

**ROBSTOWN INDEPENDENT SCHOOL DISTRICT
AGENDA ACTION SHEET**

Date: Nov 10, 2025

Subject: Discuss and consider approval of the *Learning Acceleration Support Opportunities (LASO) Cycle 4 Grant and Allotment Application* for the 2026–2027 and subsequent school years.

Administrator Responsible: Joshua Garcia

Position: Director of Teaching & Learning

A. Purpose of Agenda Item:

- ☐ Information Only:
☒ Action Needed:

B. Authority for this Action:

- ☐ Local Policy:
☒ Law or Rule: Texas Education Code §29.906 and Texas Administrative Code, Title 19, Part 2, Chapter 97, Subchapter EE, Rule §97.1061

C. Strategic Objective, Goal, or Need Addressed: This action directly supports District Goal 1: Ensure high-quality Tier I instruction through the implementation of HQIM and aligned professional learning. The LASO Cycle 4 grants will allow Robstown ISD to accelerate learning through targeted support in ELA, Math, and Leadership Development—continuing the momentum established through LASO 3 funding

D. Summary: The Texas Education Agency’s LASO Cycle 4 grants provide continued opportunities to strengthen instructional quality, leadership development, and student learning acceleration. Robstown ISD will apply for select opportunities—including the Leadership & Instructional Foundations for Texas (LIFT), LIFT School Improvement PLC Support, School Improvement Curriculum & Instruction Support Grant (SI SISG), PREP Residency Preservice Program Allotment, PREP Grow Your Own (GYO) Program Allotment, PREP Mentorship Program Allotment, and the Virtual and Hybrid Program Accelerator (VHPA).

E. Alternatives Considered: To forgo participation in LASO Cycle 4, which would limit access to state funding support for HQIM implementation and sustainability.

F. Comments Received: District administration and campus leadership teams have reviewed the LASO Cycle 4 grant opportunities and express support for continuing participation based on the success of previous LASO cycles in enhancing instructional capacity and student outcomes.

G. Administrative Recommendation: Approve the district’s submission of the Learning Acceleration Support Opportunities (LASO) Cycle 4 Grant and Allotment Application for the 2026–2027 and subsequent school years, as presented.

H. Fiscal Impact and Cost: There is no immediate cost to the district for application. Upon award, TEA grant funds and state allotments will be allocated to support HQIM implementation, professional learning, and program sustainability. District matching funds or supplemental allocations will be addressed within approved budget lines as needed.

