Texas Education Agency

Math Supplemental Curriculum

Learning Acceleration Support Opportunities | Fall 2023

Welcome and Thanks for Joining Today!

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Texas Tutoring Supports

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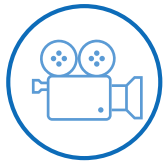
Agenda and FYIs for Today's Webinar

Agenda

1. Welcome and Introductions
2. Define the problem and opportunity
3. Math Supplemental Curriculum Grant Deep Dive
4. Overview of the Application Process and Timeline
5. 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

Math Supplemental Curriculum is a part of Learning Acceleration Support Opportunities (LASO) 2.0

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

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!

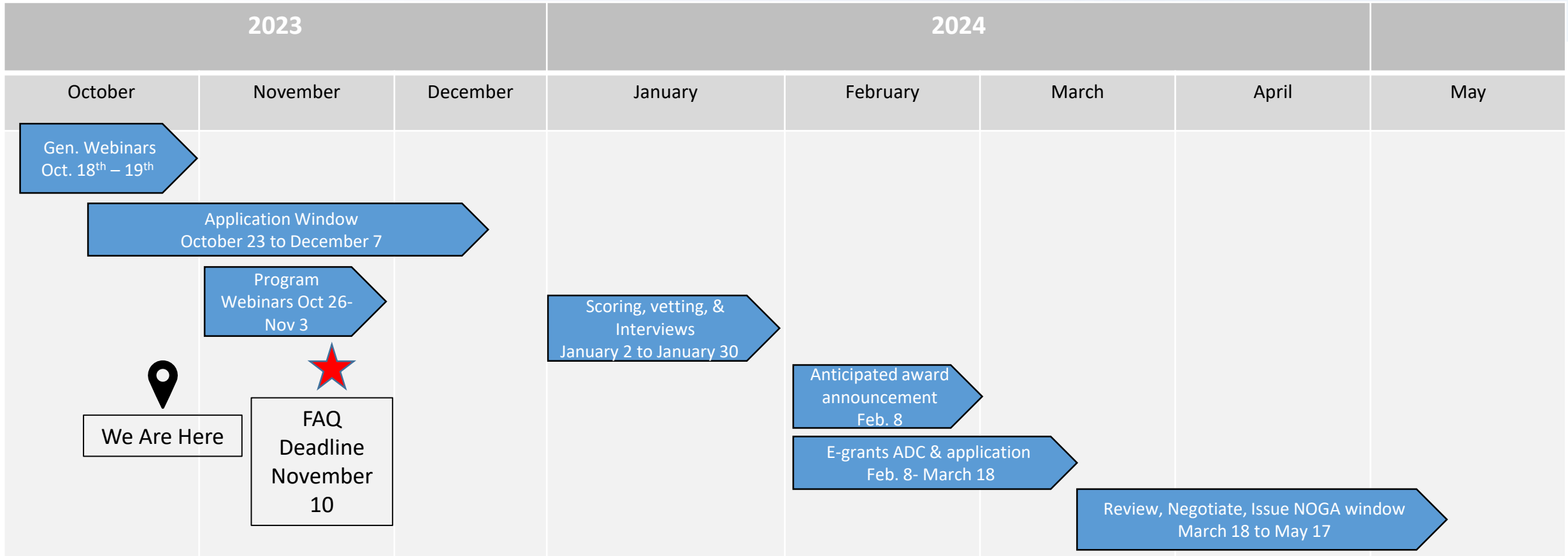
Innovative School Models

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

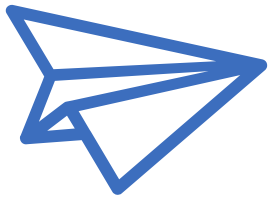


Key Considerations

- **Application** | opens on October 23rd and closes on December 7th at 5:00 P.M. 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 certify and submit 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

Texas Education Agency

Math Supplemental Curriculum

A Contracting Update Before We Begin

- TEA is still contracting w/ vendors and **unable to announce available products** during this webinar
- TEA intends to contract with **multiple vendors** who will cover PK-12 math
- We will **announce the vendors as contracts are signed** via any upcoming webinars, office hours, and emails to anybody registered for this webinar
- TEA will provide detailed information in the LASO State Approved Provider List and will host a **Math Supplemental Licenses Vendor Fair** with all available products in early spring 2024
- In the event that an LEA chooses not to use an available product once they are announced, the LEA may opt out of this initiative before the LASO notice of grant agreement (NOGA) due date

LASO and MSC Engagement Timeline

Key
- LASO Milestones
- Math Supplemental Curriculum Milestones

- LASO Opens | October 23rd
- Math Supplemental Curriculum Webinar 1 | November 2nd
- Math Supplemental Curriculum Webinar 2 | November 3rd
- Office Hours Opportunity 1 | November 9th
- Office Hours Opportunity 2 | November 16th
- LASO Closes | December 7th
- MSC Vendor Fair | Early Spring 2024
- LASO Award Notification | February 8th
- MSC Awardee Product Selection Survey | Mid-February 2024

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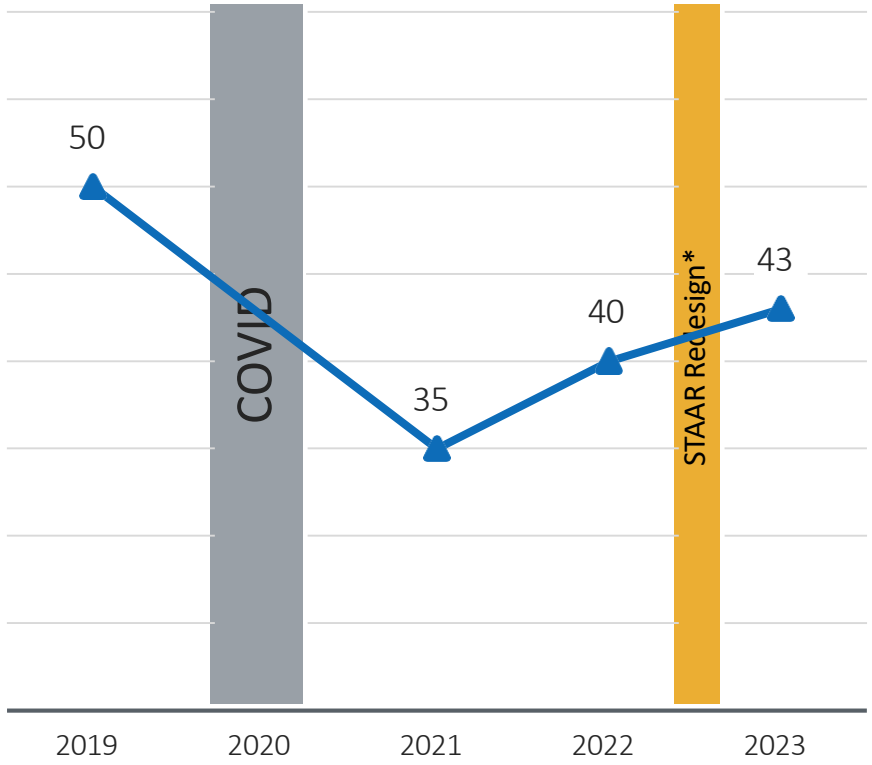
The Problem and Opportunity

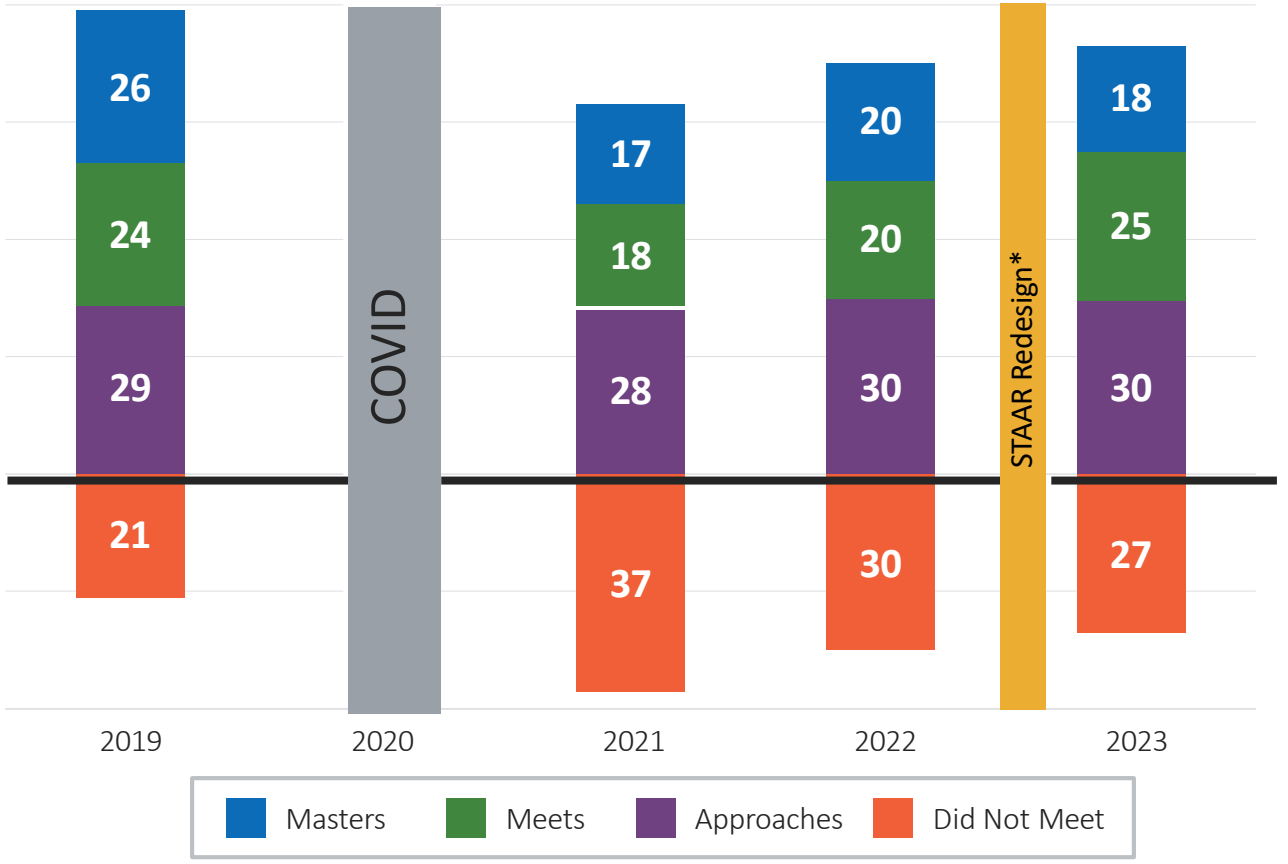
Learning Acceleration Needed in Math

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



*In 2023, the STAAR test was redesigned to better align with classroom instruction, which necessitated re-setting of standards and scales from 2022 to 2023.

