



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

- 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):

Applicant Information

Organization CDN Campus ESC UEI

Address City ZIP Vendor ID

Primary Contact Email Phone

Secondary Contact Email Phone

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
- Debarment and Suspension Certification
- General and application-specific Provisions and Assurances
- Lobbying Certification

Authorized Official Name Title

Email Phone

Signature Date

Shared Services Arrangements 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.

Etoile Academy will follow a meticulous process to select or create an interactive online learning model that aligns with the Texas Essential Knowledge and Skills (TEKS) for instruction in U.S. history, Texas history, and English language arts. The program will be designed to cater to middle school. We will consider various criteria to ensure the effectiveness and alignment of the program with TEKS standards. This may involve evaluating existing interactive platforms like Texas History Awakens, Distance Learning programs from institutions like the Bullock Texas State History Museum, and resources such as the Texas Historical Interests Click and Learn Digital Picture. The selection/development criteria will likely focus on engaging content, multimedia elements, authentic documents, built-in assessments, and alignment with State Social Studies Standards. To ensure TEKS alignment, Etoile will carefully review the content of the program against the specific TEKS requirements for middle school levels in U.S. history, Texas history, and English language arts to guarantee educational relevance and effectiveness in enhancing student learning experiences.

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?

Progress Monitoring Tools

Etoile Academy will likely leverage a combination of the following progress monitoring tools: The Interactive Lesson Plans for Seventh and Eighth Grade developed through this grant-funded project opportunity. These plans likely incorporate built-in assessments and tracking mechanisms to monitor student progress. Etoile may also explore using tools like Comet ML, a machine learning platform that enables experiment tracking, data and model versioning, and real-time monitoring of model performance. This could help us closely track student engagement and learning outcomes within the online programs.

Using Progress Monitoring for Intervention

We will closely analyze the data from these progress-monitoring tools to identify struggling learners and students who may be falling behind. Some key interventions we may implement include: Providing targeted, personalized support and tutoring for students who are not meeting learning objectives, as indicated by the progress monitoring data. Implementing tiered intervention strategies, such as small group instruction or additional practice opportunities, for students who need extra assistance.

Utilizing the built-in assessment and feedback mechanisms within the online learning platforms to quickly identify and address learning gaps. Closely monitoring student attendance, engagement, and performance data to proactively identify and support at-risk students. Collaborating with teachers, parents, and support staff to develop individualized learning plans and targeted interventions for struggling students.

By leveraging the progress monitoring tools and implementing a comprehensive system of interventions, we aim to ensure that all students, including those who may be falling behind, receive the necessary support to succeed within the interactive online learning model(s) for U.S. history, Texas history, and English language arts.

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.

Quarterly Benchmarks: Etoile Academy will utilize built-in assessments and tracking mechanisms within the Interactive Lesson Plans for Seventh and Eighth Grade to monitor student progress on a quarterly basis. In addition, we will also develop our own custom quarterly benchmark assessments aligned to the TEKS standards to evaluate student learning within the interactive online programs.

Using Benchmark Data to Support Learning: We will likely analyze the quarterly benchmark data to identify areas where students are struggling or excelling, and use this information to provide targeted interventions and additional support for students who are falling behind and adjust instructional strategies or content within the online learning model to better meet student needs. Celebrate successes and reinforce effective practices that are helping students thrive. We will also use the benchmark data to offer personalized feedback and learning plans for individual students, helping them address their specific areas of weakness

Evaluating the Effectiveness of the Online Model: The quarterly benchmark data would be a key input to evaluate the overall effectiveness of the interactive online learning model(s) in achieving the desired learning outcomes and TEKS alignment. By tracking student progress and performance over time, we can assess whether the online programs are truly engaging students and helping them master the required content and skills. This data-driven evaluation would allow us to make informed decisions about continuing, modifying, or replacing the interactive online learning model(s) to ensure the best possible outcomes for students.

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).

