TEA
Texas Education Agency

2024-2026 Interactive Online Learning Grant, Cycle 1
Informal Discretionary Competition (IDC) Due 11:59 p.m. CT, April 4th, 2024

NOGA ID

Authorizing legislation	General Appropriations Act, Article III, Rider 90, 88th Texas Legislature

This IDC application must be submitted via email to **competitivegrants@tea.texas.gov**.

The IDC application may be signed with a digital ID or it may be signed by hand. Both forms of signature are acceptable.

TEA must receive the application by **11:59 p.m. CT, April 4th, 2024.**

Application stamp-in date and time

Grant period from	May 17th, 2024 to April 30th, 2026

Pre-award costs are not permitted for this grant program.

Required Attachments

1. Excel workbook with the grant's budget schedules (linked along with this form on the TEA Grants Opportunities page)

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds): **N/A**

Applicant Information

Organization Lytle Independent School District	CDN 007904 Campus 041 & 001	ESC 20 UEI Q4MQEXHAJKY8
Address 15437 Cottage Street	City Lytle ZIP 78052	Vendor ID 17460164
Primary Contact Juliana Lingo	Email juliana.lingo@lytleisd.org	Phone 8307095100
Secondary Contact Laura Uribe-Center	Email laura.center@lytleisd.org	Phone 8307095100

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the IDC application, as applicable, and that these documents are incorporated by reference as part of the IDC application and Notice of Grant Award (NOGA):

☒ IDC application, guidelines, and instructions

☒ General and application-specific Provisions and Assurances

☐ Debarment and Suspension Certification

☒ Lobbying Certification

Authorized Official Name Michelle Carroll Smith	Title Superintendent
Email michelle.smith@lytleisd.org	Phone 8307095100
Signature *Michelle Carroll Smith*	Date 4/2/2024

Shared Services Arrangements

[X] Shared services arrangements (SSAs) are not permitted for this grant program.

Statutory/Program Assurances

The following assurances apply to this program. In order to meet the requirements of the program, the applicant must comply with these assurances.

Check each of the following boxes to indicate your compliance.

☒ 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this IDC will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.

☒ 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.

☒ 3. The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2024-2026 Interactive Online Learning Grant, Cycle 1 Program Guidelines.

☒ 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2024-2026 Interactive Online Learning Grant, Cycle 1 Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.

☒ 5. The applicant assures that any Electronic Information Resources (EIR) produced as part of this agreement will comply with the State of Texas Accessibility requirements as specified in 1 Texas Administrative Code (TAC) Chapter 206, 1 TAC Chapter 213, Federal Section 508 standards, and the WCAG 2.0 AA Accessibility Guidelines.

☒ 6. The applicant provides assurances to select or develop an effective interactive online learning model(s) that meets the statutory requirements listed in General Appropriations Act, House Bill 1, Article III, Rider 90, 88th Legislative Session Regular Session, 2023.

☒ 7. The applicant provides assurances that program funds will be used to implement with fidelity an effective interactive online learning model(s) in middle school and/or high school for cross-curricular instruction in English language arts and U.S. history and/or Texas History. The effective interactive online learning model(s) must: align with Texas Essential Knowledge and Skills (TEKS) for middle school and/or high school U.S. history, Texas history, and English language arts, as applicable; include tools to monitor the progress of each individual student; include quarterly benchmark assessments that are automatically scored; include both audio narration and video components; and be offered for use in both English and Spanish.

☒ 8. The applicant provides assurances that the implemented interactive online learning model(s) must include cross-curricular instruction in social studies and English language arts aligned to the TEKS.

☒ 9. The applicant provides assurances that the interactive online learning model(s) has been reviewed and determined to comply with the requirements of the Texas Education Code (TEC) §28.002(h) and §28.0022.

☒ 10. The applicant provides assurances that the teachers implementing the interactive online learning model(s) will receive adequate professional development to ensure successful implementation of the program.

☒ 11. The applicant provides assurances to support student learning in the interactive online learning model(s).

☒ 12. The applicant provides assurances to provide the necessary support to help students accelerate in the learning model(s) if they fall behind or are failing in the cross-curricular learning model(s).

☒ 13. The applicant provides assurances to make a sustainability plan to ensure that the interactive online learning model(s) can continue to be offered after the grant ends.

☒ 14. The applicant provides assurances to provide a status report by August 1, 2025, and a final report by February 1, 2026.

Statutory Requirements

1. Describe the process the local education agency (LEA) will use for choosing/developing an effective interactive online learning model(s) that aligns with the TEKS in middle school and high school for instruction in U.S. history and/or Texas history and English language arts, including a description of the program, grade levels at which the program will be implemented, the selection/development criteria, and how the LEA will ensure TEKS alignment.

Lytle ISD has chosen iStation US History: The Story of America (SOA) and Texas History Awakens as the preferred interactive online learning programs for this grant. These selections were made based on their comprehensive components and their alignment with the middle and high school TEKs (Texas Essential Knowledge and Skills). Both programs serve as standards-driven supplements for middle and high school students.

