cohort:

As the applicant, the school system hereby agrees to:

- Agree to implement an SBOE-approved Tier 1 product. (see full list at [Instructional Materials Review and Approval](#))
- Implement the above Tier 1 curriculum and supplemental products for their selected grade-levels and student population with participating campus(es).
- Establish a cross-departmental steering committee, which includes a representative from the finance team, to facilitate strong planning and implementation.
- Develop and submit strategic planning deliverables in the six months of the grant (March 2026 - August 2026) tailored to the operational model selected.
- Pilot the proposed model in the 2026-2027 school year with at least one full grade level at the participating campus(es).
- Fully implement the selected model in the 2027-2028 school year in all proposed grade levels at the participating campus(es), if awarded a continuation grant.
- Agree to download, complete, and upload the following scoring template linked [here](#) to submit with calculations for the questions below:
  - How many supplemental products were implemented for each blended model(s) at the applicant campus(es)?
  - Name of supplemental product implemented for each blended model(s) at the applicant campus(es).
  - List the recommended supplemental product usage target. (e.g., '30 minutes per week', '2 lessons per week', etc.)
  - Identify campuses and grade-levels implementing the above supplemental product in the Spring of 2025.
  - How many Total K-8 students are enrolled at the participating campuses above?
  - How many K-8 students participating in blended learning at participating campuses in the Spring of 2025?
  - What is the percentage of K-8 students participating in blended learning at participating campuses (questions f and e)?
  - Of the participating students in question f, how many of them are meeting the recommended supplemental product usage target (question c)?
  - What percentage of participating K-8 students met the supplemental product usage target, from the above two questions?
  - Include a screenshot of the software dashboard as evidence of the calculations for each included software product?

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

- Yes
- No

## Blended Learning Grant (BLG) (cont.)

### Initiative Specific Questions for the Blended Learning Grant (BLG)

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

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

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

- Math
- Reading Language Arts

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

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

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

450

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?

450

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

450

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

Name:	Loretta Aguilar
Role:	District Technology Specialist
Email:	aguilarl@tisd.us
Phone:	9154904638

### Initiative Specific Questions for the Blended Learning Strategic Operations Cohort:

1. Which Strategic Operations cohort model does the school system anticipate planning for and implementing through the grant? *(Select all that apply)*

- Rotation Model
- Student-Driven Flex Model
- District-Proposed Model

2. How many supplemental products were implemented in the school system's blended learning models at the applicant campus(es) for the Spring of 2025. *(Enter Supplemental Product Count between 1 - 3)*

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## Blended Learning Grant (BLG) (cont.)

### Initiative Specific Questions for the First Supplemental Product:

1. Enter the name of the first supplemental product.

Amplify Boost

2. Enter the recommended supplemental product usage target (e.g., '30 minutes per week', '2 lessons per week', etc.).

30 minutes per week

3. Select the campuses implementing the above supplemental product in spring of 2024-2025 school year.

TORNILLO INT-(071908044)  
TORNILLO J H-(071908041)

4. Grade-level(s) that were implemented in a blended learning model during the Spring of the 2024-2025 school year (Select all that apply).

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

5. What is the total number of K-8 students enrolled at participating campuses?

450

6. What is the total number of K-8 students participating in blended learning and supplemental product implementation at participating campuses?

450

7. What is the total number K-8 blended learning students meeting supplemental product usage target?

450

## Blended Learning Grant (BLG) (cont.)

### Initiative Specific Questions for the Second Supplemental Product:

1. Enter the name of the second supplemental product.

IXL math

2. Enter the recommended supplemental product usage target (e.g., '30 minutes per week', '2 lessons per week', etc.).

15 questions per week

3. Select the campuses implementing the above supplemental product in spring of 2024-2025 school year.

TORNILLO INT-(071908044)  
TORNILLO J H-(071908041)

4. Grade-level(s) that were implemented in a blended learning model during the Spring of the 2024-2025 school year (Select all that apply).

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

5. What is the total number of K-8 students enrolled at participating campuses?

450

6. What is the total number of K-8 students participating in blended learning and supplemental product implementation at participating campuses?

