LASO CYCLE 4

Blended Learning Grant (BLG)

October 22, 2025

TEA
Texas Education Agency

Introductions

Mike Strange
Blended Learning
Program Manager

Brian Doran
Director of
Expanded Learning Models

blendedlearning@tea.texas.gov

Agenda

- Overview of LASO Cycle 4 Application Process and Timeline
- Blended Learning Grant Deep Dive
- Next Steps

FYIs

Submit questions during the webinar using the Zoom Q&A

Webinar slides and recordings will be posted on the LASO 4 Cycle website after all webinars have been completed

Email LASO@tea.texas.gov with follow-up questions

Overview of LASO Cycle 4

Learning Acceleration Support Opportunities (LASO)

LASO CYCLE 4

Learning Acceleration Support Opportunities (LASO) is a **single, consolidated application that combines grants, allotments, and in-kind supports,** bundled around a few key strategies to accelerate academic gains. LASO Cycle 4 will offer 15 opportunities focused on curriculum & instruction, educator training, more time, and innovative school models.

$500M
in estimated services and supports

15
initiatives to support learning acceleration and innovation

1
application to access funding

LASO Cycle 4 will be anchored in four Learning Acceleration Strategies

LASO CYCLE 4

Strategic Planning	Curriculum & Instruction	Education & Training	More Time	Innovative School Models
Strategic planning and performance management to prioritize, launch, and continuously improve learning acceleration strategies	Rigorous, **high-quality instructional materials** designed to make up ground and master grade level TEKS	**Talent pipelines that support teachers** to deliver excellence in the classroom, getting more than 1 year of growth in 1 year	**More time** for the students most in need, including expanding instructional time in the summer and with targeted **tutoring**	**Innovative school models** to incorporate all aspects of the learning acceleration framework

LASO 4 Portfolio

LASO CYCLE 4

Several LASO initiatives span multiple years. The funding view has been updated to display the **total allocation across all years**, beginning with the LASO cycle and including continuation grants where applicable.

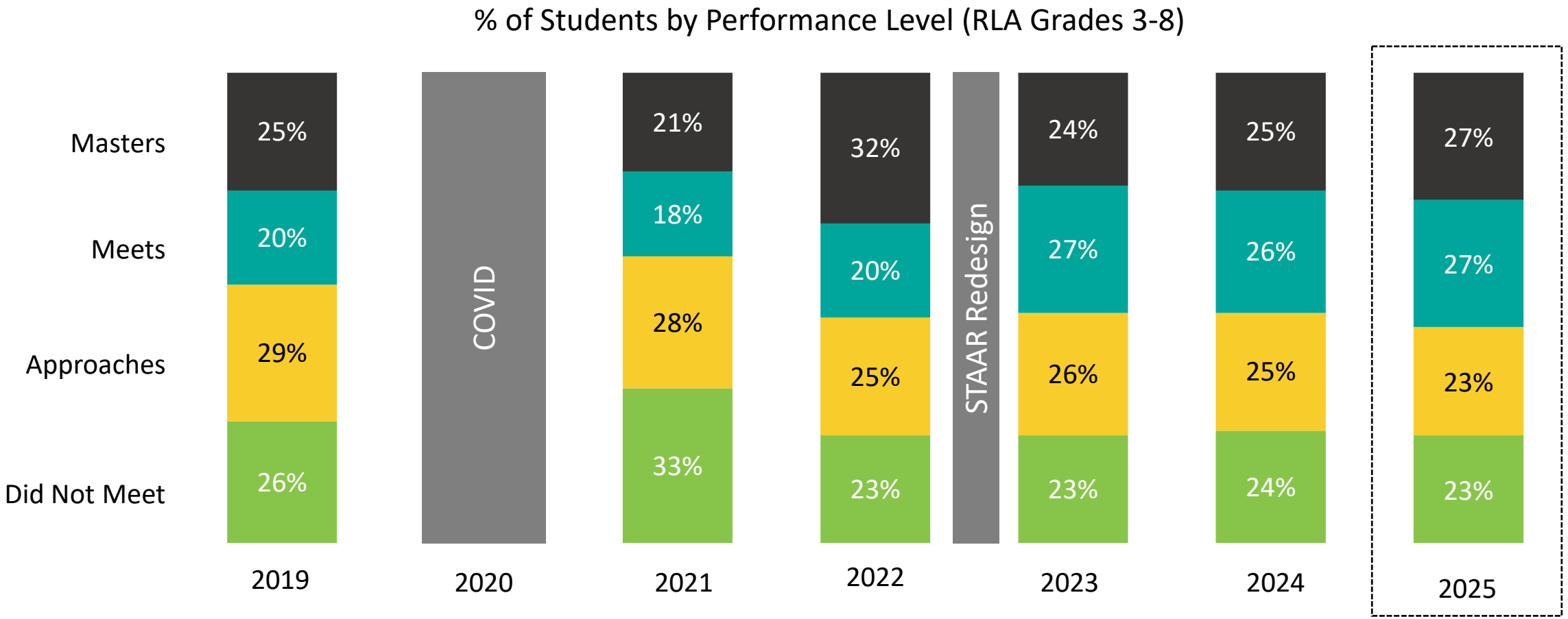
Initiative	District or Campus Level	Estimated Total Allocation Available	Initiative Duration In Years	Estimated Range of Award	Estimated Number of Awards
Curriculum and Instruction					
Leadership & Instructional Foundations for Texas (LIFT) LIFT merges programs formerly known as Strong Foundations- SF, Texas Instructional Leadership- TIL, and Texas Lesson Study- TXLS	District	$200M	3	$235K-1.5M	350-475
LIFT Add-On: School Improvement PLC Support (LIFT SI PLC) *(available only for Title I Comprehensive, Targeted, and Addtl Targeted)*	Campus	$45M	1	$60K-120K	150-300
School Improvement Curriculum and Instruction Support Grant (SI CISG)	Campus	$10M	1	Up to $200K	Up to 50
Blended Learning Grant (BLG) Two Cohorts: Academic – Math or RLA cohort and Strategic Operations Cohort	District	$4M	2-3	Academic- Up to $180K Strat Ops- Up to $310K	15-20
Education and Training					
PREP Program Allotment 1. PREP Residency Preservice Program 2. PREP Grow Your Own (GYO) Program 3. PREP Mentorship Program	District	$146M	1	Residency Program: $24K-1.6M Grow Your Own: $8K-480K Mentor Program: $3K-120K	All eligible districts may receive the allotment
Texas Strategic Staffing for Residencies (TSS) Grant	District	$2.9M	2	Up to $58.4K	Up to 50
More Time					
Additional Days School Year Planning & Execution Program (ADSY PEP) Two Cohorts: Full Year Redesign and Summer Learning	District	$7.7M	2-3	Summer- Up to $200K Full Year- Up to $600K	30-36
Innovative School Models - Launch Grants					
School Action Fund (SAF)	Campus	$30M	2-3	$185K-375K	27-30
Navigating Excellence through Targeted Supports (NEXT)	Campus	$1.75M	1	Up to $150K	Up to 5
Early College High School (ECHS)	Campus	$800K	2	Up to $100K	Up to 8
Pathways in Technology Early College High School (PTECH)	Campus	$1M	2	Up to $100K	Up to 10
Virtual Hybrid Program Accelerator (VHPA)	Campus	$5M	2	Up to $230K	10-14

Texas Education Agency

LASO CYCLE 4

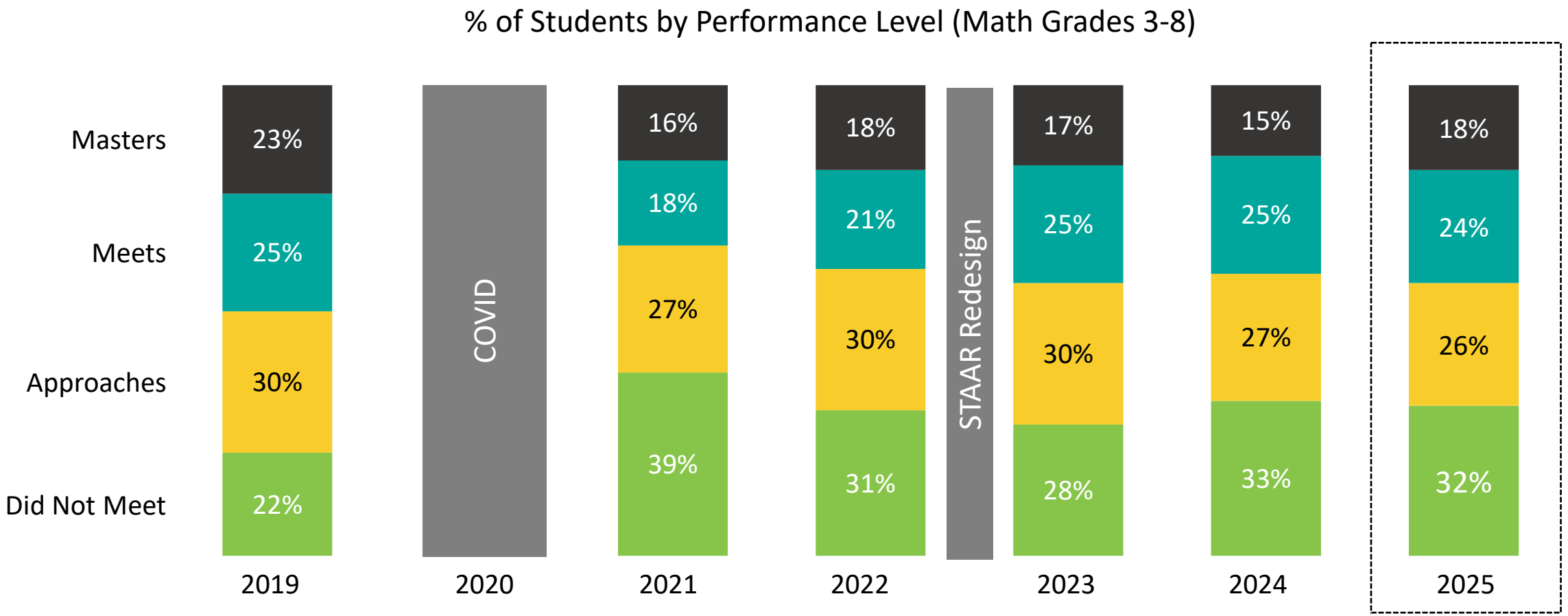
BLG Deep Dive

Only ~50% of Grades 3-8 students in Texas are reading on grade level



Source: State of Texas Assessments of Academic Readiness (STAAR)

Math performance in Texas has not recovered to pre-COVID levels

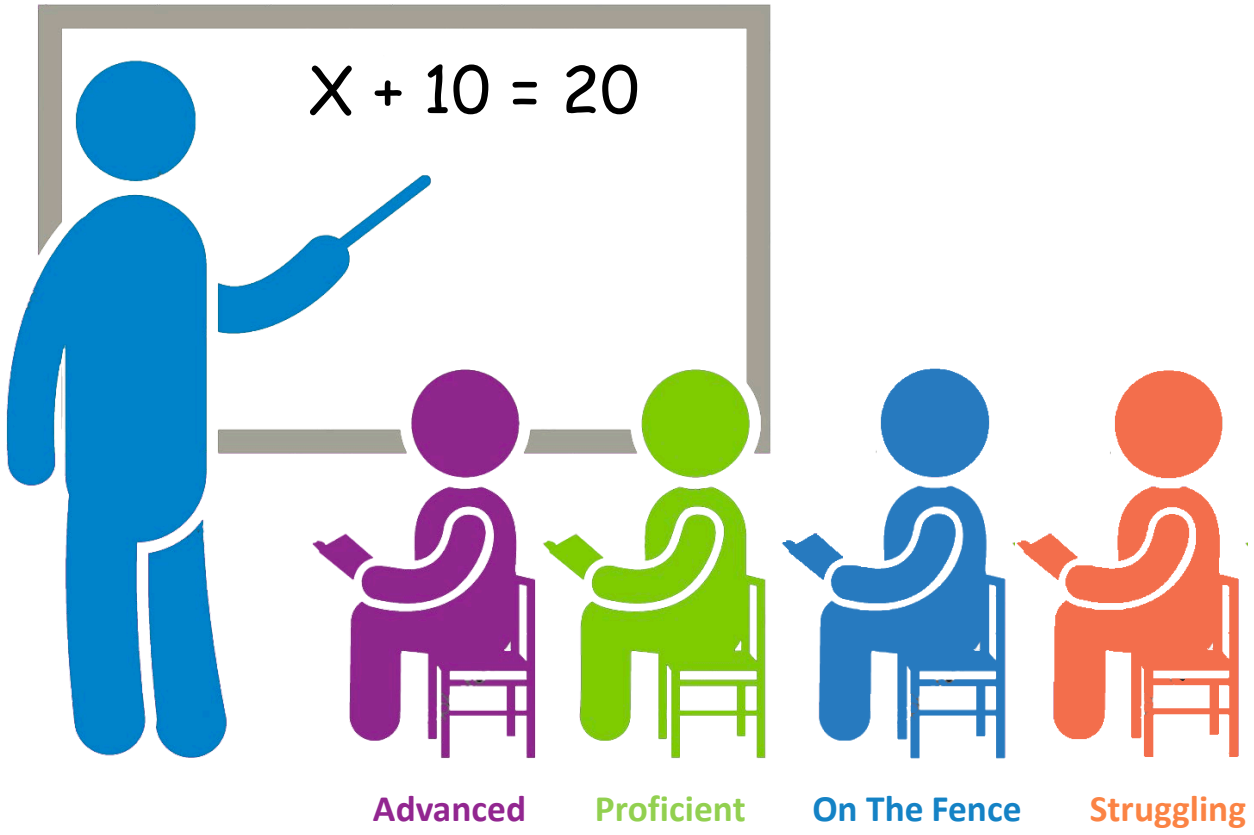


Source: State of Texas Assessments of Academic Readiness (STAAR)

Why Blended Learning?