Texas History Awakens is tailored for middle school students, providing an interactive online reading program aimed at enhancing grade-level proficiency. Through this program, students delve into Texas history using engaging multimedia, authentic documents, and assessments that are in line with the State Social Studies Standards.

iStation US History caters to both middle and high school students and offers the following features:
-Supplementary online curriculum aligned with TEKS in middle and high school, as well as literacy standards.
-Enhances comprehension of reading and history.
-Facilitates extensive exploration of vocabulary.
-Includes interactive elements such as maps, historical audio, and video clips.
-Develops essay-writing skills.
-Utilizes performance-based assessments to gauge understanding.
-Provides activities for exploring historical trends and events.
-Offers educators reports to monitor and assess student progress.
-Will be available in English and Spanish starting Fall 2024.

These programs have been selected to enrich the learning experience of students in Lytle ISD, providing them with engaging, standards-aligned resources to deepen their understanding of history.

2. Describe the progress monitoring tool(s) included with the interactive online learning model(s) and how the LEA will use the monitoring tool(s) to ensure adequate student progress. Include how the LEA will use the progress monitoring tool(s) to support struggling learners and students who may be off track. What interventions will be implemented to help struggling learners?

For effective progress monitoring, the interactive online learning model and program include multiple types of assessments (formative and summative), continuous observations of student work, and time for student reflection, summary, and revision. The selected programs facilitate progress monitoring through the use of supplemental curriculum aligned to TEKS, formative and summative assessment opportunities, observations of student work within the program and with projects, and opportunities for student reflection and revisions.

Teachers can incorporate the selected supplemental programs into their core curriculum and leverage the programs to intervene when students are struggling with historical knowledge or concepts in their lessons. Teachers can use the interactive lessons to reteach concepts in small groups, one or one, or for targeted lessons for the whole class. The embedded assessments track student's proficiency with the content and teachers can use the assessments to determine areas of additional need.

Lytle ISD will use additional interventions to help struggling learners to include small group instruction, visual aids and graphic organizers and the use of regular progress monitoring.

Statutory Requirements (Cont'd)

3. Describe the quarterly benchmarks included in the interactive online learning model(s) and how the school(s) will use this data to support student learning and to evaluate the effectiveness of the interactive online learning model(s) that was implemented.

In Lytle ISD, benchmark assessments will be implemented four times a year, strategically placed at the end of the first quarter, mid-year, end of the third quarter, and at the conclusion of the academic year. These benchmark assessments are autoscored in the online platform and encompass items aligned with Webb's Depth of Knowledge (DOK) levels 1-3.

The benchmark assessments feature a variety of item types, including multiple choice, fill in the blank, and true or false, ensuring a comprehensive evaluation of student understanding across different cognitive levels. This approach allows Lytle ISD to gauge student mastery and growth over time, providing valuable insights into their academic progress and areas for improvement.

4. Describe the audio and video components included in the interactive online learning model(s) and how the school(s) will use these tools to engage students in the effective interactive online learning model(s).

In Lytle ISD, students will be immersed in dynamic and interactive history lessons designed to captivate their interest and enhance their understanding through the online platform. These engaging lessons feature a range of multimedia elements, including videos, audio-narrated history, original photos, speeches, timelines, primary sources, and interactive maps.

Audio support within the lessons offers students the flexibility to either read along with the narrator, strengthening their fluency skills, or read independently without narration. Interactive maps provide students with a hands-on experience, allowing them to trace historical events spatially and temporally, supported by audio and visual cues.

Embedded short videos offer firsthand accounts of historical events, enriching students' learning experiences and providing additional context. Interactive timelines, tailored for each unit, offer a chronological overview of key events in Texas and US history. Linked with audio and visual support, these timelines offer students yet another perspective on how history unfolded, reinforcing their comprehension and historical literacy skills.

Statutory Requirements (Cont'd)

5. Describe the components of the interactive online learning model(s) that are provided in Spanish. Explain how your LEA will use the interactive online learning model(s) with English- and Spanish-speaking students.

In Lytle ISD, the selected program offers a significant advantage for Emergent Bilingual Students by providing flexibility in language instruction. Teachers can tailor the learning experience for these students by selecting either English or Spanish text and audio, depending on their individual needs and reading abilities.

This flexibility ensures that Emergent Bilingual Students can access content in their preferred language, facilitating greater comprehension and engagement with the material. By offering a choice of language options, the selected programs promote inclusivity and support linguistic diversity within the classroom.

For Emergent Bilingual Students, the ability to access content in both English and Spanish fosters language development and academic success. It allows them to build upon their existing language skills while acquiring new knowledge in a supportive and accessible learning environment.

TEA Program Requirements

1. Provide an overview of how the effective interactive online learning model(s) will be implemented with grant funds. Include the overall mission, goal(s), and desired student outcomes of the implementation. Describe how this grant will help support the LEA's overall mission.