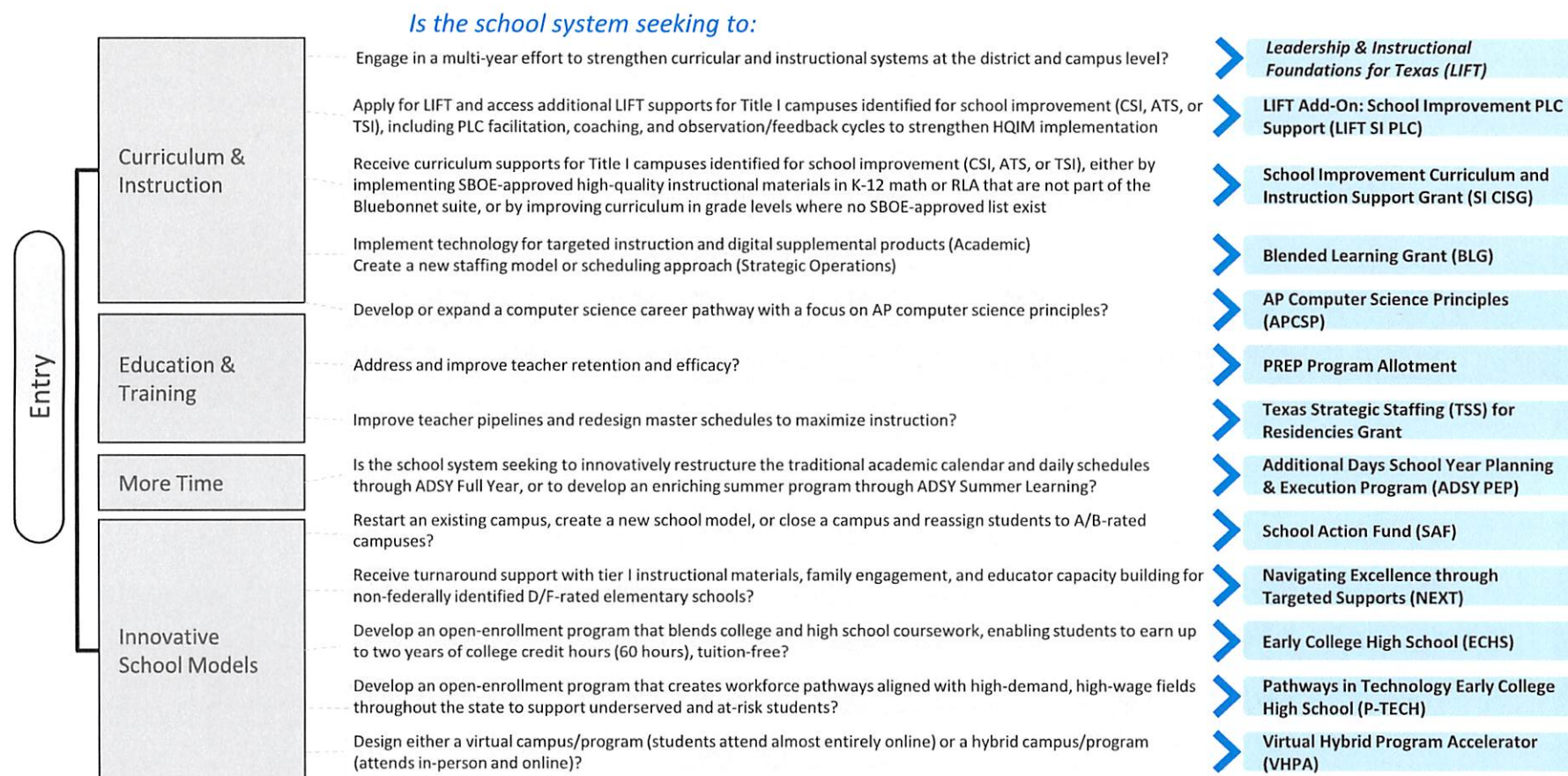
I. Monitoring and Reporting: 2026–2029 and subsequent school years, in alignment with TEA grant reporting requirements and district improvement plan goals.

LEARNING ACCELERATION SUPPORT OPPORTUNITIES (LASO 4) 25-26

Initiative Selection Tool



Objective: This Initiative Selection Tool provides a Scenario map to guide selection of the right fitting initiative based on need



LEARNING ACCELERATION SUPPORT OPPORTUNITIES (LASO 4) 25-26

Initiative One-Pagers
REVISED 9/30/25



Leadership & Instructional Foundations for Texas (LIFT)

(LIFT merges programs formerly known as Strong Foundations- SF, Texas Instructional Leadership- TIL, and Texas Lesson Study- TXLS)

High Level Program Description

The LIFT grant provides a three-year program to strengthen instructional systems across districts and campuses, building instructional capacity around Bluebonnet, in the following key areas:

- **Curriculum Adoption Support:** Needs assessment of current instructional materials to guide Bluebonnet curriculum adoption (Planning Phase).
- **Training & Skill-Building:** Professional development to build staff understanding of the curriculum, strengthen skills, and set up schoolwide systems (Planning Phase).
- **Observation and Feedback Cycle Development:** Support to launch and refine observation and feedback systems that improve instructional quality (Planning and Implementation Phase).
- **Implementation Training:** Ongoing training to ensure effective use of Bluebonnet curriculum (Implementation Phase).
- **Instructional Leadership Coaching:** Coaching and feedback for leaders to strengthen instructional leadership and schoolwide routines (Implementation Phase).

Eligibility

Eligible applicants are Texas public school systems that meet the following criteria:

- 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.

Participation in other grant programs does not disqualify applicants but may be considered during prioritization.

Best Fit for school systems seeking:

- Comprehensive support to adopt and implement high-quality instructional materials (HQIM), including technical assistance for planning, training, and building enabling conditions for long-term success.
- Structured instructional leadership development through coaching, feedback cycles, and schoolwide routines aligned to Research-Based Instructional Strategies (RBIS).

