JUDSON INDEPENDENT SCHOOL DISTRICT

Meeting Date: November 19, 2026

Submitted By: Dr. Lacey Gosch
Title: Chief of Staff and Support Services

Agenda Item: Discussion and possible action regarding approval of programmatic options, campus/district eligibility, and required assurances for the Texas Education Agency LASO Cycle 5 grant and allottment application and to authorize the Superintendent to finalize and submit the application.

DISCUSSION/ACTION ITEM

RECOMMENDATION:

That the Board of Trustees approve the programmatic options, campus/district eligibility, and required assurances for the Texas Education Agency LASO Cycle 5 grant and allotment application and to authorize the Superintendent to finalize and submit the application.

IMPACT/RATIONALE:

The Learning Acceleration Support Opportunities (LASO) is the next iteration of a universal consolidated application cycle that strategically batches grant, allotments, and in-kind supports funding opportunities that are supporting with continued learning acceleration and innovation opportunities. LASO program grants, allotments, and in-kind supports are anchored in five learning acceleration strategies: Strategic Planning, Curriculum and Instruction, Strategic Talent Systems, More Time and Innovative School Models. The current LASO 5 cycle provides over 21 opportunities for additional funding sources to support district operations. In prior years, Judson ISD has participated in the LASO process with the Blended Learning Models and the LIFT program for innovation and curriculum and instruction support. Although, there are many opportunities for funding through the program, Judson ISD is seeking to submit applications for the following grants, allotments and in-kind supports: School Improvement Curriculum & Instruction Grant (SI CISG), LIFT School Improvement Accelerator (LIFT SI), Math Supplemental Curriculum for School Improvement (MSC for SI), PREP Allotment, and Virtual and Hybrid Program Accelerator (VHPA). The application window closes on December 1, 2026. Per TEA guidelines for LASO 5, the SI CISG, LIFT SI, and the PREP allotments require Board Approval for the application to be submitted. For the VHPA and the MSC for SI do not require specific Board Action. As the district investigates and finalizes plans for the potential application, the district seeks to inform the Board of Trustees concerning these grant opportunities. The

purpose of this item is to seek approval for the application to LASO 5. If the district is awarded any of these opportunities, the item will be brought back to the Board of Trustees for approval to accept the awards. This item is for informational purposes and is to obtain the needed approval to submit the applications by the December 1 deadline.

BOARD ACTION REQUESTED:

Approval/Disapproval

LEARNING ACCELERATION SUPPORT OPPORTUNITIES 2026-2027 (LASO Cycle 5)

Initiative One-Pagers

LASO

LIFT School Improvement Accelerator (LIFT SI)

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

High-Level Program Description

The LIFT School Improvement Accelerator 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:** Supplemental funding and targeted assistance for Title I campuses in school improvement (CSI, TSI, ATSI).
- **Expanded Approved Provider Support**: Additional PLC facilitation support, coaching, and observation feedback to strengthen campuses with greater needs.
- **Implementation Monitoring:** Ongoing support and monitoring of Bluebonnet Learning implementation to ensure fidelity.

Eligibility

- Eligible campuses include campuses that are Title I served with a 2026 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 2027-28 school year.
- A school system is eligible to apply if it is currently participating in LIFT through LASO 4 or is applying for LIFT through LASO 5. If a school system is awarded the LIFT SI Accelerator grant and either currently participates in LIFT or is awarded LIFT through LASO 5, it must select the same Approved Provider for both the LIFT and LIFT SI Accelerator grants.
- If a charter school closure is pending review, the award will be placed on hold pending a final determination.

Best fit for school systems seeking

- Deepen and sustain effective instructional practices.
- Strengthen schoolwide systems supporting HQIM implementation.
- Accelerate student learning outcomes on federally identified campuses.
- Increase PLC support, observation and feedback, and coaching for instructional staff.
- Reinforce conditions necessary for sustained Bluebonnet Learning implementation.

