

A photograph of a female teacher with short dark hair and glasses, wearing a white short-sleeved shirt, sitting on the floor and reading a book to two young boys. The boys are also sitting on the floor, looking at the book. They are in a classroom or library setting with bookshelves in the background. The image is semi-transparent, allowing the text to be overlaid.

**Blended Learning Grant (BLG)
Webinar
LASO | Learning Acceleration
Support Opportunities Grant**

Welcome and Thank you for Joining Today!



Mike Strange
Blended Learning
Program Manager



Brian Doran
Director of
Expanded Learning Models

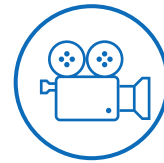


Agenda and FYIs for Today's Webinar

Agenda

1. Welcome and Introductions
2. Overview of the Application process and Timeline
3. Blended Learning Grant Deep Dive | Program description, eligibility, key commitments, scoring, interview criteria, allowable expenditures
4. Next Steps and Q&A

FYIs



Please ask questions and drop them in the **Question and Answer** box in Zoom



This **recording and these slides will be posted** on [LASO website](#) at the end of the week 11/18, once all the webinar options have been conducted.



Overview of LASO

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

Based on lessons learned from TCLAS, TEA is attempting to continue offering streamlined, consolidated grant applications, focused on a few grant programs that can be bundled and that help accelerate academic gains

~\$110M

in services and
supports

8

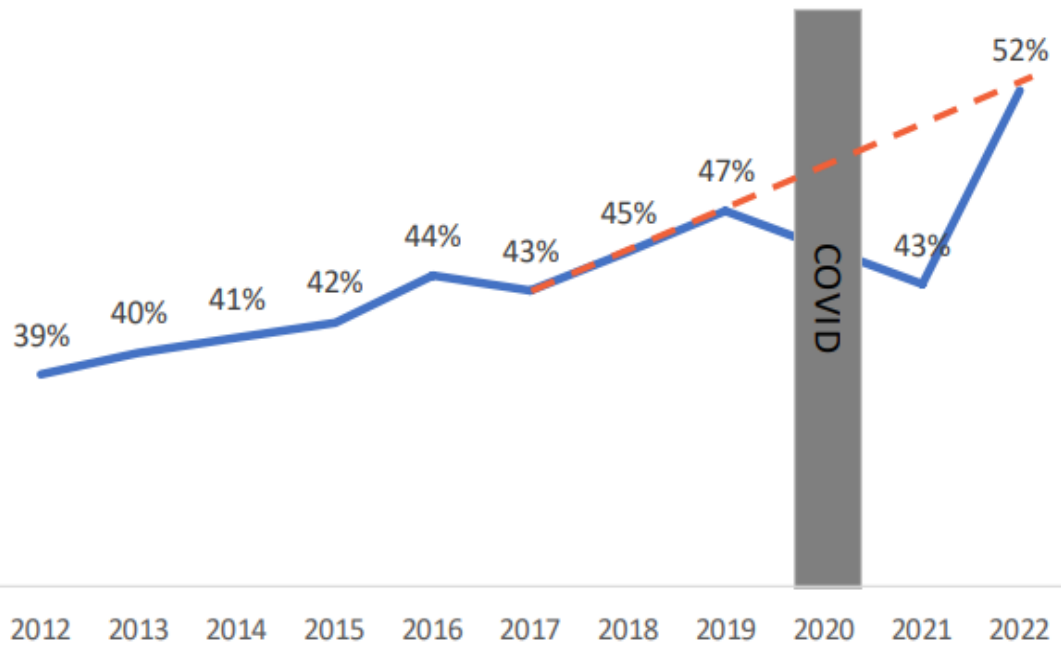
TEA initiatives to
support learning
acceleration and
innovation

1

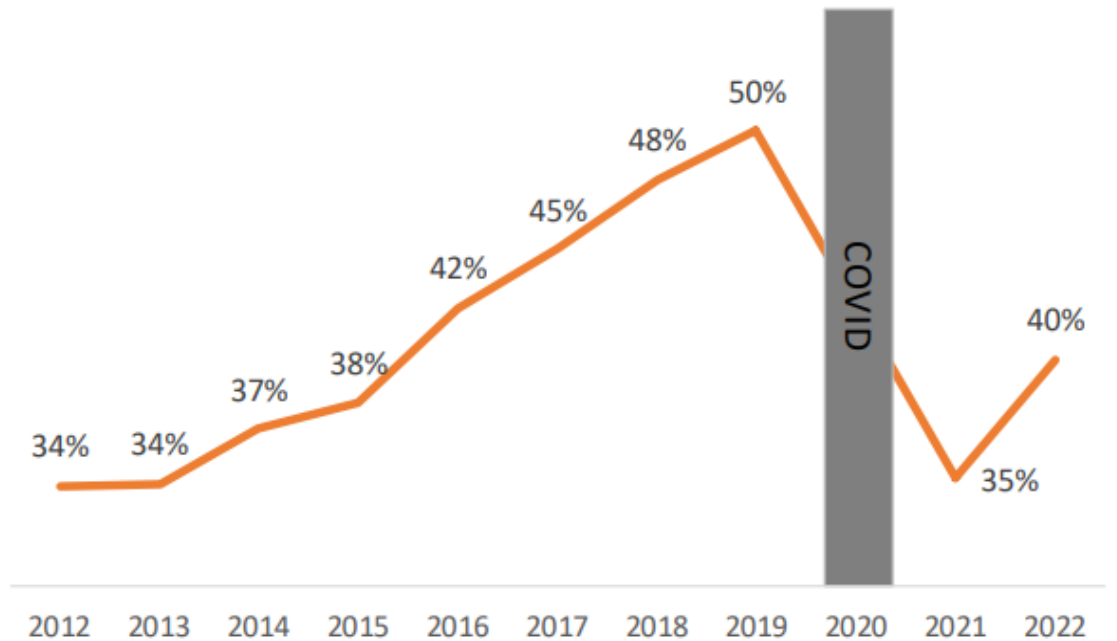
LEA program
application to
access funding

While we have seen a rebound in STAAR RLA results, continued attention is needed toward both Reading and Math to be able to accelerate learning

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



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



1. Includes STAAR 3-8 Reading, English I and English II EOC Assessments 2. Includes STAAR 3-8 Mathematics, Algebra I EOC Assessment Note: Results for grades 3-5 combine assessments given in Spanish and English. Results exclude STAAR-M, STAAR-L, STAAR-A, STAAR Alternate, STAAR Alternate 2 during any years they were offered. Participation in STAAR math and reading assessments in 2021 was 86%. Spring 2021 STAAR results are for learning and recovery planning only – no SSI grade promotion requirements or ratings for districts or campuses. There is no 2020 STAAR data because of cancellation of STAAR in spring 2020. | Source: 2012-2021 Spring STAAR Data

