



Welcome Support Seminar Full-time Virtual and Hybrid Campuses

SB 569 establishes
**three delivery formats &
streamlines requirements**
for virtual and hybrid
learning.

Individual Courses

- LEAs **may offer** individual virtual or hybrid courses and **certify** that those courses cover **the TEKS**, provide grade-level **rigor and mastery** of the subject or grade-level, & **meets standards of quality**

Full-Time Virtual Programs and Full-Time Hybrid Programs

- LEAs may offer virtual programs and hybrid programs within campuses **without authorization** if enrollment is **less than 50%** of students enrolled at the campus

Full-Time Virtual Campuses and Full-Time Hybrid Campuses

- LEAs may offer virtual campuses or hybrid campuses **after receiving authorization** from TEA through the **application process**
- Increased accountability** requirements

Virtual and Hybrid Model Definitions

Campus

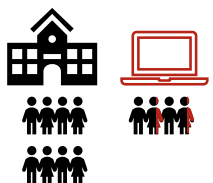


Full-Time Virtual Campus is a school district or open-enrollment charter school **campus at which at least 50 percent of the enrolled students are enrolled in a full-time virtual program** authorized under TEC, Chapter 30B.



Less than 50% of total enrollment is in the program

Full-Time Virtual Program is an educational option where **students attend almost entirely online**, receiving instruction and content primarily via the Internet, either synchronously or asynchronously, with **minimal to no in-person attendance**.



Virtual Course is a course in which instruction and content are delivered synchronously or asynchronously primarily over the internet.

Program

Course

Hybrid

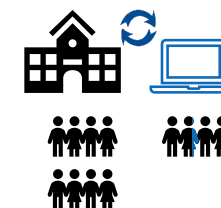
Full-Time Hybrid Campus is a school district or open-enrollment charter school **campus at which at least 50 percent of the enrolled students are enrolled in a full-time hybrid program** authorized under TEC, Chapter 30B.

Full-Time Hybrid Program is a full-time educational option **where a student attends in-person classes for less than 90% of instructional time**. Instruction can be delivered online (synchronously or asynchronously), in person, or through other methods.

Hybrid Course is a course in which a student is in attendance **in person for less than 90%** of instructional minutes; and the instruction and content may be delivered synchronously, asynchronously over the Internet, in person, or through other means



Less than 50% of total enrollment is in the program



Schedule Option A: All hybrid classes

Schedule Option B: Some in-person classes and some virtual classes

Schedule A

Class 1

Class 2

Class 3

Class 4

Class 5

Class 6

Class 7

Schedule B

Class 1

Class 2

Class 3

Class 4

Class 5

Class 6

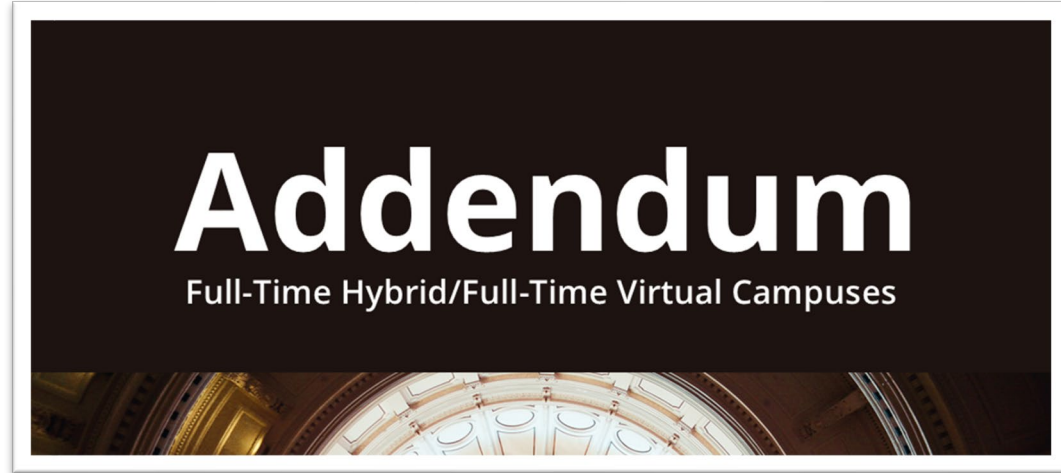
Class 7

Campus, Program, or Courses?

