LASO Cycle 4 (2025-2026)
Learning Acceleration Support Opportunities

2026-2027 Blended Learning Grant (BLG)

Program Guidelines

Authorized by General Appropriations Act (GAA), Article III, Rider 55, 89th Texas Legislature; TEC Sec 28.020

LASO
CYCLE 4

Grant Application Due Date
December 3, 2025; 5:00 p.m. CST

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Grant Program Guidelines

Grant Name as it will appear on the TEA Grant Opportunities Page	Blended Learning Grants Program
Application Due Date	December 3, 2025; 5:00 p.m. CT
Program Authority	General Appropriations Act (GAA), Article III, Rider 55, 89th Texas Legislature; TEC Sec 28.020

Introduction

TEA, as the pass-through entity[1], is the grantee[2] from the U.S. Department of Education (USDE) and TEA awards subgrants to non-federal entities[3] such as local educational agencies (School Systems), including school districts, charter schools, and education service centers, and to a lesser degree institutions of higher education (IHEs), and nonprofit organizations (NPOs) who are the agency's subgrantees[4]. These guidelines apply to all subgrantees of TEA, regardless of whether referenced herein as subgrantee or grantee. For purposes of this document, TEA may use the terms grantee and subgrantee synonymously for its subrecipients.

This part of the request for application (RFA), Program Guidelines, is to be used in conjunction with the General and Fiscal Guidelines and any application instructions.

For applicants selected for funding, all guidelines and instructions will be incorporated by reference into the Notice of Grant Award (NOGA).

Reference to the General and Fiscal Guidelines

The Program Guidelines provide information specifically relevant to this grant program. The General and Fiscal Guidelines provide information relevant to all TEA grant programs. Throughout the Program Guidelines, cross-references are given to applicable sections of the General and Fiscal Guidelines. It is critical that you review all referenced sections of the General and Fiscal Guidelines when preparing your application.

Errata Notices

See the General and Fiscal Guidelines, Errata Notices.

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[1] Pass-through entity is defined as a non-Federal entity that provides a subaward to a subrecipient to carry out part of a federal program. (2 CFR 200.74)

[2] Grantee is defined as the legal entity to which a grant is awarded and that is accountable to the federal government for the use of the funds provided. The term "grantee" does not include any secondary recipients, such as subgrantees and contractors that may receive funds from a grantee. (34 CFR 77)

[3] Non-federal entity is defined as a state, local government, Indian tribe, institution of higher education, or nonprofit organization that carries out a federal award as a recipient or subrecipient. (2 CFR 200.69)

[4] Subgrantee is defined by TEA to be the same as a subrecipient which is defined as a non-federal entity that receives a subaward from a pass-through entity to carry out part of a federal program; but does not include an individual that is a beneficiary of such program. (2 CFR 200.93) Subgrantee is defined in 34 CFR 77 as the legal entity to which a subgrant is awarded and that is accountable to the grantee for the use of the funds provided.

Overview of the IDC Process

The following steps provide a high-level overview of the process for responding to a grant opportunity, including submitting an application, and being selected for funding:

1. TEA publishes IDC application and supporting documents on the TEA Grant Opportunities.
2. Eligible applicants submit the grant application via Qualtrics by the specified deadline in this document.
3. Grant applications are reviewed and scored. Note: The highest scoring applicants may be required to attend an oral interview or respond to questions regarding their IDC application.
4. TEA announces applicants selected for funding on the TEA Grants Awarded Data webpage.
5. Applicants selected for funding will be required to submit and certify an eGrants funding application including assurances and a budget summary to receive funding. Note: All data submitted in the grant application is incorporated into the eGrants funding application under the Notice of Grant Award (NOGA).
6. TEA staff conducts budget negotiations on the IDC application.
7. Notice of Grant Award (NOGA) issued upon successful completion of the negotiation process.

Contact for Clarifying Information

See the General and Fiscal Guidelines, *TEA Contacts*.
The following TEA staff members should be contacted with questions:

Grant Program Contact

Program manager name	Michael Strange
Program manager title	Manager – Blended Learning Grants Program
Program manager email	Michael.Strange@tea.texas.gov
Program manager phone	(512) 463-9616

Additional Program Contact

Program manager name	Brian Doran
Program manager title	Director – Expanded Learning Models
Program manager email	Brian.Doran@tea.texas.gov
Program manager phone	

Funding Contact

Program manager name	Competitive Grants Unit
Program manager title	Grants Administration Division
Program manager email	Competitivegrants@tea.texas.gov
Program manager phone	(512) 463-8525

U.S. Department of Education and/or State Appropriations

The following is provided in compliance with the U.S. Department of Education Appropriations Act:

CATEGORY	AMOUNT
Total funds available for this project	Approximately $4,000,000
Percentage to be financed with federal funds	0%
Amount of federal funds	$0
Percentage to be financed from nonfederal sources	100%
Amount of nonfederal funds	Approximately $4,000,000

* Should additional funding become available for this program, the agency may add it to the base amount indicated above and fund additional qualifying awardees till all funding is exhausted.

Timeline

For all dates related to the grant, including reporting dates, see the TEA Grant Opportunities page. If a report due date falls on a weekend or holiday, the report will be due the following business day. All dates except the grant ending date may vary slightly as conditions require.