Funding Estimates

- **Estimated Total Allocation Available -** $22M
- **Initiative Duration –** 1 year
- **Estimated Total Value of Award* -** $60K to $90K per campus
- **Estimated Number of Awards –** 200-350

Approximate Program Timeline

- **Start Date:** March 2027

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.

- **Leadership & Approval:** Secure Superintendent and Chief Academic Officer approval; appoint a designated lead and two additional contacts.
- **Partnerships & Provider Engagement:** Contract with the same LASO Cycle 5 Approved Provider for LIFT and LIFT SI Accelerator and permit provider campus access.
- **Planning & Implementation Requirements:** Implement a Bluebonnet Learning product and submit a Targeted Improvement Plan.
- **Training & Capacity Building:** Engage school system/campus leaders, teachers, and instructional coaches in training, implementation support, and coaching.
- **Data, Artifacts, & Sustainability:** Submit deliverables, surveys, observation and assessment data, provider contracts, funding reports, and ER requests.

Contact Information

- https://helpdesk.tea.texas.gov/LIFT

*Estimated Total Value of award reflects direct grant funds and in kind supports available in the current LASO 26-27 (Cycle 5) in addition to potential continuation grants over the full program duration.

School Improvement Curriculum & Instruction Grant (SI CISG)

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

High-Level Program Description

The School Improvement Curriculum & Instruction Grant (SI CISG) supports campuses identified for School Improvement that are strengthening curriculum and instruction through implementation of non-Bluebonnet high-quality instructional materials (HQIM) in mathematics or RLA. The grant provides funding and implementation support to expand access to rigorous TEKS-aligned materials, strengthen instructional leadership, and accelerate student learning, 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.
- C & I Support: Technical assistance to strengthen curriculum and instruction in grade levels where an SBOE-approved HQIM list does not exist.

Eligibility

- Eligible campuses include campuses that are Title I served with a 2026 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 2027-28 school year.
- If a charter school closure is pending review, the award will be placed on hold pending a final determination.

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 Allocation Available** - $9M
- **Initiative Duration** – 1 year
- **Estimated Total Value of Award*** - $200,000 per participating campus
- **Estimated Number of Awards** – 30 to 45

Approximate Program Timeline

- **Start Date:** March 2027

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.

- **Leadership & Approval:** Secure Superintendent and Chief Academic Officer approval and maintain required contacts.
- **Partnerships & Provider Engagement:** Contract with a single Approved Provider from the LASO Cycle 5 State Approved Provider list. Confirm that campuses receiving this grant will use a rigorous review process to recruit, screen, select, and evaluate any external Approved Providers with whom the district will partner.
- **Planning & Implementation Requirements:** Select eligible campuses, implement approved HQIM or curriculum improvements, and submit a Targeted Improvement Plan.
- **Training & Capacity Building:** Participate in required TEA-led activities and implementation supports.
- **Data, Artifacts, & Sustainability:** Submit provider contracts, funding summary reports, implementation evidence, surveys, classroom observation data, and required deliverables.

Contact Information

https://helpdesk.tea.texas.gov/LIFT

*Estimated Total Value of award reflects direct grant funds and in kind supports available in the current LASO 26-27 (Cycle 5) in addition to potential continuation grants over the full program duration.

Math Supplemental Curriculum for School Improvement (MSC for SI)

High-Level Program Description

MSC for SI is intended to help accelerate student learning and improve mathematics outcomes by providing eligible school systems with Title I school improvement campuses with high-quality TEKS-aligned online supplemental mathematics curriculum licenses, implementation support, and data-driven progress monitoring to complement Tier 1 instruction, in the following key areas:

- **High-Quality Resources:** Access to high-quality math supplemental curriculum licenses aligned to TEKS and grounded in RBIS.
- **Implementation Support:** Onboarding support, including meetings and rostering support through the Texas Education Exchange, and annual training and resources to support fidelity use of licenses.
  Data-Driven Insights: Instructional Mastery Dashboards with usage, progress monitoring, and mastery data.