What to Consider Before You Decide

Full-time Virtual or Full-time Hybrid CAMPUS	Full-time Virtual or Full-time Hybrid PROGRAM	Virtual or Hybrid COURSE
Modified Enrollment-Based Funding <i>(Enrolled Students x District ADA Rate)</i>	ADA Funding <i>(Daily Engagement Evidence)</i>	ADA Funding <i>(Same as In-Person)</i>
Requires Authorization from TEA	School Systems May Launch Independently	School Systems May Launch Independently
School Systems Create a New Campus with a Specific Focus	Exists within a Current Campus Serves less than 50% of students	Offer District or Statewide

- Applicants may choose one of two pathways:
 - Apply through the Generation 32 Charter Application process.
 - Pursue Virtual or Hybrid Campus Authorization after being a Charter School for another school year.



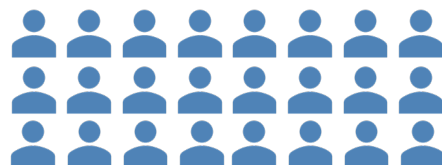
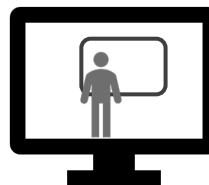
Virtual and Hybrid Campuses

Full-Time Virtual and Hybrid Campuses

- Must be **authorized to operate** a full-time hybrid or virtual campus
- Schools must **receive a unique campus designation number**
- Funding for full-time virtual and hybrid campuses will be determined based on the number of full-time equivalent (FTE) students **enrolled** at the campus and multiplied by the charter school's average daily attendance (ADA) rate or state ADA rate

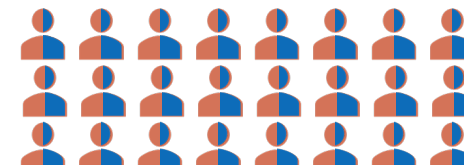
Full-Time Virtual Campus

At least 50% of enrolled students participate in an authorized full-time virtual program.



Full-Time Hybrid Campus

At least 50% of enrolled students participate in an authorized full-time hybrid program.



Virtual and Hybrid Campuses Addendum

Addendum- Full-Time Hybrid/Full-Time Virtual Campus

Name of Proposed Charter School:

Name of Sponsoring Entity:

Application Subchapter:

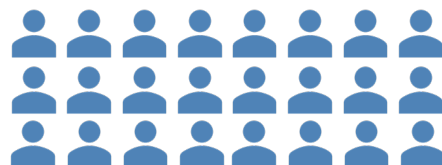
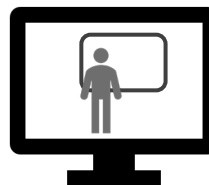
Select program type from drop-down menu

Campus Type(s):

Select program type from drop-down menu

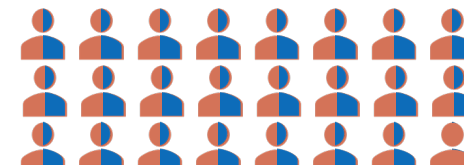
Full-Time Virtual Campus

At least 50% of enrolled students participate in an authorized full-time virtual program.



