



Blended Learning Grant (BLG)

October 15, 2026



Introductions



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Agenda

Overview of LASO Cycle 5
Application Process and Timeline

Blended Learning Grant (BLG) 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 website](#) after all webinars have been completed



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



Overview of LASO 26-27 (Cycle 5)

Learning Acceleration Support Opportunities (LASO) is a **single, consolidated application that combines grants, in-kind supports and services, and allotment opportunities**, bundled around a few key initiatives to accelerate academic gains.

~\$400M

In supports and services

21

TEA initiatives to support school
systems in achieving student
outcomes

1

Application to access direct
grants, in-kind supports,
and state allotments

Schema to Determine Best-Fit Initiatives

STAGE 0

START WITH OUTCOMES

Use current student data and goals to focus initiative selection.



ANALYZE DATA

Review STAAR, MAP, and other relevant assessments.



IDENTIFY NEEDS

Clarify strengths and priority areas for growth.



SET GOALS

Define goals based on growth areas and system priorities.



ALIGN PLANS

Connect goals to district, campus, ESSA, or other plans.



SELECT LASO

Choose aligned opportunities from the LASO portfolio.

ASSESS SCHOOL SYSTEMS' NEEDS & READINESS

1

2

3

Foundation Initiatives



BUILD THE FOUNDATION

Are curriculum & instruction and talent systems strong?

If no or inconsistent

CONSIDER **FOUNDATIONAL INITIATIVES**

Build or strengthen the core systems first

Extension Initiatives



DEEPEN AND ACCELERATE

Beyond C&I and talent systems, are there opportunities to build up existing systems via add-on initiatives?

If yes,

CONSIDER **EXTENSION INITIATIVES**

Build on effective curriculum, instruction, and talent systems with extension add-ons.

Innovative Models



TRANSFORM

Is there capacity and readiness to transform by considering innovative models?

If foundation & extensions are strong

CONSIDER **INNOVATIVE MODELS**

Pursue transformative approaches to teaching and learning.

Select the Best-Fit Initiatives Based on Needs and Readiness

Initiative

Local Accountability System Planning Grant (LAS)

Leadership & Instructional Foundations for Texas (LIFT)

LIFT School Improvement Accelerator (LIFT SI A)

School Improvement C&I Support Grant (SICISG)

Blended Learning Grant (BLG)
2 Pathways: Coherent Systems, Strategic Operations

AP Computer Science Principles (APCSP)

Early Literacy Intervention Tool (ELIT)

Math Supplemental Curriculum for School Improvement (MSC for SI)

PREP Programs:
•PREP Grow Your Own (GYO)
•PREP Residency
•PREP Traditional
•PREP Alternative
•PREP Mentorship

Texas Strategic Staffing (TSS)

Strategic Compensation Cohort for Enhanced TIA (SCC for ETIA)

Additional Days School Year (ADSY) PEP Grant
2 pathways: Summer Learning, Full Year Redesign

School Action Fund (SAF)

Rural Pathway Excellence Partnership (R-PEP)

Early College High School (ECHS)

Pathways in Technology Early College High School (P-TECH)

Virtual and Hybrid Program Accelerator (VHPA)
2 Pathways: Program, Campus

FOUNDATION

Curriculum & Instruction + Talent

Leadership & Instructional
Foundations for Texas (LIFT)

PREP Programs: GYO,
Residency, Traditional,
Alternative, Mentorship

Texas Strategic Staffing (TSS)

Strategic Compensation Cohort
for Enhanced TIA (SCC for ETIA)

EXTENSION

Build, deepen, and accelerate

LIFT School Improvement
Accelerator (LIFT SI A)

School Improvement C&I
Support Grant (SI CISG)

Blended Learning Grant (BLG):
Coherent Systems + Strategic
Operations

AP Computer Science
Principles (AP CSP)

Early Literacy Intervention Tool
(ELIT)

Math Supplemental
Curriculum for School
Improvement (MSC for SI)

Additional Days School Year
PEP Grant (ADSY): Summer
Learning + Full Year Redesign

INNOVATIVE MODELS

Transform the learning model

Local Accountability System
Planning Grant (LAS)

School Action Fund (SAF)

Rural Pathway Excellence
Partnership (R-PEP)

Early College High School
(ECHS)

Pathways in Technology Early
College High School (P-TECH)

Virtual and Hybrid Program
Accelerator (VHPA): Program
+ Campus

Get Ready to Apply for LASO 5

APPLICATION OPENED

September 23, 2026

APPLICATION CLOSES

December 1, 2026 · 5 p.m. CT

- 1 Explore the offerings** Visit the [LASO 5 website](#) to review available initiatives.

Review Resources

Learn more about each grant and their coexistence:

2

[Best Fit
Guidance](#)

[Initiative
One-Pagers](#)

[Eligibility &
Prioritization](#)

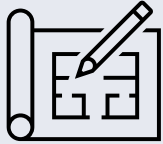
[Master
Calendar](#)

- 3 Align with your teams** Share information with school system teams to identify needs and best-fit initiatives.

Blended Learning Grant (BLG) Deep Dive

Technology can be a helpful learning tool when it is aligned to the district's core instructional approach and adopted curricular materials. Technology implementation should be **"active" rather than "passive"** and districts should keep the following guardrails in mind:

- **Tier 1 Supplement:** Digital learning platforms should offer dynamic, student-specific learning opportunities that directly supplement Tier 1 instruction, not supplant.
- **Measurable:** Use of technology and digital learning should be tied to specific, measurable student learning goals – such as lesson completion or mastery - within the daily instructional model.
- **Managed:** Students should interact with technology and digital learning platforms at the direction and management of the teacher and campus leaders.
- **Appropriate Use:** Within the master schedule, technology should be available and used only to – not above - stated, research-backed student usage indicators, limiting overuse.
- **Deliberate Product Selection:** Implementation should be limited to evidence-based and approved product(s) for associated programs, which have been vetted for impact, usability, and security measures.
- **Fiscally Responsible:** Fund what is used and what works through an annual budgeting process with technology audits; Contract based on student outcomes whenever possible.

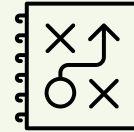


Diagnostic and Planning

6 months

Diagnostic: Grantees undergo a Tech Audit to evaluate current EdTech use and associated Return on Investment.

Planning: Grantees select a research-backed product and craft planning blueprint focused on instructional coherence and operational readiness.

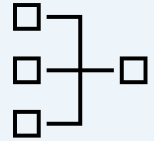


Performance Management

Up to 3 years support

Performance Management: Grantees use evidence-based usage thresholds to rigorously performance manage student progress towards goals with daily, weekly, and monthly actions culminating in an annual reflection process.

Annual continuation: up to two additional years of funding contingent on meeting pre-determined metrics.



Sustainability and Strategic Operations

Sustainability: Grantees continue performance management systems beyond grant lifecycle.

Optional Extension: Grantees use systems to enable further operational/staffing shifts with the Strategic & Innovative Operations cohort.

Sec. 29.924. BLENDED LEARNING GRANT PROGRAM. (a) In this section, "blended learning" means an instructional delivery method that **combines classroom and online instruction**....

(d) A plan to implement a blended learning model developed under Subsection (c) must:

(1) during the first year require implementation of the model across an entire grade level at a campus and permit subsequent expansion of the model to additional grade levels at the campus or, if the campus has achieved full implementation of the model across all grade levels, to additional campuses in a manner that provides students a consistent learning experience;

(2) **require teachers to differentiate instruction for all students in a grade level** using the blended learning model, including by:

(A) using **curricula and assessments that allow each student to progress at the student's pace based on demonstrated proficiency;**

(B) providing learning opportunities that give students, in collaboration with the teacher, **control over the time, place, path, and pace of the student's learning;** and

(C) allocating a certain amount of instructional preparation time to collaborating with students and developing blended learning lesson plans and **activities driven by individual student needs**

Multi Year Funding Deep Dive for BLG



Full Grant Estimated Award Range

\$171K-\$446K

1

Year 1 · LASO 5 (26-27 SY)

\$76K-\$198K

Coherent Systems: \$76K-\$128K

Strat Ops: \$106K-\$198K

Apply for LASO 26-27 (Cycle 5)

Application opens September 23, 2026

2

3

Year 2 + Year 3

\$95K-\$247K

Coherent Systems: \$95K-\$160K

Strat Operations: \$132K-\$247K

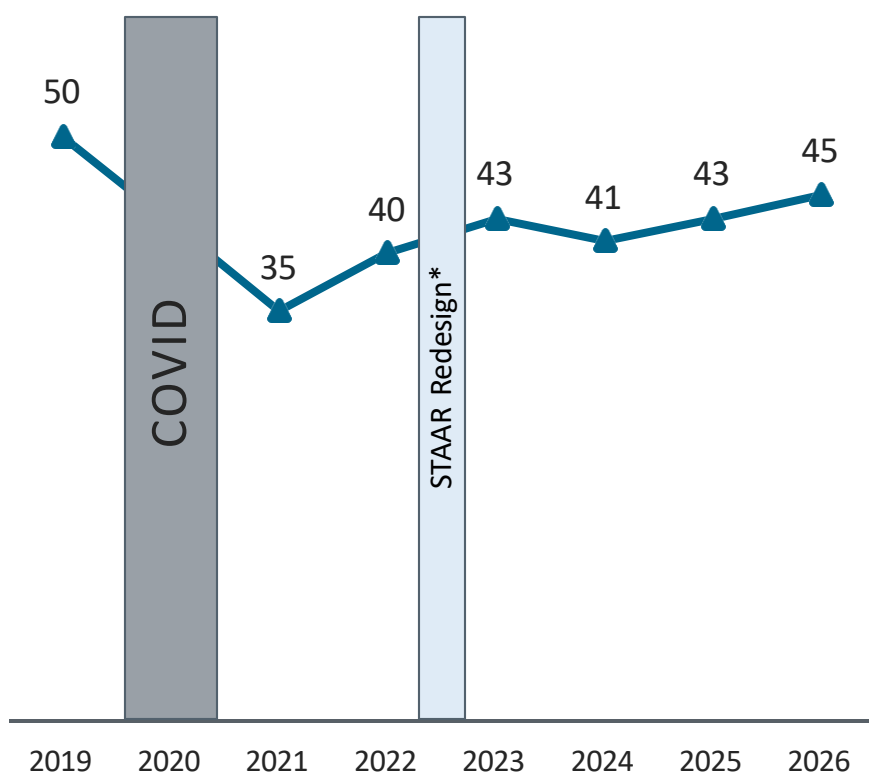
Apply for Continuation Grant

It is anticipated that *qualifying applicants will be **awarded up to 125 percent** of their LASO 5 Blended Learning Grant award for continued execution in years 2 and 3.

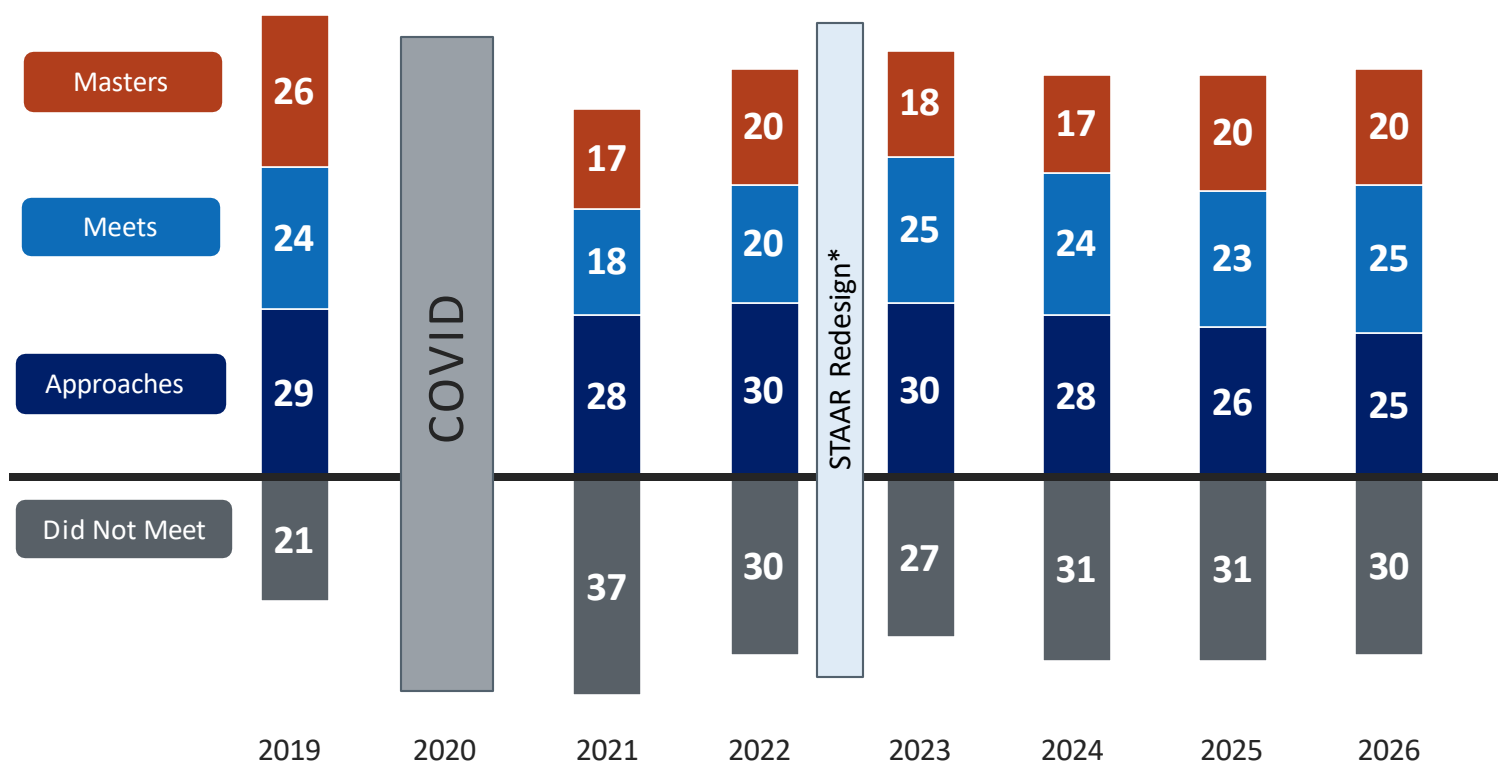
**This is a three-year grant. Year 1, LASO 5 Blended Learning Grant, spans from March 2027 through May 31, 2028, followed by the continuation grant (contingent on available funding) for Year 2 anticipated from June 2028 through April 30, 2029, and Year 3 anticipated from June 2029 through May 30, 2030, upon satisfactory completion of LASO 5 grant milestones, including software usage expectations and a satisfactory grantee health score.*