- A multi-year phased approach to instructional improvement with options to begin in either a planning phase (HQIM adoption) or implementation phase (Bluebonnet Learning rollout).

Funding Estimates

- **Estimated Total Allocation Available** - ~\$200million
- **Initiative Duration**- 3 years
- **Estimated Total Value of Award*** - \$855K-4.5M
- **Estimated Number of Awards** - 350 to 475

Approximate Program Timeline

- **Begin Date:** March 2026

Key Program Commitments to Consider

Note: This is not a comprehensive list of all assurances or requirements. The full list of requirements is provided in the program guidelines.

- **Product use and Board, Superintendent, CAO/Equivalent Approval:** 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”).
- **Approved Provider:** Contract with a single Approved Provider from the LASO Cycle 4 State Approved Provider list for the duration of the program.
- **Fidelity of Implementation:** Submit instructional framework artifacts, implementation plans, district level observation data, student outcomes data, and progress updates as requested by the Approved Provider or the TEA.
- **Professional Learning:** Engage in upfront training, implementation support, and coaching.
- **Participation of Leaders and Coaches:** Appoint a designated LIFT Lead as the primary point of contact and identify at least two additional contacts. The primary point of contact should be the equivalent of a senior academic team member or manager of campus principals. Participate in required TEA-led activities, including a grant kick-off and communities of practice

Contact Information

lift@tea.texas.gov

*Estimated Total Value of award reflects direct grant funds and in kind supports available in the current LASO cycle 4 in addition to potential continuation grants over the full program duration.

LIFT Add on: School Improvement PLC Support (LIFT SI PLC)

(available only for Title I Comprehensive, Targeted, and Additional Targeted)

High Level Program Description

The LIFT Add on: School Improvement PLC Support grant supports Title I, School Improvement LIFT campuses to enhance implementation support for campuses participating in the Leadership and Instructional Foundations for Texas (LIFT) program, in the following key areas:

- **Additional Funding & Support:** Extra funding and targeted assistance for Title I campuses in school improvement (CSI, TSI, ATSI).
- **Enhanced PLC Support:** Expanded PLC facilitation, coaching, and observation feedback to strengthen collaboration.
- **Implementation Monitoring:** Ongoing monitoring of instructional material implementation to ensure fidelity.

Eligibility

- Eligible campuses include campuses that are Title I served with a 2025 federal accountability identification, including Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support (ATS). Comprehensive campuses in their second year of identification (Comprehensive Reidentified or Comprehensive Progress) are also eligible. Campuses must remain in operation during the grant cycle and remain Title I served for the 2026-27 school year.
- Note: a school system is eligible to apply to both Leadership and Instructional Foundations for Texas (LIFT) and LIFT SI PLC Support grants, but if both are awarded, the school system must select the same Approved Provider for both LIFT and the LIFT SI PLC Support grant.

Best Fit for school systems seeking:

- Targeted support for campuses identified for School Improvement, including CSI, TSI, or ATS campuses under federal accountability.
- Enhanced instructional systems through PLC facilitation and coaching with additional observation/feedback cycles and individualized support for instructional leaders and teachers.
- Closely monitored implementation of high-quality instructional materials (HQIM), with reinforced

planning time, instructional minutes, and fidelity to scope and sequence.

Funding Estimates

- **Estimated Total Allocation Available** - ~\$45 million
- **Initiative Duration**- 1 year
- **Estimated Total Value of Award*** - \$60K to \$120K per campus
- **Estimated Number of Awards** - 150 to 300

Approximate Program Timeline

- **Begin Date:** March 2026

Key Program Commitments to Consider

Note: This is not a comprehensive list of all assurances or requirements. The full list of requirements is provided in the program guidelines.