Date	Event
September 16, 17, 2025	**General Webinar schedule** Tuesday, September 16, 2025 (9:30-10:30 am CT)- Option 1 Wednesday, September 17, 2025 (3:00-4:00 pm CT)- Option 2
October 3, 2025	Grant application available
October 10, 22, 2025	**BLG Program Webinar schedule** Tuesday, Oct 14, 2025 (9:30-10:30 am CT)- Option 1 Wednesday, Oct 22, 2025 (11:00-12:00 pm CT)- Option 2
October 26, 2025	FAQ deadline
November 3, 2025	FAQ Publishing The FAQs for this grant program will be posted to the TEA Grant Opportunities page and LASO website no later than the date listed on the Grant Timeline. Applicants may email their questions to the LASO central inbox at LASO@tea.texas.gov See General and Fiscal Guidelines, Frequently Asked Questions
December 3, 2025	Due date for the IDC Qualtrics application. The IDC application must be received by the TEA by 5:00 p.m., Central Time. LASO individual application links will be emailed to Superintendents on October 3, 2025. Please see the LASO website for more information. See General and Fiscal Guidelines, Application Due Date and Time
December 4, 2025- January 30, 2026	Application review period, including interviews if necessary See General and Fiscal Guidelines, Review Process
February 2, 2026	Anticipated award announcement
February 2, 2026	eGrants ADC and Application opens for awarded applicants
March 2, 2026	Due Date for eGrants Application
March 1, 2026	Beginning date of grant (if selected for funding) See General and Fiscal Guidelines, Grant Period
April 1, 2027	Amendment due date (if selected for funding)
June 30, 2027	End date of grant (if selected for funding)

Grant at a Glance

This section provides fundamental information pertinent to the grant program.

Authorizing Legislation

This grant is authorized by the General Appropriations Act (GAA), Article III, Rider 55, 89th Texas Legislature; TEC Sec 28.020 - Out of appropriations from the General Revenue Fund above in Strategy B.3.1, Improving Educator Quality and Leadership, $6,000,000 in each fiscal year of the biennium is appropriated for the purpose of providing grants and other supports to school districts and open-enrollment charter schools to assist in developing and implementing effective blended learning models.

Where to Submit the Grant Application

LASO individual application links will be emailed to Superintendents on October 3, 2025. Please see the LASO website for more information.

Purpose of Program

The Blended Learning Grant opportunity has two distinct cohorts and associated purposes that applicants will select from, as described below.

The Blended Learning Academic 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).

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 to optimize campus staffing models for teachers while maximizing academic impact for students. The grant is available to School Systems that have successfully completed a planning phase of either Math Innovation Zones or RLA Blended Learning grants. Applicants will select a blended model that will require significant operational and staffing shifts to rethink time in a teacher-centric way at the participating campus(es).

Eligible Applicants

See the General and Fiscal Guidelines, Eligibility for Funding.

The eligible applicants are:

Eligible applicants to the Blended Learning Academic cohort are those School Systems who have previously participated or currently participating in a strong Tier 1 math and/or reading curriculum planning through a TEA initiative(s). (i.e. LASO 2 Strong Foundations and LASO 1 Strong Foundations)

Eligible applicants to the Blended Learning Strategic Operations cohort are those School Systems who have previously participated in TEA Blended Learning Grants (i.e. Math Innovation Zones, Blended Learning Grant Program, or School Action Fund Redesign- Blended Learning). Applicants must have shown high usage in approved supplemental products in math and/or reading language arts for grades K-8 in spring of 2025.

Education Service Centers (ESCs) are not eligible to apply

Eligibility List

There is not an eligibility list for this grant

Shared Services Arrangement

See the General and Fiscal Guidelines, Shared Services Arrangements.

Shared services arrangements (SSAs) are not allowed.

Application Funding

See the General and Fiscal Guidelines: *Continuation Funding, Fund Management, and Use of Funds.*

It is anticipated that 20 applicants will be awarded between the Academic and Strategic Operations cohorts.

* Should additional funding become available for this program, the agency may add it to the base amount indicated above and fund additional qualifying awardees till all funding is exhausted.

LASO 4 Blended Learning Grant (Year 1):

- Academic Cohort: It is anticipated that 8 applicant(s) will be awarded up to $180,000.
- Strategic Operations Cohort: Is is anticipated that 12 applicant(s) will be awarded up to $310,000

Blended Learning Execution Grant (Continuation Year 2):

- Academic Cohort: It is anticipated that qualifying applicant will be awarded up to 75 percent of their LASO 4 Blended Learning Grant award.
- Strategic Operations Cohort: It is anticipated that qualifying applicants will be awarded up to 75 percent of their LASO 4 Blended Learning Grant award.

Blended Learning Execution Grant (Continuation Year 3):

- Academic Cohort: It is anticipated that qualifying applicant will be awarded up to 50 percent of their LASO 4 Blended Learning Grant award.
- Strategic Operations Cohort: It is anticipated that qualifying applicants will be awarded up to 50 percent of their LASO 4 Blended Learning Grant award.

*This is a three-year grant. Year 1, LASO 4 Blended Learning Grant, spans from March 2026 through May 31, 2027, followed by the continuation grant for Year 2 anticipated from June 2027 through April 30, 2028 and additional continuation grant for Year 3 anticipated from June 2028 through May 30, 2029 **upon satisfactory completion of annual grant milestones**, including software usage expectations and a satisfactory grantee health score.*

Selection of Applicants for Funding

Applicants will be selected in rank order.

Cost Share or Matching Requirement

See the General and Fiscal Guidelines, Cost Share/Match Requirement.

There is no cost share or matching requirement for this grant program.

Supplement, Not Supplant

For supplement, not supplant guidance, see the Supplement, Not Supplant Handbook on the Department of Grant Compliance and Administration's Training and Other Resources page.

The supplement, not supplant provision does apply to this grant program.

Limitation of Administrative Funds

See the General and Fiscal Guidelines, *Administrative Costs*.

NOTE: Administrative funds include **both** direct administrative costs **and** allowable indirect costs.

TEA limits the amount of funds that may be budgeted to administer the program, including direct administrative costs and indirect costs, to no more than 15% of the total Grant awarded.

For this state-funded Grant, the Grantee may claim a maximum for indirect costs equal to **the lesser** of its current, approved restricted indirect cost rate or 15%.

