**Attachment 3**

Detailed Technical Assistance Network Overview

*The following is an excerpt from the Request for Qualification for the Technical Assistance Network for Math Innovation Zones. The following information offers key insights for interested districts and charter schools.*

## 1.3 Technical Assistance Vendor Deliverables, Requirements, and Qualifications

This solicitation seeks advisors that will support school districts or open-enrollment charter schools in **five** key areas: **Design and Implementation Support, Budgeting and Financial Planning Support, Professional Development Support, Technology Infrastructure Support, and Rostering, Single-Sign-On, and Data Analysis Support** to ensure implementation success and long-term sustainability of Math Innovation Zones.

The distinguishing characteristics of each support are listed below. Technical assistance vendors may submit an application to provide support in **one or more category**. Application instructions are listed in the attachment and should be reviewed carefully. The application for each type of support will be reviewed independently with other applications submitted for that category. Vendors may be approved for one or more types of support based on quality of application. All vendors may be required to be fingerprinted and pass a criminal background check by contracting school districts. Admittance to the TEA State Approved Technical Assistance Vendor list does not guarantee a contract with a school district or open-enrollment charter school.

Technical Assistance Vendors will bring a range of experiences to the Math Innovation Zones Technical Assistance Network. Respondents should be individuals or organizations that have incredibly strong experience implementing system level Math Innovation Zone related activities. Vendors will also be expected to maintain open communication and collaboration and with TEA regarding the Technical Assistance of Math Innovation Zones. Technical Assistance Vendors are expected to respond to all communication with TEA within two business days of the TEA request.

Each support is explained below, along with specific actions that, depending on individual school district or open-enrollment charter school needs, may be implemented:

### 1.3.1 Design and Implementation Support

Moving from a traditional classroom model to a blended model presents a unique set of challenges. Additionally, many districts initiate technology programs within schools that are misaligned with the district vision. Further, this design and planning process is why many districts are unsuccessful in implementing a blended learning program that leads to positive student and teacher level outcomes. With this Design and Implementation Support Vendor, TEA seeks to provide school districts or open-enrollment charter schools with the support necessary to have a successful transition to a blended learning model in all schools designated as a Math Innovation Zone. Specific deliverables related to this support **may** include:

1. **Needs Assessment Kickoff:** Work with districts and charter schools to review data and identify specific needs at each school. Align blended learning teams around these needs to ensure they are clear and agreed upon by the full team, including school district or open-enrollment charter school staff, school leadership, and teachers. This will be the foundation for the design of the blended learning program.
2. **Blended Learning Program Design and Plan:** Drive school-specific program design to determine the appropriate blended learning strategy for the unique school context. This should include a launch plan for blended learning in select classrooms or grade levels over time, the identification of the appropriate instructional model for each classroom, assessment and selection of approved blended learning vendor, human capital considerations, and plan for data driven decision making across the campus.
3. **Assessment of Fidelity of Planning Components**: Assess the extent to which blended learning planning requirements (e.g., financial plan, infrastructure plan, professional development plan) align with overall goals and program design. Provide feedback and support to ensure district and schools are creating an integrated plan using different vendors from TAN.
4. **Implementation Step Back Meetings:** Support implementation of blended learning programs through frequent quarterly step backs which allow for data driven decision making and improvements of Math Innovation Zone during implementation.
5. **TEA Approval of Design and Implementation Plan:** Work with TEA, or TEA designated vendor, to obtain approval of final deliverables. During this process, deliverables will be submitted to TEA for approval. Vendors may need to answer multiple rounds of questions and/or make necessary edits to meet the quality level required for the deliverable. The grantee will need this approval to meet the Fidelity of Planning requirements required by TEA to become a Designated Math Innovation Zone.
6. Other Proposed Supports or Deliverables: Define additional proposed deliverables as needed in application.

All school districts and open-enrollment charter schools are **required** to use a Technical Assistance Vendor for this support. A waiver **will not** be issued by TEA for participating districts or charter schools for this requirement.

