Blended Learning Grant (BLG)

Learning Acceleration Support Opportunities (LASO) Cycle 3

10/23/2024

Welcome and Thank you for Joining Today!

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Agenda

Overview of LASO Cycle 3 Application Process and Timeline

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 Cycle 3 website after all webinars have been completed

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

Blended Learning Grant (BLG) is a part of Learning Acceleration Support Opportunities (LASO) Cycle 3

The Learning Acceleration Support Opportunities (LASO) Cycle 3 is the next iteration of a consolidated grant application that strategically batches funding opportunities that support learning acceleration and innovation opportunities.

$160 Million in services and supports

11 TEA initiatives to support learning acceleration and innovation

1 LEA program application to access funding

TEA

LASO is a consolidated grant application to support key learning acceleration strategies
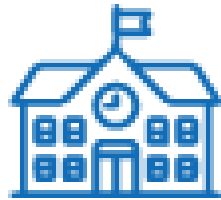
Curriculum and instruction
Rigorous, high-quality instructional materials designed to make up ground and master grade level TEKS

More time
More time for the students in most need, including expanding instructional time in the summer and with targeted tutoring

Innovative school models
Innovative school models to incorporate all of the learning acceleration framework

LASO Cycle 3 will award ~$160M to LEAs

Includes 11 grants to support learning acceleration

Curriculum & Instruction	More Time	Innovative School Models
Strong Foundations Planning	ADSY Full Year →	School Action Fund
Strong Foundations Implementation	ADSY Summer Planning and Execution Program	Early College High School
SFI School Improvement PLC Supports		Pathways in Technology Early College High School
Instructional Leadership		
Technology Lending Grant		
Blended Learning Grant		
Advanced Placement Computer Science Principles		

Blended Learning Grant (BLG) High Level Overview

Curriculum & Instruction

Rigorous, **high-quality instructional materials** designed to make up ground and master grade level TEKS

Estimated Total Funding Available	$ 6 Million
Estimated Range of Award	Planning - up to $275K Strategic Operations- up to $370K
Estimated Award Numbers	10-14 LEAs
Estimated Timeline	Ready to Implement for School Year 25-26

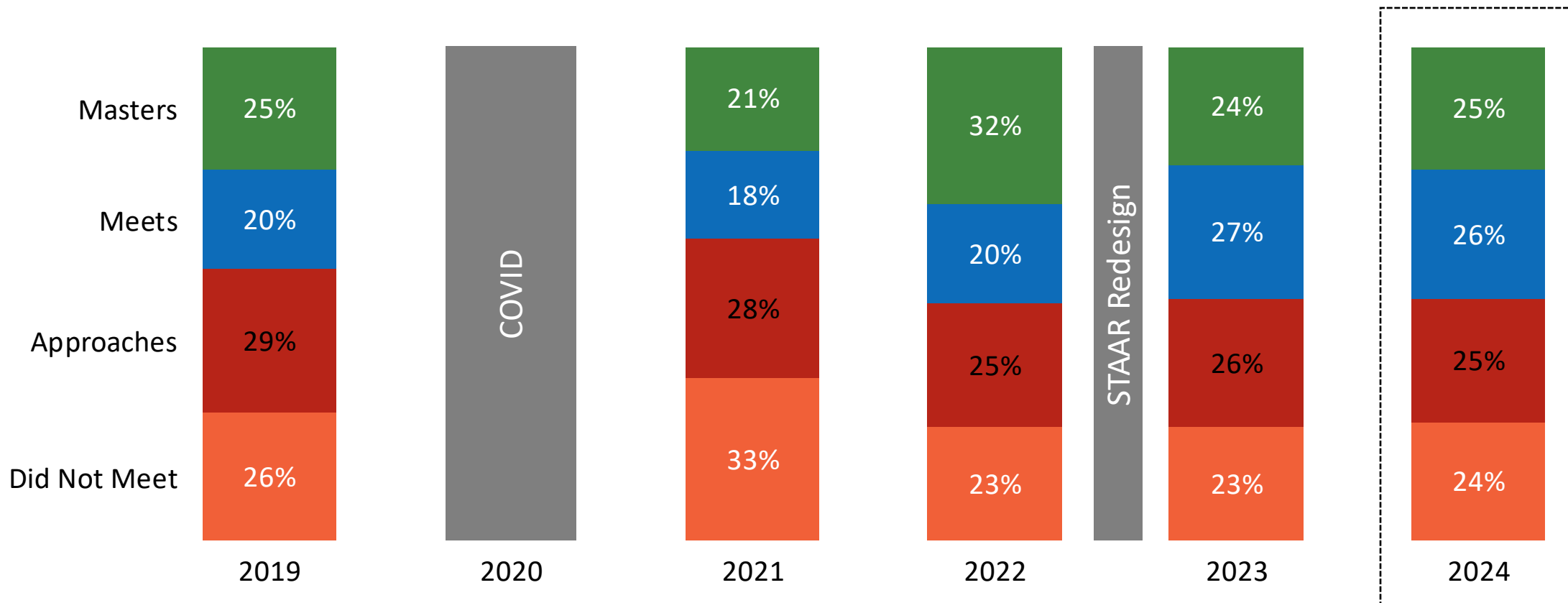# Why BLG?

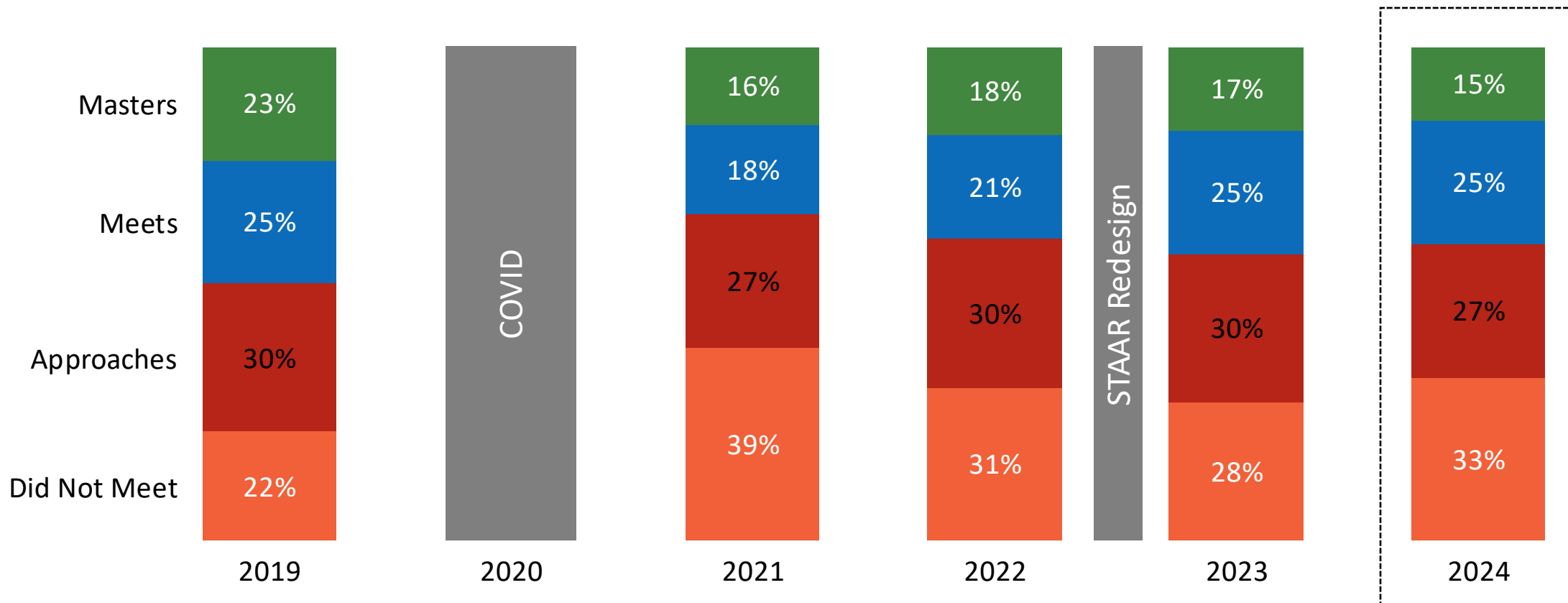Only ~50% of Grades 3-8 students in Texas are reading on grade level

% of Students by Performance Level (RLA Grades 3-8)

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

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

% of Students by Performance Level (Math Grades 3-8)

Performance Level	2019	2020	2021	2022	2023	2024
Masters	23%		16%	18%	17%	15%
Meets	25%	COVID	18%	21%	25%	25%
Approaches	30%		27%	30%	30%	27%
Did Not Meet	22%		39%	31%	28%	33%

(2020 bar labeled "COVID"; 2023 bar labeled "STAAR Redesign")

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

Blended Learning provides support and services that will help improve student achievement

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

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

Program Overview

BLG Program Overview

Purpose

Support a planning and implementing a high-quality blending learning model in math and reading language arts with high quality instructional materials or support a strategic operations shift to scheduling, staffing, and/or budgets.