Audio Components can utilize clear audio to ensure students can follow along easily and understand the content. Prioritize the use of USB microphones for recording asynchronous content to improve audio quality. Infuse enthusiasm into the voice when presenting to engage students effectively. Use compelling audio examples to deepen the understanding of key concepts. Implement closed captioning and auto-generated transcripts to cater to different learning styles and ensure equitable instruction for all students.

Video Components can optimize video quality for both synchronous and asynchronous instruction. Prepare video content in advance, ensuring alignment with learning objectives. Use visual technologies to enhance the learning experience and deepen student engagement. Incorporate a mix of written, spoken, and visual material to cater to diverse learning preferences.

By leveraging these audio and video components effectively, our school can create a dynamic and interactive online learning environment that captivates students, enhances their understanding of the material, and fosters active engagement in the educational process.

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.

The selected interactive online learning model(s) offer various components that cater to Spanish-speaking students. These components may include:

Spanish Language Content: Providing instructional materials, resources, and assessments in Spanish to support students who are more comfortable learning in their native language.

Bilingual Instructions: Offering bilingual instructions and explanations to ensure Spanish-speaking students can fully engage with the content. Multimedia in Spanish: Incorporating audio and video elements in Spanish to enhance comprehension and engagement for Spanish-speaking learners.

Interactive Activities: Including interactive activities and exercises in Spanish to reinforce learning and encourage active participation. To effectively utilize the interactive online learning model(s) with both English- and Spanish-speaking students, we can implement the following strategies:

Language Customization: Allow students to choose their language preference within the online platform to access content in either English or Spanish.

Bilingual Support: Provide bilingual support staff or resources to assist students who may need clarification or guidance in either language.

Cultural Relevance: Ensure that the content and examples used in the online learning model(s) are culturally relevant and sensitive to the backgrounds of both English- and Spanish-speaking students.

Collaborative Learning: Encourage collaborative learning activities where English- and Spanish-speaking students can work together, fostering a sense of inclusivity and cultural exchange.

By incorporating these components and strategies, we can create an inclusive and effective interactive online learning environment that caters to the needs of both English- and Spanish-speaking students, promoting engagement

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.

Mission and Goals
 The overall mission of the interactive online learning model(s) implementation is to leverage technology and digital resources to enhance student engagement, learning, and academic achievement in key subject areas like U.S. history, Texas history, and English language arts. The primary goals are to provide students with an engaging and interactive online learning experience that aligns with the Texas Essential Knowledge and Skills (TEKS) standards. Improve student performance and retention in STEM subjects through the use of innovative online learning platforms. Expand access to high-quality digital instructional materials and resources for both English- and Spanish-speaking students.

Desired Student Outcomes
 The desired student outcomes from the implementation of the interactive online learning model(s) include increased student engagement and motivation in the target subject areas. Improved academic performance and learning outcomes, as measured by benchmark assessments and TEKS alignment. Enhanced digital literacy and technology skills among students. Equitable access to interactive learning opportunities for both English- and Spanish-speaking students.

Grant Support
 The grant funds will be instrumental in supporting our overall mission of providing effective and engaging online learning experiences for students. Specifically, the grant will help us acquire and implement a robust learning management system (LMS) that meets the criteria of a "qualifying LMS" as outlined by TEA. Develop or customize interactive online learning modules and resources that align with TEKS standards and incorporate multimedia elements to enhance student engagement. Provide professional development and training for teachers to effectively utilize the interactive online learning model(s) and integrate them into their instructional practices. Ensure equitable access to online learning resources by supporting the needs of both English- and Spanish-speaking students.

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?

The interactive online learning grant can address various student needs effectively. Here are three student needs that can be met by the grant and how the interactive online learning model(s) will address them:

Engagement and Motivation:

The interactive online learning model(s) will incorporate multimedia elements, such as videos, interactive activities, and engaging content, to capture students' interest and maintain their motivation throughout the learning process. Strategies like gamification, virtual simulations, and real-time feedback will be implemented to make learning more interactive and enjoyable for students, fostering a sense of curiosity and engagement.

