



Virtual and Hybrid Program Accelerator (VHPA)

October 21, 2025





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Agenda

Overview of LASO Cycle 4
Application Process and Timeline

VHPA Deep Dive

Next Steps

FYIs



Submit questions during the webinar using the Zoom Q&A



Webinar slides and recordings will be posted on the [LASO 4 Cycle website](#) after all webinars have been completed



Email LASO@tea.texas.gov with follow-up questions

Overview of LASO Cycle 4

Learning Acceleration Support Opportunities (LASO)



Learning Acceleration Support Opportunities (LASO) is a **single, consolidated application that combines grants, allotments, and in-kind supports**, bundled around a few key strategies to accelerate academic gains. LASO Cycle 4 will offer 15 opportunities focused on curriculum & instruction, educator training, more time, and innovative school models.

\$500M

in estimated services
and supports

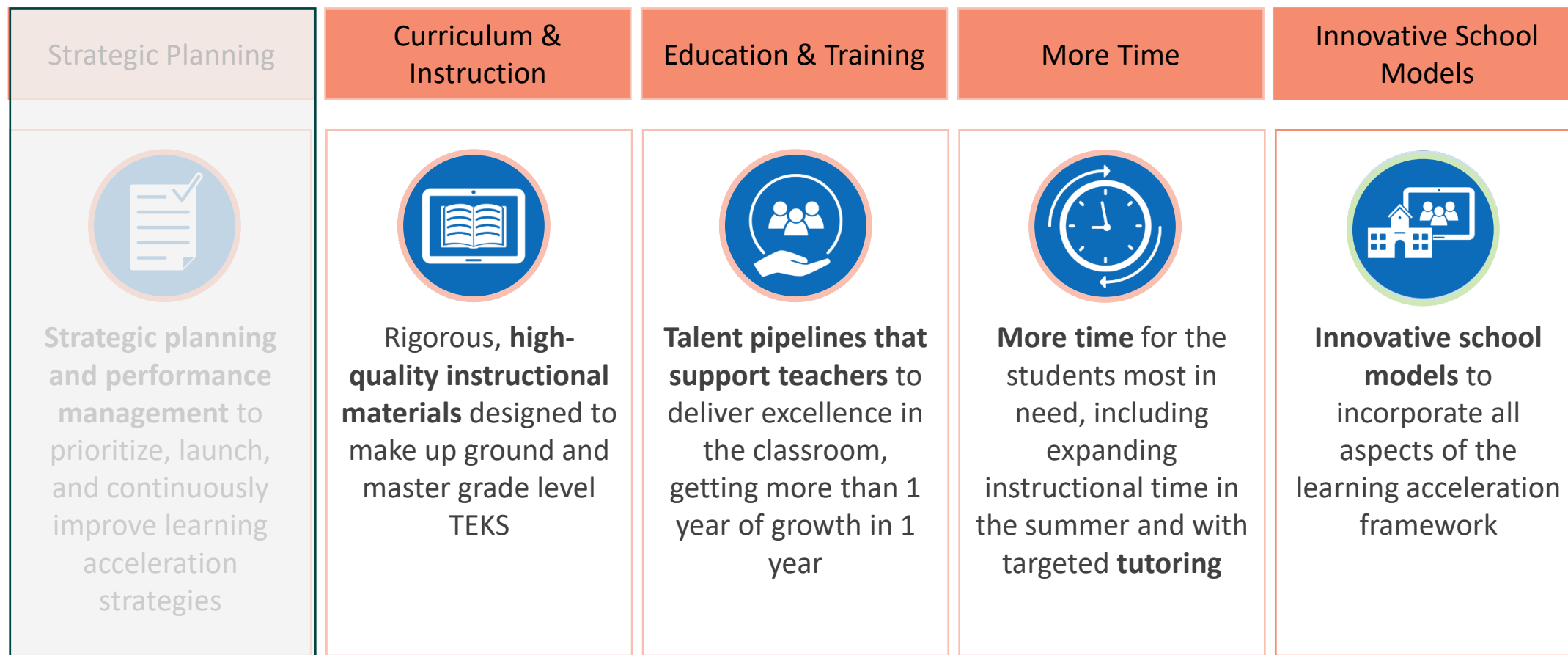
15

Initiatives to support
learning acceleration
and innovation

1

Application to access
funding

LASO Cycle 4 will be anchored in four Learning Acceleration Strategies



LASO 4 Portfolio



Several LASO initiatives span multiple years. The funding view has been updated to display the **total allocation across all years**, beginning with the LASO cycle and including continuation grants where applicable.