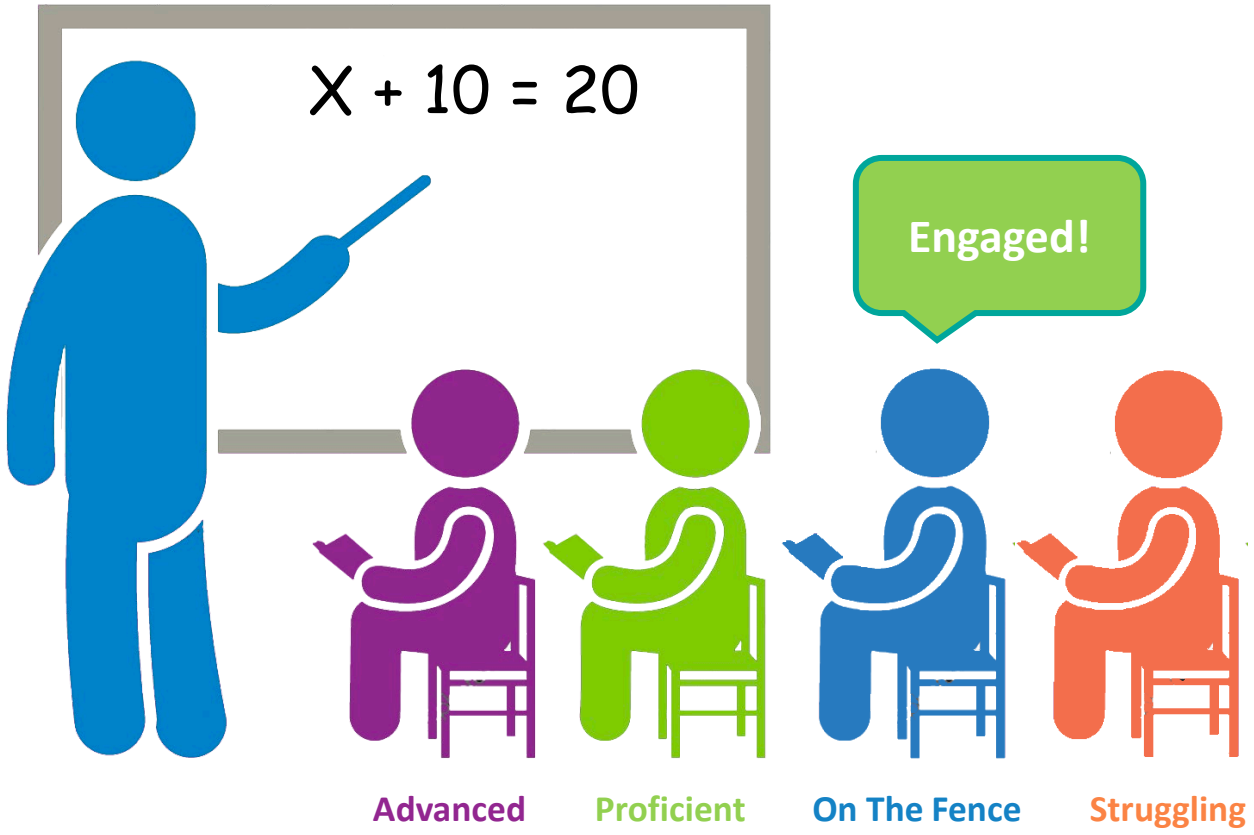
Meeting the needs of all students is a challenge

Students come to teachers with a variety of prior experiences, and with varying levels of background knowledge.



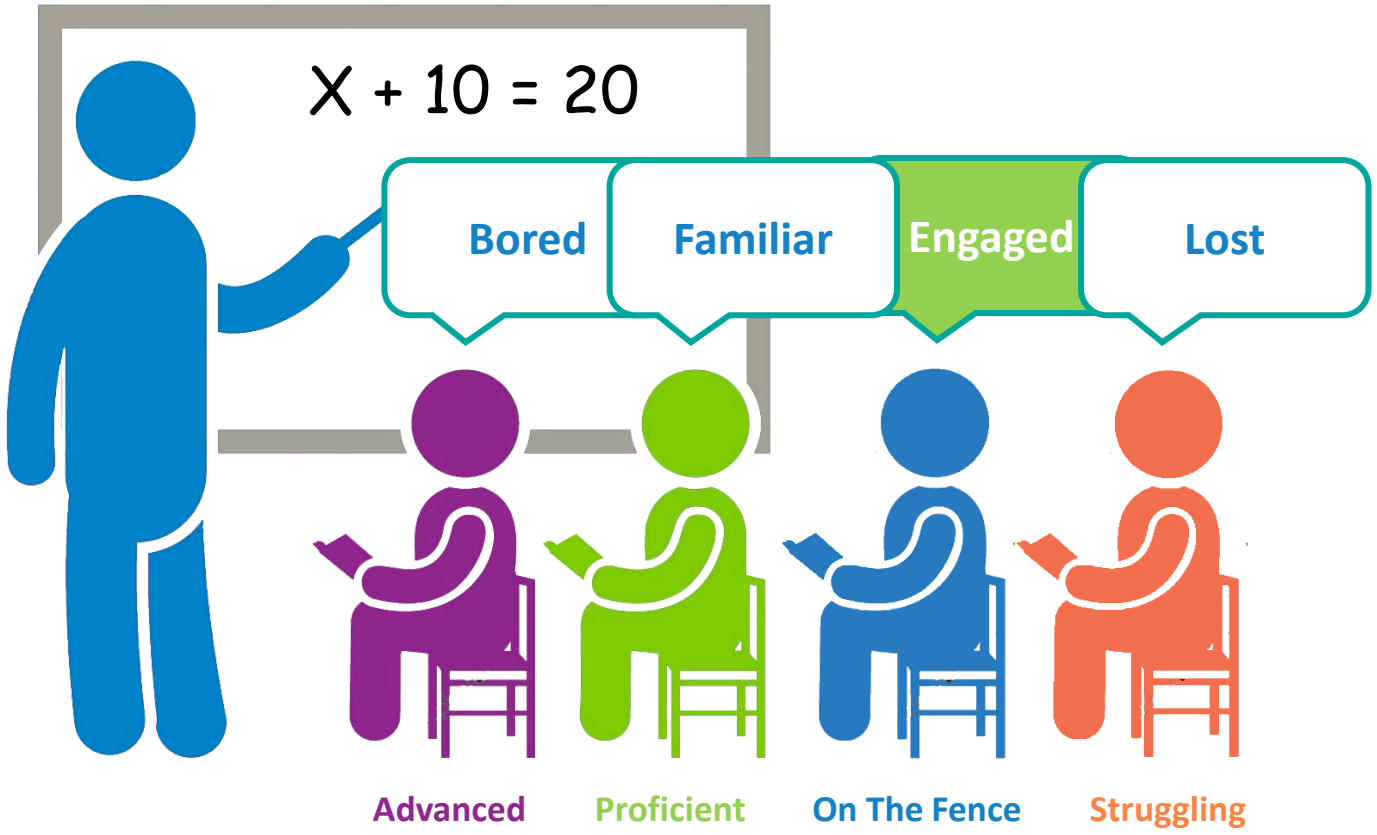
Meeting the needs of all students is a challenge

Students come to teachers with a variety of prior experiences, and with varying levels of background knowledge.



Meeting the needs of all students is a challenge

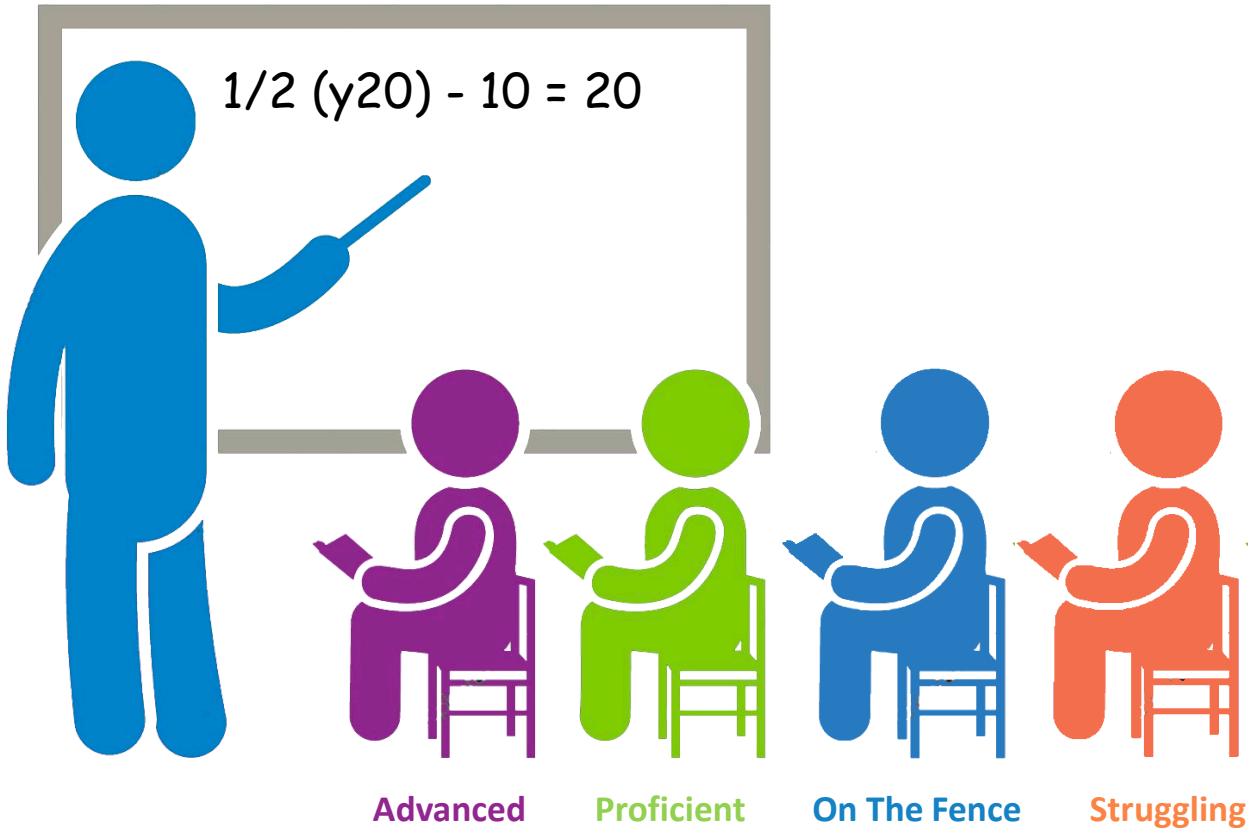
Students come to teachers with a variety of prior experiences, and with varying levels of background knowledge.



Difficulty diagnosing prior knowledge & differentiating content prevents students from learning

LASO CYCLE 4

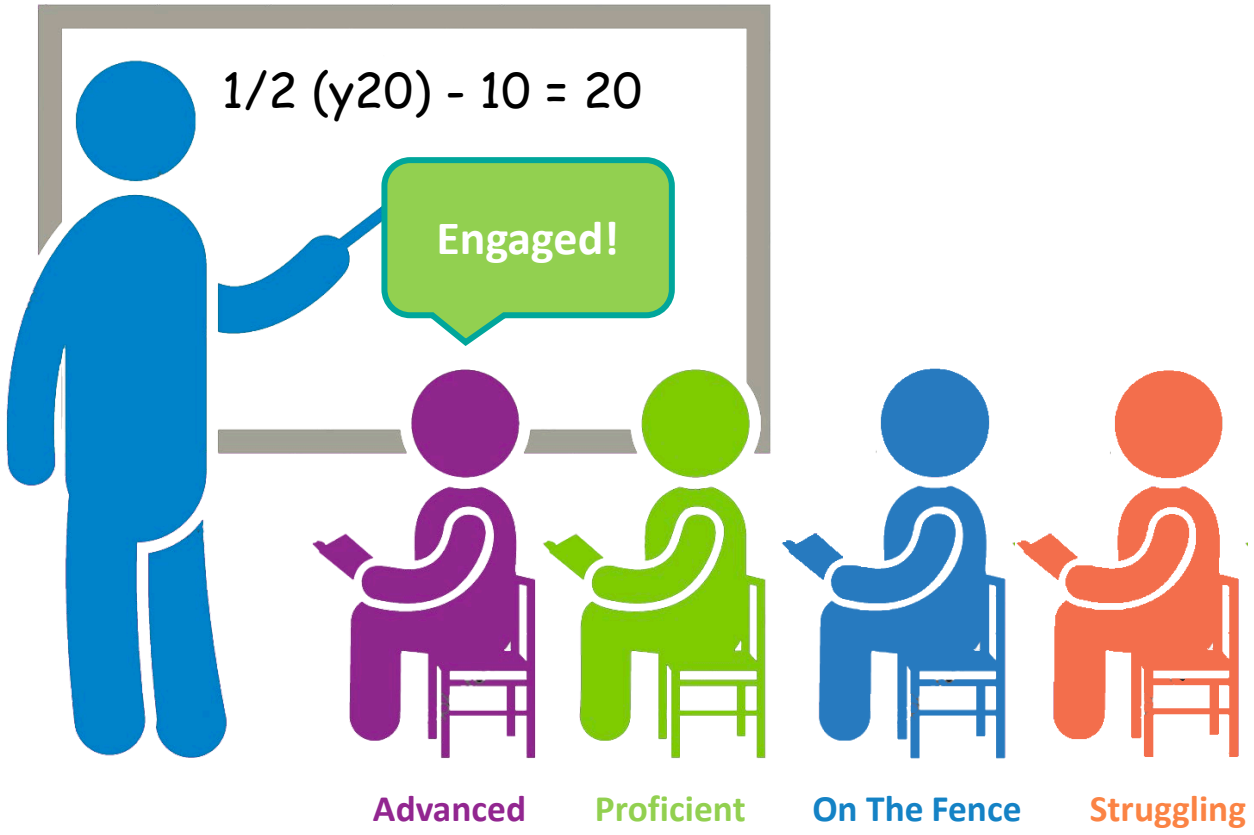
In math, if students are missing a building block, they can't move on to harder problems. Diagnosing this situation is incredibly challenging for teachers.



Difficulty diagnosing prior knowledge & differentiating content prevents students from learning

LASO CYCLE 4

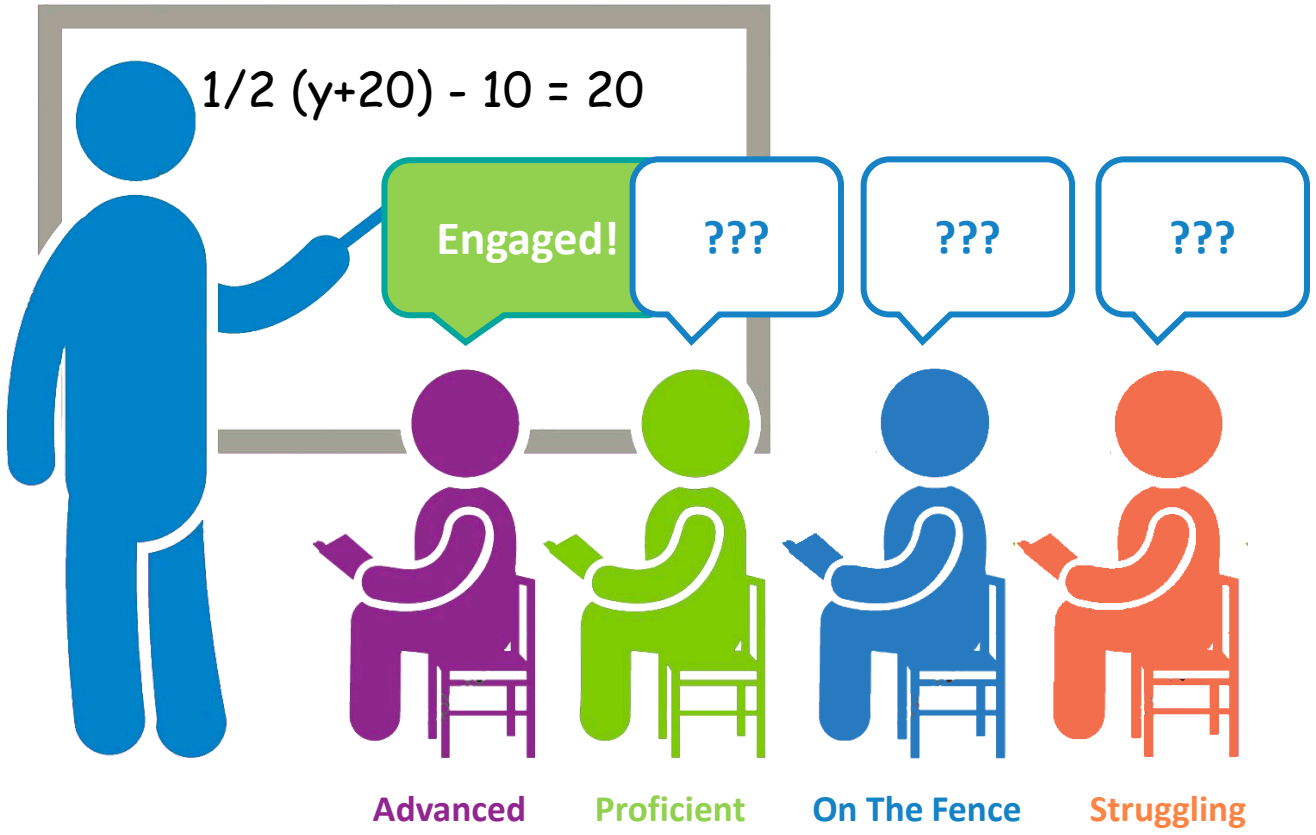
In math, if students are missing a building block, they can't move on to harder problems. Diagnosing this situation is incredibly challenging for teachers.



