



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 LegislatureThis 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 Alice ISD CDN 125-901 Campus MS and HS ESC 02 UEI NLMLE3VS6V71

Address #2 Coyote Trail City Alice ZIP 78332 Vendor ID 746000007

Primary Contact Dr. Alma Garcia Email dralmagarcia@aliceisd.net Phone 361-664-0981

Secondary Contact Dr. Anysia Trevino Email dranysiar.trevino@aliceisd.net Phone 361-664-0981

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 Dr. Anysia Trevino Title Superintendent

Email dranysiar.trevino@aliceisd.net Phone 361-664-0981

Signature *Dr. Anysia Trevino* Date 4/3/2024

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.

Through funding under the Interactive Online Learning Grant, Alice Independent School District (AISD) plans to enhance and expand educational opportunities through technology-driven solutions. Due to the district facing test scores that are lower than the state average in Social Studies (61% compared to the state’s 78%) and English Language Arts (ELA) (68% compared to the state’s 77%) subjects, the district places great importance on providing diverse learning styles to enhance student learning outcomes. AISD recognizes that not all students learn through the same approaches, so it is committed to removing any barriers, including the challenges of mastering subjects through a traditional classroom method. Moreover, given the significant proportion of At-Risk learners (58%), it is crucial for the district to adopt this online learning model, to better engage students and support their educational needs.

PROCESS FOR DEVELOPING AN EFFECTIVE ONLINE LEARNING MODEL(S)/TEKS ALIGNMENT/GRADE LEVELS: The district’s strategic plan for implementing online learning begins with a comprehensive needs assessment. Specifically, AISD will evaluate the specific needs of its students from grade levels 6th – 12th in U.S. history (8th Grade only), Texas history (7th Grade only), and English Language Arts (ELA). Based on this assessment, the district will set clear goals that consider factors such as TEKS alignment, student engagement, and accessibility. Next, the district will embark on a phase of research and exploration. This involves investigating existing online learning models and platforms, including resources like the Texas Virtual School Network (TXVSN) and TxLx. The primary focus is to identify models that not only align with TEKS standards but also offer interactive features to enhance student engagement. To ensure a well-informed decision, the district will establish selection criteria. These criteria will guide the selection or development of a model. The chosen model must closely align with the Middle and High School TEKS standards for U.S. History, Texas History, and ELA. Additionally, the district prioritizes an interactive model that engages students through content, discussions, assessments, and multimedia. Accessibility will be paramount, ensuring that all students, including those with disabilities, can benefit from the chosen platform. Lastly, the selected model will provide essential teacher support. Resources and training will empower educators to effectively implement online learning, fostering active learning and critical thinking among students. This comprehensive plan aims to enhance educational experiences while ensuring alignment with curriculum standards and accessibility.

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?

DESCRIPTION OF PROGRESS MONITORING TOOL(S): The district will utilize the following Progress Monitoring Tools: 1) Assessments and Quizzes: Regular assessments embedded within the online learning platform to help track student understanding of content. These will be formative (during instruction) or summative (end-of-unit). 2) Learning Analytics Dashboard: The platform will provide real-time data on student engagement, completion rates, time spent on tasks, and performance. Teachers and administrators will be able to monitor this dashboard. 3) Student Portfolios: Students will compile their work, reflections, and achievements in digital portfolios. Teachers will review these to assess growth over time. 4) Automated Alerts: The online system chosen should help us generate alerts when students fall behind, miss assignments, or struggle. Teachers will receive notifications to intervene promptly.

HOW THE LEA WILL USE PROGRESS MONITORING TO SUPPORT STRUGGLING LEARNERS AND TRACK STUDENT SUCCESS: By integrating these progress monitoring tools, the district can evaluate the effectiveness of its learning models in improving learning outcomes and identifying any persistent learning barriers in struggling students. AISD will use: 1) Assessments and Quizzes: that will monitor student success by desegregating the data provided through the automatic results further analyzing the challenging areas. 2) Learning Analytics Dashboard: that will ensure effectiveness of daily instruction by verifying students' comprehension of the material by providing quantitative data. 3) Student Portfolios: that will showcase the students' understanding of the curriculum and their growth over time. 4) Automated Alerts: that will intervene when students show signs of struggle.