Initiative	District or Campus Level	Estimated Total Allocation Available	Initiative Duration In Years	Estimated Range of Award	Estimated Number of Awards
Curriculum and Instruction					
Leadership & Instructional Foundations for Texas (LIFT) LIFT merges programs formerly known as Strong Foundations- SF, Texas Instructional Leadership- TIL, and Texas Lesson Study- TXLS	District	\$200M	3	\$235K-1.5M	350-475
LIFT Add-On: School Improvement PLC Support (LIFT SI PLC) (available only for Title I Comprehensive, Targeted, and Addtl Targeted)	Campus	\$45M	1	\$60K-120K	150-300
School Improvement Curriculum and Instruction Support Grant (SI CISG) (available only for Title I Comprehensive, Targeted, and Addtl Targeted)	Campus	\$10M	1	Up to \$200K	Up to 50
Blended Learning Grant (BLG) Two Cohorts: Academic – Math or RLA cohort and Strategic Operations Cohort	District	\$4M	2-3	Academic- Up to \$180K Strat Ops- Up to \$310K	15-20
AP Computer Science Principles (APCSP)	District	\$1.292M	1	\$10K- 100K	Up to 50
Education and Training					
PREP Program Allotment 1. PREP Residency Preservice Program 2. PREP Grow Your Own (GYO) Program 3. PREP Mentorship Program	District	\$146M	1	Residency Program: \$24K-1.6M Grow Your Own: \$8K-480K Mentor Program: \$3K-120K	All eligible districts may receive the allotment
Texas Strategic Staffing for Residencies (TSS) Grant	District	\$2.9M	2	Up to \$58.4K	Up to 50
More Time					
Additional Days School Year Planning & Execution Program (ADSY PEP) Two Cohorts: Full Year Redesign and Summer Learning	District	\$7.7M	2-3	Summer- Up to \$200K Full Year- Up to \$600K	30-36
Innovative School Models - Launch Grants					
School Action Fund (SAF)	Campus	\$30M	2-3	\$185K-375K	27-30
Navigating Excellence through Targeted Supports (NEXT)	Campus	\$1.75M	1	Up to \$150K	Up to 5
Early College High School (ECHS)	Campus	\$800K	2	Up to \$100K	Up to 8
Pathways in Technology Early College High School (PTECH)	Campus	\$1M	2	Up to \$100K	Up to 10
Virtual Hybrid Program Accelerator (VHPA)	Campus	\$5M	2	Up to \$230K	10-14

Virtual and Hybrid Program Accelerator Deep Dive

Virtual and Hybrid Education

Virtual and Hybrid Models Address Needs Across the Education Ecosystem



Virtual and Hybrid program and campuses offer flexible, personalized learning for students and families while enabling school systems to expand access, optimize staffing, and reimagine programs.

Broader Course Offerings

Provide access to advanced courses and personalized pathways to more students



Operational Flexibility

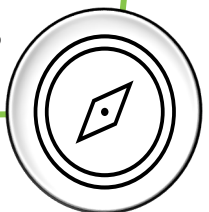
Adapt to staffing gaps

Accommodate health and life challenges for students and caregivers



Program Customization

Streamline resources to boost credit recovery and work-based learning opportunities aligned with student goals



SB 569 establishes
**three delivery formats &
streamlines requirements**
for virtual/hybrid learning.

Individual Courses

- School systems **may offer** individual virtual or hybrid courses and **certify** that those courses cover **the TEKS**, provide grade-level **rigor and mastery** of the subject or grade-level, & **meets** standards of quality

Full-Time Virtual/Hybrid Programs

- School systems may offer virtual/hybrid programs within campuses **without authorization** if enrollment is **less than 50%** of students enrolled at the campus

Full-Time Virtual/Hybrid Campuses

- School systems may offer virtual/hybrid campuses **after receiving authorization** from TEA through **application process**
- **Increased accountability** requirements

Virtual and Hybrid Model Definitions

Virtual



Hybrid

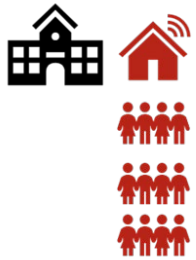


Virtual and Hybrid Model Definitions

Virtual

Hybrid

Campus



Full-Time Virtual Campus is a school district or open-enrollment charter school campus at which at least 50 percent of the enrolled students are enrolled in a full-time virtual program authorized under TEC, Chapter 30B.

Full-Time Hybrid Campus is a school district or open-enrollment charter school campus at which at least 50 percent of the enrolled students are enrolled in a full-time hybrid program authorized under TEC, Chapter 30B.