Difficulty diagnosing prior knowledge & differentiating content prevents students from learning

LASO CYCLE 4

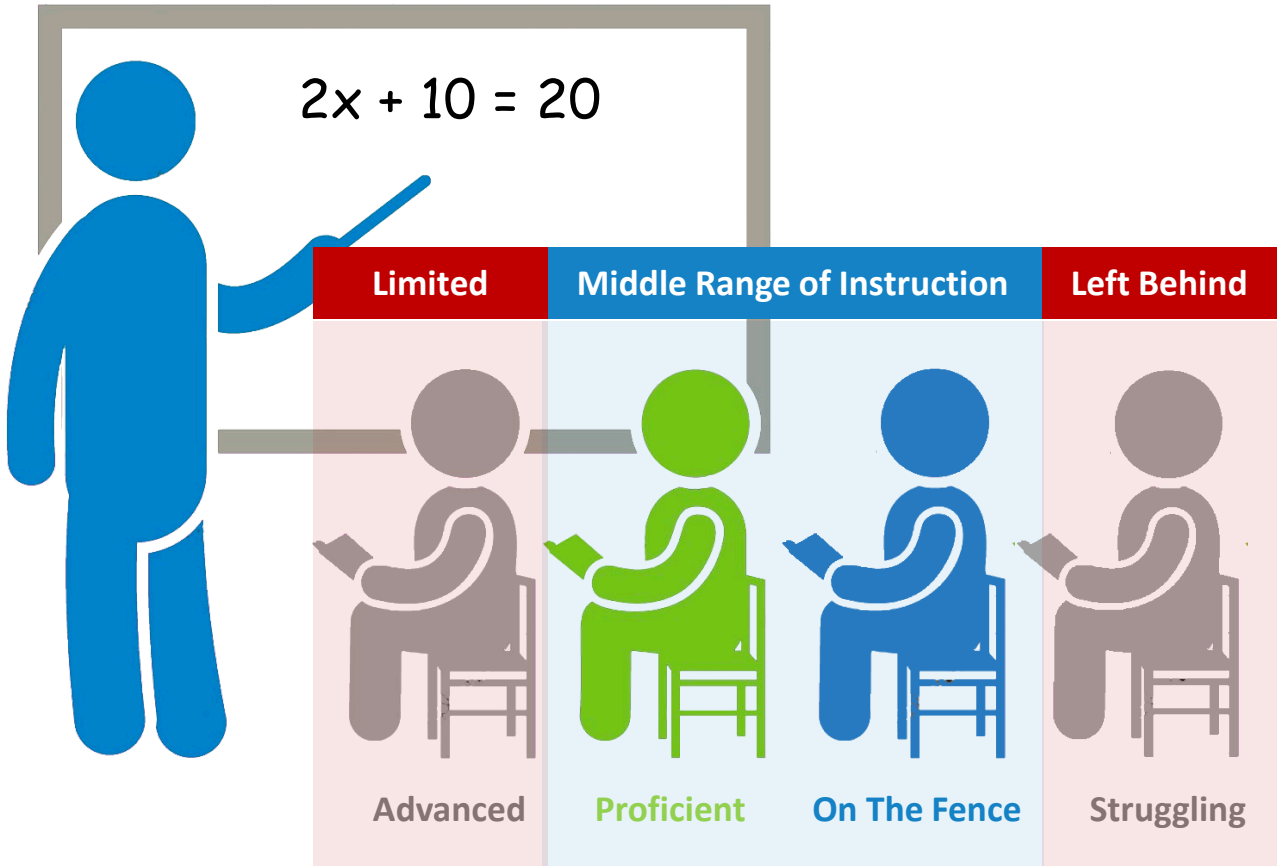
In math, if students are missing a building block, they can't move on to harder problems. Diagnosing this situation is incredibly challenging for teachers.



If systems aren't designed to support differentiation, the result is teaching towards the middle

LASO CYCLE 4

Diagnosing, differentiating, executing and adjusting instruction is incredibly challenging for all teachers, and if it isn't done, some students aren't effectively challenged.



Systems must change to support teachers & students

Curriculum:

- **Tier 1:** Curriculum must be designed for rigorous Tier 1 instruction
- **Assessments:** Curriculum must feature embedded diagnostics to discern student mastery of individual concepts, before and after they are taught
- **Tier 2:** Curriculum must embed re-teach recommendations for students missing individual concepts
- **Independent Study:** Advanced students need access to self-study materials to push further

Blended Learning can help with all four of these systems

Master Schedule:

- Schedules must have time blocked both for Tier 1 instruction and for Tier 2 re-teach and independent study

Training & Coaching:

- Teachers must be trained on Tier 1 curriculum, Tier 2 re-teach materials, and the use of diagnostics

Staffing Pattern:

- Some staff could be designated for Tier 1 and other for Tier 2 to strategically maximize professional growth opportunities and eliminate the need for substitutes

Blended Learning: a curriculum enabler to reach all students

LASO CYCLE 4

What online instruction can bring to face to face teacher instruction:

- ✓ Quick diagnosis of prior understanding of all students
- ✓ Simple differentiation in lesson planning for all students
- ✓ Instant adjustments in lesson execution based on real-time information from all students

Blended Learning: a curriculum enabler to reach all students

LASO CYCLE 4

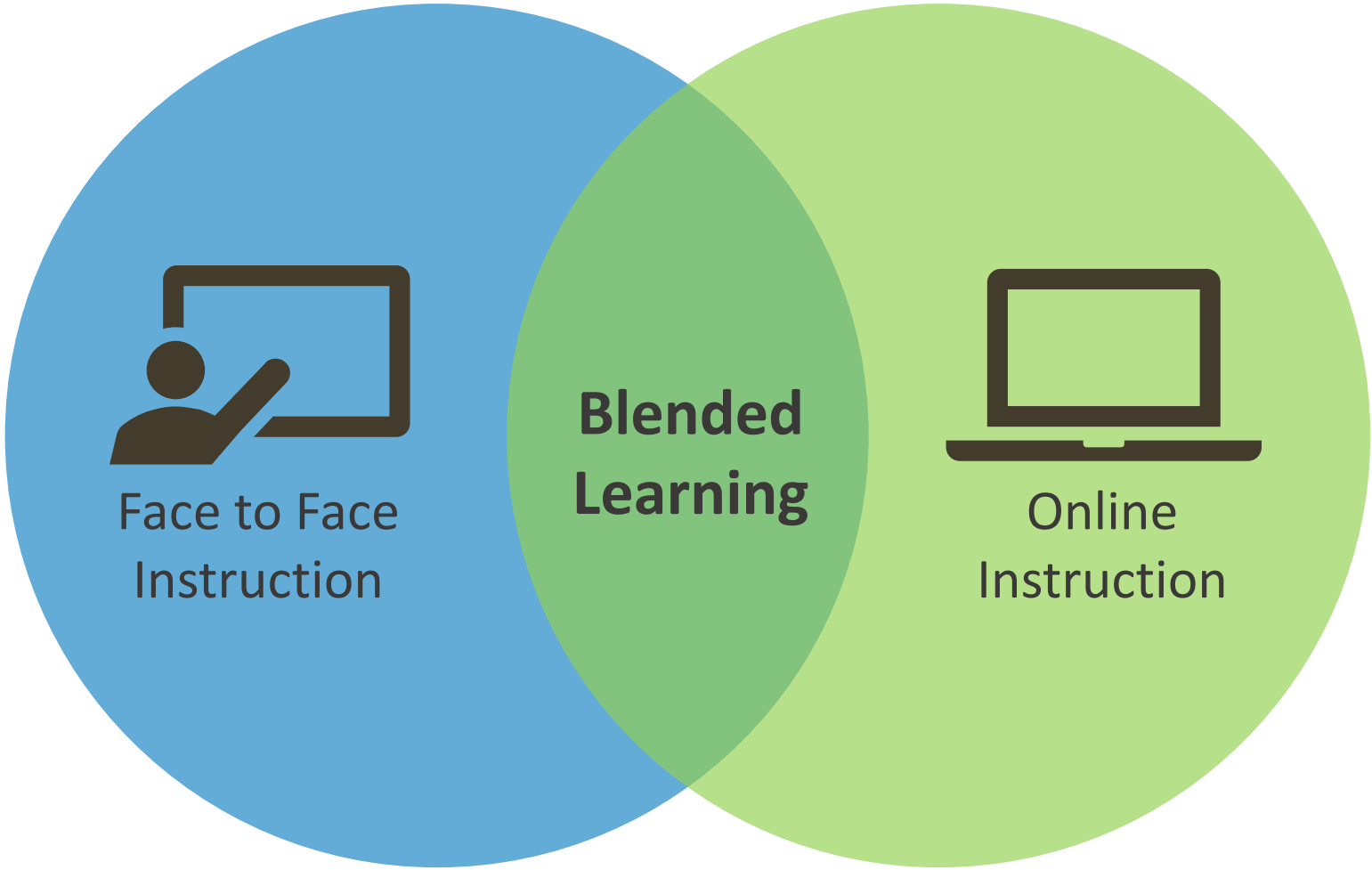
Face to Face Instruction

What face to face instruction offers but online-only lacks:

- ✓ Human flexibility with critical instructional decisions
- ✓ Love from a real teacher
- ✓ Face-to-face encouragement
- ✓ Emotional support and direction

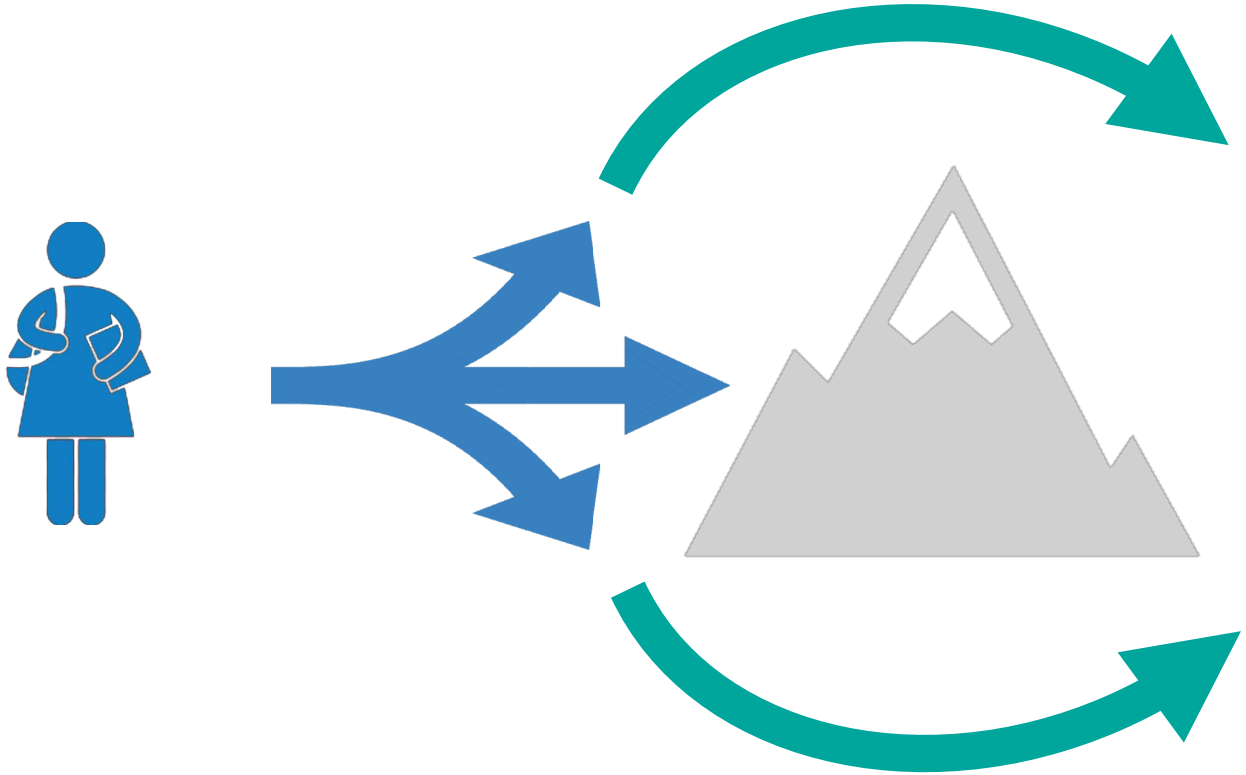
Blended Learning: a curriculum enabler to reach all students

LASO CYCLE 4



Software creates and customizes student plans

Based on initial and ongoing diagnostics, a customized path is created to meet the unique academic needs of every student.