Accelerated Learning Strategies

Strategic Planning



Strategic planning and performance management to prioritize, launch, and continuously improve learning acceleration strategies

Instructional Materials



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

Teacher Pipelines



Talent pipelines that support teachers to deliver excellence in the classroom, getting more than 1 year of growth in 1 year

More Time



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

Innovative School Models



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



Instructional Materials

Strong Foundations Implementation Supports

Ready to Implement in SY23-24

**K-5 Math/RLA high quality instructional material planning support*

Strong Foundations Planning Supports

Ready to plan in SY23-24

**K-5 Math/RLA high quality instructional material planning support*

Technology Lending Grant

Ready to Implement in SY23-24

**Tablets, hardware, and internet hotspots to provide access to digital instructional materials*

Blended Learning Grant

Ready to Implement in SY23-24

**Math/RLA licenses for blended learning products*



More Time

ADSY Planning and Execution Program - Summer

Ready to Implement in SY23-24

**PreK-5; One year planning support to design summer learning program*



Innovative School Models

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

Planning Year | SY 23-24

Implementation Year | SY 24-25

ECHS (Early College High School)

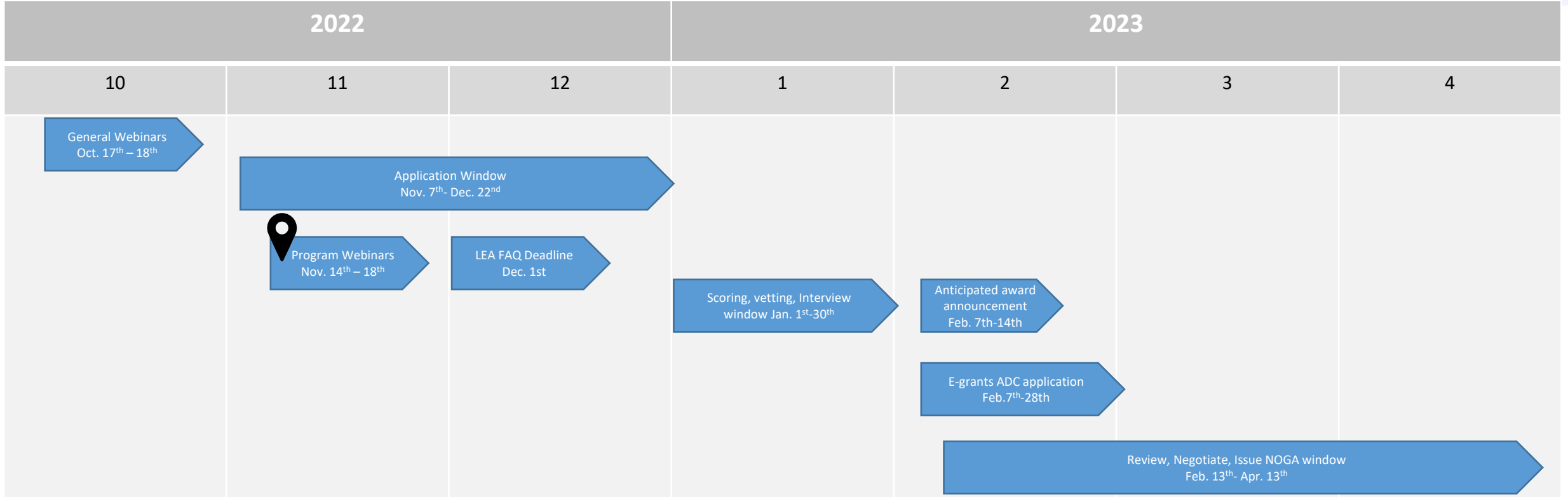
Planning Year | SY 23-24

Implementation Year | SY 24-25

SAF School Action Fund

Ready to plan in SY23-24

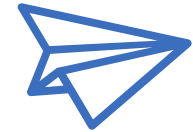
Timeline and Application Process



Key Considerations

- **Application** | opens on November 7th and closes on December 22nd at 11:59pm. The LEAs have 45 days to complete the application for the grants that they wish to apply.
- **Scoring and interview** | opens Jan. 1st- Jan. 30th. This is the window for TEA to score the applications and reach out to LEAs for interviews if the score meets the threshold. The intent of the interview is to provide a two-way opportunity to determine readiness and fit.
- **NOGA** | There is a 60-day window for NOGA issuing. The process will start on Feb. 13th and culminate on Apr. 13th. LEAs can receive their NOGA at any time between that window. Note, the NOGA can only be issued once the LEAs certifies and submits the budget in the e-grants system. Therefore, if there is a delay in LEAs submission, that may impact the NOGA date.

- We recognize that this window runs up against the winter break in some cases. Our intent here is to provide as much time and a longer runway to application completion as possible.
- Application **unique link was emailed to LEA superintendents on November 7th.**
- If the LEA is unable to receive the application link in the superintendent email, LEAs can refer to a [form](#) posted on LASO website to acquire a new link.
- A **PDF** of the application was posted on the LASO website on November 7th. However, formal submission of the application will be through the Qualtrics application survey.



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, with LASO, we are no longer operating under the unique circumstances of TCLAS, we are going back to the traditional grant process for equity and fairness
- LASO will be 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



Blended Learning Grant Deep Dive

Blended Learning Grant (BLG) High Level Overview

Instructional Materials



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

Estimated Total Funding Available	~\$9 Million
Estimated Range of Award	Up to \$500,000
Estimated Award Numbers	25-50 LEAs
Estimated Timeline	Ready to Implement in SY23-24 <i>*Math/RLA licenses for blended learning products</i>