INTERVENTIONS WILL BE IMPLEMENTED TO HELP STRUGGLING LEARNERS: The district will utilize its standard tiered intervention approach. The Three-Tiered Approach is as follows:
 Tier 1 (Universal): All students receive quality instruction. Teachers monitor progress.
 Tier 2 (Targeted): Struggling learners receive additional support. This could include small-group sessions, peer tutoring, or adaptive content.
 Tier 3 (Intensive): Intensive interventions for students significantly off track. Individualized plans are created.

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.

DESCRIPTION OF QUARTERLY BENCHMARK(S): Under the interactive online learning model, the district will utilize the following 4 quarterly benchmark(s) that would be used throughout each quarter: 1) Skill-Based Benchmarks - Which will be designed to evaluate students' knowledge and skills, with a focus on critical thinking, problem solving, writing, and analysis; 2) Academic Achievement Benchmarks - Which will focus on assessing the fluency of participating students in content areas within their chosen subjects; 3) Growth Benchmarks - Which will measure student's academic growth over time; 4) STAAR-Style Benchmarks - Which will prepare students for real testing environment and standards.

HOW THE LEA WILL USE QUARTERLY BENCHMARK(S) TO SUPPORT STUDENT LEARNING AND TO EVALUATE THE EFFECTIVENESS: The administration of quarterly benchmarks throughout the program serves a dual purpose. Firstly, these benchmarks are strategically designed to prepare students for the state assessment at the end of the course. Secondly, they play a crucial role in assessing student progress and evaluating the effectiveness of AISD educational strategies. These benchmarks will be delivered in various formats —such as multiple-choice, short answer, open-ended, true/false questions, and oral presentations—these benchmarks are aimed at evaluating a comprehensive range of skills and knowledge domains. This strategic assessment ensures the district will identify any struggling learners, pinpoint their areas of difficulty, and develop targeted interventions to support their academic growth and success. Currently the district provided Exams created through Tango

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).

To ensure student engagement on the online learning model the program will incorporate audio and video components such as:

Audio Components: 1) Narrated Content: Audio narration to accompany instructional materials, such as presentations, slides, or e-books. Narration will provide an alternative to reading and enhances understanding; 2) Podcasts: The district will create educational podcasts on relevant topics. Students can listen during commutes or downtime; 3) Audio Quizzes and Assessments: Instead of traditional written quizzes, the district will incorporate audio-based assessments. For language arts, for example, this will involve analyzing spoken language patterns or interpreting audio clips; and 4) Interactive Audio Activities: AISD will engage students with interactive audio exercises, such as language pronunciation drills, listening comprehension tasks, or storytelling.

Video Components: 1) Lecture Videos: Recorded video lectures by teachers or subject-matter experts. These may cover new concepts, historical events, or literary analysis; 2) Animated Explanations: Animated videos will simplify complex topics. Visual storytelling will enhance retention; 3) Virtual Field Trips: If time permits, students will take virtual tours of historical sites, museums, or natural wonders. Video footage immerses them in the experience; and 4) Documentaries and Historical Footage: AISD will use existing documentaries or curated historical footage to illustrate events. Later students and teachers will discuss and analyze these videos.

Engagement Strategies will include items such as: 1) Discussion Prompts: After watching a video, teachers will initiate discussions. They will encourage students to share insights, ask questions, and debate; 2) Interactive Quizzes within Videos: Teachers will embed quiz questions directly into video content. Students will answer as they watch; 3) Video Annotations: Teachers will be encouraged to add text annotations or interactive elements (e.g., clickable links) to videos. These will enhance student engagement and provide good context; and 4) Peer Review of Student Videos: Students will have an opportunity to review and provide feedback on each other's video projects.

