Learning Acceleration Support Opportunities (LASO) 2023-2024

Blended Learning Grant

Program Guidelines

TEA
Texas Education Agency®

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Grant Program Guidelines

Grant Name as it will appear on the TEA Grant Opportunities Page	Blended Learning Grant
Application Due Date	5:00 p.m. Central Time, December 7, 2023
Program Authority	General Appropriations Act (GAA) Article III, Rider 68, 88th Texas Legislature

Introduction

The Texas Education Agency (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 (LEAs), including school districts, open-enrollment 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 document MUST be used in conjunction with the General and Fiscal Guidelines and the specific program instructions. The Standard Application consists of all forms to be completed in order for the applicant to be eligible for funding.

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 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.**

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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 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 grant application and supporting documents on the TEA Grant Opportunities webpage.
2. Eligible applicants submit grant application via Qualtrics to TEA by the specified deadline on the TEA Grant Opportunities webpage.
3. Grant applications are reviewed and scored. Note: Applicants may be required to attend an oral interview or respond to additional questions regarding their application.
4. TEA announces applicants selected for funding on the TEA Grants Awarded Data webpage.
5. ***Awarded applicants, will be required to submit an eGrants application for funding.***
6. TEA staff conducts budget negotiations on the eGrants application.
7. The Notice of Grant Award (NOGA) will be issued upon successful completion of the negotiation process.

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 $5,487,000
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 $5,487,000

Applicant Assistance

The following types of assistance are available to applicants for this grant program.

Contact for Clarifying Information

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

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

Errata Notices

See the General and Fiscal Guidelines, *Errata Notices*.

DATE	EVENT
October 18, 2023; 1:00-2:00 p.m. October 19, 2023; 9:00-10:00 a.m.	General Webinar schedule Webinar registration link can be found on the LASO website
October 23, 2023	Grant application available
October 26, 2023; 1:00-2:00 p.m. November 2, 2023; 1:00-2:00 p.m.	Program Specific Webinar schedule Webinar registration link can be found on the LASO website
November 10, 2023	FAQ deadline
November 17, 2023	FAQ Publishing The FAQs for this grant program will be posted to the TEA Grant Opportunities and LASO website site 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
December 7, 2023	Due date for the application. The 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 23, 2023. Please see the LASO website for more information. See *General and Fiscal Guidelines,* ***Application Due Date and Time***
January 2, 2024-January 25, 2024	Application review period, including interviews if necessary. See *General and Fiscal Guidelines,* ***Review Process***
February 8, 2024	Anticipated award announcement
March 1, 2024	Beginning date of grant (if selected for funding) See *General and Fiscal Guidelines,* ***Grant Period***
January 30, 2026	Final date to submit an amendment (if selected for funding)
April 30, 2026	Ending date of grant (if selected for funding) See *General and Fiscal Guidelines,* ***Grant Period***

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

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 68, 88th Texas Legislature

Where to Submit the Grant Application

LASO individual application links will be emailed to Superintendents on October 23, 2023. 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 Planning** cohort will support school districts and open-enrollment charter schools through a planning stage to design and subsequently implement a high-quality blended learning model in math (through Math Innovation Zones - MIZ) and reading language arts (RLA) aligned with a High-Quality Instructional Material curriculum (HQIM).

The **Blended Learning Strategic Operations** cohort will support school districts and open-enrollment charter schools in leveraging a blended learning model to make a strategic operational shift to scheduling, staffing and/or budgets. This shift will seek to make robust operational changes in order to optimize campus staffing models for teachers while maximizing academic impact for students. The grant is available to LEAs that have successfully completed a planning phase of either Math Innovation Zones or RLA Blended Learning grants. Applicants will select from either 1. Rotation Model, 2. Flex Model, or 3. District Proposed Model. Note that all models will require significant operational and staffing shifts to rethink time in a teacher-centric way at the participating campus(es). More information about these models is available in the Description of Program Section below.

Eligible Applicants

See the General and Fiscal Guidelines, *Eligibility To Apply*

Eligible applicants to the **Blended Learning Planning** cohort are those LEAs who have participated in the COVID Response Instructional Materials Initiative (CRIMSI), TCLAS Decision 2 State Approved Vendor List, or LASO Strong Foundations Implementation to implement a Tier 1 High Quality Instructional Material (e.g., TEA-available math or RLA OER products).

Eligible applicants to the **Blended Learning Strategic Operations** cohort are those LEAs 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 2023.

Education Service Centers (ESCs) are not eligible to apply.

