TEA

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

Welcome and Thank you for Joining Today!

TEA
Texas Education Agency®

Mike Strange
Blended Learning
Program Manager

Brian Doran
Director of
Expanded Learning Models

Agenda and FYIs for Today's Webinar

Agenda

1. Welcome and Introductions

2. Overview of the Application process and Timeline

3. Blended Learning Grant Deep Dive:
   1. Planning Cohort Overview
   2. Strategic Operations Cohort Overview

4. Next Steps

FYIs
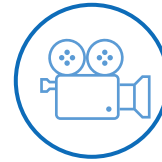
For questions, please drop them in the **Question and Answer** box in Zoom.

A recording of this webinar and a copy of this slide deck will be posted on the LASO website once all the webinars have been conducted.

For follow up questions, please **email** LASO@tea.texas.gov

Overview of LASO

TEA is continuing to offer streamlined, consolidated grant applications, bundling programs that facilitate and accelerate academic gains.

**$190.2 Million**
in services and supports

10
TEA initiatives to support learning acceleration and innovation

1
LEA program application to access funding

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

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

2019: 47
2021: 43
2022: 52
2023: 52
COVID
STAAR Redesign*
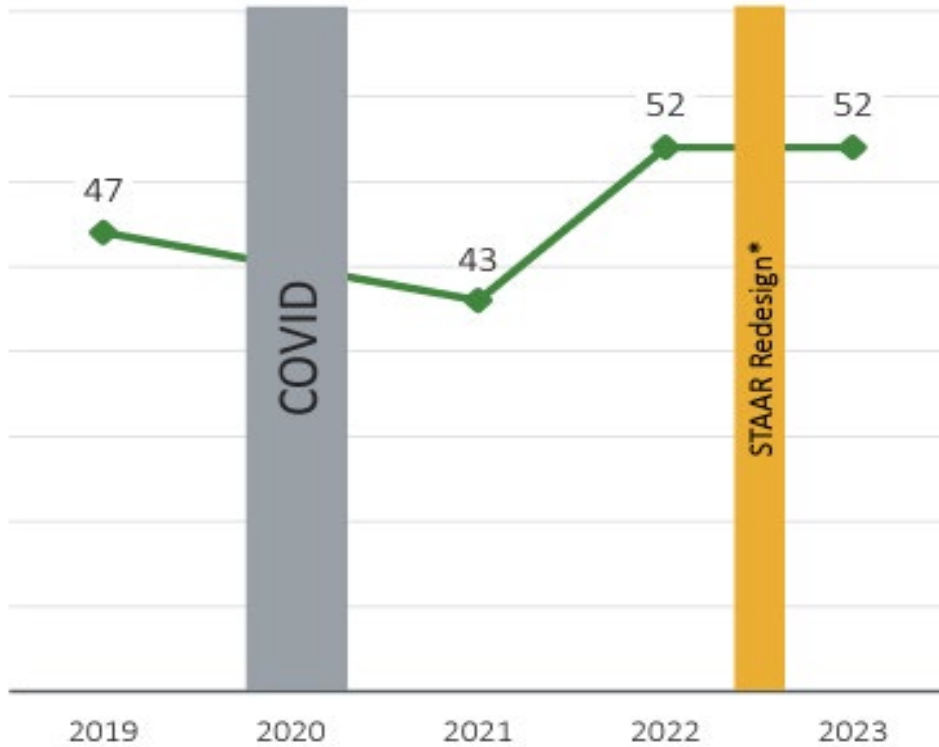
Percent of Students that Met Grade Level or Above in Math
(Grades 3-8 & Algebra I)

2019: 50
2021: 35
2022: 40
2023: 43
COVID
STAAR Redesign*
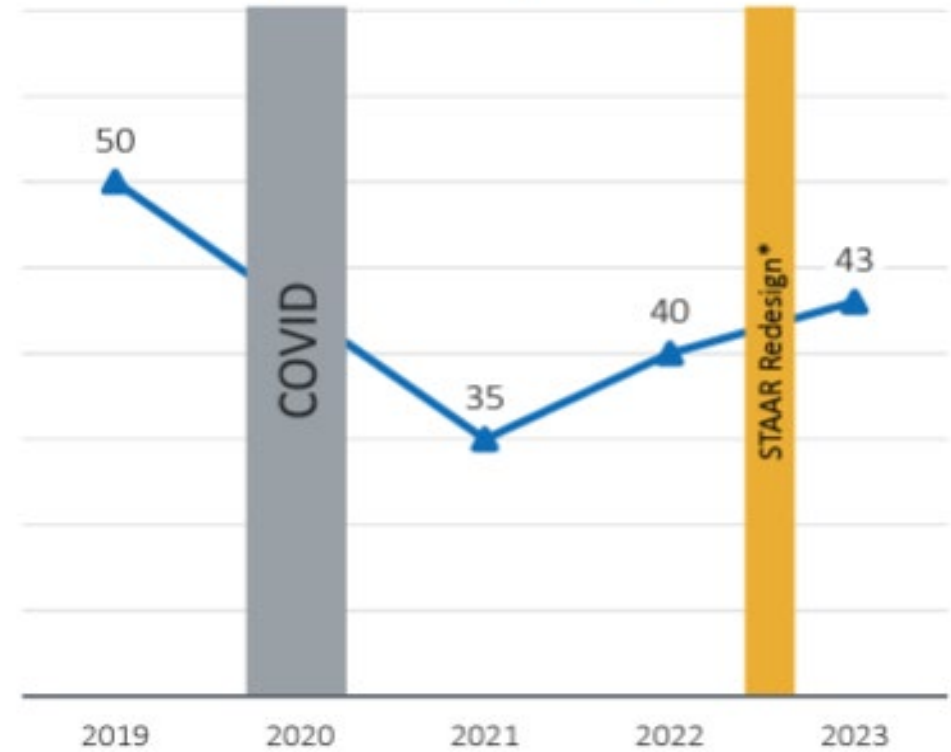
*The STAAR test was redesigned in 2019 to better align with classroom instruction, which necessitated re-setting of standards and scales from 2022 to 2023.

LASO's Key Learning Acceleration Strategies

LASO 2.0 is grounded in three key learning acceleration strategies

Strategic Planning	Instructional Materials	Teacher Pipelines	More Time	Innovative School Models
Strategic planning and performance management to prioritize, launch, and continuously improve learning acceleration strategies	Rigorous, **high-quality instructional materials** designed to make up ground and master grade level TEKS	**Talent pipelines that support teachers** to deliver excellence in the classroom, getting more than 1 year of growth in 1 year	**More time** for the students most in need, including expanding instructional time in the summer and with targeted **tutoring**	Innovative school **models** to incorporate all aspects of the learning acceleration framework
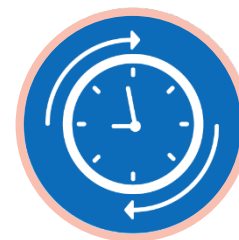
LASO will provide 10 grant opportunities embedded in three learning acceleration strategies

Instructional Materials

Strong Foundations Planning
Ready to plan in SY24-25 and implement in SY25-26
*RLA/Math planning support

Strong Foundations Implementation
Ready to Implement in SY24-25
*OER K-5 Math/RLA and OER 6-12 Math high quality instructional material implementation support

Technology Lending Grant
Ready to Implement in SY24-25
*Tablets, hardware, and internet hotspots for digital instructional materials

Blended Learning Grant
Ready to Implement in SY24-25
Technical assistance and supplemental curriculum support to design and implementation of a high fidelity blended learning model

Math Supplemental Curriculum Licenses
Launch: Spring/Summer 2024
*PK-12 supplemental online curriculum

Advanced Placement Computer Science Principles (APCSP)
Ready to Implement in SY24-25
*Curriculum, technology and teacher support APCSP course

More Time

ADSY Planning & Execution Program: Summer
Ready to Implement in SY24-25
*PreK-5 planning and implementation support to design evidence-based summer learning program

More Time

ADSY Planning & Execution Program: Full Year
*PreK-5 planning and implementation support for a full calendar and master schedule redesign. Ready to Implement SY 24-25
Now included as one of the options in School Action Fund!

Innovative School Models

Pathways in Technology Early College High School
Planning Year | SY24-25
Implementation Year | SY 25-26
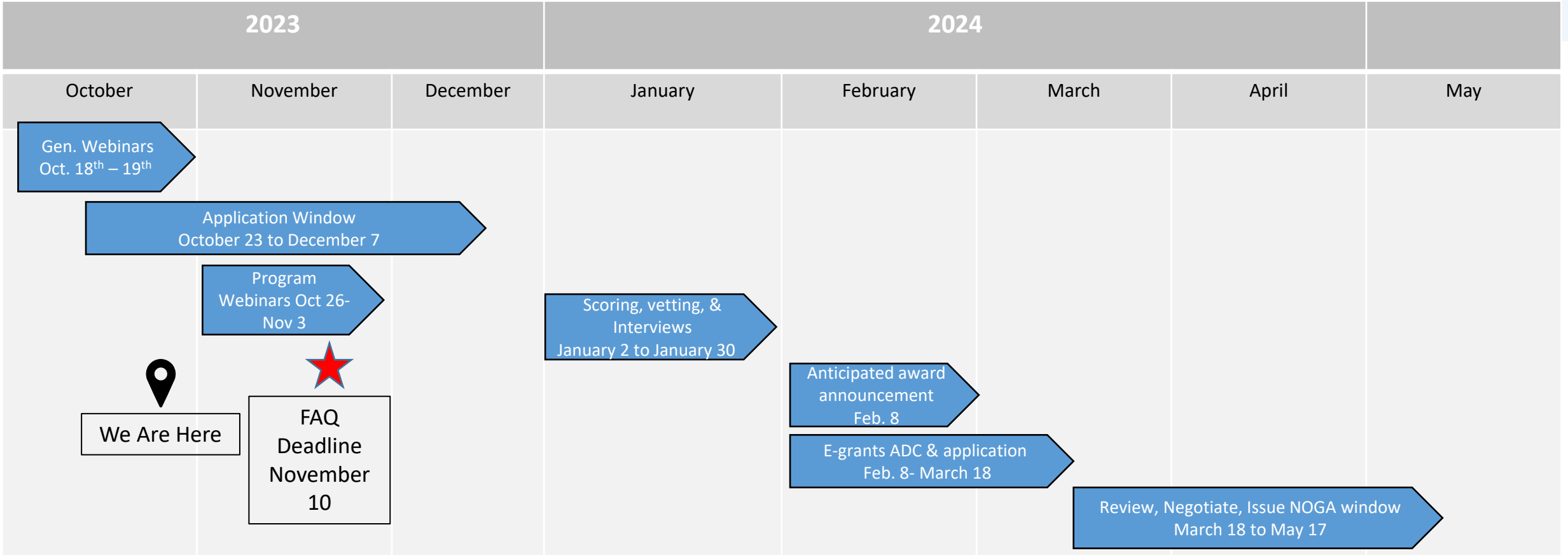*provides opportunities to students to earn certifications