Percent of Students by Performance Level – Math
(Grades 3-8 & Algebra I)



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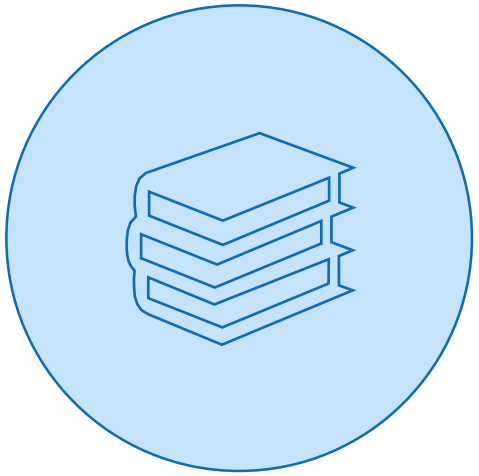
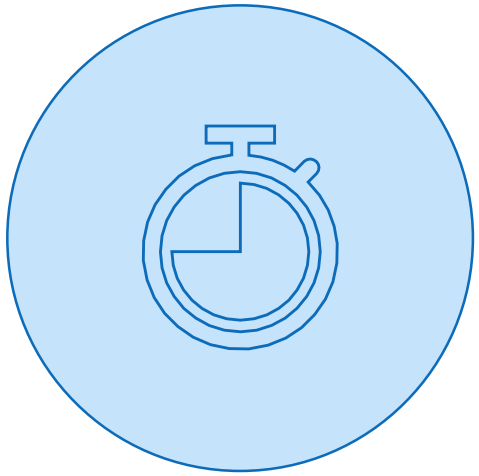
Research-Backed Strategies to Support Learning Acceleration



Rigorous Tier 1 Instructional Materials

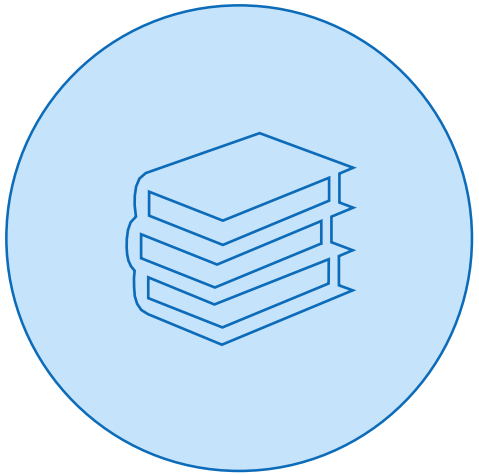
Recommended Use Cases for Math Supplemental Licenses

Blended Learning Models



High Impact Tutoring

Research-Backed Strategies to Support Learning Acceleration



Rigorous Tier 1 Instructional Materials

Recommended Use Cases for Math Supplemental Licenses

Blended Learning Models

High Impact Tutoring

Lack of HQIM Leads to Lower Rigor in Classrooms

A national study examined student classroom work to see if it was on grade-level.[1]

only

17%

of lessons were at grade level (or higher)

TEA reproduced the study methodology with K-5 reading teachers in 26 Texas school systems.

only

19%

of lessons were at grade level (or higher)

Students & teachers work hard. Students get As and Bs in class, but **proficiency does not grow** because **students are not consistently exposed to rigorous, grade level materials.**

1. The Opportunity Myth, The New Teacher Project, 2018; 2. Texas-based diagnostic of instructional materials use, The New Teacher Project, 2022

88th Regular Session Update

HB 1605: High Quality Curriculum

- Establishes an expanded process for the SBOE to review and approve high quality textbooks and instructional materials, supported by TEA, and repeals prior law authorizing TEA instructional materials portal and quality reviews
- Additional funding (on top of IMTA) provided to districts who choose to use SBOE-approved materials: $40/student. An additional $20/student for districts printing state-owned materials
- SBOE textbook approval no longer bound to 8-year cycle, no longer limited to 50% of TEKS
- Publishers must offer parent portals for instructional materials transparency
- Local curriculum reviews are established, funded, and can be initiated via parent requests, with SBOE approval of grade-level rigor rubric
- SBOE must add book/word list to the ELAR TEKS
- Teachers cannot be required to use bi-weekly planning time to create initial instructional materials unless there is a supplemental duty agreement with the teacher
- Requires the TEA to develop state-owned textbooks in certain grades & subjects, which are subject to approval by SBOE
- Provides optional teacher training on state-owned textbooks for districts to utilize, and grant program to educator prep programs to support
- Prohibits three-cueing in early literacy instruction

HB 1605: High-Quality Curriculum

HB 1605 Webinar Series

TEXAS LEGISLATURE
88th Legislative Session

Additional Webinar Details to be Communicated this Fall

Learn More:

Visit the HB 1605 website

or

Contact Us:

instructional.materials@tea.texas.gov

https://tea.texas.gov/academics/instructional-materials/house-bill-1605

Research-Backed Strategies to Support Learning Acceleration

Recommended Use Cases for Math Supplemental Licenses

Rigorous Tier 1 Instructional Materials

Blended Learning Models

High Impact Tutoring

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

Master Schedule:

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

Training & Coaching:

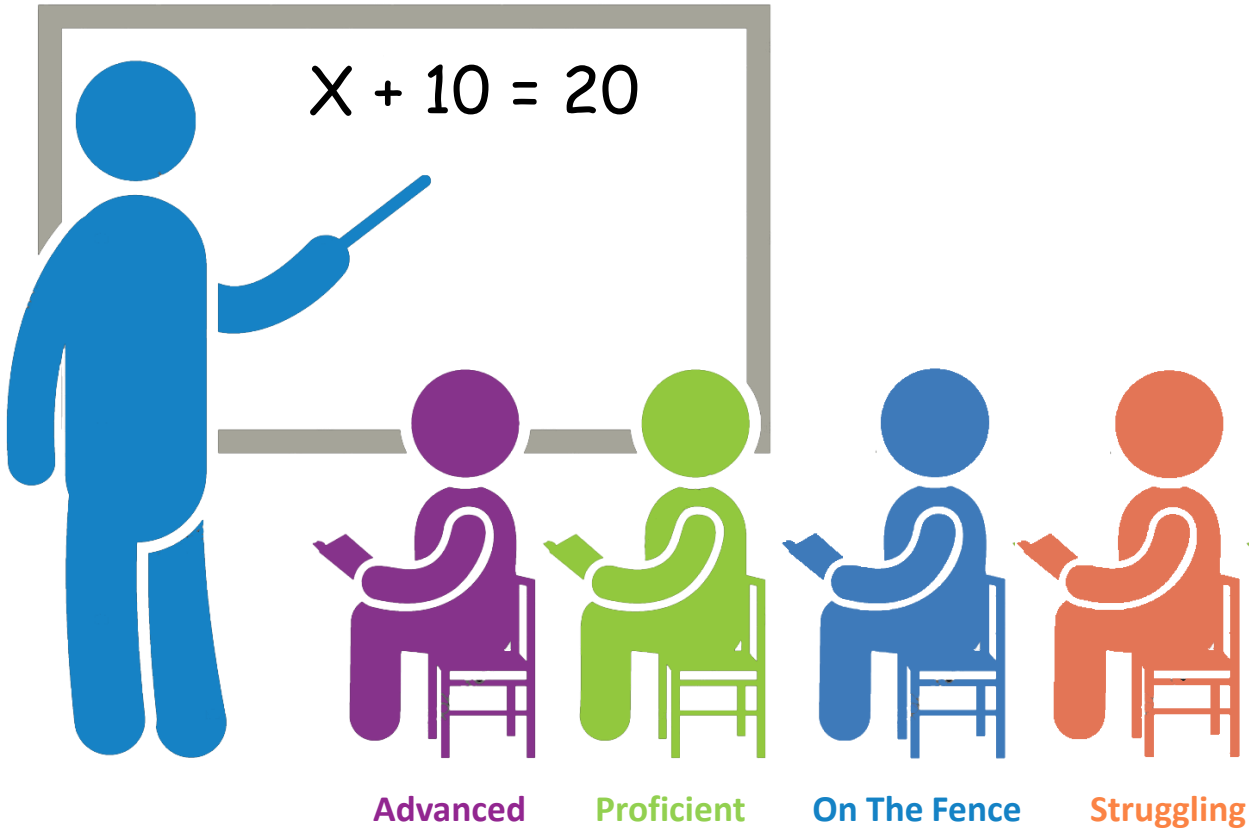
- Teachers must be trained on Tier 1 curriculum, Tier 2 re-teach materials, and the use of diagnostics

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

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.



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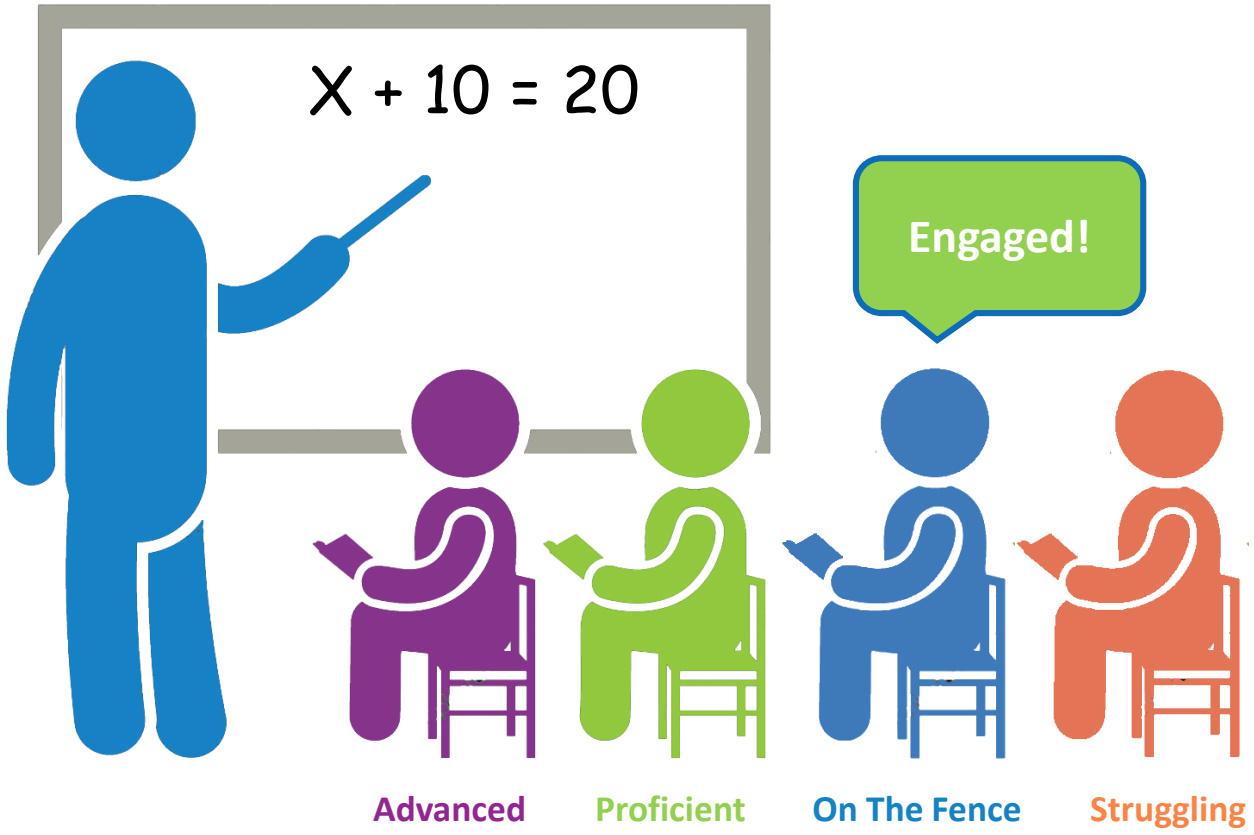