Shared Services Arrangement

See the General and Fiscal Guidelines, Shared Services Arrangements.

Shared services arrangements (SSAs) are not allowed for this grant program.

Application Attachments

This section describes the required attachments that must be included with the application.

Required Attachments

See the following section of the General and Fiscal Guidelines: *Required Program-Related Attachments*

Software Usage Scoring Attachment for Spring 2023 here.

Application Requirements and Assurances

This section describes the types of requirements that applicants must assure adherence to in order to be eligible to be considered for funding:

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

Statutory Requirements

See the General and Fiscal Guidelines, *Statutory Requirements*.

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*.

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. 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;

2. 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 Program Requirements

See the General and Fiscal Guidelines, *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:

In addition to the statutory requirements, TEA has established the following program requirements based on grant pathway; Planning Grant and Strategic Operations Grant Applicants must address within the application how they will achieve the following:

Planning Grant Program

1. LEAs must have participated in at least one of the following TEA grant cohorts
   a. 21-22 - CRIMSI 1.0 Standalone grant program
   b. 22-23 - TCLAS: Decision 2A: CRIMSI/SAVL; 2B: Print Product Academies
   c. 23-24 - LASO 1.0: 1A was CRIMSI, 1B was CRIMSI Local Implementation, and 1C is ESC SFI
   d. LASO 2.0: 1A was CRIMSI, 1B was CRIMSI Local Implementation, and 1C is ESC SFI
2. Participating campuses must serve grades K-8 (Math) or K-5 (RLA) by the end of the grant period.
3. LEAs must choose to implement a Math, Reading Language Arts (RLA) or both blended products with your TEA-available core product.
4. LEAs must identify with core product that will be implemented with a blended learning model from the following:
   a. Carnegie Texas Math Solutions 6-8
   b. Eureka Math TEKS Edition K-5
   c. Amplify Texas RLA K-5
   d. Submit a different Math and/or RLA core product not included above that will need to be approved by TEA

Strategic Operations Grant Program

1. LEAs must have participated in current and/or previous TEA Blended Learning Grant program(s)
   a. LASO BLG Math (First year of execution in 2023-2024)
   b. LASO BLG RLA (First year of execution in 2023-2024)
   c. TCLAS 3A Math (First year of execution in 2022-2023)
   d. TCLAS 3A RLA (First year of execution in 2022-2023)
   e. SAF Blended Learning Redesign (First year of Continuation in 2021-2022)
   f. MIZ Grant (First year of execution in 2021-2022 or prior)

g. Non-Math (First year of execution in 2021-2022 or prior)

2. Participating campuses must serve, at least, each grade-band by the end of the grant period; K-2, 3-5, 6-8

3. LEAs must choose one or more models to implement (Rotational Model, Student-Driven Flex Model, District-Proposed Model), requiring significant operational and staffing shifts, including a master teacher approach, at each participating campus(es).

4. If District-Proposed Model is chosen, LEAs will describe their initial plans including elements that maximize the number of students served by a master teacher and/or decrease the number of adults required while maintaining or increasing the quality of the academic experience.

5. LEAs 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 2023

    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 2023?

    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?

6. LEAs must choose to implement a Math, Reading Language Arts (RLA) or both blended products with your TEA-available core product.

7. LEAs must identify with core product that will be implemented with a blended learning model from the following:

    a. Carnegie Texas Math Solutions 6-8

    b. Eureka Math TEKS Edition K-5

    c. Amplify Texas RLA K-5

    d. Submit a different Math and/or RLA product not included above that will need to be approved by TEA

8. Participating campus will implement the above core and supplemental products for their selected grade-levels and student population.

Program-Specific Assurances

See the General and Fiscal Guidelines, *Provisions and Assurances*.
The program-specific assurances are listed on the application.

Planning Grant Program

1. LEAs must have participated in at least one of the following TEA grant cohorts
   a. 21-22 - CRIMSI 1.0 Standalone grant program
   b. 22-23 - TCLAS: Decision 2A: CRIMSI/SAVL; 2B: Print Product Academies
   c. 23-24 - LASO 1.0: 1A was CRIMSI, 1B was CRIMSI Local Implementation, and 1C is ESC SFI
   d. LASO 2.0: 1A was CRIMSI, 1B was CRIMSI Local Implementation, and 1C is ESC SFI
2. Participating campuses must serve grades K-8 (Math) or K-5 (RLA) by the end of the grant period.
3. LEAs must choose to implement a Math, Reading Language Arts (RLA) or both blended products with your TEA-available core product.
4. LEAs must identify with core product that will be implemented with a blended learning model from the following:
   a. Carnegie Texas Math Solutions 6-8
   b. Eureka Math TEKS Edition K-5
   c. Amplify Texas RLA K-5
   d. Submit a different Math and/or RLA core product not included above that will need to be approved by TEA

