



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.

The process that Lone Star Virtual Academy (LSVA) will follow to select or create an effective interactive online learning model aligned with the Texas Essential Knowledge and Skills (TEKS) for middle school and high school instruction in U.S. history, Texas history, and English language arts will include a specific multi-step approach as outlined below:

Needs Assessment and Program Definition - LSVA will begin by assessing the unique needs of its student population. This includes considering factors such as student demographics, learning preferences, and technological access. LSVA will define the scope and purpose of the interactive, fully online learning program

Understanding TEKS - LSVA will thoroughly review the TEKS standards for each subject area (U.S. history, Texas history, and English language arts), and outline specific learning objectives, content knowledge, and skills that students should acquire.

Model Selection or Custom Development - LSVA will evaluate existing interactive online learning models to ensure effectiveness and alignment with educational goals. Areas LSVA will consider during the comprehensive evaluation include curriculum and standards compliance, methods of supporting students in skill development including digital literacy, problem-solving, and independent learning.

Maximize Student Engagement and Learning Outcomes - LSVA will evaluate current delivery model to determine if it offers engaging, interactive features that promote active learning, cater to different learning styles, and keep students motivated; and, determine if the system adequately provides adaptive learning paths that personalize education, catering to individual student needs, strengths, and areas for improvement.

Feedback Loop for Continuous Improvement - LSVA values stakeholder feedback. Evaluating the system will provide valuable feedback from all stakeholders, including students, teachers, and parents, which is crucial for making informed improvements.

Adaptability to Changes - In the rapidly changing landscape of education technology, LSVA is poised to adapt to new trends, incorporate innovative teaching methods, and continuously improve the quality of online education for Texas students. LSVA will implement this model for 7th Grade Texas History, 8th Grade US History, High School US History, 7th and 8th grade ELAR, English I, and English II.

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 Tools - Dashboard Analytics: Visual dashboards provide real-time data on student progress, engagement levels, and mastery of concepts aligned with the TEKS standards. These analytics allow educators to quickly identify which students are excelling and which are falling behind. Automated Alerts: Systems can be set up to send automated alerts to teachers and students when performance metrics drop below a certain threshold or if there's a noticeable decline in engagement, signaling a need for intervention. Personalized Learning Paths: Based on performance data, the system can recommend personalized learning paths for each student, offering remedial or advanced resources tailored to their specific needs. Performance Reports: Detailed reports can be generated to analyze student performance over time, providing insights into trends, patterns, and areas of difficulty.

Use of Monitoring Tools to Ensure Adequate Progress - Data-Driven Instruction: Teachers will use dashboard analytics and performance reports to inform their instructional strategies, ensuring that lessons are tailored to meet the current needs of students. Early Intervention: Automated alerts enable early identification of students who are struggling, allowing for timely intervention before they fall too far behind. Adaptive Learning: Personalized learning paths ensure that each student can work at their own pace, receiving additional support in areas where they struggle while being challenged in their areas of strength.

Support for Struggling Learners - Targeted Interventions: Based on the data collected through the progress monitoring tools, teachers can implement targeted interventions for students who are struggling. This could include one-on-one tutoring, small group sessions, or assigning additional practice materials focused on areas of difficulty. Peer Support: Encouraging peer tutoring and collaborative learning groups can help struggling students by providing them with support from their classmates in addition to their teachers. Professional Development: The LEA will provide ongoing professional development for teachers on utilizing data from the progress monitoring tools to support differentiated instruction and intervention strategies.

Interventions for Students Off Track - Customized Remediation Plans: For students significantly off track, customized remediation plans that include a mix of synchronous (live instruction) and asynchronous (assignments, videos, readings). Parental Involvement: Engaging parents or guardians by providing them with regular updates on their child's progress and strategies they can use at home to support learning. Counseling and Support Services: to address non-academic factors that may be affecting student performance.

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.