Program

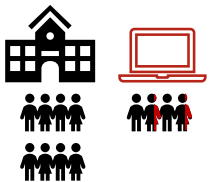


Less than 50% of total enrollment is in the program

Full-Time Virtual Program is an educational option where students attend almost entirely online, receiving instruction and content primarily via the Internet, either synchronously or asynchronously, with minimal to no in-person attendance.

Full-Time Hybrid Program is a full-time educational option where a student attends in-person classes for less than 90% of instructional time. Instruction can be delivered online (synchronously or asynchronously), in person, or through other methods.

Course

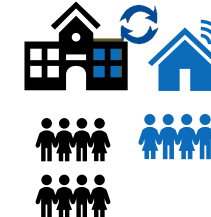


Virtual Course is a course in which instruction and content are delivered synchronously or asynchronously primarily over the internet.

Hybrid Course is a course in which a student is in attendance in person for less than 90% of instructional minutes; and the instruction and content may be delivered synchronously, asynchronously over the Internet, in person, or through other means.



Schedule Option A: All hybrid classes



Less than 50% of total enrollment is in the program

Schedule Option B: Some in-person classes and some virtual classes

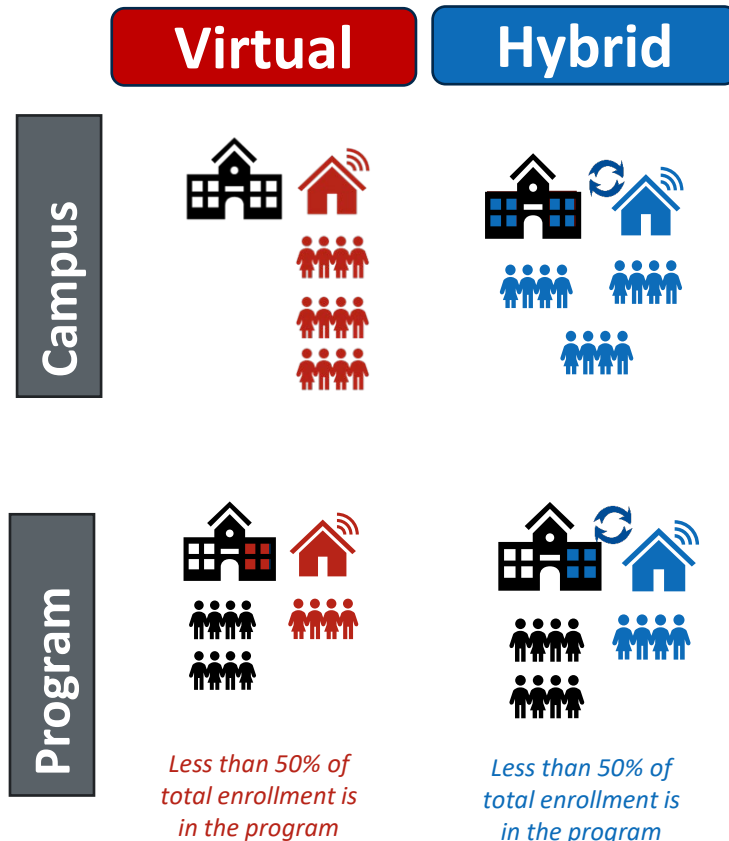
Schedule A

Class 1
Class 2
Class 3
Class 4
Class 5
Class 6
Class 7

Schedule B

Class 1
Class 2
Class 3
Class 4
Class 5
Class 6
Class 7

Virtual and Hybrid Model Definitions



Instructional Delivery

Synchronous Instruction: real-time, scheduled learning sessions where instructors and students interact simultaneously over the internet through live video and interactive tools

Asynchronous Instruction: online learning where students access the instructional material and complete assignments on an individual pace and schedule. Minimal to no mandatory real-time sessions with the instructor

Campus or Program?