Blended Learning Grant (BLG) Program Description

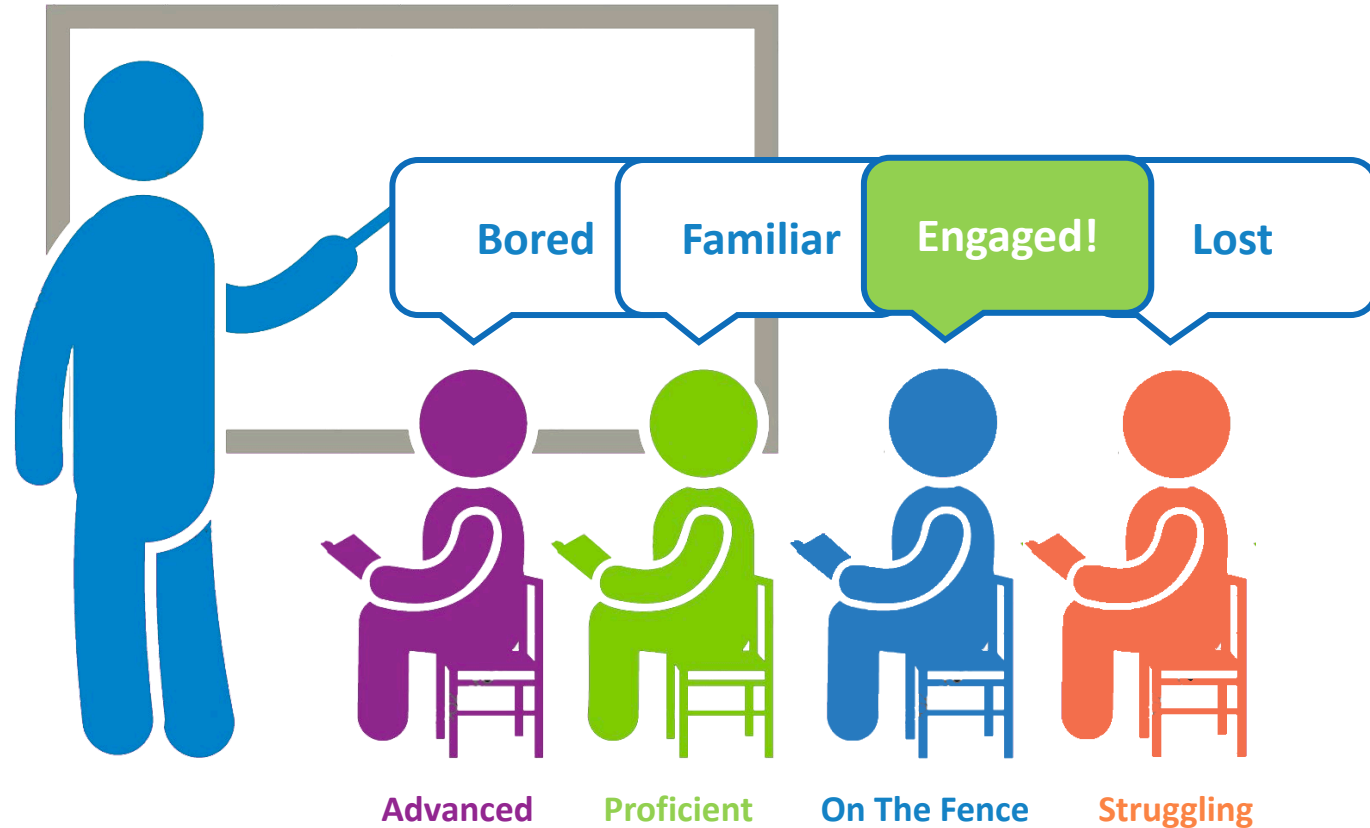
High Level Program Description	The Blended Learning grant will support school districts and open-enrollment charter schools to plan and implement a high-quality blended learning model in math (through Math Innovation Zones - MIZ) and/or reading language arts (through Blended-RLA) aligned with a TEA open education resource (OER) core curriculum
Associated Supports	<ul style="list-style-type: none">• Project Manager LEA's 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 LEA's may use funds to for technical assistance from online, curriculum, and implementation vendors for designing and implementing a strong blended learning model.• Digital Supplemental Products Funds will be provided for LEA's to purchase student licenses for eligible digital supplemental products to provide personalized instruction.• Additional Technology LEA's may use funds to provide additional technology needs for classroom implementation of their blended learning model.• Operational Cost LEA's may use funds to provide other programming cost such as stipends for trainings, needed supplies to support implementation, etc.
Authorizing Statute	<p><i>Math Innovation Zones is authorized by Section 28.020 of the Texas Education Code and funded by the General Appropriations Act, Article III, Rider 40, 87th Texas Legislature.</i></p> <p><i>The Blended Learning Grant Program is authorized by Section 29.924 of the Texas Education Code and funded by the General Appropriations Act, Article III, Rider 76, 87th Texas Legislature.</i></p>

Why Blended Learning?

Meeting The Needs of All Students is a Challenge



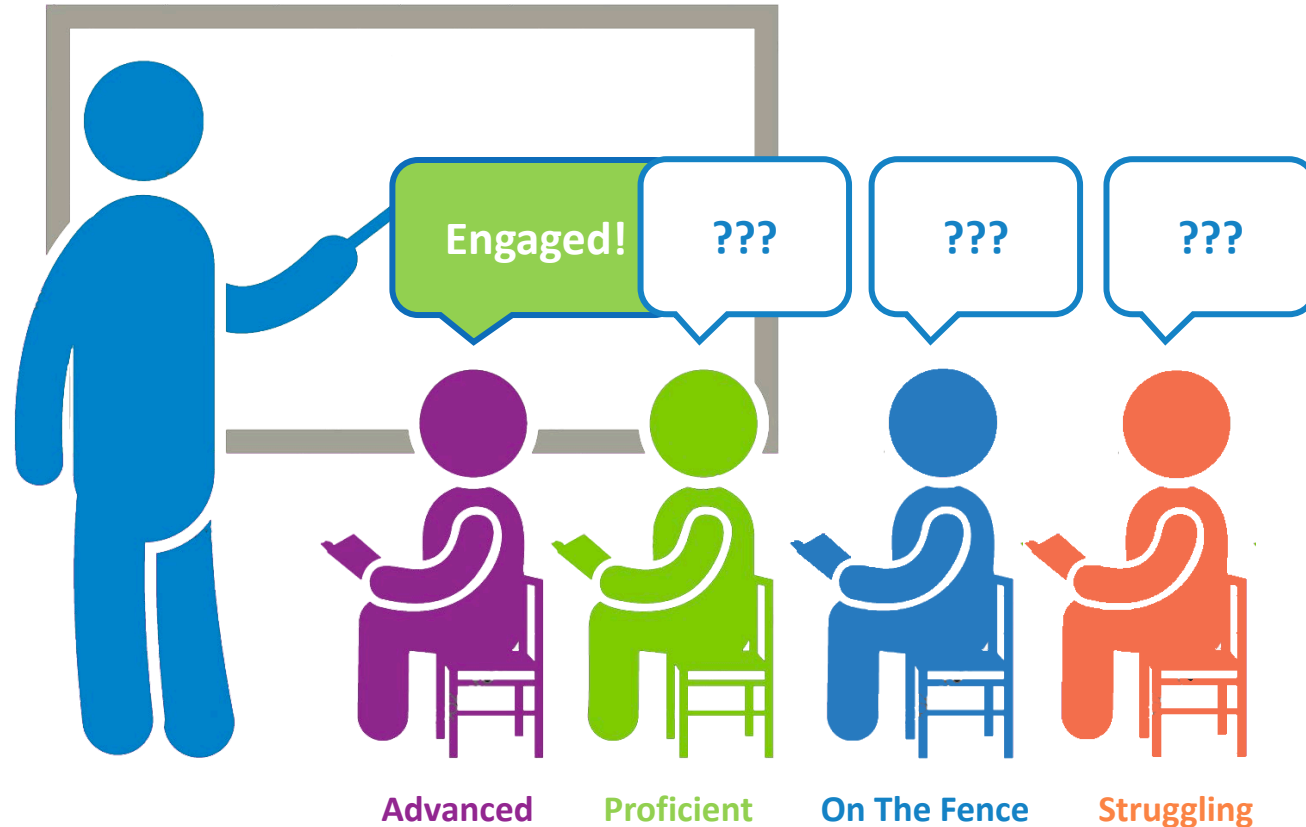
Students arrive with **varying degrees of pre-requisite knowledge** and skills needed for grade level mastery



