TEA
Texas Education Agency

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 | Tomball ISD | CDN | 101921 | Campus | | ESC | 04 | UEI | EJKMGRLKETJS

Address | 310 S Cherry St | City | Tomball | ZIP | 77375 | Vendor ID | 17460024080

Primary Contact | Alison Reed | Email | alisonreed@tomballisd.net | Phone | 281-357-3052 x4

Secondary Contact | Antonio Escobar | Email | antonioescobar@tomballisd.net | Phone | 281-357-3052 x4

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):

[X] IDC application, guidelines, and instructions

[X] General and application-specific Provisions and Assurances

[X] Debarment and Suspension Certification

[X] Lobbying Certification

Authorized Official Name | Xochitl Salazar | Title | Director of Federal Programs

Email | xochitlsalazar@tomballisd.net | Phone | 281-357-3052 x2036

Signature | *X. lut* | Date | 4/4/24

Shared Services Arrangements

X 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.

Tomball ISD sought resources that would provide opportunities to align Social Studies content to the ELA standards and skills that students often struggle with. The initial search helped to narrow down resources that would meet the current need of increasing reading comprehension in Social Studies classrooms, in addition to providing additional supports for students in sub populations, particularly emergent bilingual students. It was determined that the goal of the grant would be to provide engaging non-fiction texts that would allow for interactive student processing and quick, timely assessments of both ELA comprehension skills and Social Studies content understanding. Continual use of this non-fiction text would not only build student access and background knowledge to Social Studies concepts in both English and Spanish, but would also strengthen their understanding of infrerencing, vocabulary, main idea, author's purpose, and point of view. After researching different online interactive resources and utilizing the provided IDC Scoring and Review rubric, it was determined that the program that would best align with the grant and Tomball ISD's goals would be Newsela with the Formative add on program. Newsela offers a vast selection of carefully curated, engaging texts that align with both ELA and Social Studies TEKS. Their non-fiction texts allow for seamless learning across ELA and Social Studies, as well as interactive components for students such as highlighting, notes, visuals, videos, short constructed responses and new item type quizzes. Teachers are able to adapt content for students through the use of lexile leveling of text and translation of content to Spanish. In addition to Newsela, Formative provides ELA and Social Studies TEKS aligned assessments to adequately assess both student content knowledge and reading comprehension. Within Formative, teachers recieve detailed individual student data, allowing for specific understanding of student progress within the classroom. After researching the features of Newsela and Formative, information sessions were scheduled with the curriculum designer and sales lead of the programs to investigate furthur how these resources would help Tomball ISD Social Studies meet their goals. Over the course of 4 sessions, cross curricular alignment was assessed, accurate Social Studies content was observed, interactive tools were utilized, and assessments and data were analyzed through both the ELA and Social Studies lens. It was determined during this time that the grant would be able to meet the needs of providing Newsela and Formative (including the Texas specific content and test banks) to grades 7-12 Social Studies. Students in these grade levels will be able to increase reading comprehension and RLA skills while learning Social Studies content through adapted, interactive texts, visuals, writing, and redesigned assessments, thus leading to a higher demonstration of understanding on local and state assessments.

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?

While Newsela has a built in data and reporting dashboard, aligned to ELA reading skills and comprehension TEKS that allows teachers to view student performance and identify where specific support may be needed, Formative, Newsela's companion, offers in depth monitoring of student progress in both ELA comprehension and Social Studies content knowledge. Formative would be used by both the teachers and the district to monitor student progress of reading comprehension with non-fiction texts and understanding of specific Social Studies standards. Educators and specialists can utilize pre-built or create customized assessments, assignments and activities tailored to specific learning objectives and TEKS standards within Formative, leading to real time analysis of student progress. Specifically, Tomball ISD will use Formative to continually monitor student progress throughout each nine weeks in the Social Studies classroom and provide a benchmark at the end of each nine weeks to assess student reading comprehension and individual content knowledge. With the instant feedback provided by Formative, teachers will identify areas of strength and areas of needing improvement for each class and student. They will then be able to provide interventions in person and through the Newsela and Formative platforms by adapting content for reteaching and reassessment. This intervention could be designed for each individual student through leveling and highlighting of text, translation of content, pre-assessments to identify student background knowledge, and the creation of TEKS aligned activities including personalized student playlists to focus on areas of growth. Teachers would also be able to implement these interventions for future content utilized in the Newsela and Formative platforms, as well as classroom instruction. In addition to leveraging Formative's automated scoring capabilities for interventions, teachers would also be able to provide extenstions through the platforms for students already demonstrating success on ELA and Social Studies standards. Additonal growth for both teachers and students through the use of Newsela and Formative, would be the accessability of cross curricluar understanding. Social Studies teachers would be able to see specifically where a student is struggling in ELA comprehension skills and would then be able to collaborate with ELA teachers on ways to increase student understanding. The progress monitoring in Formative, would also allow for the district to identify needs for teachers in which the district could provide targeted and timely professional development on cross curricluar skills and content, adjust pacing and curriculum, and provide individualized supports for students such as classroom push ins, pull outs, and targeted student tutoring.