450

7. What is the total number K-8 blended learning students meeting supplemental product usage target?

407

## Blended Learning Grant (BLG) (cont.)

### Blended Learning Grant (BLG) Strategic Operations Cohort Scoring Template

Upload the completed [scoring template](#) as agreed in the program requirements.

**Note:** Upload a PDF file using the following naming convention - [School System or Campus Name].BLG.ScoringTemplate.pdf

[Tornillo ISD.BLG.ScoringTemplate \(2\).pdf](#)

1250KB

application/pdf

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# PREP Residency Preservice Program Allotment

## Allotment Opportunity:

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

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

- Yes  
 No

# PREP Residency Preservice Program Allotment

## Initiative Description:

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

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

## Eligibility Criteria:

As the applicant, the school system hereby agrees to:

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

## Initiative Assurances:

As the applicant, the school system hereby agrees to:

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

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

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

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

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

- Yes  
 No

# PREP Residency Preservice Program Allotment (cont.)

## Initiative Specific Questions for the PREP Residency Preservice Program Allotment

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

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

5

2. Enter the contact information for the school systems representative appointed as the primary point of contact for all PREP Residency Preservice Program-related activities.

Name:	Lizeth Carroll
Title:	Human Resources Director
Email:	Carrolll@tisd.us
Phone:	9152462475

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

Name:	Karina Schulte
Title:	District Instructional Specialist
Email:	schultek@tisd.us
Phone:	9155048181

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

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

University of Texas - El Paso

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.*

University of Texas - El Paso

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

Name:	Dr Erika Mein
Title:	Associate Dean for Academic Affairs and Strategic Initiatives
Email:	Elmein2@utep.edu
Phone:	9157476378

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.

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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.*

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## 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:	Lizeth Carroll
Title:	Human Resources Director
Email:	carrolll@tisd.us
Phone:	9152462475

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

Name:	Karina Schulte
Title:	District Instructional Specialist
Email:	schultek@tisd.us
Phone:	9155048181

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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.*

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

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

4. How many employees does the school system anticipate participating in the PREP Grow Your Own (GYO) Program?  
(Min: 1, Max: 40 as per TEC §48.157 PREP Program Allotment)

5

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

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

- Yes
- No

## PREP Mentorship Program Allotment

### Allotment Opportunity:

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

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

- Yes
- No

## PREP Mentorship Program Allotment

### Initiative Description:

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

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

### Eligibility Criteria:

As the applicant, the school system hereby agrees to:

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

### Initiative Assurances:

As the applicant, the school system hereby agrees to:

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

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

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

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

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

- Yes

No

## PREP Mentorship Program Allotment (cont.)

### Initiative Specific Questions for the PREP Mentorship Program Allotment

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

Name:	<input type="text" value="Lizeth Carroll"/>
Title:	<input type="text" value="Human Resources Director"/>
Email:	<input type="text" value="carrolll@tisd.us"/>
Phone:	<input type="text" value="9152462475"/>

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="Karina Schulte"/>
Title:	<input type="text" value="District Instructional Specialist"/>
Email:	<input type="text" value="schultek@tisd.us"/>
Phone:	<input type="text" value="9155048181"/>

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

<input type="text" value="ESC 19: El Paso"/>
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4. Enter the school system's approved TMT Provider contact information:

Name:	<input type="text" value="Nelly Ugarte"/>
Title:	<input type="text" value="Professional Development Consultant"/>
Email:	<input type="text" value="nugarte@esc19.net"/>
Phone:	<input type="text" value="9157805000"/>

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#### 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="12"/>
Estimated number of school system & campus leaders for Pathway 1:	<input type="text" value="6"/>

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

Estimated number of school system & campus leaders for Pathway 2:	<input type="text" value="6"/>
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7. School systems must self-report the estimated number of beginning teachers for Year 1 implementation (SY26-27). Beginning teachers (BTs) are defined as classroom teachers who have less than two years of teaching experience under TEC, §21.907. School systems will enter the total estimated number of beginning teachers below; however, school systems will receive funding for up to 40 beginning teachers.

