

Blended-Learning Plan Template

This template is a companion document to the [Raising Blended Learners Grant Summary](#). Please refer to that document for important details about the grant and key dates.

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1. Cover Page

Name of your blended-learning initiative:

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Workshop group:

Mark an "X" by your group.	
	Fort Worth, September 22-23
	San Antonio, September 29-30
	San Antonio, October 1-2
	South Padre, October 6-7

Full name of district, school, or organization:

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Workshop participants:

Function	Full Name	Title	Work email	Primary contact person (Mark one "X")

2. Rallying Cry

- (a) **Context** – Please provide a few sentences of context about your district, charter management organization, or school [collectively referred to as “site”]. This may include location, size, number of schools, etc. Also, provide the following baseline data: a few numeric measures of success (i.e., academic, athletic, etc.) that your site feels most proud of and a few measures that you are working to improve.
- (b) **Problem(s)** -- State the top problem related to student achievement that you hope student-centered learning will solve. Use baseline data to quantify the problem. You may include more than one problem. You may include both a core and a nonconsumption problem.
- (c) **SMART Goals** – State your SMART goal for each problem. Be sure to provide metrics that show where you are now and where you are aiming to be each year.
- (d) **Commitment** – Why do you want to do this work, given the other priorities your site is managing?

Note: If you are choosing more than one problem and SMART goal to focus on, name each initiative as Project 1, Project 2, and so forth for easy reference throughout the rest of your plan.

Maximum length: 1 page per project

An exceptional plan will:

1. *Identify at least one core problem and/or one nonconsumption problem.*
 - a. *Either go deep by solving one problem or go wide by undertaking more than one project.*
 - b. *Use quantitative data to show that the problem(s) is significant.*
 - c. *Each problem is more meaningful than the problem of needing technology for technology’s sake.*
 - d. *Each problem aligns with the goals of the Raising Blended Learners Initiative (see [page 3 of the Grant Summary](#)).*
2. *State a SMART goal for each problem.*
 - a. *Use numbers to quantify the improvement that the team plans to achieve.*
 - b. *Identify specific metrics for Year One, Two, Three, Four, and Five, with more narrow, formative, groundwork-laying metrics in the early years and broader, longer lead-time metrics in the later years. Sequence these targets in a realistic way, so as not to assume that broad gains in student achievement will happen in Year One.*
3. *Organize the problem statement and SMART goal initiatives clearly (if there is more than one) by grouping them as Project 1, Project 2, and so forth.*
4. *Persuade the judges that the team is passionate about doing the work.*

3. Team

(a) Explain the type of team(s) that you need to organize to achieve the SMART goals (i.e., functional, lightweight, heavyweight, and/or autonomous). Why is that the right team for the task?

(b) Have the team leader type his or her initials in these boxes if the statements are true and provide short answers in the text boxes:

[] I verify that a qualified project manager is able to devote at least 50 percent of his or her time, beginning in the summer of 2016 and continuing through the life of the grant, to implementing the blended-learning plan, in the event that my site's plan is selected for funding.

(Briefly describe the qualifications of an ideal project manager for this plan.)

[] I verify that my team has the support of the school board, superintendent, and district leadership team, as well as the principals, administrative team, and 80 percent of staff in schools of implementation.

(Describe the process you used for ascertaining stakeholder support.)

(c) Ask the senior leader who is overseeing this project to type his or her initials in the box below if the statement is true and provide a short answer in the text box.

[] I will oversee this project to ensure its success.

Name: _____ Title: _____

(Describe what the senior leader will do to champion the project.)

Maximum length: 2 pages

An exceptional plan will:

- 1. Match the right type of team to the scope of the task for each SMART goal.*
- 2. Verify that a qualified project manager will oversee the implementation. Demonstrate that the site understands the type of capable entrepreneur who is needed for this role.*
- 3. Evidence that the site has verified stakeholder support through a credible process.*
- 4. Show that a senior leader is pledging to give the team enough political cover, resources, and autonomy, and set up a cadence of innovation.*

4. Student Experience

- (a) Refer to the first problem you identified in Section 2: Rallying Cry. What do you think is causing that problem? Why?
- (b) Design the student experience that you hope will solve this problem. To do this well, you will likely need to do most, if not all, of the following:
- Write a day-in-the-life story and a week-in-the-life story for a hypothetical student.
 - Write another story for a different hypothetical student to show how the experiences differ.
 - Provide an example of a daily or weekly schedule.
 - Address how the principles of competency-based learning are incorporated into your approach.
 - Describe in detail the most important elements of your vision for how students will experience learning at your school(s). For illustrative purposes only, below are a few examples of what these elements could be:
 - access to actionable data and rapid feedback, adaptive software, apprenticeships, career certification, game-based learning, expeditions, flexible attendance, health & wellness services, individual tutoring, learning badges, parent involvement, personalized learning plans, physical exercise, project-based learning, student SMART goals, Socratic discussions, student agency, quiet reading time, and wrap-around services
 - Name the blended-learning model(s) you will deploy and why you chose that model(s).
- (c) Justify how this new design will be an improvement versus your old design in helping students fulfill the jobs they are trying to do in their lives.
- (d) Justify why you think this new design will help to solve the problem and attain your SMART goal.