- **Product use and Board, Superintendent, CAO/Equivalent Approval:** Commit to (with Board approval) implementing a Bluebonnet Learning (BL) product in the 2026–27 school year (if applying to the “Implementation Phase”) OR commit 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”).
- **Approved Provider:** Contract with a single Approved Provider from the LASO Cycle 4 State Approved Provider list for the duration of the program.
- **Fidelity of Implementation:** Submit instructional framework artifacts, implementation plans, district level observation data, student outcomes data, and progress updates as requested by the Approved Provider or the TEA.
- **Professional Learning:** Engage in upfront training, implementation support, and coaching.
- **Participation of Leaders and Coaches:** Appoint a designated LIFT Lead as the primary point of contact and identify at least two additional contacts. The primary point of contact should be the equivalent of a senior academic team member or manager of campus principals. Participate in required TEA-led activities, including a grant kick-off and communities of practice.

Contact Information

lift@tea.texas.gov

*Estimated Total Value of award reflects direct grant funds and in kind supports available in the current LASO cycle 4 in addition to potential continuation grants over the full program duration.

School Improvement Curriculum & Instruction Support Grant (SI CISG)

(available only for Title I Comprehensive, Targeted, and Additional Targeted)

High-Level Program Description

The School Improvement Curriculum and Instruction Support Grant (SI CISG) supports Title I school improvement and CSI, TSI, ATSI Designated campuses on strengthening curriculum and instruction by implementing non-Bluebonnet, high-quality instructional materials (HQIM), in the following key areas:

- **SBOE HQIM Support:** Technical assistance for adopting a State Board of Education (SBOE)-approved high-quality instructional material (HQIM) in eligible grade levels.
- **Curriculum & Instruction Support:** Technical assistance to strengthen curriculum and instruction in grade levels where an SBOE-approved HQIM list does not exist.

Eligibility

Eligible applicants are campuses that are Title I served with a 2025 federal accountability identification, including Comprehensive Support and Improvement (CSI), Additional Targeted Support (ATS), or Targeted Support and Improvement (TSI). Comprehensive campuses in their second year of identification (Comprehensive Reidentified or Comprehensive Progress) are also eligible. Campuses must remain in operation during the grant cycle and maintain Title I status for the 2026–2027 school year.

To qualify, campuses must be implementing instructional materials in one of the following ways:

- Using a State Board of Education (SBOE)-approved high-quality instructional material (HQIM) other than those in the Bluebonnet Learning suite in eligible grade levels where such materials exist, or
- Focusing on curriculum and instruction improvements in grade levels where an SBOE-approved HQIM list is not available.

Campuses are not required to be recipients of the LIFT grant to apply for this opportunity.

Best Fit for school systems seeking:

- Funding to adopt or strengthen high-quality instructional materials (HQIM), in grade bands where SBOE-approved HQIM lists are unavailable, or when the adopted SBOE-approved HQIM product is not a part of the Bluebonnet Learning suite.
- Support for campuses identified for School Improvement, including CSI, TSI, ATS, and Comprehensive Reidentified campuses with Title I status.
- Implementation assistance from vetted Approved Providers, with a minimum of 70% of funds required to be spent on Approved Provider support for strengthening curriculum and instruction.

Funding Estimates

- **Estimated Total Allocations Available** - ~\$10 million
- **Initiative Duration**- 1 year
- **Estimated Total Value of Total Award*** - Up to \$200K
- **Estimated Number of Awards** - Up to 50

Approximate Program Timeline

- **Begin Date:** March 2026

Key Program Commitments to Consider

Note: This is not a comprehensive list of all assurances or requirements. The full list of requirements is provided in the program guidelines.

- **Approved Participation:** Secure approval from the Superintendent and Chief Academic Officer (or equivalent leader) to participate in the program.
- **Approved Provider:** Contract with an Approved Provider from the LASO Cycle 4 State Approved Provider List.
- **Appoint a Designated Lead:** As the primary point of contact and identity at least two additional contacts.
- **Program Participation:** Participate in Required TEA-led Activities

Contact Information

lift@tea.texas.gov

*Estimated Total Value of award reflects direct grant funds and in kind supports available in the current LASO cycle 4 in addition to potential continuation grants over the full program duration.

PREP Program Allotment: PREP Residency Preservice Program

High Level Program Description

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 Residency Preservice Program empowers school systems to play a central role in cultivating a pipeline of well-prepared, highly qualified teachers, in the following key areas:

- **Paid Classroom Experience:** Provides funding for teacher residents to work in classrooms with experienced teachers while earning teaching certificates
- **Practice-based Prep:** Extensive practice under the supervision of an effective host teacher

Eligibility

- 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.