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.

As an extension of Newsela, Formative offers a comprehensive platform to provide pre-built assessments from Newsela's non-fiction texts, assessing students on ELA comprehension skill standards and Social Studies content. In addition to pre-built comprehension assessments and a curated, TEKS aligned test bank, Formative allows for the customization of assessments to meet the needs of specific district and teacher needs. Through the use of quarterly (nine week) benchmarks in Formative, the district and teachers will be able to monitor student learning of cross curriculuar skills, specific Social Studies standards, and overall reading comprehension. Detailed analytical data from Formative will allow for analysis of individual students, specific groups of students and the district as a whole. A district selected text and aligned benchmark assessment will be provided for each campus and grade level to utilize at the end of each nine weeks. This process will allow for the Social Studies department to streamline the assessment process, ensure data consistency, and facilitate more targeted instruction to support student growth in non-fiction reading comprehension effectively. The data from Formative will also allow educators to evalutate and determine the effectiveness of the Newsela and Formative platforms in increasing reading comprehension and overal assessment performance of new item types in Social Studies. Student and teacher monitoring of the programs will create an understanding of strengths and areas of need in both Social Studies and cross curriculuar ELA skills. Following the analysis of data, the district will then be able to determine how to continue to implement the interactive programs in the classroom, provide timely professional development to teachers, and create supports to ensure student success.

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).

Within the Social Studies and Texas State History Newsela collections, audio and video components are incorporated to enrich learning for students and provide students with needed adaptations to be successful in their learning. Through the platform, Newsela integrates multimedia elements into the carefully curated non-fiction content. Teachers can utilize audio narration to provide auditory support for text-based materials, assisting diverse learning needs and enhancing accessibility for all students. Additonally, Newsela offers video components that complement textual content, providing visual reinforcement, real-world examples, and interactive learning experiences. Newsela's Formative add on, allows for the inclusion of videos and visuals to support learning and increase the rigor level of assessments. By accessing both platform's read-aloud functionality in both English and Spanish, students can engage with the text in their preferred language. The combined usage of audio narration and video components (with closed captioning), along with multilingual supports, will enable teachers to create engaging lessons that captivate student's attention, increase deeper comprehension and promote active learning within the alignment of state ELA and Social Studies standards.

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.

Currently, Newsela offers thousands of pieces of content (both text and audio) in Spanish. These offerings, aligning to Social Studies and ELA state standards, enables Spanish-speaking English learners to develop their language skills while growing their understanding of Social Studies content. Newsela facilitates easy access to Spanish language content for both students and teachers; expaning accessibility for diverse student populations. Each Spanish-language text is published at five levels to allow for adapted instruction that meets the needs of each individual student's reading comprehension level. In addition to the text, Newsela provides accompanied quizzes and writing prompts in Spanish that are also accessible in Formative for timely needs assessments. With the accessibility of these programs, the district will be able to support language acquisition and content comprehension for Spanish-speaking English-language learners that aligns to the Social Studies content standards, while meeting the needs of each teacher and students. Additionally, Newsela and Formative will allow for aligned intervention in the classroom, tutoring sessions, and small group instruction of all levels of English-language learners, increasing comprehension in both ELA and Social Studies.