To calculate the maximum indirect costs that can be claimed for a Grant, complete the Maximum Indirect Costs Worksheet, located on the Grants Administration Division's Grant Resources page.

Pre-Award Costs

See the General and Fiscal Guidelines, Pre-Award Costs.

Pre-award costs are not permitted for this grant.

Grant Application

This section identifies the types of requirements in which applicants must comply to be eligible for funding:

- Statutory requirements (requirements defined in the authorizing statute)
- TEA program requirements (requirements defined by TEA program staff)

Statutorily Required Responses

See the General and Fiscal Guidelines, Statutory Requirements.

The following requirements are defined in the statute that authorizes this program.

The applicant must comply with each of these requirements in the application to be considered for funding:

1. Per TEC §22.0834, any person offered employment by any entity that contracts with TEA or receives grant funds administered by TEA (i.e., a grantee or subgrantee) is subject to the fingerprinting requirement. TEA is prohibited from awarding grant funds to any entity, including nonprofit organizations, that fails to comply with this requirement. For details, refer to the General and Fiscal Guidelines, Fingerprinting Requirement.

2. The following requirements are defined in the statute that authorizes this program. The applicant must comply with each of these requirements in the application to be considered for funding: A. Implement with fidelity an innovative blended learning instructional program approved by the Commissioner for purposes of this section that addresses the essential knowledge and skills of the subject-specific curriculum required by Sections §29.924 and/or §28.020 of the TEC; B. Comply with objectives, metrics, and other blended learning math and/or reading requirements imposed by the Commissioner through rules adopted under Subsection (g); and

3. Provide all data relating to the grant program requested by the agency.

TEA Application Required Responses

See the General and Fiscal Guidelines, TEA Program Requirements.

In addition to the statutory requirements, TEA has established the following program requirements. Applicants must address within the application how they will achieve the following:

ACADEMIC COHORT PROGRAM
1. School Systems must assign a district-level project manager, other than the Superintendent, who is able to **dedicate 50% of their time to grant management**.
2. School Systems must provide the project manager's name and contact information.
3. School Systems must have participated or currently participating in at least one of the following TEA Tier 1 curriculum academic grant cohorts
   a. LASO 3.0 Strong Foundations Implementation (SFI) Grant
   b. LASO 2.0 Strong Foundations Implementation (SFI) Grant
   c. LASO 1.0 Strong Foundations Implementation (SFI) Grant
4. Participating campuses must serve grades K-8 Math and/or RLA by the end of the grant period through the following process:
   a. Feeder pattern between campuses: elementary (K-5) and secondary (6-8)
   b. Year 1 participation with at least three grade-levels; elementary – 2, secondary – 1
   c. Year 2 participation with all grade-levels (K-8)
   d. Year 3 participation with all grade-levels (K-8)
5. School Systems must choose to implement a Math and/or RLA blended products with an SBOE approved Tier one curriculum product (see full list at Instructional Materials Review and Approval). *Note: This is a live webpage that will be annually updated (anticipated the next update will be November 2025).*
6. School Systems must identify which SBOE approved tier-one currculum product and IMRA or and Ratio Waiver List (RWL) approved supplemental product(s) that will be implemented with a blended learning model from the following options (may choose more than one option):
   a. K-5 Math | Bluebonnet with [IMRA supplemental approved product]
   b. 6-8 Math | Bluebonnet with [IMRA supplemental approved product]
   c. K-5 Reading | Bluebonnet with [IMRA supplemental approved product]
   d. 6-8 Reading | [approved product] with [approved product]

7. Participating campus(es) will implement the above tier-one curriculum and supplemental products for their selected grade-levels and student population.

STRATEGIC OPERATIONS COHORT PROGRAM

1. School Systems must assign a district-level project manager, other than the Superintendent, who is able to **dedicate 50% of their time to grant management**.
2. School Systems must provide the project manager's name and contact information.
3. School Systems must have participated in a current and/or previous TEA Blended Learning Grant program(s)
    a. LASO 2.0 BLG Math (First year of execution in 2024-2025)
    b. LASO 2.0 BLG RLA (First year of execution in 2024-2025)
    c. LASO 1.0 BLG Math (First year of execution in 2023-2024)
    d. LASO 1.0 BLG RLA (First year of execution in 2023-2024)
    e. TCLAS 3A Math (First year of execution in 2022-2023)
    f. TCLAS 3A RLA (First year of execution in 2022-2023)
    g. SAF Blended Learning Redesign (First year of Continuation in 2021-2022)
    h. MIZ Grant (First year of execution in 2021-2022 or prior)
    i. Non-Math (First year of execution in 2021-2022 or prior)
4. Participating campuses must serve, at least, each grade-band by the end of the grant period; K-2, 3-5, 6-8.
5. School Systems must choose one or more models to implement (Large Scale Rotational Model, Student-Driven Flex Model, District-Proposed Model), requiring significant operational and staffing shifts, including a teacher leader approach, at each participating campus(es).
    a. If District-Proposed Model is chosen, School Systems will describe their initial plans including elements that maximize the number of students served by a teacher leader and/or decrease the number of adults required while maintaining or increasing the quality of the academic experience.
6. School Systems will download and upload the following scoring template linked here to submit with calculations for 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 2025
    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 2025?
    g. What is the percentage of K-8 students participating in blended learning at participating campuses (questions f and e)?

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

    i. What percentage of participating K-8 students met the supplemental product usage target, from the above two questions?

    j. Include a screenshot of the software dashboard as evidence of the calculations for each included software product?

7. School Systems must choose to implement a supplmental blended product in Math, RLA or both with the districts TEA-available core product.