Diagnosing Student Academic Knowledge is Tough



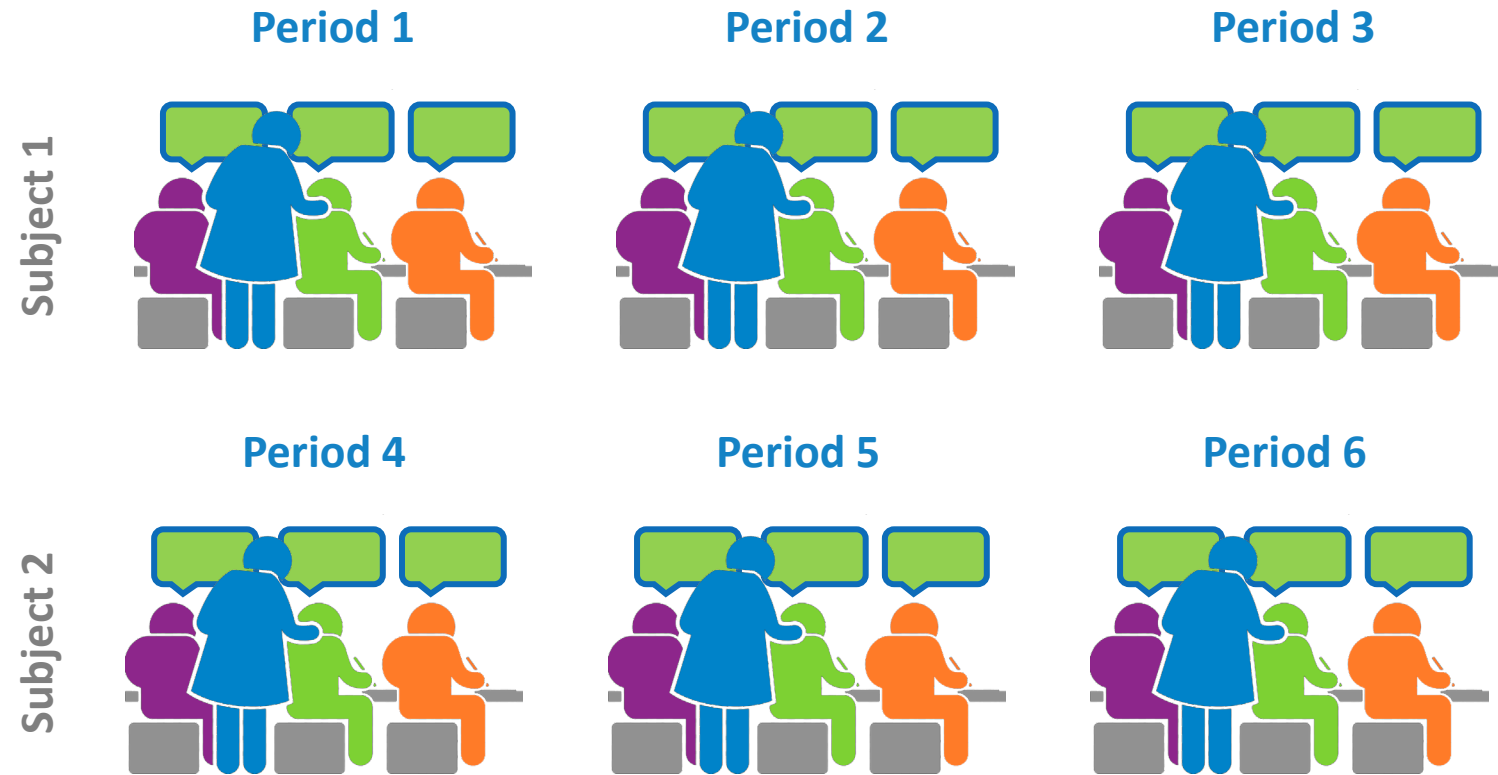
Diagnosing the mastery of this knowledge and skills for all students every day is incredibly challenging for teachers.



Differentiating Student Pathways is Complex



Ensuring every classroom has effective **differentiated instruction within the context of HQIM** is almost impossible to sustain, especially if there is any staff turnover.

