



**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):

**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.

Farmersville 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. The decision is based on their comprehensive components and alignment with the middle and high school TEKS (Texas Essential Knowledge and Skills). Both programs, Texas History Awakens and iStation US History, serve as supplementary resources for middle and high school students, emphasizing standards-driven content.

Texas History Awakens caters to middle school students, offering an interactive online reading program tailored to enhance grade-level proficiency. Students delve into Texas history through captivating media, authentic documents, and assessments that adhere to State Social Studies Standards.

- For middle and high school students, iStation US History:
- Provides supplementary online curriculum aligned with TEKS and literacy standards.
  - Enhances comprehension in reading and history.
  - Facilitates extensive exploration of vocabulary.
  - Incorporates interactive elements such as maps, historical audio, and video clips.
  - Develops essay-writing skills.
  - Evaluates comprehension through performance-based assessments.
  - Engages students with activities exploring historical trends and events.
  - Equips educators with reports to monitor and evaluate progress.
  - Will offer Spanish language support starting Fall 2024.

Farmersville ISD reviewed several available resources, but the District has a long-standing relationship with iStation and are impressed with the quality of iStation's resources, professional development, and overall support towards student success. They also integrate very well with Clever (Single Sign-On) which will help with teacher and student implementation.

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 within Farmersville ISD, our interactive online learning model and program integrate various assessment types, including formative and summative assessments. We continuously observe student work and provide ample time for reflection, summarization, and revision. These selected programs are tailored to align with the Texas Essential Knowledge and Skills (TEKS) curriculum standards, offering both formative and summative assessment opportunities. Moreover, they allow for observations of student work within the program and through projects, fostering student reflection and revision opportunities.

Teachers within Farmersville ISD can seamlessly integrate these supplemental programs into their core curriculum. They can utilize these resources to address students' struggles with historical knowledge or concepts in their lessons. The interactive lessons facilitate targeted intervention, whether through small group reteaching, one-on-one sessions, or whole-class instruction. Embedded assessments within these programs help track students' proficiency, enabling teachers to identify areas requiring additional support and tailor their instruction accordingly.

**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.

Farmersville ISD provides benchmark assessments (autoscored) four times annually: at the end of each quarterly period of the academic year. These assessments are designed to align with Webb's Depth of Knowledge (DOK) levels 1-3 and feature a variety of item types, such as multiple choice, fill in the blank, and true or false questions and the new STAAR item types.

We will utilize our existing data-centric approach to assessing the effectiveness of the interactive online learning model. This will involve analyzing student performance metrics, such as scores from assessments and online modules to track learning progress and pinpoint areas needing extra attention.

Additionally, we'll utilize analytics tools within the online platform to gain insights into student engagement. Metrics like time spent in the software (daily minutes, monthly totals) and completion rates will inform us about the effectiveness of various instructional strategies and content. This data, combined with comparative analysis against historical performance under traditional learning models, will provide a robust framework for evaluating and enhancing the online learning experience.

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).

Students at Farmersville ISD will partake in immersive and interactive history lessons enriched with videos, audio-narrated history, original photos, original audio speeches, timelines, primary source materials, and interactive maps. With audio support, students can either follow along with the narrator to enhance their fluency skills or read independently. Interactive maps will guide students through historical events, providing clear connections to their locations and timelines, supported by audio and visual aids. Short videos will be strategically integrated into the lessons to offer firsthand accounts of historical events. Each unit will feature interactive timelines depicting the chronological sequence of events in Texas and US history, complemented by audio and visual resources, offering students another perspective on historical developments.

**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 chosen program empowers Farmersville ISD teachers to customize their selections of English or Spanish text and audio based on each student's individual needs and reading proficiency. In the upcoming 2024-2025 school year, Farmersville ISD is committed to addressing the needs of our rapidly growing English Bilingual (EB) student population, which has been identified as the fastest expanding group within the district. To this end, we feel the innovative interactive online learning model can be tailored to support both English- and Spanish-speaking students. Recognizing the importance of this demographic, the district is creating a dedicated EB Coordinator position for the upcoming school year. This role will be instrumental in ensuring that our Spanish-speaking students receive the support they need. The interactive online learning platform will feature bilingual resources and tools. These resources are designed to facilitate a more inclusive and effective learning environment for all students, particularly those navigating bilingual education. The EB Coordinator will play a crucial role in assisting with the oversight, implementation, and continuous improvement of this model, ensuring that it aligns with the specific educational needs and cultural nuances of our Spanish-speaking students. This initiative underscores our district's commitment to providing equitable educational opportunities and supporting the diverse linguistic backgrounds of our student body.

**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.

All middle and high school students within Farmersville ISD will be granted access to the interactive online learning software through this initiative. These programs will primarily be utilized by Social Studies teachers to enhance their core teachings, offer additional support as necessary, and adequately prepare students for the STAAR assessment.

With the aid of the grant funds, our district aims to implement an effective interactive online learning model that directly aligns with our ultimate goal of increasing student achievement, particularly by maximizing cross-curricular opportunities between Reading Language Arts (RLA) and social studies. The heart of this initiative lies in engaging students with authentic historical texts and artifacts through an interactive online platform. This approach is designed to deepen their understanding and appreciation of history, while simultaneously bolstering their literacy skills.