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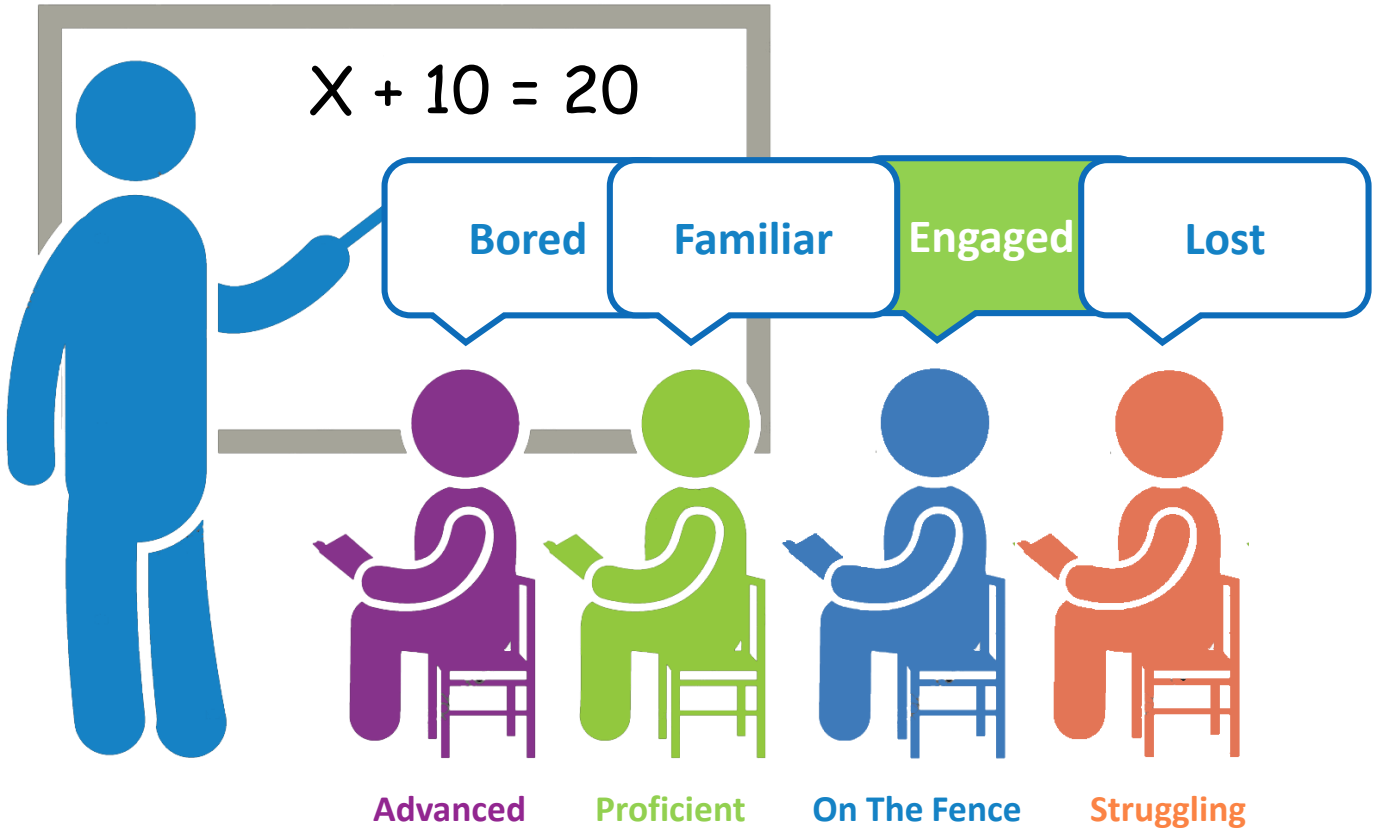
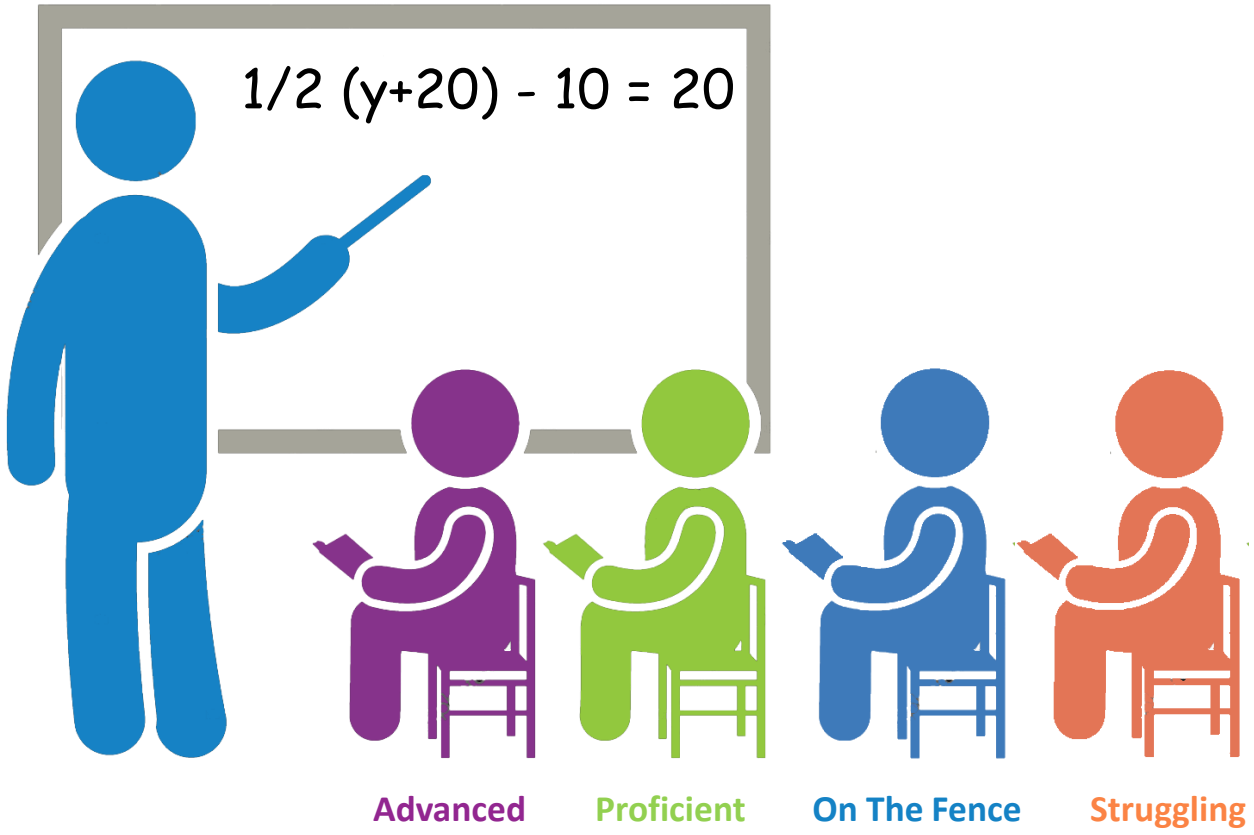


Our inability to consistently diagnose prior knowledge & differentiate content prevents students from learning

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.



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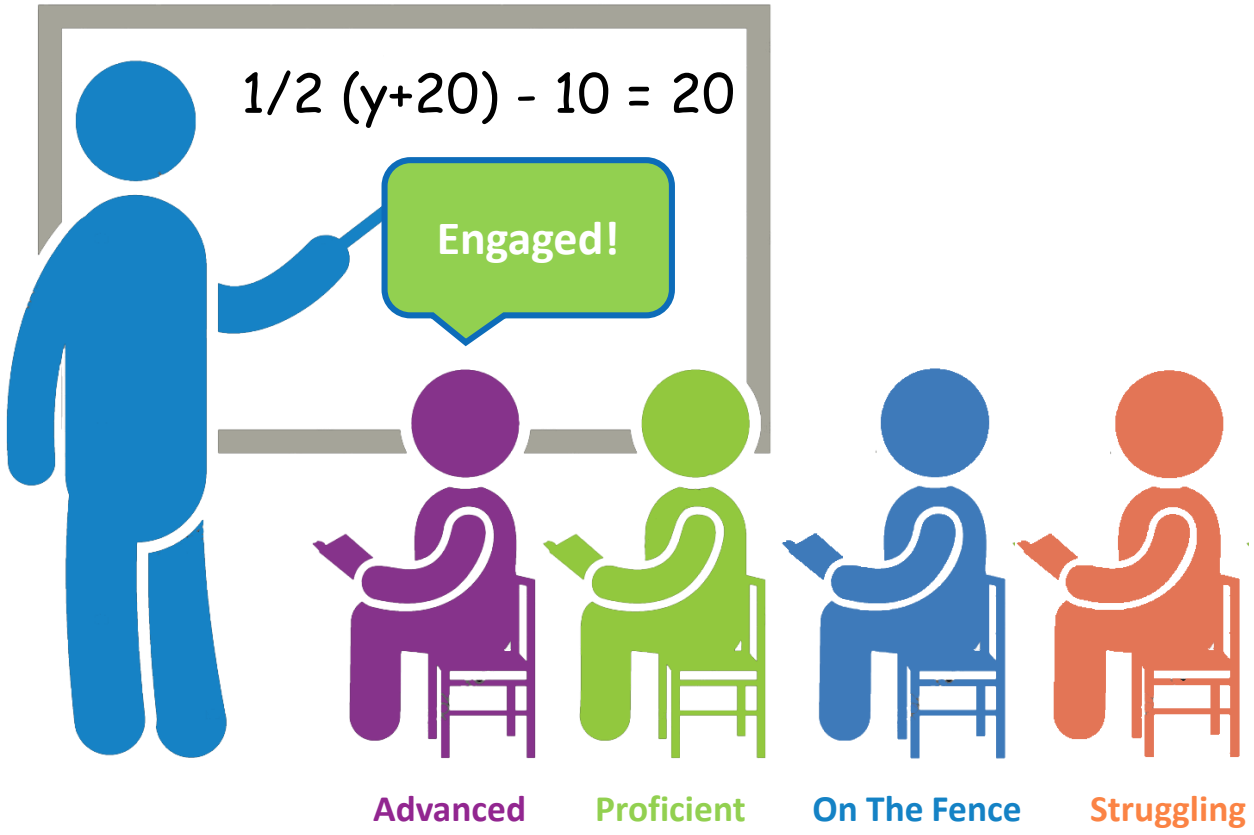