8. School Systems must identify which SBOE approved tier-one currculum product and supplemental product that will be implemented with a blended learning model from the following options (may choose more than one option):

    a. K-5 Math | [IMRA T1 product] with [IMRA supplemental approved product]

    b. 6-8 Math | [IMRA T1 product] with [IMRA supplemental approved product]

    c. K-5 Reading | Bluebonnet with [IMRA supplemental approved product]

    d. 6-8 Reading | [IMRA T1 product] with [approved product]

9. Participating campus(es) will implement the above Tier 1 curriculum and supplemental products for their selected grade-levels and student population.

10. School Systems must establish a cross-departmental steering committee, which includes a representative from the finance team, curriculum & instruction team, campus leadership team, and teacher-leader to facilitate strong planning and implementation

Statutory and Program-Specific Assurances

See the General and Fiscal Guidelines, Provisions and Assurances.

1. The applicant assures that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.

2. The applicant assures to adhere to all the Statutory and TEA Program requirements as noted in the Program Guidelines.

3. The applicant assures to adhere to all the Performance Measures, as noted in the Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.

4. The applicant assures that any Electronic Information Resources (EIR) produced as part of this agreement will comply with the State of Texas Accessibility requirements as specified in 1 TAC 206, 1 TAC Chapter 213, Federal Section 508 standards, and the WCAG 2.0 AA Accessibility Guidelines.

5. The applicant acknowledges that Per Section 22.0834 of the Texas Education Code (TEC), any person offered employment by any entity that contracts with TEA or receives Grant funds administered by TEA (i.e., a Grantee or subGrantee) is subject to the fingerprinting requirement. TEA is prohibited from awarding Grant funds to any entity, including nonprofit organizations, that fails to comply with this requirement. For details, refer to the General and Fiscal Guidelines, Fingerprinting Requirement.

6. Equal Treatment of All Persons: Consistent with Article I, Section 3a of the Texas Constitution, the Fourteenth Amendment to the United States Constitution, federal and State law, and Executive Order No. GA-55, Subrecipient represents and warrants that: 1. All conduct under this Subaward shall be

administered and performed in a neutral manner without regard to race of persons; 2. Subrecipient shall not, in the specific performance of this Subaward, elevate one individual person over another, or advantage any one person over another, due to race; 3. Subrecipient shall not, in the specific performance of this Subaward, employ practices or engage in any advancement of the programs known as DEI, critical race theory, affirmative action, or other similar, divisive agendas; 4. Subrecipient's staff, agents, subgrantees, contractors, and subcontractors that are selected and employed in the specific performance of this Subaward shall be selected and employed solely on merit and the ability to perform; and 5. Subrecipient shall ensure that any subgrantees, contractors and their subcontractors participating in the specific performance of this Subaward represent and warrant to the provisions of this clause.

7. **Biological Sex and No Preferred Pronouns:** Subrecipient represents and warrants that it shall ensure that all actions in specific performance of this Subaward shall comply with federal and state law and reflect that there are only two sexes. Subrecipient's employees, officers, representatives, subgrantees, contractors, subcontractors, and agents shall not, in performance of this Subaward, present, direct, request, or suggest the use of preferred personal pronouns in professional correspondence or presentations.

8. The School System will maintain current contact information in AskTED to ensure timely communication.

9. The School System will regularly submit their expenditures (monthly preferred, quarterly at minimum) to remain on-track for grant expenditures.

In addition to the grant assurances above, TEA has established the following program-specific assurances based on grant pathway; Academic Cohort and Strategic Operations Cohort.

The following assurances apply **grant-wide for both cohorts** (Academic and Strategic Operations):

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 School System agrees to designate and share with TEA and vendors an School System 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 School System 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 agrees for their program manager or campus leader to participate (attend) a blended learning summit (conference) once a year.

6. The grantee agrees for their program manager or campus leader to participate (attend or host) a blended learning campus site visit twice a year (once in the Fall Semester and once in the Spring Semester)

7. The grantee will submit fidelity of planning deliverables prior to the beginning of the first school year, including but not limited to the following:

    7.1. Master schedule with suffcent time for meeting weekly fidelity of digital supplemental student usage

    7.2. Assessment calendar allowing for weekly formative student data

    7.3. Selecting an approved digital supplemental product

    7.4. Technology audit report

    7.5. Stakeholder engagement plan

    7.6. Professional learning calendars

    7.7. Attending any fidelity of planning meetings, including but not limited to, virtual meetings, in-person BL Summit, etc...

8. The grantee will complete execution deliverables in program implementation during the grant period, including but not limited to the following:

    8.1. Student usage progress towards the selected adaptive software program recommended metrics.

    8.2. Sharing student TSDS unique IDs with select software product vendor for TEA quarterly reports.

    8.3. Sharing unit assessment data from core curriculum

    8.4. Complete all required training(s) to build competency with the supplemental software product.

    8.5. Completing all required research surveys throughout the grant program period

9. The grantee will participate in required communities of practice and any additional grant program meetings.

10. The grantee will attend and/or host, at least, two BLG cohort campus visits each year (one visit in the Fall and one visit in the Spring).

11. The grantee must use an online curriculum, including an adaptive software program and Tier 1 High-Quality Instructional Material (HQIM), both approved by TEA.

12. The grantee will complete all required training(s) to build competency in the online curriculum.

13. The grantee must implement the online curriculum program in all grade levels selected to participate in the Blended Learning grant.

14. The grantee will complete annual reflection and revision plans in implementation years to continuously improve upon blended learning and/or strategic operations planning.

15. The grantee must implement the digital supplemental software program in grade levels selected to participate in the Blended Learning grant.

16. The grantee will adhere to all statutory requirements in TEC Sections 28.020 and 29.924 including, but not limited to:

    16.1.   Develop a plan to implement a blended learning model according to statute requirements.

    16.2.   Implement the model across at least one full grade level at the campus and expand to other grade levels and/or campuses.