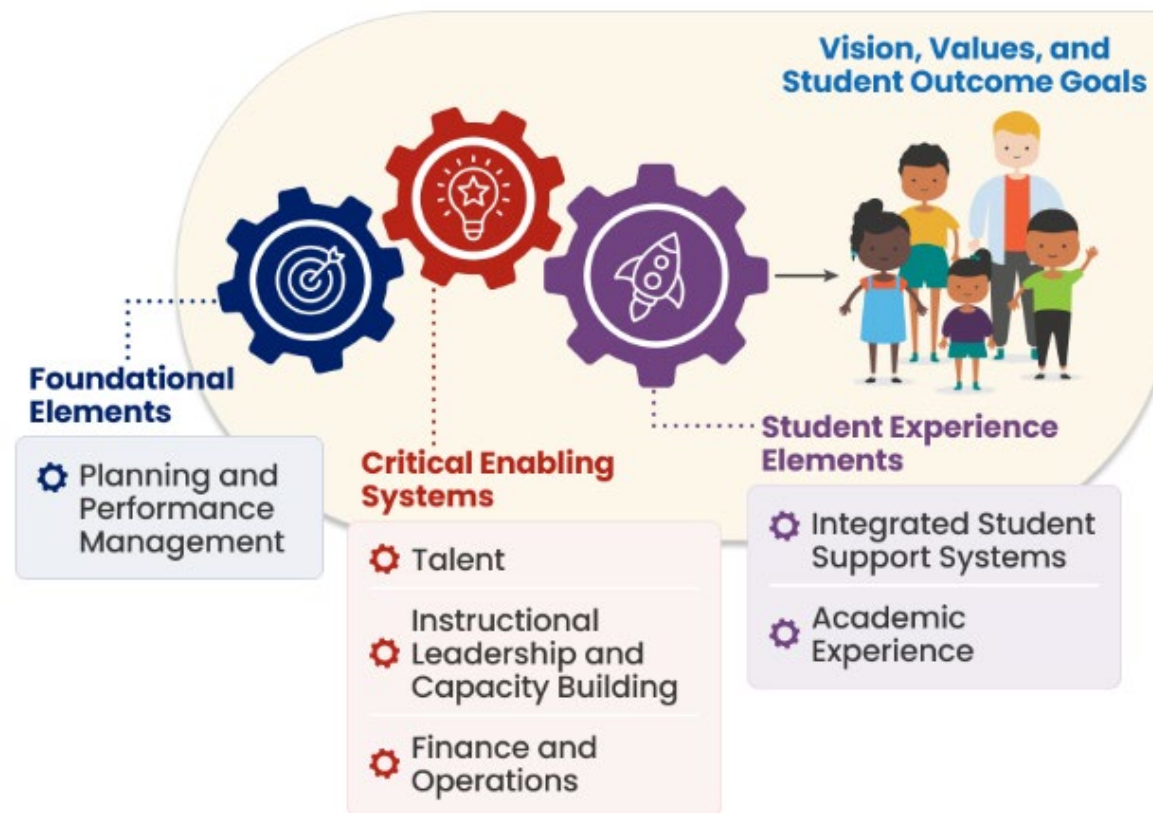
Full-Time Hybrid Campus

At least 50% of enrolled students participate in an authorized full-time hybrid program.





ESF



Virtual and Hybrid Models Address Needs Across the Education Ecosystem

Virtual and Hybrid models offer flexible, personalized learning for students and families while enabling school systems to expand access, optimize staffing, and reimagine programs.



Broader Course Offerings

Provide access to advanced courses and personalized pathways to more students

Operational Flexibility

Adapt to staffing gaps
Accommodate health and life challenges for students and caregivers

Program Customization

Streamline resources to boost credit recovery and work-based learning opportunities aligned with student goals

Vision, Mission, and Design Elements

I. Mission, Vision, Design Elements

Mission Statement

State the mission of the proposed school.

Response is limited to 800 characters (approximately 200 words)

Vision Statement

State the vision of the proposed school.

Response is limited to 800 characters (approximately 200 words)

Design, Guiding Principles, and Innovation

Identify and discuss the guiding principles of the proposed school design and explain how they will encourage different and innovative learning methods. Also, provide additional evidence to show that the guiding principles are optimal to meet intended outcomes for the proposed community of students.

■ Recap

Strong Responses

- Identify high-quality instructional materials or curricular resources for developing instructional materials (or plans to adopt materials) that are grade-level appropriate, aligned to the TEKS, and compliant with state law.
- Provide a clear rationale for the selection of instructional materials and how they meet the definition of high-quality. If developing instructional materials locally, cites guiding research behind the design of local instructional materials.
- Identify a clear plan to routinely audit all instructional materials and/or curricular resources for compliance with state law.
- (New Operators ONLY) Provide a thorough process for systematic review, adoption, continuous improvement of High-Quality Instructional Material (HQIM) that will follow local board policy, including personnel responsible. If developing instructional materials locally, describes a realistic and actionable plan for ensuring the materials will continue to meet the definition of high quality, including personnel responsible.

Academic Program & Monitoring Criteria:

Content

Instruction

Progress
Monitoring

Assessment

Strong Responses

- Clearly outlines the education program, detailing how curriculum, core instructional practices, digital tools, and assessment strategies will enhance academic achievement in a virtual or hybrid model.
- Clearly describes the delivery method (synchronous online, asynchronous online, in-person, or other.)
- Details the teacher and student-facing systems that will be used to track progress and determine success within the virtual or hybrid learning model.
- Provides a specific plan in which assessment instruments will be administered in-person for students enrolled in a hybrid or virtual course.

Essential Components of Successful Academic Programs in Virtual and Hybrid Settings

Effective Instruction	Teachers delivering engaging, rigorous learning experiences that are differentiated to meet the targeted needs of diverse learners
Instructional Materials	Instructional leaders and teachers both sourcing and consistently utilizing high-quality materials that are appropriate for virtual or hybrid instruction
Student Support Structures	RTI processes in place to identify instructional materials and modifications designed to specifically meet the needs of students with disabilities and English learners
Student Agency	Program allow for students to progress towards measurable goals through self-direction, data monitoring, and teacher check-ins
Measuring Learning	Formative and summative assessments consistently administered across classrooms to frequently measure student learning and lesson rigor

Strong Responses- Operations

- Provides a thorough plan to develop and distribute written information describing each hybrid or virtual course available for enrollment.
- Clearly describes the infrastructure required to support student success in virtual and hybrid instruction, including instructional technology, any increases in bandwidth or expanded wireless access, and any effective classroom design to accommodate learning environments.
- Demonstrates a comprehensive, organized, and accurate understanding of how infrastructure supports effective virtual/hybrid learning.