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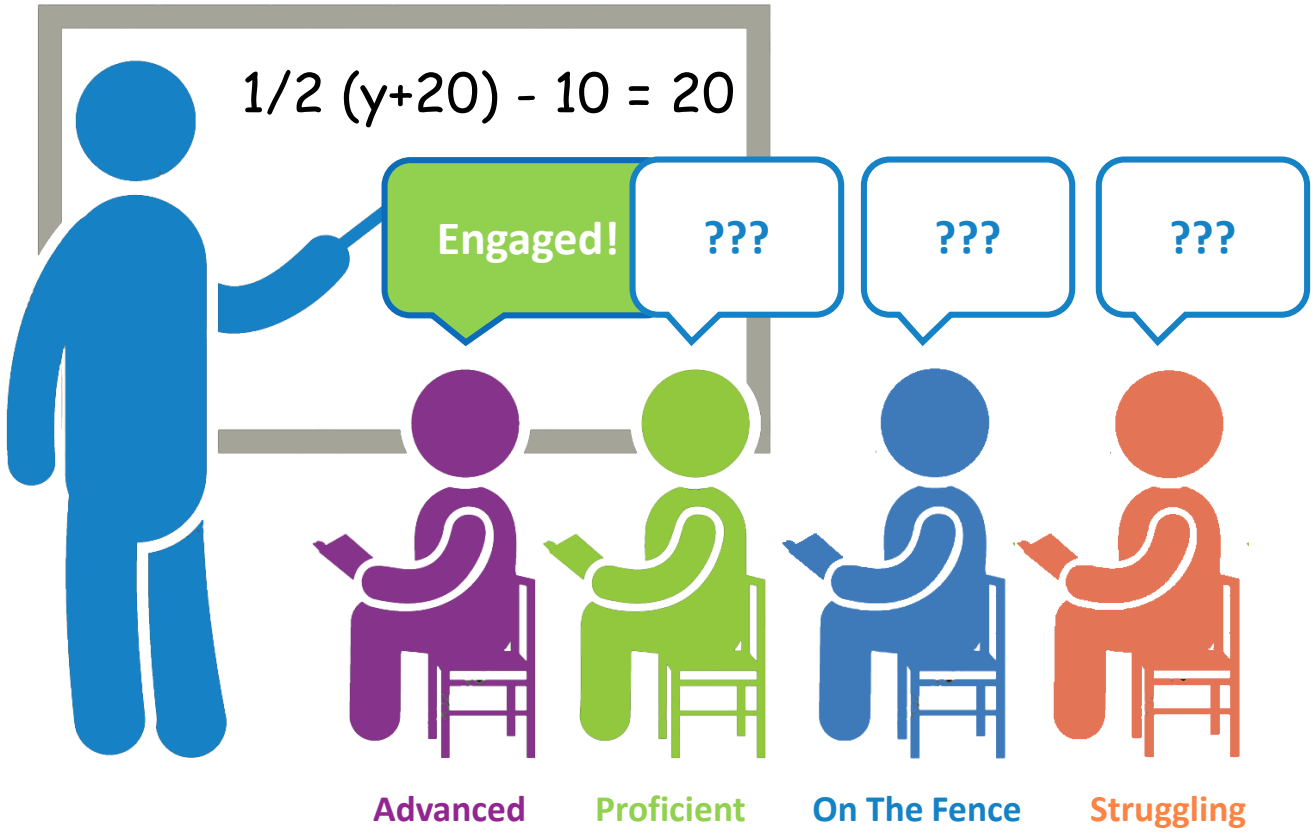
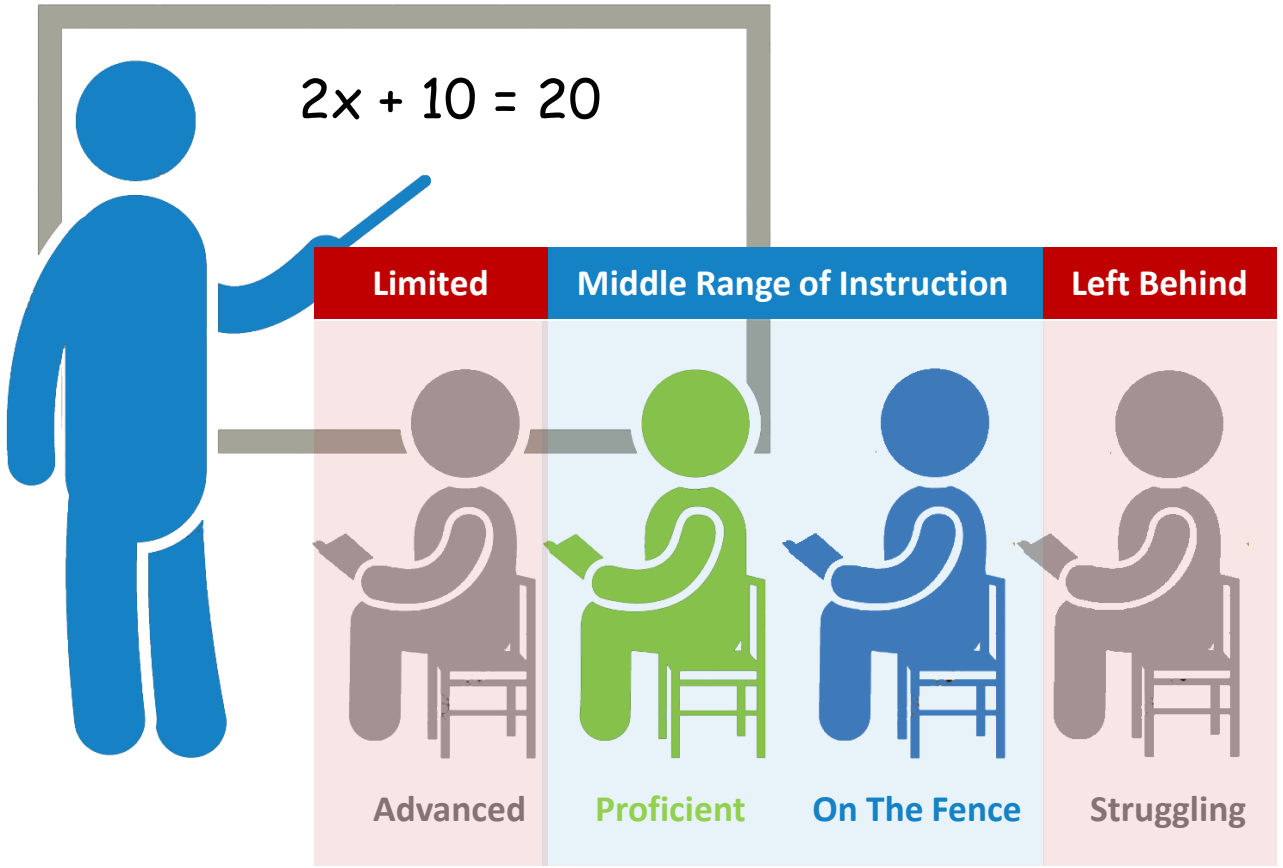


If systems aren't designed to support differentiation, the result is teaching towards the middle and low math achievement

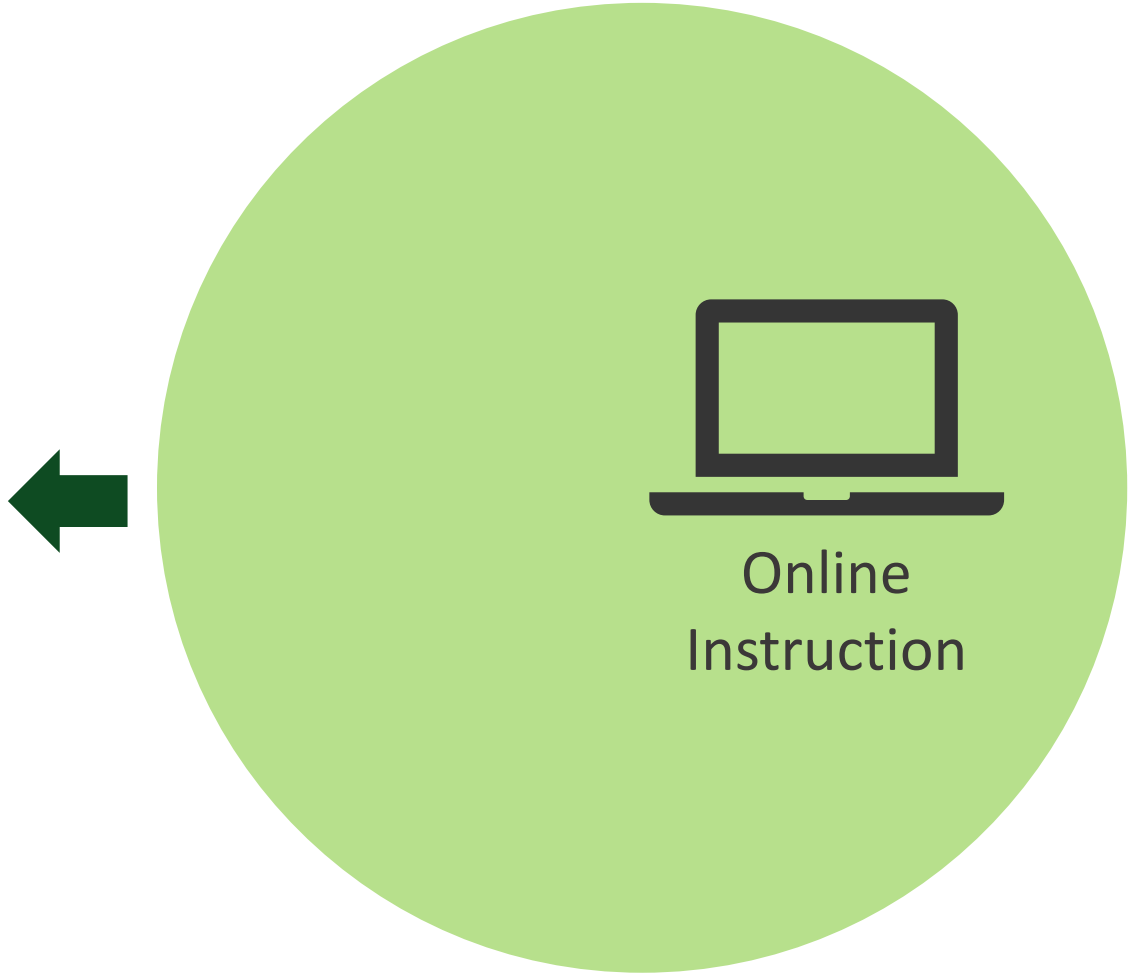
Diagnosing, differentiating, executing and adjusting instruction is incredibly challenging for all teachers, and if it isn't done, some students aren't effectively challenged.