Early College High School
Planning Year | SY24-25
Implementation Year | SY 25-26
*provides opportunities to students to access higher ed courses

School Action Fund
Ready to plan in SY24-25
* support in planning and implementing whole-school models to address chronic underperformance and unmet community needs

Timeline and Application Process

	2023			2024				
October	November	December	January	February	March	April	May

- Gen. Webinars Oct. 18th – 19th
- Application Window October 23 to December 7
- Program Webinars Oct 26- Nov 3
- Scoring, vetting, & Interviews January 2 to January 30
- Anticipated award announcement Feb. 8
- E-grants ADC & application Feb. 8- March 18
- Review, Negotiate, Issue NOGA window March 18 to May 17

We Are Here

FAQ Deadline November 10

Key Considerations
- **Application** | opens on October 23rd and closes on December 7th at 5:00 pm. LEAs have 45 days to complete the consolidated application
- **Scoring and Interview** | Runs from January 2nd to January 30th . This window allows TEA to score applications and reach out to as needed, to provide a two-way opportunity to determine readiness and fit.
- **NOGA** | There is a 60-day window for NOGA issuing. The process will start on March 18th and culminate on May 17th. LEAs can receive their NOGA at any time between that window. Note, the NOGA can only be issued once the LEAs certifies and submits their budget in the e-grants system. If there is a delay in LEAs submission, that may impact the NOGA date.

Application is open from October 23rd to December 7th

- Based on LEA feedback, our application window has moved earlier to avoid semester testing & holiday breaks.

- A **unique application link was emailed** to LEA superintendents on October 23rd.

- If the LEA is unable to receive the application link in the superintendent email, LEAs can complete a **form** to acquire a new link.

- A **PDF** of the application was posted on the LASO website on October 23rd. However, formal submission of the application must be through Qualtrics. The survey **must be signed by the superintendent** to be accepted.
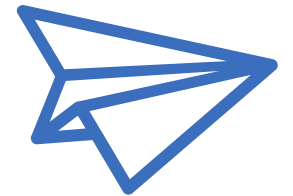
Change Requests and Declines

- TCLAS was unique in the aspect of the funding source (ESSER) and the speed at which we were operating to distribute the funding.

- Therefore, to accommodate the unique circumstances of TCLAS, change requests and decline options were provided to LEAs

- Since we are no longer operating under the unique circumstances of TCLAS, we are returning to a traditional grant process to ensure equity and fairness

- LASO is again anchored in the informal discretionary competitive grant process
  - Declines and change requests are not advisable in typical competitive process
  - If declines are requested, they will be considered on a case-by-case basis for the LEAs and could raise the LEA's federal grant risk level in the coming year

Blended Learning Grant Deep Dive

Blended Learning Grant (BLG) High Level Overview

Instructional Materials

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

Estimated Total Funding Available	$ 5.49 Million
Estimated Range of Award	Up to $500,000
Estimated Award Numbers	20-24 LEAs
Estimated Timeline	Ready to Implement for School Year 24-25

Blended Learning Grant (BLG) Program Description

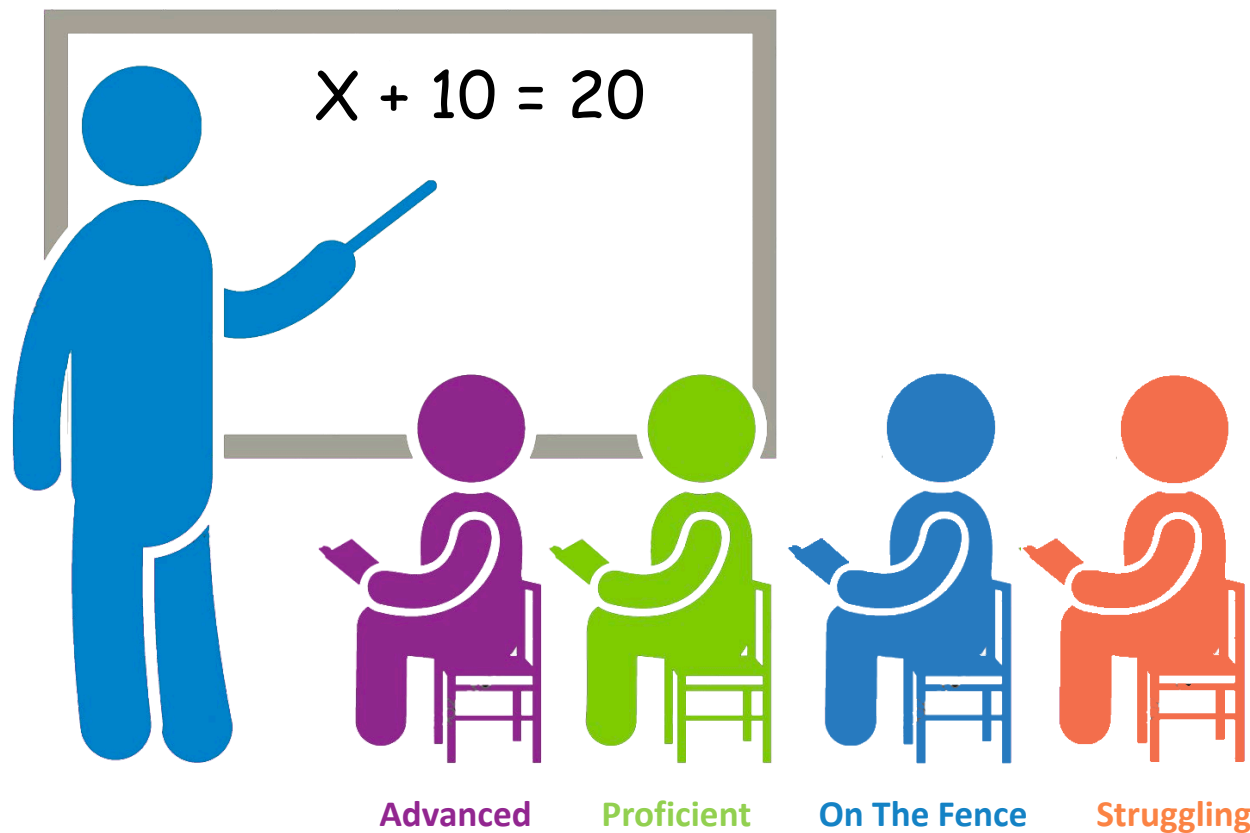|	
High Level Program Cohort Descriptions	The **Blended Learning Planning** cohort will support school districts and open-enrollment charter schools to design and subsequently implement a high-quality blended learning model in math and reading aligned with an approved High Quality Instructional Material as core curriculum. The **Blended Learning Strategic Operations** cohort will support school districts and open-enrollment charter schools in leveraging a specific blended learning model to make a strategic operational shift to scheduling, staffing and/or budgets to optimize campus staffing models for teachers.
Associated Supports	• **Project Manager** | LEAs may use funds to help pay salary for a district-level project manager who will be available to dedicate approximately 50% of his or her time to designing and implementing the Blended Learning plan. • **1:1 Technical Assistance** | LEAs may use funds to for technical assistance from online, curriculum, and implementation vendors for designing and implementing a strong blended learning model. (Required for Strategic Operations cohort) • **Digital Supplemental Products**| Funds will be provided for LEAs to purchase student licenses for eligible digital supplemental products to provide personalized instruction. • **Additional Technology** | LEAs may use funds to provide additional technology needs for classroom implementation of their blended learning model. • **Operational Cost** | LEAs may use funds to provide other programming cost such as stipends for trainings, needed supplies to support implementation, etc.
Authorizing Statute	**Math Innovation Zones** is authorized by Section 28.020 of the Texas Education Code and funded by the General Appropriations Act, Article III, Rider 39, 88th Texas Legislature. The **Blended Learning Grant – Reading Language Arts** is authorized by Section 29.924 of the Texas Education Code and funded by the General Appropriations Act, Article III, Rider 68, 88th Texas Legislature.

Why Blended Learning?