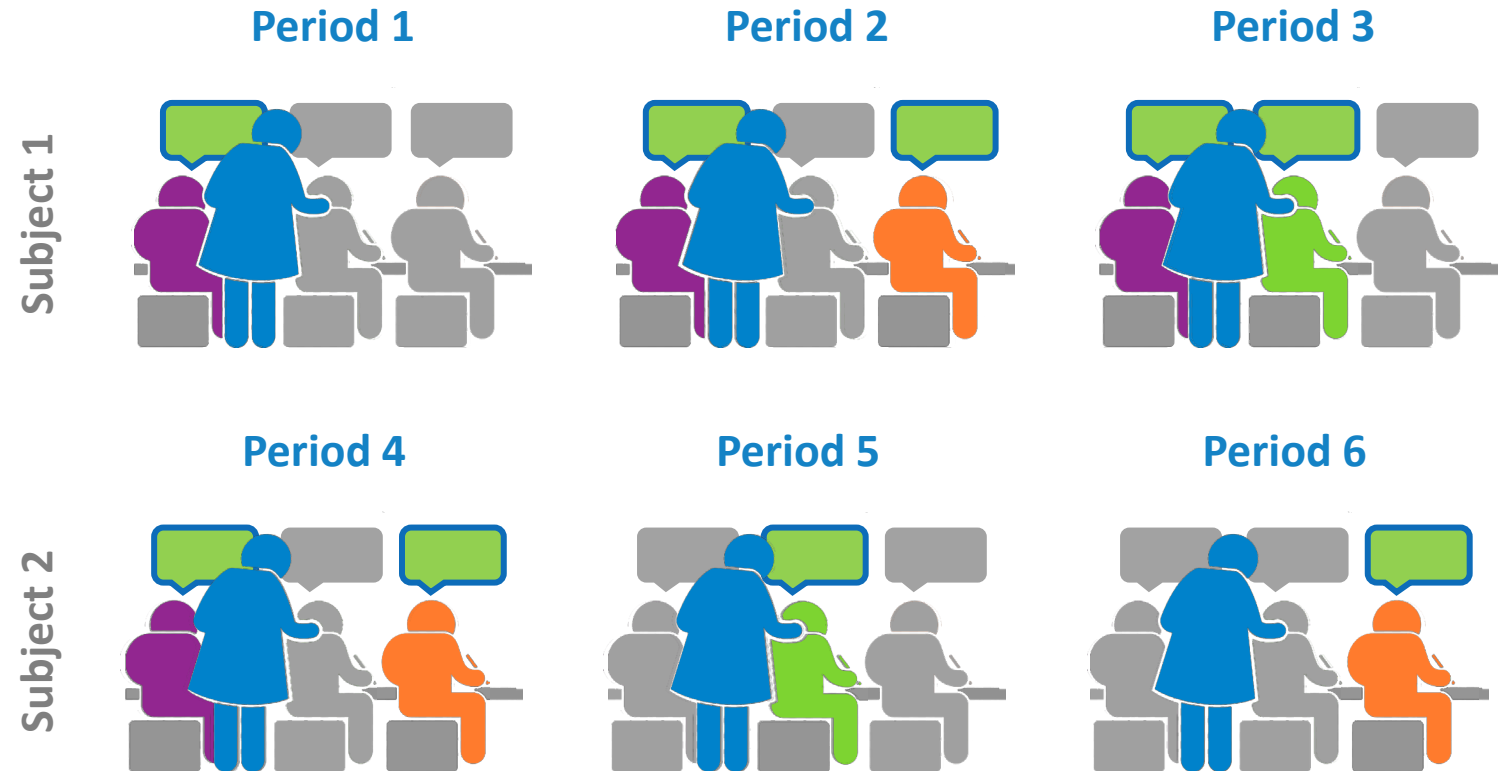


Executing and Adjusting in Real Time is Unsustainable

 = Strong Differentiated Instruction



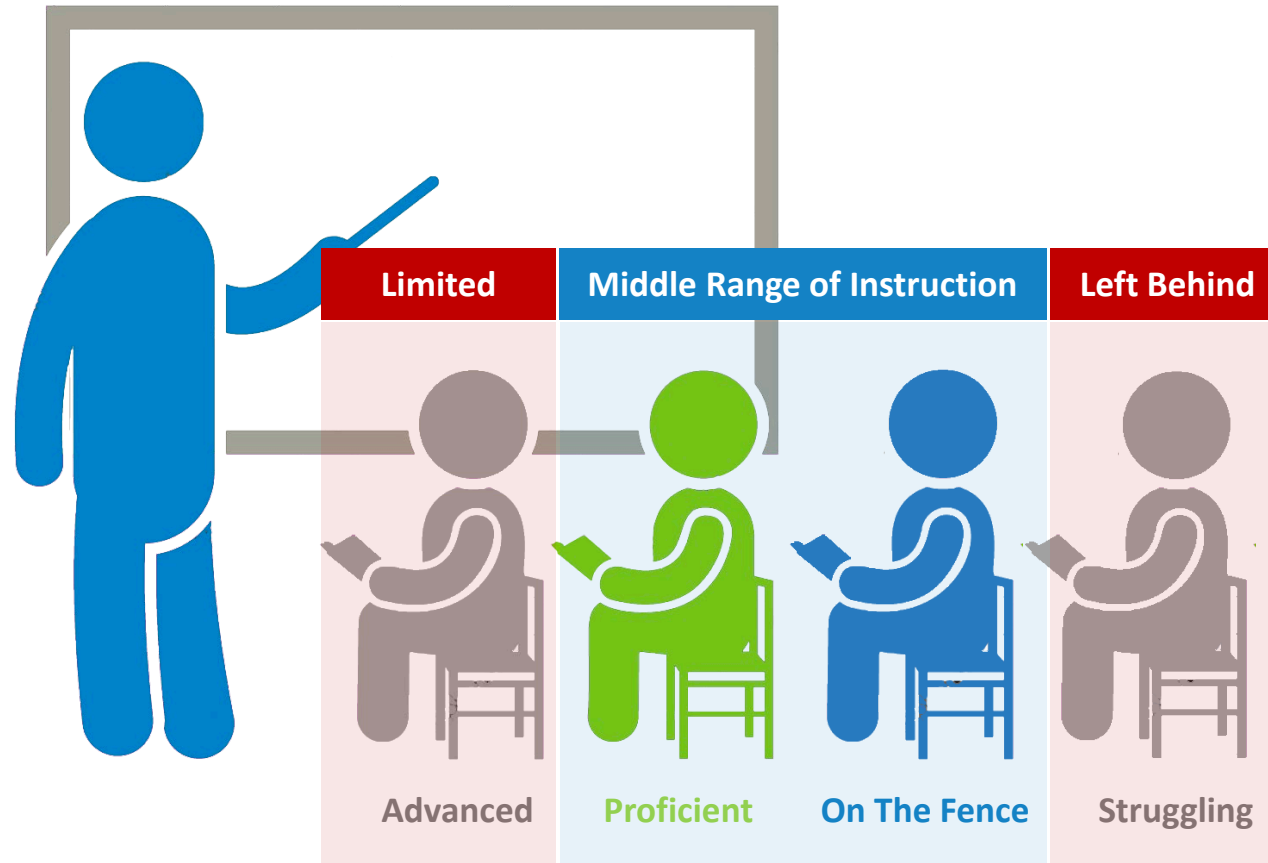
Executing differentiated lessons while juggling classroom management AND trying to analyze and redirect student misconceptions is unsustainable...