Math Mastery

Assessments diagnose mastery and set up tier 2 differentiation

LASO CYCLE 4

STAAR Readiness Report

Did Not Meet | Approaches | Meets | Masters | Working | Assigned

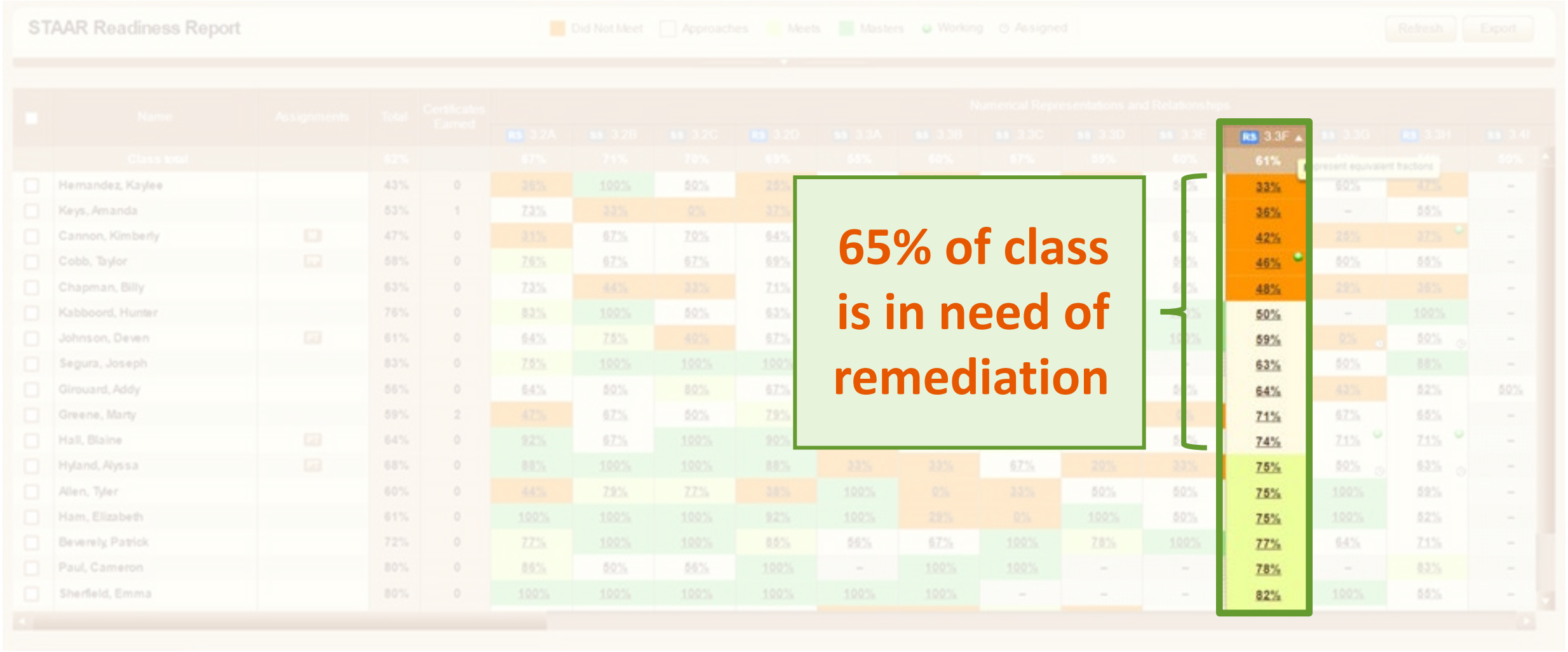
Refresh | Export

Name	Assignments	Total	Certificates Earned	Numerical Representations and Relationships												
				RS 3.2A	SS 3.2B	SS 3.2C	RS 3.2D	SS 3.3A	SS 3.3B	SS 3.3C	SS 3.3D	SS 3.3E	RS 3.3F	SS 3.3G	RS 3.3H	SS 3.4I
Class total		62%		67%	71%	70%	69%	55%	60%	57%	59%	60%	61%			50%
Hernandez, Kaylee		43%	0	36%	100%	50%	25%	67%	33%	50%	0%	50%	33%	60%	47%	–
Keys, Amanda		53%	1	73%	33%	0%	37%	80%	67%	0%	100%	–	36%	–	55%	–
Cannon, Kimberly	M	47%	0	31%	67%	70%	64%	47%	58%	47%	50%	67%	42%	25%	37%	–
Cobb, Taylor	PT	58%	0	76%	67%	67%	69%	44%	43%	44%	57%	50%	46%	50%	55%	–
Chapman, Billy		63%	0	73%	44%	33%	71%	40%	71%	55%	42%	60%	48%	29%	36%	–
Kabboord, Hunter		76%	0	83%	100%	50%	63%	80%	80%	75%	100%	100%	50%	–	100%	–
Johnson, Deven	PT	61%	0	64%	75%	40%	67%	100%	86%	63%	100%	100%	59%	0%	50%	–
Segura, Joseph		83%	0	75%	100%	100%	100%	–	–	–	–	–	63%	50%	88%	–
Girouard, Addy		56%	0	64%	50%	80%	67%	60%	50%	60%	0%	50%	64%	43%	52%	50%
Greene, Marty		59%	2	47%	67%	50%	79%	40%	36%	83%	86%	0%	71%	67%	65%	–
Hall, Blaine	PT	64%	0	92%	67%	100%	90%	0%	67%	80%	50%	55%	74%	71%	71%	–
Hyland, Alyssa	PT	68%	0	88%	100%	100%	88%	33%	33%	67%	20%	33%	75%	50%	63%	–
Allen, Tyler		60%	0	44%	79%	77%	38%	100%	0%	33%	50%	50%	75%	100%	59%	–
Ham, Elizabeth		61%	0	100%	100%	100%	92%	100%	29%	0%	100%	50%	75%	100%	52%	–
Beverely, Patrick		72%	0	77%	100%	100%	85%	56%	67%	100%	78%	100%	77%	64%	71%	–
Paul, Cameron		80%	0	86%	50%	56%	100%	–	100%	100%	–	–	78%	–	83%	–
Sherfield, Emma		80%	0	100%	100%	100%	100%	100%	100%	–	–	–	82%	100%	55%	–

represent equivalent fractions

Assessments diagnose mastery and set up tier 2 differentiation

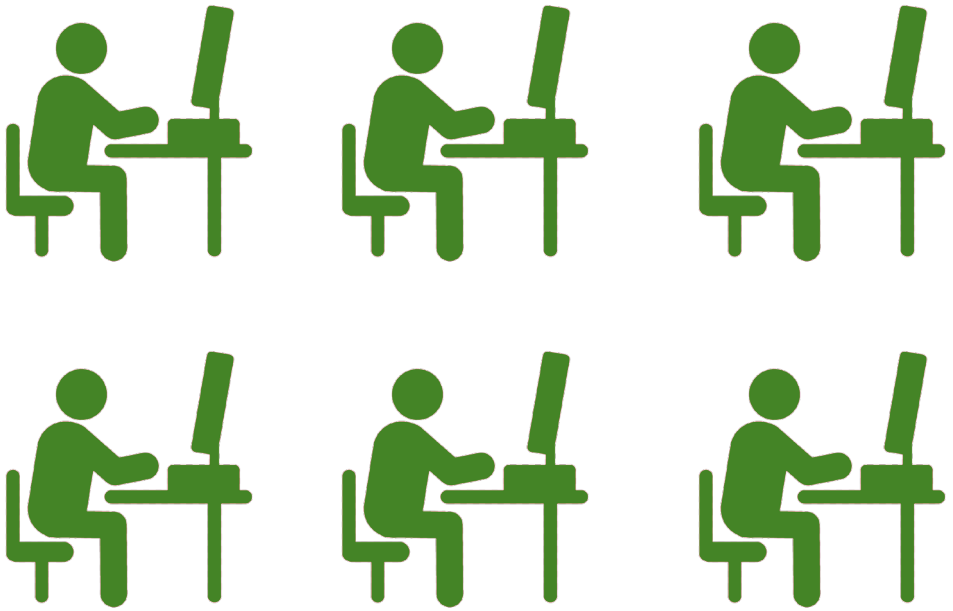
LASO CYCLE 4



Blended learning models helps deliver differentiated tier 2 while also allowing advanced independent study

LASO CYCLE 4

Independent, Individualized Instruction

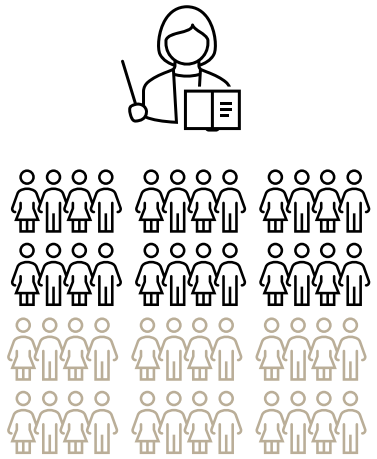


Small Group Targeted Instruction

Strategic Operations models will be evident through one or more of the below approaches

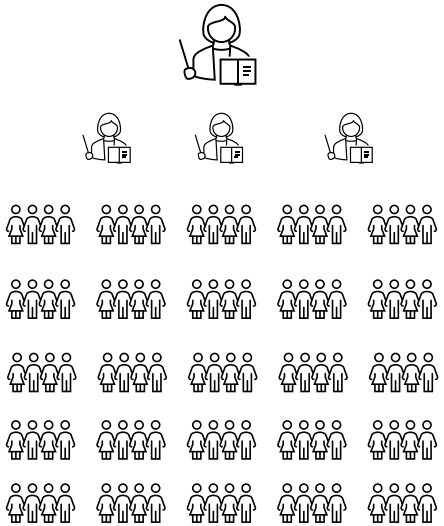
Strategic Ops Cohort

LASO CYCLE 4



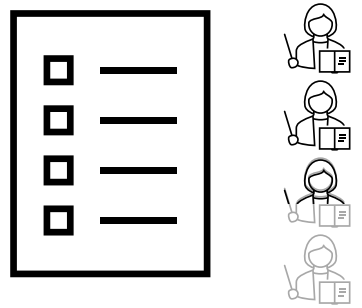
Reach More Students

More students than what's in a typical class receive targeted instruction from online curricula and facilitated by one Teacher Leader and one or more associate teacher(s)



Co-Teaching Mentorship

Teacher Leader + associate teacher(s) are paired to work alongside each other the entire school day and a provide instruction to a larger group of students than a typical classroom.



Schedule & Staffing Optimization

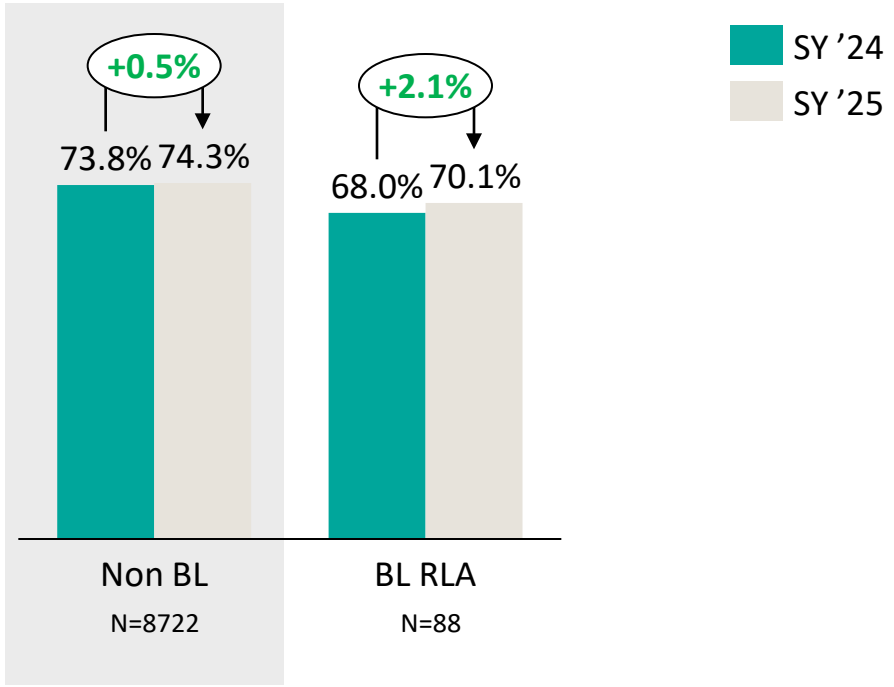
Flexible allocation of associate teachers to optimize operational efficiencies while increasing the time Teacher Leaders' have impacting students and/or coaching associates

Instructional quality maintains and improves through increased impact of Teacher Leaders' targeted use of high-quality supplemental products/blended learning

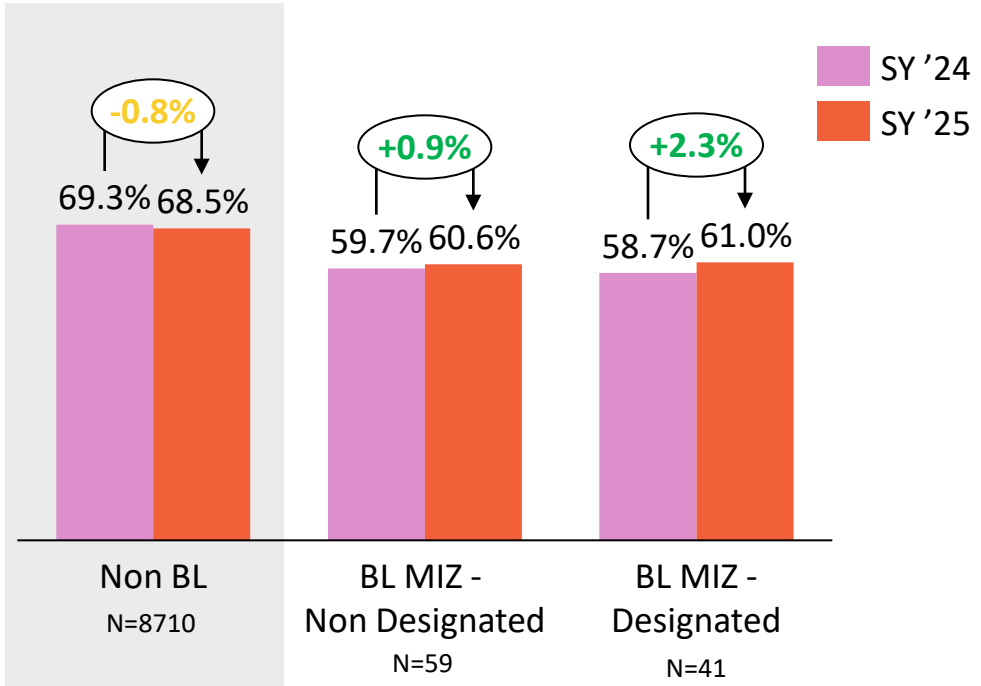
Blended Learning Campuses saw greater increases in both RLA and Math, with lower baselines in both subject.

LASO CYCLE 4

Average Campus % Students Approaches Grade Level RLA STAAR

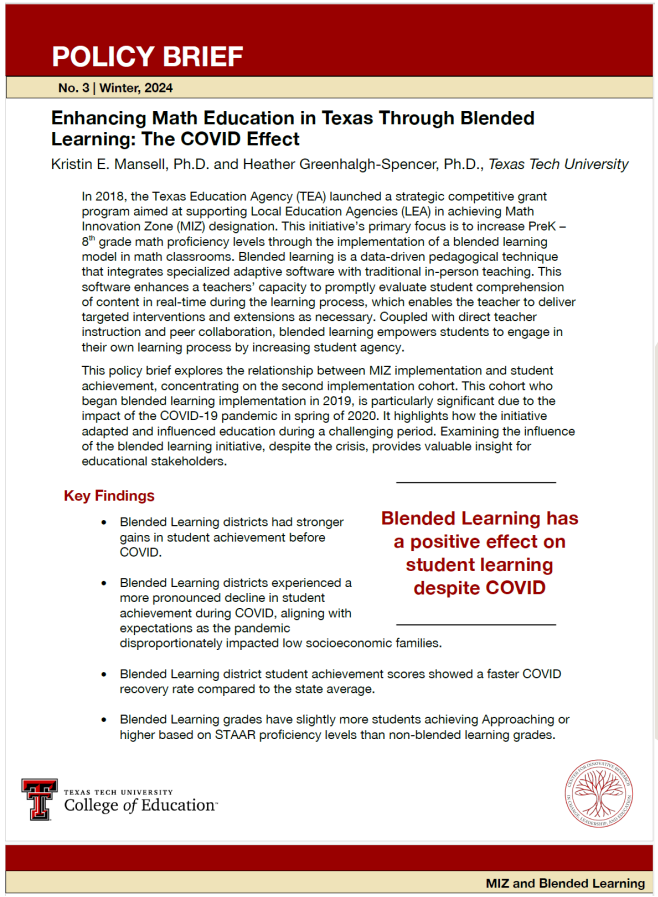


Average Campus % Students Approaches Grade Level Math STAAR



Note: This data is at the campus-level and does not include classroom-level or grade-level intervention data.