Eligibility

- Eligible campuses include campuses that are Title I served with a 2026 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 2027-28 school year.
- MSC for SI licenses may only be used at eligible school improvement campuses.
- Charters not **yet** serving students are not eligible.
- If a charter school closure is pending review, the award will be placed on hold pending a final determination.

Best fit for school systems seeking

- Strengthen foundational math skills and improve mathematics achievement for students needing targeted support.
- Identify mathematics skill gaps, deliver targeted supplemental support, and monitor progress toward grade-level math proficiency.
- Support diverse learners through personalized learning pathways, feedback, and practice.
- Use real-time student usage, engagement, performance, and mastery data to adjust interventions.

Funding Estimates

- **Estimated Total Allocation Available -** Up to $20M
- **Initiative Duration -** Up to 5 years
- **Estimated Number of Awards -** Approximately 300 school systems; approximately 250K student licenses each year
  Estimated Value of Award* – In-kind supports

Approximate Program Timeline

Start Date: onboarding begins March 2027; licenses begin 9/1/27

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.

- **Leadership & Approval:** Obtain Superintendent, Chief Academic Officer, Director of Curriculum and Instruction, or equivalent approval; inform federal programs staff; maintain AskTED contact information; make IT support available, and designate School system and campus leads.
- **Partnerships & Provider Engagement:** Choose provider(s), meet TEA/provider deadlines, attend required meetings and trainings, and complete onboarding and rostering tasks.
- **Planning & Implementation Requirements:** Develop an implementation plan covering goals, roles, dedicated schedule time, progress monitoring, license needs, participating campuses, and contacts.
- **Training & Capacity Building:** Ensure eligible campuses complete onboarding, annual rostering and training, and provider/TEA-requested activities.
  Data, Artifacts, & Sustainability: Use the Texas Education Exchange for rostering/data exchange; monitor fidelity, access, usage, mastery dashboards, student outcomes, and implementation progress.

Contact Information

https://helpdesk.tea.texas.gov/TexasTutoringSupports/

PREP Allotment: 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

- School systems, including districts and charter schools as defined in the guidelines, may apply.
- SB 1882 Operating Partners are eligible and subject to PREP funding caps; funding flows to partner districts with written agreements.
- Charters granted under TEC 12.256 and Human Resources Code 221.002 are ineligible for PREP Preservice Residency.
- Eligible applicants must partner with an SBEC-approved EPP offering the Teacher Residency Preparation Route and have written partnership agreement(s).
- Applicants must agree to relevant TEC/TAC requirements and follow the PREP Guidebook; ESCs are not eligible.
- Charters not **yet** serving students are not eligible.
- If a charter school closure is pending review, the award will be placed on hold pending a final determination.

Best fit for school systems seeking

- Cultivate a pipeline of well-prepared, highly qualified teachers.
- Increase student access to skilled educators.
- Enhance instructional capacity through clinical practice and co-teaching.
- Support residents to earn enhanced standard teaching certificates.
- Implement high-quality, practice-based preparation through clear EPP-school system partnership roles.

Funding Estimates

- **Estimated Total Value of Award* -** $24K-$39K per resident candidate, up to 40 residents annually.
- **Estimated Number of Awards -** All eligible school systems may receive allotment.
- **Additional residents -** Up to 80 additional residents may be funded at traditional program rate ($10,000-$21,500).
  Required funding - Residents must receive $20,000 minimum pay; host teachers receive a $2,000 minimum stipend.