LSVA will adhere to the required quarterly benchmarks for reporting. Based on the outlined requirements would involve compiling and analyzing data from various dimensions of the interactive online learning model(s) implemented. This summary would encapsulate the selection and effectiveness of the chosen online learning models, participation rates, academic achievements, and growth indicators across different demographics and educational levels. Specific areas LSVA will regularly review to support student learning and evaluate effectiveness of the interactive learning model are: Student Participation: Breakdown of student participation by subject area and grade level, including the number and percentage of students engaged in the cross-curricular interactive online model(s). Teacher Participation: Overview of teacher engagement, detailing the total number of educators facilitating the cross-curricular interactive online learning model(s), categorized by subject area and grade level. Special Population Participation: Data on the involvement of special population students in the interactive online learning model(s), presented by subject area and grade level, including numbers and percentages. Spanish Language Participation: Statistics on the number and percentage of students who participated in the model(s) in Spanish, broken down by subject area and grade level. Quarterly Benchmark Scores: Summary of average scores for each quarterly benchmark, organized by grade level and subject area, to illustrate academic performance trends within the interactive online learning model(s). Final Course Grades: Compilation of final course grades for students engaged in the cross-curricular interactive online model(s), categorized by subject area and grade level. Assessment Data: a. Pre and Post Implementation STAAR/EOC Assessment Data and Passing Rates. Academic Level Advancement: Reports on the number and percentage of students who advanced an academic level, as defined by the increase in growth rate from the first quarterly assessment to post-assessment.

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).

LSVA currently uses the BrightThinker - Agilix Learning Management System. Plans to improve delivery through this project include:

Audio Components

Narration and Voice-Overs: Courses often feature narrated content and voice-overs that explain concepts, provide instructions, or offer insights, making it easier for auditory learners to absorb information.

Interactive Audio: Some lessons may include interactive audio elements that require students to listen to certain sounds, voices, or music and respond to questions or prompts based on what they hear.

Language Pronunciation: For language courses, audio components are crucial for demonstrating correct pronunciation and intonation, offering students a chance to hear and practice the language as it's spoken naturally.

Video Components

Instructional Videos: These are core to many of LSVA's courses, offering step-by-step explanations of concepts, demonstrations of processes, or visual storytelling to complement the text-based content.

Animated Explanations: For complex subjects, animations can help break down difficult concepts into understandable visuals, making learning more accessible and engaging for students.

Real-World Applications: Videos that show real-world applications of concepts being taught, such as historical documentaries, scientific experiments, or current events, help bridge the gap between theory and practice.

Interactive Videos: Some courses may include videos with embedded questions or prompts, requiring students to interact with the content actively, enhancing comprehension and retention. LSVA ensures accessibility through the use of multimedia components such as closed captions for videos and transcripts for audio content, ensuring that all learners, including those with disabilities, can access the content effectively.

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.

Components of the interactive online learning model that are provided in Spanish - User Interface (UI) in Spanish: The platform's UI can usually be set to Spanish, making navigation and interaction intuitive for Spanish-speaking users. This includes menus, buttons, instructions, and support materials. Content Localization: Course content, including text, video subtitles, and assessments, will be available in Spanish. This ensures that Spanish-speaking students can access the curriculum in their native language, facilitating better understanding and engagement. Spanish Language Support Tools: glossaries, dictionaries, and language support resources are integrated to assist Spanish-speaking students in grasping content more effectively. Multilingual Communication tools such as discussion boards, chat functions, and email within the LMS can support multiple languages, enabling students and instructors to communicate in Spanish. LSVA will use the interactive online learning model with English- and Spanish-speaking students by - Dual-Language Curriculum: Develop a curriculum that includes both English and Spanish content, allowing students to engage with material in both languages. This can enhance language skills and prepare students for bilingual environments. Cultural Inclusivity: Incorporate cultural elements from both English- and Spanish-speaking communities to create a more inclusive learning environment that values diversity. Assessment and Feedback: Use assessments in both languages to gauge student understanding and provide feedback in the student's preferred language, ensuring comprehension and engagement. Professional Development: Train teachers in best practices for bilingual education. Supporting Struggling Learners - Targeted Interventions: For students struggling in either language, provide targeted interventions, including remedial instruction, tutoring, and access to additional learning resources. Adaptive Learning Paths: Utilize Agilix's adaptive learning capabilities to create personalized learning paths for students, accommodating different language proficiencies and learning speeds.