Eligibility *

Eligibility
Grades K-5
Grades 6-8
Previously participated or currently participating in a strong Tier 1 Math or RLA curriculum planning initiative

Best Fit For

Best Fit for LEAs who are looking for:

- Blended Learning Model and strategy support
- Performance management system implementation support

More information can be found in the Grant One Pager

More information can be found in the Eligibility and Prioritization Doc

More information can be found in the Best Fit Guidance Doc

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

Blended Learning Grant (BLG) Program Description

TEA — Texas Education Agency

High Level Program Cohort Descriptions	The **Blended Learning Planning** cohort will support school districts and open-enrollment charter schools to design and subsequently implement a high-quality blended learning model in math and reading aligned with an approved High Quality Instructional Material as core curriculum. The **Blended Learning Strategic Operations** cohort will support school districts and open-enrollment charter schools in leveraging a specific blended learning model to make a strategic operational shift to scheduling, staffing and/or budgets to optimize campus staffing models for teachers.
Associated Supports	• **Project Manager** | LEAs may use funds to help pay salary for a district-level project manager who will be available to dedicate approximately 50% of his or her time to designing and implementing the Blended Learning plan. • **1:1 Technical Assistance** | LEAs may use funds to for technical assistance from online, curriculum, and implementation vendors for designing and implementing a strong blended learning model. (Required for Strategic Operations cohort) • **Digital Supplemental Products**| Funds will be provided for LEAs to purchase student licenses for eligible digital supplemental products to provide personalized instruction. • **Additional Technology** | LEAs may use funds to provide additional technology needs for classroom implementation of their blended learning model. • **Operational Cost** | LEAs may use funds to provide other programming cost such as stipends for trainings, needed supplies to support implementation, etc.
Authorizing Statute	**Math Innovation Zones** is authorized by Section 28.020 of the Texas Education Code and funded by the General Appropriations Act, Article III, Rider 39, 88th Texas Legislature. The **Blended Learning Grant – Reading Language Arts** is authorized by Section 29.924 of the Texas Education Code and funded by the General Appropriations Act, Article III, Rider 68, 88th Texas Legislature.

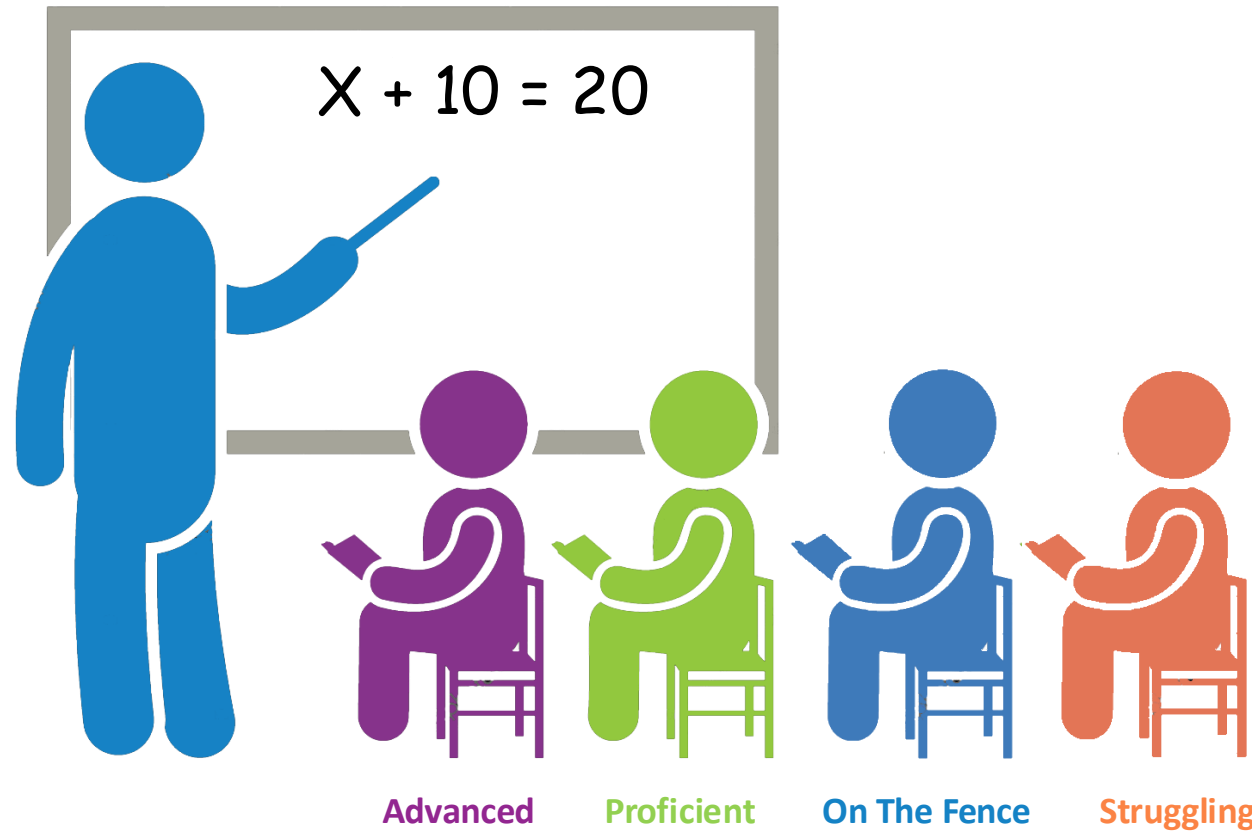# Blended Learning Grant (BLG) Deep Dive

Why Blended Learning?
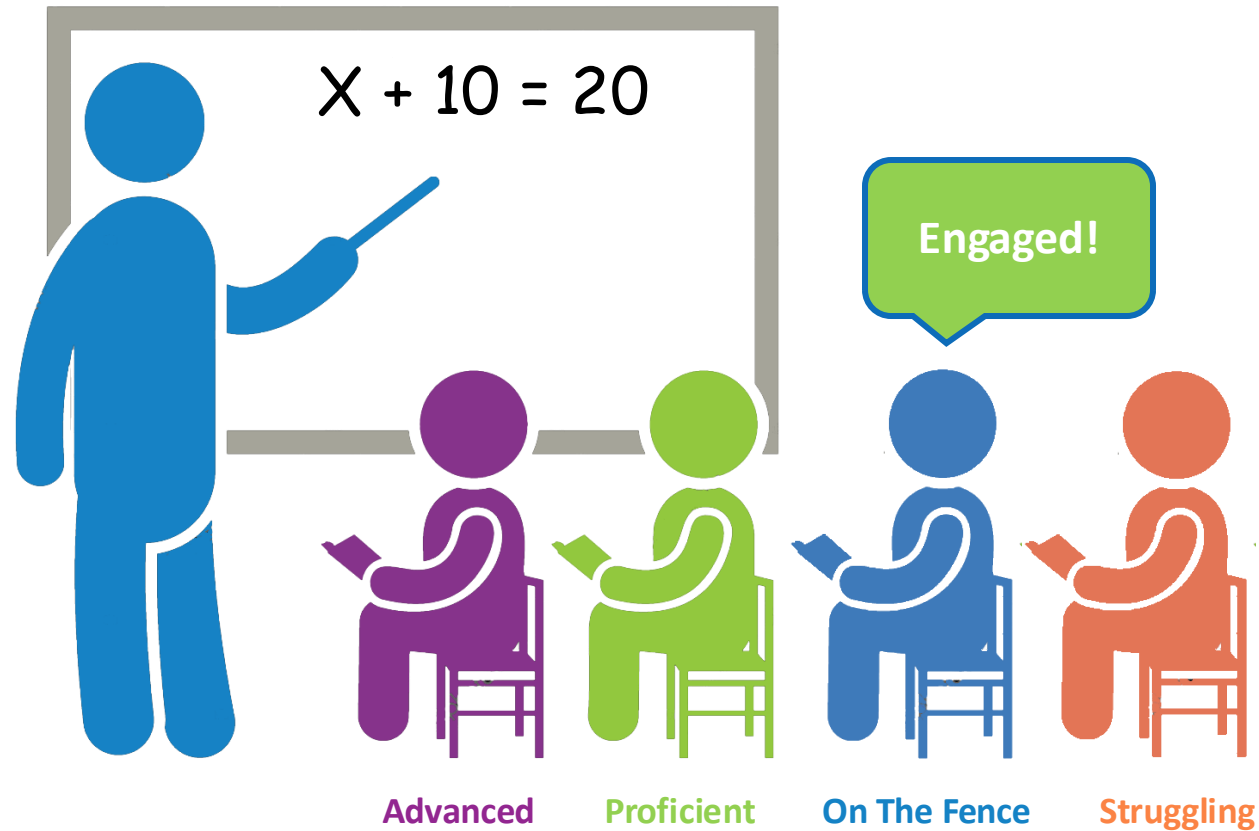
Meeting the needs of all students is a challenge