Best Fit for school systems seeking:

- Hiring teacher residents for the 26-27 school year
- Partnering with SBEC approved Texas Teacher Residency Preparation Route Provider(s)
- Sustaining the residency model

Funding Estimates

- **Estimated Total Allotment Allocation Available** - ~\$146 million (for all 3 allotment options)
- **Initiative Duration**- 1 year
- **Estimated Total Range of Award*** - \$24K to \$1.6M
- **Estimated Number of Awards** - All eligible districts may receive the allotment

Approximate Program Timeline

- **Anticipated Award Announcement:** February 2026
- **School system verification of participation:** April 2026

Key Program Commitments to Consider

Note: This is not a comprehensive list of all assurances or requirements. The full list of requirements is provided in the program guidelines.

- **Teacher Resident:** Provide teacher resident with a year-long clinical teaching experience aligned to the candidate's certification area in a PK-12 classroom
- **Training:** Train resident cooperating teachers via the Texas Mentorship Training. Ensure cooperating teachers, once fully certified, are mentored during their first and second year of employment and that the teacher of record is a mentor teacher who has successfully completed the Texas Mentorship Training.
- **EPP Expectations:** Commit to quarterly governance meetings with the EPP to review programmatic data and make informed decisions to support candidate progress.
 - Commit to regular collaboration (e.g. co-observation, co-coaching, meetings,) with the EPP's field supervisor at least three times per semester
 - Work collaboratively with the EPP to ensure that a candidate's schedule supports them to access and complete all required coursework in the residency program.
 - Appoint a school system and EPP representative to engage in all required PREP Allotment and PREP Preservice Residency Communications.
- ***Do-Now Consideration:** Ensure a written agreement with SBEC approved Texas Teacher Residency Preparation Route Provider

Education Prep Program (EPP) Information

- [Texas Teacher Residency Preparation Route Educator Preparation Program](#)
- Matched District Partnerships (coming soon)

Contact Information

teateacherresidency@tea.texas.gov

*Estimated Total Value of award reflects direct grant funds and in kind supports available in the current LASO cycle 4 in addition to potential continuation grants over the full program duration.

PREP Program Allotment: PREP Grow Your Own (GYO) Program

High Level Program Description

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 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, in the following key areas:

- **Employee Degree & Certification Support:** Supports school system employees in completing a bachelor's degree and teacher preparation program while employed
- **Student Career & Teacher Prep:** Supports high school students in completing CTE courses that prepare them for teaching careers

Eligibility

- 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.

Best Fit for school systems seeking:

- Support with cultivating a strong talent pipeline by changing the trajectory of prospective teachers' pathways to the classroom and ultimately, having lasting impact on the quality of instruction for Texas students
- An opportunity to support school system employees and high school students with quality teacher preparation

- Support with building robust partnerships with institutions of higher education and educator preparation programs

Funding Estimates

- **Estimated Total Allotment Allocation Available** - ~\$146 million (for all 3 allotments options)
- **Estimated Total Range of Award** - \$8K to \$480K
- **Estimated Number of Awards** - All eligible districts may receive the allotment

Approximate Program Timeline

- **Anticipated Award Announcement:** February 2026
- **School system verification of participation:** April 2026

Key Program Commitments to Consider

Note: This is not a comprehensive list of all assurances or requirements. The full list of requirements is provided in the program guidelines.

- **Engagement & Partnerships:** Form a written agreement partnership with an institution of higher education or educator preparation program by the 2026-2027 SY 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
- **Program Representative:** Appoint a school system representative to engage in all required PREP Allotment & PREP Grow Your Own Program communications

Education Prep Program (EPP) Information

- [Texas Teacher Residency Preparation Route Educator Preparation Program](#)
- Matched District Partnerships (coming soon)

Contact Information

gyogrant@tea.texas.gov

PREP Program Allotment: PREP Mentorship Program

High Level Program Description

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) Mentorship Program aims to increase beginning teacher effectiveness and retention, by providing strong mentorship, in the following key areas:

- **Mentor Stipends:** Funds to compensate mentor teachers
- **Mentorship Training:** Funding for district mentorship staff to complete the Texas Mentorship Training
- **Mentoring Release Time:** Funding to provide release time for mentor teachers and beginning teachers to participate in mentoring activities

Eligibility

- 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.