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

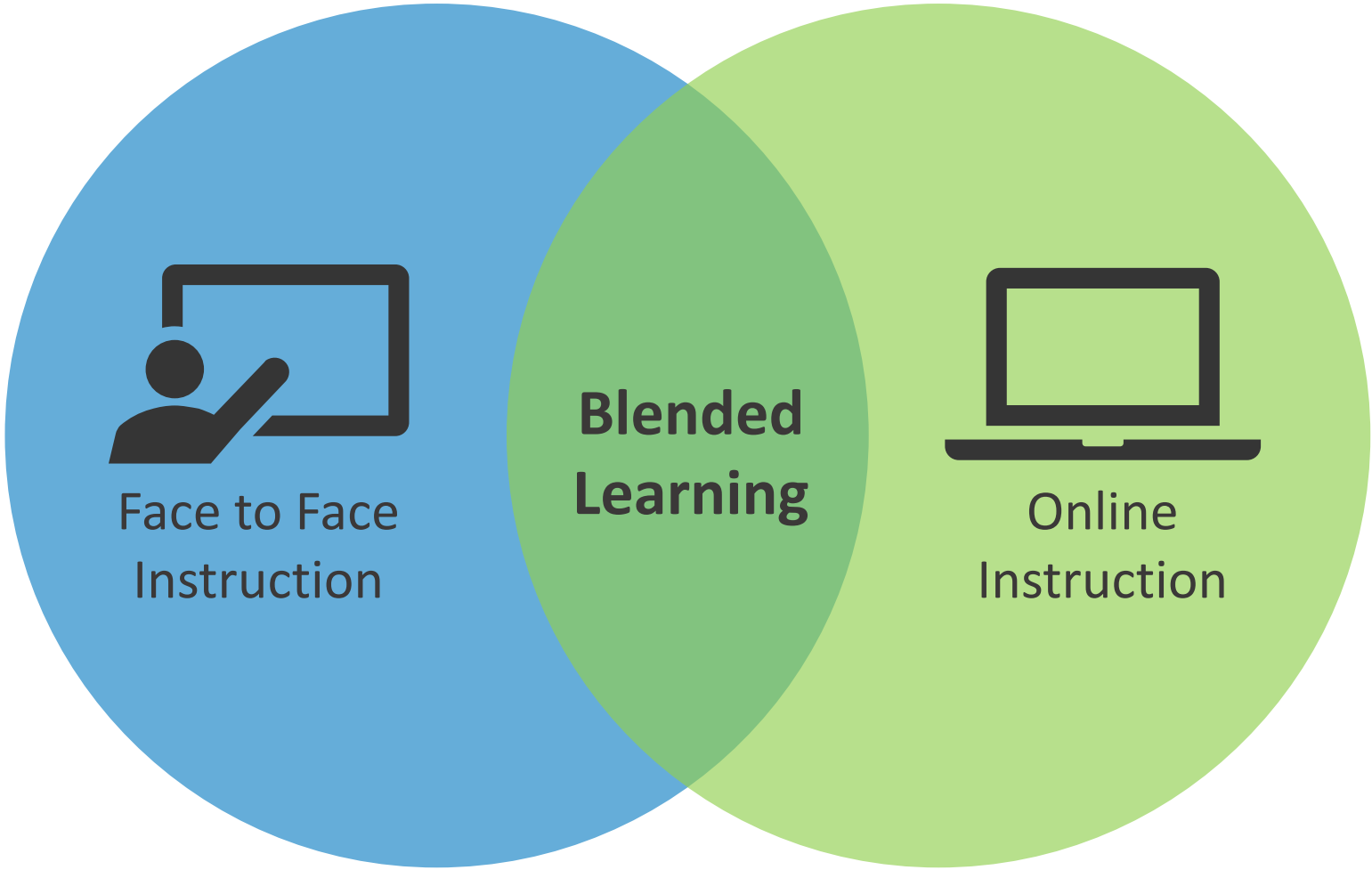


Blended Learning: a curriculum enabler to reach all students

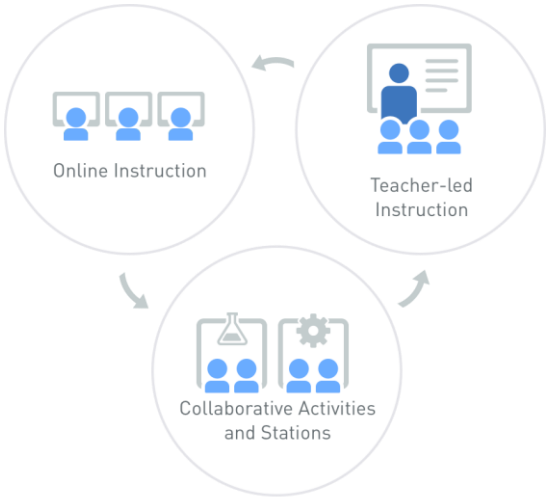
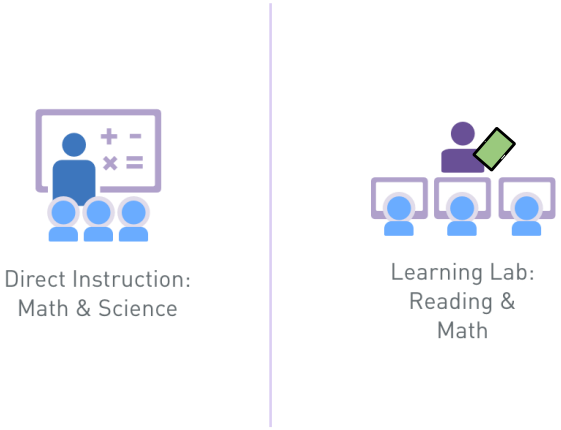
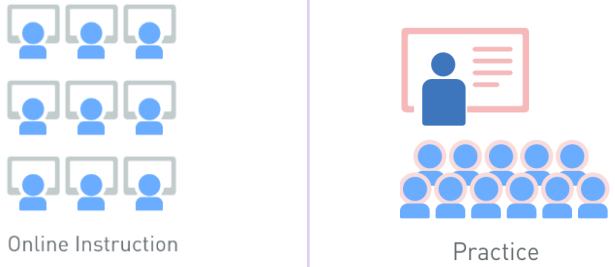
What face to face instruction offers but online-only lacks:

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

Blended Learning: a curriculum enabler to reach all students



Maximize teacher effectiveness with Blended Learning through different operational models (some approved examples)

Model	Rotation Model *Ideal for: Elementary*	Lab Rotation *Ideal for: Middle School, Small/Rural*	Student-Driven Flex Model *Ideal for: All Grades*
Description			
Impact on Teacher Effectiveness	Allows **small group direct instruction** and individualized and **adaptive practice**	Adaptive **independent practice for all students**; Teacher oversight w/ dashboard	**High-quality initial exposure to content** for all, differentiated support for student practice

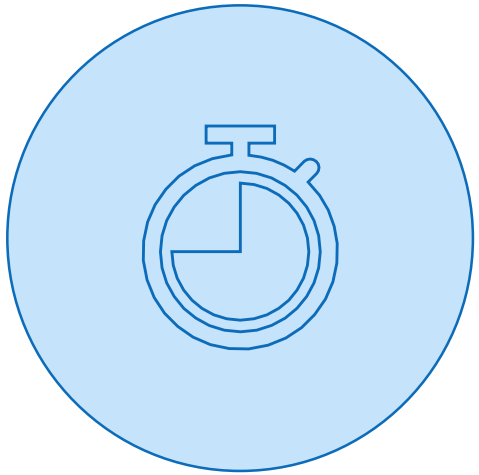
In depth blended learning model support available through Blended Learning Grants in LASO

Research-Backed Strategies to Support Learning Acceleration

Recommended Use Cases for Math Supplemental Licenses

Rigorous Tier 1 Instructional Materials

Blended Learning Models



High Impact Tutoring

High Impact Tutoring Can Support Learning Acceleration

High quality tutoring programs have a few key attributes[1]…

- **Well-trained, consistent tutor** (can be a teacher, paraprofessional, teacher candidate) who builds a strong relationship with students
- **High quality instructional material** aligned to standards and core classwork
- **One-to-one or small group** for individualized support (1-to-4 maximum ratio recommended)[2]
- **Embedded** in the school day or immediately before or after, to maximize student access
- **At least three sessions per week** for sustained support, 30 minutes minimum
- **Data-driven** with tutors building sessions around student strengths and needs

…and can have a significant impact on student outcomes

Additional progress

A 2020 meta-analysis of 96 studies of high-quality tutoring programs found that students made **5 months of additional progress** on average, a large pooled 0.37 effect size[3]

"The average effect of tutoring programs on student achievement is larger than the effects found in approximately 85% of studies evaluating education interventions and ***equivalent to moving a student at the 35th percentile of the achievement distribution to the 50th"*** *– Dr. Matthew Kraft, Annenberg Institute, Brown University*[1,4]

Texas Law Requires Accelerated Instruction

Texas law requires all students who fail to score approaches or higher on STAAR grades 3–8 or EOC assessments be provided accelerated instruction. This law - established in HB 4545, 87R - was recently updated with the passage of HB 1416, 88R. Qualifying students must be:

- Assigned a **TIA designated teacher** for the subsequent school year in the applicable subject area;

OR

- Provided targeted instruction in the TEKS for the applicable grade levels and subject area with
  - **No less than 15 or 30 hours** depending on student performance and is provided in the summer or at least once per week in the school year;
  - **Limited to two subjects per year**, prioritizing math and RLA;
  - Provided in a group of **no more than four students**, unless the parent or guardian of each student in the group authorizes a larger group;
  - Designed to assist the student in achieving satisfactory performance in the applicable grade level and subject area and includes **effective instructional materials** designed for supplemental instruction;
  - Provided by **a person with training in the applicable instructional materials** for the supplemental instruction and provided by one person for the entirety of their accelerated instruction.

Note: The MSC products are not approved for the HB 1416 list of automated, computerized, or other augmented method (ACAM) for providing supplemental instruction while waiving allowable requirements such as 4:1 ratios.

Texas Education Agency

Math Supplemental Curriculum Initiative

Math Supplemental Curriculum Grant (MSC) High Level Overview

Instructional Materials

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

Total Funding Available	$25 Million
Range of Award	In-Kind Supports Only
Total Grantees	250+ LEAs
Timeline	Ready to Launch for Spring of 23-24 School Year

MSC: Program Description

Purpose:

To provide licenses to LEAs for **high-quality supplemental curriculum in PK-12 math** for learning acceleration settings such as tutoring or blended learning. To participate in this program, LEAs must agree to a set of requirements in **planning** – like product-specific training, submission of a master schedule, and evidence of administrator buy in – and in **implementation** – like providing student access to the curriculum within a given time frame and high-fidelity usage of the product during implementation.