What to Consider Before You Decide



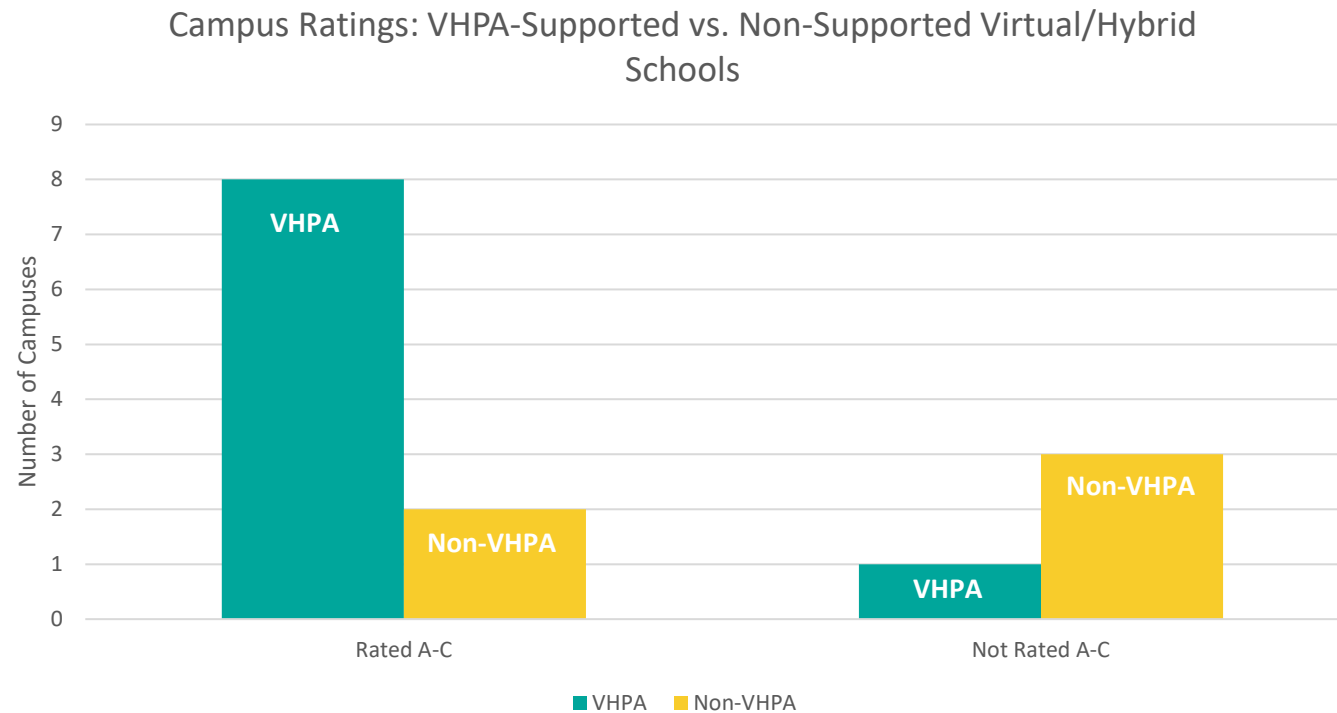
Full-time Virtual or Full-time Hybrid Campus	Full-time Virtual or Full-time Hybrid Program
Enrollment-Based Funding	ADA Funding
Requires Authorization from TEA	School Systems May Launch Independently
School Systems Create a New Campus with a Specific Focus	Exists within a Current Campus Serves less than 50% of students

Virtual and Hybrid Program Accelerator

Building Strong Virtual and Hybrid Schools with VHPA



Schools supported by VHPA at launch show significantly stronger outcomes: 88% received A - C ratings, of which 75% were rated A or B.



Virtual and Hybrid Models Address Needs Across the Education Ecosystem



Virtual and Hybrid program and campuses offer flexible, personalized learning for students and families while enabling school systems to expand access, optimize staffing, and reimagine programs.

Broader Course Offerings

Provide access to advanced courses and personalized pathways to more students



Operational Flexibility

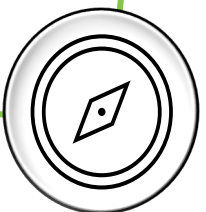
Adapt to staffing gaps

Accommodate health and life challenges for students and caregivers

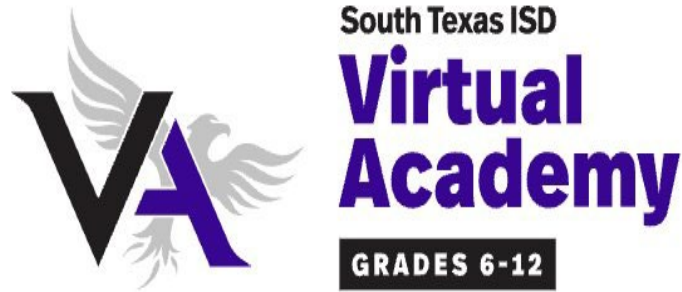


Program Customization

Streamline resources to boost credit recovery and work-based learning opportunities aligned with student goals



Expanding Opportunity: How LEAs Are Reimagining Learning Models



Virtual Campus

- Expanded reach serving 3 counties
- Offers online dual credit, certifications, and early advanced courses
- In-person extracurricular activities and sports

Virtual & Hybrid Campus

- Tailored schedules
- Mentor teacher/student check-ins
- Serves athletes, working students, and those with medical needs

Virtual / Flex Program

- Course offerings for students in the district
- On-campus extracurricular activities and CTE programs

Supports and Services



Cohort-based workshops with other school system leaders



Guided **1:1 coaching support** from design to launch and implementation of model



School system leader and team development in essential levers for virtual and hybrid models.