Strong Responses- Staffing

- Provides a comprehensive process to ensure staff receive appropriate professional development in hybrid or virtual instruction before they begin teaching online.
- Provides clear criteria and processes that will be used to determine that staff has sufficient previous experience.

Key Operational Factors to Consider in Virtual and Hybrid environments

Operational Factor	Key Practices
Enrollment and Attendance	Established processes and tools for enrolling students into the program and monitoring attendance
Teacher Recruitment and Retention	There is a sustainable strategy for recruiting and retaining educators who are uniquely suited to be successful in this context
Professional Learning	There is a system for ongoing differentiated, high quality professional learning through training, job-embedded supports , and reflection and feedback in the virtual context
Scheduling	The master schedule supports best practices in synchronous and asynchronous instruction and allow teachers to leverage time, space, routines, procedures and accountability to creatively adapt to meet student needs (ex. Advisory groups, mentor check-ins, data driven small groups)
Technology and Infrastructure	All students and educators have access to and be able to easily use all of the devices and digital tools they need

Essential Levers for School Culture Success

Essential Levers	Key Practices
Classroom Environment	There are clear expectations, routines and procedures for students to be self directed learners and to celebrate wins
Student Well Being	There are processes to monitor, discuss and support student mental health and well being and to ensure students are getting the right interventions and supports
Shared Vision	Staff operate from a shared vision to guide their work and decision making and is that vision shared and reinforced regularly to staff, students and families
Parent Involvement	There are systems and structures in place for families to engage regularly and opportunities for two-way communication and feedback loops

Application Data Privacy and Cybersecurity Criteria: Framing the Discussion

Strong Responses

Data Privacy and Cybersecurity

- Describes clear and proactive measures to ensure a safe learning environment for all students, both on campus and online.
- Identifies all roles and/or departments that will be responsible for data oversight and ensuring timely access to information.
- Describes the cybersecurity framework that will safeguard digital assets and personal information in online learning environments – including specific tools, protocols, and staff responsibilities related to (1) threat detection, (2) access control, and (3) incident response.

Application Private or Third-Party Provider Criteria: Framing the Discussion

“Whole program virtual instruction provider” means a private or third-party service that provides oversight and management of the virtual instruction services or otherwise provides a preponderance of those services for a full-time virtual or full-time hybrid campus or program

Strong Responses – Whole Program Virtual Instruction Provider

- Clearly describes the identification and selection process for selecting the proposed whole program provider.
- Details all services to be provided. Describes all goods, instructional materials, and associated costs.
- Provides thoughtful reflection on the historical performance of the proposed educational service provider in virtual services and any applicable student outcomes.
- Describes the oversight and evaluation methods that the governing board will use to oversee the private or third-party provider. Includes the frequency, evaluation tool to be used, and expected student outcomes.
- Identifies the specific measures that would be taken if the whole program provider does not meet performance and/or student achievement outcome goals.
- Outlines a specific plan to operate the school in the event of termination of the management agreement.

Strong Responses – Third-Party Service Provider

- Clearly identifies services that will be provided.
- Provides a thoughtful reflection on the historical performance of the proposed virtual service provider and any applicable student outcomes.

Strong Responses

- Present a fully developed plan for the local assessment program to be administered including all formative and summative assessments.
- (*New Operators ONLY*) Provide a description that includes (1) clear steps for analyzing student performance data and (2) defined uses of the data to address learning gaps.

Eligibility Criteria for Hybrid and Virtual Enrollment

Virtual and Hybrid Enrollment

- Students cannot be required to enroll in a virtual or hybrid **campus**.
- School systems cannot discourage students from enrolling in virtual **courses**.