To further ensure accessibility to all, the district will ensure videos have closed caption options.

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.

SPANISH COMPONENTS INTEGRATED INTO ONLINE LEARNING MODEL(S): The district places significant emphasis on adopting a bilingual online learning model in both English and Spanish to support the English Language Learners (ELL). With a performance below the state benchmarks, AISD recognizes the critical importance of integrating comprehensive models that cater to the diverse needs of all the students. Therefore, the district has researched the following Spanish resources that will be further reviewed and incorporated when applicable: district plans to incorporate bilingual components like Español Abierto. Description: Español Abierto offers a variety of open educational resources for Spanish language learners. These resources cover different aspects of Spanish language and culture. Components: 1) Intermediarios: A course on Spanish/English community and legal translation and interpreting for advanced students; 2) ¡Listos! : A series of units for Heritage Spanish learners in grades 6-12, covering personal life, college tasks, career readiness, and civic participation; 3) Spanish in Texas: Educational resources for teachers and learners of Spanish in Texas; 4) Spanish Grammar in Context: A website for learning and practicing real-world Spanish grammar; and 5) Spanish Proficiency Exercises: Video clips demonstrating various language tasks by native speakers from Latin America and Spain. Additional Spanish learning tools include: 1) FluentU: Interactive platform with video-based language learning content in Spanish; 2) Duolingo: Gamified app for language practice; 3) StudySpanish.com: Offers grammar explanations, quizzes, and exercises; 4) Spanish Dict: Online dictionary and language reference; and 5) Memrise: Vocabulary-building app. HOW SPANISH COMPONENTS WILL BE USED IN THE ONLINE LEARNING MODEL(S): By incorporating these interactive online learning models, AISD aims to enhance the academic achievements of both English- and Spanish-speaking students, while developing a multicultural and multilingual educational environment. The district will employ the previously mentioned components throughout the program, so students can engage with a variety of instructional methods. Furthermore, to ensure comprehensive support for ELL, the program will offer additional resources such as tutorials, glossaries, and a help desk.

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.

The proposed interactive online learning model will be implemented with grant funds for several key purposes. Firstly, the district will allocate resources to provide PD training for educators. This includes enhancing their subject matter expertise and equipping them with effective online teaching strategies. PD ensures that teachers are well-prepared to deliver engaging and impactful lessons in the virtual environment. Grant funds will also facilitate with the purchase of an online platform for teaching and tracking student data. Lastly, the district will focus on purchasing high-quality training materials. Whether it’s digital textbooks, laptops/tablets, or supplementary materials, AISD aims to provide a rich learning experience. The district’s overall mission is to advance access to deeper learning experiences for all students in a way that would best fit their needs and appeal to their skill set. To achieve this the district will offer engaging online learning based curriculum and provide teachers additional assistance in social studies, as well as, provide resources and programs that aid with growing and constructing students writing responses in ELA. Deeper learning involves grade-level, real-world, relevant, and interactive educational experiences that empower students to build knowledge, produce authentic work, and apply their learning in practical contexts. Therefore, the district’s goals are to increase access to high-quality online learning opportunities; enhance instructional practices aligned with deeper learning principles; and develop student learning experiences that instill deeper understanding in Social Studies and ELA. AISD desired student outcomes are that students will successfully interpret information; increase their STAAR scores to get closer the states average; research, understand, and apply new concepts; collaborate effectively in diverse settings; and apply their learning to real-world situations. AISD aims to refine its high-quality educational materials to better align with deeper learning principles and TEKS standards. The goal is to foster and facilitate deeper learning projects that captivate students with authentic, meaningful work. This grant will help us support the district’s overall mission, and it directly aligns with their commitment to student success and equity. By expanding access to deeper learning experiences, the district will ensure that all students can thrive academically and apply their learning beyond the classroom.