Best Fit for school systems seeking:

- Support with designing and implementing a high-quality mentorship program
- Research-based mentorship training

Funding Estimates

- **Estimated Total Allotment Allocation Available** - ~\$146 million (for all 3 allotments options)
- **Estimated Total Range of Award** - \$3K to \$120K

- **Estimated Number of Awards** - All eligible districts may receive the allotment

Approximate Program Timeline

- **Anticipated Award Announcement:** February 2026
- **School system verification of participation:** April 2026

Key Program Commitments to Consider

Note: This is not a comprehensive list of all assurances or requirements. The full list of requirements is provided in the program guidelines.

- **Engagement:** 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
- **Program Representative:** Appoint a school system representative to engage in all required PREP Allotment & PREP Grow Your Own Program communications
- **Training:** Ensure all required participants complete the Texas Mentorship Training as the agency-adopted mentorship trainings. Additionally, district and campus leaders will also engage in mentorship program design and implementation sessions to fulfill training requirements
- **Mentoring Activities:** Provide at least 12 hours of mentoring activities per semester

Texas Mentorship Training (TMT) Information

Approved TMT Providers (coming 9/22)

Contact Information

mentorship@tea.texas.gov

Virtual and Hybrid Program Accelerator (VHPA)

High Level Program Description

The Virtual and Hybrid Program Accelerator (VHPA) supports the development and refinement of high-quality virtual and hybrid programs, in the following key areas:

- **Technical Assistance:** Customized coaching to design, launch, and improve high-quality virtual or hybrid programs.
- **Program Design:** Guidance on creating strong student learning experiences, staffing models, and operational systems.
- **Academic Strategy:** Support for developing rigorous curriculum and personalized learning for virtual/hybrid settings.
- **Teacher Development:** Training on effective virtual instruction and technology integration.

Eligibility

- School districts or open-enrollment charter schools serving K-12 students
- All participants of a previous VHPA program are not eligible to apply.

Best Fit for school systems seeking:

- An opportunity to develop hybrid programs and campuses that leverage the benefits of in person learning with flexible, student-paced virtual instruction to meet diverse learner needs
- A way to support students and families with non-traditional schedules by offering virtual learning with adaptable pacing and expanded access to support personalized student goals and post-secondary readiness
- A strategy to expand course access, integrate dual credit, career pathways, and work-based learning, and address staffing limitations especially in rural areas through virtual and hybrid models

Funding Estimates

- **Estimated Total Allocation Available-** \$5 million
- **Initiative Duration-** 2 years
- **Estimated Total Value of Award*-** Up to \$230K
- **Estimated Number of Awards-** 10 to 14

Approximate Program Timeline

- **Begin Date:** March 2026

Key Program Commitments to Consider

Note: This is not a comprehensive list of all assurances or requirements. The full list of requirements is provided in the program guidelines.

- **Program Management Team:** Establish a dedicated VHPA Team responsible for developing and implementing the full-time virtual or hybrid campus or program.
- **Board Approval:** Obtain formal approval from the LEA's governing board to launch a virtual/hybrid program or campus. For campuses, ensure this approval is secured prior to applying for authorization.
- **Engagement:** Collaborate with a TEA-assigned technical assistance (TA) provider and participate in TA-supported activities such as cohort workshops, coaching calls, step backs, planning sessions, or implementation deliverables.
- **Planning:** Develop and implement 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.
- **Data and Deliverables:** In year 1, submit a comprehensive launch plan if operating a virtual or hybrid program or apply for authorization if launching a full-time virtual or hybrid campus. During the two-year grant period, engage in 3 scheduled improvement cycle sessions using data to inform ongoing development
- ***Do-Now Consideration:** Gather data to demonstrate adequate interest among stakeholders in implementing a virtual or hybrid model through methods such as surveys, focus groups, and pilot programs.

Contact Information

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