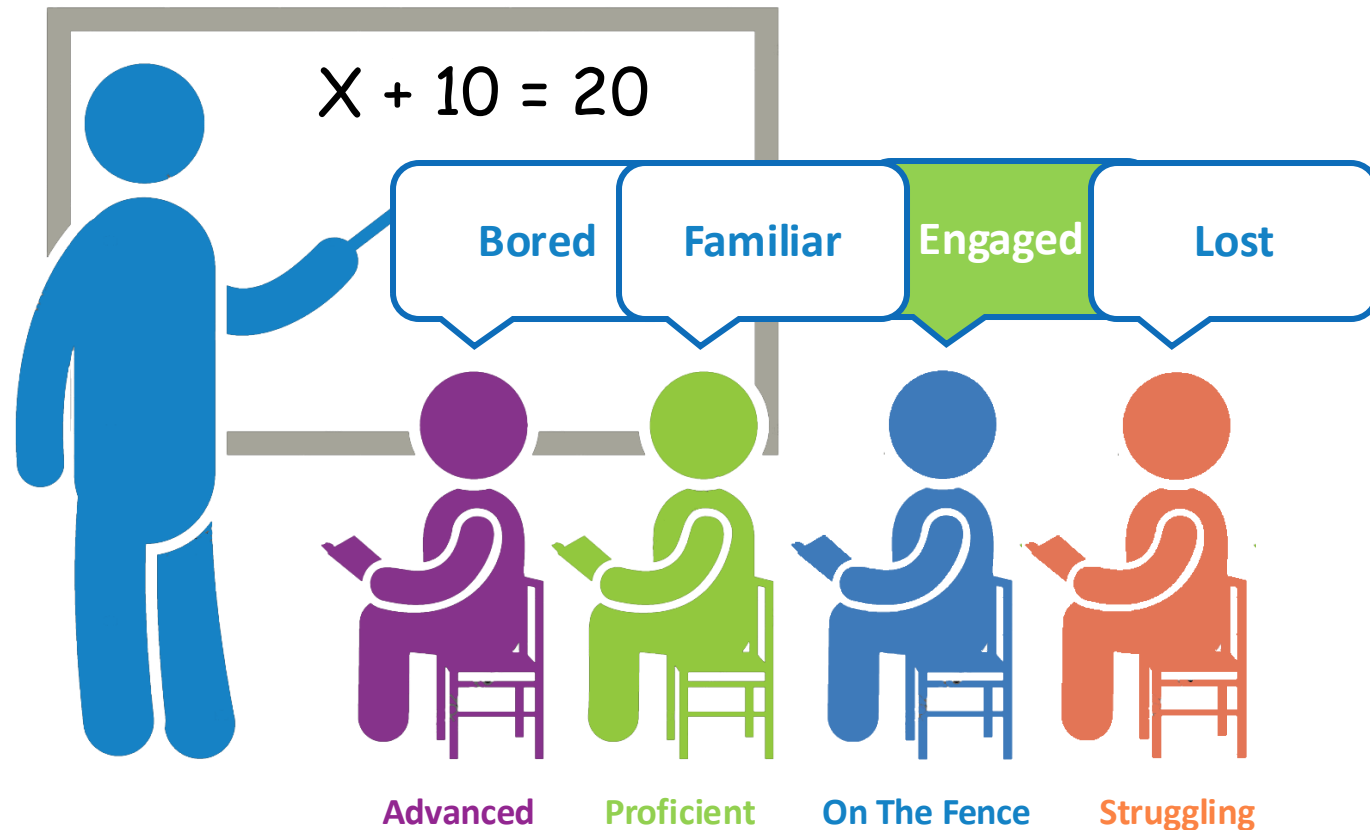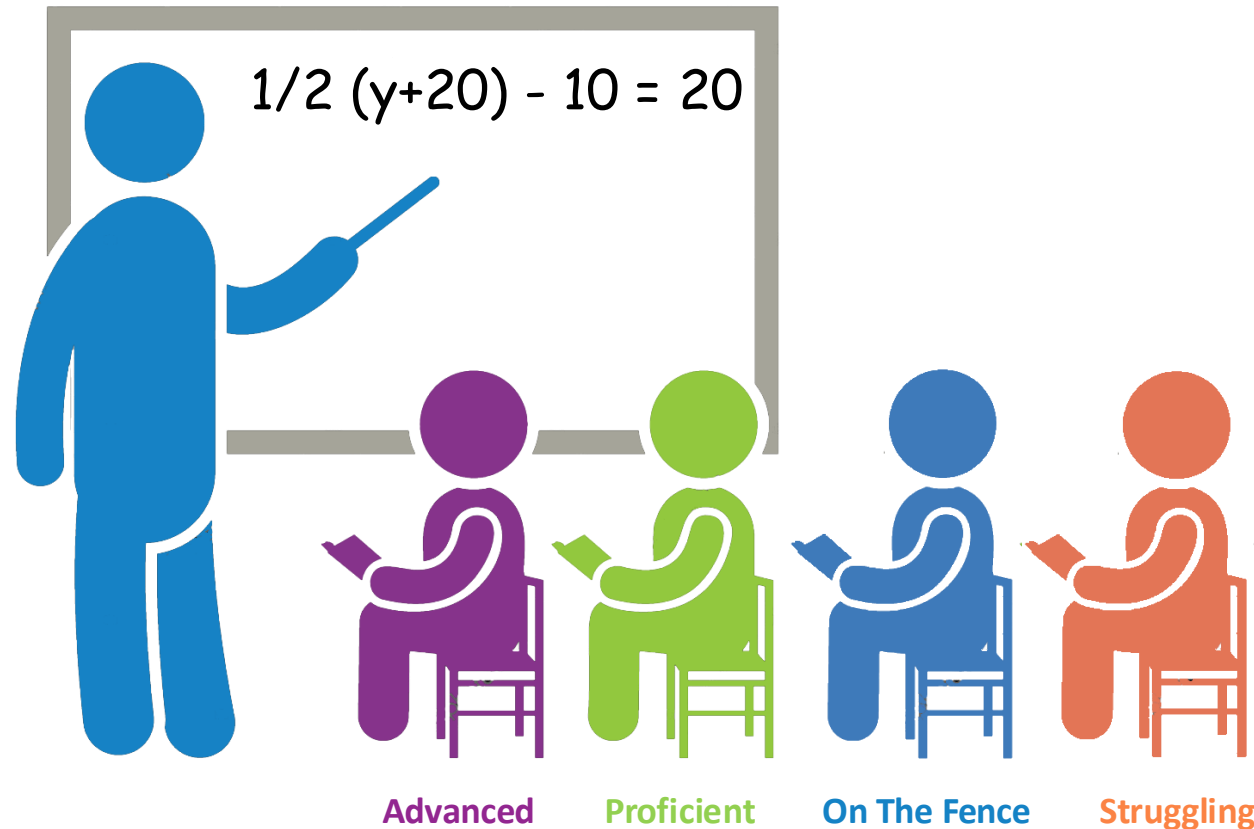**Students come to teachers with a variety of prior experiences, and with varying levels of background knowledge.**

X + 10 = 20

Advanced **Proficient** **On The Fence** **Struggling**

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.

X + 10 = 20

Engaged!

Advanced   **Proficient**   **On The Fence**   **Struggling**

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.