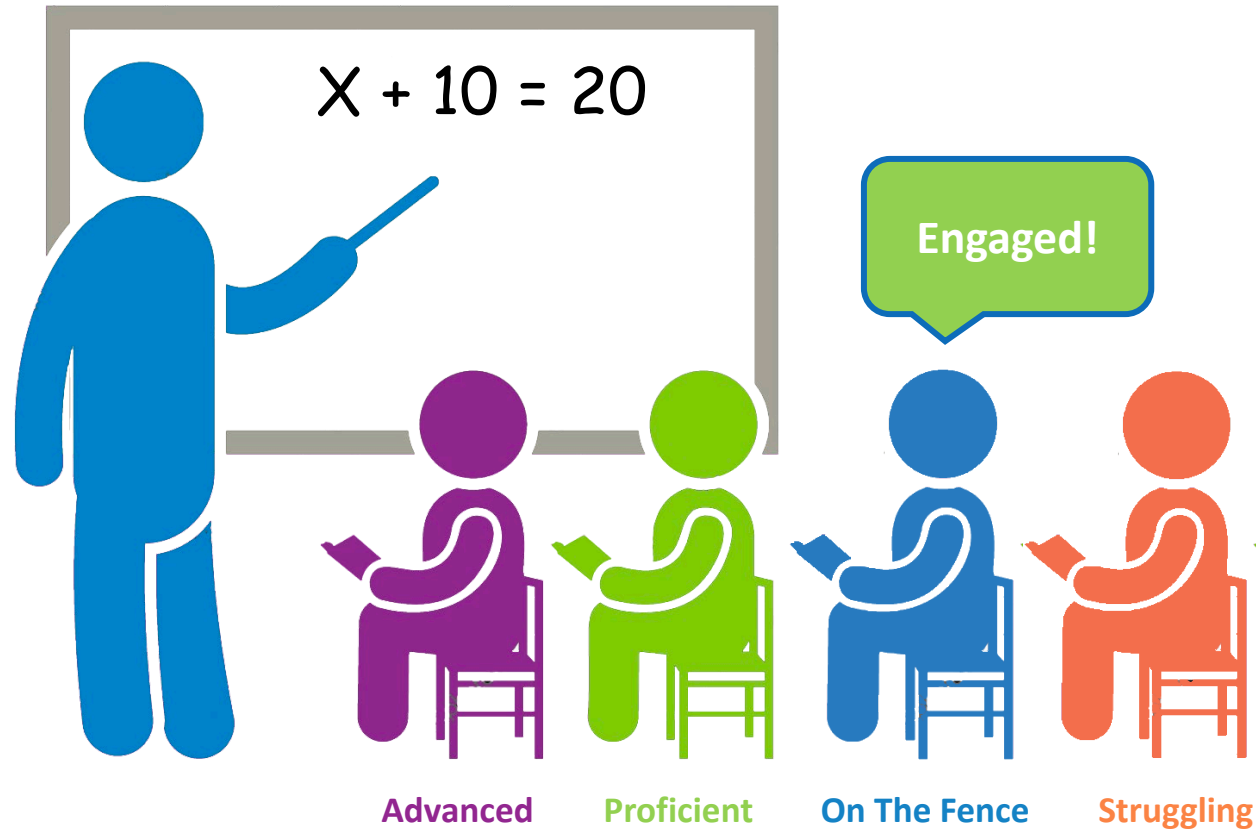# Meeting the needs of all students is a challenge

Students come to teachers with a variety of prior experiences, and with varying levels of background knowledge.

X + 10 = 20

Advanced   **Proficient**   **On The Fence**   **Struggling**

TEA

Meeting the needs of all students is a challenge

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X + 10 = 20

Engaged!

Advanced   **Proficient**   **On The Fence**   **Struggling**

TEA

Meeting the needs of all students is a challenge
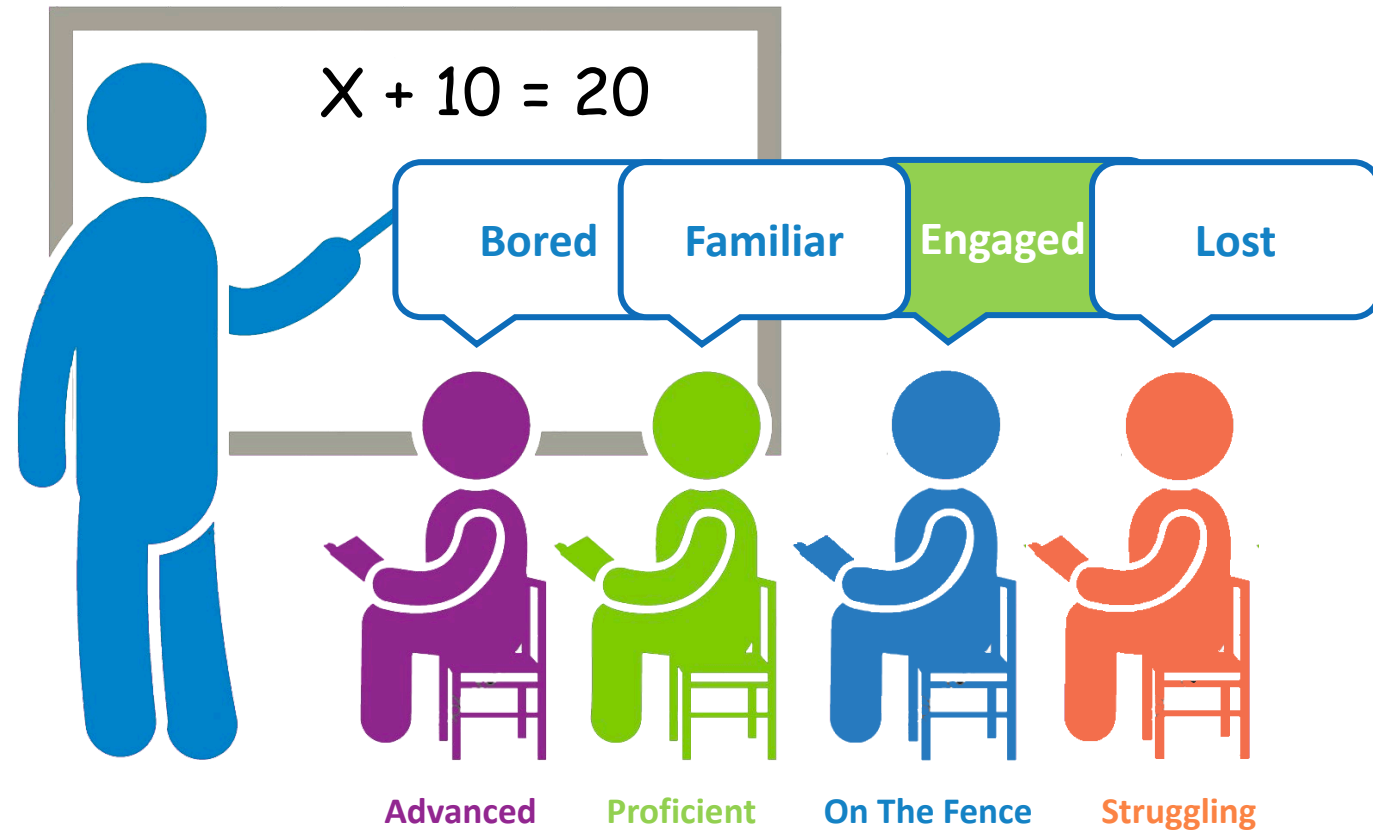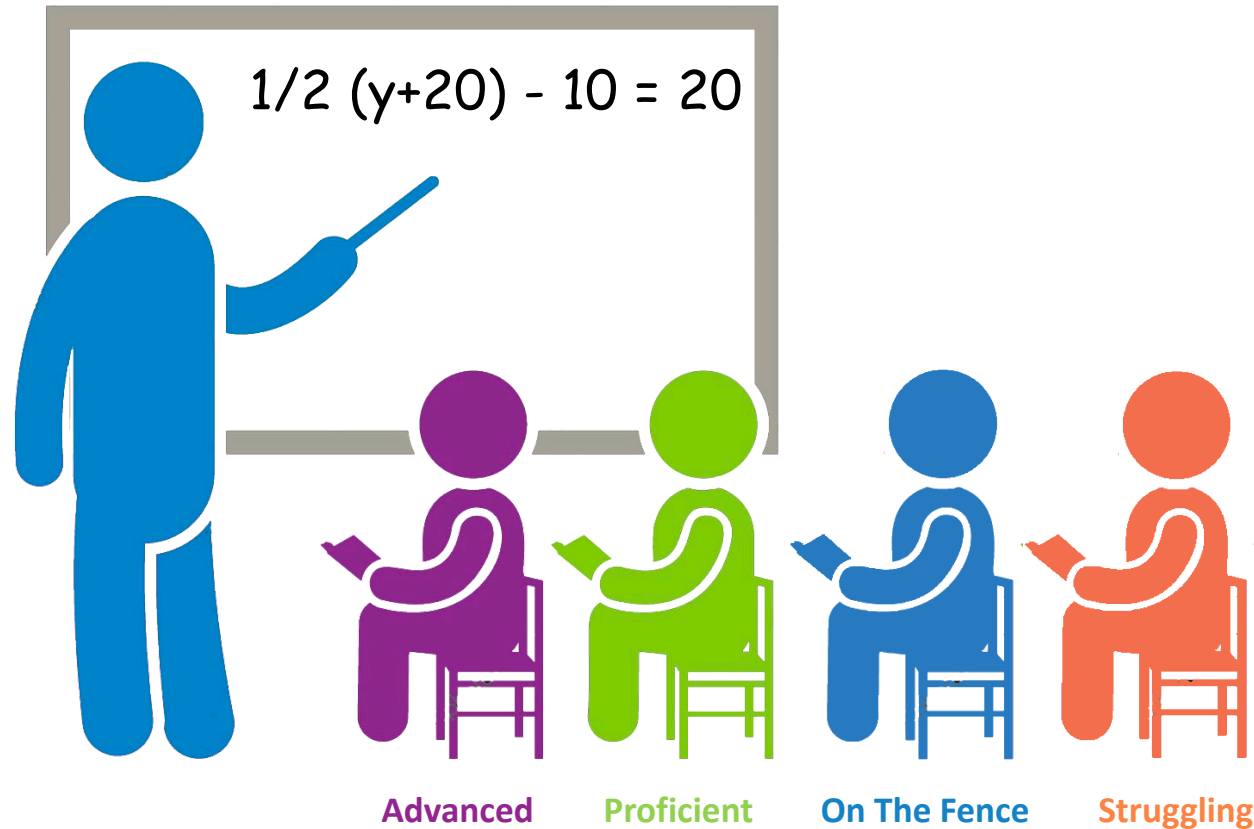
Students come to teachers with a variety of prior experiences, and with varying levels of background knowledge.