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

### Initiative Description:

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

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

### Eligibility Criteria:

As the applicant, the school system hereby agrees to:

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

### Initiative Assurances:

As the applicant, the school system hereby agrees to:

- **General Initiative Assurances**
  - Appoint a School System Strategic Staffing Lead who will serve at least 20% of their time and effort to oversee the Texas Strategic Staffing for Residencies Grant and as the point of contact for the ESC technical assistance provider? Note: School System Strategic Staffing Lead, in conjunction with the ESC, will coordinate with other school system staff on the design and implementation teams to schedule grant activities and complete program deliverables.

- Develop clear companion guides, which include parameters for the selected strategic staffing model and communication plans, and share them with all stakeholders involved with resident placement in the school system and educator preparation programs (EPPs).
- Share data, such as historic teacher vacancies or student characteristic data, with the ESC technical assistance provider to inform design and implementation year decisions.
- Submit data to TEA on grant implementation and outcomes including, but not limited to the following:
  - Number of teacher residents participating in the year-long paid teacher residency.
  - School placement of residents during their residency year.
  - Selected strategic staffing models.
  - Resident and host teacher compensation.
  - Characteristics of teacher residents participating in the program.
  - Number and type of teacher certifications awarded to teacher residents.
- **Sustainable Funding for Residencies**
  - Design and implement a strategic staffing model plan that will ensure that the teacher residency model will be sustainably funded by the school system by school year (SY) 2028-29.

*Note: the plan must include sustainable funding for teacher residents and host teacher stipends/salaries.*
- **School System and EPP Partnerships**
  - Establish a partnership with at least one EPP that has been approved by the SBEC to offer the Texas Teacher Residency Preparation Route (TTRPR).
  - Sign a letter of commitment or a memorandum of understanding (MOU) with the ESC technical assistance provider. The EPP(s) must also confirm their commitment to the strategic staffing design and implementation process with the applicant.
  - Set shared goals for school system paid resident placements in mutually beneficial staffing model positions.
  - Hold structured governance meetings at least quarterly to analyze teacher resident data and develop plans for teacher residency continuous improvement during the SY 2027-28 residency implementation year.
  - Work collaboratively with your EPP partner(s) to design a strategic staffing model and corresponding stipend amounts.
  - Adhere to all educator preparation program requirements for residency in the Texas Administrative Code (TAC) Chapter 228.
  - Provide preferential hiring, to the greatest extent possible, to teacher residents who have successfully completed the teacher residency program and received enhanced standard certification.
- **Technical Assistance for Design and Implementation**
  - Work with an ESC technical assistance provider for the SY 2026-27 and 2027-28 school years to make key decisions and design structures that enable internal capacity to continue the strategic staffing models without the support of the technical assistance provider in SY 2028-29 and beyond.
  - Ensure that a designated team of leaders from the school system, campuses, and EPP(s) will actively participate in strategic staffing model training and technical assistance support activities beginning in SY 2026-27.
  - Attend sustainability meetings with their technical assistance provider each semester of SY 2027-28 (implementation year) to determine sustainable strategic staffing model and funding sources, as applicable, after the life of the grant.
  - Manages or directly supports the school system's PREP Residency Preservice Program if awarded the PREP Residency Preservice Program Allotment.

### Initiative Requirements:

As the applicant, the school system hereby agrees to:

- The school system has **NOT** participated in either the 2024-2025 Sustainable Residency Continuation Grant or the 2025-2027 Texas Strategic Staffing Grant for Sustainable, Paid Teacher Residency Program.

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

- Yes  
 No

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

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

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

Name:	Lizeth Carroll
Title:	Human Resources Department

Email:	carrolll@tisd.us
Phone:	9152462475

1a. Top three responsibilities in their role:

1. Manage the Grant. 2. Adhere to grant assurances. 3. Coordinate with all stakeholders to ensure timelines and deliverables are meant.

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

Twice a month/as needed when situations arise.