Data-Action Cycles to support in forming metrics and tracking progress to assess model outcomes

What does the school system walk away with?



Virtual/Hybrid Program or Campus plan



Artifacts supporting the launch or authorization of a virtual or hybrid campus



Systems to implement the model and drive outcomes



Experience **piloting key components** of the virtual/hybrid model



Readiness to **apply for campus authorization**

Best Fit for School Systems Who Are Looking For



Develop Hybrid Models

- Offer in-person learning with flexible, student-paced virtual instruction
- Address diverse learner needs

Support Students & Families

- Navigate nontraditional schedules
- Offer adaptable pacing and expanded access
- Promote personalized goals and post-secondary readiness

Expand Access & Address Staffing

- Increase course offerings
- Integrate dual credit, career pathways, and work-based learning
- Tackle staffing challenges, especially in rural areas

Next Steps to Consider



Do the best fit scenarios resonate with a need or the vision of the school system?

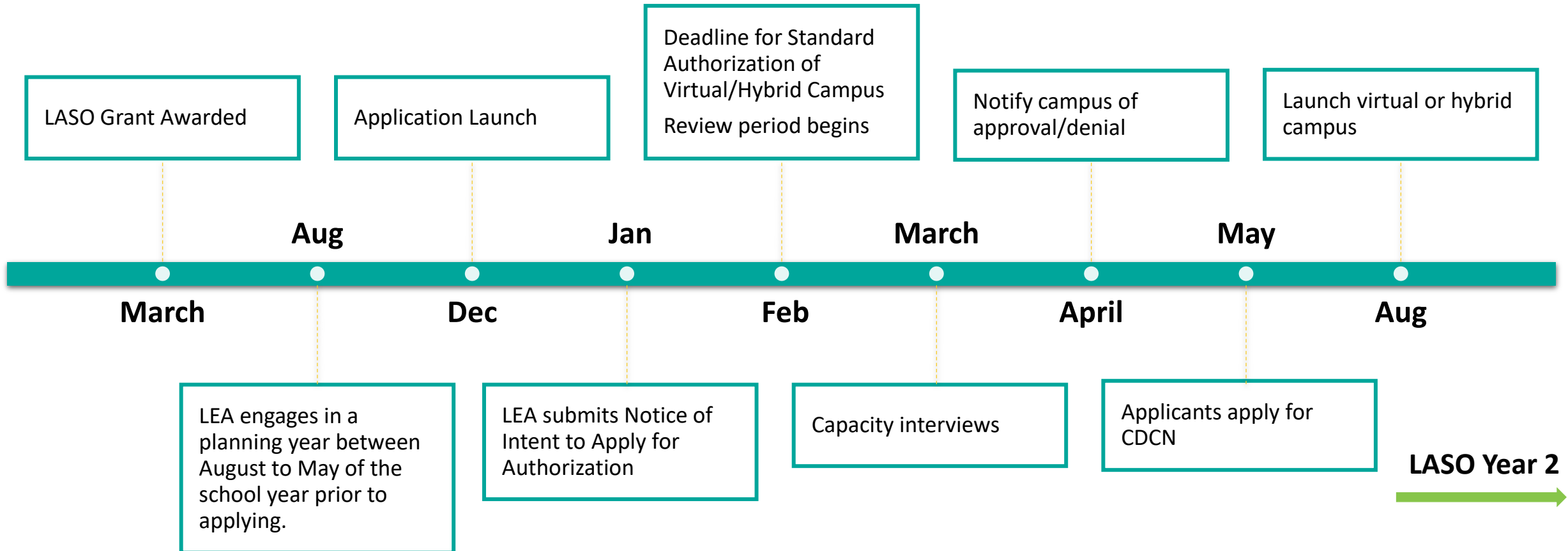
What indications from engagement with community stakeholders demonstrate adequate interest to support the long-term sustainability of this model?

Does the school system have the leadership bandwidth and capacity or resources to launch and sustain a program internally?

Tentative Timeline for Authorization for Virtual and Hybrid Campuses



LASO Y1: Planning Year



- School districts or open-enrollment charter schools serving K-12 students
- Participants of a previous VHPA program are not eligible to apply.

Establish an VHPA Team that:

- is responsible for developing and implementing the full-time virtual or hybrid program or campus.
- has a program lead with **at least 16 hours** of release time built into their weekly schedules to plan and create the virtual or hybrid program or campus.