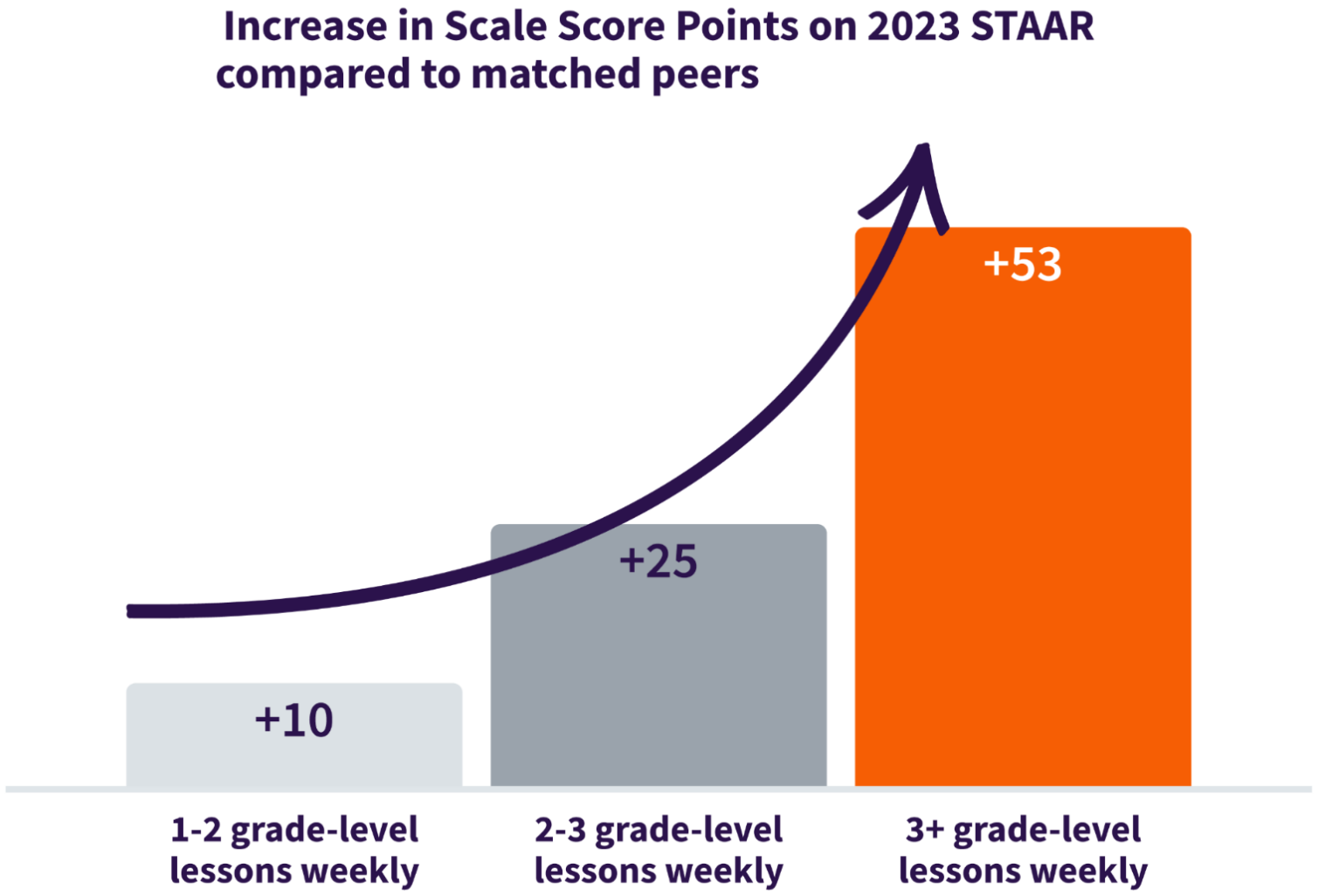
Timeline:

- Launch: Spring/Summer 2024
- Implementation Year 1: 2024-2025 School Year
- Implementation Year 2: 2025-2026 School Year, through February 2026
  - *Note: Funding for this project expires February 2026*

All LEAs are eligible to apply for this grant program. ESCs are not eligible to apply. This program is authorized through ARP ESSER III.

While usage at any dosage leads to growth, students demonstrate strongest gains in scale score at 3+ grade-level lessons per week

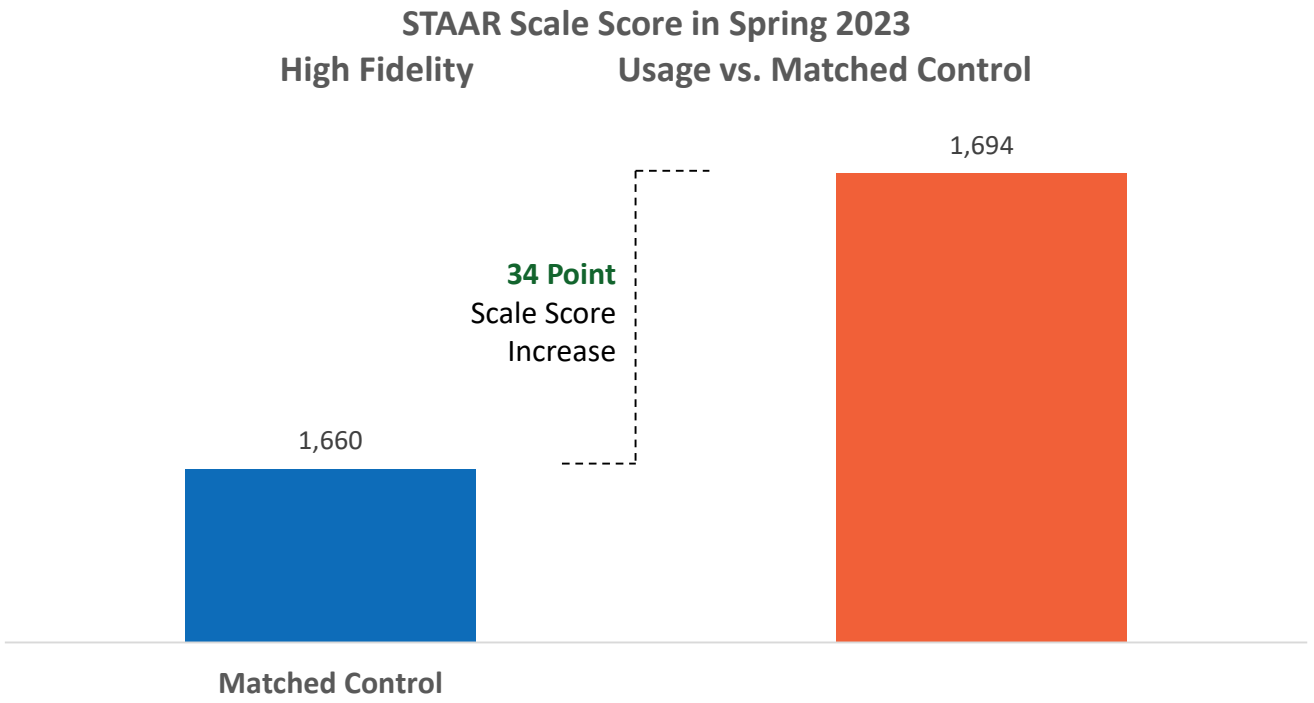
- TEA Supported Supplemental Curricula



*Specific provider information has been removed due to TEA guidelines

4th and 5th grade students meeting high usage requirements showed greater STAAR scale score improvement between Spring 2022 and Spring 2023 than matched students statewide.

- TEA Supported Supplemental Curricula



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MSC: Logic Model and Requirements

1. Get Leadership Support, Plan for Implementation

- Submit Supt, Campus Admin, IT approval
- Submit schedules with enough time to use selected product
- Participate in vendor-led training
- Request licenses

2. Provide Student Access to HQ Products

- Roster Students
- Support Student Logins
- Support Initial Implementation

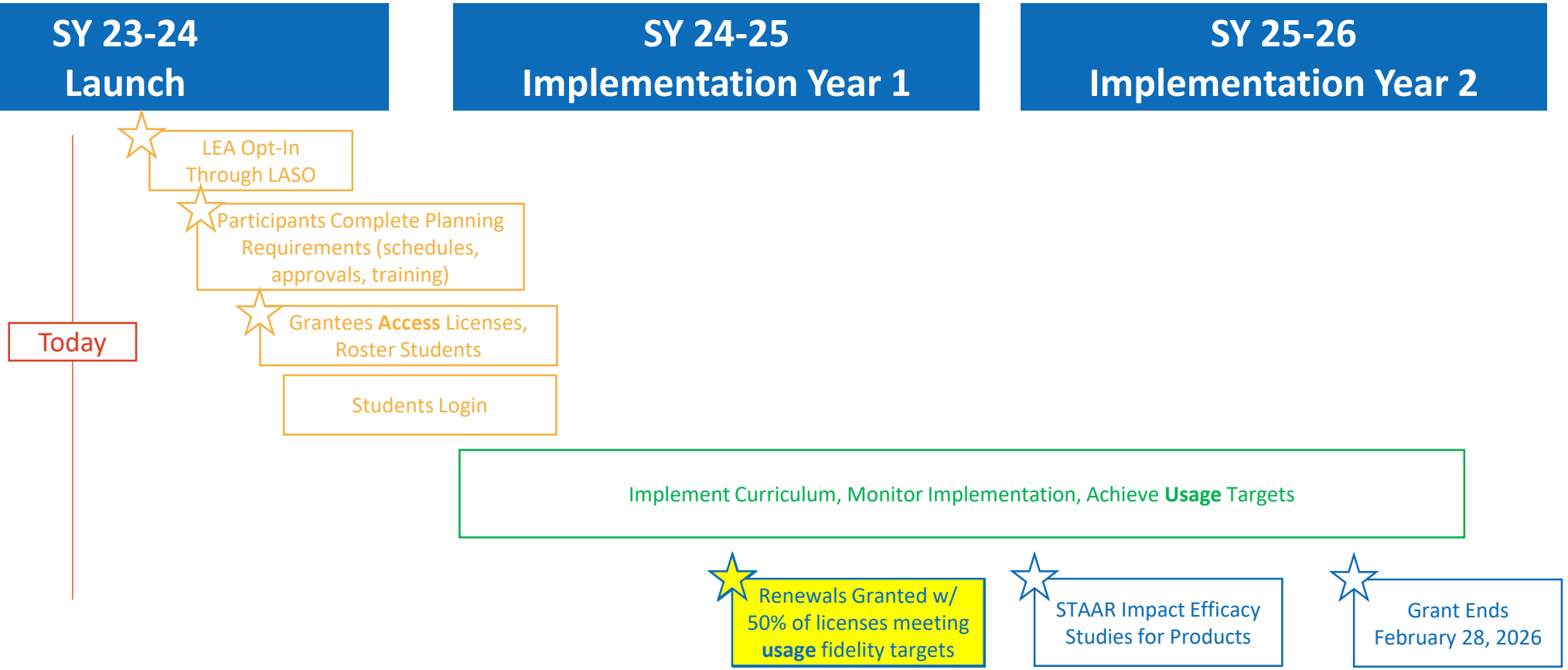
3. Use Curricula with Fidelity and Continuously Improve

- Refine implementation, continue training
- Meet product-specific usage targets aligned to STAAR impact evidence

Because planning, training, access, and high- fidelity usage are necessary to see an impact on student achievement, TEA will monitor these as assurances throughout this grant program.