### 1.3.2 Budgeting and Financial Planning Support

Blended Learning models have a diverse set of implications on financial planning and the teams responsible for these tasks within a school district or open-enrollment charter school. *One-time cash flows* like infrastructure upgrades and one-time grants as well as *recurring cash flows* such as software licenses, personnel costs, PD costs, seat time and student-teacher ratio shifting can present unique challenges for school districts or open-enrollment charter schools. Further, vendor should possess a deep understanding of the Texas Instructional Materials Allotment, established by Senate Bill 6, and the Federal E-rate program. With the Budgeting and Financial Planning Support Vendor, TEA seeks to provide school districts or open-enrollment charter schools with the support necessary to successfully transition from a financial model that supports a traditional district model to an approach more aligned to the expansion of Math Innovation Zones and blended learning across a school district or open-enrollment charter school. Specific deliverables related to this support **may** include:

1. **School and District Interviews and Research:** Interview school and district leadership to gather data and analyze key considerations such as resource allocation, trade-off decisions, and the use of external supports in the implementation of blended learning.
2. **School District or Open-Enrollment Charter School Financial Plan:** Assist school district or open-enrollment charter school finance teams in the development of a sustainable long-term budget that accounts for blended learning specific considerations including staffing ratios, instructional materials, and ongoing blended learning specific costs. Plan should include one-time and recurring funding sources and program expenses, including the identification of alternative sources of operating funds. The plan should include a list of inputs and assumptions that are approved by the full blended learning team, including school district or open-enrollment charter school staff, school leadership, and teachers.
3. **Bi-Annual Budget Step Back Meeting**: Design, plan, and facilitate bi-annual step back meetings with school district or open-enrollment charter school leadership to review financial plan and make necessary adjustments to meet school district or open-enrollment charter school blended learning vision.
4. **TEA Approval of Budget & Financial Plan:** Work with TEA, or TEA designated vendor, to obtain approval of final deliverables. During this process, deliverables will be submitted to TEA for approval. Vendors may need to answer multiple rounds of questions and/or make necessary edits to meet the quality level required for the deliverable. The grantee will need this approval to meet the Fidelity of Planning requirements required by TEA to become a Designated Math Innovation Zone.
5. **Other Proposed** **Supports or Deliverables**: Define additional proposed deliverables as needed in application.

Although TEA **highly recommends** use of the Technical Assistance Network for all supports, Math Innovation Zones Pilot Grant recipients may either use the services of a state approved technical assistance vendor **OR** request a waiver from TEA in the event of unique circumstances relevant to these deliverables.

### Professional Development Support

Supporting teachers that facilitate learning in a blended learning classroom is core to the mission of Math Innovation Zones. To support teachers, schools and school districts or open-enrollment charter schools have seen success in multiple PD models to deliver high quality development throughout a school or district. Through the Professional Development Support Vendor, TEA seeks to ensure that each teacher and leader participating in a Math Innovation Zone is equipped to best utilize the technology program(s) at hand. Specific deliverables related to this support **may** include:

1. **Professional Development Plan:** Work with districts to set district and individual school district or open-enrollment charter school training goals, identify roles and responsibilities of teachers and coaches, proposed professional development delivery model, create training timeline, and design coaching feedback system.
2. **School District-Level Professional Development**: Provide quarterly trainings for district staff to ensure they are executing on agreed upon training plan.
3. **Campus-Level Professional Development:** Provide implementation capacity building experiences to school level leaders and teachers. Approved trainings include school district or open-enrollment charter school or vendor classroom observations, 1:1 blended learning coaching sessions and school visits to other blended learning programs. In the first year of implementation, MIZ teachers will be required to participate in 2 trainings/meaningful learning experiences per month for the first three months and then 1 training/meaningful learning experiences per month in the following six months. This may be done by Blended Learning staff at the district level or vendor staff while the district is building capacity.
4. **Tools to Gauge Participant Proficiency:** Build tools including rubrics, templates, and other resources, to assess blended learning readiness, development, and proficiency at the campus and district level.
5. **Tools to Evaluate Professional Development Efficacy:** Create resources to evaluate efficacy of professional development including surveys for teachers, administrators, and district officials. Provide alternative means for documenting and sharing district successes and challenges.
6. **TEA Approval of Professional Development Plan:** Work with TEA, or TEA designated vendor, to obtain approval of final deliverables. During this process, deliverables will be submitted to TEA for approval. Vendors may need to answer multiple rounds of questions and/or make necessary edits to meet the quality level required for the deliverable. The grantee will need this approval to meet the Fidelity of Planning requirements required by TEA to become a Designated Math Innovation Zone.
7. **Other Proposed** **Supports or Deliverables**: Define additional proposed deliverables as needed in application.