X + 10 = 20

Bored | Familiar | Engaged | Lost

Advanced | Proficient | On The Fence | Struggling

TEA

Our inability to consistently diagnose prior knowledge & differentiate content prevents students from learning

In math, if students are missing a building block, they can't move on to harder problems. Diagnosing this situation is incredibly challenging for teachers.

$$1/2 \ (y+20) - 10 = 20$$

Advanced   **Proficient**   **On The Fence**   **Struggling**

TEA

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Engaged!

Advanced   **Proficient**   **On The Fence**   **Struggling**

TEA

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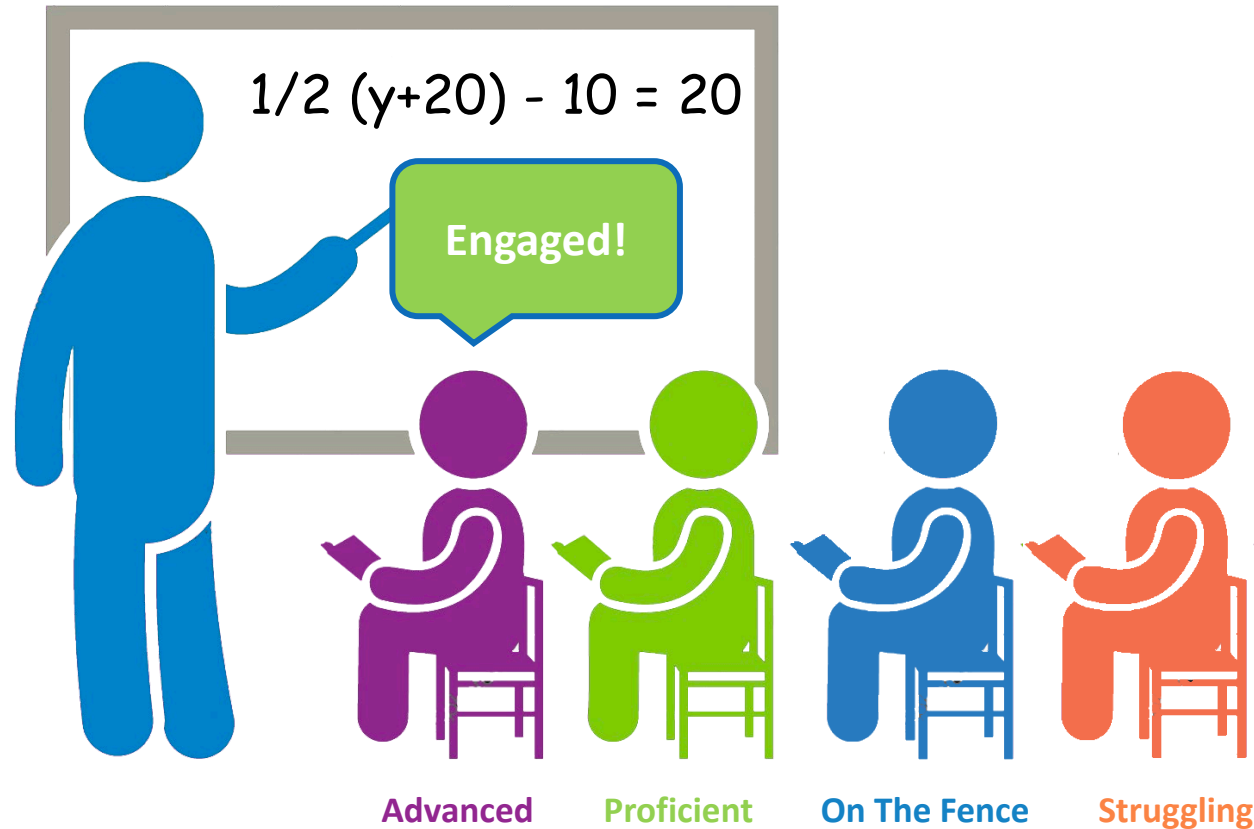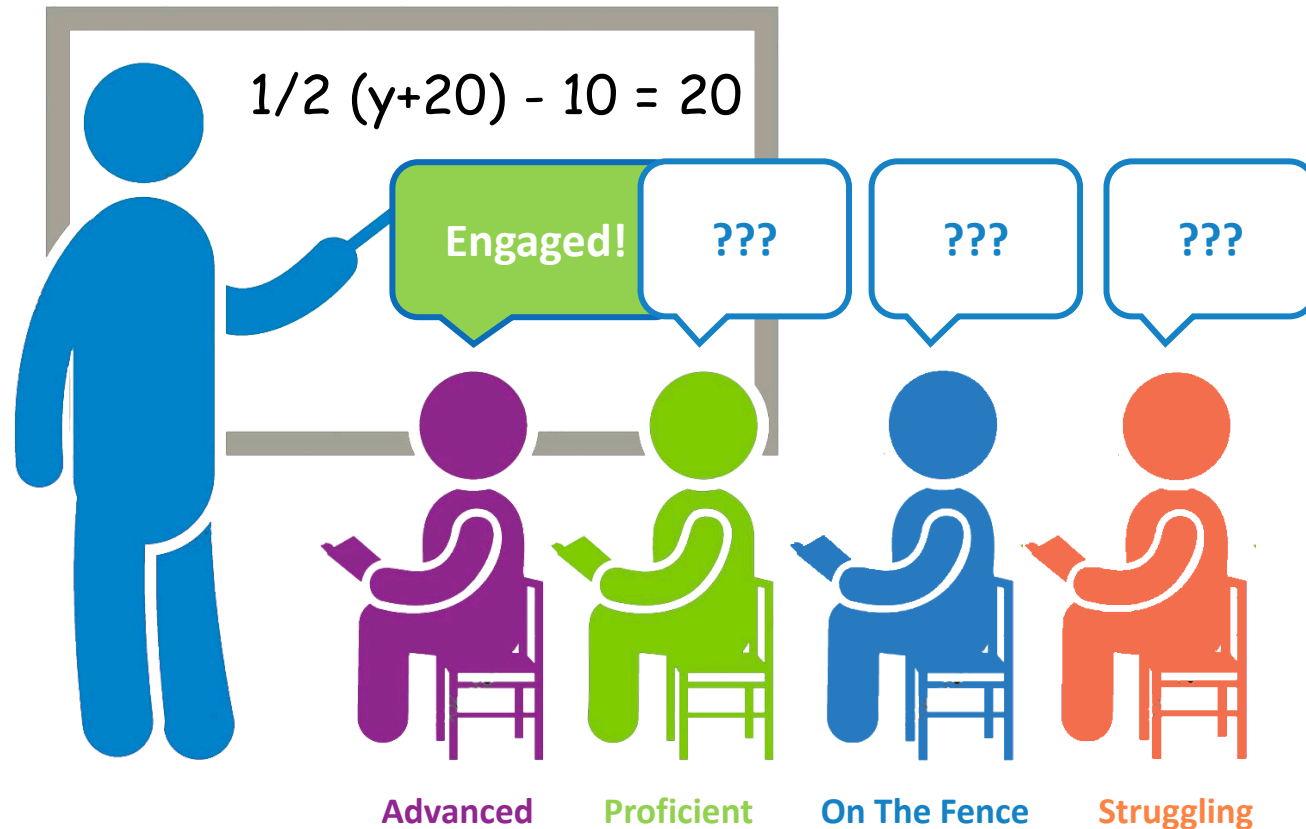
$1/2 \, (y+20) - 10 = 20$

Engaged!

???

???

???