The Result: Teaching Towards the Middle



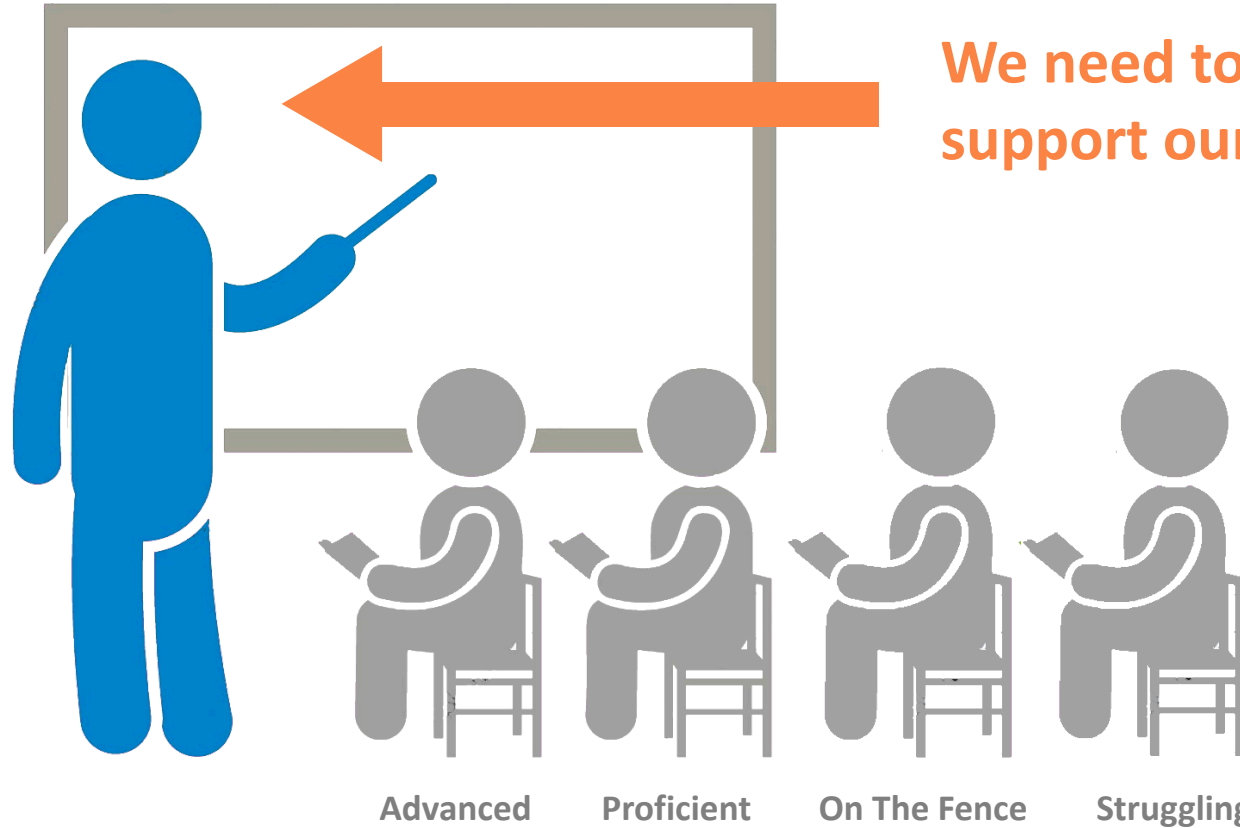
Diagnosing, differentiating, executing and adjusting instruction is incredibly challenging; The result is often that some students are left behind while others are limited.



We Must Support Our Teachers with Differentiation

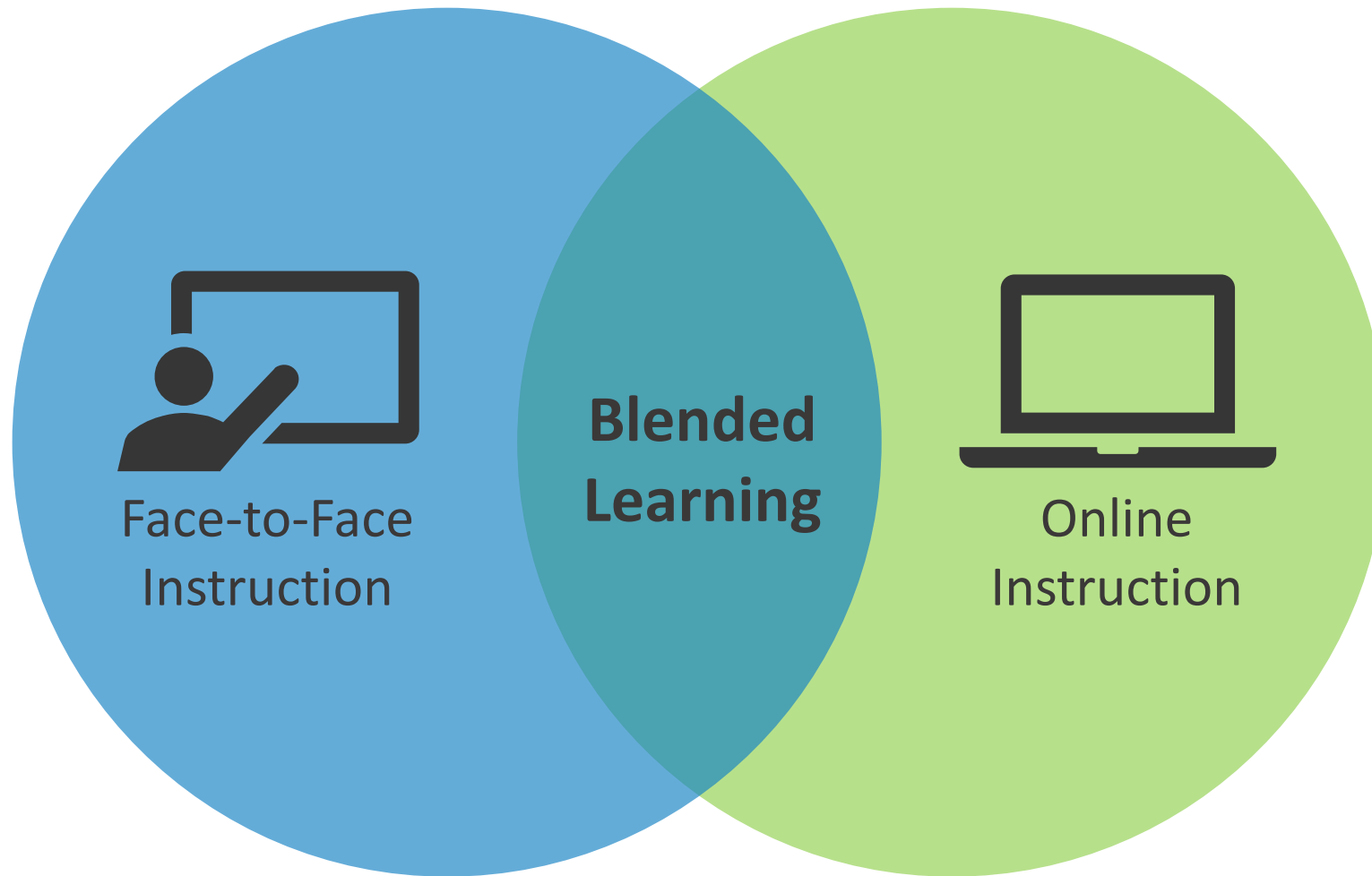


We need to **better support our educators** so they can effectively meet the needs of all students, leading towards academic outcomes in a sustainable way.