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

This individual in collaboration with the HR and finance departments will strengthen partnerships with educator preparation programs to create efficient cost-effective pathways from resident to certified teacher while expanding internal mentor capacity to reduce reliance on external support. Finally they will maintain data systems that track resident outcomes teacher retention and program impact using this evidence to secure continued district investment. Through these efforts the residency model will remain a sustainable and essential component of the district's teacher pipeline beyond the grant period.

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

The district has systems in place to sustain this work even if turnover occurs. All residency processes such as mentor selection placement onboarding and partnership coordination are documented in district playbooks and timelines that are shared across HR Academic Services and campus leadership. This ensures key procedures continue without interruption. In addition multiple district leaders are trained and actively involved in the residency work so knowledge is not limited to one person. If turnover happens responsibilities can be immediately reassigned to this team while a new staff member is onboarded using existing documentation and support structures. This shared expertise ensures continuity and protects the residency program long-term.

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:	Karina Schulte
Title:	District Instructional Specialist
Email:	schultek@tisd.us
Phone:	9155048181

3. Who are the school system's currently established Texas Strategic Staffing SBEC-approved Texas Teacher Residency Preparation Route Educator Preparation Program ([TTRPR](#)) EPP partner(s)?

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

Region 19 Education Service Center

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

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

Region 19 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*

[Tornillo ISD.TSS.EPP Verification Form.pdf.pdf](#)

44KB

application/pdf

## Virtual and Hybrid Program Accelerator (VHPA)

### Initiative Description:

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

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

### Eligibility Criteria:

As the applicant, the school system hereby agrees to:

- Have not participated in a previous VHPA cycle.

### Initiative Assurances:

As the applicant, the school system hereby agrees to:

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

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

### Initiative Requirements:

As the applicant, the school system hereby agrees to:

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

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

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

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

- Yes
- No

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

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

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

Name:	Maria Morales
Role:	CTE and Student Services Coordinator
Email:	moralesm@tisd.us
Phone:	9153739857

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

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

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

- Program
- Campus
- TBD

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

- Virtual
- Hybrid
- TBD

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

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

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

- Yes
- No

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

40

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

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

The school system calculated the projected enrollment for the hybrid/virtual program by administering a student interest survey across the

eligible grade levels. A total of 40 students indicated that they would enroll in a hybrid or virtual option if offered. This survey data was used to establish an accurate and realistic enrollment number for the grant application.

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

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

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

The virtual/hybrid program directly supports Tornillo ISD's broader strategic goals by expanding equitable access to high-quality learning opportunities for all students. The district's strategic priorities emphasize personalized learning increased student engagement improved attendance and strong college career and military readiness. A virtual/hybrid model aligns with these goals by providing flexible learning options that meet students' individual needs remove barriers such as transportation and scheduling conflicts and support students who balance school with work family responsibilities or extracurricular commitments. This program also supports the district improvement plan by strengthening academic pathways promoting innovation in instructional delivery and increasing student choice. Through virtual and hybrid options students can remain on track for graduation explore new courses not currently available on campus and gain access to learning environments that foster independence digital literacy and readiness for postsecondary success. Overall the virtual/hybrid program enhances Tornillo ISD's mission to provide engaging flexible and future-focused learning experiences that prepare all students for success beyond high school.

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

The school system's leadership team brings strong instructional and programmatic expertise to designing and supporting high-quality virtual and hybrid instruction. The team includes the principal assistant principal counselor CTE coordinator and instructional coaches for Math and ELAR—each contributing essential knowledge to ensure the program's success. The principal and assistant principal provide experience in school operations instructional leadership and monitoring teaching quality. The counselor contributes expertise in student scheduling graduation planning

and ensuring students remain on track academically. The CTE coordinator supports course alignment program development and integration of flexible learning models. The Math and ELAR instructional coaches bring deep knowledge of curriculum lesson design intervention strategies and instructional best practices including how to adapt them for virtual or hybrid delivery. Together this team has the collective capacity to design rigorous coursework support teachers address student needs and maintain strong academic expectations within a virtual or hybrid learning environment.