Please repeat steps a, b, c, and d for each project.

Maximum length: 2 pages per project

An exceptional plan will:

1. *Describe a clear and compelling plan for the student experience for each project, one at a time. Show clearly what the students' life will be like in the program.*
2. *Incorporate the principles of competency-based learning in a realistic, concrete way.*

3. *Use the appropriate models of blended learning as the engines to power the design.*
4. *Design a plan that unlocks students' intrinsic motivations by tuning in to students' jobs to be done and creating an experience that students will want to "hire."*
5. *Overall, develop the best design to solve the site's specific problem, be compelling to students, and attain the SMART goal. Provide reasonable rationale for why the new student experience will mitigate the problem identified in Section 2: Rallying Cry.*

5. Teacher Experience

Blended learning presents the opportunity to boost teachers' job satisfaction by amplifying motivators, such as the opportunity for achievement, recognition, and intrinsically rewarding work. Identify the motivators that your design seeks to amplify for teachers. Describe the strategies that you plan to use to promote these motivators. These are the building blocks of your new design for teachers.

Maximum length: 1 page

An exceptional plan will:

- 1. Name the specific job motivators that the design seeks to amplify for teachers.*
- 2. Identify at least two new and compelling strategies that the team will implement to amplify these motivators.*

6. Physical and Virtual Environment

Audit the schools of implementation for your program and provide a summary of the devices, Wi-Fi access, software licenses, and facilities that are already available.

- (a) Provide an analysis of the ways in which your physical and virtual environment are already sufficient to deliver your intended models and the places where you have gaps.
- (b) Describe your priorities for improving the physical and virtual infrastructure and space for the schools of implementation.

Maximum length: 2 pages

An exceptional plan will:

1. *Provide a formal audit report that examines the quantity and useful life of hardware and software assets, the quality of the Wi-Fi network, and the availability of suitable facilities for the blended program(s).*
2. *Evidence an accurate understanding of the ways that the existing environment already accommodates the proposed blended-learning design and the ways in which it will need to change.*
3. *Present a new vision for the physical and virtual environment that aligns neatly with the new learning design.*

7. Culture

- (a) List three to four recurring problems or tasks that are the most important for students, teachers, and/or administrators to get right day-by-day during your implementation.
- (b) For each of these high-priority tasks, identify a process or routine that could work to complete the task successfully. Describe how the team will instill this process or routine deeply into the culture and expand it across the entire system.

Maximum length: 1 page

An exceptional plan will:

- 1. Provide a thoughtful list of three to four of the highest priority problems or tasks that will recur again and again during the initiative.*
- 2. Propose reasonable routines or processes for completing the tasks successfully.*
- 3. Propose a sound plan for instilling the new processes into culture across the entire system.*

8. Discovery-Driven Planning

List the most critical assumptions that must prove true to achieve your SMART goals. Prioritize the assumptions based on the level of danger if the assumption proves wrong and your level of confidence that the assumption is true. Explain how the team plans to mitigate risk by implementing a plan to test whether the critical assumptions are reasonable.

Maximum length: 1 page

An exceptional plan will:

- 1. Provide a comprehensive and sensible list of the main assumptions and risks.*
- 2. Prioritize the assumptions accurately by evaluating the level of danger if the assumption proves wrong and the confidence level that the assumption is true.*
- 3. Propose a reasonable plan to test and learn to ensure key assumptions prove true.*

9. Implementation

- (a) Refer to your first SMART goal and the new student and teacher experiences you designed to achieve the goal. What components of your operations must change to implement this new design and how must they change? Be sure to include teacher roles, responsibilities, and training; the physical environment; curriculum and the virtual environment; communication and stakeholder buy-in; and any other important operational components. (Leave aside budgets until the next section.)
- (b) How are you going to make these changes? Show that you understand the magnitude of work that will be required to implement the design.
- (c) How do you plan to pilot test? Which operational elements are most critical to change for successful pilot implementation?
- (d) Provide a timeline that shows your key milestones over the next five years. The timeline should show both a pilot and rollout phase.

Repeat steps a, b, c, and d for each of your projects.