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.

This grant implementation supports the LEA's mission by leveraging technology to create more equitable, engaging, and effective learning experiences. By addressing the digital divide, supporting teacher professional development, and focusing on personalized learning, the LEA can better prepare all students for future success, reflecting its commitment to excellence and equity in education. Through this initiative, the LEA not only aims to improve academic outcomes but also to nurture resilient, lifelong learners who are capable of adapting to the ever-changing demands of the global landscape. Grant funds will be used for: Technology and Infrastructure: Invest in the necessary technology infrastructure, including devices and broadband access, to ensure all students can participate in online learning. Curriculum Development: Develop or purchase interactive, TEKS-aligned online learning materials and resources that support a wide range of learning styles and needs. Professional Development: Allocate funds for ongoing teacher training on the effective use of online learning platforms, instructional strategies, and data analysis for personalized learning. Support Services: Implement support services, including tutoring, counseling, and technical support, to address barriers to online learning and support students' holistic needs. Monitoring and Evaluation: Establish systems for monitoring student progress and evaluating the effectiveness of online learning models, using data to inform continuous improvement. Enhance Accessibility and Flexibility: Ensure that every student, including those from underserved communities and with diverse learning needs, has access to high-quality educational resources and the flexibility to learn at their own pace. Improve Engagement and Achievement: Utilize interactive and multimedia resources to increase student engagement, motivation, and academic achievement across all subject areas. Support Personalized Learning Paths: Implement adaptive learning technologies that tailor instruction to the individual needs, skills, and interests of each student, promoting more effective and personalized learning experiences. Empower Educators: Provide professional development opportunities for educators to effectively integrate online learning tools into their teaching, enhancing their ability to meet diverse student needs.

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?

1. Increased Academic Achievement: Students will demonstrate improved performance in core academic areas, as evidenced by standardized test scores and other assessments. 2. Personalized Learning Success: Each student will progress at their own pace, with learning experiences tailored to their individual strengths, needs, and interests, leading to higher engagement and achievement. 3. Preparedness for Future Challenges: Students will be equipped with critical thinking, problem-solving, and adaptive learning skills, ready to navigate the challenges of higher education and the modern workplace. The activities and strategies include: Data-Driven Instruction: Utilize learning analytics to monitor student progress in real-time, enabling teachers to identify learning gaps and adjust instruction accordingly. This approach ensures targeted support where needed, aiming to improve performance in core academic areas. Blended Learning Environments: Combine online digital media with traditional classroom methods. This approach allows for a balance between teacher-guided instruction and student-controlled online study, which can enhance understanding and retention of core subject matter. Formative Assessments: Regularly incorporate short quizzes, reflections, and practice tests into the learning process to provide ongoing feedback rather than relying solely on high-stakes testing. This approach helps in reinforcing learning and identifying areas for improvement timely. Critical Thinking and Problem-Solving Projects: Design curriculum units around real-world problems that require critical thinking, research, collaboration, and problem-solving. Project-based learning and case studies in various disciplines can provide hands-on experience with tackling complex issues. Digital Literacy and Technology Integration: Incorporate digital literacy skills into the curriculum, teaching students how to effectively and responsibly use technology. Skills such as coding, digital collaboration, and information literacy prepare students for the digital demands of higher education and the workplace. Soft Skills Development: Integrate activities that promote communication, teamwork, adaptability, and leadership. Use peer collaboration projects, presentations, and extracurricular activities to develop these essential soft skills, ensuring students are well-prepared to meet future challenges. Career and College Readiness Programs: Offer programs that expose students to various career paths and the college application process, including internships, mentorship opportunities, and college prep courses.

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?