    16.3.   Require teachers to differentiate instruction for all students in a grade level using a research-backed blended learning model.

    16.4.   Provide teachers and other relevant personnel with professional development opportunities regarding blended learning.

    16.5.   Require the use of a proficiency-based assessment

In addition to the grant-wide assurances above, the following assurances apply to the Blended Learning **Academic cohort**:

1. Submit strategic planning delieverable in the first year of implementation, such as a master schedule, assessment calendar, stakeholder engagement plan, professional learning caleandars, etc
2. The grantee will complete blended learning implementation requirements, including student progress on selected online curriculum, unit assessment data from High Quality Instructional Material (HQIM) curriculum, and evidence of training completion.

In addition to the grant-wide assurances above, the following assurances apply to the Blended Learning **Strategic Operations** cohort:

1. The grantee will establish a cross-departmental steering committee, which includes a representative from the finance team, to facilitate strong planning and implementation.
2. The grantee will select one of the following three operational models to plan for and implement: 1.) Large Scale Rotational Model, 2.) Flex Model, or 3.) District Proposed Model. These operational models will require significant adjustments to staffing models (e.g., one "teacher leader" leading a large group of students with the support of paraprofessionals or teacher aides). See Description of Program section for full definition of each model.
3. The grantee will develop and submit strategic planning deliverables in the first six months of the grant (March 2026 - August 2026) tailored to the operational model selected including the following:
    3.1. Staffing Template – Identify grade-level(s) + subject(s) vacancies or difficulty hiring experienced teachers will be to be filled with a Teacher Leader and Associate Teachers model (1:2 ratio or higher).
    3.2. Budgeting Template - A breakdown of stipends for teachers based on role + any annual retention stipends. Stipends will fall within the program range limits depending on responsibility considerations, for example:
        3.2.1. Teacher Leader $3,000 - $15,000
        3.2.2. Associate Teacher $1,000 - $8,000
    3.3. Master Schedule Template – A breakdown of the Teacher Leader and Associate Teachers weekly schedule ensuring sufficent time for operational shifts, including but not limited to the following requirments:
        3.3.1. All participanting students can meet with the Teacher Leader in a small group setting, at least once per week.
        3.3.2. All participants students have time to meet the digital supplemental products fidelity requirements (ex: 30 minutes per week or 2 lessons per week).
        3.3.3. Data Analysis Instructional meetings occur weekly to review formative data, including the digital supplemental dashboard.
        3.3.4. Instructional Planning time with Teacher Leader and Associate Teacher(s) for HQIM lesson internalization and small group diffientiation lesson planning.
4. The grantee will pilot the proposed model in the 2025-2026 school year with at least one full grade level at the participating campus(es).
5. The grantee will fully implement the selected model in the 2027-2028 school year in, at least, one full grade level by grade-band (K-2, 3-5, and 6-8) at the participating campus(es).

The program-specific assurances for this Grant program are listed <u>in the Grant application.</u>

Program Elements

Description of Program

Blended learning combines face to face instruction with online learning to provide access to core tier 1 instruction for all students while differentiating supplemental instruction based on individual student needs with powerful, adaptive online curriculum.

The planning phase will start in the spring of 2026 with a implementation pilot in the fall of 2026. Implementation may continue in the 2027-2028 school year through the 2028-2029 school year through a non-competitive "continuation" grant. **School Systems are only guaranteed funding for the 2026-2027 school year** (See the breakdown of continuation funding at the bottom of this section).

The Blended Learning grant will support school districts and open-enrollment charter schools through one of two pathways:

The **Blended Learning Academic cohort**, 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 an approved High Quality Instructional Material as core curriculum.

Awarded School Systems will receive funding support for associated expenses to plan for and implement a high-quality blended learning model. Expenditures can include salary for program manager, licenses for approved products, professional learning opportunities for high fidelity use of these products, technical assistance for designing and implementing a blended learning model, and other costs related to the implementation of a blended learning model.

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 optimize campus staffing models for teachers while maximizing academic impact for students. It is available to School Systems that have successfully completed a planning/academic phase of either Math Innovation Zones or RLA Blended Learning grants. More information can be found linked in the [Strategic Operations High-Level Overview](#).

Strategic Operations grantees will select from three operational models to be implemented at the campus level. Each model will require significant operational and staffing shifts at the participating campus(es). The three models are:

1. **Rotation Model**

<u>Description:</u> In the Rotation model, students rotate through two or more stations on a fixed schedule set by the teacher; including the technology station and teacher station. This model will leverage a flexible scheduling arrangement with a teacher leader and other paraprofessionals making use of spaces both inside and outside of the traditional classroom setting. Online learning will be the main driver of the student learning experience through an adaptive software program with support from teachers in a small group and/or 1:1 setting.

Example: A campus has three 2nd grade math classrooms with one experienced math teacher, one brand-new teacher, and one long term substitute teacher. Instead of operating three classrooms separately with their own teachers, the classrooms will work together to incorporate a rotation model within a 90-minute daily math course. Approximately 75 students start each class with the same assigned teacher and are given the day's instructions including which teacher to start with based on previous data (e.g., exit ticket, adaptive software data). After the brief whole group instruction, students move to their specific station, each facilitated by one of the three teachers:

1. Small group station with the teacher leader for on-level instruction and reteach

2. Adaptive software station that differentiates students learning needs

3. Collaborative/Independent station where students work in small groups or individually toward a specific learning objective.

Note: The above model can occur in separate nearby classrooms simultaneously, each classroom dedicated to a specific station, with students moving to specific classrooms on a set schedule or one large classroom with specific areas dedicated to each station.