BLGP districts showed a faster COVID recovery rate than the state average



POLICY BRIEF

No. 3 | Winter, 2024

Enhancing Math Education in Texas Through Blended Learning: The COVID Effect

Kristin E. Mansell, Ph.D. and Heather Greenhalgh-Spencer, Ph.D., *Texas Tech University*

In 2018, the Texas Education Agency (TEA) launched a strategic competitive grant program aimed at supporting Local Education Agencies (LEA) in achieving Math Innovation Zone (MIZ) designation. This initiative's primary focus is to increase PreK – 8th grade math proficiency levels through the implementation of a blended learning model in math classrooms. Blended learning is a data-driven pedagogical technique that integrates specialized adaptive software with traditional in-person teaching. This software enhances a teachers' capacity to promptly evaluate student comprehension of content in real-time during the learning process, which enables the teacher to deliver targeted interventions and extensions as necessary. Coupled with direct teacher instruction and peer collaboration, blended learning empowers students to engage in their own learning process by increasing student agency.

This policy brief explores the relationship between MIZ implementation and student achievement, concentrating on the second implementation cohort. This cohort who began blended learning implementation in 2019, is particularly significant due to the impact of the COVID-19 pandemic in spring of 2020. It highlights how the initiative adapted and influenced education during a challenging period. Examining the influence of the blended learning initiative, despite the crisis, provides valuable insight for educational stakeholders.

Key Findings

- Blended Learning districts had stronger gains in student achievement before COVID.
- Blended Learning districts experienced a more pronounced decline in student achievement during COVID, aligning with expectations as the pandemic disproportionately impacted low socioeconomic families.
- Blended Learning district student achievement scores showed a faster COVID recovery rate compared to the state average.
- Blended Learning grades have slightly more students achieving Approaching or higher based on STAAR proficiency levels than non-blended learning grades.

Blended Learning has a positive effect on student learning despite COVID

TEXAS TECH UNIVERSITY College of Education

MIZ and Blended Learning

Key Findings

- Blended Learning districts had stronger gains in student achievement before COVID.
- Blended Learning districts experienced a more pronounced decline in student achievement during COVID, aligning with expectations as the pandemic disproportionately impacted low socioeconomic families.
- Blended Learning district student achievement scores showed a faster COVID recovery rate compared to the state average.
- Blended Learning grades have slightly more students achieving Approaching or higher based on STAAR proficiency levels than non-blended learning grades.

Blended Learning has a positive effect on student learning despite COVID

BLG Cohort Descriptions

Academic Cohort

The Blended Learning Academic cohort will support school districts and open-enrollment charter schools through a planning stage to design and subsequently implement a high-quality blended learning model in math (through Math Innovation Zones - MIZ) and reading language arts (RLA) aligned with a High-Quality Instructional Material curriculum (HQIM).

Strategic Operations Cohort

The Blended Learning Strategic Operations cohort will support school districts and open-enrollment charter schools in leveraging a blended learning model to make a strategic operational shift to scheduling, staffing and/or budgets. This shift will seek to make robust operational changes in order to optimize campus staffing models for teachers while maximizing academic impact for students.

Texas Education Agency

LASO CYCLE 4

Academic Cohort

Eligibility Criteria

Academic Cohort

LASO CYCLE 4

Awardees of the Blended Learning Academic Grants (MIZ/RLA) must have previously participated in or must be currently participating in strong Tier 1 math and/or reading curriculum planning TEA initiatives, such as:

- LASO 3: Strong Foundations
- LASO 2: Strong Foundations
- LASO 1: Strong Foundations

Rationale: This grant is aligning with High Quality Instructional Materials (HQIM) to ensure Tier 1 curriculum materials and planning are the priority for classrooms. Support received through above initiatives is foundation to the supports in BLGP.

Scoring & Prioritization

Academic Cohort

LASO CYCLE 4

Blended Learning Academic Cohort Applicants will be prioritized in rank order based on the four tiers below:		
TEA HQIM Implementation	Applicants will be prioritized in rank order by participation in specified TEA initiatives. These initiatives indicate successful planning for and implementation of core Tier 1 products, enabling readiness for the applicant to plan for and implement aligned high quality supplemental products through the Blended Learning Planning Grant	1st Priority Tier 1. LASO 2 SFI 2. LASO 3 SFI 3. LASO 1 SFI
Board of Managers*	School System with a commissioner-appointed board of managers* for academic performance.	2nd Priority Tier
School Week Calendar	School System implementing 165 or more instructional days	3rd Priority Tier
Economically Disadvantaged Population	School Systems will be ranked within each priority level by percent of student population identified as economically disadvantaged with the following prioritization: First five awards towards Math Evenly distributing between Math and Reading until funding is exhausted. In the case of a tie with any resulting School Systems with matching economically disadvantaged numbers, School Systems will be ranked by percentage of K-8 student population participating in blended learning across the entire School System.	4th Priority Tier
Total Standard Review Points Possible	No points will be calculated for the Academic cohort	**SUM** N/A

Grant Timeline

Academic Cohort

LASO CYCLE 4

Planning stage of grant begins in spring upon receipt of grant award.
Grantees fulfill planning requirements of MIZ/RLA Strategic Plan submission by mid-summer and selecting/onboarding participating teachers and coaches of adaptive software + BL model.

Execution stage of grant begins with **pilot of 3 grade-levels** between K-8th grade.
Fulfill execution requirements of MIZ/RLA such as weekly software usage metrics, HQIM professional learning for teachers, and planning time for data-driven instruction.

(Upon satisfactory grant requirements from previous school year)
Continue execution stage of grant by **adding remaining 3 grade-levels** (now full K-8 participation) continuing to fulfill execution requirements

(Upon satisfactory grant requirements from previous school year)
Continue execution stage of grant by continuing to fulfill execution requirements (K-8 participation)

MIZ Math Innovation Zones
Achieve Designated MIZ Status*

MIZ Math Innovation Zones
(re-) Achieve Designated MIZ Status*

MIZ Math Innovation Zones
(re-) Achieve Designated MIZ Status*

*Math Campuses Only

Planning Deliverables Overview

Academic Cohort

LASO CYCLE 4

Grantees will complete a comprehensive **Fidelity of Planning (FOP)** process from March 2026-August 2026 that turns evidence-based practices into practice to drive the high-quality implementation of blended learning.

FOP Sub-Category	Progress Tracker
1.0 Strategic Process	Not Started
1.1 Vision	Not Started
1.2 Goals	Not Started
1.3 Project Plan	Not Started
1.4 Stakeholders	Not Started
2.0 Operational Process	Not Started
2.1 Digital Access	Not Started
2.2 BL Schedule	Not Started
2.3 Infrastructure	Not Started
2.4 DDI Plan	Not Started
3.0 Professional Learning Process	Not Started
3.1 PL Vision/Plan	Not Started
4.0 Sustainability	Not Started

[PROCESS] District Response (This does not need to be longer than 1-3 sentences for each of the questions):
[Your answers to the questions above go here]

Category 1 - Strategic Design
1.1 INSTRUCTIONAL VISION

Artifact	Criteria for Success	Uses of Artifact	Resources & Examples	
Instructional Vision	Must include specific language for: · Improving student outcomes (cognitive, non-cognitive or affective) · Use of Blended Learning (BL) strategies to achieve those aims · A statement of the problem and the root cause(s), embedded in data.	1. Share with school stakeholders (parents, teachers, students) 2. Use for messaging to larger community 3. Use to align on and track changes made through BL as an intervention	Developing a School Mission and Vision Statement How to Write a Good Vision Statement, Step-by-step and with Examples Vision and Mission – Center for School Change	No required template (Can be a blank document, video, graphic organizer, etc.)

[INSTRUCTIONAL VISION] Upload your document below (can be any format)
[Copy/paste the link(s) to your artifact(s) here - remember to enable open sharing of the file]

Category 1 - Strategic Design
1.2 SMART GOALS

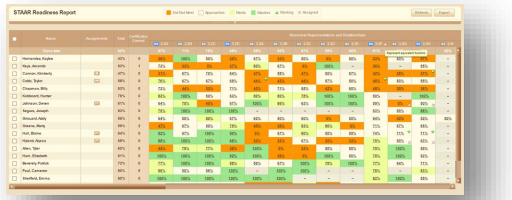
Artifact	Criteria for Success	Uses of Artifact	Resources & Examples	Template
SMART Goals	Each goal must relate back to	1. Share with school	SMART Goals: A How to Guide	Required SMART Goals

The process is broken down into key sections with **artifact-driven deliverables** to enable grantees to most-effectively utilize them at their LEA. Grantees receive **feedback from blended learning experts** from Texas Tech University.

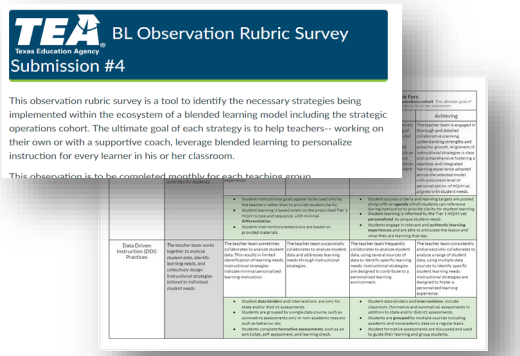
Execution Monitoring Overview

Academic Cohort

LASO CYCLE 4



Usage Data Tracking
Weekly/Monthly/Quarterly data tracking and action tracking



Observation Rubric
Monthly submission of BL Observation Rubric and action tracking

BL Defense
EOY review of BL journey, implementation trends, and plans for the next year

Texas Education Agency

LASO CYCLE 4

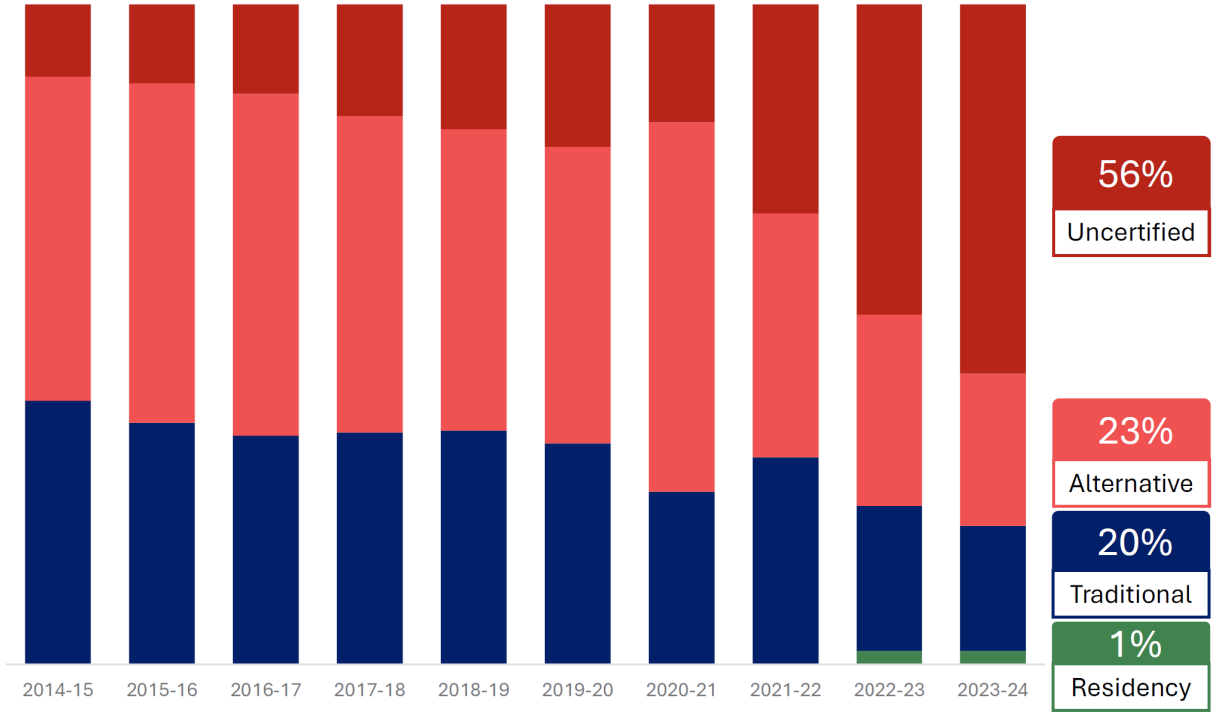
Strategic Operations Cohort

Currently, most teacher candidates enter the classroom without any significant training beforehand

LASO CYCLE 4

First-Time Teacher Hiring

Texas public schools hire approximately 50,000 teachers annually, with about one-third being rehires of experienced teachers. Among the estimated 30,000 hires that are new to the profession each year, an increasing number are uncertified.[15]



Retention Varies with Preparation

64%
UNCERTIFIED TEACHERS
leave teaching after 5 years.[16]

VS.

34%
TRADITIONAL CERTIFIED TEACHERS
leave teaching after 5 years.[16]

In 2024-25 the **majority** of new teacher hires were **uncertified**

During this same period, student achievement results statewide have stagnated despite other significant positive reforms

https://tea.texas.gov/about-tea/news-and-multimedia/annual-reports/tea-annual-report-2024.pdf

Strategic Operations Purpose

Strategic Ops Cohort

LASO CYCLE 4

Note that models in the ***Strategic Operations Cohort*** will require **significant operational and staffing shifts** to rethink time in a teacher-centric way at the participating campus(es).