Ensure teacher commitment - Clear Communication of Expectations: Clearly communicate the goals of the interactive online learning grant, including the expected outcomes, the role of each teacher, and the support they will receive. Understanding the purpose and expectations can increase teacher buy-in and commitment. Incentivization: Consider offering incentives for participation and excellence in implementing the online learning model. This could include professional recognition, opportunities for career advancement, stipends, or access to additional resources for personal or classroom use. Building a Community of Practice: Foster a community of practice among participating teachers and staff, where they can share experiences, challenges, and successes. Peer support and collaboration can significantly enhance commitment and motivation. Ensure teachers have all the necessary tools and professional development: Access to Technology: Ensure that all teachers and support staff have access to the necessary hardware, software, and internet connectivity required to participate in and deliver the online learning program effectively. Comprehensive Professional Development: Design and implement a comprehensive professional development program that includes: Initial Training: Covering the use of the LMS (Learning Management System), digital tools, content creation, online pedagogy, and assessment strategies. Ongoing Support: Offering regular workshops, refresher courses, and one-on-one coaching sessions to address emerging needs and deepen knowledge. Specialized Training: Providing specialized training for teachers in areas such as special education, ELL (English Language Learner) strategies, and advanced technological tools to ensure they can meet the diverse needs of their students. Technical Support: Establish a robust technical support system that teachers and staff can easily access for troubleshooting, technical assistance, and advice on integrating new tools or platforms. Monitoring and Feedback: Implement a system for monitoring the implementation of the online learning model(s) and collecting feedback from teachers and students.

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 will meet the needs and goals of the program, by financially supporting:
 One Full-Time FTE to plan, implement, monitor, and re-mediate the interactive online learning program for ELAR and History for two years - \$130,000
 Up to 20 Teacher Stipends of \$3500 each - \$70,000
 Professional Development and Technology Supports \$70,000
 Administrative Costs - 10% - \$30,000

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

Successful cross-curricular implementation of the program in the 2024-2025 and 2025-2026 school years will require a multi-faceted approach encompassing curriculum integration, technology support, professional development, and continuous evaluation to meet the diverse needs of students. LSVA will incorporate:
Bilingual Curriculum Development: Develop or adapt curriculum resources that are available in both English and Spanish, ensuring that content is culturally relevant and aligned with standards like the TEKS. This includes creating cross-curricular units that seamlessly integrate subjects, allowing students to make connections between disciplines in both languages.
Content Scaffolding: Design learning materials that scaffold content for language learners, gradually increasing in complexity as students' language proficiency improves.
Technology Integration: Select and implement digital tools and platforms that support bilingual instruction and offer cross-curricular content. Ensure these tools are compatible with various devices and accessible to students both in school and at home.
Bilingual Training for Educators: Provide ongoing professional development for teachers in best practices for bilingual education, including strategies for teaching content in both English and Spanish. This training should also cover effective methods for cross-curricular instruction.
Instructional Technology Training: Offer training sessions focused on the effective use of educational technology tools that support interactive and engaging learning experiences in both languages. Emphasize the integration of digital resources across different subjects.
Collaborative Planning Time: Allocate time for teachers to collaboratively plan cross-curricular units and share strategies for bilingual instruction. Encourage the formation of professional learning communities within the school.
Language Support Services: Provide additional language support for English Language Learners (ELLs) and Spanish-speaking students, including tutoring, language labs, and access to bilingual aides. Monitoring and evaluation through data-driven decisions and a continuous improvement process.

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?

LSVA will sustain the interactive online learning model through building internal capacity, financial planning and budgeting, leveraging technology and resources, community and stakeholder engagement, and continuous improvement and evaluation. LSVA will develop a team to focus on policy and advocacy to advocate at the local, state, and federal levels for policies and funding that support online learning. This can help ensure a stable funding stream and regulatory support for continued operation. LSVA will remain adaptable to policy changes and funding opportunities to adapt the program as needed to meet new requirements or leverage new resources. Finally, LSVA is confident that the organization is on the right path to develop a scalable model with flexible learning options.

GOAL - Scalable Models: Design the online learning program to be scalable, allowing for expansion or contraction based on available resources, student needs, and evolving educational goals.

GOAL - Flexible Learning Options: Continue to offer online learning as a complement to traditional instruction, providing flexible options for students and families and maintaining the relevance of the program.

By focusing on these strategies, LSVA can ensure the sustainability of its interactive online learning model beyond the grant period, continuing to offer high-quality, innovative educational options to its students.

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

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