2. **Student-Driven Flex Model**

Description: In the Flex model, students move on a fluid schedule among learning activities according to their own needs with the guidance of a teacher leader and other paraprofessionals. Online learning is the main driver of the student learning experience through an adaptive software program. Teachers provide support and instruction on a flexible, as-needed basis while students work through course curriculum and content. This model can give students a high degree of control over their learning.

Example: A campus has two 5th grade reading language arts classrooms with one experienced math teacher and one paraprofessional teacher. Instead of operating two classrooms separately with their own teachers, the classrooms will work together to incorporate a flex model within a 90-minute daily RLA course. Approximately 60 students start each class with the same assigned teacher and are given the day's instructions including which teacher to start with based on previous data (e.g., exit ticket, adaptive software data). After the brief whole group instruction, students access their weekly individualized agenda (I.e. playlist, workplan, etc) through a dedicated learning management system (LMS) that is created by the teaching team each week and use this agenda as their self-directed guide for the weeks learning activities and such as the following:

1. Online instruction through teacher created videos + activities and/or adaptive software lessons.

2. Offline learning activities such as group collaboration, projects, independent study with on-demand feedback provided to students after completion.

3. Teacher support through small group intervention, workshops, and/or 1:1 conferencing with students throughout the week

Note: The above model can occur in separate nearby classrooms simultaneously, with students moving to specific classrooms based on need. However, one large classroom space would be the most ideal setting.

3. **District-Proposed Model**

Description: Districts may propose an operational shift not included above that will leverage a teacher leader and adaptive software program to shift scheduling, staffing and/or budgets. This shift will seek to optimize campus staffing models for teachers while maximizing academic impact for students. This shift must maximize the number of students served by a teacher leader and/or decrease the number of adults required while maintaining or increasing the quality of the academic experience.

Note: School Systems that receive a 2025-2026 BLG Academic or Strategic Operations grant are **only guaranteed funding for the 2025-2026 school year** and must satisfactorily complete all required elements and meet all milestones of the 2025-2026 BLG Academic or Strategic Operations grant in order to become eligible for a non-competitive continuation grant for the 2026-2027 school year. School Systems may be eligible for an additional one to two years of continuation funding, resources, and support for continued implementation of the Blended Learning Grant. See the example breakdown of BLG awards:

- Year 1 – Pilot Year | LASO 4 BLG Academic or Strategic Operations Cohort (competitive grant)
- Year 2 – Implementation Year | BLG Academic or Strategic Operations Cohort (non-competitive grant)
  - *Based on the School Systems Year 1 evaluation of required grant milestones though May 1, 2027, see details under Performance and Evaluation Section*
- Year 3 – Implementation Year | BLG Academic or Strategic Operations Cohort (non-competitive grant)
  - *Based on the School Systems Year 2 evaluation of required grant milestones though May 1, 2028, see details under Performance and Evaluation Section*

Note: Specific names of the grants may change from the above example.

Qualifications and Experience

The applicant agrees to provide data on the qualifications and experience of the existing or future staff members, as required per the program guidelines as follows:
- School Systems must identify a district-level project manager who is able to navigate across departments in the School System to facilitate strong planning and implementation processes, including observation/coaching participating teachers.
- Strategic Operations cohort should have a project manager with district-level decision making authority on campus staffing, scheduling, and/or budgeting.

Performance and Evaluation Measures

The applicant agrees to collect data and report on the following mandatory performance and evaluation measures:
- The grantee must submit strategic planning deliverables such as a master schedule, assessment calendar, stakeholder engagement plan, professional learning calendars, etc.
- The grantee will complete blended learning implementaion requirements including but not limited to:
  - Meeting the supplemental product student usage fidelity metrics
  - Overall grant engagment "health score", including:
    - Monthly classroom rubric observation submissions

- Evidence of supplemental training completion
- Cohort meetings, including site visits and an annual BL Summit
- Sharing year-over-year teacher retention and satisfaction data
- Research surveys

Note: Grantees must meet fidelity metrics in the above areas to be eligible for continuation grants in Year 2 and Year 3.

Limits on Contracted Evaluators

Applicants should make every effort to ensure that contracted evaluators are independent and objective.

Allowable Activities and Use of Funds

Refer to the Budgeting Costs Guidance Handbook on the Grants Administration Division's Grant Resources page for general guidance on allowable activities and use of funds.

Allowable activities and use of funds for this Grant include only the following:

General Allowable Activities and Use of Funds

Academic Cohort:

- Payroll costs for the Blended Learning Program Manager or other positions that directly support the program
- Contracted Services: Funding to contract with an approved online adaptive curriculum vendor (required) for technical assistance and training and for an approved implementation vendor (optional) to support implementation of the blended model.
- Supplies and Other Programming Costs: Funding to support implementation of the blended programming, including licenses, technology, supplies related to blended learning, and personnel expenses. It is recommended for grantees to budget 10% of their grant funds for technical assistance vendors on the State Approved Provider List (SAPL) list.
- Teacher and/or staff extra duty/out of school time stipends for work that supports the program

Strategic Operations Cohort

- Payroll costs for the Blended Learning Program Manager or other positions that directly support the program
- Contracted Services: funding to contract with an approved design and implementation vendor (required) for technical assistance to support planning and implementation of the new operational model. Note: It is required that School System's budget at least 10% of awarded funds will be dedicated to the budget towards phase 2 January 2026-August 2026.
- Teacher and/or staff extra duty/out of school time stipends for work that supports the program

Debt services (lease liabilities for terms greater than 12 months) — allowable costs include: The bullets below are for SBITA, but there are other debt service possibilities.

- Subscription-based Information Technology Arrangement (SBITA) – Principal Costs (6514)
- Subscription-based Information Technology Arrangement (SBITA) – Interest Costs (6526)

Other Allowable Operating Costs Requiring Specific Approval in the Grant Application (6400)

Out-of-State Travel

Out-of-state travel costs are allowable.