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

Percent of Students that Met Grade Level or Above in Math
(Grades 3-8 & Algebra I)



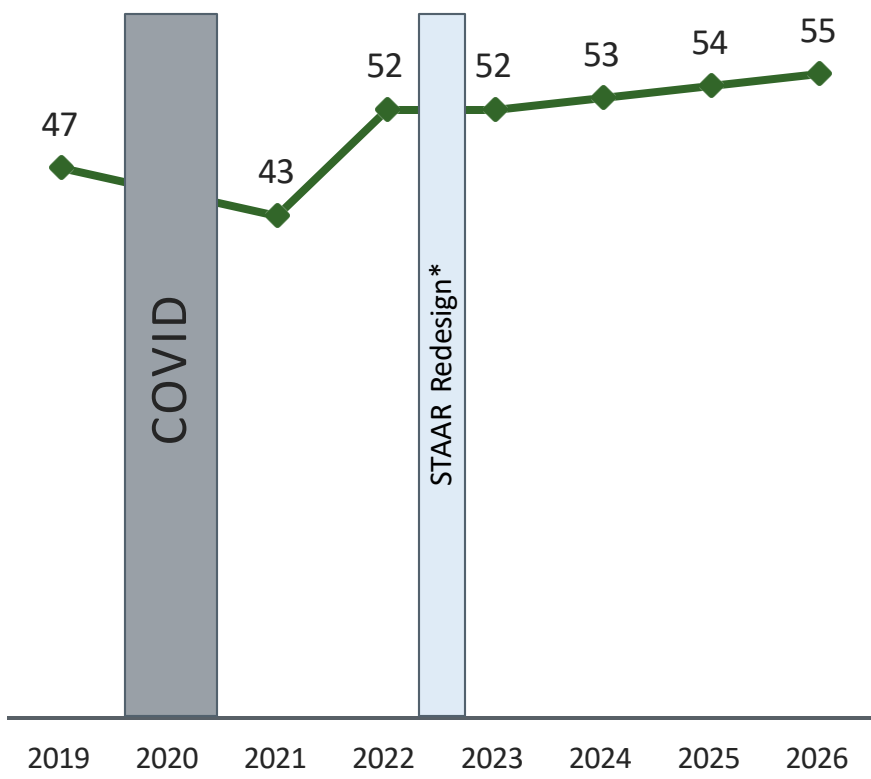
Percent of Students by Performance Level – Math
(Grades 3-8 & Algebra I)



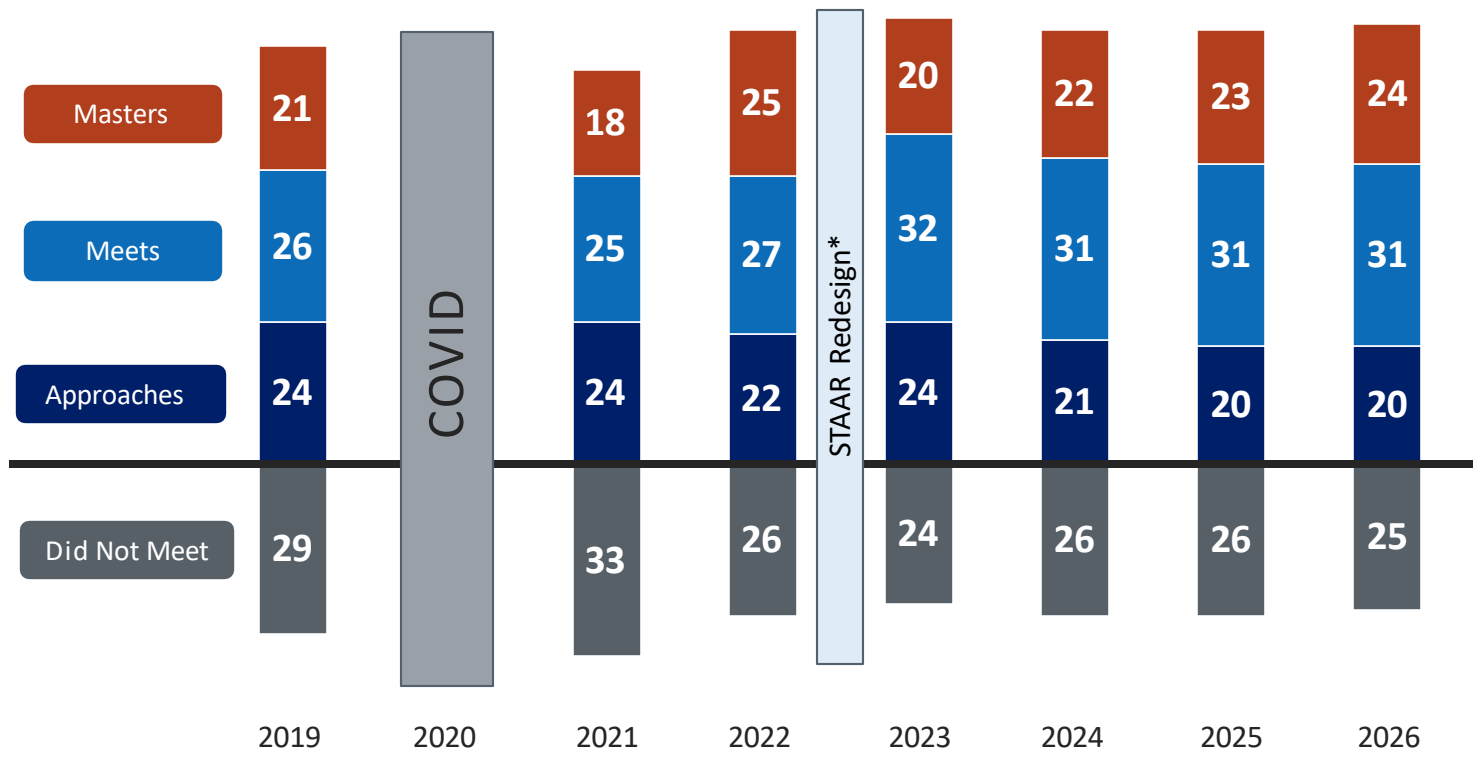
*In 2023, the STAAR test was redesigned to better align with classroom instruction, which necessitated re-setting of standards and scales from 2022 to 2023.

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

Percent of Students that Met Grade Level or Above in RLA
(Grades 3-8, English I & II)



Percent of Students by Performance Level – RLA
(Grades 3-8, English I & II)



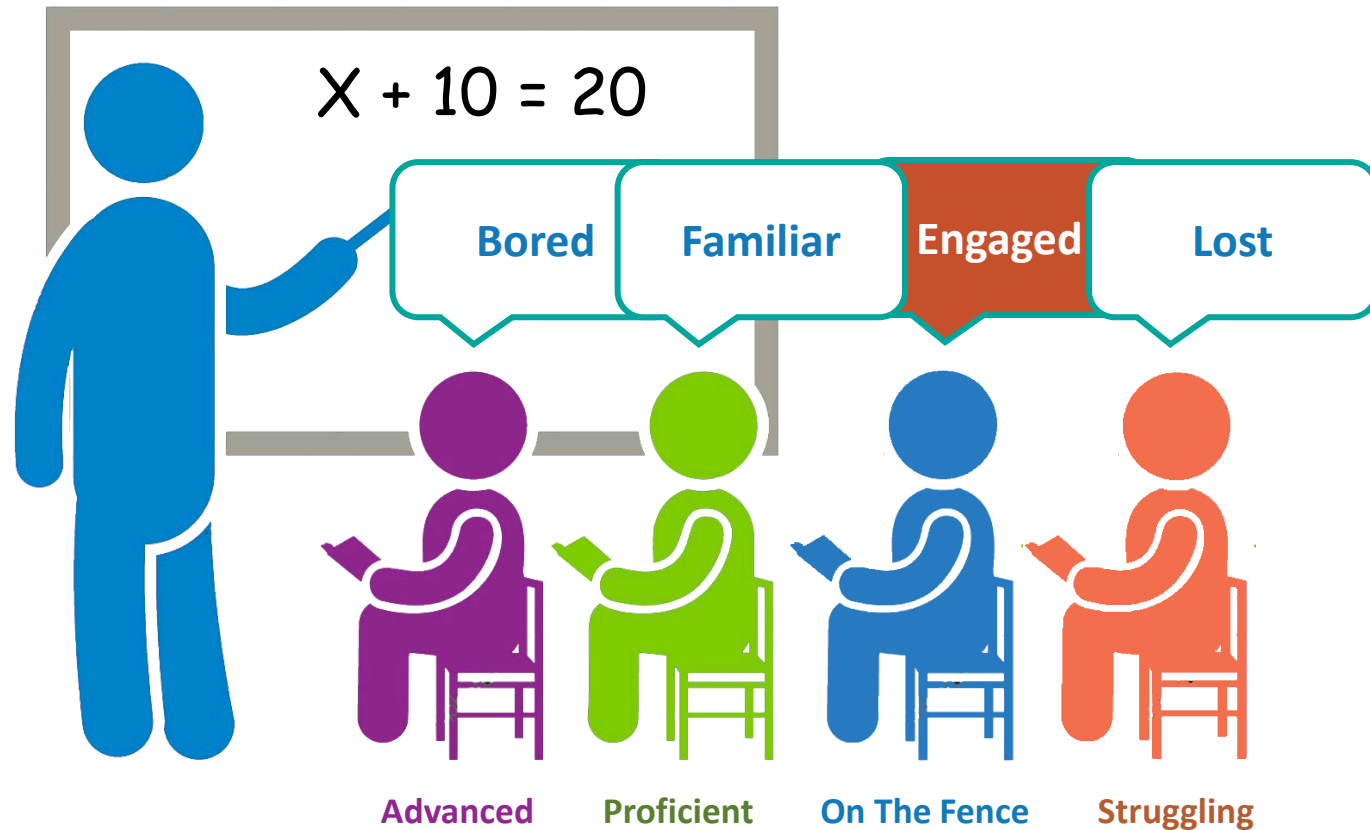
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Why Blended Learning?