Strategic Operations Grant Program

1. LEAs must have participated in current and/or previous TEA Blended Learning Grant program(s)
   a. LASO BLG Math (First year of execution in 2023-2024)
   b. LASO BLG RLA (First year of execution in 2023-2024)
   c. TCLAS 3A Math (First year of execution in 2022-2023)
   d. TCLAS 3A RLA (First year of execution in 2022-2023)
   e. SAF Blended Learning Redesign (First year of Continuation in 2021-2022)
   f. MIZ Grant (First year of execution in 2021-2022 or prior)
   g. Non-Math (First year of execution in 2021-2022 or prior)
2. Participating campuses must serve, at least, each grade-band by the end of the grant period; K-2, 3-5, 6-8
3. LEAs must choose one or more models to implement (Rotational Model, Student-Driven Flex Model, District-Proposed Model), requiring significant operational and staffing shifts, including a master teacher approach, at each participating campus(es).
4. If District-Proposed Model is chosen, LEAs will describe their initial plans including elements that maximize the number of students served by a master teacher and/or decrease the number of adults required while maintaining or increasing the quality of the academic experience.
5. LEAs 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 2023
   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 2023?

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?

6. LEAs must choose to implement a Math, Reading Language Arts (RLA) or both blended products with your TEA-available core product.

7. LEAs must identify with core product that will be implemented with a blended learning model from the following:

a. Carnegie Texas Math Solutions 6-8
b. Eureka Math TEKS Edition K-5
c. Amplify Texas RLA K-5
d. Submit a different Math and/or RLA product not included above that will need to be approved by the TEA.

8. Participating campus will implement the above core and supplemental products for their selected grade-levels and student population.

Program Elements

This section provides detailed information about the grant.

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

The **Blended Learning Planning** cohort, starting in spring of 2024, to design and subsequently implement a high-quality blended learning model in math (through Math Innovation Zones) and reading language arts (RLA) aligned with an approved High Quality Instructional Material as core curriculum. Implementation will continue in the 2024-2025 school year through the 2025-2026 school year.

Awarded LEAs will receive funding support for associated expenses to plan for and implement a high-quality blended learning model. Expenditures can include 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 LEAs that have successfully completed a planning phase of either Math Innovation Zones or RLA Blended Learning grants.

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

Description: 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 master teacher 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 master teacher 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 master teacher 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 master teacher 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 master teacher and/or decrease the number of adults required while maintaining or increasing the quality of the academic experience.

Supplement, Not Supplant

For supplement, not supplant guidance, see the Supplement, Not Supplant Handbook on the Grants Administration Division's Administering a Grant page.

The supplement not supplant provision

- ☒ Applies
- ☐ Does not apply

The following sections designated by an asterisk (*) are not required and may be skipped by entering a NA if not applicable.

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*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:

LEAs must identify a project manager who is able to navigate across departments in the LEA to facilitate strong planning and implementation processes.

Note: 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 execution requirements in program implementation. For planning grantees, this includes but is not limited to student progress on selected online curriculum, unit assessment data from OER curriculum, and evidence of training completion. For strategic operations grantees, this includes but is not limited to student progress on selected online curriculum, year-over-year teacher retention and satisfaction data, and annual reflection and revision plans.

Limits on Contracted Evaluators

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

Application Funding

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

Note: Funding amounts detailed below will be determined for each LEA based on their application scoring, detailed in the "Grant Review and Funding Criteria" section.
Blended Learning Planning cohort:

It is anticipated that approximately 10 grants will be awarded ranging in amounts from $110,000 to $400,000.

Blended Learning Strategic Operations cohort:

It is anticipated that approximately 12 grants will be awarded ranging in amounts from $190,000 to $500,000.

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*.

TEA (or ⬭Authorizing statue⬭) requires a:

- ⬭(☐)⬭ ⬭(X%)⬭ cost share/match
- ⬭(☒)⬭ There is no cost share or matching requirement

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.

To calculate the maximum indirect costs that can be claimed for a grant, complete the Maximum Indirect Costs Worksheet, posted on the Administering a Grant page, under the Handbooks and Other Guidance section.

Pre-Award Costs

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

Pre-award costs:

- ⬭(☐)⬭ are permitted
- ⬭(☒)⬭ are not permitted

Activities and Use of Funds

See the Administering a Grant page for general guidance on allowable activities and use of funds.