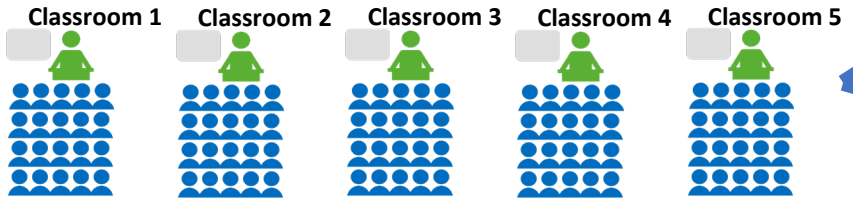
Strategic Operations models will require a shift from the status quo

Strategic Ops Cohort

LASO CYCLE 4

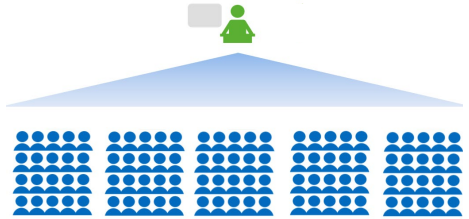
Status Quo

Teachers struggle to deliver **instruction *and* differentiation** within siloed classrooms, with **low scheduling flexibility** and potential for significant **disruptions due to staffing constraints**



Strategic Operations Model *(example)*

Part 1: **Expert teacher delivers instruction** to multiple groups at varying times



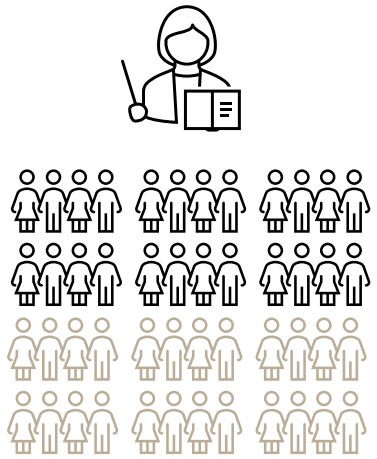
Part 2: **Associate teachers differentiate and utilize blended learning** in small groups

All teachers work together in **teacher teams** fluent in the same content, lesson plans, and student needs

Strategic Operations models will be evident through one or more of the below approaches

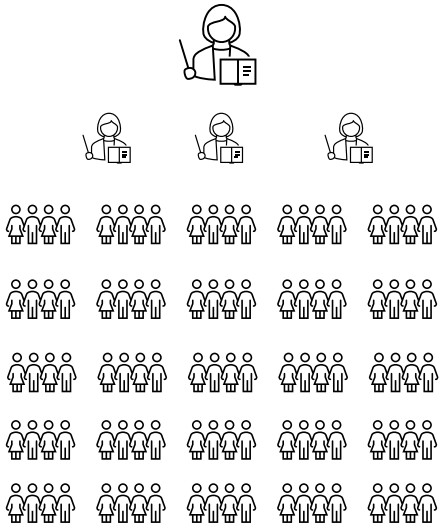
Strategic Ops Cohort

LASO CYCLE 4



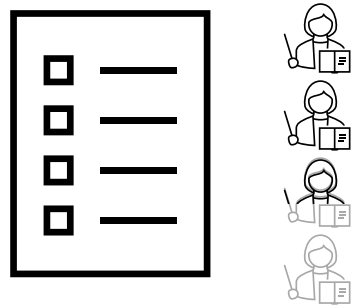
Reach More Students

More students than what's in a typical class receive targeted instruction from online curricula and facilitated by one Teacher Leader and one or more associate teacher(s)



Co-Teaching Mentorship

Teacher Leader + associate teacher(s) are paired to work alongside each other the entire school day and a provide instruction to a larger group of students than a typical classroom.



Schedule & Staffing Optimization

Flexible allocation of associate teachers to optimize operational efficiencies while increasing the time Teacher Leaders' have impacting students and/or coaching associates

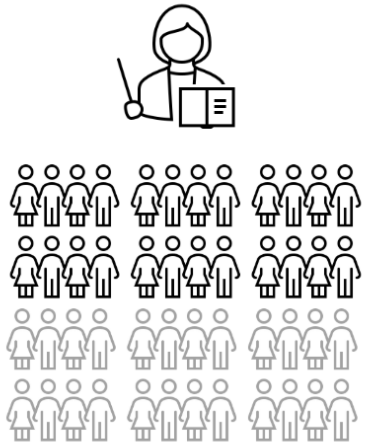
Instructional quality maintains and improves through increased impact of Teacher Leaders' targeted use of high-quality supplemental products/blended learning

More Students Receiving Targeted Instruction

Strategic Ops Cohort

LASO CYCLE 4

What this looks like…



Reach More Students

More students than what's in a typical class receive targeted instruction from online curricula and facilitated by one Teacher Leader and one or more associate teacher(s)

Benefits of this Model…

For Students

- Individualized, targeted supplemental instruction, outside of core math block

For Teachers

- More students in lab model frees up teacher time for planning, internalization, or brain breaks

For Campuses and Districts

- Free up FTEs to provide flexible staffing solution (i.e. vacancies or teacher absences) while providing flex time for teachers

Strategic Staffing Alignment…

Vacancy: Team Teaching

Instructional Need: Reach more students and fill teacher vacancies

In this model, a vacant teacher classroom is collapsed and two classrooms are combined to create one class (about 40-48 students). This larger classroom is assigned one highly effective host teacher who works with two-three resident candidates to co-teach and support the students in a team-based model of instruction. The ratio of teachers to students in this model is one teacher to 10-15 students.

Link: Strategic Staffing Team Teaching

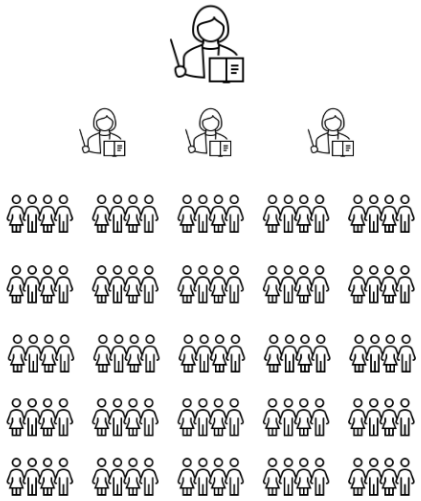
Note: Strategic Staffing initiative is not a requirement, example purpose only.

Team Teaching with a Blended Model

Strategic Ops Cohort

LASO CYCLE 4

What this looks like…



Co-Teaching Approach

Teacher Leader + associate teacher(s) are paired to work alongside each other the entire school day and a provide instruction to a larger group of students than a typical classroom.

Benefits of this Model…

For Students

- Targeted instruction with online supplemental curriculum and individual attention from a team of teachers

For Teachers

- Provides new teachers with exposure to Teacher Leaders for early career development
- Teacher Leaders given leadership opportunities to coach and develop while still providing some instruction

For Campuses and Districts

- Provides flexible staffing alternative in the event of vacancies or absences

Strategic Staffing Alignment…

Vacancy: Pair Teaching

Instructional Need: Teaches more students directly

In this model a vacant teacher classroom is collapsed and students are re-distributed to the remaining classrooms for that grade level/content area resulting in slightly increased class size. With the increased class size, residents would be paired with teachers to reduces the student to teacher ratio allowing for more differentiated instruction and the mentor/resident team to reach more students. This model could allow the residents to work alongside their mentor all day for the entire school year.

Link: Strategic Staffing Pair Teaching

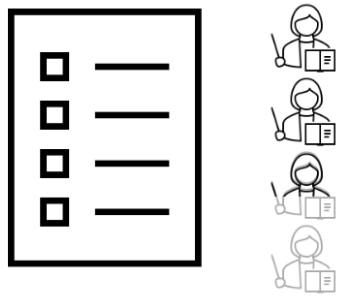
Note: Strategic Staffing initiative is not a requirement, example purpose only.

Staffing and Scheduling Optimization

Strategic Ops Cohort

LASO CYCLE 4

What this looks like…



Free up FTEs by Optimizing Schedules

Flexible allocation of associate teachers to optimize operational efficiencies while increasing the time Teacher Leaders have impacting students and/or coaching associates

Benefits of this Model…

For Students

- Lower likelihood of encountering teacher vacancies

For Teachers

- More predictable and transparent master scheduling processes and decisions

For Campuses and Districts

- Provides more efficient allocation of available FTEs

Strategic Staffing Alignment…

Residents as Release Time Support

Instructional Need: Extend lead teacher's reach and/or fill teacher vacancies

In this model, residents provide release time during the school day so their host teacher can support the school in other ways. Residents would provide release time to their host teacher (Teacher Leader) so that they can support other classroom teachers. Another example may rely on using funds allocated for instructional coaches or intervention, utilizing the host teacher to provide coaching or small group intervention.

Link: Strategic Staffing Release Time Support

Note: Strategic Staffing initiative is not a requirement, example purpose only.

Eligibility Criteria

Strategic Ops Cohort

LASO CYCLE 4

Awardees of the Blended Learning Strategic Operations Grants must have participated in a prior TEA Blended Learning Grant, including:

- LASO 2.0 BLG Math (First year of execution in 2024-2025)
- LASO 2.0 BLG RLA (First year of execution in 2024-2025)
- LASO 1.0 BLG Math (First year of execution in 2023-2024)
- LASO 1.0 BLG RLA (First year of execution in 2023-2024)
- TCLAS 3A Math (First year of execution in 2022-2023)
- TCLAS 3A RLA (First year of execution in 2022-2023)
- SAF Blended Learning Redesign (First year of Continuation in 2021-2022)
- MIZ Grant (First year of execution in 2021-2022 or prior)
- Non-Math (First year of execution in 2021-2022 or prior)

Rationale: This grant requires a significant operational and staffing shift aligning with a strong existing foundation in blended models

Scoring Criteria

Strategic Ops Cohort

LASO CYCLE 4

Blended Learning Strategic Operations Cohort
Applicants will be scored based on the four priority point categories below:

Board of Managers* and Weekly Calendar	1. School Systems with a commissioner-appointed board of managers* for academic performance (5 points) and/or implementing 165 or more instructional days (5 points)	10 points
BL Supplemental Product Participation	2. The percentage of K-8 blended learning students participating in supplemental product implementation at participating campuses(es).	1-14% | 0pts 15-40% | 5 pts 41-80% | 10 pts 81-100% | 15 pts
Evidence of Supplemental Product Fidelity	3. The percentage of students meeting high-fidelity usage of a supplemental product implemented during the Spring of 2025. School Systems will calculate and submit the Software Usage Scoring Attachment to show "high-fidelity usage" measured as the following: the number of students at the participating campus(es) meeting research-based fidelity in Spring of 2025 for the associated blended product out of the total number of students participating in blended learning in participating campuses. Points will be awarded accordingly. TEA may request verification of campus usage evidence from product vendors for all award finalists in December 2025-January 2026 from the submitted Software Usage Scoring Attachment. *Note: School Systems may be asked to have evidence confirmed by the product vendor's dashboard or report. In the case of a points tie, School Systems will be ranked by percent of student population identified as economically disadvantaged.*	1-40% | 10 pts 41-55% | 15 pts 56-70% | 20 pts 71-85% | 25 pts 86-100% | 30 pts

Scoring Criteria – Oral Interviews

Strategic Ops Cohort

LASO CYCLE 4

Blended Learning Strategic Operations Cohort
Applicants will be scored based on the four priority point categories below:

Oral Interview (Finalist Only)	4. Finalists will complete an oral (virtual) interview with TEA and be ranked/awarded accordingly. *Note: a minimum threshold of 30 points must be met to be ranked.* Scoring will be based on the School System (finalist) responses to questions from the following sections: 10 points | Alignment of Strategic Operations-BLG with overall district strategy 10 points | Understanding of operational shift requirements and planning activities 10 points | Presence of existing practices and policies to support Strategic Operations-BLG planning 5 points | Support from district leadership and school board 5 points | Awareness of operational shift implementation challenges and mitigation strategies 5 points | Plans for engaging technical assistance organizations	Maximum | 45pts
Total Standard Review Points Possible	55 points| The possible maximum total for sections 1-3 45 points | The possible maximum total for sections 4	**SUM** See description

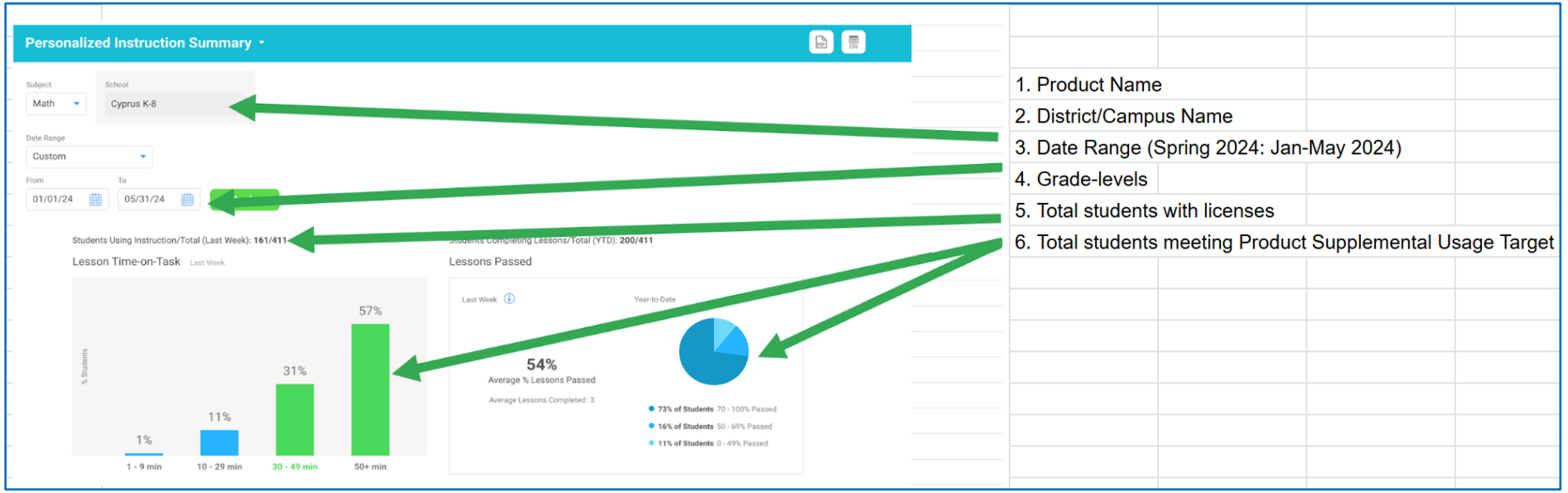
Attachment: Digital Supplemental Usage

Strategic Ops Cohort

LASO CYCLE 4

LEAs applying to the Strategic Operations Cohort will need to calculate student participation and usage rates using a scoring template (linked below) and submit in the application.