We need to better support our teachers.

Blended Learning: A Solution to Reach All Students



Blended Learning: A Solution 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

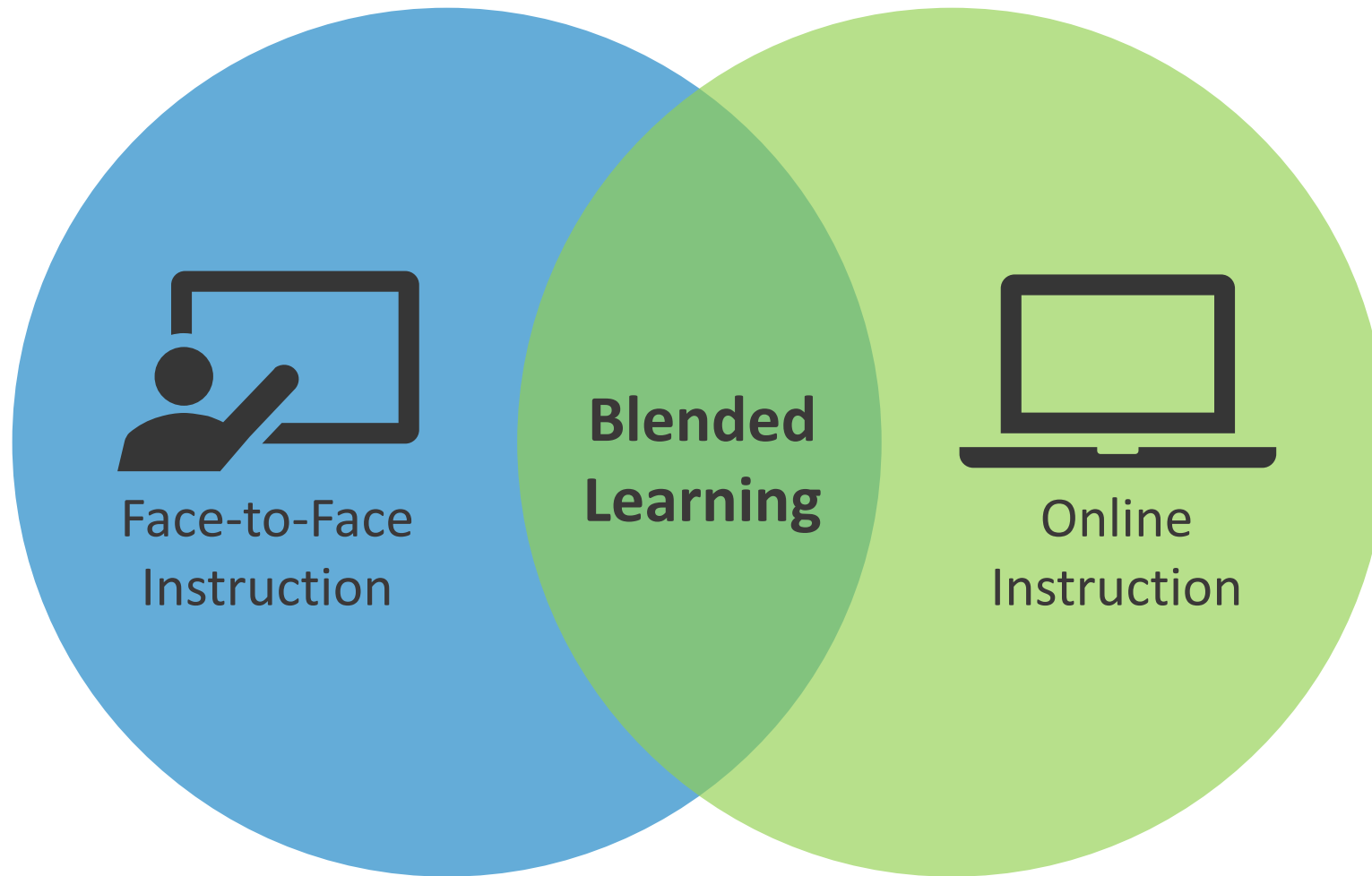
Blended Learning: A Solution to Reach All Students



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

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

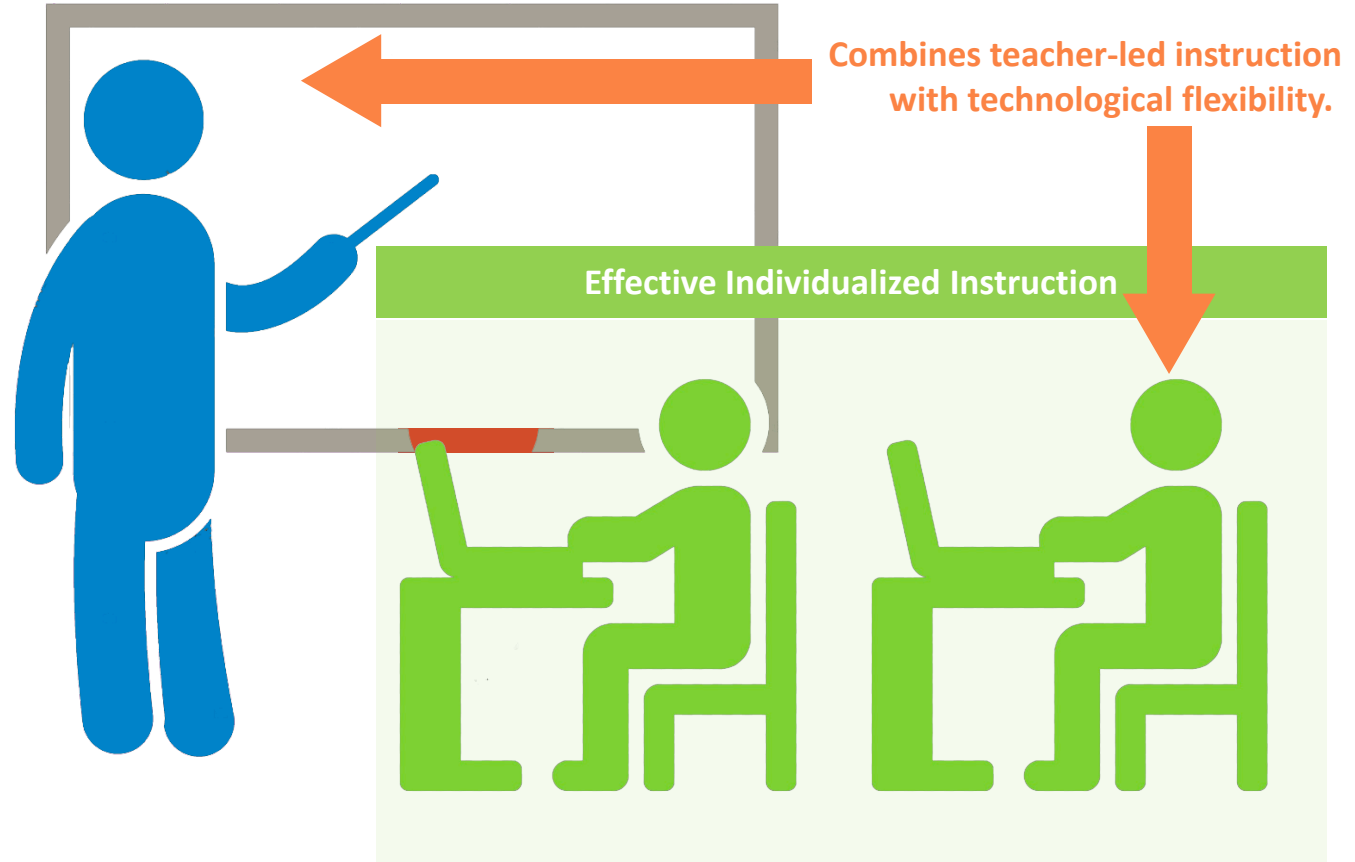
Blended Learning: A Solution to Reach All Students