Although TEA **highly recommends** use of the Technical Assistance Network for all supports, Math Innovation Zones Pilot Grant recipients may either use the services of a state approved technical assistance vendor **OR** request a waiver from TEA in the event of unique circumstances relevant to these deliverables.

### Technology Infrastructure Support

To deliver on the potential of Blended Learning, Math Innovation Zones must be built on a strong technological infrastructure that supports all of the technical components of this innovative programming. School sites must be able to support the seamless use of technology by students, teachers, and administrators by ensuring sufficient connectivity, bandwidth, and technical support. Through the Technology Infrastructure Support Vendor, TEA seeks a vendor that can assist school districts or open-enrollment charter schools in planning sufficient infrastructure at school sites and building ongoing technical support capacity. Specific deliverables related to this support **may** include:

1. **District or Charter School Infrastructure Readiness Assessment**: Identify current state of school district or open-enrollment charter school technology infrastructure including key gaps in connectivity, network reliability, and/or technical support for end users of software and hardware.
2. **Infrastructure Improvement Plan:** Develop a clear plan and timeline to create a robust infrastructure that supports the long-term vision of blended learning within school district or open-enrollment charter school and assist in executing plan.
3. **Technical Support Capacity Building Plan:** Create strategy for capacity development within district to ensure high quality ongoing technical support and information technology function across the school district or open-enrollment charter school.
4. **TEA Approval of Technology Infrastructure Plan:** Work with TEA, or TEA designated vendor, to obtain approval of final deliverables. During this process, deliverables will be submitted to TEA for approval. Vendors may need to answer multiple rounds of questions and/or make necessary edits to meet the quality level required for the deliverable. The grantee will need this approval to meet the Fidelity of Planning requirements required by TEA to become a Designated Math Innovation Zone.
5. **Other Proposed** **Supports or Deliverables**: Define additional proposed deliverables as needed in application.

Although TEA **highly recommends** use of the Technical Assistance Network for all supports, Math Innovation Zones Pilot Grant recipients may either use the services of a state approved technical assistance vendor **OR** request a waiver from TEA in the event of unique circumstances relevant to these deliverables.

### Rostering, Single Sign On, and Data Analysis Support

The adoption of multiple blending learning platforms across multiple campuses can pose a challenge for districts with regard to carrying accurate student rosters, allowing students and teachers a Single Sign On portal, and coordinating a robust level of data insights across systems. Through the Rostering, Single Sign On, and Data Analysis Support Vendor, TEA seeks the assistance of an external vendor to coordinate and automate these tasks for districts. Specific deliverables related to this support **may** include:

1. **Student Rostering for Software Programs**: Roster all students involved in Math Innovation Zones on to the specific State Approved Software Program and ensure automated updating of rosters over time.
2. **Single Sign On:** Allow students access to all licensed and active software programs from a single portal to ensure ease of use and limited downtime.
3. **Data Analysis Support:** Consolidate robust data sets from multiple software vendors to give students, teachers, administrators, and TEA a visualization of Fidelity of Execution data as related to Math Innovation Zones. Set and track progress across multiple different student progress plans from a single dashboard.
4. **Other Proposed** **Supports or Deliverables**: Define additional proposed deliverables as needed in application.

Although there are no direct Fidelity of Implementation Requirements associated with this support, this support assists in the fulfillment of all of the Fidelity of Planning and Execution Requirements.