X + 10 = 20

Bored | Familiar | Engaged | Lost

Advanced | Proficient | On The Fence | Struggling

Our inability to consistently diagnose prior knowledge & differentiate content prevents students from learning

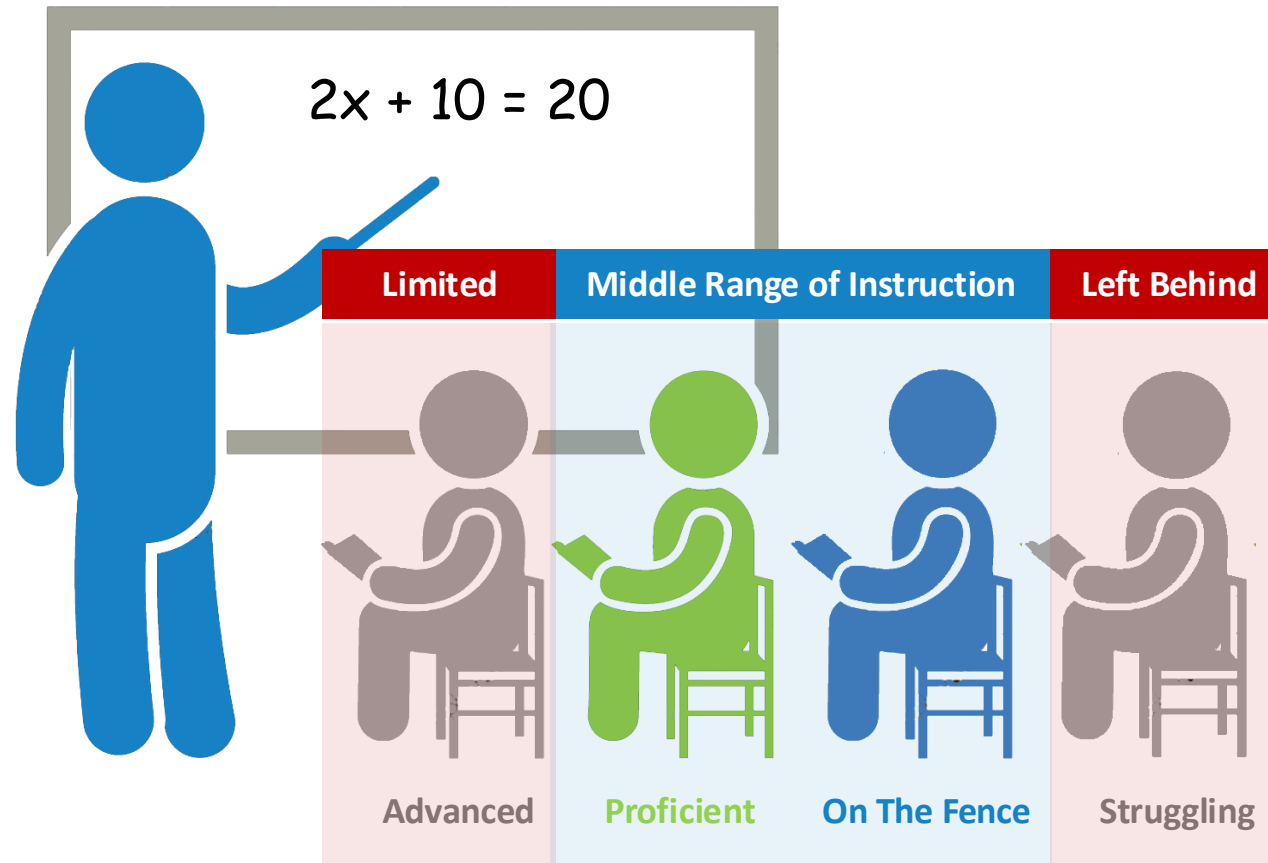In math, if students are missing a building block, they can't move on to harder problems. Diagnosing this situation is incredibly challenging for teachers.

$$1/2 \; (y+20) - 10 = 20$$

Advanced   **Proficient**   **On The Fence**   **Struggling**

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$$1/2 (y+20) - 10 = 20$$

Engaged!   **???**   **???**   **???**

Advanced   **Proficient**   **On The Fence**   **Struggling**

If systems aren't designed to support differentiation, the result is teaching towards the middle
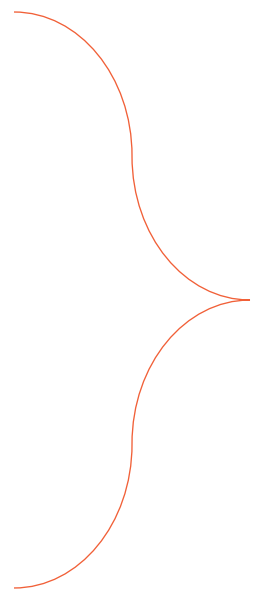
Diagnosing, differentiating, executing and adjusting instruction is incredibly challenging for all teachers, and if it isn't done, some students aren't effectively challenged.

$$2x + 10 = 20$$

Limited	Middle Range of Instruction		Left Behind
Advanced	Proficient	On The Fence	Struggling

Curriculum:

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- **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

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
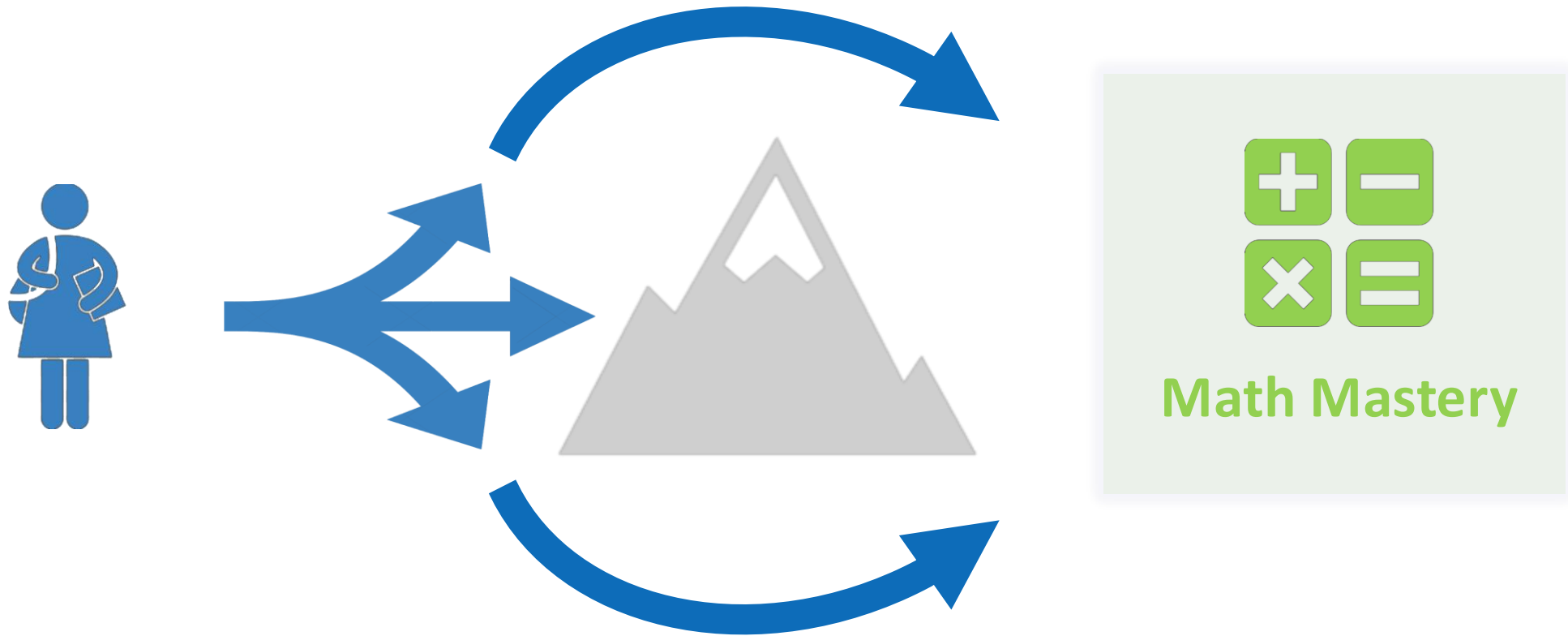
Online Instruction

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

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

Assessments diagnose mastery and set up tier 2 differentiation

65% of class is in need of remediation

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

Independent, Individualized Instruction
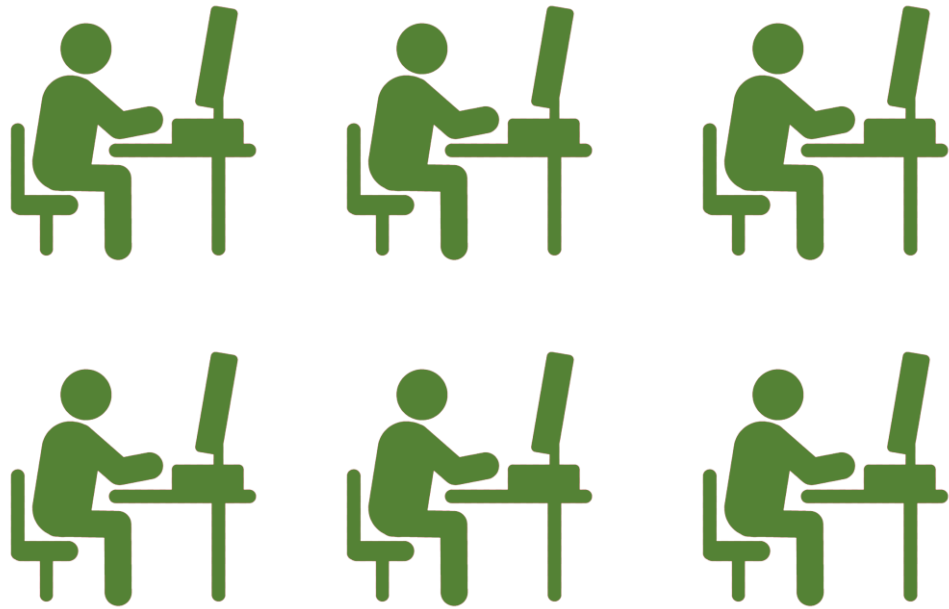
Small Group Remedial Instruction