Advanced   **Proficient**   **On The Fence**   **Struggling**

TEA

If systems aren't designed to support differentiation, the result is teaching towards the middle and low math achievement

Diagnosing, differentiating, executing and adjusting instruction is incredibly challenging for all teachers, and if it isn't done, some students aren't effectively challenged.

$$2x + 10 = 20$$

Limited	Middle Range of Instruction		Left Behind
Advanced	Proficient	On The Fence	Struggling

Systems must change to support teachers & students
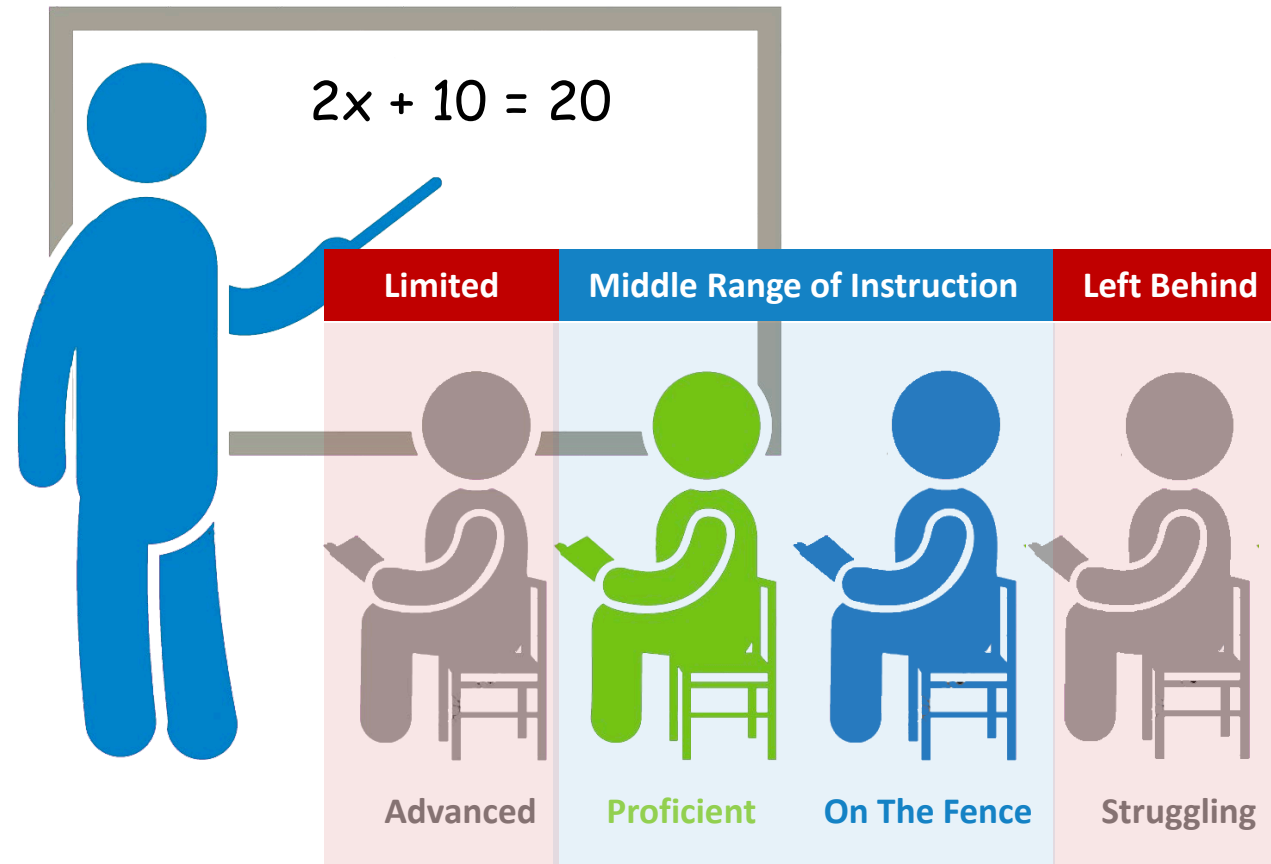
Curriculum:

- **Tier 1:** Curriculum must be designed for rigorous Tier 1 instruction
- **Assessments:** Curriculum must feature embedded diagnostics to discern student mastery of individual concepts, before and after they are taught
- **Tier 2:** Curriculum must embed re-teach recommendations for students missing individual concepts
- **Independent Study:** Advanced students need access to self-study materials to push further

Blended Classroom Schedule:

Schedules must have time blocked both for Tier 1 instruction and for Tier 2 re-teach and independent study

Training & Coaching:

- Teachers must be trained on Tier 1 curriculum, Tier 2 re-teach materials, and the use of diagnostic data

Staffing Pattern:

- Some staff could be designated for Tier 1 and other for Tier 2 to strategically maximize professional growth opportunities and eliminate the need for substitutes

Blended Learning: a curriculum enabler to reach all students

What online instruction can bring to face to face teacher instruction:

✓ Quick diagnosis of prior understanding of all students

✓ Simple differentiation in lesson planning for all students

✓ Instant adjustments in lesson execution based on real-time information from all students

Online Instruction

TEA

Blended Learning: a curriculum enabler to reach all students

Face to Face Instruction

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

✓ Human flexibility with critical instructional decisions

✓ Love from a real teacher

✓ Face-to-face encouragement

✓ Emotional support and direction

TEA

Blended Learning: a curriculum enabler to reach all students

Face to Face Instruction

Blended Learning

Online Instruction

TEA
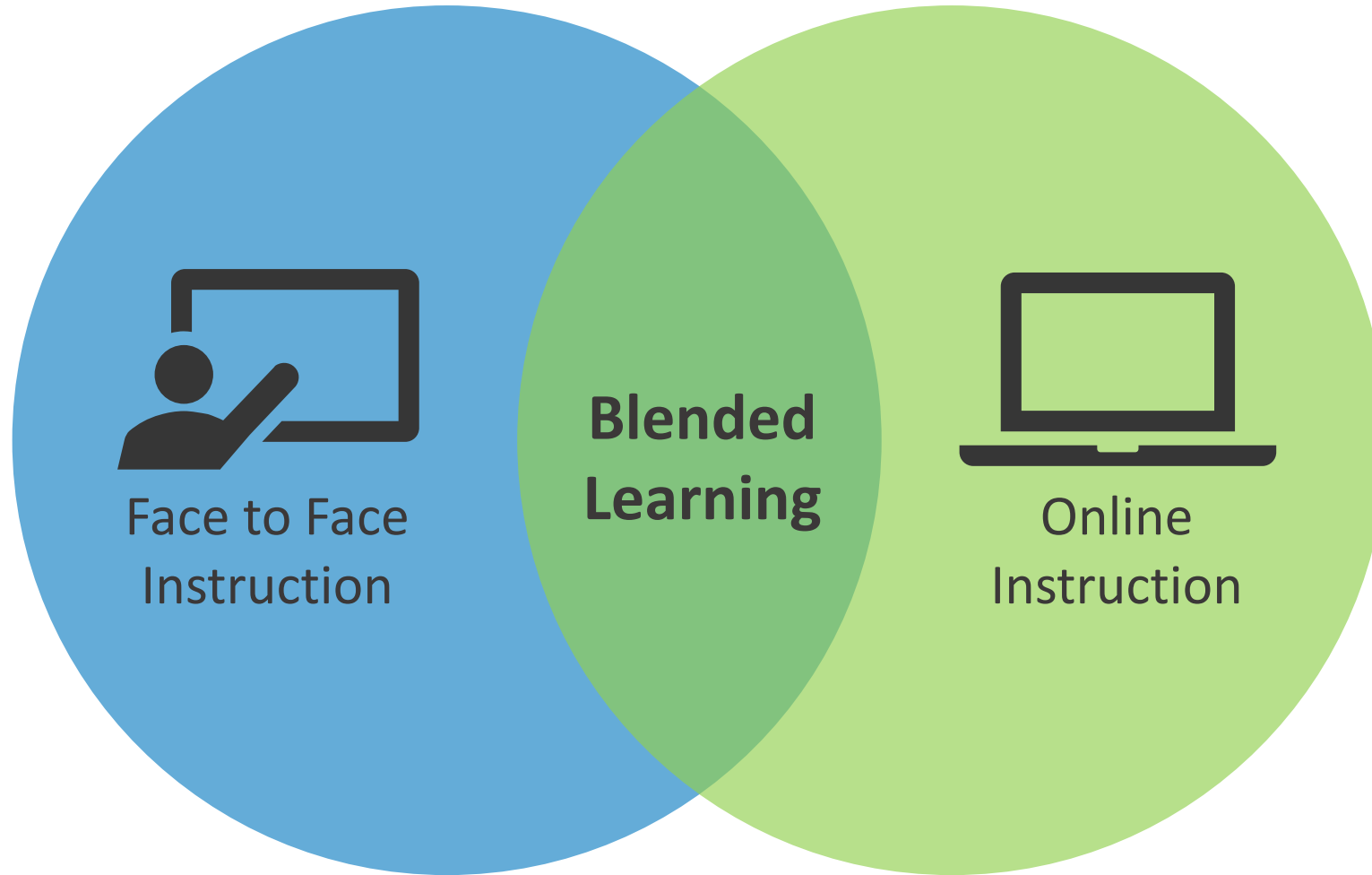
Software creates and customizes student plans

Based on initial and ongoing diagnostics, a customized path
is created to meet the unique academic needs of every student.