Allowable activities and use of funds may include but are not limited to the following:

Hosting or Sponsoring of Conferences

Hosting or sponsoring conferences

- ⬭(☒)⬭ may be funded under the grant program
- ⬭(☐)⬭ may not be funded under the grant program.

Conferences must be managed to minimize costs to the grant award.

Note: 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 cost of Hosting or Sponsoring of Conferences Justification form, refer to the Administering a Grant page.

Out-of-State Travel

Out-of-state travel costs:

- ☒ may be funded under this grant program.
- ☐ may not be funded under this grant program:

Note: 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 Out-of-State Travel Justification form, refer to the Administering a Grant page

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

Travel costs for officials such as the executive director, superintendent, or board members

- ☒ may be funded under the grant program.
- ☐ may not be funded under the grant program.

Only the following travel costs are allowable for these positions:

Only superintendents or executive directors in a role or task directly associated with the fulfillment of the Fidelity of Implementation requirement of the Blended Learning grant.

General Allowable Activities and Use of Funds

Blended Learning Planning Cohort:
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.

Blended Learning Strategic Operations Cohort:
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.
Supplies and Other Programming Costs: funding to support implementation of the new operational model, including licenses, technology, supplies related to blended learning, and personnel expenses.

General Unallowable Activities and Use of Funds

In general, refer to the Budgeting Cost Guidance Handbook on the <u>Administering a Grant</u> page for unallowable costs.

◁ Field Trips, Advisory Council, Cost of Membership in Any Civic or Community Organization, Non-employee costs for conferences, Stipends for non-employees, travel for students to conferences. ▷

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

- ☒ Debt service (lease-purchase)
- ☒ Audit services for state-funded grants
- ☐ Click or tap here to enter text.

Scoring And Review

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

Grant Review and Funding Criteria

See the <u>General and Fiscal Guidelines</u>, *Review Criteria*.

◁ **Blended Learning Planning Cohort:**
Grant Review: Applicants will be prioritized in rank order by participation in the following 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.
Priority 1: COVID Recovery Instructional Materials Support Initiative (CRIMSI) in the 2021-22 school year
Priority 2: Texas COVID Learning Acceleration Supports (TCLAS) 2A (CRIMSI or State Approved Vendor List) in the 2022-23 school year and 2023-24 school year
Priority 3: Learning Acceleration Support Opportunities (LASO) 1A (CRIMSI), 1B (CRIMSI Local Implementation), or 1C (ESC Strong Foundations Implementation) in the 2023-24 school year

LEAs will be ranked within each priority level by percent of student population identified as economically disadvantaged and be distributed evenly between Math and RLA cohorts until funding is exhausted 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.

Funding Criteria:
Planning Grantees will be funded using the following formula:

$100,000 + ($10,000 x # of participating campuses) + ($40 x # of participating students)

- The maximum award is $400,000 if awarded Math or RLA and $500,000 if awarded math and RLA

Blended Learning Strategic Operations Cohort:
Grant Review: Approximately 12 grants will be awarded to previous Math Innovation Zones, Blended Learning Grant Program, or School Action Fund - Blended Learning. Applicants will be scored in two ways:

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

Percentage	Application Points
1-14%	0
15-30%	5
31-60%	10
61-100%	15

2. The percentage of students meeting high-fidelity usage of a supplemental product implemented during the Spring of 2023. LEAs will calculate and submit an application "high-fidelity usage" as the following:
   a. Measured as number of students at the participating campus(es) meeting research-based fidelity in Spring of 2023 for the associated blended product out of the total number of students participating in blended learning in participating campuses. Points will be awarded according to the table below:

Percentage	Application Points
1-30%	10
31-60%	20
61-100%	30

TEA will request follow up usage evidence for Spring 2023 for all award finalists in January 2024 from the submitted Software Usage Scoring Attachment **here.**
Evidence will include:

- Designated research usage target from submitted product(s)
- Total number of students using each product(s)
- Percentage of students by grade level who met research usage targets in the Spring 2023 semester
- If "district-proposed model" is chosen, TEA will review the proposed model plan and may reach out to clarify that certain criteria are met.

In the case of a points tie, LEAs will be ranked by percent of student population identified as economically disadvantaged.

Funding Criteria:
Strategic Operations Grantees will be funded using the following formula:

$170,000 + ($50,000 x # of participating campuses) + ($40 x # of participating students)

There is a maximum award of $500,000 per grantee.

Oral Interviews for Funding

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

Oral Interviews do not apply to this grant program.