Meeting the needs of all students is a challenge



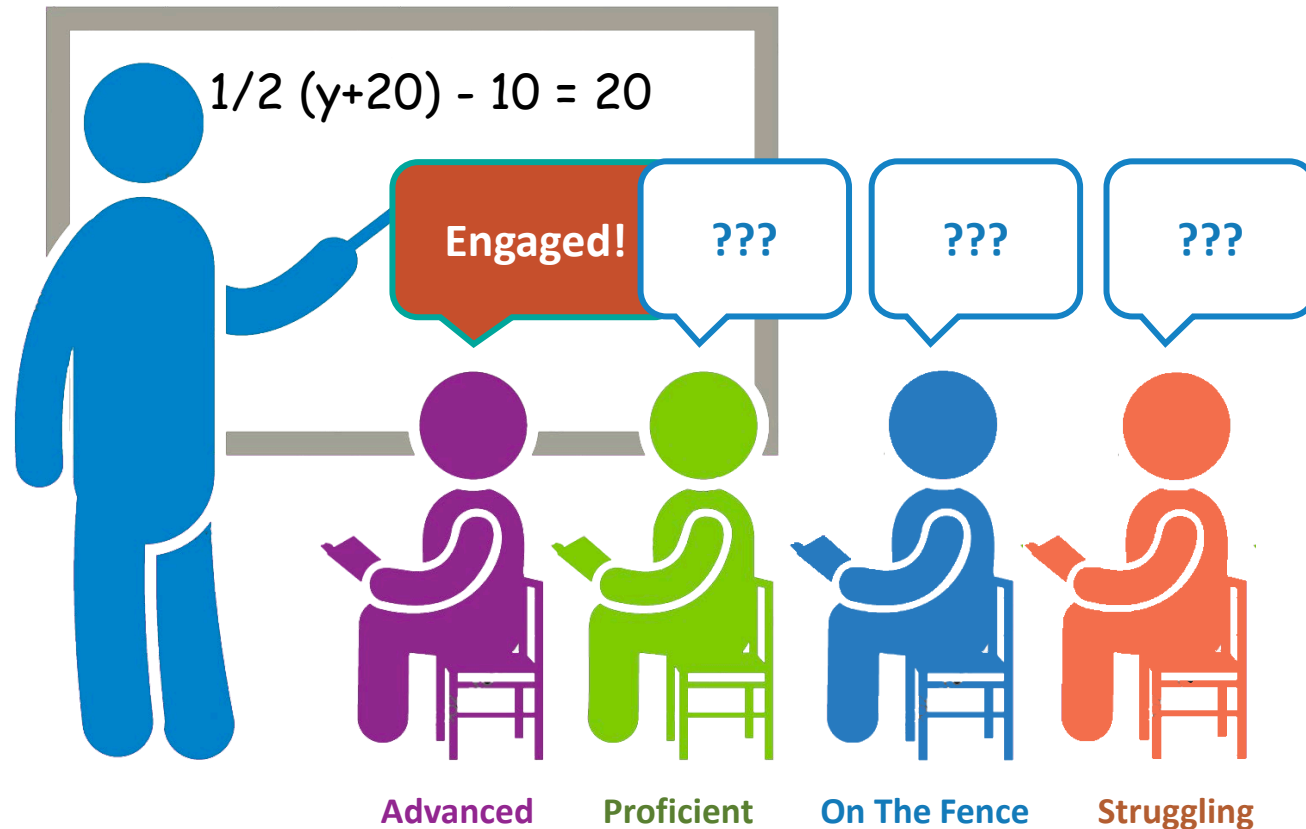
Students come to teachers with a variety of prior experiences, and with varying levels of background knowledge.



Difficulty diagnosing prior knowledge & differentiating content prevents students from learning



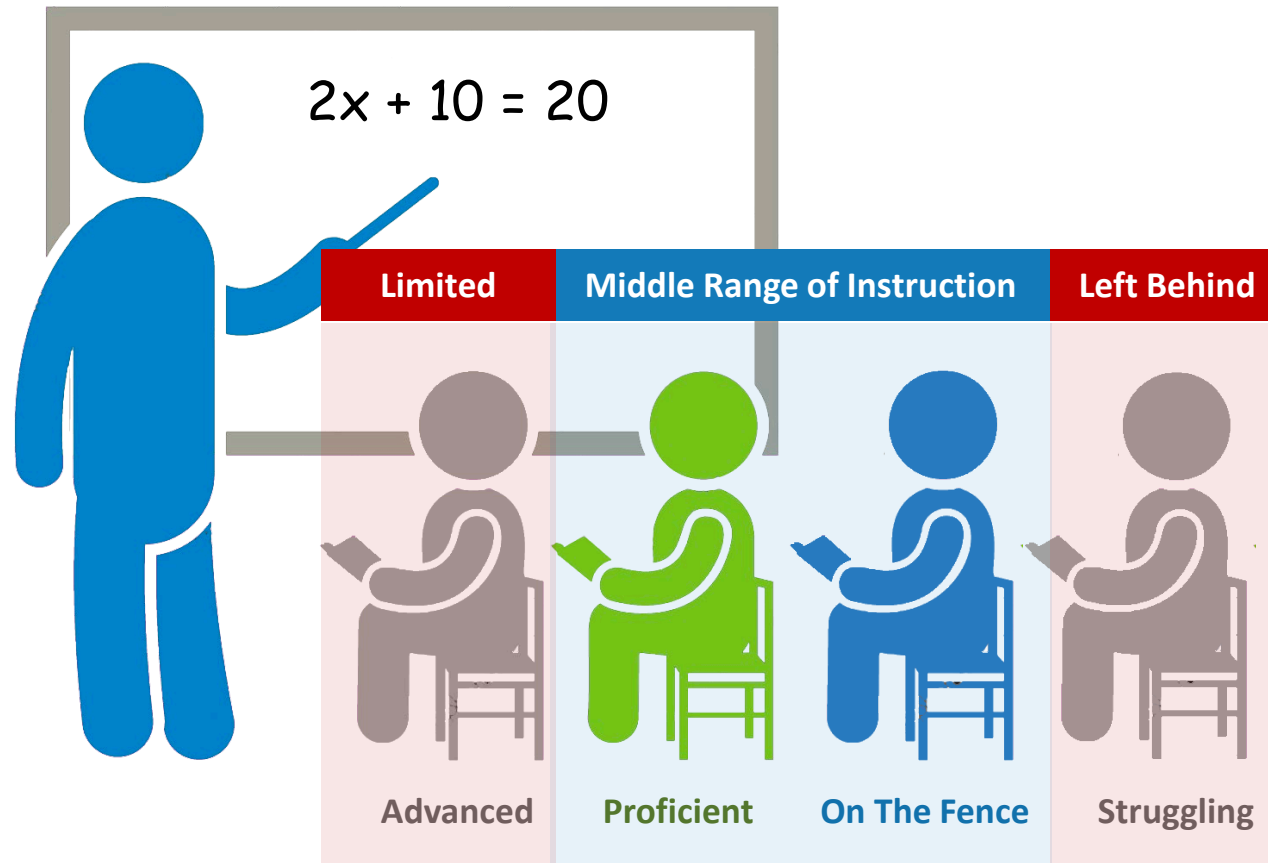
In math, if students are missing a building block, they can't move on to harder problems. Diagnosing this situation is incredibly challenging for teachers.



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



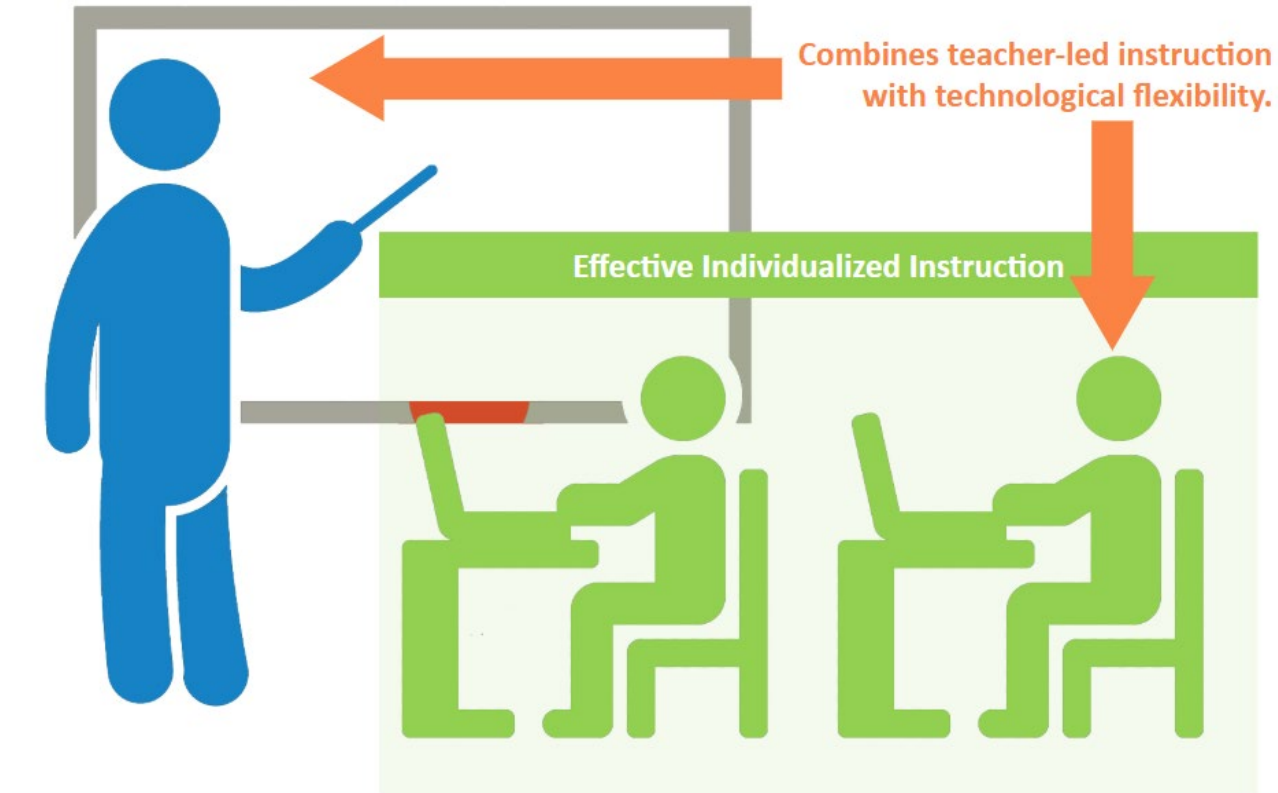
Diagnosing, differentiating, executing and adjusting instruction is incredibly challenging for all teachers, and if it isn't done, some students aren't effectively challenged.



Reach All Kids, All the Time, in a Sustainable Way



When implemented with fidelity, blended learning combines the **power and heart of direct instruction** with the **real-time capabilities of software** to meet the needs of all students in a sustainable and scalable way.

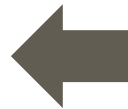


Blended Learning: a curriculum enabler to reach all students



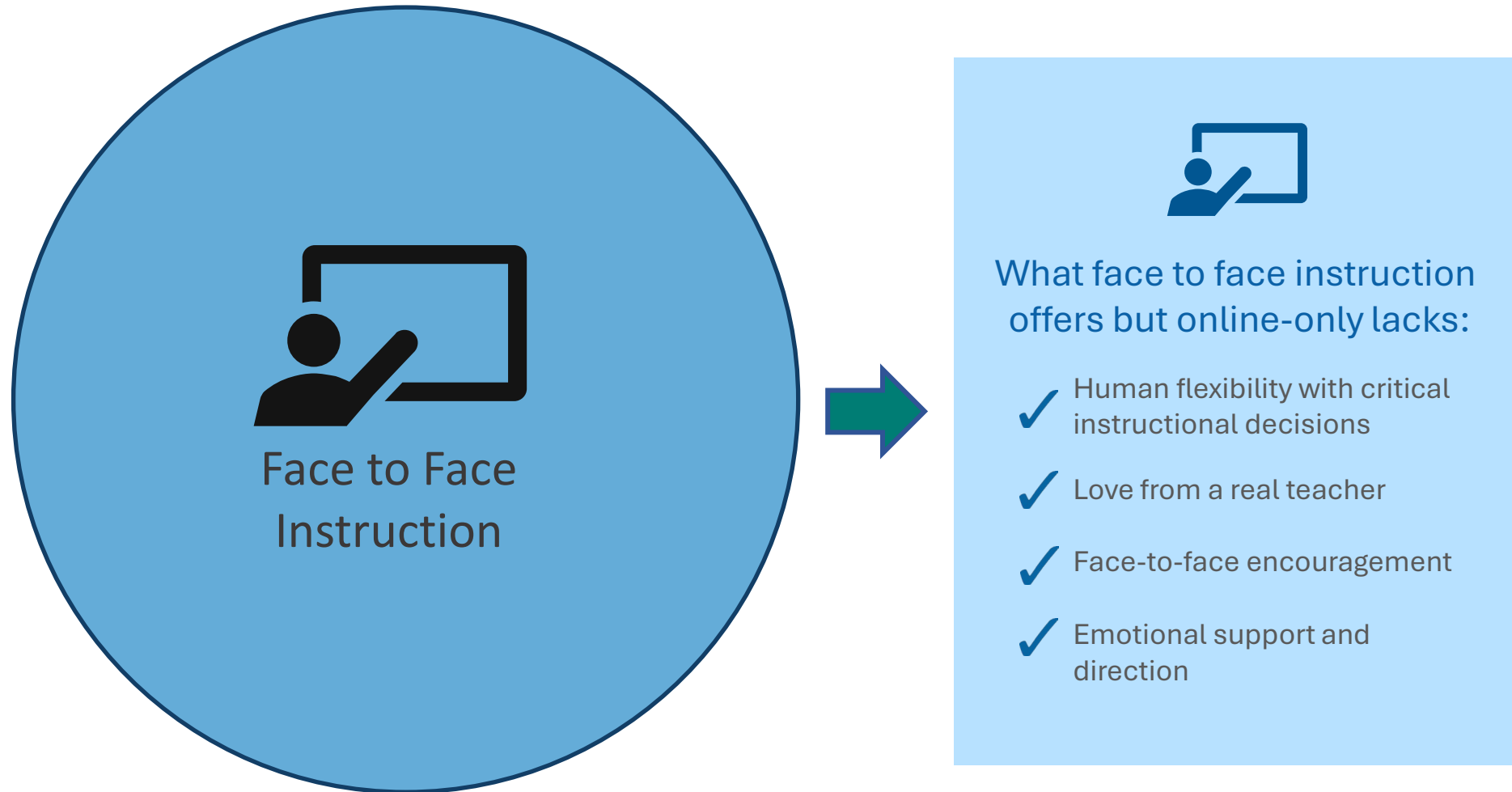
What online instruction can bring to face to face teacher instruction:

- ✓ 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

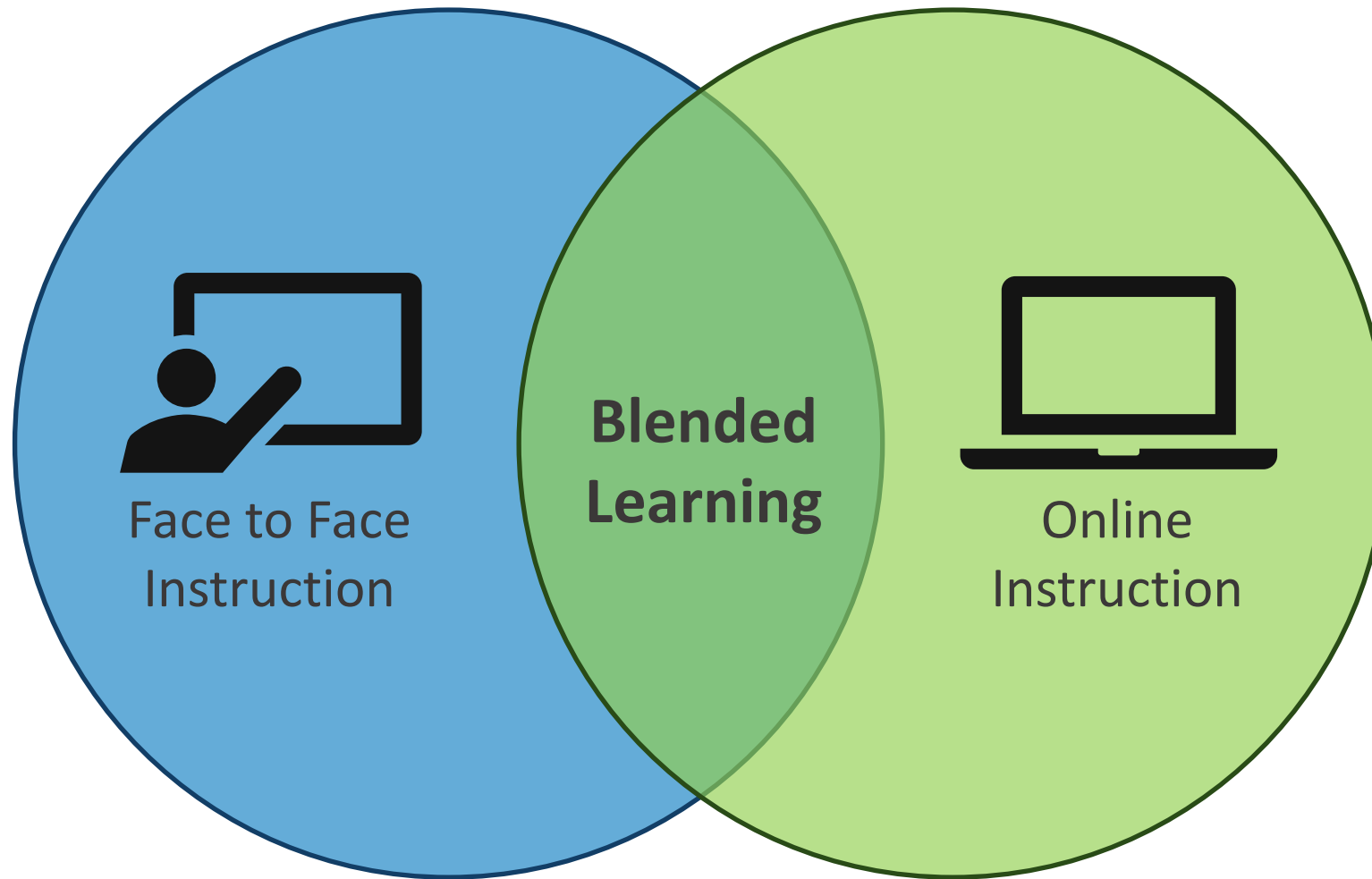


Online
Instruction

Blended Learning: a curriculum enabler to reach all students (1 of 2)

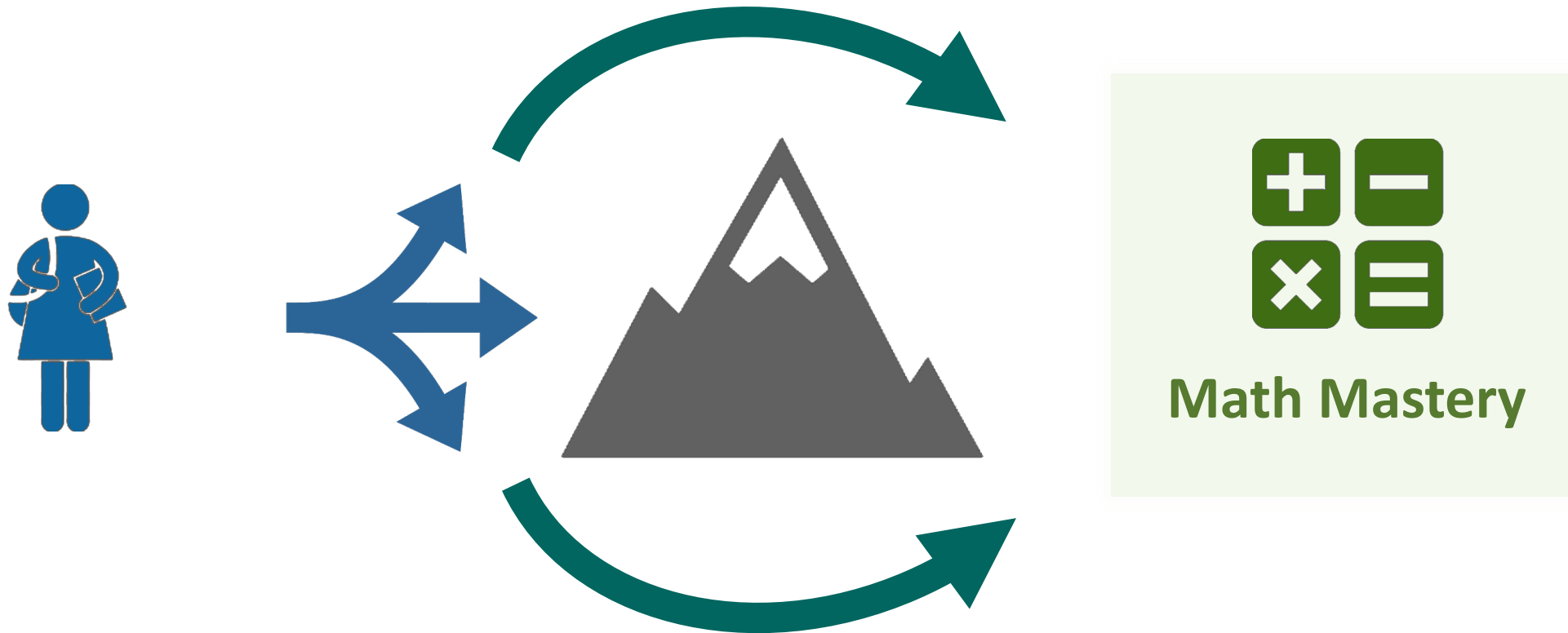


Blended Learning: a curriculum enabler to reach all students (2 of 2)



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.



Assessments diagnose mastery and set up tier 2 differentiation (1 of 2)

STAAR Readiness Report

Did Not Meet

Approaches

Meets

Masters

Working

Assigned

Refresh

Export

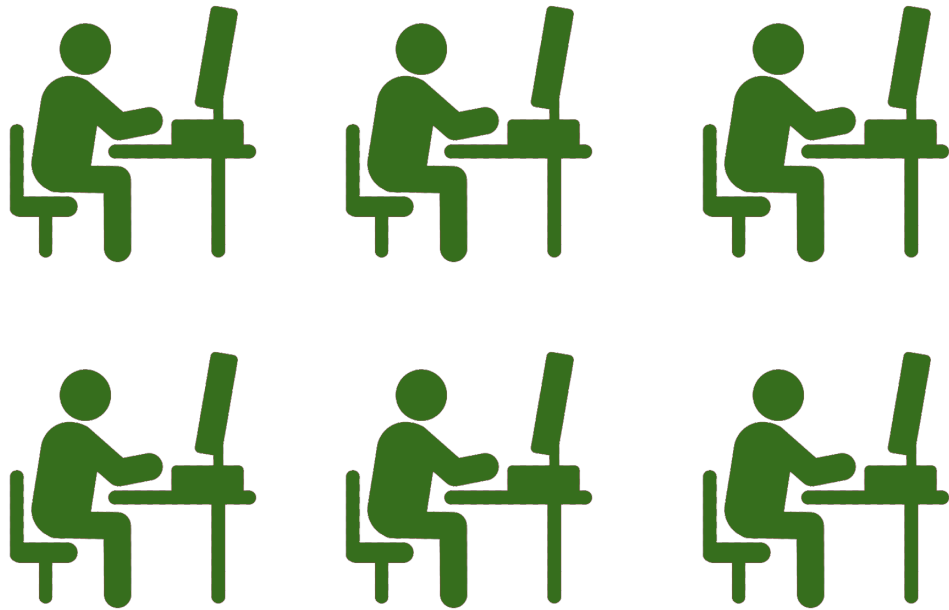
■	Name	Assignments	Total	Certificates Earned	Numerical Representations and Relationships											
					RS 3.2A	SS 3.2B	SS 3.2C	RS 3.2D	SS 3.3A	SS 3.3B	SS 3.3C	SS 3.3D	SS 3.3E	RS 3.3F ▲	SS 3.3G	RS 3.3H
	Class total		62%		67%	71%	70%	69%	55%	60%	57%	59%	60%	61%	60%	50%
☐	Hernandez, Kaylee		43%	0	36%	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%
☐	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%
☐	Beverly Patrick		72%	0	77%	100%	100%	85%	56%	67%	100%	76%	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%

Assessments diagnose mastery and set up tier 2 differentiation (2 of 2)

STAAR Readiness Report					Did Not Meet Approaches Meets Masters Working Assigned										Refresh	Export
	Name	Assignments	Total	Certificates Earned	Numerical Representations and Relationships											
					NS 3.2A	NS 3.2B	NS 3.2C	NS 3.2D	NS 3.3A	NS 3.3B	NS 3.3C	NS 3.3D	NS 3.3E	NS 3.3F		
	Class total		62%		67%	71%	70%	69%	66%	60%	67%	69%	60%	61%		
☐	Hernandez, Kaylee		43%	0	38%	100%	80%	25%				5%		33%		
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☐	Kabboord, Hunter		76%	0	83%	100%	80%	63%				10%		50%		
☐	Johnson, Deven		61%	0	64%	78%	40%	67%						59%		
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☐	Sherfield, Emma		80%	0	100%	100%	100%	100%	100%	100%	-	-	-	82%		

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

Independent, Individualized Instruction



Small Group Targeted Instruction



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

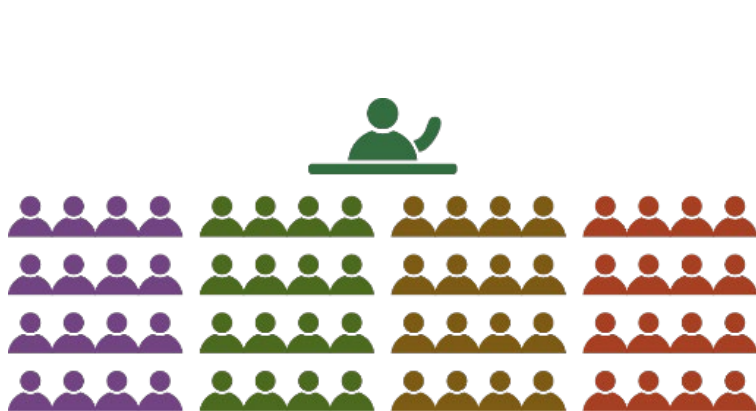
Training & Coaching:

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

Staffing Pattern:

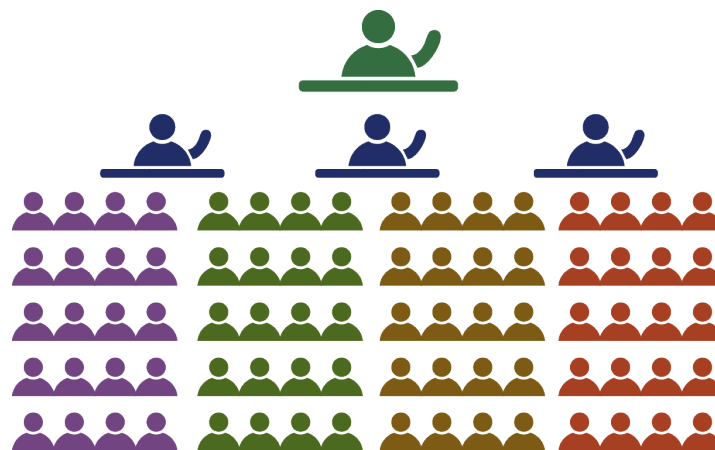
- Some staff could be designated for Tier 1 and other for Tier 2 to strategically maximize professional growth opportunities and eliminate the need for substitutes