Approximate Program Timeline

- **Anticipated Award Announcement:** February 2027
- **Implementation:** Throughout school year 2027-28 with Texas Mentorship Training for host teachers beginning in summer 2027

Key Program Commitments to Consider

- **Leadership & Approval:** Appoint school system and EPP representatives for required PREP Allotment and PREP Preservice Residency communications; maintain AskTED contact information.
- **Partnerships & Provider Engagement:** Partner with an SBEC-approved EPP, maintain a written agreement, and submit partnership agreement(s) after preliminary approval.
- **Planning & Implementation Requirements:** Provide full-year, PreK-12 residencies with at least 750 clinical hours, at least 21 hours per week, and at least 400 hours of lead instruction.
- **Training & Capacity Building:** Ensure resident cooperating (host) teachers complete Texas Mentorship Training as the agency-adopted mentorship training.
- **Data, Artifacts, & Sustainability:** Collect and report TEA-requested data; report estimated residents and host teachers; comply with required funding uses and performance measures.

***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

PREPPreservice@tea.texas.gov

*Estimated Total Value of award reflects direct grant funds and in kind supports available in the current LASO 26-27 (Cycle 5) in addition to potential continuation grants over the full program duration

PREP Allotment: Traditional 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 Traditional Preservice Program supports paid student teaching partnerships between school systems and SBEC-approved EPPs to strengthen teacher recruitment, preparation, and mentorship, increasing educator effectiveness and retention while improving instructional capacity and student access to skilled educators.

- **Practice-based Prep:** Extensive practice under the supervision of an effective cooperating teacher. Increase school system capacity to cultivate well-prepared, highly qualified teachers.
  Paid Classroom Experience: Provides funding for teacher candidates to work in classrooms with experienced teachers while earning teaching certificates

Eligibility

- School systems, including districts and eligible open-enrollment charter schools, may apply.
- Applicants must partner with an SBEC-approved EPP offering the PREP Traditional Preservice route.
- Applicants must have formal written partnership agreement(s) with the EPP(s).
- Applicants must agree to relevant TEC/TAC requirements and follow the PREP Guidebook
- Charters granted under TEC §12.256 and Human Resources Code §221.002 are ineligible.
- Charters not **yet** serving students are not eligible.
- If a charter school closure is pending review, the award will be placed on hold pending a final determination.

Best fit for school systems seeking

- A pipeline of well-prepared, highly qualified teachers.
- Paid, semester-long clinical placements in PreK-12 classrooms.
- Expanded instructional capacity through co-teaching and cooperating teacher support.
- Support teacher candidates to earn standard teaching certificates.
- Increased student access to skilled educators and improved educational outcomes.

Funding Estimates

- **Estimated Total Value of Award*** - $10K-$21.5K per candidate for up to 80 candidates annually across the PREP Traditional Preservice and PREP Alternative Preservice programs.
- **Estimated Number of Awards –** All eligible applicants that meet requirements and agree to assurances are preliminarily approved.
- **Additional candidates -** Up to 80 candidates annually across the PREP Traditional Preservice and PREP Alternative Preservice programs.

Approximate Program Timeline

- **Anticipated Award Announcement:** February 2027
- **Implementation:** Throughout school year 2027-28 with Texas Mentorship Training for cooperating teachers beginning in summer 2027

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.

- **Leadership & Approval:** Appoint school system and EPP representatives for PREP communications. Maintain AskTED contact information.
- **Partnerships & Provider Engagement:** Partner with an SBEC-approved EPP and have a written agreement for 2027-2028 implementation.
- **Planning & Implementation Requirements:** Place teacher candidates in PreK-12 settings for one semester with at least 490 clinical hours. At least 280 clinical teaching hours must be completed in the subject area and grade level of the certification sought.
- **Training & Capacity Building:** Ensure cooperating teachers complete Texas Mentorship Training.
- **Data, Artifacts, & Sustainability:** Collect and report TEA-requested data annually.

***Do-Now Consideration:** Begin establishing agreements with EPPs that will offer the PREP Traditional Preservice Route beginning in SY 27-28

Contact Information

PREPPreservice@tea.texas.gov

PREP Allotment: Alternative 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 Alternative Preservice Program places paid teacher candidates in classrooms led by experienced cooperating teachers and intern mentor teachers, strengthening teacher recruitment, preparation, mentorship, educator effectiveness, retention, instructional capacity, and student access to high-quality teaching.