Maximum length: 2 pages per project

An exceptional plan will:

- 1. Evidence that the team has a thorough understanding of the components of the operation that must change to deliver the new learning design.*
- 2. Show that the team has a thorough understanding of the work that will be required to make the changes and a plan for making each of the changes.*
- 3. Proposes a realistic pilot test and a sound plan for implementing the necessary changes to establish the pilot.*
- 4. Propose a comprehensive and organized list of milestones for each year. The milestones are specific, reasonable, and sufficient to achieve the annual metrics in the SMART goal.*
- 5. Repeats this process with sufficient detail for each project.*

10. Budgets

For this part of the application, assume that RYHT funding will be exhausted by Year 3. We are looking for a five-year planning period to reflect your path to sustainability after RYHT funding is completed.

Draft a brief narrative that reflects how your district will fund critical investments required for the success of your blended-learning plan. We are NOT looking for a detailed financial plan, but we ARE asking you to consider the following questions over a five-year time period:

- (a) **Incremental Costs.** What incremental investments do you believe your school and district will require to support the new design? Investments can include staff, professional development, mentoring, time/scheduling, facilities, or anything else you may need to ensure the success of your initiative.
 - i. **One-time or recurring?** Of these investments, what would you consider "one-time" versus recurring? One-time investments may recur over multiple years, but will eventually go away (i.e., infrastructure upgrades, facilities retrofitting, etc.). Recurring investments will stay with the site AFTER one-time funding has been exhausted (i.e., new staff dedicated to the initiative, device refresh plan, software licenses, etc.).
 - ii. **School or district?** Of these investments, what would you consider to be "school-level" versus "district-level?" Examples of school-level investments include wireless upgrades or single-school teacher training. District level investments can include training of central staff, procurement of an LMS, creation of an office or position to support multiple schools/grades, etc.
- (b) **Sources of Funding.** Once you have identified the critical incremental investments, how do you intend to fund these investments over the long term? Some of these investments may be funded by one-time philanthropic funding (such as RYHT), grant funding, or other one-time sources. Other recurring investments may require long-term resource reallocation within your district, some of which could include policy changes (seat time, staffing ratios, etc.). Others may require in-kind services and or partnerships with local/regional organizations or other districts. As part of this application, you need NOT need to identify precisely how you will generate these additional sources of recurring funding, but indicate some ideas of how you might approach this long-term challenge.

Along with the narrative, please complete the following 3 tables:

Table 1: Source of Funds							
	Fiscal Year						
	FY 16	FY 17	FY 18	FY 19	FY 20	Total	Notes
Incremental Funding:							
RYHT							
<i>Ex: State innovation grant</i>							
<i>TBD...</i>							
<i>TBD...</i>							
Total Incremental Funding							
Internal Reallocation of Funds:							
<i>TBD...</i>							
<i>TBD...</i>							
<i>TBD...</i>							
Total Reallocation of Funds							
Other							
Total Funds Available							

Table 2: Incremental Costs—School-Level Expenses									
One-Time Expenses									
Cost Item	Per Unit Cost (\$)	# Units	Subtotal \$	FY 16	FY 17	FY 18	FY 19	FY 20	Notes

Ex: Teacher PD School 1									
Ex: Network Upgrades									
TBD...									
TBD...									
Total School-Level One-Time Expenses									
Recurring Expenses									
Cost Item	Per Unit Cost (\$)	# Units	Subtotal \$	FY 16	FY 17	FY 18	FY 19	FY 20	Notes
Ex: Student Services									
TBD...									
TBD...									
Total School-level Recurring Expenses									
Total School-level Expenses									

Table 3: Incremental Cost—Central Expenses									
One-Time Expenses									
Cost Item	Per Unit Cost (\$)	# Units	Subtotal \$	FY 16	FY 17	FY 18	FY 19	FY 20	Notes
Ex: District PD/Conferences									
Ex: Network Upgrades									
TBD...									
TBD...									

Total Central One-Time Expenses									
Recurring Expenses									
Cost Item	Per Unit Cost (\$)	# Units	Subtotal \$	FY 16	FY 17	FY 18	FY 19	FY 20	Notes
Ex: Student Services									
TBD...									
TBD...									
Total Central Recurring Expenses									
Total Central Expenses									
TOTAL Expenses to Fund (One-Time and Recurring)									

Maximum length: 1 page plus the three tables

An exceptional plan will:

- 1. Provide a narrative of key one-time and recurring sources and uses of funds required over a five-year timeframe. These sources of funds may include “internally generated” resource reallocation or partnership opportunities.*
- 2. Articulate how your district intends to continue to sustain operational changes necessary after incremental, one-time funding has been exhausted.*
- 3. Creatively contemplate opportunities to fund and scale. Identify opportunities for partnerships, in-kind services, or other creative solutions to help scale success with limited incremental funding in the long term.*
- 4. Your narrative can be supported by a simple spreadsheet/table including both sources and uses of funds for a five year planning period. It is perfectly fine to show deficits in future years, but please note ideas that you and your district might consider, including policy changes, waivers, district partnerships, debt financing, etc.*