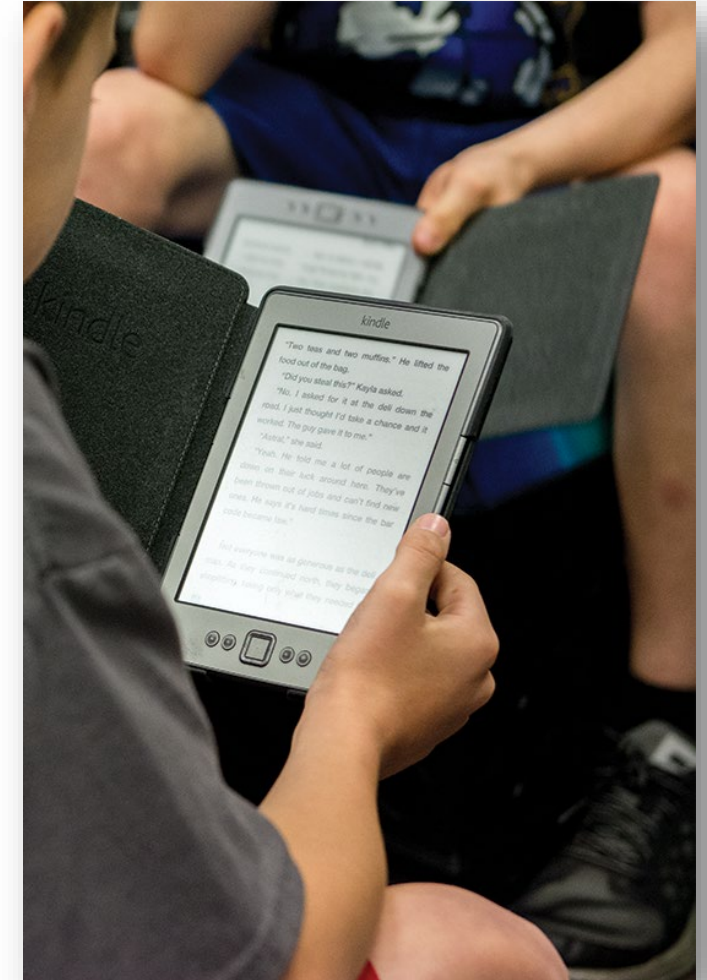
Hybrid Campus Enrollment

- All students eligible for Texas public schools can enroll full-time in hybrid **campuses**.

Virtual Campus Enrollment

A student is eligible to enroll in a full-time virtual campus if the student:

- attended a public school in this state for a **minimum of six weeks** in the current school year or in the preceding school year;
- is, in the school year in which the student first seeks to enroll in the full-time virtual campus, enrolled in the first grade or a lower grade level;
- was not required to attend public school in this state due to non residency during the preceding school year;
- is a dependent of a member of the United States military who has been deployed; or
- has been placed in substitute care in this state.



- **Statutory Authority (Texas Education Code (TEC), §30B.101(e))**

- Authorization is granted only when campuses are **likely to improve student learning**
- Applies to both **hybrid and virtual campuses**
- If a third-party provider is used:
 - **Past performance is considered**

- **Finality of Decision (TEC, §30B.101(f))**

- Per TEC, §30B.101(f), the decision made by the commissioner under this section is **final and not subject to appeal**

Resources for Virtual and Hybrid Education

Virtual and Hybrid Webpage

Virtual and Hybrid Education



The virtual and hybrid education webpage serves as a central resource for school systems, students, and parents, offering guidance and information about available options. [Texas Education Code \(TEC\), Chapter 30B](#)

TEC, Chapter 30B

EDUCATION CODE CHAPTER 30B

EDUCATION CODE

TITLE 2. PUBLIC EDUCATION

SUBTITLE F. CURRICULUM, PROGRAMS, AND SERVICES

CHAPTER 30B. VIRTUAL AND HYBRID CAMPUSES, PROGRAMS, AND COURSES

SUBCHAPTER A. GENERAL PROVISIONS

In this chapter:

Hybrid and Virtual Campus Authorization TAA

To the Administrator Addressed (TAA) Correspondence

2027-28 Full-Time Hybrid and Virtual Campus Authorization

About This TAA

Date: July 2, 2026

Subject: 2027-28 Full-Time Hybrid and Virtual Campus Authorization

Division(s): 351- Authorizing & Policy

Next Steps: Share with appropriate staff

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PDF | 468.42 KB

The Texas Education Agency (TEA) has launched the authorization process for full-time hybrid and virtual campuses, expanding access to high-quality, flexible learning opportunities for students across Texas.

TEC, Chapter 30B Pending Rules

Proposed New 19 TAC Chapter 71, Virtual and Hybrid Education, Subchapter AA, Administration of Virtual and Hybrid Education

Summary: The new chapter implements Texas Education Code, Chapter 30B, as added by Senate Bill 569, 89th Texas Legislature, Regular Session, 2025.

Resumen en Español: El nuevo capítulo implementa el Capítulo 30B del Código de Educación de Texas, que agregó el Proyecto de Ley 569 del Senado, 89.ª Legislatura de Texas, sesión ordinaria, 2025.

Public Comment Period: August 28, 2026-September 28, 2026

Proposed Effective Date: December 27, 2026

Q&A