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



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

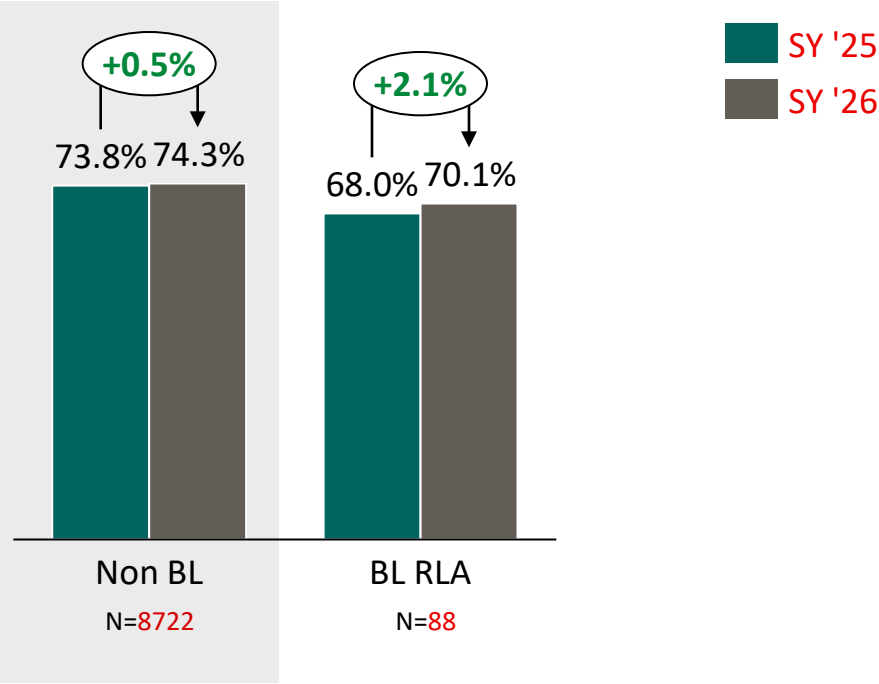
Flexible allocation of associate teachers to optimize operational efficiencies while increasing the time Teacher Leaders' have impacting students and/or coaching associates

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

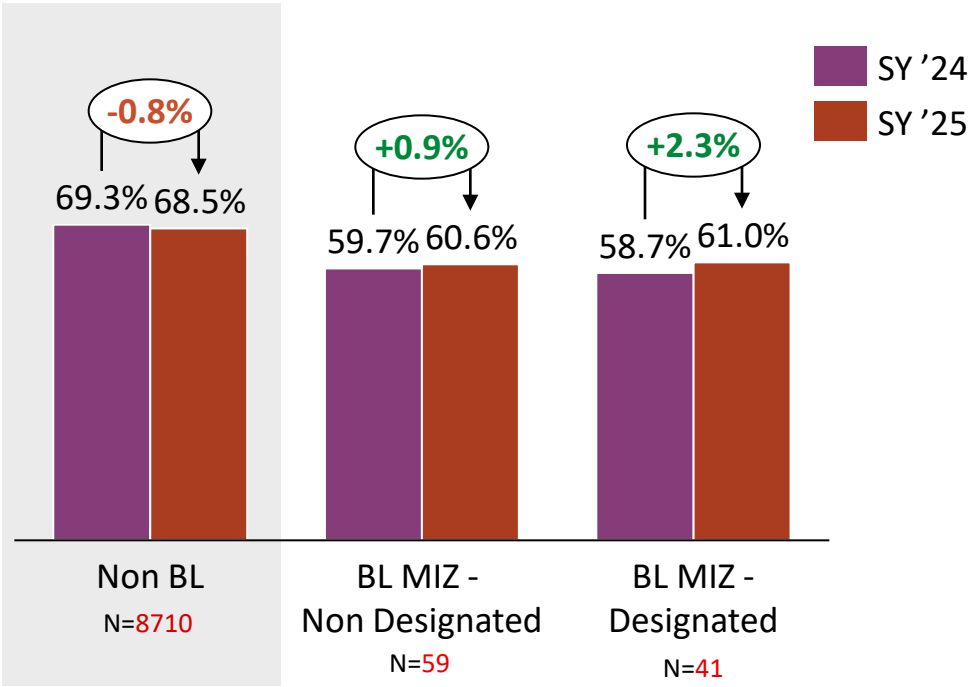
Blended Learning Campuses saw greater increases in both RLA and Math, with lower baselines in both subject.



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

Key Findings

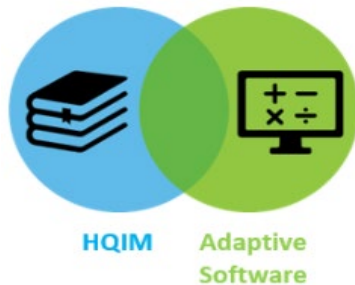
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Blended Learning has a positive effect on student learning despite COVID

One Grant Program – Two Pathways

Why this grant exists

Blended learning **combines** face-to-face instruction with online learning so all students have access to core **Tier 1 instruction** while receiving **differentiated supplemental software instruction** based on individual needs.

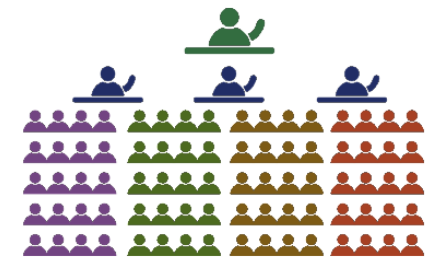


Coherent Systems

Supports school systems integration of Bluebonnet instructional materials with approved digital supplemental products for the purposes of **student software usage, implementation fidelity, and academic outcome data** to drive instructional coherence, continuous improvement, and stronger outcomes for students.

Strategic & Innovative Operations

Supports school systems who seek to make **robust operational changes to optimize campus staffing models for teachers while maximizing academic impact for students**. Applicants will select a blended model that will require significant operational and staffing shifts to rethink time in a teacher-centric way.



Note: Both pathways must choose a specific blended model, integrating a tier 1 curriculum with a digital supplemental product. A participating campus master schedule may need to be adjusted to accommodate the time blocks required.

Coherent Systems

Pathway Overview – Coherent Systems

BLG Coherent Systems cohort is a maximum **three-year program** aligned to **Bluebonnet** instructional materials. Through the integration of approved digital supplemental learning systems and rigorous performance management practices, participating school systems will use **student software usage, implementation fidelity, and academic outcome data** to drive instructional coherence, continuous improvement, and stronger outcomes for students.



BLG Models will combine classroom and online instruction to **differentiate instruction** and build student agency through some control over time, place, path, and pace within the classroom.

TX Educ Code Section 29.924 BLENDED LEARNING GRANT PROGRAM

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, including:

- LASO 3: Strong Foundations Implementation (SFI) Grant
- LASO 4: Leadership & Instructional Foundation for Texas (LIFT) Implementation Grant
- LASO 2: Strong Foundations Implementation (SFI) Grant

Scoring Criteria – Coherent Systems



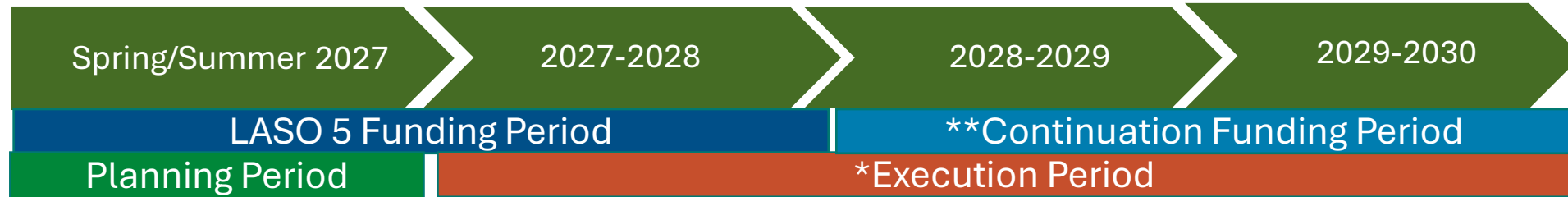
Coherent Systems Scoring Table | Applicants will be prioritized in rank order based on the following criteria below:

TEA HQIM Implementation	Successful participation and good standing in one of the following TEA initiatives:	1. LASO 3 SFI – 6 points 2. LASO 4 LIFT – 4 points 3. LASO 2 SFI – 2 points
Instructional Day Calendar	School System implementing 165 or more instructional days	3 points
Total Standard Review Points Possible	In the case of a tie, school systems will be ranked by percentage of K-8 student population participating in blended learning across the entire school system.	Maximum Points 9 points

Of the top-ranking school systems **funds will be awarded** with the following prioritization:

1. **First five awards** will be given to the highest-ranking school systems that applied for **Math**
2. The rest of the awards will be given out by **rank order regardless of math or reading selection** until the anticipated \$1,300,000 funding for this pathway is exhausted, or all applicants within this pathway are awarded.

Grant Timeline – Coherent Systems



Grantees begin the **planning stage** in spring-summer 2027:

1. Complete the **technology audit**
2. Attend May **BL Summit**
3. Complete the **Fidelity of Planning** activities:
 - a. Product Selection
 - b. Master schedule
 - c. Campus, grade-levels
 - d. BL Staffing Model
 - e. Summer training

Year 1: **Execution stage** will pilot a minimum of **3 grade-levels** between K-8th grade. Fulfill execution requirements of MIZ/RLA such as:

- a. Weekly software usage metrics
- b. DDI routines
- c. Monthly observations
- d. Site visits
- e. Goal reflection, etc...

Year 2: Implementation of execution stage by **adding remaining grade-levels** to full K-8 participation while continuing to fulfill execution requirements

Year 3: Continue execution stage by continuing to fulfill execution requirements with K-8 grade-level participation



***Funding for Years 2 and 3 is contingent upon the grantee meeting all continuation of funding requirements.*

**Math campuses only, see MIZ slide for details on accountability pauses*

Commitments*

- **Planning and Implementation Activities** 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*)
- **Approved Product Selection**, including an adaptive software program and Tier 1 High-Quality Instructional Material, both approved by TEA.
- **Performance Management Progression**, including a monthly classroom observation process and weekly software data progress monitoring protocol.

Role & Time Commitment

Role	Commitment
Project Manager Required 50% of time	District-level project manager will design and implement the BLG Learning plan.
Performance Management Coach Optional 20% of time	Campus-based instructional coach to help facilitate and monitor a monthly classroom observation process, as well as a weekly software data progress monitoring protocol. (<i>This role is optional, if the designated project manager cannot facilitate</i>)

Time Commitment

Time Commitment Expectations		
Role	Expected commitment	Primary responsibility
Project manager	Approximately 50% of time	Lead cross-department planning, implementation, monitoring, and activities
Campus leader / program manager	Annual summit; two site visits each year	Support implementation, observations, and continuous improvement
Teachers and instructional staff	Required training and weekly routines	Implement Tier 1 plus supplemental model; review formative and usage data
Steering committee (Strategic Operations)	Ongoing during planning and implementation	Coordinate finance, curriculum, campus leadership, staffing, and teacher-leader decisions
Finance / grant staff	Monthly preferred; quarterly minimum	Submit reimbursement requests and monitor allowable expenditures

Fidelity of Planning Overview

Grantees begin with a **Technology Audit** to understand their current digital landscape. A third-party vendor evaluates district technology investments and provides recommendations to help identify opportunities to streamline tools and strengthen decision-making.

Results from Last year:

49 student-facing software tools identified across 18 districts with as many as **17 digital tools removed** from one district.

Audit findings are helping **districts eliminate** unused or redundant products and build **more coherent digital ecosystems**.

Grantees will complete a comprehensive **Fidelity of Planning (FOP)** process from March 2027-August 2027 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	Template
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 & How-to Guide	Revised SMART Goals

The process is broken down into key sections with **artifact-driven activities** 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



**Blended Learning
Grant Program**

Defense Presentation 2024-2025



[BLG Team]
Michael Strange, Heather Greenhalgh-Spencer Ph.D.,
and Kristin Mansell Ph.D.
April 3, 2025

Usage Data Tracking

Weekly/Monthly/Quarterly data tracking and action tracking

Observation Progressions

Monthly submission of BL Observation Progressions and action tracking

BL Defense

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



80/80 rule:
80% of students, approaching (80%) fidelity or better.

80% of monthly observation progressions and coaching feedback submitted on-time

Score **80%** or better on BL Defense presentation rubric.