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?

STUDENT NEEDS TO BE MET WITH ONLINE LEARNING GRANT ALONG WITH HOW MODEL WILL ADDRESS THOSE NEEDS IDENTIFYING THE STRATEGIES IT WILL INCORPORATE: The interactive online learning grant aims to meet three critical student needs: 1) the need for improved curriculum resources, 2) the challenge of maintaining student engagement, and 3) the goal of improving student scores. Here's how the interactive online learning models will address these needs and the strategies that will be implemented to ensure student success:

1. Need for Improved Curriculum Resources: The grant will enable access to a wide range of updated, dynamic, and interactive curriculum resources that are aligned with state standards and tailored to meet diverse learning styles. Through incorporation of multimedia resources (e.g., videos, interactive simulations), adaptive learning paths that customize content based on individual student performance, and real-time access to up-to-date information and materials.

2. Maintaining Student Engagement: Interactive online learning models are inherently engaging, utilizing gamification, interactive activities, and collaborative projects to keep students interested and motivated. Through implementing gamified learning experiences where students earn badges or points, encouraging collaboration through virtual discussion boards and group projects, and using interactive quizzes and feedback to make learning active and engaging.

3. Improving Student Scores: Through personalized learning experiences and immediate feedback, students can understand their strengths and weaknesses in real time, allowing for targeted intervention and support. By utilizing diagnostic assessments to create personalized learning paths, offering a variety of practice quizzes and formative assessments to prepare for summative evaluations, and providing teachers with data analytics tools to identify areas where students may need additional support or enrichment.

To ensure student success, the program will also incorporate ongoing professional development for educators, ensuring they are equipped to effectively use these tools and strategies. Additionally, the program will engage parents and guardians by providing access to learning resources and progress tracking, fostering a supportive learning environment both in and out of the classroom.

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?

HOW LEA WILL SELECT AND SUPPORT TEACHERS AND SUPPORT STAFF: The district will adopt a strategic approach to selecting and supporting teachers and staff that consist of: 1) Principals identifying teachers dedicated to student success, innovation, and those open to online learning; 2) Selection criteria that will be based on teacher's commitment to student success, experience, technological adaptability, and growth mindset; and 3) Principals involving teacher leaders that will recommend enthusiastic peers.

HOW THE LEA WILL ENSURE TEACHER COMMITMENT: The district will ensure teacher commitment by: 1) Setting clear communication of grant expectations, goals, and impact on student learning will be established; 2) Recognizing teachers' efforts through appreciation events, successful implementation showcases, and gratitude expressions; and 3) Incentives, such as stipends for successful grant implementation, will be provided.

HOW THE LEA WILL ENSURE THAT TOOLS AND PD ARE IMPLEMENTED IN THE ONLINE LEARNING MODEL: This program will dedicate a lead teacher at each campus to ensure they are providing oversight to the grant and its activities. This person will also ensure that the following support strategies for teachers are being implemented: 1) PD to cover effective online teaching practices, engaging content creation, and technology tool use, with ongoing opportunities throughout the grant period; 2) Mentoring and Coaching by experienced online instructors will offer guidance, with regular feedback sessions; 3) Access to Resources like reliable internet, devices, learning management systems, and interactive content software; and 4) Feedback and Reflection will be regularly collected to refine strategies and address challenges.

Remember, investing in teacher support and commitment is crucial for successful implementation of the interactive online learning grant!

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).