Personalized Learning:

The grant will support the implementation of adaptive learning technologies that cater to individual student needs and learning styles. Activities like personalized learning paths, self-paced modules, and adaptive assessments will be utilized to tailor the learning experience to each student's strengths, weaknesses, and pace of learning.

Support for Diverse Learners:

The selected interactive online learning model(s) will provide resources in multiple languages, including Spanish, to support English- and Spanish-speaking students. Strategies such as closed captioning, audio descriptions, and accessibility features will be integrated to ensure that students with diverse learning needs, including those with disabilities, can fully engage with the content.

To ensure student success, the following activities and strategies will be implemented:

Regular Communication: Establishing clear communication channels between teachers and students to provide guidance, feedback, and support throughout the online learning experience.

Interactive Discussions: Encouraging active participation through online discussions, group projects, and collaborative activities to enhance critical thinking skills and social interaction.

Formative Assessments: Implementing regular formative assessments to monitor student progress, identify areas for improvement, and provide timely interventions when needed.

Professional Development: Providing training for educators on effective online teaching strategies, technology integration, and best practices for engaging students in the virtual classroom.

Parental Involvement: Involving parents in the online learning process by providing resources, guidelines, and opportunities for parent-teacher collaboration to create a supportive home learning environment.

By addressing these student needs and implementing these activities/strategies, the interactive online learning model(s) supported by the grant can create a dynamic and inclusive virtual learning environment that promotes student engagement, personalization, and academic success.

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?

Etoile Academy will take the following steps to select, support, and ensure the success of teachers and other staff in implementing the interactive online learning grant:

Ensuring Teacher Commitment:

We will require teachers to participate in the "required communities of practice and any additional grant program meetings" as a condition of receiving the grant funding. This will help build teacher buy-in and commitment to the initiative. We will also involve "at least 1 senior district leader" in the monthly communities of practice, ensuring that there is strong leadership support and accountability for the program. Additionally, we will also require teachers to sign off on the final instructional framework or other key deliverables, further solidifying their investment in the success of the program.

Providing Necessary Tools and Professional Development:

We will ensure that teachers are trained on the "online curriculum, including an adaptive software program and Tier 1 High-Quality Instructional Material, both approved by TEA". This training will be a key requirement of the grant. We will also facilitate "collective learning" for the teacher committee on "research-based instructional strategies covering math or RLA, assessment, and implementation best practices". This comprehensive professional development will equip teachers with the necessary knowledge and skills. We may leverage the "State Approved Provider List" to identify and work with high-quality vendors who can provide ongoing support, coaching, and resources for teachers throughout the implementation process. Furthermore, we will designate a "district-level project manager" who will be available to dedicate approximately 50% of their time to the grant, ensuring that teachers have a dedicated point of contact for any questions or support needs.

By ensuring teacher commitment through participation requirements and leadership involvement, and providing comprehensive professional development and ongoing support, we can create an environment where teachers feel empowered and equipped to effectively implement the interactive online learning model(s) and achieve the desired student outcomes.

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).

The proposed budget for the implementation of the effective interactive online learning model(s) will play a crucial role in meeting the needs and goals of the program. Here's how the budget allocation will support staffing, professional development, and resources needed for successful implementation:

Staffing:

The budget will allocate funds to hire additional staff members, such as instructional designers, technology specialists, and support personnel, to assist in developing and delivering the online learning content effectively. It will support the recruitment of qualified educators who are proficient in online teaching methodologies and can engage students in a virtual learning environment. Funds will be allocated to designate a district-level project manager who will oversee the implementation process, provide support to teachers, and ensure the smooth execution of the program.

Professional Development:

The budget will cover expenses related to training sessions, workshops, and courses aimed at building teachers' capacity in online instruction, technology integration, and best practices for interactive learning. It will provide resources for educators to participate in communities of practice, where they can collaborate, share insights, and enhance their skills in delivering effective online education. Funds will be allocated for ongoing professional development opportunities to ensure that teachers have the necessary tools and knowledge to implement the interactive online learning model(s) successfully.