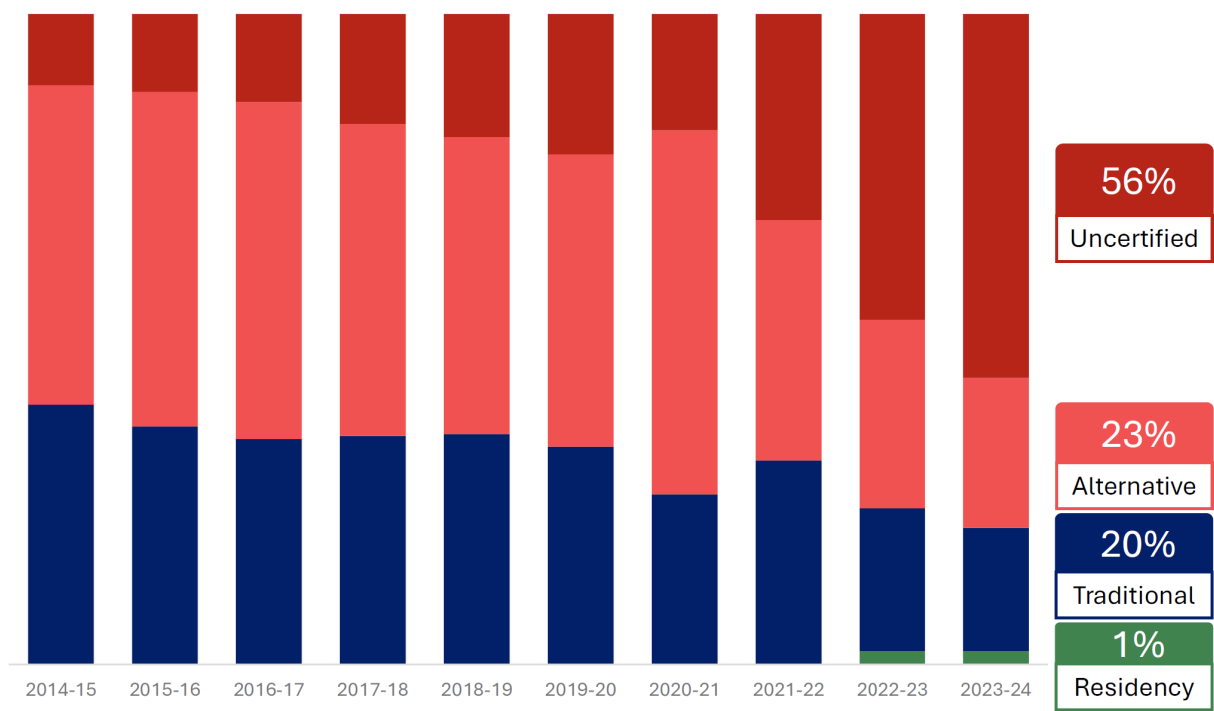
**See MIZ Designation slide for more information.*

Strategic & Innovative Operations

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

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

Strategic Staffing needed for High Quality Teachers



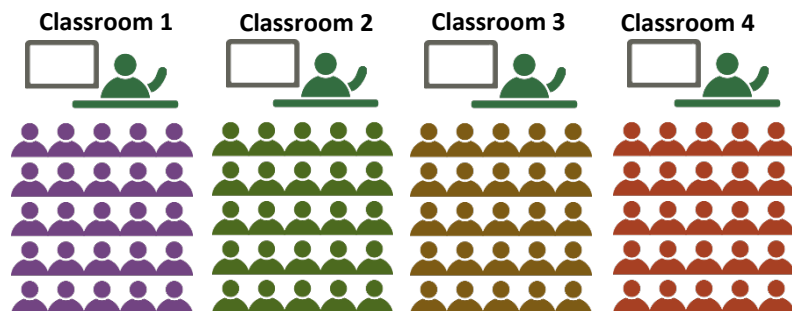
Note that models in the [Strategic & Innovative Operations Cohort](#) will require **significant operational and staffing shifts** to rethink time in a teacher-centric way at the participating campus(es).

Strategic Staffing models will require a shift from the status quo

Increasing access to high-quality teachers through **operational shifts** within a **large-scale** blended model.

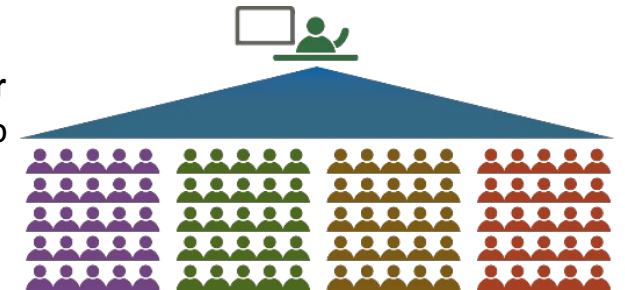
Status Quo

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

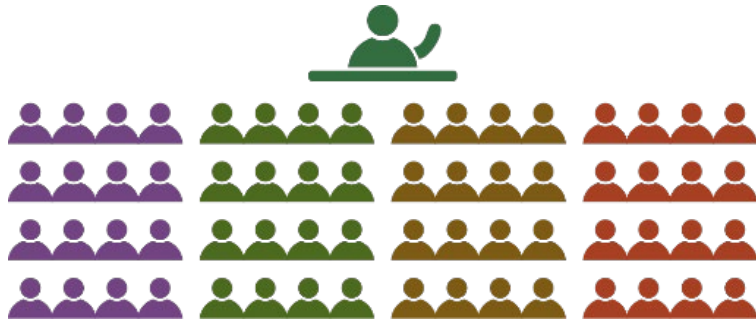


Part 2: **Associate teachers differentiate and utilize blended learning** in small groups



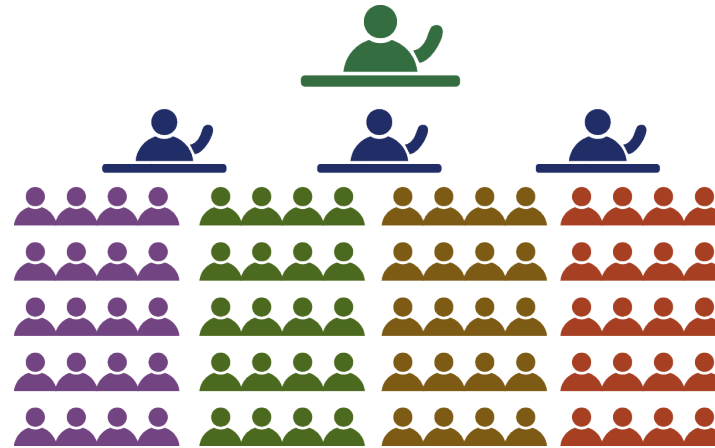
All teachers work together in **teacher teams** fluent in the same content, lesson plans, and student needs

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



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 provide instruction to a larger group of students than a typical classroom.



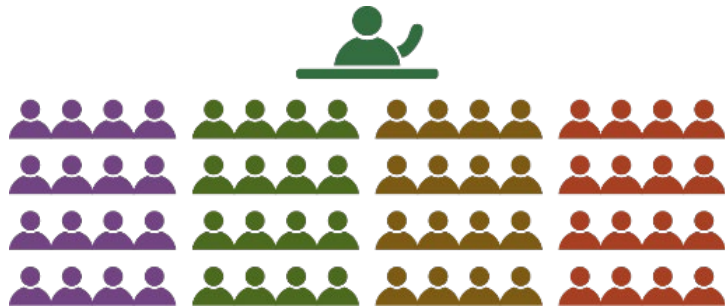
Schedule & Staffing Optimization

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

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...

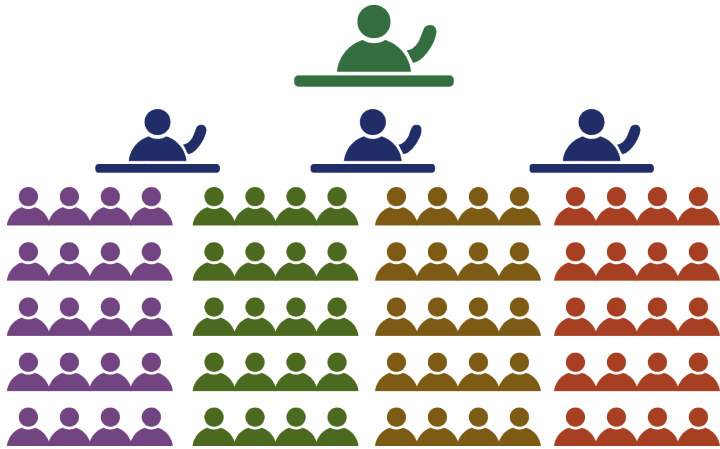
Vacancy: Team Teaching

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.

Team Teaching with a Blended Model

What this looks like...



Co-Teaching Approach

Teacher Leader + associate teacher(s) are paired to work alongside each other the entire school day and 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...

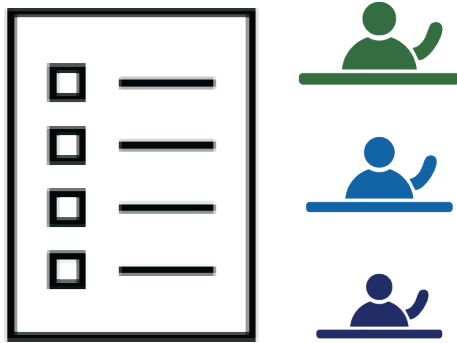
Vacancy: Pair Teaching

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 reduce 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.

Staffing and Scheduling Optimization

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.

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

- LASO 3 BLG Math and/or RLA (First year of execution in 2025-2026)
- LASO 2 BLG Math and/or RLA (First year of execution in 2024-2025)
- LASO 1 BLG Math and/or RLA (First year of execution in 2023-2024)
- TCLAS 3A Math and/or RLA (First year of execution in 2022-2023)
- SAF Blended Learning Redesign (First year of Continuation in 2021-2022)
- MIZ Grant or Non-Math (First year of execution in 2021-2022 or prior)

Scoring Criteria



BLG Strategic & Innovative Operations Scoring Table
Applicants will be scored based on the four priority point categories below:

Weekly Calendar	Implementing 165 or more instructional days	5 points
Prior Grant Participation	TEA Strategic Staffing Initiatives • Texas Strategic Staffing for Residencies Grant • Texas Strategic Staffing Grant for Sustainable, Paid Teacher Residency Program • Sustainable Residency Continuation Grant • Cycle 6 Grow Your Own (GYO) Grant (outside of LASO) • LASO 4 - PREP GYO Allotment	5 points each; maximum 25 points
BL Supplemental Product Participation	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	The percentage of students meeting high-fidelity usage of a supplemental product implemented during the Spring of 2026. 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 2026 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 during the application review period from the submitted Software Usage Scoring Attachment. <i>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.</i>	1-40% 10 pts 41-55% 15 pts 56-70% 20 pts 71-85% 25 pts 86-100% 30 pts

Scoring Criteria – Oral Interviews



BLG Strategic & Innovative Operations Scoring Table

The sixteen highest-scoring applicants, based on the cumulative scores from the criteria above, will be selected as finalists and invited to participate in an oral (virtual) interview with TEA and be ranked/awarded accordingly.

Oral Interview (Finalist Only)	Scoring will be based on the school system (finalist) responses to questions from the following sections: • 10 points: Alignment of Blended Learning Strategic & Innovative Operations-BLG with overall school system strategy. • 10 points: Understanding of operational shift requirements and planning activities • 10 points: Presence of existing strategic staffing practices and policies to support Blended Learning Strategic & Innovative Operations-BLG planning • 5 points: Plans for engaging technical assistance organizations <i>Note: a minimum threshold of 20 points must be met to be ranked.</i> Applicants for this pathway will be selected in rank order until funding is exhausted.	Maximum 45pts
Total Standard Review Points Possible	70 points The possible maximum total for sections 1-3 35 points The possible maximum total for sections 4	SUM See description

Who interviews?

- Oral interviews apply only to the Strategic & Innovative Operations pathway.
- The 16 highest-scoring applicants may be invited as finalists.
- Coherent Systems applicants do not complete an oral interview.

