



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.

Our district is dedicated to selecting and developing effective interactive online learning models that align with the Texas Essential Knowledge and Skills (TEKS) standards for middle school and high school instruction in U.S. history, Texas history, and English Language Arts (ELA). For ELA, we currently utilize High-Quality Instructional Materials (HQIMs) - Amplify for grades 6-8 and ODELL for grades 9-12, which will be supplemented by an online platform for skill practice. In social studies, an online learning platform will be integrated into teacher-directed instruction, guided by a comprehensive lesson pacing guide. Selection criteria for both subjects emphasize TEKS alignment, compatibility with existing curriculum, and engagement. Ongoing monitoring ensures alignment with TEKS standards and instructional goals, aiming to provide students with high-quality, interactive learning experiences that promote academic success.

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?

The interactive online learning model implemented will feature comprehensive progress monitoring tools designed to assess student understanding, track growth, and provide targeted support in U.S. history, Texas history, and English Language Arts (ELA). These tools include Diagnostic Tests, Post Tests, cumulative reviews, and specialized lessons tailored to address identified gaps and strengths. In social studies, Diagnostic Tests, TEKS-aligned instruction, and Post Tests are integrated into each module, alongside cumulative reviews to gauge retention and readiness for standardized assessments. Similarly, ELA courses employ Diagnostic Tests for initial assessment, Post Tests for progress measurement, and specialized lessons to reinforce concepts and provide interventions. Struggling learners receive personalized support through targeted interventions and additional resources such as Study Guides, and metacognitive prompts for reflection. Annotation tools and access to previous grade-level courses further support strategic interventions, ensuring all students have the resources needed to succeed. We are committed to using these progress monitoring tools effectively to support student progress and promote academic success for all learners.

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.

The interactive online learning model to be implemented by the school includes quarterly benchmark assessments aimed at measuring student progress, evaluating TEKS standards mastery, and guiding instructional decisions. These benchmarks closely align with TEKS standards and simulate the format and rigor of STAAR tests. Assessments cover content taught each quarter, with some questions from previous quarters to monitor content retention. The final benchmark may be a comprehensive Practice STAAR Test, providing a thorough evaluation of student readiness. Benchmark data supports student learning by identifying areas of growth, informing instructional planning, and monitoring progress throughout the year. Additionally, it aids in evaluating the effectiveness of the online learning model, guiding continuous improvement efforts. Through ongoing assessment and data analysis, the district is committed to ensuring student success and academic excellence.

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).

The interactive online learning model to be implemented integrates audio and video components to engage students and enrich their learning experiences. Text-to-speech functionality is available across all courses, allowing students to listen to text-based content while following highlighted words, catering to diverse learning needs and promoting independent learning. Audio narration also supports teacher-led instruction and encourages active engagement with content. Additionally, stand-alone video lessons in U.S. History modules provide context, deliver key information visually, and include STAAR-format questions to reinforce comprehension. These multimedia tools are accompanied by teacher support materials, offering flexibility for independent or group learning. Educators will leverage audio and video components to capture student interest, facilitate differentiated instruction, deepen understanding, and promote active participation, ultimately enhancing academic success and achievement.

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 interactive online learning model developed will ensure a comprehensive educational experience for both English- and Spanish-speaking students, fostering linguistic diversity and supporting academic success. Key components for Spanish-speaking students include translation features, an English – Spanish glossary, a dictionary with text-to-speech functionality, and Content and Language Supports (CLS) for assessments. Utilizing the model involves delivering instruction in both languages, tailoring teaching to meet diverse needs, preparing students for assessments, and integrating Spanish-language resources to foster cultural responsiveness. By embracing linguistic diversity and implementing inclusive features, we aim to create an environment where all students, regardless of language background, can thrive academically and reach their full potential.