- The school system's VHPA Program lead is required to attend meetings with TEA grant program staff and district business/finance office staff who oversee grant expenditures and the draw down process
- Collaborate with a TEA-assigned technical assistance (TA) provider and participate in TA-supported activities such as cohort workshops, coaching calls, step backs, planning sessions, or implementation deliverables.



Program Model Development

Ensure adaptability and dedication in program model development to align with research-based best practices for high-quality virtual and hybrid learning environments.



Vendor Partnerships

Ensure that any partnership with a private or third-party vendor preserves the school system's ability to design, adapt, and implement the virtual or hybrid program to meet local needs.

Disclose any vendor-imposed services, limitations that may affect program flexibility, instructional design, or operational decision-making.

Submit a detailed plan or contract outlining the scope of services, responsibilities, and decision-making authority in any private or third-party vendor partnership supporting the virtual or hybrid program/campus (if applicable).



Program Rationale & Community Engagement

Define a clear and compelling rationale for launching the virtual or hybrid program, including the specific student population or campus it will serve.

Present evidence of community interest in a virtual or hybrid learning option, including data collected through surveys, focus groups, or other engagement methods

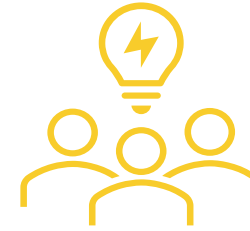


Academic & Operational Planning

Develop and implement plans to achieve program objectives, including an academic plan that outlines curriculum, instructional methods, approaches for monitoring student progress, and support strategies for special populations and at-risk students.

Develop and iterate plans on staffing models, school culture, family engagement, and student support.

Update operations such as staffing, schedules, finances, technology, and cybersecurity to support virtual or hybrid models.

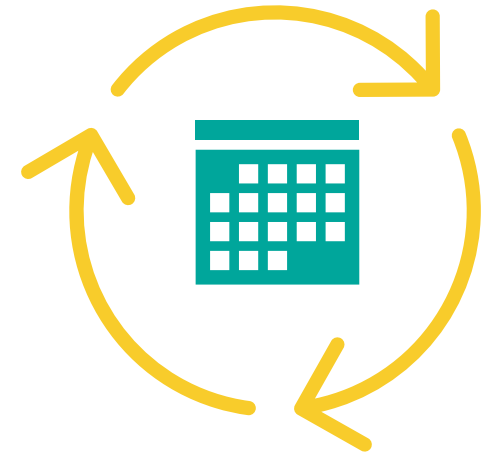


Professional Development

Provide a professional development plan for instructional staff that includes training specific to virtual and hybrid instruction, along with ongoing, job-embedded coaching to strengthen instructional quality and student engagement.

Present evidence of training and development for teachers and leaders to ensure high-quality virtual or hybrid instruction.

- Use data to monitor student engagement and academic progress, ensuring alignment with grade-level standards and research-based instructional strategies.
- Engage in **3 improvement cycle sessions** using data to inform ongoing development.
 - School systems will share data that reflects program implementation and outcomes. This may include student engagement, progress toward grade-level mastery in virtual and hybrid courses (BOY, MOY, EOY), teacher instructional practices and growth in serving virtual and hybrid learners, and leader support for professional learning communities and job-embedded coaching



Assurances | Governance & Authorization



Obtain formal approval from the school system's governing board to launch a virtual or hybrid program/campus. For virtual/hybrid campuses, ensure this approval is secured prior to applying for authorization.



Submit a comprehensive launch plan to either implement a virtual/hybrid program or apply for authorization to operate a virtual or hybrid campus that is expected to begin operating in the 2027-2028 school year.



Launch a full-time **virtual or hybrid program** or **apply for authorization** to operate a full-time virtual or hybrid **campus** that will operate in the 2027-2028 school year.

Third-Party Provider

- If a district or charter school enlists a private or third-party provider to deliver education services or operate a virtual or hybrid campus, the district or charter must engage with the designated technical assistance partner to develop a comprehensive provider selection plan. This plan must include:
 - Defined criteria for evaluating potential providers
 - Detailed cost analysis and breakdown of services
 - Consideration of the provider's historical performance such as student academic outcomes in similar programs
 - Submission of memorandums of understanding (MOUs) or other formal agreements outlining the responsibilities of both the provider and the district or charter
 - A system for monitoring progress, including required progress reports
 - Clearly defined action items to be implemented if the provider fails to meet established successful criteria for the campus or program

- Submit a detailed plan or contract outlining the scope of services, responsibilities, and decision-making authority in any private or third-party vendor partnership supporting the virtual or hybrid program/campus.