Lytle ISD is committed to fostering academic excellence, nurturing the growth of every student, and preparing them for success in an ever-changing world. iStation's history component serves as a powerful tool in fulfilling this mission by providing engaging and interactive learning experiences that ignite curiosity, deepen understanding, and cultivate critical thinking skills in our students.

Through iStation's history component, Lytle ISD students have access to immersive and interactive lessons that bring history to life. By engaging with multimedia resources such as videos, audio narrations, original photos, and interactive maps, students are encouraged to explore the rich tapestry of historical events and developments. This not only enhances their understanding of the past but also fosters a sense of curiosity and inquiry, aligning with Lytle ISD's mission to cultivate lifelong learners. In Lytle ISD, all middle and high school students district-wide will benefit from access to the selected programs as a key component of the grant. These resources will be available to support students' academic growth and achievement in social studies.

Social Studies teachers will play a central role in implementing the selected programs, utilizing them to supplement core instruction, provide targeted intervention as necessary, and prepare students for the STAAR assessment. With access to these resources, teachers can tailor instruction to meet the diverse needs of their students, ensuring that all learners have the opportunity to excel in social studies education.

By integrating the selected programs into their curriculum, social studies teachers in Lytle ISD will empower students to deepen their understanding of historical concepts and develop the critical thinking skills necessary for success in the classroom and beyond.

TEA Program Requirements (Cont'd)

2. Specify three student needs that would be met by the interactive online learning grant and describe how the interactive online learning model(s) will address those needs. What activities/strategies will be implemented to ensure student success?

This interactive online learning model in Lytle ISD aims to address specific student needs:

1. Enhancing Proficiency: The program targets middle and high school students to boost their proficiency in Texas and US history. Recognizing a concerning trend where students in these grades struggle to retain historical knowledge, the program focuses on strengthening their understanding and scores in history.

2. Improving Reading Comprehension: Embedded literacy instruction within the social studies program is designed to enhance reading comprehension skills. By integrating essential literacy components, the program supports students who face challenges in reading or have gaps in their skills, ensuring they can effectively comprehend core subject content.

3. Elevating STAAR Assessment Scores: With engaging content experiences, the program aims to improve student performance on STAAR assessments by presenting complex historical narratives in a student-friendly manner. Aligned with TEKS history and literacy standards, the program provides an interactive learning adventure that not only enhances grade-level reading proficiency but also deepens understanding of US history.

3. How will the LEA select and support teachers and other support staff to implement the interactive online learning grant? How will (1) the LEA ensure teacher commitment and (2) ensure they have all the necessary tools and professional development to implement the interactive online learning model(s) effectively?

Professional development is seamlessly integrated into the selected program for Lytle ISD educators. Initially, teachers will undergo an online Getting Started course, which comprehensively covers the features and functionalities of the program, as well as strategies for effective classroom implementation. This foundational training equips teachers with the necessary skills to incorporate the program into their instructional practices.

Furthermore, ongoing professional development opportunities will be provided through webinars and training sessions conducted in collaboration with Istation. These sessions will delve deeper into advanced functionalities, best practices for maximizing student engagement, and strategies for leveraging the program to meet diverse learning needs. By participating in these professional development activities, teachers will continually enhance their expertise and proficiency in utilizing the program to its fullest potential, ultimately benefiting student learning outcomes in Lytle ISD.

TEA Program Requirements (Cont'd)

4. Describe how the proposed budget will meet the needs and goals of the program, including staffing, professional development, and resources needed to support the implementation of the effective interactive online learning model(s).

In the proposed budget for Lytle ISD, the per-student cost of the program is included, along with provisions for professional development and training. Notably, the implementation of the program does not necessitate hiring additional personnel. This budget allocation ensures comprehensive support for both the acquisition of the program and the training required for effective integration into classroom instruction.

5. Describe how the LEA will ensure successful cross-curricular implementation of the program in the 2024-2025 and 2025-2026 school years.

In Lytle ISD, the selected programs will serve as valuable supplements to literacy instruction in both Social Studies and English Language Arts classes. These programs offer a plethora of opportunities for project-based learning that seamlessly integrates skills across various disciplines. By leveraging these resources, students will not only enhance their literacy skills but also deepen their understanding of content across subjects, fostering interdisciplinary connections and enriching their overall learning experience.

TEA Program Requirements (Cont'd)

6. How does the LEA plan to sustain the interactive online learning model(s) after the end of the grant period?

To sustain interactive online learning modules beyond the grant period, Lytle ISD will consider allocating budget resources for these resources within the district's annual budget and explore alternative funding sources such as additional grants.

Appendix I: Amendment Description and Purpose (leave this section blank when completing the initial application for funding)

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the Administering a Grant page. The following are required to be submitted for an amendment: (1) Page 1 of the application with updated contact information and current authorized official's signature and date, (2) Appendix I with changes identified and described, (3) all updated sections of the application or budget affected by the changes identified below, and, if applicable, (4) Amended Budget Request. Amendment Instructions with more details can be found on the last tab of the budget template.

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Amended Section   **Reason for Amendment**