The overall mission of this implementation is to create an integrated, enriching educational experience that connects RLA and social studies in a meaningful way. Our primary goal is to increase the number of students demonstrating grade-level mastery on STAAR. We believe that by providing students with access to rich, interactive content, we can foster a more engaging and effective learning environment. This will not only aid in comprehension but also in the application of knowledge across different subject areas.

This grant will be pivotal in supporting Farmersville ISD ' s mission by funding the necessary interactive online learning software, resources, and staff. It will enable us to acquire high-quality, educational technology tools that are essential for delivering this innovative, integrated learning model. Through this grant, we seek to transform our educational approach, ensuring that our students are not only prepared for academic assessments but also equipped with critical thinking skills and a deeper understanding of their world, which are key to their overall success.

**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 has been tailored to meet the specific needs of Farmersville ISD students:

- 1) Enhance students' proficiency in Texas and US history at both middle and high school levels. Recognizing the challenge of retaining historical knowledge, particularly in these grades, this program aims to boost students' understanding and scores in history.
- 2) Elevate reading comprehension skills by integrating literacy instruction into the social studies curriculum. By addressing literacy gaps and difficulties in reading, this program will enable students to better comprehend the content across various subjects.
- 3) Elevate student performance in STAAR assessments through captivating content experiences that simplify complex historical narratives. Aligned with TEKS history and literacy standards, this interactive learning journey fosters grade-level reading proficiency while imparting knowledge of US history in a student-friendly manner.

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 an integral component of the chosen program within Farmersville ISD. Initially, educators will engage in an online Getting Started course tailored to familiarize them with the program's features and functionalities, as well as its application within their classrooms. Further professional growth opportunities will encompass webinars and training sessions conducted in collaboration with iStation.

Farmersville ISD has received and implemented multiple blended learning grants over the past four years, and the district leadership team has a history of implementing online learning initiatives in multiple districts. Many of the RLA teachers in Farmersville ISD have utilized blended learning via IXL, so they will be an integral part of assisting the social studies teachers as they learn how to utilize the software and modify their instructional practices to make the best use of the online learning resources.

**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 Farmersville ISD encompasses the per-student expenditure with iStation for the program (\$10,000 per campus), along with provisions for professional development and training (\$3,980). The budget also includes interactive online learning implementation stipends for each teacher involved in the implementation (\$2,500 each per year for two teachers, \$10,000 total) as well as providing 0.5 of an FTE for two years to provide program oversight, on-going PD and embedded support, as well as on-going data review and student progress monitoring (\$35,000 per year, \$70,000 total). We do not feel a full FTE will be needed for successful implementation of this initiative, so the district is prepared to support the cost related to the other 0.5 of an FTE during each year of the grant period. This FTE would work within the district curriculum department to help ensure the curriculum expectations and communication related to the initiative is aligned with existing goals for RLA and social studies. Also included in the budget is \$2,500 for miscellaneous supplies that will be needed for the FTE (i.e. laptop) and any materials that may be needed for professional development.

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

The chosen programs will enhance literacy instruction in both Social Studies and English Language Arts classes at Farmersville ISD. These programs provide numerous project-based learning opportunities that integrate skills from various disciplines. To ensure successful cross-curricular implementation of the program in the 2024-2025 and 2025-2026 school years, Farmersville ISD will undertake a strategic, multi-faceted approach. Initially, we will conduct comprehensive training sessions for educators, focusing on integrating the interactive online learning tools with the Reading Language Arts (RLA) and social studies curricula. This training will equip teachers with the skills and knowledge necessary to effectively merge these subjects using the new technology.

Additionally, we will establish a collaborative environment among RLA and social studies teachers, fostering a shared vision and facilitating the exchange of best practices. Regular meetings will be scheduled to discuss progress, challenges, and strategies for continuous improvement. Farmersville ISD utilizes a four-day school week, a model that provides an opportunity for teachers to have at least one embedded student-free professional development day each month for planning and collaboration. The district will utilize these days to provide RLA and social studies teachers time to plan and collaborate with one another throughout the year.

We will also implement a continuous monitoring and evaluation process. This will involve collecting feedback from both teachers and students, and using data-driven assessments to gauge the effectiveness of the cross-curricular approach. Adjustments and enhancements to the program will be made based on this feedback, ensuring it remains responsive to the needs of our students and teachers.

Finally, we will align our program goals with STAAR to ensure that our cross-curricular approach directly contributes to improving student performance on these critical assessments. This alignment will help maintain a clear focus on our overarching objective of increasing student achievement.

**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 the interactive online learning model post-grant, our district has developed a multi-tiered plan. First, we intend to integrate the costs of maintaining and updating the online platform into our annual curriculum budget, ensuring long-term financial support. This integration will be facilitated by reallocating existing district curriculum funds and by utilizing Instructional Materials Allotment funds to cover related program costs beyond the grant. In parallel, we will actively pursue additional funding opportunities, such as state and federal education grants.

Moreover, we plan to continuously assess and demonstrate the model's effectiveness in enhancing student learning outcomes. By showcasing the tangible benefits of the program, we aim to justify ongoing investment in the program by the district.

We will also train our staff to independently manage and update the platform, reducing reliance on external vendor support. This approach not only builds internal expertise but also ensures that the model can be adapted over time to meet evolving educational needs, maintaining its relevance and effectiveness beyond the grant period.



**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**