Time Commitment



Role	Commitment
District Leader/Project Sponsor – 1hr weekly	Develop and monitor short-term and long-term strategic priorities for the VHPA along with a work-flow plan. Provide the necessary support to achieve programmatic goals in alignment with district/campus planning.
District Leader/Project Sponsor – 1-2hrs monthly	Participate in planning and implementation meetings such as with Technical Assistance Providers, TEA Progress check-ins, and improvement cycles.
Campus or Program Leaders – 6 hours weekly	Build and lead team capacity to run high-quality virtual and hybrid programs or campuses.
Campus or Program Leaders – 10 hours weekly	Participate in VHPA programming including cohort-wide workshops, coaching calls and complete all the deliverables and milestones outlined by the VHPA program.
Teachers- 1 hour weekly	Develop capacity to provide highly engaging, data-driven, research based instructional practices for virtual and hybrid instruction through professional development and on-the-job coaching.
Teachers- 1 hour weekly	Develop virtual/hybrid courses, pilot programs for virtual or hybrid settings and collect data for continuous improvement

Scoring Criteria



Standard GRANT Review Criteria	Description	Maximum Points Available
Eligibility Determination (1)	School districts or open-enrollment charter schools serving K-12 students	0
Eligibility Determination (2)	School districts or open-enrollment charter schools that did not previously participate in VHPA.	0
Delegation of Campus or Program Category	The school system has indicated campus or program as the planned delivery format. If “undecided,” the school system will be placed in the program category	0
School System’s Strategic Plan Alignment (Program Application Question 10)	The school system has a strong rationale of how the virtual or hybrid program/campus aligns with the school system’s broader strategic goals or improvement plans, including academic achievement, innovation, and long-term instructional transformation.	10
School System’s Leadership Team Experience (Program Application Question 11)	The leadership team demonstrates relevant experience and expertise in designing and supporting high-quality virtual or hybrid instruction, including backgrounds in instructional design, digital learning, professional development, and strategic implementation.	10
Stakeholder Interest Data (Program Application Question 12)	The school system demonstrated sufficient interest in establishing virtual or hybrid options based on stakeholder engagement data such as surveys, focus groups, and pilot programs.	10
Priority Points	Explanation of priority points listed below 2 points for School Systems implementing 165 or more instructional days 2 points for School System that has a Board of Managers* installed 1 point for TEA classification as rural	5
Virtual Oral Interview	School system and campus leaders with the TEA program team	65
Total Standard Review Points Possible		100

- Based on application and priority points calculated, the following applicants will be invited to a virtual oral interview:
 - **15 highest scoring** applicants from the **campus category** who meet the minimum cut score
 - **10 highest** scoring applicants from the **program category** who meet the minimum cut score

Criteria	Points
Vision, purpose, and leadership experience and capacity	15 points
School system's readiness for critical implementation elements and VHPA output requirements	15 points
Data practices for student engagement and continuous improvement	10 points
Alignment of virtual/hybrid model with the overall school system context and goals	10 points
Program sustainability	5 points
Knowledge of the purpose of VHPA, participation requirements, and expected deliverables over a two-year period	5 points
Support from district leadership and school board	5 points

- VHPA is currently procuring Technical Assistance Providers, tentatively scheduled to announce in March 2026. School systems will be partnered with a provider through the VHPA program.

Evaluation Criteria

Provider selected based on the following criteria:

1. Experience with supporting school systems launch virtual and hybrid programs or campuses
2. Capacity of project leads to complete required support activities and deliverables for the program
3. Track record of success in terms of operational and academic outcomes in other initiatives similar to VHPA