Blended Learning can also be used to enable large scale operational shifts
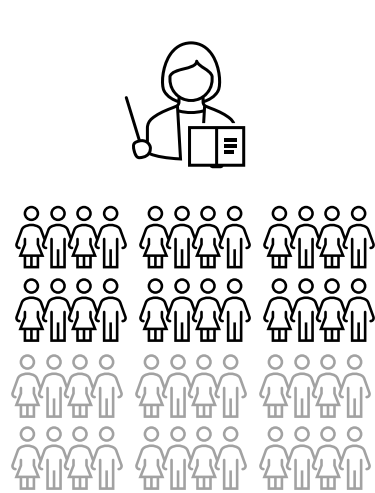
More Students

More students than what's in a typical class receive targeted instruction from online curricula and facilitated by one teacher or one para
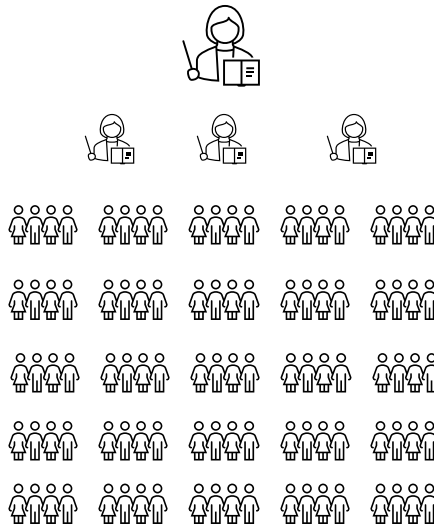
Team Teaching Approach

Multiple teachers/staff at different levels of expertise in the same (or multiple) room(s) providing instruction to a larger group of students than a typical classroom
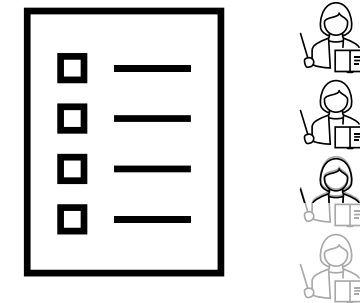
Staffing Optimization

Flexible allocation of associate teachers to optimize operational efficiencies while increasing the time master teachers have impacting students

Instructional quality maintains and improves through increased impact of master teachers and targeted use of high-quality supplemental products/blended learning

Research shows Blended Learning supports significant and sustained student gains

In a nationwide study on blended learning led by the RAND Corporation, schools implementing blended learning overwhelmingly had positive effects on math and reading performance

Students in a blended learning environment made significant academic gains
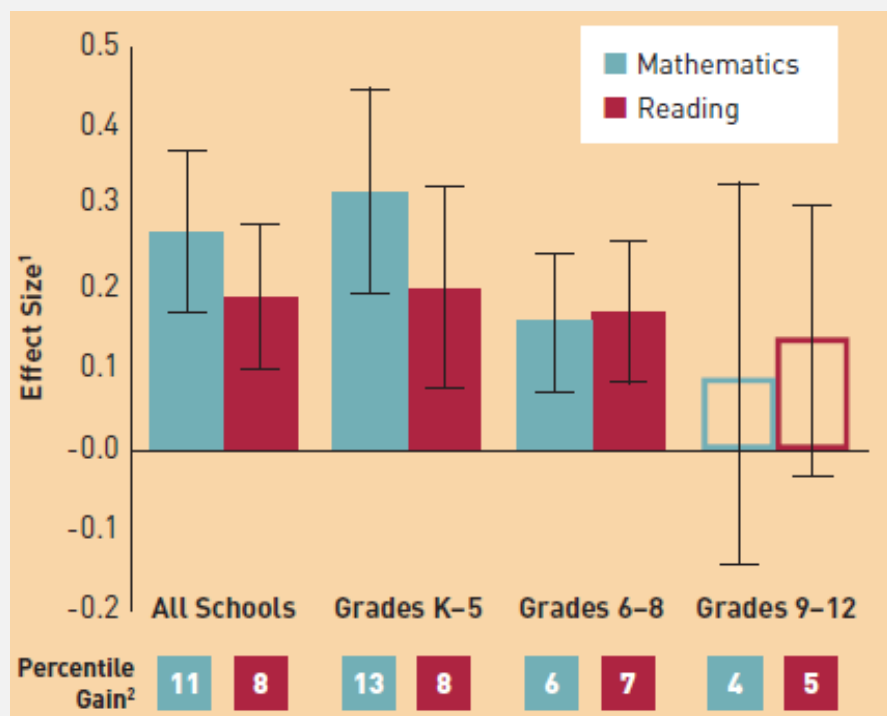
Students made more academic growth the longer they experienced blended learning

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

Planning Cohort

Pay attention to these icons

Strategic Ops Cohort
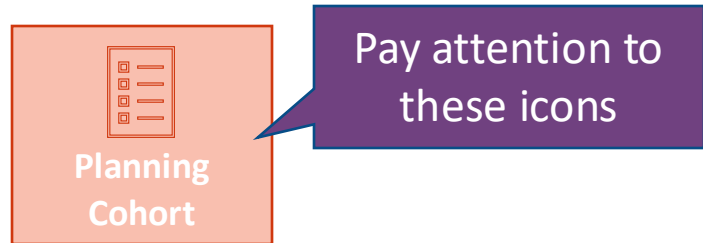
Planning + Execution Cohort

The Blended Learning Planning 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.

BLG Cohort Descriptions

Planning Cohort

Pay attention to these icons

Strategic Ops Cohort
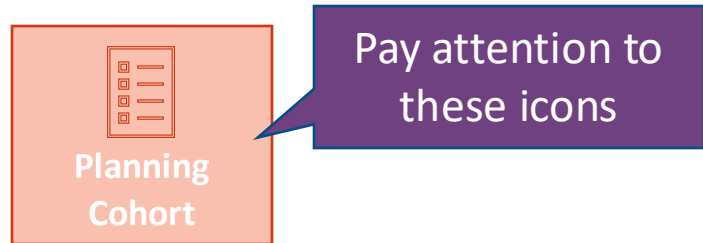
Planning + Execution Cohort

This cohort is right for you if you:

- Have participated in a prior TEA Tier 1 planning initiative (e.g., Strong Foundations, CRIMSI)

- Are willing to implement supplemental digital product(s) with students in math (K-8) and/or reading (K-8) with fidelity

- Want to align supplemental products with Tier 1 HQIM curriculum in a blended model

- Want to undertake a 6-month planning process with ongoing execution monitoring to implement blended learning

Strategic Operations Cohort

This cohort is right for you if you:

- Have participated in prior TEA Blended Learning Planning Grant (e.g. MIZ, BLGP-RLA, SAF Blended Learning Redesign)

- Want to use your blended learning model as a mechanism for stronger scheduling, staffing and/or budgeting through an agreed upon operational shift

- Can show evidence of fidelity with implementation of supplemental product usage during the spring of 2025

Planning Cohort

Planning Cohort

Blended Learning Grant (BLG) Timelines

Planning Cohort

| Spring/Summer 2024 | 2024-2025 | 2025-2026 | 2026-2027 |

Funding Period

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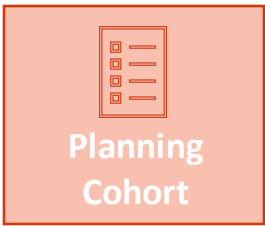
Planning stage of grant begins in spring upon receipt of grant award. Grantees fulfill planning requirements of MIZ/RLA Strategic Plan submission by mid-summer and selecting/onboarding participating teachers and coaches of adaptive software + BL model.

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.

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

Sustainability year to 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

Blended Learning Grant (BLG) Planning Deliverables

Planning Cohort
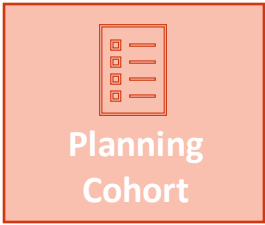
Grantees will complete a comprehensive **Fidelity of Planning (FOP)** process from March 2025-August 2025 that turns evidence-based practices into practice to drive the high-quality implementation of blended learning.

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.