Required participants

- Superintendent or superintendent delegate
- Proposed project manager
- School system curriculum and instruction district leader
- Participating campus leader(s)

How finalists are scored

35 points possible:

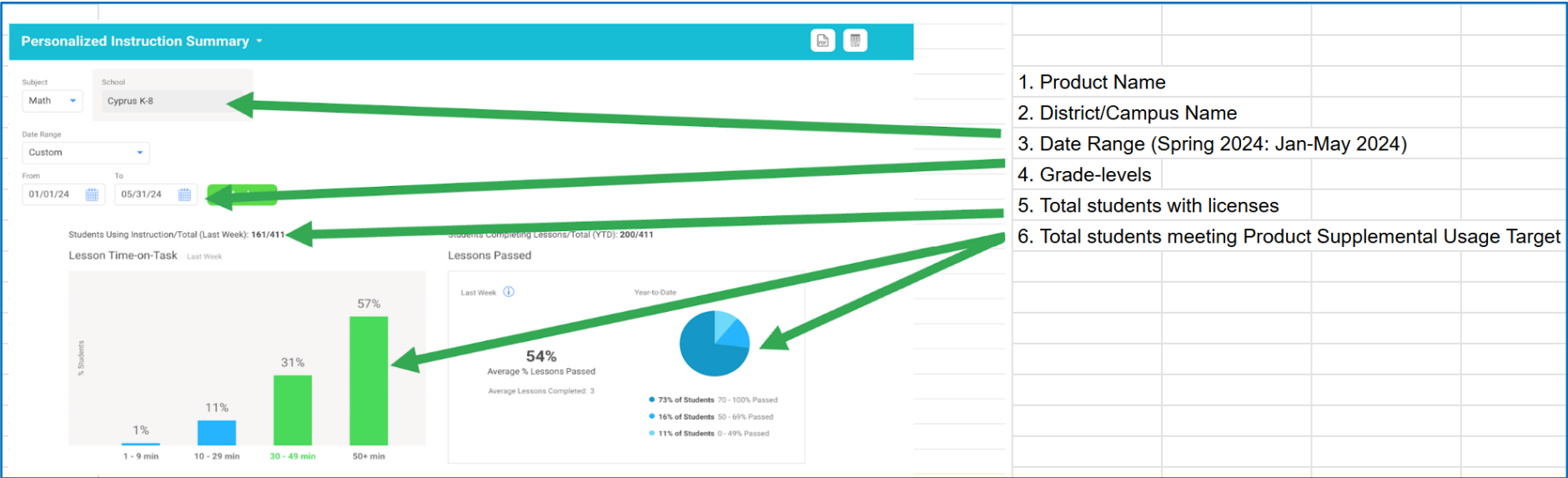
- 10 | Strategy alignment
- 10 | Operational-shift understanding
- 10 | Existing strategic-staffing practices
- 5 | Technical-assistance plan

A minimum interview score of 20 points is required to receive an award.

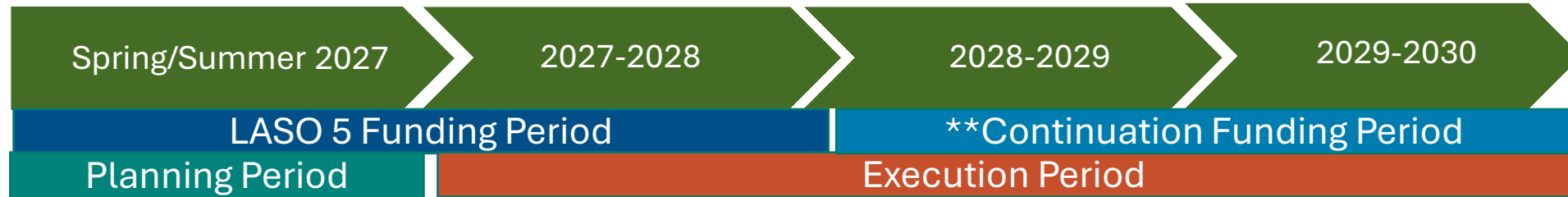
Attachment: Digital Supplemental Usage

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	PERCENTAGE OF PARTICIPATING BL STUDENTS	TOTAL PARTICIPATING BL STUDENTS MEETING SUPPLEMENTAL TARGET METRIC	PERCENTAGE OF PARTICIPATING STUDENTS IN MEETING SUPPLEMENTAL 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%



Grant Timeline – Strategic & Innovative Operations



Grantees begin the **planning stage** in spring-summer 2027:

1. Complete the **technology audit**
2. Attend May **BL Summit**
3. Complete the **Fidelity of Planning** activities:
 - a. Product + staffing approach selection
 - b. Master schedule
 - c. Campus, grade-levels
 - d. Establish steering committee
 - e. BL Staffing Model
 - f. Summer training

Year 1: **Execution stage** of grant begins with **pilot of at least one full grade-level** between K-8th grade. Fulfill execution requirements of MIZ/RLA such as:

- a. Establish Teacher-Leader an associate teacher structures
- b. Weekly software usage metrics
- c. DDI routines
- d. Monthly observations
- e. Site visits
- f. Goal reflection, etc...



Year 2: Implementation of execution stage by adding a **minimum of 1 grade-level per grade-band** (K-2, 3-5, 6-8) to full K-8 participation while continuing to fulfill execution requirements



Year 3: Continue execution stage by continuing to fulfill execution requirements with K-8 grade-level participation



***Funding for Years 2 and 3 is contingent upon the grantee meeting all continuation of funding requirements.*

**Math campuses only, see MIZ slide for details on accountability pauses*

Time Commitment

Role	Expected commitment	Primary responsibility
Project manager	Approximately 50% of time	Lead cross-department planning, implementation, monitoring, and activities
Campus leader / program manager	Annual summit; two site visits each year	Support implementation, observations, and continuous improvement
Teachers and instructional staff	Required training and weekly routines	Implement Tier 1 plus supplemental model; review formative and usage data
Steering committee (Strategic Operations)	Ongoing during planning and implementation	Coordinate finance, curriculum, campus leadership, staffing, and teacher-leader decisions
Finance / grant staff	Monthly preferred; quarterly minimum	Submit reimbursement requests and monitor allowable expenditures

Grant Logistics

What school systems receive

- Year 1 funding to plan and implement a high-quality blended learning model
- Approved digital supplemental-product licenses, training, and technical assistance
- A Spring 2027 technology audit and implementation-planning support
- Communities of practice, campus visits, and an annual Blended Learning Summit

What school systems build

- Master schedule protecting Tier 1 instruction and supplemental-product fidelity
- Assessment calendar and weekly data-analysis routines
- Stakeholder engagement and professional-learning plans
- Performance-management routines using usage, implementation-fidelity, and academic-outcome data
- Annual reflection and revision plans

BLG Application Funding

Application Funding

It is anticipated that up to approximately **20 applicants** will be awarded (\$76,000-\$198,000) for the LASO 5 Blended Learning Grant between the Coherent Systems and Blended Learning Strategic & Innovative Operations pathways.

LASO 5 Blended Learning Grant (Year 1)

- Coherent Systems pathway: It is anticipated that 12 applicant(s) will be awarded for Year 1 – LASO 5 BLG between \$76,000 - \$128,000 (up to \$178,000 if awarded both Math and Reading cohorts)
- Blended Learning Strategic & Innovative Operations pathway: Is anticipated that 8 applicant(s) will be awarded for Year 1 – LASO 5 BLG between \$106,000 - \$198,000

Blended Learning Execution Grant (Continuation Year 2 & Year 3)

- Coherent Systems pathway: It is anticipated that qualifying applicants will be awarded up to 125 percent of their LASO 5 Blended Learning Grant award for continued execution in years 2 and 3.
- Blended Learning Strategic & Innovative Operations pathway: It is anticipated that qualifying applicants will be awarded up to 125 percent of their LASO 5 Blended Learning Grant award for continued execution in years 2 and 3.

This is a three-year grant. *Year 1, LASO 5 Blended Learning Grant, spans from March 2027 through May 31, 2028, followed by the continuation grant (contingent on available funding) for Year 2 anticipated from June 2028 through April 30, 2029, and Year 3 anticipated from June 2029 through May 30, 2030, upon satisfactory completion of LASO 5 grant activities.*

** 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.*

BLG Award Formulas



Funding Criteria

LASO 5 Blended Learning Grant – Year 1

- **Coherent Systems pathway** grantees will be funded using the following formula: $\$25,000 + (\$10,000 \times \# \text{ of participating campuses, 3 campuses maximum}) + (\$40 \times \# \text{ of participating students, up to 400 students maximum per campus, 3 campuses maximum})$. The maximum award is \$128,000 if awarded Math or RLA and \$178,000 if awarded math and RLA
- **Strategic & Innovative Operations pathway** grantees will be funded using the following formula: $\$60,000 + (\$30,000 \times \# \text{ of participating campuses, 3 campuses maximum}) + (\$40 \times \# \text{ of participating students, up to 400 students maximum per campus, 3 campuses maximum})$. There is a maximum award of \$198,000 per grantee.

Blended Learning Continuation Grant – Year 2 & Year 3

- **Coherent Systems pathway:** It is anticipated that qualifying applicants will be awarded up to 125 percent of their LASO 5 Blended Learning Grant award for continued execution in years 2 and 3.
- **Strategic & Innovative Operations pathway:** It is anticipated that qualifying applicants will be awarded up to 125 percent of their LASO 5 Blended Learning Grant award for continued execution in years 2 and 3.

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

Grant-wide requirements

- Designate a school system-level project manager with decision-making authority and approximately 50% time.
- Complete a Spring 2027 technology audit and fidelity-of-planning activities.
- Use a TEA-approved Tier 1 HQIM and approved adaptive supplemental product.
- Complete required training and provide requested usage, assessment, observation, implementation, expenditure, and research data.
- Participate in required meetings, communities of practice, two campus visits each year, and the annual BL Summit.

Coherent Systems

- Year 1: at least three grades, including two K–5 and one 6–8
- Years 2–3: all K–8 grades

Strategic & Innovative Operations

- Establish a cross-departmental steering committee.
- Select Reach More Students, Co-Teaching and Mentorship, and/or Schedule and Staffing Optimization.
- Year 1: pilot one full grade per campus
- Years 2–3: at least one grade in each grade-band (K–2, 3–5, and 6–8).

Blended Model Commitment

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



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).

Coherent Systems Pathway 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	RWL/IMRA approved	90 minutes	60 min Bluebonnet 30 min Supplemental Lab Rotation
6-8	Math	Bluebonnet	RWL/IMRA approved	60 minutes	45 min Bluebonnet 15 min Supplemental Lab Rotation
HS	Algebra I	Bluebonnet	RWL/IMRA approved	60 minutes	45 min Bluebonnet 15 min Supplemental Lab Rotation
K-3	Reading	Bluebonnet	RWL/IMRA approved	150 minutes	120 min Bluebonnet 30 min Supplemental Lab Rotation
4-5	Reading	Bluebonnet	RWL/IMRA approved	120 minutes	90 min Bluebonnet 30 min Supplemental Lab Rotation
6-8	Reading	IMRA product	RWL/IMRA approved	120 minutes	90 min Tier One Curriculum 30 min Targeted Stations

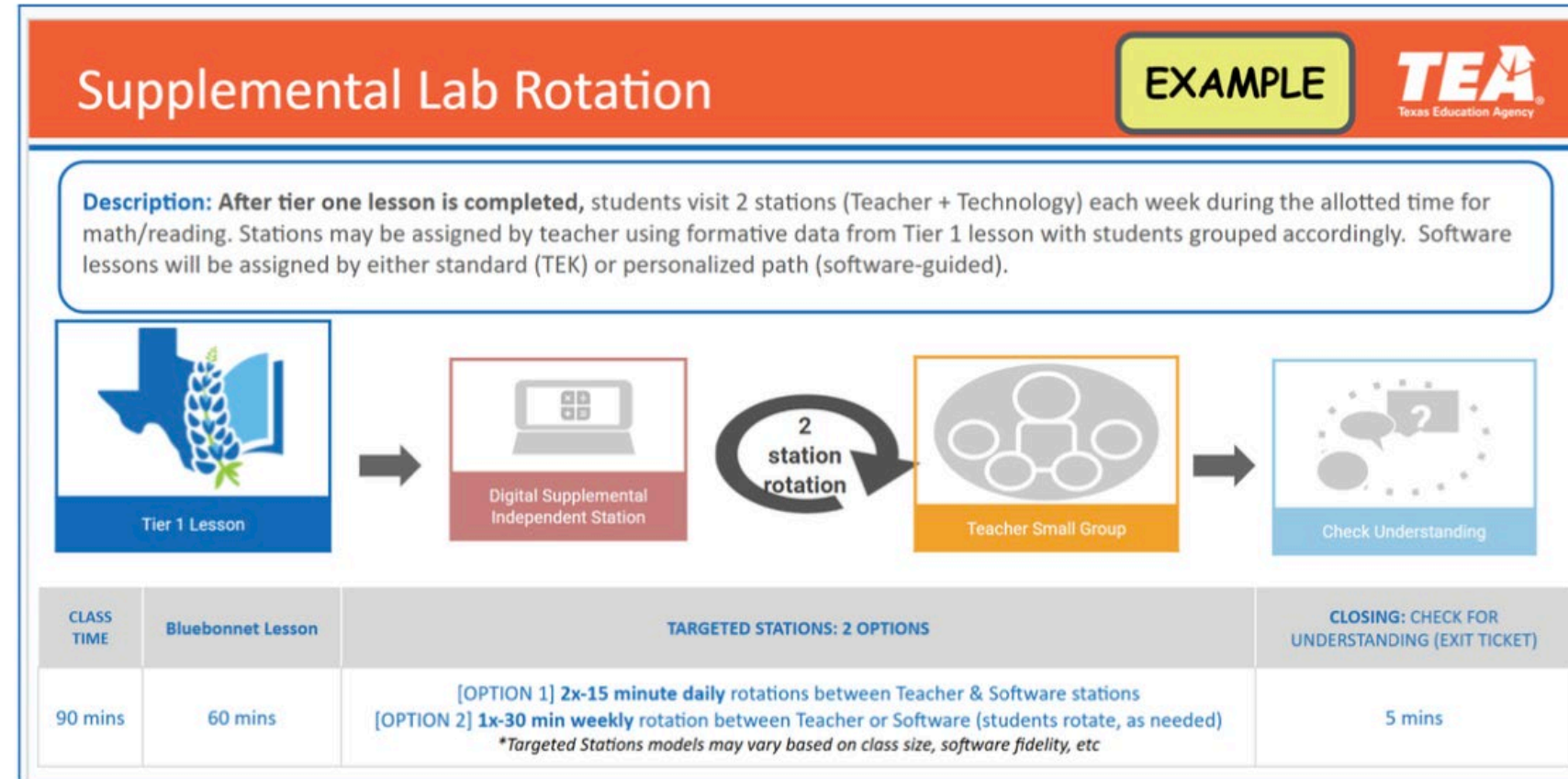
Strategic & Innovative Operations Pathway Options