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

Tornillo ISD's decision to pursue a virtual or hybrid model is grounded in multiple data sources and stakeholder feedback. District data showed ongoing needs related to student attendance incomplete credits and gaps in EOC performance indicating that many students would benefit from more flexible learning options. CCMR data further highlighted the need to expand access to courses that support graduation postsecondary readiness and individualized student pathways. In addition input from students and families revealed a strong interest in flexible scheduling alternative learning environments and options that better support work family responsibilities and transportation challenges. Feedback from teachers counselors and campus leaders also emphasized the need for additional pathways to support credit recovery course access and personalized learning. Together this combination of performance data and stakeholder voice led Tornillo ISD to pursue a virtual/hybrid model to better meet student needs and improve overall academic outcomes.

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

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

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

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

As a rural school  
Tornillo High School has identified several areas of support that would strengthen the quality and sustainability of the virtual/hybrid model. Increased access to reliable technology broadband connectivity and digital learning tools remains a priority to ensure all students can fully participate in virtual coursework. Additional professional development for teachers on virtual instructional strategies progress monitoring and blended learning design will further enhance instructional quality. The school also identified the need for expanded tutoring academic interventions and credit-recovery supports that can be offered in flexible formats to meet the needs of students who struggle with transportation or after-school availability. Strengthening social-emotional and counseling supports in a virtual setting will also help ensure students stay engaged connected and on track for graduation. Finally improving communication systems between teachers counselors families and students will help maintain accountability and provide consistent guidance for students navigating online or hybrid schedules. These supports will enhance the effectiveness of the virtual/hybrid model and ensure that rural students receive equitable access to high-quality learning opportunities.

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

Tornillo ISD currently utilizes Edgenuity as the primary curriculum platform for virtual learning and credit recovery in core courses. Edgenuity provides TEKS-aligned instructional content videos assessments and progress-monitoring tools that support students who need flexible learning options. The district plans to continue using Edgenuity to deliver high-quality virtual coursework ensure alignment with state standards and provide students with a structured self-paced environment that supports both credit attainment and academic success.

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

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

ELAR

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

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

- 9th Grade
- 10th Grade
- 11th Grade
- 12th Grade

- Math

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

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

- Science

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

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

- Social Studies

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

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

- 8th Grade
- 9th Grade
- 10th Grade
- 11th Grade
- 12th Grade

**School System’s Commitments to VHPA**

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

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

[VHPA Team Roles and Responsibilities](#)

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

Name:	Alejandro Olvera
Title:	High School Principal
Email:	olveraa@tisd.us

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

Name:	Maria Morales
Title:	CTE and Student Services Coordinator
Email:	moralesm@tisd.us

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

- Yes
- No

20. The school system must have the flexibility to iterate the virtual and hybrid programs even when working with a third party. Describe the limitations, if any, set by the vendor for the school system's virtual or hybrid program.

Edgenuity provides strong flexibility for integrating virtual and hybrid programs at Tornillo ISD. Because the platform is fully online and self-paced students can complete coursework anytime and anywhere allowing them to balance academics with work transportation challenges extracurricular commitments or personal needs. Teachers can customize lessons adjust pacing assign targeted interventions and monitor progress in real time making it easy to blend virtual instruction with in-person support tutoring labs or check-ins on campus. This flexibility makes Edgenuity a strong fit for both fully virtual and hybrid models. Some courses require additional teacher-led instruction or hands-on activities that cannot be completed entirely online. Students who struggle with motivation or reading comprehension may need more frequent in-person support to stay on track and we are prepared to provide that for our students. It also provides a flexible scalable foundation for virtual and hybrid learning while still requiring strategic teacher support and reliable technology access to maximize student success.

## 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](mailto: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](mailto: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="Rosa Vega Barrio"/>
Superintendent Email:	<input type="text" value="rvegab@tisd.us"/>

## 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)
- Blended Learning Grant (BLG)
- PREP Residency Preservice Program
- PREP Grow Your Own (GYO) Program
- PREP Mentorship Program

- Texas Strategic Staffing for Residencies (TSS) Grant
- Virtual and Hybrid Program Accelerator (VHPA)

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

Signed On: November 20, 2025 at 09:46 AM