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 implementation plan for our effective interactive online learning model(s) funded by the grant revolves around our mission to enhance student engagement and improve learning outcomes in middle and high school settings. Our overarching goal is to create engaging, learner-centered lessons in U.S. history, Texas history, and English language arts that foster active student interaction with the online curriculum. The desired student outcomes include increased engagement and participation, improved understanding and retention of content, enhanced critical thinking skills, and elevated academic achievement on standardized assessments.

To achieve these goals, the grant will support various key components of implementation. Firstly, funds will be allocated towards curriculum development, either through the creation or adoption of interactive online materials aligning with TEKS standards. Technology and resources will also be procured to provide necessary tools for students and teachers, including access to online platforms, digital content, and multimedia resources. Professional development sessions, workshops, and coaching will ensure educators are equipped with the skills and strategies needed for successful implementation. Cross-curricular integration will be emphasized, fostering interdisciplinary learning experiences connecting content across subjects.

This grant directly supports our mission by enabling us to implement innovative instructional practices that enhance student learning. By expanding educational offerings and meeting the diverse needs of our student population, we aim to foster a culture of continuous improvement and excellence in education. Ultimately, the grant helps us prepare all students for success in college, career, and life, aligning closely with our mission and goals.

TEA Program Requirements (Cont'd)

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

The interactive online learning grant will address three critical student needs: increased engagement and motivation with STAAR questions, enhanced comfort and confidence with STAAR questions, and improved STAAR test performance. To achieve these goals, the learning model will incorporate interactive features, gamified elements, targeted instruction, practice sessions with STAAR-style questions, scaffolded support, immediate feedback, diagnostic assessments, progress monitoring tools, and differentiated instruction. Through strategic implementation of these activities and strategies, the grant aims to enhance student engagement, confidence, and performance on STAAR tests in the short term while fostering long-term success by nurturing student agency for learning with self-regulated learning and student choice and developing cognitively complex thinking skills essential for lifelong learning and academic achievement.

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?

We will support teachers and support staff to effectively implement the interactive online learning models by emphasizing commitment and providing necessary tools and professional development opportunities. Teachers will showcase dedication to student success and openness to innovative instructional methods. We will communicate the significance of the interactive online learning initiative in enhancing student learning outcomes and afford teachers opportunities to express their enthusiasm for participation. Additionally, teachers will be equipped with essential tools and resources, including access to a comprehensive online learning platform offering instructional materials, assessment tools, and support resources. Professional development opportunities will focus on strategies for engaging students in online learning, utilizing data and analytics to inform instruction, and integrating technology tools into instructional practices. Foundational courses will introduce teachers to the interactive online learning model(s) and provide guidance on navigating the online platform and designing interactive lessons. Leadership-focused training will empower administrators and instructional coaches to support teachers effectively. Advanced reporting and analytics courses will teach teachers and administrators how to track student progress and make data-informed instructional decisions, while specialized assessment training will ensure teachers can create and administer assessments aligned with the interactive online learning model(s). Through this comprehensive support system, we aim to ensure teachers and support staff are fully prepared to implement the interactive online learning model(s), ultimately leading to improved student outcomes in the digital learning environment.

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 includes the per student cost of the program, as well as professional development and training. Additional personnel are not required to implement the program.

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

The selected programs will be used to supplement literacy instruction in both Social Studies and English Language Arts classes. The programs will offer many opportunities for project-based learning that incorporates skills across disciplines.

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 beyond the grant period, the district will integrate it into the master schedule, ensuring dedicated time and resources for student engagement. We will closely monitor usage minutes and evaluate effectiveness, using data to inform improvements. Ongoing professional development will empower educators to effectively utilize online tools, while curriculum alignment will ensure seamless integration into classroom instruction. Adequate resource allocation for technological infrastructure will be maintained to provide equitable access to all students. Additionally, we will actively engage stakeholders to gather feedback and foster collaboration, ensuring the sustainability and continual improvement of our online learning initiatives. Through these efforts, we aim to provide students with a robust and innovative educational experience that prepares them for success in the digital age.

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