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	RWL/IMRA approved	90 minutes	60 min Tier One Curriculum 30 min Supplemental Lab Rotation
6-8	Math	IMRA product	RWL/IMRA approved	60 minutes	45 min Tier One Curriculum 15 min Supplemental Lab Rotation
K-3	Reading	Bluebonnet	RWL/IMRA approved	150 minutes	120 min Bluebonnet 30 min Supplemental Lab Rotation
4-5	Reading	Bluebonnet	RWL/IMRA approved	120 minutes	90 min Bluebonnet 30 min Supplemental Lab Rotation
6-8	Reading	IMRA product	RWL/IMRA approved	120 minutes	90 min Tier One Curriculum 30 min Targeted Stations

Example of Supplemental Lab Rotation Model

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



State Approved Provider List*



Grant Overview

The Blended Learning Grant opportunity has **two distinct pathways** and associated purposes:

Blended Learning Coherent Systems Pathway: Supports districts and charter schools in implementing and sustaining high-quality blended learning models in Mathematics (MIZ) and Bluebonnet-aligned RLA. Through approved digital supplemental products and performance management practices, participants use implementation and student outcome data to strengthen instructional coherence and improve student achievement.

Blended Learning Strategic & Innovative Operations Pathway: Supports districts and charter schools in using blended learning to redesign scheduling, staffing, and/or budgets to maximize student outcomes and create more sustainable teacher staffing models. Available to systems that have completed a planning phase through MIZ or RLA Blended Learning grants.

Pathway Requirement: All participants must implement an approved blended learning model that integrates Tier 1 instructional materials with an approved digital supplemental product. Campus schedules may require adjustments to support the selected model.

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

Note: IMRA/SBOE-Approved and Ratio Waiver List

Math and Reading Supplemental Products

Aligned to the Math IMRA/SBOE-Approved Instructional Materials & Ratio Waiver List:

Math only Carnegie Learning (MATHia) | Discovery Ed (DreamBox Math) | Edmentum (Exact Path Math) | Great Minds (Zearn) | McGraw Hill (ALEKS) | MIND Ed (ST Math)

Reading only Amira Learning (Amira)

Math & Reading HMH (180 Flex Texas & READ 180 Flex) | IXL Learning (IXL Math, IXL Reading)

Note: Reading Supplemental Products

Will be determined after Fall 2026 SBOE meeting

Optional Technical Assistance Providers:

Amplify | Education Elements | engage2Learn | ESC Regions 1, 7, 11, 16, 19, 20 | The Meadow Center for Preventing Educational Risk | MGT

Required Technical Assistance Providers

Strategic Operations Cohort:

engage2Learn | The Learning Agenda (TLA)

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

Digital supplemental providers

- Both pathways select an approved digital supplemental product aligned to the participating subject and grade span.
- Products must undergo one of the vetted vendor processes for BLG approval:
 - Ratio Waiver List (RWL)
 - Instructional Materials Review and Approval (IMRA)

Note: Products on one or both lists are not guaranteed approval for BLG

Coherent Systems support

It is **highly-recommended** for school systems to contract with an approved implementation vendor. The guidelines recommend **budgeting 10% of grant funds** for technical-assistance vendors on the State Approved Provider List.

Strategic Operations support

School systems are **required** to contract with an approved design and implementation vendor and **budget at least 10% of awarded funds** for required vendor support.

Digital Supplemental Products- Math*

*BLGP Eligible Products (LASO 4+) - MATH

Subject	Providers	Product Name	Grade-Bands	Fidelity	Pricing (EMAT)	Contact Email
MATH	Discovery Ed	Dreambox	K-2, 3-5	2 lessons per week	1 year: \$10 per student	jweidling@discoveryed.com
MATH	Edmentum	Exact Path Math	K-2, 3-5	40 min per week (K-5)	Grades K-2: \$20/student Grades 3-5: \$25/student	Sales_TX_Leaders@Edmentum.com
MATH	Great Minds + Zearn	Math Catalyst + Zearn	K-2, 3-5	3 lessons per week 2 small groups per week	\$7,000 for 25+ students (within a rostered campus)	TexasSales@greatminds.org
MATH	MIND Ed	ST Math Texas	K-2, 3-5	40 min per week (PK-8)	\$17/student with 1-year subscription	texas@stmath.com
MATH	Zearn	Zearn	K-2, 3-5	3 lessons per week	\$3,500 for 25+ students (per rostered campus)	info@zearn.org
MATH	HMH	Math 180 Flex Texas	3-5, 6-8	15-20 minutes per day, 3-5 days per week	1-year Student Digital Subscription: \$23 per student	Tabitha.Reever@hnhco.com
MATH	HMH	Math 180 Texas	3-5, 6-8	15-20 minutes per day, 3-5 days per week	Student Resource Package 1-yr for Grades 3-8: \$99	Tabitha.Reever@hnhco.com
MATH	IXL Learning	IXL Math	K-2, 3-5 6-8, Alg I	2 skills per week	Math only \$13.25 per student per year Math/ELA Bundle \$18.75 per student per year Note: pricing will increase on July 1, 2026, to \$14 (Math only) and \$19.50 (Math/ELA)	texas@ixl.com
MATH	McGraw Hill	ALEKS	6-8, Alg I	45 min per week At least 5 topics/week	\$20.43 for 1 Year Student Subscription	debbie.womack@mheducation.com
MATH	Carnegie Learning	Texas Supplemental Math Solution	6-8, Alg I	2 workspace per week	\$31.56 per student (1-year subscription)	sdoran@carnegielearning.com



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

*Online Curriculum providers, EMAT pricing and/or fidelity metrics may change after IMRA approved list is posted

Digital Supplemental Products- Reading Language Arts*

IMPORTANT: The following list may change following the approval of the November IMRA supplemental list.

*BLGP Eligible Products (LASO 4+) - RLA

Subject	Providers	Product Name	Grade-Bands	Fidelity	Contact Email
RLA	Amira Learning	Amira	K-6	30 minutes per week	Jamie.holley@amiralearning.com
RLA	IXL Learning	★ IXL Reading	K-8	2 skills per week	texas@ixl.com
RLA	HMH	★ Read 180 Flex	K-8	18 – 20 minutes/day 4 – 5 days per week, Completing at least 9 Segments	Tabitha.Reever@hnhco.com



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

*Online Curriculum providers, EMAT pricing and/or fidelity metrics may change after IMRA approved list is posted

FAQ will be available on the final webinar deck posting

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....

Understanding the LASO 5 Interview Process



Interviews are a required part of the award process for select LASO 5 programs.

1 GRANT

One program-specific interview

The individual program team will contact the applicant to schedule.

OR

MULTIPLE GRANTS

Joint interview whenever possible

A coordinated conversation reduces duplicate sessions and scheduling burden.

20

MINUTES PER PROGRAM

Joint interviews may be longer because each program receives its own interview time.

Six LASO 5 programs include interviews in the selection process

ADSY PEP

Local Accountability System (LAS)

Blended Learning Grant (BLG)

School Action Fund (SAF)

Early College High School (ECHS) / P-TECH

Virtual and Hybrid Program Accelerator (VHPA)

Interview participation does not guarantee an award.

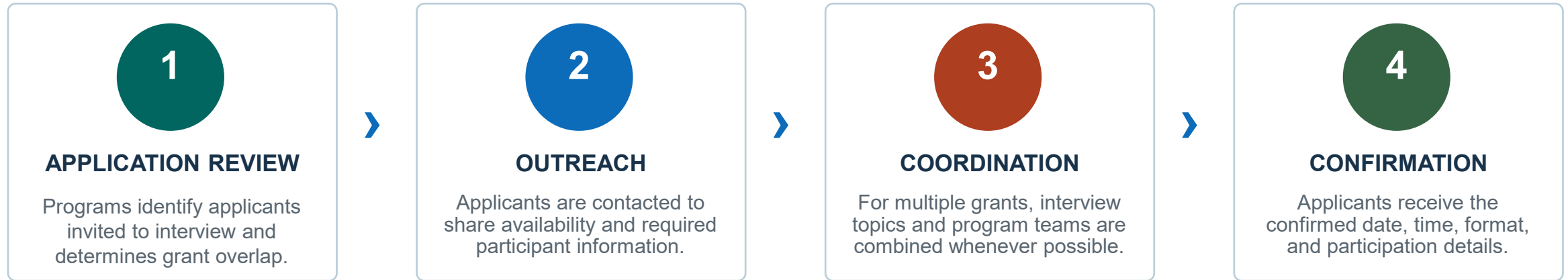
Applicants should monitor the contact information provided in their LASO application.

Joint Interview Outreach and Scheduling



How the process works

LASO scoring, vetting, and interviews run December 3-January 18.



If you are invited for **ONE** grant

- The individual program team will contact school systems directly to schedule one program-specific interview.
- Individual program interviews may be scheduled from 8:00 a.m. to 5:00 p.m. on any date during the December 3-January 18 window.
- Plan for an approximately 20-minute interview.

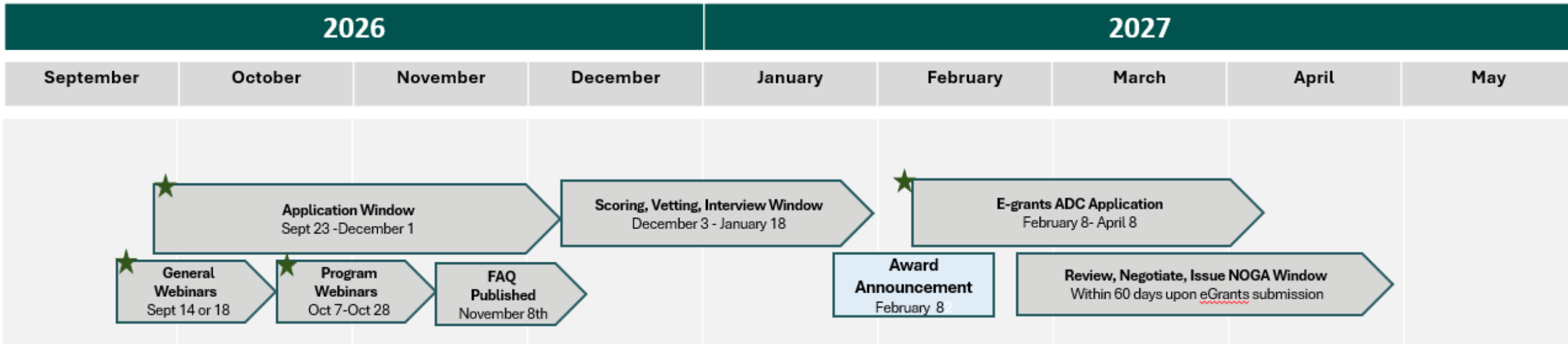
If you are invited for **MULTIPLE** grants

- LASO will coordinate outreach and scheduling for a joint interview whenever possible.
- Joint interviews are anticipated to occur December 15-18, from 8:00 a.m. to 5:00 p.m.
- Each interview block will be limited to no more than one hour. Applicants interviewing for multiple grants may therefore be scheduled for two separate interview blocks.

School systems applying for multiple grants should reserve time during December 15-18 and ensure required participants are available.

Path Forward

LASO 26-27 (Cycle 5) Timeline



Major Milestones

- **Application Window** | September 23, 2026 to December 1, 2026 (closes at 5:00 pm CT)
- **Application Office Hours** | Recurring Mondays, September 28-November 30 at 10:00 AM CT ([register here](#))
- **Program Specific Webinars** | October 7, 2026 to October 28, 2026 ([register here](#))
- **Estimated Award Announcement** | February 2027
- **Estimated NOGA Release** | March 2027 to May 2027



**School systems
must submit
LASO Cycle 5
applications by
December 1 at
5:00pm CST**



TEA emailed unique application links to school system superintendents on September 23 (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 5 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

Change Requests and Declines in LASO

LASO has an informal discretionary competitive grant process

- Declines and change requests are not advisable in typical competitive processes
- 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

Questions?



Office Hours

Attend office hours for technical assistance or discussion with program teams

- Wednesday, November 4, 9:30 AM CT | [Registration Link](#)



FAQs

Review the general FAQ (updated FAQs will be posted by November 8)



Email

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

Thank you!