	PRODUCT	SEMESTER	DISTRICT	SCHOOL	GRADE-LEVEL	TOTAL STUDENT ENROLLMENT	TOTAL STUDENTS PARTICIPATING IN BLENDED LEARNING	PERECENTAGE OF PARTICIPATING BL STUDENTS	TOTAL PARTICIPATING BL STUDENTS MEETING SUPPLMENTAL TARGET METRIC	PERCENTAGE OF PARTICIPATING STUDENTS IN MEETING SUPPLMENTAL TARGET USAGE
			OVERALL TOTALS or PERCENTAGES (PER COLUMN)			**2441**	**1639**	**67.14%**	**1055**	**64.37%**
Not actual data for example use only	ST MATH	Spring 2025	LONE STAR	TEXAS ELEM	KINDER	100	76	76.00%	43	56.58%
	ST MATH	Spring 2025	LONE STAR	TEXAS ELEM	1st Grade	149	125	83.89%	58	46.40%
	ST MATH	Spring 2025	LONE STAR	TEXAS ELEM	2nd Grade	390	245	62.82%	145	59.18%
	ZEARN	Spring 2025	LONE STAR	TEXAS ELEM	3rd Grade	200	143	71.50%	89	62.24%
	ZEARN	Spring 2025	LONE STAR	TEXAS ELEM	4th Grade	325	231	71.08%	200	86.58%
	ZEARN	Spring 2025	**LONE STAR**	**TEXAS ELEM**	**5th Grade**	**250**	**125**	**50.00%**	**56**	**44.80%**
	MATHIA	Spring 2025	LONE STAR	ALAMO MIDDLE	6th Grade	402	314	78.11%	234	74.52%



Software Usage Scoring Attachment for Spring 2025

Grant Timeline

Strategic Ops Cohort

LASO CYCLE 4

Planning stage of grant begins with kickoff meeting in the spring, establishing a steering committee and submitting planning deliverables including participating grade-levels + subjects, BL model, etc. by **May**.
Onboarding participating teachers and coaches of the operational **before school begins.**

Execution stage of grant begins with **pilot of at least one full grade-level** between K-8th grade. Fulfill execution requirements of Strategic Operations such as weekly software usage metrics, HQIM professional learning for teachers, and annual reflection and revision plans.

Math Innovation Zones
Achieve Designated MIZ Status*

(Upon satisfactory grant requirements from the previous school year)
Continue execution stage of grant with **full implementation** of at least one full grade-level in **each grade band; K-2, 3-5, 6-8(math)** continuing to fulfill execution requirements.

Math Innovation Zones
(re-) Achieve Designated MIZ Status*

(Upon satisfactory grant requirements from the previous school year)
Continue execution stage of grant by continuing to fulfill execution requirements.

Math Innovation Zones
(re-) Achieve Designated MIZ Status*

*Math Campuses Only

Texas Education Agency

LASO CYCLE 4

Grant Logistics

Both Cohorts

New Funding update

Strategic Ops Cohort | Academic Cohort

LASO CYCLE 4

Application Funding

See the General and Fiscal Guidelines: *Continuation Funding, Fund Management, and Use of Funds.*

It is anticipated that 20 applicants will be awarded between the Academic and Strategic Operations cohorts.

** Should additional funding become available for this program, the agency may add it to the base amount indicated above and fund additional qualifying awardees till all funding is exhausted.*

LASO 4 Blended Learning Grant (Year 1):
Academic Cohort: It is anticipated that 8 applicant(s) will be awarded up to $180,000.
Strategic Operations Cohort: Is is anticipated that 12 applicant(s) will be awarded up to $310,000

Blended Learning Execution Grant (Continuation Year 2):
Academic Cohort: It is anticipated that qualifying applicant will be awarded up to 75 percent of their LASO 4 Blended Learning Grant award.
Strategic Operations Cohort: It is anticipated that qualifying applicants will be awarded up to 75 percent of their LASO 4 Blended Learning Grant award.

Blended Learning Execution Grant (Continuation Year 3):
Academic Cohort: It is anticipated that qualifying applicant will be awarded up to 50 percent of their LASO 4 Blended Learning Grant award.
Strategic Operations Cohort: It is anticipated that qualifying applicants will be awarded up to 50 percent of their LASO 4 Blended Learning Grant award.

This is a three-year grant. *Year 1, LASO 4 Blended Learning Grant, spans from March 2026 through May 31, 2027, followed by the continuation grant for Year 2 anticipated from June 2027 through April 30, 2028 and additional continuation grant for Year 3 anticipated from June 2028 through May 30, 2029* ***upon satisfactory completion of annual grant milestones****, including software usage expectations and a satisfactory grantee health score.*

BLG Award Formulas

Strategic Ops Cohort | Academic Cohort

LASO CYCLE 4

Funding Criteria

LASO 4 Blended Learning Grant – Year 1

Academic grantees will be funded using the following formula: $50,000 + ($10,000 x # of participating campuses, 5 campus maximum) + ($40 x # of participating students, up to 400 student maximum per campus, 5 campus maximum). The maximum award is $180,000 if awarded Math or RLA and $270,000 if awarded math and RLA

Strategic Operations grantees will be funded using the following formula: $80,000 + ($30,000 x # of participating campuses) + ($40 x # of participating students, up to 400 student maximum per campus, 5 campus maximum). There is a maximum award of $310,000 per grantee.

Blended Learning Execution Grant – Year 2

Academic grantees may be funded approximately 75% of their LASO 4 Blended Learning Grant award upon satisfactory completion of annual grant milestones, including software usage expectations and a satisfactory grantee health score.

Strategic Operations grantees may be funded approximately 75% of their LASO 4 Blended Learning Grant award upon satisfactory completion of annual grant milestones, including software usage expectations and a satisfactory grantee health score.

Blended Learning Execution Grant – Year 3

Academic grantees may be funded approximately 50% of their LASO 4 Blended Learning Grant award upon satisfactory completion of annual grant milestones, including software usage expectations and a satisfactory grantee health score.

Strategic Operations grantees may be funded approximately 50% of their LASO 4 Blended Learning Grant award upon satisfactory completion of annual grant milestones, including software usage expectations and a satisfactory grantee health score.

BLG Award Formulas

Strategic Ops Cohort | Academic Cohort

LASO CYCLE 4

The following options outline allowable costs. All other spending is unallowable.

Online Curriculum Implementation: funding to contract with online curriculum vendors for technical assistance and training

Design & Implementation Support: funding to support the implementation of a blended learning/strategic operations model aligned with HQIM instruction

Blended Learning Licenses and Aligned Supports: funding for licenses to approved products and professional development supports

Personnel: funding for additional personnel to support blended learning (e.g., BL Project Manager)

Project Managers should be able to dedicate 50% of their time to the grant!

Additional Implementation Supports: funding for additional expenses related to planning and implementing blended learning or strategic operations model

BLG Key Commitments

Strategic Ops Cohort | Academic Cohort

LASO CYCLE 4

Commitments*

- **Planning and Implementation Deliverables** such as master schedule, stakeholder engagement plan, PD calendars, BL model selection, monthly classroom observations
- **Project Management**, including designating a project manager *(superintendent's office is not recommended)*
- **Online curriculum**, including an adaptive software program and Tier 1 High-Quality Instructional Material, both approved by TEA.
- Strategic Operational Shift: For Strategic Operations cohort grantees, implementation of a **large-scale operational shift** to staffing, scheduling, and/or budgeting enabled by blended learning

Role & Time Commitment

Role	Commitment
Project Manager 50% of time	District-level project manager will design and implement the BLG Learning plan.
Steering Committee Monthly	Strategic Operations Cohort grantees will establish a steering committee to develop and submit strategic planning deliverables

More information can be found in the Program Guidelines

**not an exhaustive list of eligibility, program assurances or requirements.*

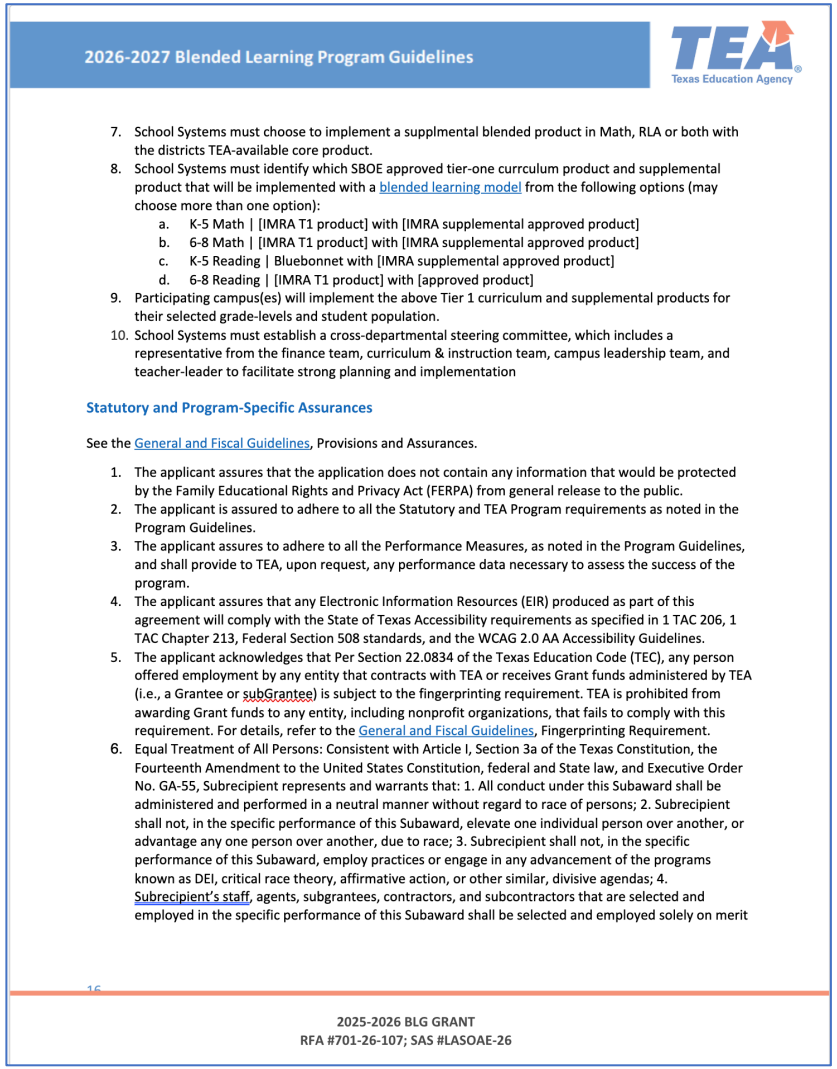
BLG Assurances *

Strategic Ops Cohort | Academic Cohort

LASO CYCLE 4

- The LEA agrees to designate and share with TEA and vendors an **LEA level lead/sponsor** for communication for logistics and usage monitoring. They also agree that this information is updated and maintained throughout the grant.
- The grantee agrees to work with a third-party vendor to complete a **technology audit** for a landscape analysis of supplemental products currently purchased and/or used at campuses.
- The grantee will submit **fidelity of planning deliverables** prior to the beginning of the first school year.
- The grantee will complete **execution deliverables** in program implementation during the grant period.
- **Commit** to one of the approved **BL Model Options**

Additional cohort specific assurances can be found on the Program Guidelines document.



2026-2027 Blended Learning Program Guidelines

TEA Texas Education Agency

7. School Systems must choose to implement a supplmental blended product in Math, RLA or both with the districts TEA-available core product.
8. School Systems must identify which SBOE approved tier-one currculum product and supplemental product that will be implemented with a blended learning model from the following options (may choose more than one option):
   a. K-5 Math | [IMRA T1 product] with [IMRA supplemental approved product]
   b. 6-8 Math | [IMRA T1 product] with [IMRA supplemental approved product]
   c. K-5 Reading | Bluebonnet with [IMRA supplemental approved product]
   d. 6-8 Reading | [IMRA T1 product] with [approved product]
9. Participating campus(es) will implement the above Tier 1 curriculum and supplemental products for their selected grade-levels and student population.
10. School Systems must establish a cross-departmental steering committee, which includes a representative from the finance team, curriculum & instruction team, campus leadership team, and teacher-leader to facilitate strong planning and implementation

Statutory and Program-Specific Assurances

See the General and Fiscal Guidelines, Provisions and Assurances.

1. The applicant assures that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
2. The applicant is assured to adhere to all the Statutory and TEA Program requirements as noted in the Program Guidelines.
3. The applicant assures to adhere to all the Performance Measures, as noted in the Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
4. The applicant assures that any Electronic Information Resources (EIR) produced as part of this agreement will comply with the State of Texas Accessibility requirements as specified in 1 TAC 206, 1 TAC Chapter 213, Federal Section 508 standards, and the WCAG 2.0 AA Accessibility Guidelines.
5. The applicant acknowledges that Per Section 22.0834 of the Texas Education Code (TEC), any person offered employment by any entity that contracts with TEA or receives Grant funds administered by TEA (i.e., a Grantee or subGrantee) is subject to the fingerprinting requirement. TEA is prohibited from awarding Grant funds to any entity, including nonprofit organizations, that fails to comply with this requirement. For details, refer to the General and Fiscal Guidelines, Fingerprinting Requirement.
6. Equal Treatment of All Persons: Consistent with Article I, Section 3a of the Texas Constitution, the Fourteenth Amendment to the United States Constitution, federal and State law, and Executive Order No. GA-55, Subrecipient represents and warrants that: 1. All conduct under this Subaward shall be administered and performed in a neutral manner without regard to race of persons; 2. Subrecipient shall not, in the specific performance of this Subaward, elevate one individual person over another, or advantage any one person over another, due to race; 3. Subrecipient shall not, in the specific performance of this Subaward, employ practices or engage in any advancement of the programs known as DEI, critical race theory, affirmative action, or other similar, divisive agendas; 4. Subrecipient's staff, agents, subgrantees, contractors, and subcontractors that are selected and employed in the specific performance of this Subaward shall be selected and employed solely on merit

16

2025-2026 BLG GRANT
RFA #701-26-107; SAS #LASOAE-26

**not an exhaustive list of eligibility, program assurances or requirements.*

Blended Model Commitment

Strategic Ops Cohort | Academic Cohort

LASO CYCLE 4

Blended Model Options: SBOE Tier One Curriculum with Digital Supplemental Products - Blended Learning Grants (BLG) Program

TEA Texas Education Agency

Purpose

The Texas Education Agency (TEA) is leveraging digital supplements aligned with High-Quality Instructional Materials (HQIM) core products for K-5 Reading Language Arts (RLA) and K-8 Mathematics (Math) through the LASO BLG Program. This document provides details on blended model options for the Academic and Strategic Operations cohorts to show how digital supplement products will be implemented with an approved Tier One Curriculum, see full lists at Instructional Materials Review and Approval (IMRA) under "Approved Materials" and Ratio Waiver List (RWL).

Academic Cohort Options

LEAs must choose to implement a Math and/or Reading blended product with an SBOE approved Tier one curriculum product and supplemental product. Approved blended models by grade levels and estimated minimum time blocks are below.