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

- LASO 2: Strong Foundations
- LASO 1: Strong Foundations
- TCLAS Strong Foundations
- CRIMSI

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

Blended Learning Grant (BLG) Key Commitments

Planning Deliverables

- Meet all **Strong Foundations assurances,** if applicable
- **Submit items** such as a master schedule, assessment calendar, equipment & technology plan, etc.
- Provide **online curriculum-specific professional learning** for teachers and coaches

Project Management

- Designate and provide a **district-level project manager** who will be available to dedicate approximately **50% of their time** to ensuring a blended learning plan is designed and implemented appropriately at each participating campus.
- Participate in required **communities of practice** and additional grant program meetings

Execution Deliverables

- Teachers, Coaches, and Students will complete **required trainings** to build competency in the **online curriculum** within 90 days of installation
- Provide performance data to ensure **students meet product-specific weekly student software progress targets** (I.e., minutes, lessons, etc.) with TEA-approved supplemental products
- **Submit** Blended Learning Reflection and Revision Reports throughout the year + monthly classroom observation submissions

Execution Monitoring

These deliverables...
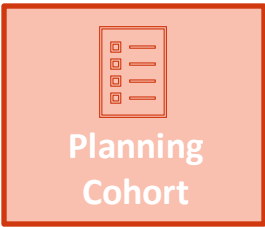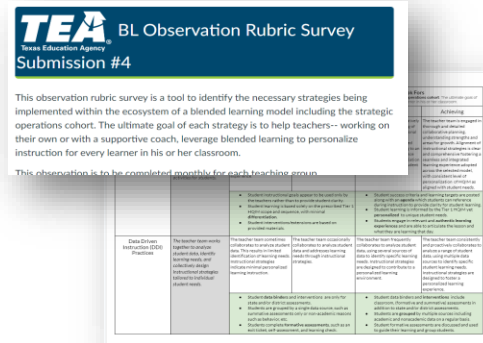
Usage Data Tracking
Weekly/Monthly/ Quarterly data tracking and action tracking

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

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Provide evidence of...

1. Meet **weekly student software progress** targets

[Submit usage report quarterly]

2. Provide **HQIM-aligned Professional Learning** for teachers

3. **Complete unit assessments** embedded in core HQIM

4. Provide **planning time** to support lesson internalization and **data-driven instruction**

5. Continuous improvement **reflection surveys** of blended learning practices

*Steering Committee meetings

6. BL DEFENSE PROCESS
Process of celebrating + capturing progress in Blended Learning

Blended Learning Grant (BLG) Scoring & Prioritization

- Applicants will be prioritized in by participation in the following TEA initiatives based on successful planning for and implementation of core Tier 1 products, enabling readiness for high quality supplemental products through BLG: 1) LASO 2 Strong Foundations; 2) LASO 1 Strong Foundations; 3) TCLAS Decision 2 SAVL; 4) TCLAS Decision 2 CRIMSI; 5) CRIMSI

- Within each priority, applicants will be **ranked** within each priority level by percent of student population identified as economically disadvantaged and awarded accordingly. In the case of a **tie**, with any resulting LEAs with matching economically disadvantaged numbers, LEAs will be ranked by percentage of K-8 student population participating in blended learning across the entire LEA.

- If an LEA is **applying for both** math and RLA awards, prioritization levels for math and RLA grants will be considered independently.

- The **maximum award** is $275,000 if awarded math OR RLA and $375,000 if awarded math AND RLA

Strategic Ops Cohort

Strategic Operations Cohort

A Note About Strategic Operations

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).

Applicants will select from either **Large Rotation Model**, **Flex Model**, or **District Proposed Model**. More information about these models is available below and in the "Description of Program" section of the program guidelines.

Strategic Operations models will require a shift from status quo

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**

Classroom 1   Classroom 2   Classroom 3   Classroom 4   Classroom 5
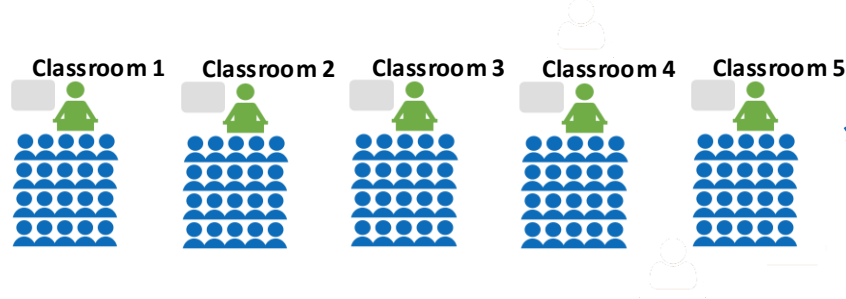
Strategic Operations Model *(example)*

Part 1: **Expert teacher delivers instruction** to multiple groups at varying times
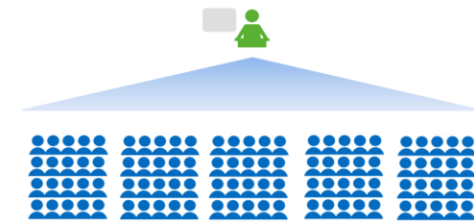
Part 2: **Associate teachers differentiate and utilize blended learning** in small groups

Associate Teacher

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

The Strategic Operations Cohort will maximize teacher effectiveness through different operational models

Model	Rotation Model *(large scale)* *Ideal for: Elementary*	Student-Driven Flex Model *Ideal for: 4th – 8th grade*	District Selected
Description	 Online Instruction — Teacher-led Instruction — Collaborative Activities and Stations	 Online Instruction · Practice	Must have the following: • one **master teacher** leading a large group of students with the support of paraprofessionals or teacher aides • leveraging **adaptive software** for **differentiated** student support
Impact on Teacher Effectiveness	Allows **small group direct instruction** and individualized and **adaptive practice**	**High-quality initial exposure to content** for all, differentiated support for student practice	**Maximize the number of students served by a master teacher** and/or decrease the number of adults required while maintaining or increasing the quality of the academic experience.
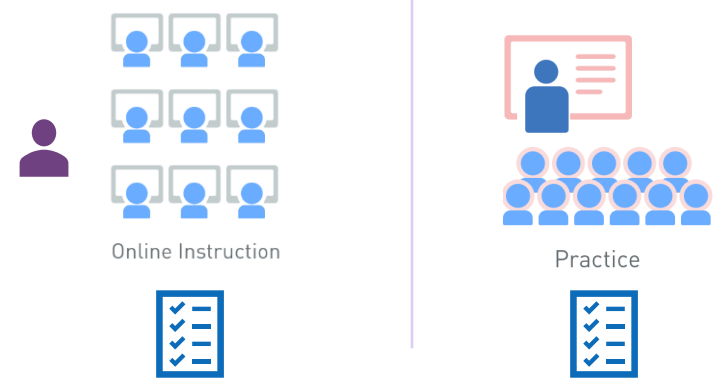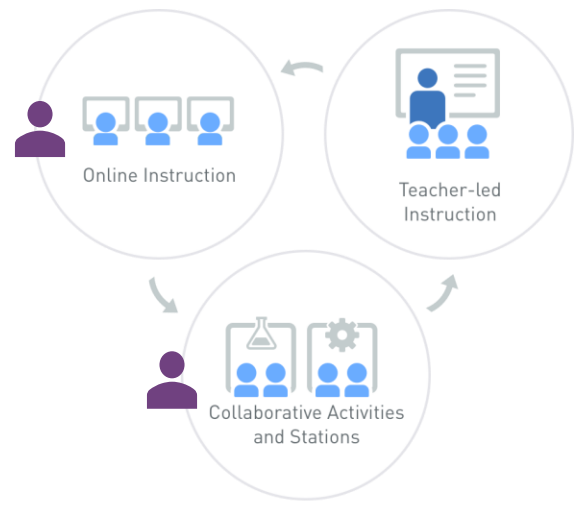
All models allow for a master teacher approach