Math Supplemental Curriculum (MSC) Timelines

Key
- Planning Req
- Implementation Req
- TEA Action



Award Prioritization

- Step 1: LEAs will be grouped into one of three buckets by LEA size: small (1-4,999), medium (5,000-29,999), large (30,000+)*.
- Step 2: LEAs will then be split into two tiers.
  - Tier 1 is LEAs who have participated in the following connected curriculum focused initiatives: Texas Covid Learning Acceleration Supports (TCLAS): decision 6- Tutoring, decision 11- After School, decision 2A, 2B, TEA product academies, LASO 1.0 CRIMSI/LI/ESC SFI, LASO 2.0 CRIMSI/LI/ESC SFI, Math Innovation Zones (MIZ), and Blended Learning Grant Program (BLG).
  - Tier 2 is all other LEAs.

TEA will then sort the LEAs within each size group by economically disadvantaged percentage.

***The percentage of available licenses in each school size group will be reflective of the percentage representation each school size grouping has across the state. Small 20%, Medium 34%, Large 46%.**

Awardee Selection

- **Awarding:**
  - TEA will award each qualifying LEA in Tier 1 in rounds of up to 5,000 licenses until licenses for the given bucket are exhausted. TEA will continue awarding licenses within tier 1 until all tier 1 demand is met. TEA will then move to tier 2 to award remaining licenses using the same methodology for tier 1 (i.e., rounds of up to 5,000 licenses). TEA will automatically place LEAs not receiving requested licenses on a waitlist.

- **Tie Breaker**
  - Should there be a tie in the ranking impacting the award of licenses, the tied LEAs will be offered a reduced number of their requested licenses to ensure that both have an opportunity to participate in the grant.

Year Two: License Continuation

- **Year Two Prioritization**
  - TEA will prioritize year licenses for the 2025-2026 school years based on LEAs with the highest fidelity usage of provided products, at or above a minimum threshold of 50% of students meeting product-specific fidelity targets. Year two prioritization may result in LEAs being able to maintain, have licenses reduced or revoked, or, in some cases, increase licenses based on usage data.
  - Examples of fidelity targets typically include :
    - >60 minutes/week or
    - >3 lessons/week

Rationale: Through this initiative, TEA is seeking to best align dollars spent on licenses with student outcomes. If students aren't using the provided licenses at or near the recommended usage requirements, TEA will re-purpose the licenses for other LEAs

Math Supplemental Curriculum (MSC) Key Commitments Overview

What LEAs are agreeing to when applying:

- General grant compliance with fiscal and grant guidelines additional programmatic requirements
- Agree to the assurances
  - Organizational acknowledgment-
    - Campus level administrator, District IT director, Superintendent (for application submission)
    - Designation of a LEA lead sponsor, Campus level lead
  - LEA implementation plan developed and shared
    - Campus info contact for licenses and training
    - Schedules for when licenses are to be used
    - Student data monitoring plan
    - Any summer programing use at participating campus
  - Attend all required trainings (including ensuring facilitators are trained)
  - Request only licenses that will be accessed and used
    - Failure to access licenses and hit usage requirements may result in a loss of licenses during the grant.

Terms:
Rostered: Student has access to the product through individual or group logins. Rostered does not mean that a student has logged in to the product.
Accessing: Student has logged in to the product at least once.
Usage: The degree to which students are meeting the provided fidelity of implementation target (i.e., >60 minutes or >3 lessons/week) as defined by TEA communicated criteria for each provider.

MSC: Miscellaneous Items

- Interviews: Interviews will not be conducted as a part of this grant.
- Vendors: This grant does not incorporate any vendor service partnerships. Digital math licenses are delivered via in-kind support only.

Math Supplemental Curriculum (MSC)
Allowability vs Non-allowability

Allowable expenditures/uses	Unallowable expenditures/uses

No funds are provided through this Grant: In kind supports only

Frequently Asked Questions

1. How many licenses can we get?

An LEA can request any number of licenses which they are going to access and hit usage targets. Please be advised that there is an award cap of 5,000 licenses for each LEA in each round of award.

2. When will the provider information be made available?

We are working to finalize all providers of licenses and will update that information on the LASO website when available. Final notification of all providers available will be made by the award notification date February 8, 2024. Additional information sessions are planned so that grantees can better understand what all the vendors have to offer.

Frequently Asked Questions

1. What if we don't like the products that TEA selects? Can we opt out?

Products available will be published prior to award notices February 8, 2024. If an LEA does not like any of the products, they can decline the award for MSC licenses with the program prior to the applicant designation certification window closing Monday, March 18th, 2024.

2. What if I want to reduce or increase the number of licenses requested from the application?

After award notifications have been sent, license requests will be considered and approved on a case-by-case basis at the discretion of the program staff. If you make a mistake on the application, you may resubmit your application to update your information prior to the application deadline of December 7, 2023, @ 5:00 pm CST or email laso@tea.texas.gov for further assistance

Frequently Asked Questions

1. Can an LEA apply for MSC and BLG in the LASO 2.0 grant?

   Yes, an LEA can apply for both and multiple grants under LASO 2.0.

2. What is the difference between the MSC and BLG programing?

   a) The BLG program is to provide cohorts for the planning and strategic support of a blended learning implementation. BLG provides funding up to 500k to support activities such as:

      Project Manager, 1:1 Technical Assistance, Digital Supplemental Products, Additional Technology, Operational Cost

   b) MSC licenses (In-kind support) can be used in a BL program as well as other applications such as after school programing, tutoring, or any other supplemental instruction use case.

Frequently Asked Questions

What criteria is the award based on?

- Award prioritization will begin by sorting districts by size, prior TEA program participation, then prioritized by economically disadvantaged percentage.

Which LEAs are eligible for the award?

- All LEAs are eligible to apply (to be eligible, a completed application must be submitted before the deadline). ESCs are not eligible.

What if a portion of our students does not access (log into) licenses we have requested?

- This may cause a reduction in licenses for the duration of the grant.

What if a portion of our students does not meet minimum usage requirements?

- This will decrease the grantee's priority in renewal for year 2 and may reduce overall licenses that are provided.

How many licenses can we receive?

- An LEA can request any number of licenses which they are going to access and hit usage targets. Please be advised that there is an award cap of 5,000 licenses for each LEA in each round of award.

What if we don’t like the products that TEA selects? Can we opt out? (when is the last date to opt out?)

- Products available will be published prior to award notices February 8, 2024. If an LEA does not like any of the products, they can decline the award for MSC licenses with the program prior to the applicant designation certification window closing Monday, March 18th, 2024.

What happens if I do not submit my implementation plan?

- The process for setting up your licenses will be delayed until submitted.

Frequently Asked Questions

What is an implementation plan and what should be included in one?

- At a minimum, the grantee will maintain and submit to TEA an implementation plan that contains the following:
- LEA contact for the license implementation
    a. Acknowledgments from campus administrators where the MSC licenses are to be used
    b. Campus information and contact for license implementation
    c. Total licenses required for each campus
    d. Schedules for dedicated time and use case for allocated licenses
    e. A data monitoring plan for student progress as well as usage monitoring at the campus and district level
    f. Planning and intended use of these licenses in a summer program (if summer programming is offered at participating campuses)

What if I want to reduce or increase the number of licenses requested from the application?

- After award notifications have been sent, license requests will be considered and approved on a case-by-case basis at the discretion of the program staff. If you make a mistake on the application, you may resubmit your application to update your information prior to the application deadline of December 7, 2023 @ 5:00 pm CST or email laso@tea.texas.gov for further assistance

When will the provider information be made available?

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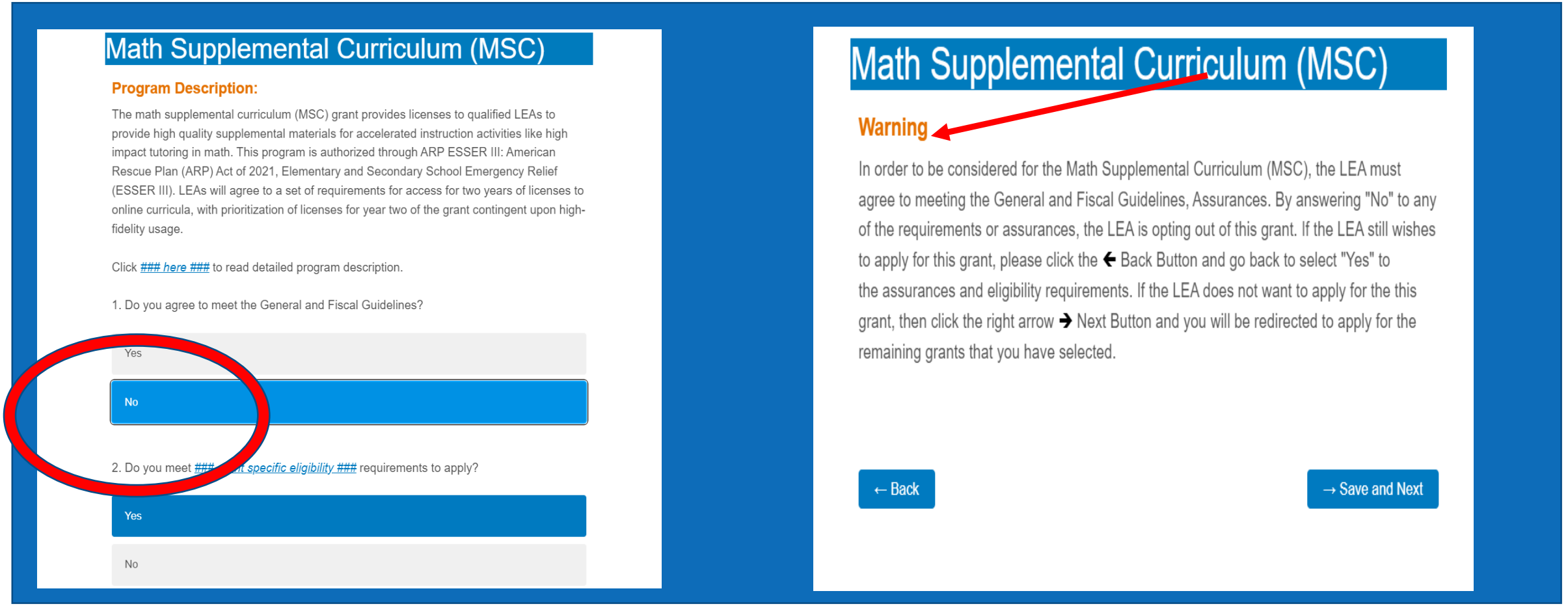
Can an LEA apply for both MSC and BLG in the LASO 2.0 grant?