- **Practice-based Prep:** Extensive practice under the supervision of an effective cooperating teacher during the pre-internship clinical experiences and a intern mentor teacher during the internship year.
  Paid Classroom Experience: Provides funding for teacher candidates to work in classrooms with experienced teachers while earning teaching certificates

Eligibility

- School systems, including districts and eligible open-enrollment charter schools, may apply.
- Applicants must partner with an SBEC-approved EPP offering the PREP Alternative Preservice route.
- Applicants must have formal written partnership agreement(s) with the EPP(s).
- Applicants must agree to relevant TEC/TAC requirements and follow the PREP Guidebook
- Education Service Centers (ESCs) are not eligible to apply; certain TEC 12.256/Human Resources Code 221.002 charters are ineligible.
- Charters not **yet** serving students are not eligible.
- If a charter school closure is pending review, the award will be placed on hold pending a final determination.

Best fit for school systems seeking

- A pipeline of well-prepared, highly qualified teachers.
- Paid, semester-long clinical placements in PreK-12 classrooms.
- Expanded instructional capacity through co-teaching and cooperating teacher support.
- Support teacher candidates to earn standard teaching certificates.
- Increased student access to skilled educators and improved educational outcomes.

Funding Estimates

- **Estimated Total Value of Award*** - $10K-$21.5K per candidate for up to 80 candidates annually across the PREP Traditional Preservice and PREP Alternative Preservice programs.
- **Estimated Number of Awards –** All eligible applicants that meet requirements and agree to assurances are preliminarily approved.
- **Additional candidates -** Up to 80 candidates annually across the PREP Traditional Preservice and PREP Alternative Preservice programs.

Approximate Program Timeline

- **Anticipated Award Announcement:** February 2027
- **Implementation:** Throughout school year 2027-28 with Texas Mentorship Training for cooperating and interim mentor teachers beginning in summer 2027

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.

- **Leadership & Approval:** Appoint a school system representative and EPP representative for PREP Allotment and PREP Alternative Preservice communications; maintain current AskTED contact information.
- **Partnerships & Provider Engagement:** Maintain a written agreement with an SBEC-approved EPP and submit partnership agreement(s) after preliminary approval.
- **Planning & Implementation Requirements:** Provide opportunities for candidates to complete a minimum of 120 clock hours of pre-internship clinical teaching; Place candidates in year-long internship positions as the teacher of record in PK-12 settings.
- **Training & Capacity Building:** Ensure cooperating teachers and intern mentor teachers complete Texas Mentorship Training.
- **Data, Artifacts, & Sustainability:** Collect and report TEA-requested data annually.

***Do-Now Consideration:** Begin establishing agreements with EPPs that will offer the PREP Alternative Preservice Route beginning in SY 27-28

Contact Information

PREPPreservice@tea.texas.gov

PREP Allotment: 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

- School systems, including districts and charter schools as defined in the guidelines, may apply.
- SB 1882 Operating Partners are eligible and subject to PREP funding caps; funding flows to partner districts with written agreements.
- All eligible applicants that meet eligibility requirements and agree to assurances will be funded per the funding formula and parameters.
- Charters not **yet** serving students are not eligible.
- If a charter school closure is pending review, the award will be placed on hold pending a final determination.

Best fit for school systems seeking

- Increase the effectiveness of first- and second-year teachers.
- Increase retention of beginning teachers.
- Develop mentor teacher leadership through research-based mentorship training.
- Strengthen mentorship program design and implementation through district and campus leader training.
- Provide structured mentoring activities such as co-teaching, observation and feedback, and lesson preparation.

Funding Estimates

- **Estimated Total Value of Award* -** $3K per beginning teacher in first or second year teaching, capped at up to 40 beginning teachers.
- **Estimated Number of Awards -** All eligible school systems may receive allotment.
- **Required use -** Minimum $1,000 mentor teacher stipend per eligible beginning teacher mentored.