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Strategic Operations models will be evident through one or more of the below approaches
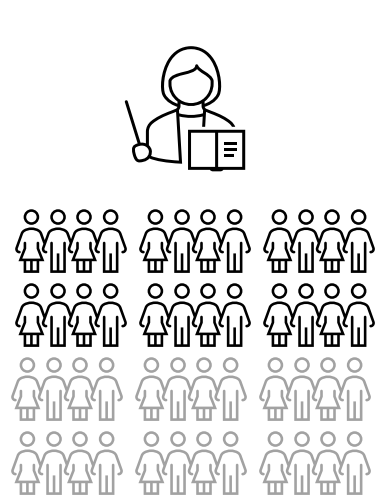
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More students than what's in a typical class receive targeted instruction from online curricula and facilitated by one teacher or one para
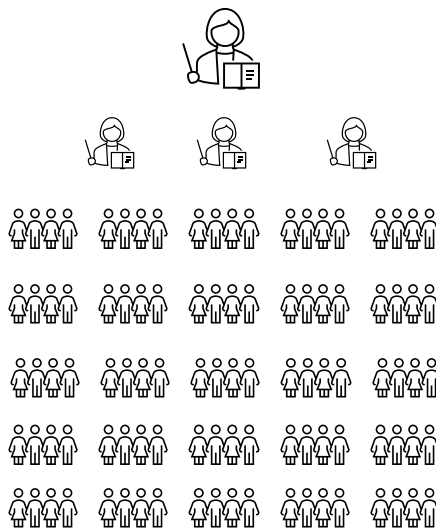
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Multiple teachers/staff at different levels of expertise in the same (or multiple) room(s) providing instruction to a larger group of students than a typical classroom
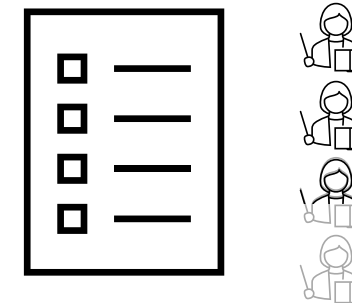
Schedule & Staffing Optimization

Flexible allocation of associate teachers to optimize operational efficiencies while increasing the time master teachers have impacting students

Instructional quality maintains and improves through increased impact of master teachers targeted use of high-quality supplemental products/blended learning

More Students Receiving Targeted Instruction

What this looks like…
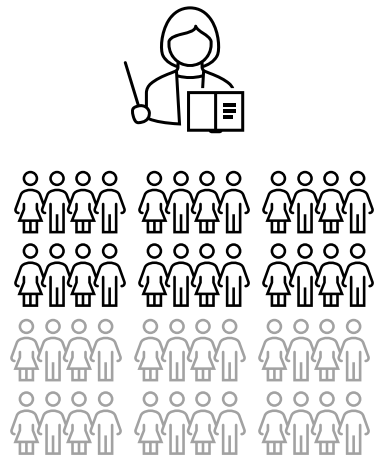
More Students

More students than what's in a typical class receive targeted instruction from online curricula and facilitated by one teacher or one para

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

Team Teaching with a Blended Model

What this looks like...
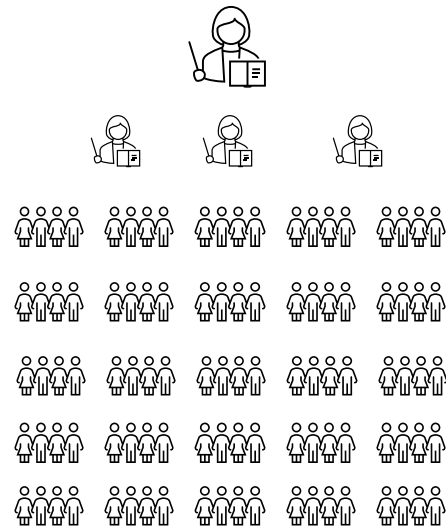
Team Teaching Approach

Multiple teachers/staff at different levels of expertise in the same (or multiple) room(s) providing 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 master teachers for early career development
- Master teachers 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

Staffing and Scheduling Optimization

What this looks like...
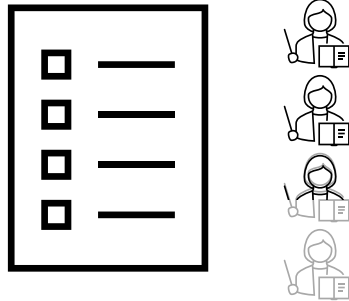
Free up FTEs by Optimizing Schedules

Flexible allocation of associate teachers to optimize operational efficiencies while increasing the time master teachers have impacting students

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

53

Blended Learning Strategic Operations Grant (BLG) Timelines

Strategic Ops Cohort

Spring/Summer 2025	Fall 2025/ Spring 2026	Fall 2026/Spring 2027	Fall 2027/Spring 2028

Funding Period

Planning Period	Pilot Period	Execution Period	

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.

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.

Sustainability year to continue execution stage of grant by continuing to fulfill execution requirements.

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

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

- LASO II BLG Math (First year of execution in 2024-2025 with demonstrated high fidelity software usage in spring 2024)
- LASO II BLG RLA (First year of execution in 2024-2025 with demonstrated high fidelity software usage in spring 2024)
- LASO I BLG Math (First year of execution in 2023-2024)
- LASO I 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

Blended Learning Grant (BLG)
Key Commitments

Strategic Ops Cohort

Planning Deliverables

- Establish a **steering committee** to facilitate planning & implementation
- Work with Technical Advisor to **submit** the following:
    - Identify participating grade-level & subject for operational shift
    - Determine pre-approved blended model for each.
    - Determine budget shift for master teachers
- **Submit** items such as a master schedule, assessment calendar, equipment & technology plan, etc.
- Provide **online curriculum-specific professional learning** for teachers and coaches

Project Management

- Designate and provide a **district-level project manager** who will be available to dedicate approximately **50% of their time** to ensuring a blended learning plan is designed and implemented appropriately at each participating campus.
- Participate in required **communities of practice** and additional grant program meetings

Execution Deliverables

- Teachers, Coaches, and Students will complete required trainings to build competency in the online curriculum within 90 days of installation.
- Provide performance data to ensure **students meet product-specific weekly student software progress targets** (I.e., minutes, lessons, etc.) with TEA-approved supplemental products.
- **Submit** Blended Learning Reflection and Revision Reports throughout the year + monthly classroom observation submissions

Blended Learning Grant (BLG) Scoring & Prioritization

Applicants will be scored in three categories:

1. The **percentage of K-8 blended learning students participating in supplemental product implementation** at participating campus(es). Points will be awarded according to the table to the right.

2. The **percentage of students meeting high-fidelity usage of a supplemental product(s)** implemented during the Spring of 2024. LEAs will calculate and submit "high-fidelity usage" scoring sheet as the following: Measured as number of students at the participating campus(es) meeting research-based fidelity in Spring of 2024 for the associated blended product out of the total number of students participating in blended learning in participating campuses. Points will be awarded according to the table to the right.

3. **Final interviews**: finalists will be invited to final interviews and assigned points based on three areas: 1) assessing need, 2) leadership buy-in, and 3) understanding of the type of shift needed

Percentage of Participation Points Table

Percentage	Application Points
1-14%	0
15-40%	5
41-80%	10
81-100%	15

Percentage of Usage Points Table

Percentage	Application Points
1-40%	10
41-80%	20
81-100%	30

Interviewees	Application Points
Finalists Only	0-15 points

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

a) How many supplemental products were implemented for each blended model(s) at the applicant campus(es)

b) **Name of supplemental product** implemented for each blended model(s) at the applicant campus(es)

c) List the **recommended supplemental product usage target** (e.g., '30 minutes per week', '2 lessons per week', etc.)

d) Identify campuses and grade-levels implementing the above supplemental product in the **Spring of 2024**

e) How many **Total K-8 students are enrolled** at the participating campuses above?

f) How many **K-8 students participating in blended learning** at participating campuses in the **Spring of 2024**?

g) Of the participating students in question f, how many of them are **meeting the recommended supplemental product usage target** (question c)?

Supplmental Product Name	add here		Supplemental Product Name	add here
Research-based Usage Target	add here		Research-based Usage Target	add here
Supplemental Product Name	add here		Supplemental Product Name	add here
Research-based Usage Target	add here		Research-based Usage Target	add here

PRODUCT	SEMESTER	DISTRICT	SCHOOL	GRADE-LEVEL	TOTAL STUDENT ENROLLMENT	TOTAL STUDENTS PARTICIPATING IN BLENDED LEARNING	TOTAL PARTICIPATING BL STUDENTS MEETING SUPPLEMENTAL USAGE TARGET
ST MATH	Spring 2023	LONE STAR	TEXAS ELEM	KINDER	100	76	43
	Spring 2023	LONE STAR	TEXAS ELEM	1st Grade	149	NA	NA
ST MATH	Spring 2023	LONE STAR	TEXAS ELEM	2nd Grade	390	245	145
ZEARN	Spring 2023	LONE STAR	TEXAS ELEM	3rd Grade	200	143	89
ZEARN	Spring 2023	LONE STAR	TEXAS ELEM	4th Grade	325	231	200
ZEARN	Spring 2023	LONE STAR	TEXAS ELEM	5th Grade	250	125	56
MATHIA	Spring 2023	LONE STAR	ALAMO MIDDLE	6th Grade	402	314	234
MATHIA	Spring 2023	LONE STAR	ALAMO MIDDLE	7th Grade	300	163	96
	Spring 2024	LONE STAR	ALAMO MIDDLE	8th Grade	325	NA	NA

LEAs enter software data below

PRODUCT	SEMESTER	DISTRICT	SCHOOL	GRADE-LEVEL	TOTAL STUDENT ENROLLMENT	TOTAL STUDENTS PARTICIPATING IN BLENDED LEARNING	TOTAL PARTICIPATING BL STUDENTS MEETING SUPPLMENTAL TARGET METRIC

Planning Cohort

Strategic Ops Cohort

Grant Logistics *(both cohorts)*

BLG Key Commitments

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

More information can be found in the Grant One Pager

Role & Time Commitment

Role	Commitment
Project Manager 50% of time	District-level project manager will design and implement the BLG Learning plan.
Steering Committee	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
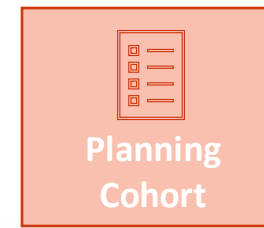
BLG Assurances*

- 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.