Math Mastery
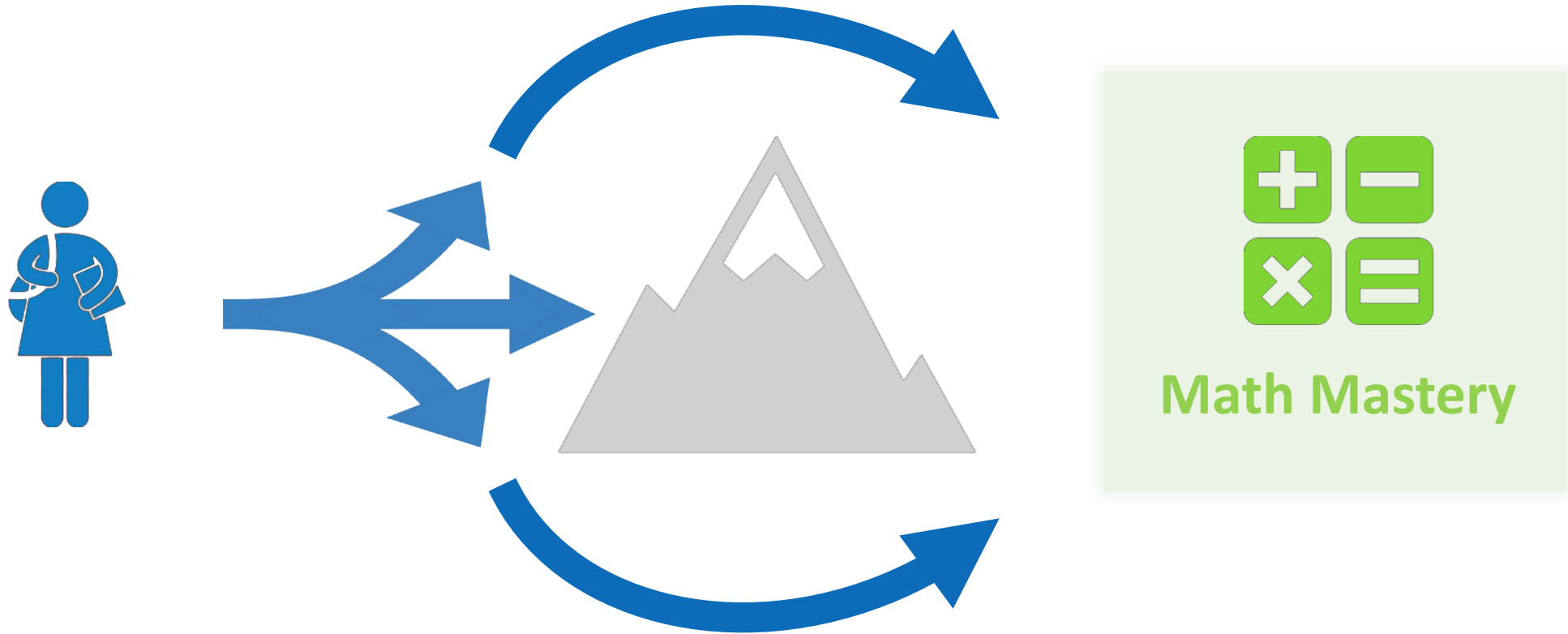
Assessments diagnose mastery and set up tier 2 differentiation

STAAR Readiness Report

Legend: ■ Did Not Meet | □ Approaches | ■ Meets | ■ Masters | ● Working | ⊙ Assigned | Refresh | Export

Name	Assignments	Total	Certificates Earned	RS 3.2A	SS 3.2B	SS 3.2C	RS 3.2D	SS 3.3A	SS 3.3B	SS 3.3C	SS 3.3D	SS 3.3E	RS 3.3F	SS 3.3G	RS 3.3H	SS 3.4I
Class total		62%		67%	71%	70%	69%	55%	60%	57%	59%	60%	61%			50%
Hernandez, Kaylee		43%	0	36%	100%	50%	25%	67%	33%	50%	0%	50%	33%	60%	47%	–
Keys, Amanda		53%	1	73%	33%	0%	37%	80%	67%	0%	100%	–	36%	–	55%	–
Cannon, Kimberly	M	47%	0	31%	67%	70%	64%	47%	58%	47%	50%	67%	42%	25%	37%	–
Cobb, Taylor	PP	58%	0	76%	67%	67%	69%	44%	43%	44%	57%	50%	46%	50%	55%	–
Chapman, Billy		63%	0	73%	44%	33%	71%	40%	71%	55%	42%	60%	48%	29%	36%	–
Kabboord, Hunter		76%	0	83%	100%	50%	63%	80%	80%	75%	100%	100%	50%	–	100%	–
Johnson, Deven	PT	61%	0	64%	75%	40%	67%	100%	86%	63%	100%	100%	59%	0%	50%	–
Segura, Joseph		83%	0	75%	100%	100%	100%	–	–	–	–	–	63%	50%	88%	–
Girouard, Addy		56%	0	64%	50%	80%	67%	60%	50%	60%	0%	50%	64%	43%	52%	50%
Greene, Marty		59%	2	47%	67%	50%	79%	40%	36%	83%	86%	0%	71%	67%	65%	–
Hall, Blaine	PT	64%	0	92%	67%	100%	90%	0%	67%	80%	50%	55%	74%	71%	71%	–
Hyland, Alyssa	PT	68%	0	88%	100%	100%	88%	33%	33%	67%	20%	33%	75%	50%	63%	–
Allen, Tyler		60%	0	44%	79%	77%	38%	100%	0%	33%	50%	50%	75%	100%	59%	–
Ham, Elizabeth		61%	0	100%	100%	100%	92%	100%	29%	0%	100%	50%	75%	100%	52%	–
Beverely, Patrick		72%	0	77%	100%	100%	85%	56%	67%	100%	78%	100%	77%	64%	71%	–
Paul, Cameron		80%	0	86%	50%	56%	100%	–	100%	100%	–	–	78%	–	83%	–
Sherfield, Emma		80%	0	100%	100%	100%	100%	100%	100%	–	–	–	82%	100%	55%	–

Numerical Representations and Relationships

Represent equivalent fractions

Assessments diagnose mastery and set up tier 2 differentiation

65% of class is in need of remediation

Blended learning curriculum helps deliver differentiated tier 2 while also allowing advanced independent study

Independent, Individualized Instruction
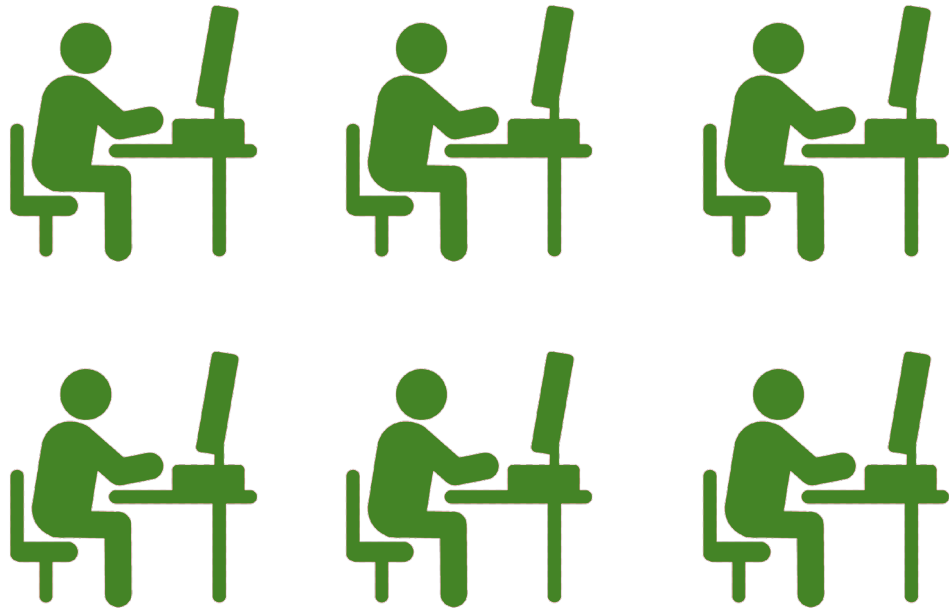
Small Group Remedial Instruction

Blended products usage is associated with higher STAAR growth

Blended Learning Grant students using supplemental products showed a **higher percentage of growth** and **lower percentage of regression** compared to the State.
(STAAR 2022 v STAAR 2023)

Comparison Group:
All students without IDs in product usage data

Students using products:
Students with Texas state IDs tied to product usage.

Change in Math STAAR Performance Level Indicator
PLI Year-to-Year ● Increased ● Maintained ● Decreased

Change in Math STAAR Performance Level Indicator
PLI Year-to-Year ● Increased ● Maintained ● Decreased

16%
56%
28%

14%
52%
35%

7% increase in students improving performance level

BLG Cohort Descriptions

Planning + Execution Cohort

Planning Cohort

Pay attention to these icons

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).

Strategic Operations Cohort

Strategic Ops Cohort

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.

BLG Grant: Should I Apply for Funds?

Planning Cohort

Strategic Ops Cohort

Planning + Execution Cohort

This cohort is right for you if you:

- Have participated in any of the following:
    - [21-22] CRIMSI 1.0, [22-23] TCLAS: Decision 2A or 2B, [22-23] LASO 1.0: CRIMSI or ESC SFI, LASO 2.0: CRIMSI or ESC Strong Foundations
- Are willing to implement supplemental digital product(s) with students in math (K-8) and/or reading (K-5) with fidelity
- Want to align supplemental products with Tier 1 HQIM curriculum in a blended model
- Want to undertake a 6-month planning process with ongoing execution monitoring to implement blended learning

Strategic Operations Cohort

This cohort is right for you if you:

- Have participated in any of the following
    - [21-22 or prior] MIZ or Non-Math grant, [22-23] TCLAS BL Math/RLA, [22-23] LASO MIZ or Non-Math
- Want to use your blended learning model as a mechanism for stronger scheduling, staffing and/or budgeting through an agreed upon operational shift
- Can show evidence of fidelity with implementation of supplemental product usage during the spring of 2023.