Approximate Program Timeline

- **Anticipated Award Announcement:** February 2027
- **Implementation:** Texas Mentorship Training for district and campus leaders begins in spring 2027 and summer 2027 for mentoring educators with program implementation throughout school year 2027-28.

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.

- **Leadership & Approval:** Appoint a school system representative for required PREP Allotment and PREP Mentorship Program communications; maintain current AskTED contact information.
- **Partnerships & Provider Engagement:** Communicate and partner with an approved Texas Mentorship Training Provider and name the provider/contact information in the application.
- **Planning & Implementation Requirements:** Implement a mentoring program meeting statutory requirements and provide at least 12 hours of mentoring activities per semester during the contracted school day.
- **Training & Capacity Building:** Ensure required participants complete Texas Mentorship Training, including mentoring educators and/or District & Campus Leader pathways as applicable.
- **Data, Artifacts, & Sustainability:** Collect and report TEA-requested data and use funds for mentor stipends, training, release time, and allowable strategic staffing training.

***Do-Now Considerations:** Visit the Texas Mentorship Training website and contact an approved TMT Provider to discuss partnership.

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 models, in the following key areas:

- **Technical Assistance:** Customized coaching to design, launch, and improve high-quality virtual or hybrid programs and campuses.
- **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 and hybrid settings.
- **Teacher Development:** Training on effective virtual and hybrid instruction and technology integration.

Eligibility

- School districts or open-enrollment charter schools serving K-12 students.
- School districts that did not participate in a previous cycle of the VHPA program.
- School systems with a current rating of A,B, or C
- School systems that are not currently operating, authorized to operate, or seeking authorization to operate a virtual or hybrid campus for the 2027-2028 school year. School systems currently operating, authorized to operate, or seeking authorization may apply only if they propose a virtual or hybrid model that is substantially different from their current or planned model.
- Charters not **yet** serving students are not eligible.
- If a charter school closure is pending review, the award will be placed on hold pending a final determination.

Best fit for school systems seeking

- Successful launch of a full-time virtual or hybrid program or completion of authorization requirements for a virtual or hybrid campus.
- 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** - $2,658,400
- **Initiative Duration** - 2 years
- **Estimated Number of Awards** - Approximately 14 applicants, including approximately 10 virtual/hybrid campus awards and 4 virtual/hybrid program awards.
- **Estimated Total Value of Award**

Note: Award amounts vary by implementation option and Year 2 support is contingent on achieving Year 1 milestones.

Virtual or Hybrid Campus

- **Year 1:** Up to $150,000 direct funding + $56,100 in-kind support
- **Year 2:** Up to $80,000 direct funding + $93,285 in-kind support

Virtual or Hybrid Program

- **Year 1:** Up to $100,000 direct funding + $56,100 in-kind support
- **Year 2:** Up to $50,000 direct funding + $93,285 in-kind support

Approximate Program Timeline

Start Date: March 2027

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.

- **Project Leadership & Board Support:** Identify a primary contact, Project Lead, and Senior Project Sponsor, and demonstrate governing board awareness of or support for the proposed virtual or hybrid program or campus.
- **Implementation Readiness:** Use Year 1 grant support to develop a robust plan and complete readiness activities required to launch a full-time virtual or hybrid program or complete virtual or hybrid campus authorization prior to Year 2.
- **Technical Assistance and Reporting Expectations:** Participate in technical assistance activities, develop required grant artifacts and public facing materials, and submit required data, reimbursements, and implementation evidence on schedule.

Do-Now Considerations: Establish community interest by collecting evidence 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

Ann.Rajan@tea.texas.gov

*Estimated Total Value of award reflects direct grant funds and in kind supports available in the current LASO 26-27 (Cycle 5) in addition to potential continuation grants over the full program duration.