

# 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:	SC 19: El Paso
School System:	VISTA DEL FUTURO CHARTER SCHOOL-(071809)

### 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:	Lizette Montero
School System Employee Title:	District Accountant
School System Employee Email:	lmontero@burnhamwood.org

### Superintendent Contact Information

Enter the school system superintendent's contact information.

Superintendent Name:	Dr Joe E Gonzales
Superintendent Email:	jgonzales@burnhamwood.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)

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

### Initiative Description:

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

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

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

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

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

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

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

### Eligibility Criteria:

As the applicant, the school system hereby agrees to:

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

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

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

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

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

### Initiative Assurances:

As the applicant, the school system hereby agrees to:

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

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

- Yes  
 No

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

### ADSY Calendar Requirement:

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

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

- Yes  
 No

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

### ADSY Pathway:

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

- Yes
- No

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

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

Category 1 – New PK–5 Campus Participation

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

Category 2 – Expansion to Grades 6–8

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

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

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

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

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

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

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

1. Please select the first ADSY-eligible campuses

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

- ADSY Summer
- ADSY Full Year

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

- Yes
- No

3a. Upload the board-approved calendar.

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

[Vista.ADSY.25-26 Academic Calendar.pdf](#)

219KB

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)

Houghton Mifflin Harcourt

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)

McGraw Hill

## 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*)

UT Permian Basin, UT Austin, El Paso Community College

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 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="Terry Cannon"/>
Title:	<input type="text" value="Director of Curriculum"/>
Email:	<input type="text" value="tcannon@burnhamwood.org"/>
Phone:	<input type="text" value="915-584-4024"/>

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="Alejandro Medina"/>
Title:	<input type="text" value="Deputy Superintendent"/>

Email:	<input type="text" value="amedina@burnhamwood.org"/>
Phone:	<input type="text" value="915-584-4024"/>

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

Name:	<input type="text" value="Nellie Ugarte"/>
Title:	<input type="text" value="TMT Fellows Professional Development Consultant"/>
Email:	<input type="text" value="nugarte@esc19.net"/>
Phone:	<input type="text" value="915-780-5000"/>

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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.*

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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="1"/>

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

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

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

Estimated total number of beginning teachers for SY26-27:

## Early College High School (ECHS)

### Initiative Description:

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

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

### Eligibility Criteria:

As the applicant, the school system hereby agrees to:

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

### Initiative Assurances:

As the applicant, the school system hereby agrees to:

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

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

- Yes

No

## Early College High School (ECHS) (cont.)

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

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

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

- Yes  
 No

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

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

1

## Early College High School (ECHS) (cont.)

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

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

VISTA DEL FUTURO CHARTER SCHOOL-(071809001)

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

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

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

[Vista.ECHS.Ques1.pdf](#)

15KB

application/pdf

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

University of Texas Permian Basin

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

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

[UTPB and Vista.ECHS.Ques3.pdf](#)

81KB

application/pdf

4. Name of the associate degree which the ECHS campus intends to offer. Also, please list any additional Industry-based certifications (IBC) or

Level I (or Level II) certificates that the future ECHS campus plans to offer.

Associate of Arts (A.A) in Communication, Education, and Applied Science and Associate of Science (A.S.) in Biology, Science and Architecture, Public Health, and Engineering

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

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

[Vista.ECHS.Ques5.pdf](#)

379KB

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

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

[Vista.ECHS.Ques6.pdf](#)

28KB

application/pdf

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

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

[Vista.ECHS.Ques7.pdf](#)

24KB

application/pdf

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

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

[Vista.ECHS.Ques8.pdf](#)

23KB

application/pdf

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

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

[Vista.ECHS.Ques9.pdf](#)

24KB

application/pdf

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

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

[Vista.ECHS.Ques10.pdf](#)

16KB

application/pdf

## 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 :

Dr Joe E Gonzales

Superintendent Email:

jgonzales@burnhamwood.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:

- PREP Mentorship Program
- Additional Days School Year Planning & Execution Program (ADSY PEP)
- Early College High School (ECHS)

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

Signed On: November 30, 2025 at 02:13 PM



A handwritten signature in black ink, appearing to be "John E. [unclear]", is displayed within a white rectangular box. The signature is fluid and cursive. In the bottom right corner of the box, the word "clear" is written in small red text.