LISTED BELOW IS HOW THE PROPOSED BUDGET WILL MEET THE NEEDS AND GOALS OF THE PROGRAM, INCLUDING STAFFING, PROFESSIONAL DEVELOPMENT, AND RESOURCES NEEDED TO SUPPORT THE IMPLEMENTATION. Under 6100, the district will allocate funds for 3 staff stipends these individuals will be assigned with facilitating day-to-day program activities. The district will also allocate funding to cover stipends for 2 staff members to oversee program implementation and ensure all compliance reports are submitted in accordance with TEA requirements. Also funds for covering substitute pay during teacher trainings has been allocated. Under 6200, the district will budget for ongoing Professional Development (PD) sessions covering topics like effective online teaching strategies, enhancing student engagement, and innovative assessment techniques. To further assist the district's expertise from outside sources, AISD will engage External PD providers to facilitate specialized workshops. These sessions will enhance teachers' skills in interactive online instruction. Under this section the district will also allocate funding to purchase the interactive online learning model(s) and any licenses specific to the program. Under 6300, AISD will allocate funds for hardware such as laptops, tablets, portable wi-fi hotspots, and charging stations. This approach guarantees all students, including those requiring special equipment (such as Special Education/ELL students), have access to programs, effectively bridging the digital divide. Under 6500, the district will budget funds for effectively running the program including utilities, personnel to cut checks, etc. The carefully planned budget is designed to achieve program objectives, bolster teacher support, and supply essential resources for the effective rollout of interactive online learning models.

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

HOW THE LEA WILL ENSURE SUCCESSFUL CROSS-CURRICULAR IMPLEMENTATION OF THE PROGRAM IN THE 2024-2025 AND 2025-2026 SCHOOL YEARS.

The district will incorporate a phased approach to implement the program across grade levels and subject areas. The district proposes the following:

- 2024-2025 School Year:
 - o Grade 6, Grade 7, Grade 8, and Grade 9
 - o Subjects (English Language Arts, Texas History, and U.S History)
- 2025-2026 School Year:
 - o Grade 7, Grade 8, Grade 9, and Grade 10
 - o Subjects (English Language Arts, Texas History, and U.S History)

The district will conduct curriculum alignment. The district will align the interactive online learning model(s) with existing curriculum standards. Teachers from different subject areas (such as English language arts and social studies) will collaborate to ensure seamless integration. Also, the district will promote Professional Learning Communities (PLCs). The district will establish PLCs where teachers from various disciplines come together. These PLCs will facilitate cross-curricular planning, resource sharing, and alignment of instructional strategies. Moreover, the district will identify common themes or topics that span in multiple subjects. Teachers will design interdisciplinary projects that allow students to apply knowledge and skills across different domains. These are a few cross-curricular implementation strategies that require intentional planning, collaboration, and a commitment from our staff in order to ensure student learning is occurring across disciplines. Therefore, staff stipends have been budgeted to ensure commitment and sustainability.

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?

PLANS TO SUSTAIN AFTER GRANT PERIOD: To ensure the sustainability of the interactive online learning model(s) beyond the grant period, the district has devised a comprehensive plan focusing on diversifying revenue streams, budget integration, continuous professional development, partnerships, and ongoing evaluation. Here's how the district intends to achieve this:

Diversifying Revenue Streams: The district aims to identify and tap into additional funding sources beyond grants, including seeking support from philanthropic foundations that resonate with our mission.

Budget Integration: A specific portion of the annual budget will be allocated to sustain and enhance the online learning models, ensuring their continued operation and success.

Professional Development (PD): AISD will continue investing in the professional growth of our teachers, providing them with up-to-date training on effective online teaching practices. This ensures our faculty remains adept at delivering high-quality online education.

Collaboration with Higher Education Institutions: By partnering with universities or colleges, the district plans to involve education students in our online teaching initiatives. This mutually beneficial arrangement allows teachers to gain valuable experience while supporting our programs.

Continuous Evaluation and Improvement: The district's commitment to excellence involves regularly assessing the effectiveness of our online learning models. AISD will leverage data-driven insights to make informed decisions, adapting to evolving educational needs and technological advancements.

Through these strategic initiatives, the district is confident in their ability to sustain the interactive online learning models post-grant, continuing to offer their students a robust and enriching educational experience.

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