FYI | Provider Contract Guidelines



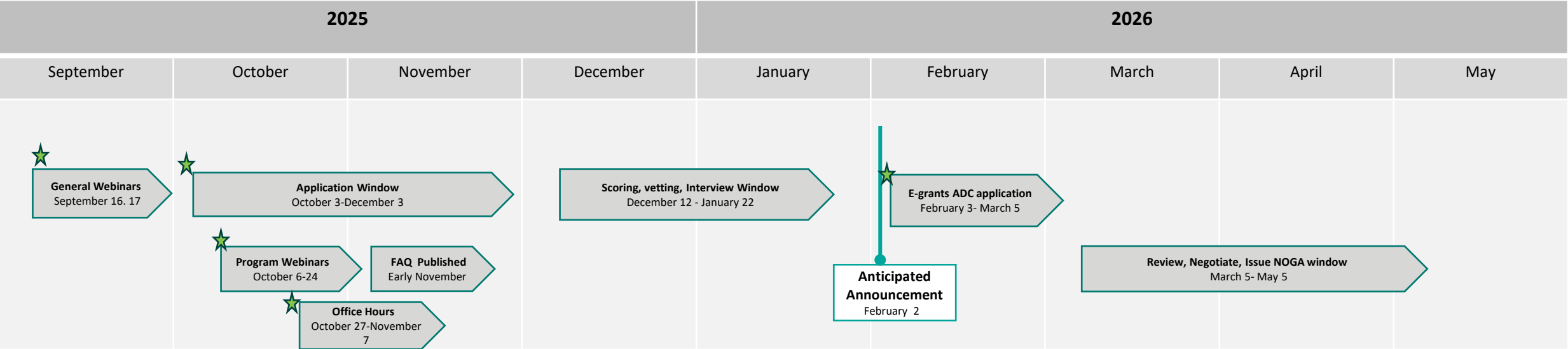
In accordance with the recent executive orders, if a grant requires districts to contract with a provider, then include the following language in the contract:

Equal Treatment of All Persons: Consistent with Article I, Section 3a of the Texas Constitution, the Fourteenth Amendment to the United States Constitution, federal and State law, and Executive Order No. GA-55, Subrecipient represents and warrants that: 1. All conduct under this Subaward shall be administered and performed in a neutral manner without regard to race of persons; 2. Subrecipient shall not, in the specific performance of this Subaward, elevate one individual person over another, or advantage any one person over another, due to race; 3. Subrecipient shall not, in the specific performance of this Subaward, employ practices or engage in any advancement of the programs known as DEI, critical race theory, affirmative action, or other similar, divisive agendas; 4. Subrecipient's staff, agents, subgrantees, contractors, and subcontractors that are selected and employed in the specific performance of this Subaward shall be selected and employed solely on merit and the ability to perform; and 5. Subrecipient shall ensure that any subgrantees, contractors and their subcontractors participating in the specific performance of this Subaward represent and warrant to the provisions of this clause.

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

Path Forward

Timeline Overview- LASO 4 application opened on October 3 and closes December 3, 5:00 pm CT



Major Milestones

- **Application** | opens on October 3rd and closes on December 3rd at 5:00pm CT. School systems have 60 days to complete the application for the initiatives that they wish to apply.
- **Scoring and interview** | opens December 4th- January 22nd . TEA may reach out to districts for interviews to provide an opportunity to determine readiness and fit.
- **eGrants window** | open February 3rd-March 5th. This is the window for districts to accept or decline any initiative offering selected to receive funding.
- **NOGA** | There is a 60-day window for NOGA issuing. The NOGAs are processed in the order received. A delay in submission may impact the NOGA date.

**School systems
must submit
LASO Cycle 4
applications by
December 3 at
5:00pm CST**



TEA emailed unique application links to school system superintendents on October 3 (if needed, school systems can complete a [Request for Application Link Form](#) to receive a new link)



PDF of the application is posted on the [LASO Cycle 4 website](#); however, school systems must submit the application through Qualtrics using the unique application link



Applications must be signed by the superintendent to be accepted

Questions?



Office Hours

Attend office hours for technical assistance or discussion with program teams

- October 29, 2025, 11:00-11:30 am CT ([registration link](#))
- Application Support: October 27, 8:00-8:30 am CT ([registration link](#))
- Application Support: November 3, 5:00 pm CT ([registration link](#))



FAQs

Review the general FAQ (updated FAQs will be posted by November 3)



Email

- For questions about the application process or technical assistance with the application, contact LASO@tea.texas.gov
- For questions about VHPA, contact ann.rajan@tea.texas.gov

Change Requests and Declines in LASO

- LASO has an 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 school system and could raise the school system's federal grant risk level in the coming year

LASO application window opened on October 3, 2025 and closes on December 3, 2025 at 5:00 CT



Application Window

October 3- December 3



Program Webinars

October 6- 24



Next Steps

Visit the LASO 4 website to familiarize with included grant offerings.

Communicate and share the information with your internal teams to support the decision-making process on which sets of grants to apply for.

Register for our upcoming informational webinars.



Resources Available

- [Initiative One Pagers](#) provide preliminary grant eligibility and key commitments
- [Eligibility and Prioritization Guidance Doc](#) provides information to help determine the likelihood of being awarded
- [Initiative Selection Tool](#) Provides a Scenario map to guide selection of the right fitting initiative based on need
- [Role and Responsibilities Insight Tool](#) Identifies the types of responsibilities for each role and show where roles overlap across initiatives.

Find all LASO related supports - including timelines, webinars, and planning tools - at tea.texas.gov/LASO

Thank you!