- Yes, you may participate in both initiatives. Communication with BLG-MIZ program staff is the responsibility of the LEA.

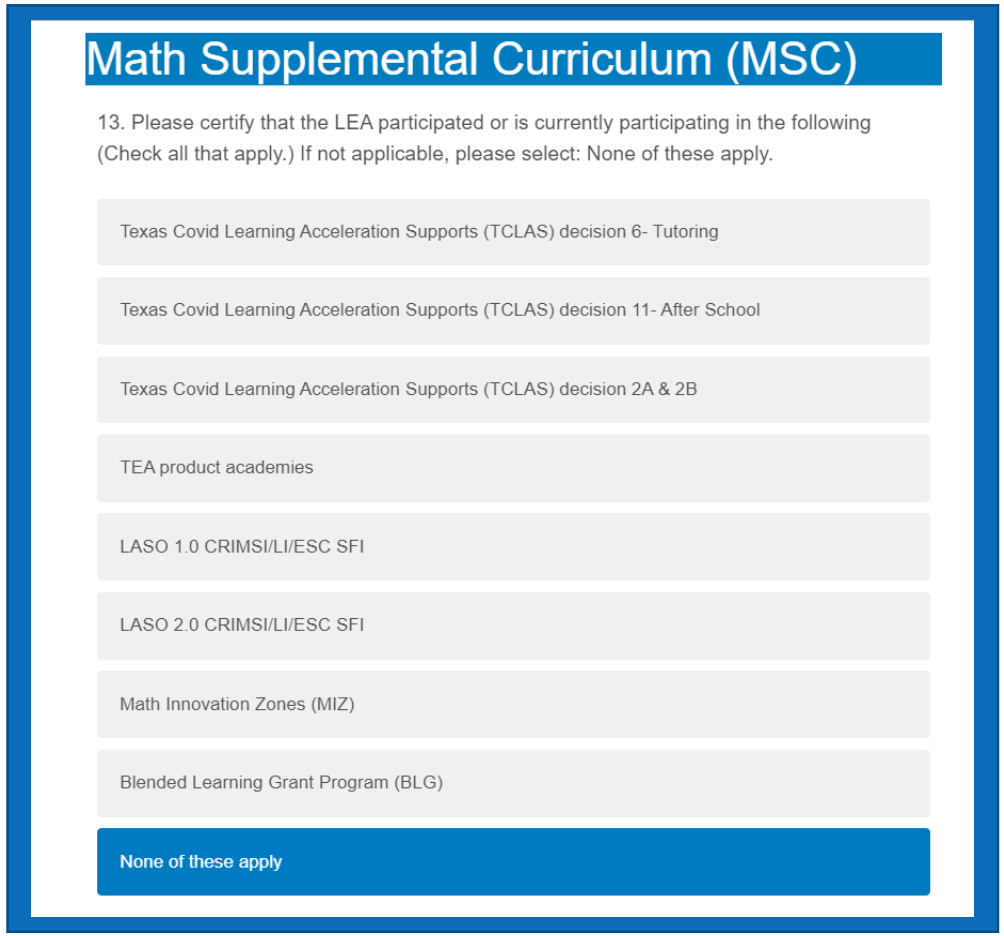
What is the difference between the MSC and the BLG programing?

- The BLG program is to provide cohorts for the planning and strategic support of a blended learning implementation. MSC licenses (In-kind support) can be used in a BL program as well as other applications such as after school programing, tutoring. BLG provides funding up to 500k to support activities such as: Project Manager, 1:1 Technical Assistance, Digital Supplemental Products, Additional Technology, Operational Cost.

Math Supplemental Curriculum (MSC) Application Walkthrough

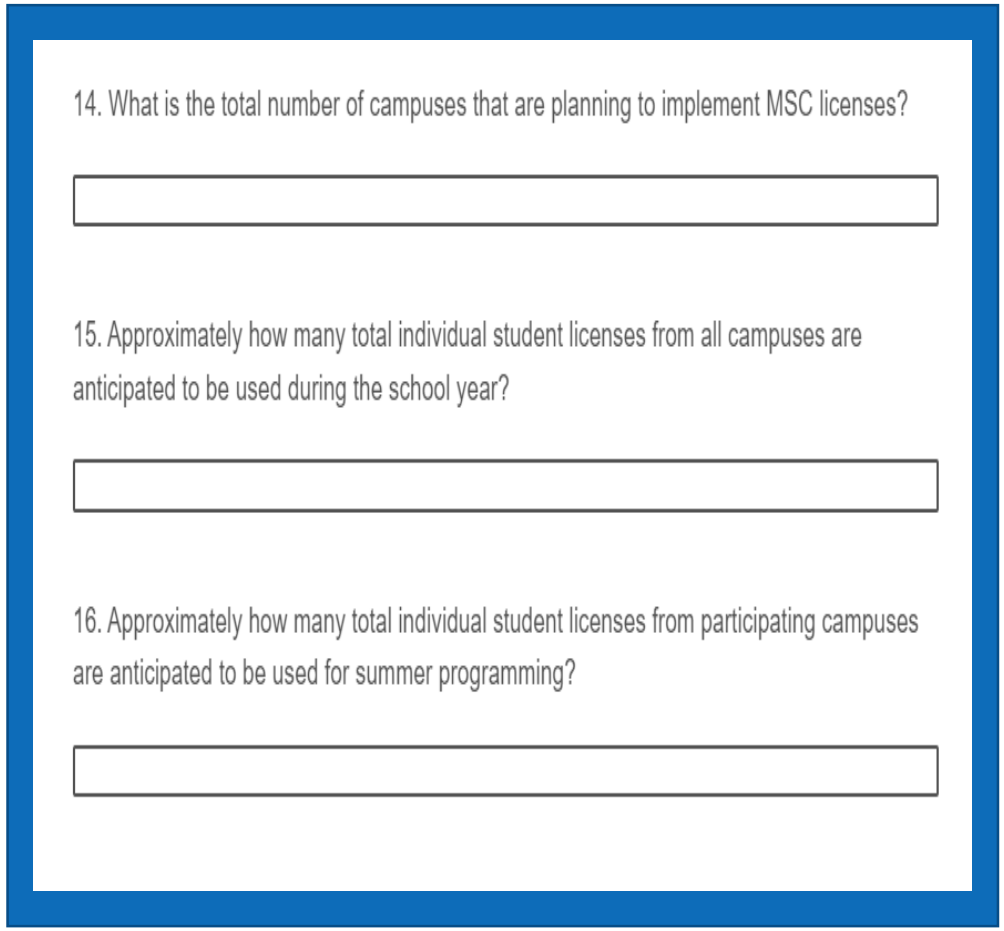


Math Supplemental Curriculum (MSC) Application Walkthrough



We ask that you give us prior program participation information.

Math Supplemental Curriculum (MSC) Application Walkthrough

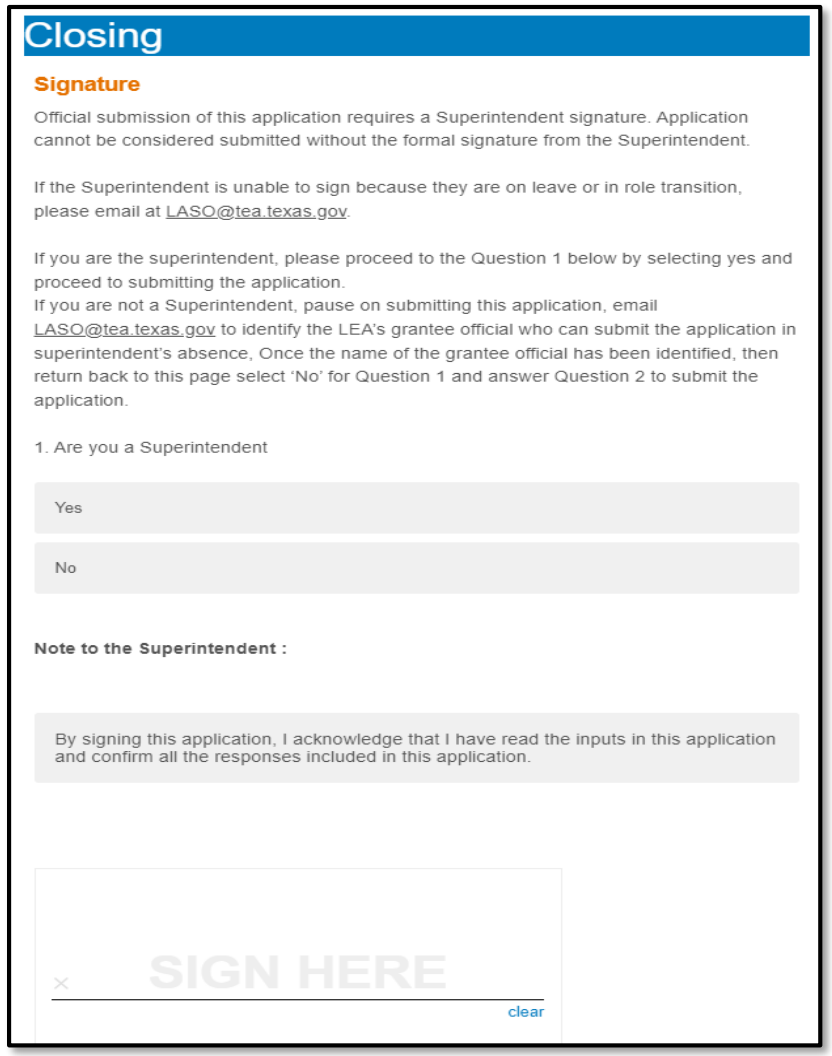


We ask that you give us the total number of campuses that will use the licenses and total student licenses. If awarded, you will receive a detailed survey where provider(s) will be selected, and student numbers will be indicated for each campus. Any deviation from the total numbers submitted in the application will be based on program discretion and availability of provider licenses.

Math Supplemental Curriculum (MSC) Application Walkthrough

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 and Next Steps

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 9th | 10:00am Registration Link
November 16th | 3:00pm Registration Link

Next Steps & Points of Contact

MSC Points of Contact

- Dr. Colby Self, Director of Texas Tutoring Supports/HB 1416
- accelerated.instruction@tea.texas.gov
- LASO: 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 the MSC Office Hours:
  - November 9th | 10:00am Registration Link
  - November 16th | 3:00pm Registration Link