Planning Cohort

Blended Learning Grant (BLG) Timelines

Spring/Summer 2024	2024-2025	2025-2026	2026-2027

Funding Period

Planning Period | **Execution Period**
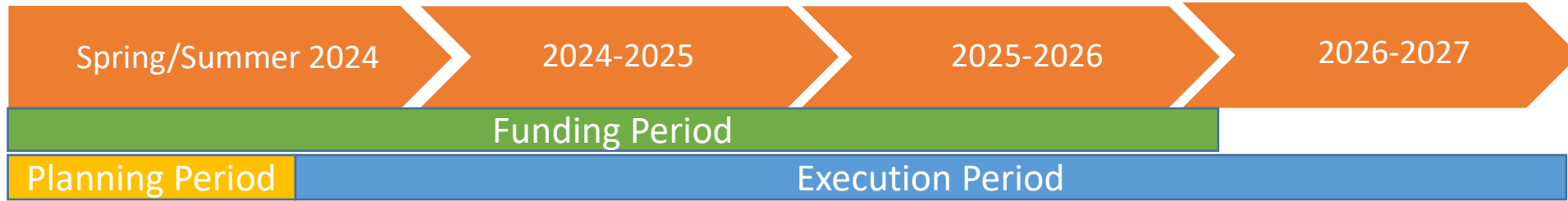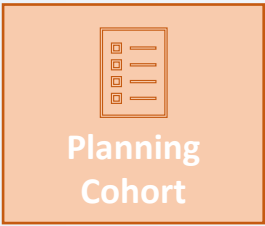
Planning stage of grant begins in spring upon receipt of grant award. Grantees fulfill planning requirements of MIZ/RLA Strategic Plan submission by mid-summer and selecting/onboarding participating teachers and coaches of adaptive software + BL model.

Execution stage of grant begins with **pilot of 3 grade-levels** between K-8th grade.
Fulfill execution requirements of MIZ/RLA such as weekly software usage metrics, HQIM professional learning for teachers, and planning time for data-driven instruction.

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

Sustainability year to continue execution stage of grant by continuing to fulfill execution requirements (K-8 participation)
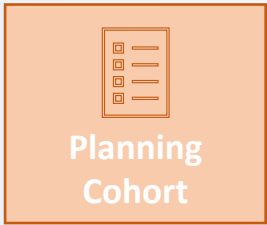
MIZ Math Innovation Zones — Achieve Designated MIZ Status*

MIZ Math Innovation Zones — (re-) Achieve Designated MIZ Status*

MIZ Math Innovation Zones — (re-) Achieve Designated MIZ Status*

*Math Campuses Only

Blended Learning Grant (BLG) Planning Deliverables

Grantees will complete a comprehensive **Fidelity of Planning (FOP)** process from March 2024-August 2024 that turns evidence-based practices into practice to drive the high-quality implementation of blended learning.

FOP Sub-Category	Progress Tracker
1.0 Strategic Process	Not Started
1.1 Vision	Not Started
1.2 Goals	Not Started
1.3 Project Plan	Not Started
1.4 Stakeholders	Not Started
2.0 Operational Process	Not Started
2.1 Digital Access	Not Started
2.2 BL Schedule	Not Started
2.3 Infrastructure	Not Started
2.4 DDI Plan	Not Started
3.0 Professional Learning Process	Not Started
3.1 PL Vision/Plan	Not Started
4.0 Sustainability	Not Started

[PROCESS] District Response (This does not need to be longer than 1-3 sentences for each of the questions):
[Your answers to the questions above go here]

Category 1 - Strategic Design
1.1 INSTRUCTIONAL VISION

Artifact	Criteria for Success	Uses of Artifact	Resources & Examples	
Instructional Vision	Must include specific language for: · Improving student outcomes (cognitive, non-cognitive or affective) · Use of Blended Learning (BL) strategies to achieve those aims · A statement of the problem and the root cause(s), embedded in data.	1. Share with school stakeholders (parents, teachers, students) 2. Use for messaging to larger community 3. Use to align on and track changes made through BL as an intervention	Developing a School Mission and Vision Statement How to Write a Good Vision Statement, Step-by-step and with Examples Vision and Mission – Center for School Change	No required template (Can be a blank document, video, graphic organizer, etc.)

[INSTRUCTIONAL VISION] Upload your document below (can be any format)
[Copy/paste the link(s) to your artifact(s) here - remember to enable open sharing of the file]

Category 1 - Strategic Design
1.2 SMART GOALS

Artifact	Criteria for Success	Uses of Artifact	Resources & Examples	Template
SMART Goals	Each goal must relate back to	1. Share with school	SMART Goals: A How to Guide	Required SMART Goals

The process is broken down into key sections with **artifact-driven deliverables** to enable grantees to most-effectively utilize them at their LEA. Grantees receive **feedback from blended learning experts** from Texas Tech University.

Blended Learning Grant (BLG) Eligibility Requirements

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

- 21-22 - CRIMSI 1.0 Standalone grant program

- 22-23 - TCLAS Decision 2A: CRIMSI/SAVL or 2B: Print Product Academies

- 23-24 - LASO 1.0: CRIMSI (1A), CRIMSI Local Implementation (1B), and ESC Strong Foundations Implementation (1C)

- LASO 2.0: CRIMSI (1A), CRIMSI Local Implementation (1B), and ESC Strong Foundation Implementation (1C)

Rationale: This grant is aligning with High Quality Instructional Materials (HQIM) to ensure Tier 1 curriculum materials and planning are the first priority for classrooms. Support received through above initiatives is foundation to the supports in BLGP.

Blended Learning Grant (BLG) Key Commitments

Planning Deliverables

- Meet all **CRIMSI assurances,** if applicable
- **Submit items** such as a master schedule, assessment calendar, equipment & technology plan, etc.
- Provide **online curriculum-specific professional learning** for teachers and coaches

Project Management

- Designate and provide a **district-level project manager** who will be available to dedicate approximately **50% of their time** to ensuring a blended learning plan is designed and implemented appropriately at each participating campus.
- Participate in required **communities of practice** and additional grant program meetings

Execution Deliverables

- Teachers, Coaches, and Students will complete **required trainings** to build competency in the **online curriculum** within 90 days of installation
- Provide performance data to ensure **students meet product-specific weekly student software progress targets** (I.e., minutes, lessons, etc.) with TEA-approved supplemental products
- **Submit** Blended Learning Reflection and Revision Reports throughout the year

Blended Learning Grant (BLG) Scoring & Prioritization

Priority Level	Math	RLA
1	COVID Recovery Instructional Materials Support Initiative (CRIMSI) in the 2021-22 school year	COVID Recovery Instructional Materials Support Initiative (CRIMSI) in the 2021-22 school year
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	Texas COVID Learning Acceleration Supports (TCLAS) 2A (CRIMSI or State Approved Vendor List) in the 2022-23 school year and 2023-24 school year
3	Learning Acceleration Support Opportunities (LASO) 1A (CRIMSI), 1B (CRIMSI Local Implementation), or 1C (ESC Strong Foundations Implementation) in the 2023-24 school year	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 awarded accordingly. In the case of a **tie**, with any resulting LEAs with matching economically disadvantaged numbers, LEAs will be ranked by percentage of K-8 student population participating in blended learning across the entire LEA.

- If an LEA is **applying for both** math and RLA awards, prioritization levels for math and RLA grants will be considered independently.

- The **maximum award** is $400,000 if awarded math OR RLA and $500,000 if awarded math AND RLA

Strategic Operations Cohort

Strategic Ops Cohort

A Note About Strategic Operations

Note that models in the *Strategic Operations Cohort* will require **significant operational and staffing shifts** to rethink time in a teacher-centric way at the participating campus(es).

Applicants will select from either **Rotation Model**, **Flex Model**, or **District Proposed Model**. More information about these models is available below and in the "Description of Program" section of the program guidelines.
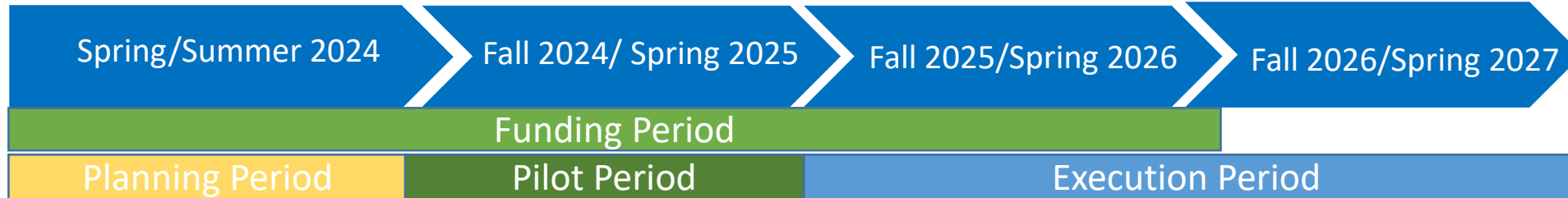
The Strategic Operations Cohort will maximize teacher effectiveness through different operational models

Model

Rotation Model (large scale)	Student-Driven Flex Model	District Selected
Ideal for: Elementary	*Ideal for: 4th – 8th grade*	

Description

Online Instruction

Teacher-led Instruction

Collaborative Activities and Stations

Online Instruction

Practice

Must have the following:
- one **master teacher** leading a large group of students with the support of paraprofessionals or teacher aides
- leveraging **adaptive software** for **differentiated** student support

Impact on Teacher Effectiveness

| Allows **small group direct instruction** and individualized and **adaptive practice** | **High-quality initial exposure to content** for all, differentiated support for student practice | **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. |

All models allow for a master teacher approach

TEA

Blended Learning Grant (BLG) Timelines

Spring/Summer 2024	Fall 2024/ Spring 2025	Fall 2025/Spring 2026	Fall 2026/Spring 2027

Funding Period

Planning Period	Pilot Period	Execution Period

Planning stage of grant begins with kickoff meeting in the spring, establishing a steering committee and submitting planning deliverables including participating grade-levels + subjects, BL model, etc. by **May**.
Onboarding participating teachers and coaches of the operational **before school begins.**

Execution stage of grant begins with **pilot of at least one full grade-level** between K-8th grade. Fulfill execution requirements of Strategic Operations such as weekly software usage metrics, HQIM professional learning for teachers, and annual reflection and revision plans.

Continue execution stage of grant with **full implementation** of at least one full grade-level in **each grade band; K-2, 3-5, 6-8(math)** continuing to fulfill execution requirements.