Additional cohort specific assurances can be found on page 16 of the Program Guidelines.

2024-2025 Blended Learning Grant Program Guidelines

1) The grantee will designate and provide a **district-level project manager** who will be available to **dedicate approximately 50%** of his or her time to designing and implementing the blended learning plan and who has decision making authority to act on developed plan.
2) 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.
3) The LEA agrees to designate and share with TEA and vendors a **campus level lead/sponsor** for communication for logistics and usage monitoring. They also agree this is updated and maintained throughout the grant.
4) 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.
5) The grantee will submit fidelity of planning deliverables prior to the beginning of the first school year, including but not limited to the following:
   a) master schedule
   b) Assessment calendar
   c) stakeholder engagement plan
   d) professional learning calendars
6) The grantee will complete execution deliverables in program implementation during the grant period, including but not limited to the following:
   a) Student usage progress towards the selected adaptive software program recommended metrics.
   b) Sharing student TSDS unique IDs with select software product vendor for TEA quarterly reports.
   c) Sharing unit assessment data from core curriculum
   d) Complete all required training(s) to build competency with the adaptive software product.
   e) Completing all required research surveys throughout the grant program period
7) The grantee will participate in required communities of practice and any additional grant program meetings.
8) The grantee must use an online curriculum, including an adaptive software program and Tier 1 High-Quality Instructional Material (HQIM), both approved by TEA.
9) The grantee will complete all required training(s) to build competency in the online curriculum.
10) The grantee must implement the online curriculum program in all grade levels selected to participate in the Blended Learning grant.
11) The grantee will complete annual reflection and revision plans in implementation years to continuously improve upon blended learning and/or strategic operations planning.
12) The grantee must implement the digital adaptive software program in grade levels selected to participate in the Blended Learning grant.
13) The grantee will adhere to all statutory requirements in TEC Sections 28.020 and 29.924 including, but not limited to:
   a) Develop a plan to implement a blended learning model according to statute requirements.
   b) Implement the model across at least one full grade level at the campus and expand to other grade levels and/or campuses.
   c) Require teachers to differentiate instruction for all students in a grade level using a research-backed blended learning model.
   d) Provide teachers and other relevant personnel with professional development opportunities regarding blended learning.

2024-2025 BLENDED LEARNING GRANT
RFA #701-25-109; SAS #LASO-AA-25

15

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

State Approved Provider List- BLG

TEA
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Provider Supports

The **Blended Learning Planning** cohort supports provide licenses to qualified LEAs to for high quality supplemental materials for accelerated instruction activities in Math and Reading.

The **Blended Learning Strategic Operations** cohort supports early-stage blended learning models to help LEAs optimize scheduling, staffing, and budgets, and early implementation support.

Current Providers

Planning: Math
- Age of Learning
- Carnegie MATHia
- Curriculum Associates: iReady
- IXL
- ST Math, created by MIND Education
- Zearn

Planning: Reading
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 (formerly Amplify Reading)
- Curriculum Associates: i-Ready

*Note: **LEAs may propose any RLA blended product for TEA review** and approval*

Planning: Optional Technical Assistance
- Education Elements
- Insight Education Group
- International Center for Leadership in Education (HMH)
- MGT/Ed Direction
- SchoolKit
- TNTP

Strategic Ops: Required Technical Assistance
- Collegiate Edu-Nation
- Education Resource Strategies

Resources

- The **State Approved Provider List** document provides details and contact information for each approved partner.

- The **SAPL webpage** provides additional context and links to LEA provider information.

- If you have any questions or concerns, please email **sapl@tea.texas.gov**.

BLG Award Formulas

- **Blended Learning Planning**
  - $100,000 + ($10,000 x # of participating campuses) + ($40 x # of participating students)
  - Maximum award of $275,000 if awarded Math or RLA and $375,000 if awarded Math AND RLA

- **Blended Learning Strategic Operations**
  - $170,000 + ($50,000 x # of participating campuses) + ($40 x # of participating students)
  - Maximum award of $370,000 per grantee

Blended Learning Grant (BLG) Allowability vs Non-allowability

Planning Cohort

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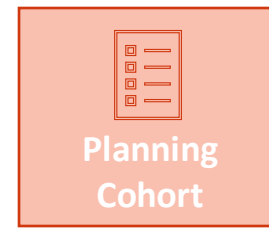
The following options outline allowable costs. All other spending is unallowable.

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

Blended Learning Grant (BLG) Interviews

Finalists for the Strategic Operations Cohort will undergo a final interview to gauge:

1. Need
2. Leadership Buy-in
3. Understanding of Type of Shift Needed

Blended Learning Grant (BLG) Provider Partnerships

Technical Assistance Providers include the vendors below:

- Planning cohort – *Optional*
  - Approved Design & Implementation vendors: Ed Direction, Education Elements, Insight Education Group, International Center for Leadership in Education (HMH), SchoolKit, TNTP
- Strategic Operations cohort – **Required**
  - Strategic Operations grantees are matched to vendors from the following list: Collegiate Edu-Nation, Education Resource Strategies, engage2learn, The Learning Agenda, and Transcend

Supplemental Software Products - MATH
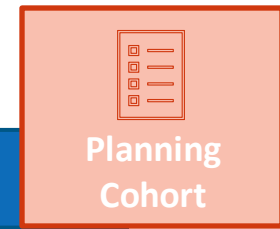
PRODUCT	GRADES	METRIC
My Math Academy	K-2	25 min/week
i-Ready	K-8	[K-3] 30 min/week [4-5] 40 min/week
Carnegie Learning	6-8	2 workspaces/week
IXL	K-8	30 min/week
ST Math Created by MIND Education	K-8	60 min/week
ZEARN	K-8	2 lessons/week

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

TEA

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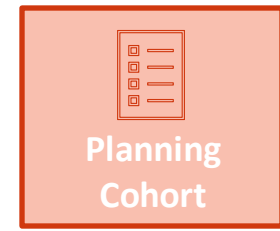
*Participating **LEAs may propose any RLA blended product for TEA review** and approval. Previously approved products are included below.

*PRODUCT	GRADES	METRIC
Boost Reading TEXAS	K-8	[K-3] 30 min/week [4-5] 40 min/week
Amira LEARNING	K-2	2 sessions/week 40 min/week
i-Ready	K-8	[K-3] 30 min/week [4-5] 40 min/week

[1]*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.*

Note: Multiple products may be used for grant execution, such as Product A (K-2) Product B (3-5)

TEA

MIZ Designation

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....

Closing and Next Steps

Blended Learning Grant (BLG) Superintendent Signature

- Official submission of this application requires superintendent signature.
- In the rare case that the Superintendent is unable to sign, the LEA should email LASO@tea.texas.gov

Path Forward

LEAs must submit LASO Cycle 3 applications by December 13 at 5:00pm CST

TEA emailed unique application links to LEA superintendents on October 14 (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 3 website; however, LEAs 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

- TCLAS was unique in the aspect of the funding source (ESSER) and the speed at which we were operating to distribute the funding

- Therefore, to accommodate the unique circumstances of TCLAS, change requests and decline options were provided to LEAs

- Since we are no longer operating under the unique circumstances of TCLAS, we are returning to a traditional grant process to ensure equity and fairness

- LASO is again anchored in the 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 LEAs and could raise the LEA's federal grant risk level in the coming year

Questions?

Office Hours
Attend office hours for technical assistance or discussion with program teams
- November 6, 1:00-2:00 p.m. Registration Link

FAQs
Review the general FAQ (updated FAQs will be posted by November 13th)

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

LASO application window opens on October 14, 2024 and closes on December 13, 2024 at 5:00 CT

TEA
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Application Window
October 14- December 13

Program Webinars
October 17- 25

Next Steps
Visit the LASO 3 website to familiarize with included grant offerings.

Communicate and share the information with LEA 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 LEAs 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