Grade Levels	Subject	Tier One Curriculum	Supplemental Product	Estimated Time Block	Example Model Implementation
K-5	Math	Bluebonnet	IMRA approved	90 minutes	60 min | Bluebonnet 30 min | Supplemental Lab Rotation
6-8	Math	Bluebonnet	IMRA approved	60 minutes	45 min | Bluebonnet 15 min | Supplemental Lab Rotation
HS	Algebra I	Bluebonnet	IMRA approved	60 minutes	45 min| Bluebonnet 15 min | Supplemental Lab Rotation
K-5	Reading	Bluebonnet	BLGP/RWL approved	150 minutes	120 min | Bluebonnet 30 min | Supplemental Lab Rotation

Strategic Operations Cohort Options

LEAs must choose to implement a Math and/or Reading blended product with an SBOE approved Tier one curriculum product, see full list at Instructional Materials Review and Approval (IMRA). Approved blended models by grade levels are below. (see Example of Targeted Stations above)

Grade Levels	Subject	Tier One Curriculum	Supplemental Product	Estimated Time Block	Model Implementation
K-5	Math	IMRA product	IMRA approved	90 minutes	60 min | Tier One Curriculum 30 min | Supplemental Lab Rotation
6-8	Math	IMRA product	IMRA approved	60 minutes	45 min | Tier One Curriculum 15 min | Supplemental Lab Rotation
K-5	Reading	Bluebonnet	BLGP/RWL approved	150 minutes	120 min | Tier One Curriculum 30 min | Targeted Stations
6th	Reading	IMRA product	BLGP/RWL approved	120 minutes	90 min | Tier One Curriculum 30 min | Targeted Stations

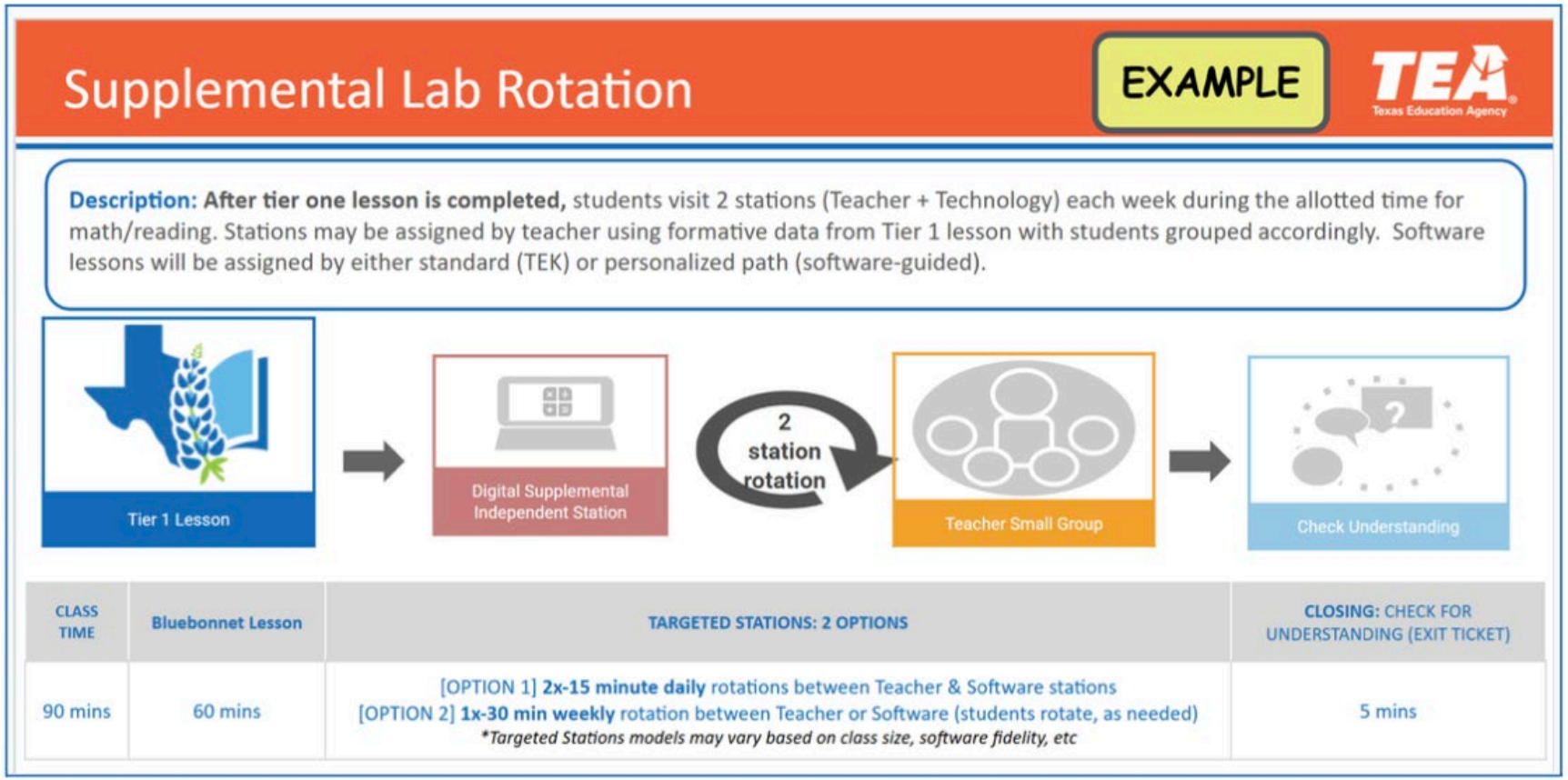
Blended Model Commitment

Strategic Ops Cohort | Academic Cohort

LASO CYCLE 4

Example of Supplemental Lab Rotation Model

Note: Specific supplemental product and time block commitments will vary based on the model options selected



CLASS TIME	Bluebonnet Lesson	TARGETED STATIONS: 2 OPTIONS	CLOSING: CHECK FOR UNDERSTANDING (EXIT TICKET)
90 mins	60 mins	[OPTION 1] **2x-15 minute daily** rotations between Teacher & Software stations [OPTION 2] **1x-30 min weekly** rotation between Teacher or Software (students rotate, as needed) **Targeted Stations models may vary based on class size, software fidelity, etc*	5 mins

State Approved Provider List- BLG*

Strategic Ops Cohort | Academic Cohort

LASO CYCLE 4

Grant Overview

The Blended Learning Grant opportunity has **two distinct cohorts** and associated purposes, as described below.

The **Blended Learning Academic** cohort will support school systems and open-enrollment charter schools through a planning stage to design and subsequently implement a high-quality blended learning model in math (through Math Innovation Zones - MIZ) and reading language arts (RLA) aligned with a High-Quality Instructional Material curriculum (HQIM).

The **Blended Learning Strategic Operations** cohort will support school systems and open-enrollment charter schools in leveraging a blended learning model to make a strategic operational shift to scheduling, staffing and/or budgets. This shift will seek to make robust operational changes in order to optimize student outcomes

Evaluation Criteria

1. Alignment of supplemental product approach with High-Quality Implementation Materials (HQIM) and Research-Based Instructional Strategies (RBIS)
2. Ease of access for teachers and leaders to HQIM with supplemental product
3. Built-in progress monitoring tools to support student learning with HQIM and supplemental product usage

Additional Information

Approved Math Online Curriculum providers:

Age of Learning | Carnegie Mathia | iReady Math | IXL Math | ST Math | Zearn

Approved RLA Online Curriculum providers:

School systems/grantees will select RLA products based on alignment to an approved rubric. Some products have already been reviewed and determined to meet all eligibility requirements including;
Amira | Boost Reading | iReady Reading | HMH Read 180 Flex | IXL Language Arts

Optional Technical Assistance Providers:

Approved list coming soon. Will update from LIFT providers that have evidence of strong blended learning support.

Required Technical Assistance Providers (Strategic Operations Cohort):

- Collegiate Edu-Nation
- Engage2Learn
- The Learning Agenda

**Online Curriculum providers may change after IMRA approved list is posted*

FYI | Provider Contract Guidelines

In accordance with the recent executive orders, if a grant requires districts to contract with a provider, then include the following language in the contract:

Equal Treatment of All Persons: Consistent with Article I, Section 3a of the Texas Constitution, the Fourteenth Amendment to the United States Constitution, federal and State law, and Executive Order No. GA-55, Subrecipient represents and warrants that: 1. All conduct under this Subaward shall be administered and performed in a neutral manner without regard to race of persons; 2. Subrecipient shall not, in the specific performance of this Subaward, elevate one individual person over another, or advantage any one person over another, due to race; 3. Subrecipient shall not, in the specific performance of this Subaward, employ practices or engage in any advancement of the programs known as DEI, critical race theory, affirmative action, or other similar, divisive agendas; 4. Subrecipient's staff, agents, subgrantees, contractors, and subcontractors that are selected and employed in the specific performance of this Subaward shall be selected and employed solely on merit and the ability to perform; and 5. Subrecipient shall ensure that any subgrantees, contractors and their subcontractors participating in the specific performance of this Subaward represent and warrant to the provisions of this clause.

Biological Sex and No Preferred Pronouns: Subrecipient represents and warrants that it shall ensure that all actions in specific performance of this Subaward shall comply with federal and state law and reflect that there are only two sexes. Subrecipient's employees, officers, representatives, subgrantees, contractors, subcontractors, and agents shall not, in performance of this Subaward, present, direct, request, or suggest the use of preferred personal pronouns in professional correspondence or presentations.

Digital Supplemental Products- Math*

Strategic Ops Cohort | Academic Cohort

LASO CYCLE 4

PRODUCT	GRADES	METRIC
My Math Academy	K-2	25 min/week
i-Ready	K-8	[K-3] 30 min/week [4-8] 40 min/week
Carnegie Learning	6-8	2 workspaces/week
✦ IXL	K-8	30 min/week
✦ ST Math Created by MIND Education	K-8	60 min/week
✦ ZEARN	K-8	2 lessons/week

✦ *Product included in HB 1416's Ratio Waiver List (RWL).*

**Online Curriculum providers may change after IMRA approved list is posted*

Digital Supplemental Products- Reading

Strategic Ops Cohort | Academic Cohort

LASO CYCLE 4

*Participating **LEAs may propose any RLA blended product for TEA review** and approval. Previously approved products are included below.

*PRODUCT	GRADES	METRIC
Boost Reading TEXAS	K-8	[K-3] 30 min/week [4-8] 40 min/week
✦ Amira LEARNING	K-2	2 sessions/week 40 min/week
i-Ready	K-8	[K-3] 30 min/week [4-8] 40 min/week

✦ *Product included in HB 1416's Ratio Waiver List (RWL). Other RLA products approved on the RWL for 24-25 include IXL Language Arts and HMH Read 180. If an LEA is interested, these products would be pre-approved pending vendor willingness/ability to complete data requests for BLGP.*

MIZ Designation

Strategic Ops Cohort | Academic Cohort

LASO CYCLE 4

Sec. 28.020. MATHEMATICS INNOVATION ZONES.

(a) The commissioner may:

(1) on application of a school district or open-enrollment charter school, designate a campus of the district or school as a mathematics innovation zone; and

(2) from funds appropriated or donated for purposes of this section, award a grant to support implementation of innovative mathematics instruction at the campus in accordance with this section.

(b) A campus designated as a mathematics innovation zone must:

(1) implement with fidelity an innovative mathematics instructional program approved by the commissioner for purposes of this section that addresses the essential knowledge and skills of the mathematics curriculum required by Section 28.002;

(2) comply with objectives, metrics, and other mathematics innovation zone requirements imposed by the commissioner through rules adopted under Subsection (g); and

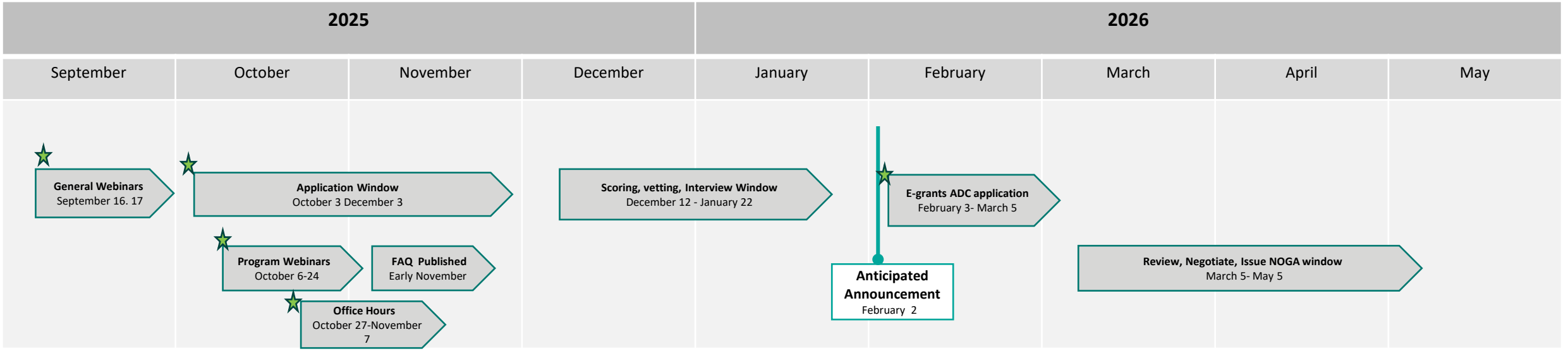
(3) provide all data relating to the mathematics innovation zone requested by the agency.

(c) A campus designated as a mathematics innovation zone is **not subject to interventions** under the state accountability system described by Section 39.107(a) or (e) for the **first two years of the designation**, provided that the campus implements the instructional program with fidelity and complies with each mathematics innovation zone requirement to the satisfaction of the commissioner....

Path Forward

Timeline Overview- LASO 4 application opens October 3 and closes December 3 5:00 pm CT

LASO CYCLE 4



Major Milestones

- **Application** | opens on October 3rd and closes on December 3rd at 5:00pm CT. School systems have 60 days to complete the application for the initiatives that they wish to apply.
- **Scoring and interview** | opens December 4th- January 22nd . TEA may reach out to districts for interviews to provide an opportunity to determine readiness and fit.
- **eGrants window |** open February 3rd-March 5th. This is the window for districts to accept or decline any initiative offering selected to receive funding.
- **NOGA** | There is a 60-day window for NOGA issuing. The NOGAs are processed in the order received. A delay in submission may impact the NOGA date.

LEA Action

School systems must submit LASO Cycle 4 applications by December 3 at 5:00pm CST

TEA emailed unique application links to school system superintendents on October 3 (if needed, LEAs can complete a Request for Application Link Form to receive a new link)

PDF of the application is posted on the LASO Cycle 4 website; however, school systems must submit the application through Qualtrics using the unique application link

Applications must be signed by the superintendent to be accepted

Questions?

Office Hours

Attend office hours for technical assistance or discussion with program teams

- October 30, 2025, 11:00-11:30 am CT (registration link)
- Application Support: October 27, 8:00-8:30 am CT (registration link)
- Application Support: November 3, 5:00 pm CT (registration link)

FAQs

Review the general FAQ (updated FAQs will be posted by November 3)

Email

- For questions about the application process or technical assistance with the application, contact LASO@tea.texas.gov
- For questions about BLG, contact blendedlearning@tea.texas.gov

Change Requests and Declines in LASO

- LASO has an informal discretionary competitive grant process
  - Declines and change requests are not advisable in typical competitive process
  - If declines are requested, they will be considered on a case-by-case basis for the school systems and could raise the school systems federal grant risk level in the coming year

LASO application window opened on October 3, 2025and closes on December 3, 2025 at 5:00 CT

Texas Education Agency

Application Window
October 3- December 3

Program Webinars
October 6- 24

Next Steps
Visit the LASO 4 website to familiarize with included grant offerings.

Communicate and share the information with school system internal teams to support the decision-making process on which sets of grants to apply for.

Register for our upcoming informational webinars.

Resources Available
- Best Fit Guidance provides criteria to help determine if a grant fits school system needs
- Grant One Pagers provide preliminary grant eligibility and key commitments
- Eligibility and Prioritization Guidance Doc provides information to help determine the likelihood of being awarded

Find all LASO related supports - including timelines, webinars, and planning tools - at tea.texas.gov/LASO

Thank you!