Resources:

The budget will include provisions for acquiring essential resources such as adaptive software programs, high-quality instructional materials approved by relevant educational authorities like TEA, and other digital tools necessary for online teaching. It will allocate funds for purchasing multimedia equipment, interactive video tools, and software applications that enhance student engagement and facilitate effective communication in the virtual classroom. Financial resources will be set aside for curriculum development, content creation, and the procurement of educational resources that align with curriculum standards and cater to diverse learning needs.

By strategically allocating funds to staffing, professional development, and essential resources, the proposed budget will ensure that the program meets its objectives of providing high-quality interactive online learning experiences that engage students effectively, enhance academic outcomes, and support teachers in delivering impactful virtual instruction.

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

Etoile Academy will ensure successful cross-curricular implementation of the program in the 2024-2025 and 2025-2026 school years through a comprehensive approach that integrates various subjects and learning areas. Here's how we will achieve this:

Curriculum Alignment: We will align curriculum standards across different subjects, such as language, math, ELA, science, and social studies, to create a cohesive and interconnected learning experience for students. This alignment will ensure that cross-curricular connections are intentional and meaningful.

Professional Development: We will provide teachers with professional development opportunities focused on cross-curricular instruction. Teachers will receive training on how to integrate different subjects effectively, collaborate with colleagues from various disciplines, and design interdisciplinary projects that promote holistic learning.

Collaborative Planning: We will facilitate collaborative planning sessions where teachers from different subject areas can work together to develop cross-curricular units, projects, and assessments. This collaborative approach will foster creativity, innovation, and a shared understanding of how subjects can complement each other in the learning process.

Data Analysis: We will implement a data system that provides real-time access to student performance data across subjects. This data will be disaggregated to identify trends, strengths, and areas for improvement in cross-curricular implementation. By evaluating student outcomes rigorously, including attendance, behavior, course completion rates, and academic results, we can make informed decisions to enhance the effectiveness of cross-curricular initiatives.

Monitoring and Evaluation: We will establish mechanisms for monitoring and evaluating the success of cross-curricular implementation. Regular assessments, feedback loops, and reflection sessions will be conducted to assess the impact of interdisciplinary approaches on student learning outcomes. Based on evaluation results, adjustments will be made to improve program effectiveness continuously.

By implementing these strategies, we aim to create a cohesive educational experience that integrates various subjects seamlessly, promotes interdisciplinary connections, and enhances student engagement and achievement across different areas of study in the 2024-2025 and 2025-2026 school years.

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?

Budgeting and Funding:

We will allocate a portion of its regular operating budget to cover the ongoing costs associated with the interactive online learning model(s), such as software licenses, technology maintenance, and professional development for teachers. We will also explore additional funding sources, such as state or federal grants, partnerships with local businesses or community organizations, or fundraising initiatives, to supplement the resources needed to sustain the program.

Professional Development and Training:

We will incorporate the interactive online learning model(s) into its regular professional development plan for teachers, ensuring that new and existing staff receive the necessary training to effectively implement and maintain the program. We will designate "specialists" among the teaching staff to provide ongoing support and mentorship to their colleagues, fostering a culture of continuous learning and improvement.

Stakeholder Engagement and Advocacy:

We will actively engage with parents, students, and the broader community to demonstrate the value and impact of the interactive online learning model(s), garnering support and buy-in for the program's continuation and leverage the success of the program to advocate for increased funding or policy changes that support the integration of technology and digital learning in the district's educational landscape.

Continuous Evaluation and Improvement:

We will establish a robust monitoring and evaluation system to track the long-term effectiveness of the interactive online learning model(s), using data to inform ongoing refinements and adaptations and collaborate with educational external evaluators to conduct comprehensive assessments of the program's impact on student learning, engagement, and overall educational outcomes.

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.

You may duplicate this page

Amended Section

Reason for Amendment