Out-of-state travel costs should be minimal. Travel costs are allowable as long as the expenses for transportation, lodging, subsistence, and related items are only incurred by employees on official business of the Grantee and follow the Grantee's regular business operations and written travel policy.

Out-of-state travel will require a written justification form to be maintained locally and made available to TEA upon request. To access the Justification for Out-of-State Travel form, refer to the Forms for Prior Approval, Disclosure, and Justification page.

Hosting or Sponsoring of Conferences

Conferences may be hosted or sponsored under the Grant program.

Conferences must be managed to minimize costs to the Grant award. The following types of conferences may be allowable:

- Personalized or Blended Learning Practices
- Innovation or Technology Innovation Practices

Hosting or sponsoring of conferences will require a written justification form to be maintained locally and made available to TEA upon request. To access the Justification for Hosting or Sponsoring of Conferences form, refer to the Forms for Prior Approval, Disclosure, and Justification page.

Travel Costs for Officials such as Executive Director, Superintendent, or Board Members

Travel costs for officials such as executive director, superintendent, or board members may be funded under the Grant program.

Only the following travel costs may be allowable for these positions:

- Personalized or Blended Learning Practices
- Innovation or Technology Innovation Practices
- Leadership & Change Management

Non-employee costs for conferences will require pre-authorization in writing. To access the pre-authorization form for participant support costs, refer to the Forms for Prior Approval, Disclosure, and Justification page.

Unallowable Activities and Use of Funds

Refer to the Budgeting Costs Guidance Handbook on the Grants Administration Division's Grant Resources page for general guidance on unallowable costs.

Note: If out-of-state travel; travel for students to conferences; field trips; stipends for non-employees; non-employee costs for conferences; travel costs for officials such as executive director, superintendent, or board members; cost of membership in any civic or community organization; hosting or sponsoring of conferences; and/or advisory council are unallowable, list them in this section.

- Teacher salaries
- Capital outlay
- Operating transfers out
- Costs for travel for students to conferences may not be funded under the Grant program (does not include field trips).
- Field trips may not be funded under the Grant program.
- Stipends for non-employees other than those included in 6419 may not be funded under the Grant program.
- Non-employee costs for conferences may not be funded under the Grant program.
- The cost of membership in any civic or community organization may not be funded under the Grant program.
- An advisory council may not be funded under the Grant program.

In addition, unallowable activities and use of funds for this Grant include, but are not limited to, the following:

- Debt services (lease liabilities for terms greater than 12 months) — unallowable costs include:
  a. Capital Lease Liability — Principal Costs (6512)
  b. Capital Lease Liability – Interest Costs (6522)
  c. Interest on Debt Costs (6523)
- Audit services for state-funded Grants

Attachments

There are two types of attachments that may be required to be submitted with your Qualtrics application:

Required Program-Related Attachments

See the General and Fiscal Guidelines, Required Program-Related Attachments, for a general description of program-related documents that can be required as attachments to the Qualtrics application.

The applicant must submit with the application the following required program-related attachments.

1. Software Usage Scoring Attachment for Spring 2025

Reminder: Do not submit unsolicited attachments. Unsolicited attachments will not be reviewed.

Required Fiscal-Related Attachments

See the General and Fiscal Guidelines, Fiscal-Related Documentation Required to Be on File, for a general description of fiscal-related documents that can be required as attachments to the application.

No fiscal-related attachments are required for this Grant program.

Adding Attachments

The instructions in the following sections describe how to attach files to an eGrants application, if applicable.

General Instructions

The size of each attachment cannot exceed 10MB. If you have a larger file, use a different scanning setting or zip the file to make it take up less space.

The only supported browser is Google Chrome. If you are using another browser, please change to Google Chrome before attaching files.

Documents only need to be attached once. Do not attach duplicate documents when completing an amendment. Remove an existing attached document prior to attaching a new version.

Naming Attachments

Name the files you are going to attach with no spaces (for example, 501C3letter.doc or 5013C_letter.doc) and no special characters. Use a meaningful name that identifies the specific document.

Make sure that each attachment has a valid extension (.pdf, .doc, .rtf, .xls, .bmp, .txt, .docx, .xlsx).

Note that attachments with very long names may not be able to be uploaded. If you have difficulty, try renaming the file and starting over.

Scanning Documents

If a document must be scanned to create an electronic copy, use the following hints to ensure that the document size is as small as possible:

- Use an OCR or DPI setting of 200 DPI.
- Scanned files must be in PDF format.

Zipping Files

If your files are too large, add them to a zip file to save space (download a free version of WinZip and find instructions on creating zip files).

Attaching Files to an eGrants Application

1. Ensure that the document is saved on your computer, using the naming instructions above.
2. On the Grant application's Table of Contents page, select Attach File.
3. Select the appropriate radio button for a TEA Defined Attachment or an Optional Attachment.
4. Select the Browse button. A standard Windows browser appears. Find the file.
5. Select Attach.
6. Confirm the document title appears under Documents Submitted in This Version; refresh the page if necessary. If the attachment does not appear, you may have to rename your document with a shorter name and start over.
7. Repeat this process to attach all your documents.

LASO Scoring and Review

This section provides information on the scoring and review of LASO applications.