Sustainability year to continue execution stage of grant by continuing to fulfill execution requirements.

MIZ Math Innovation Zones
Achieve Designated MIZ Status*

MIZ Math Innovation Zones
(re-) Achieve Designated MIZ Status*

MIZ Math Innovation Zones
(re-) Achieve Designated MIZ Status*

*Math Campuses Only

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

- LASO BLG Math (First year of execution in 2023-2024)
- LASO BLG RLA (First year of execution in 2023-2024)
- TCLAS 3A Math (First year of execution in 2022-2023)
- TCLAS 3A RLA (First year of execution in 2022-2023)
- **SAF Blended Learning Redesign (First year of Continuation in 2021-2022)**
- MIZ Grant (First year of execution in 2021-2022 or prior)
- Non-Math (First year of execution in 2021-2022 or prior)

Rationale: This grant requires a significant operational and staffing shift aligning with a strong existing foundation in blended models

Blended Learning Grant (BLG)
Key Commitments

Planning Deliverables

- Establish a **steering committee** to facilitate planning & implementation
- Work with Technical Advisor to **submit** the following:
  - Identify participating grade-level & subject for operational shift
  - Determine pre-approved blended model for each.
  - Determine budget shift for master teachers
- **Submit** items such as a master schedule, assessment calendar, equipment & technology plan, etc.
- Provide **online curriculum-specific professional learning** for teachers and coaches

Project Management

- Designate and provide a **district-level project manager** who will be available to dedicate approximately **50% of their time** to ensuring a blended learning plan is designed and implemented appropriately at each participating campus.
- Participate in required **communities of practice** and additional grant program meetings

Execution Deliverables

- Teachers, Coaches, and Students will complete required trainings to build competency in the online curriculum within 90 days of installation.
- Provide performance data to ensure **students meet product-specific weekly student software progress targets** (I.e., minutes, lessons, etc.) with TEA-approved supplemental products.
- **Submit** Blended Learning Reflection and Revision Reports throughout the year.

Applicants will be scored in two categories:

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 to the right.

2. The **percentage of students meeting high-fidelity usage of a supplemental product(s)** implemented during the Spring of 2023. LEAs will calculate and submit "high-fidelity usage" scoring sheet as the following: 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 to the right:

Percentage of Participation Points Table

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

Percentage of Usage Points Table

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

LEAs applying to the Strategic Operations Cohort will need to calculate student participation and usage rates using a scoring template (example linked _here_) and submit in the application. The template includes 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) Of the participating students in question f, how many of them are **meeting the recommended supplemental product usage target** (question c)?

| Supplmental Product Name | add here | | | Supplemental Product Name | add here |
| Research-based Usage Target | add here | | | Research-based Usage Target | add here |

| Supplmental Product Name | add here | | | Supplemental Product Name | add here |
| Research-based Usage Target | add here | | | Research-based Usage Target | add here |

PRODUCT	SEMESTER	DISTRICT	SCHOOL	GRADE-LEVEL	TOTAL STUDENT ENROLLMENT	TOTAL STUDENTS PARTICIPATING IN BLENDED LEARNING	TOTAL PARTICIPATING BL STUDENTS MEETING SUPPLMENTAL USAGE TARGET
ST MATH	Spring 2023	LONE STAR	TEXAS ELEM	KINDER	100	76	43
	Spring 2023	LONE STAR	TEXAS ELEM	1st Grade	149	NA	NA
ST MATH	Spring 2023	LONE STAR	TEXAS ELEM	2nd Grade	390	245	145
ZEARN	Spring 2023	LONE STAR	TEXAS ELEM	3rd Grade	200	143	89
ZEARN	Spring 2023	LONE STAR	TEXAS ELEM	4th Grade	325	231	200
ZEARN	Spring 2023	LONE STAR	TEXAS ELEM	5th Grade	250	125	56
MATHIA	Spring 2023	LONE STAR	ALAMO MIDDLE	6th Grade	402	314	234
MATHIA	Spring 2023	LONE STAR	ALAMO MIDDLE	7th Grade	300	163	96
	Spring 2024	LONE STAR	ALAMO MIDDLE	8th Grade	325	NA	NA

LEAs enter software data below

PRODUCT	SEMESTER	DISTRICT	SCHOOL	GRADE-LEVEL	TOTAL STUDENT ENROLLMENT	TOTAL STUDENTS PARTICIPATING IN BLENDED LEARNING	TOTAL PARTICIPATING BL STUDENTS MEETING SUPPLMENTAL TARGET METRIC

- LEAs will be **ranked** by total points of the two scoring categories:
  - The **percentage of K-8 blended learning students participating in supplemental product implementation** at participating campus(es).
  - The **percentage of students meeting high-fidelity usage of a supplemental product(s)** implemented during the Spring of 2023. *(Verified by the LEAs Software Usage Scoring Sheet submission)*

- Any tie in total points will be ranked by higher percent of student population identified as economically disadvantaged and awarded accordingly.

- If an LEA is **applying for both** math and RLA awards, prioritization levels for math and RLA grants will be considered independently.

- The **maximum award** is $500,000 if awarded math, RLA, or both.

Planning Cohort

Strategic Ops Cohort

Grant Logistics *(both cohorts)*

Blended Learning Grant (BLG) Allowability vs Non-allowability

The following options outline allowable costs. All other spending is unallowable.

Online Curriculum Implementation: funding to contract with online curriculum vendors for technical assistance and training

Design & Implementation Support: funding to support the implementation of a blended learning/strategic operations model aligned with HQIM instruction

Blended Learning Licenses and Aligned Supports: funding for licenses to approved products and professional development supports

Personnel: funding for additional personnel to support blended learning (e.g., BL Project Manager)

Additional Implementation Supports: funding for additional expenses related to planning and implementing blended learning or strategic operations model
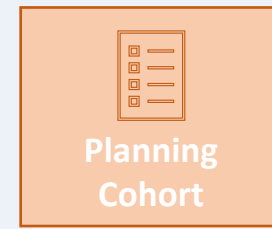
Interviews will not be conducted as a part of this grant.

Technical Assistance Providers will be finalized before grant awards are given:

- Planning cohort – *Optional*
  - Approved Design & Implementation vendors: Ed Direction, Education Elements, Insight Education Group, International Center for Leadership in Education (HMH), SchoolKit, TNTP

- Strategic Operations cohort – **Required**
  - The Strategic Operations approved vendor list is still being finalized and will be communicated to grantees once available

RLA – Products & Metrics

*Participating **LEAs may propose any RLA blended product for TEA review** and approval. Previously approved products include:

Product Selection and Usage Requirements		
Core HQIM	***Pre-Approved Online Supplement**	**Student Usage Target**
Amplify. TEXAS *or other HQIM Tier 1 product*	Amplify Reading TEXAS	**[K-3]** **30** min/week **[4-5]** **40** min/week
	i-Ready	**[K-3]** **30** min/week **[4-5]** **40** min/week
	Amira LEARNING	**2** sessions/week **40** min/week

MIZ – Products & Metrics

HQIM Selection and Usage Requirements		
Core HQIM	Online Supplement	Student Usage Target
Math Supplemental Product Vendors will be finalized before grant awards are given		

Sec. 28.020. **MATHEMATICS INNOVATION ZONES.**

(a) The commissioner may:

(1) on application of a school district or open-enrollment charter school, designate a campus of the district or school as a mathematics innovation zone; and

(2) from funds appropriated or donated for purposes of this section, award a grant to support implementation of innovative mathematics instruction at the campus in accordance with this section.

(b) A campus designated as a mathematics innovation zone must:

(1) implement with fidelity an innovative mathematics instructional program approved by the commissioner for purposes of this section that addresses the essential knowledge and skills of the mathematics curriculum required by Section 28.002;

(2) comply with objectives, metrics, and other mathematics innovation zone requirements imposed by the commissioner through rules adopted under Subsection (g); and

(3) provide all data relating to the mathematics innovation zone requested by the agency.

(c) A campus designated as a mathematics innovation zone is not subject to interventions under the state accountability system described by Section 39.107(a) or (e) for the first two years of the designation, provided that the campus implements the instructional program with fidelity and complies with each mathematics innovation zone requirement to the satisfaction of the commissioner....

Closing and Next Steps

Blended Learning Grant (BLG) Superintendent Signature

- Official submission of this application requires superintendent signature.

- In rare case that the Superintendent is unable to sign, the LEA should email LASO@tea.texas.gov

Closing

Signature

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

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

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

1. Are you a Superintendent

Yes
No

Note to the Superintendent :

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

×   SIGN HERE

clear

Office Hours

Office Hours are an opportunity to receive further technical support & high-level guidance.

Office hours topics can include **Technical assistance** (accessing & submitting the Qualtrics application), referrals to TEA resources, and high-level reviews of dates, timelines, and estimated funding.

Examples:

- An LEA is having trouble logging in to the Qualtrics app, and attends for assistance logging into their application

- AN LEA wants to ensure the timeline of a LASO initiative aligns with current district programs.

Office Hours will take place on:

November 6 | 9am-10am   Registration Link
November 9 | 11 am-12pm   Registration Link

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

BLG Points of Contact

Mike Strange

Manager - Blended Learning Program

BlendedLearning@tea.texas.gov

LASO@tea.texas.gov

Next Steps

- Review the LASO webpage
- Prepare your questions for the Office Hours
- Revisit the General FAQ. Updated FAQ's will be posted by Friday, November 17
- Participate in BLG Office Hours:
  - November 6 | 9am-10am   Registration Link
  - November 9 | 11 am-12pm   Registration Link