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 Grant (BLG) Eligibility Requirements

Awardees of the Blended Learning Grants (MIZ/RLA) must have participated in:

- COVID Response Instructional Materials Initiative (CRIMSI)

Or

- TCLAS Decision 2 State Approved Vendor List to implement a TEA-available Math or RLA OER products

Blended Learning Grant (BLG) Key Commitments

Planning Deliverables

- Meet all **CRIMSI assurances***(p.8-9)*
- 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.

Blended Learning Grant (BLG) Scoring & Prioritization

Priority Level	Math (funds up to 10 million)	RLA (funds up to 4 million)
1	CRIMSI participants in 21-22 or 22-23 planning to use: <ul style="list-style-type: none"> Eureka Math and Zearn K-5 Eureka Math and ST Math K-5 	CRIMSI participants in 21-22 or 22-23 planning to use: <ul style="list-style-type: none"> Amplify TX and Amplify Reading (K-5) Amplify TX and Other approved products (K-5)
2	CRIMSI 23-24 Blended Cohorts using: <ul style="list-style-type: none"> Eureka Math and ST Math Eureka Math and Zearn K-5 	CRIMSI 23-24 Blended Cohorts using: <ul style="list-style-type: none"> Amplify TX and Amplify Reading (K-5) Amplify TX and Other approved products (K-5)
3	SAVL participants in 22-23 planning to use: <ul style="list-style-type: none"> Eureka Math and Zearn K-5 Eureka Math and ST Math 	SAVL participants in 22-23 planning to use: <ul style="list-style-type: none"> Amplify TX and Amplify Reading (K-5) Amplify TX and Other approved products (K-5)
4	CRIMSI 23-24 Blended Cohorts using: <ul style="list-style-type: none"> Carnegie Math and Mathia 6-8 	

Blended Learning Grant (BLG) Scoring & Prioritization

- LEAs 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 \$400,000 if awarded math OR RLA and \$500,000 if awarded math AND RLA



Blended Learning Grant (BLG) Interviews

Interviews will not be conducted as a part of this grant.

Blended Learning Grant (BLG) Allowability vs Non-allowability

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 model aligned with quality Tier 1 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)







Additional Implementation Supports: funding for additional expenses related to planning and implementing high quality blended learning

MIZ – Products & Metrics

HQIM Selection and Usage Requirements		
Core HQIM	Online Supplement	Student Usage Target
 K-5th Grade Option		60 minutes/week
		3 lessons/week
 6th-8th Grade Option		2 workspaces/week

RLA – Products & Metrics

HQIM Selection and Usage Requirements		
Core HQIM	Online Supplement	Student Usage Target
 K-5th Grade Option		[K-3] 30 min/week [4-5] 40 min/week
		Requirements will be updated once info is made available
		2 sessions/week 40 min/week



Blended Learning Grant (BLG) Timelines



Achieve Designated
MIZ Status



(re-) Achieve
Designated MIZ Status



(re-) Achieve
Designated MIZ Status

Summer/Fall 2023

Spring 2023

Fall 2023/Spring 2024

Fall 2024/Spring 2025

Funding Period

Execution Period

Planning stage of grant begin with Kickoff Meeting before Fall school-year starts. Fulfill planning requirements of MIZ/RLA Strategic Plan submission by mid-Fall 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 3 more grade-levels** and continuing to fulfill execution requirements

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

Sustainability year to continue execution stage of grant by continuing to fulfill execution requirements (K-8 participation)



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....



Blended Learning Grant (BLG) Superintendent Signature

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

Closing

Signature

Official submission of this application requires a Superintendent signature. Application cannot be considered submitted without the formal signature from the Superintendent.

If the Superintendent is unable to sign because they are on leave or in role transition, please email at LASO@tea.texas.gov.

If you are the superintendent, please proceed to the Question 1 below by selecting yes and proceed to submitting the application.
If you are not a Superintendent, pause on submitting this application, email LASO@tea.texas.gov to identify the LEA's grantee official who can submit the application in superintendent's absence. Once the name of the grantee official has been identified, then return back to this page select 'No' for Question 1 and answer Question 2 to submit the application.

1. Are you a Superintendent

Yes

No

Note to the Superintendent :

By signing this application, I acknowledge that I have read the inputs in this application and confirm all the responses included in this application.

× SIGN HERE

clear

Office Hours are an opportunity to receive further technical support & high-level guidance. Office hours topics can include Technical assistance (accessing & submitting the Qualtrics application), referrals to TEA resources, and high-level reviews of dates, timelines, and estimated funding.

Examples:

- An LEA is having trouble logging in to the Qualtrics app, and attends for assistance logging into their application
- AN LEA wants to ensure the timeline of a LASO initiative aligns with current district programs.

Office Hours will take place on:

Monday, Nov 28th from 1 to 2 pm

Monday, December 5th from 1 to 2 pm



Blended Learning Grant (BLG) Next Steps & Points of Contact



BLG Points of Contact

Mike Strange

Manager - Blended Learning Program

BlendedLearning@tea.texas.gov

LASO@tea.texas.gov

Next Steps

- Review the LASO [webpage](#)
- Prepare your questions for the Office Hours
- Revisit the [General FAQ](#). Updated FAQ's will be posted by Tuesday, November 22nd
- Participate in BLG Office Hours:
 - November 28th | 1-2pm
 - December 5th | 1-2pm