LASO Review and Funding Criteria

See the General and Fiscal Guidelines, *Review Criteria*

Standard GRANT Review Criteria	Description	Maximum Points Available
Blended Learning Academic Cohort Applicants will be prioritized in rank order based on the four tiers below:		
TEA HQIM Implementation	Applicants will be prioritized in rank order by participation in specified TEA initiatives. These initiatives indicate successful planning for and implementation of core Tier 1 products, enabling readiness for the applicant to plan for and implement aligned high quality supplemental products through the Blended Learning Planning Grant	1st Priority Tier 1. LASO 2 SFI 2. LASO 3 SFI 3. LASO 1 SFI
Board of Managers*	School System with a commissioner-appointed board of managers* for academic performance.	2nd Priority Tier
School Week Calendar	School System implementing 165 or more instructional days	3rd Priority Tier
Economically Disadvantaged Population	School Systems will be ranked within each priority level by percent of student population identified as economically disadvantaged with the following prioritization: 1. First five awards towards Math 2. Evenly distributing between Math and Reading until funding is exhausted. In the case of a tie with any resulting School Systems with matching economically disadvantaged numbers, School Systems will be ranked by percentage of K-8 student population participating in blended learning across the entire School System.	4th Priority Tier
Total Standard Review Points Possible	No points will be calculated for the Academic cohort	SUM N/A
Blended Learning Strategic Operations Cohort Applicants will be scored based on the four priority point categories below:		

Board of Managers* and Weekly Calendar	1. School Systems with a commissioner-appointed board of managers* for academic performance (5 points) and/or implementing 165 or more instructional days (5 points)	10 points
BL Supplemental Product Participation	2. The percentage of K-8 blended learning students participating in supplemental product implementation at participating campus(es).	1-14% | 0pts 15-40% | 5 pts 41-80% | 10 pts 81-100% | 15 pts
Evidence of Supplemental Product Fidelity	3. The percentage of students meeting high-fidelity usage of a supplemental product implemented during the Spring of 2025. School Systems will calculate and submit the Software Usage Scoring Attachment to show "high-fidelity usage" measured as the following: the number of students at the participating campus(es) meeting research-based fidelity in Spring of 2025 for the associated blended product out of the total number of students participating in blended learning in participating campuses. Points will be awarded accordingly. TEA may request verification of campus usage evidence from product vendors for all award finalists in December 2025-January 2026 from the submitted Software Usage Scoring Attachment. *Note: School Systems may be asked to have evidence confirmed by the product vendors dashboard or report. In the case of a points tie, School Systems will be ranked by percent of student population identified as economically disadvantaged.*	1-40% | 10 pts 41-55% | 15 pts 56-70% | 20 pts 71-85% | 25 pts 86-100% | 30 pts
Oral Interview (Finalist Only)	4. Finalists will complete an oral (virtual) interview with TEA and ranked/awarded accordingly. *Note: a minimum threshold of 30 points must be met to be ranked.* Scoring will be based on the School System (finalist) responses to questions from the following sections: • 10 points | Alignment of Strategic Operations-BLG with overall district strategy • 10 points | Understanding of operational shift requirements and planning activities • 10 points | Presence of existing practices and policies to support Strategic Operations-BLG planning • 5 points | Support from district leadership and school board • 5 points | Awareness of operational shift implementation challenges and mitigation strategies • 5 points | Plans for engaging technical assistance organizations	Maximum | 45pts
Total Standard Review Points Possible	55 points| The possible maximum total for sections 1-3 45 points | The possible maximum total for sections 4	**SUM** See description

* All districts with a state appointed board of managers and/or with at least 5 years of unacceptable accountability ratings

Funding Criteria

LASO 4 Blended Learning Grant – Year 1
Academic grantees will be funded using the following formula: $50,000 + ($10,000 x # of participating campuses, 5 campus maximum) + ($40 x # of participating students, up to 400 student maximum per campus, 5 campus maximum). The maximum award is $180,000 if awarded Math or RLA and $270,000 if awarded math and RLA
Strategic Operations grantees will be funded using the following formula: $80,000 + ($30,000 x # of participating campuses) + ($40 x # of participating students, up to 400 student maximum per campus, 5 campus maximum). There is a maximum award of $310,000 per grantee.

Blended Learning Execution Grant – Year 2
Academic grantees may be funded approximately 75% of their LASO 4 Blended Learning Grant award upon satisfactory completion of annual grant milestones, including software usage expectations and a satisfactory grantee health score.
Strategic Operations grantees may be funded approximately 75% of their LASO 4 Blended Learning Grant award upon satisfactory completion of annual grant milestones, including software usage expectations and a satisfactory grantee health score.

Blended Learning Execution Grant – Year 3
Academic grantees may be funded approximately 50% of their LASO 4 Blended Learning Grant award upon satisfactory completion of annual grant milestones, including software usage expectations and a satisfactory grantee health score.
Strategic Operations grantees may be funded approximately 50% of their LASO 4 Blended Learning Grant award upon satisfactory completion of annual grant milestones, including software usage expectations and a satisfactory grantee health score.

Priority Points

See the General and Fiscal Guidelines, Priorities for Funding.

All priority points are included in the Review Criteria chart above

Oral Interviews for Funding

See the General and Fiscal Guidelines, *Oral Interviews for Funding*.

Applies to the Strategic Operations Cohort ONLY (No Oral Interviews for Academic cohort)
Required attendees from School System finalists are the following:
- Superintendent or Superintendent delegate
- Proposed grant Project Manager
- Senior district leader directly responsible for overseeing curriculum and instruction for the selected campus(es)

- Campus-level leader(s) directly responsible for overseeing implementation of blended model for the selected campus(es)

Interviews will assess readiness for a large-scale operational shift, including assessing need, leadership buy-in, and understanding of the type of shift is required. Districts will be scored in following way to determine readiness: finalist must have a **minimum score of 30 points** from the interview to be awarded (until funding is expired);

- Alignment of Strategic Operations-BLG with overall district strategy for school improvement (10 pts)

- Understanding of operation shift requirements and planning activities (10 pts)

- Presence of existing practices and policies to support Strategic Operations-BLG planning (10 pts)

- Support from district leadership and school board (5pts)

- Awareness of operational shift implementation challenges and mitigation strategies (5 pts)

- Plans for engaging technical assistance organizations (5pts)