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 overall mission of the Tomball ISD Social Studies department is to provide concrete, state standard aligned instruction that engages students, develops critical thinking and supports the district's Literacy plan through cross curricular instruction. With the approval of this grant, funds would be dedicated to the purchase of Newsela and Formative for all 7th - 12th grade Social Studies classrooms for two years. In addition to obtaining the use of the Newsela and Formative platforms for all 7th -12th grade Social Studies teachers and students, professional development would be provided to increase teacher utilization of the products and develop literacy understanding. Over the course of the two years, sessions such as Cross-Curricular Literacy, Supporting English Language Learners, and Inquiry-based learning would be provided to Tomball ISD Social Studies and Multilingual teachers through face to face instruction and virtual PD. The goal of these sessions would be to increase teacher understanding of ELA reading comprehension standards, while continuing to learn how to adapt instruction through the platforms and classroom instruction to provide increased language acquisition and content comprehension for students with diverse needs and English-language learners. Utilization of Newsela and Formative would also provide teachers with an opportunity to assess students development of foundational comprehension skills while concurrently maintaining critical thinking in Social Studies content. The aligned Formative test banks and text-based assessments would allow teachers to curate content aligned instruction at a fraction of the normal time and follow individualized student data, supporting both intervention and extension needs. After the implementation of Newsela and Formative consistently throughout each nine weeks, culminating in an end of quater benchmark, teachers and the district will be able to analyze data to determine how students developing through critical thinking and reading comprehension. Grant funds would also allow for the implementation of multilingual and ELA comprehension tutors to push in to Social Studies classrooms and/or work with individual students and small groups on increasing content knowledge and reading comprehension. Ultimately, leading to a desired student outcome of a higher performance on ELA skill standards and Social Studies content standards in both local and state assessments.

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?

Three student needs were identified to support the Tomball ISD Social Studies department's overall mission of providing concrete, standard aligned instruction that engages students, develops critical thinking and supports the district's Literacy plan through cross curricular instruction. Of those, the first need consisted of finding an equitable resource that is state standard aligned, accessible to all teachers and students, and that could increase reading comprehension in non-fiction, social studies content. Often it is difficult to find resources (specifically for Texas History) that are unbiased and accurate non-fiction texts. Texts that align to the developed district curriclum and that can be adapted to meet the needs of all students. Thus highlighting the second need, finding a resource that could allow for interactive, engaging text that could be adapted to diverse reading levels and language learner needs. Being able to adapt accurate content to meet different student needs through the use of audio and video narration allows content to become accessible to all Social Studies students. Finally, a need for access to timely data to support both teacher and student learning was identified. With the ability to consistently assess student understanding of Social Studies content and ELA comprehension standards, teachers are able to provide interventions and extensions to students within instruction and develop skills that transcend across multiple content areas. This data would also provide district specialist with an understanding of teacher strengths and areas of need regarding cross curricular alignment, leading to the implementation of strategies and professional development to support teachers and their success in the classroom. Research of interactive online learning models led to the realization that the use of the Newsela program, combined with the Formative platform, would address all of the current Social Studies department needs and lead to student success in the classroom and on assessments. The comprehensive state standard aligned Newsela platform will allow Social Studies teachers to develop an understanding of the Social Studies objectives while supporting ELA comprehension skills. Students will be able to highlight and take notes within the content, access vocabulary and gain support of understanding through audio, visuals, and videos. Teachers will be able to adapt content to meet student needs in both the Newsela text and assessments in Formative. Non-biased non-fiction text will allow for true comprehension of standards and an immediate analysis of student performance and needs, leading to success of students in Social Studies and ELA comprehension.

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?

Through the implementation of the interactive online learning grant, all 7th -12th grade Social Studies teachers will be involved in the utilization of the Newsela and Formative platforms in order to increase reading comprehension in Social Studies vertically and prepare student's understanding outside of the classroom. In addition to 7th - 12th grade Social Studies teachers, multilingual and bilingual support teachers will also be invloved in the implementation process. One of the main goals of the utilization of the platforms will be to support English-language learners and emergent bilingual students to build background knowledge, overall comprehension, and minimize gaps in learning. Support to all teachers will be provided by the Social Studies and Multilingual departments, as well as through professional development provided by Newsela and Formative. This support and professional development will not only focus on how to utilize the platforms and access all available tools, but will also allow teachers to establish strategies related to cross curricular literacy, differentiating instruction, and using data to assess student needs for interventions, extensions and development of initial instruction. The district will ensure teacher committment to the planned usage of the platforms and analysis of reading comprehension and content data through the identification of content related articles in the Social Studies district curriculum documents, the implementation of quarterly, nine week benchmarks to assess usage and student learning, and the development of a teacher training group to be able to support understanding of the platforms and strategies to implement the platforms within the classrooms. Ideally, the teacher training group (consisting of both Social Studies and Multilingual department leaders) will work together to identify and align opportunities for utilization of the Newsela texts, will seek out collaboration from ELA teachers to access cross curricular understanding, and will offer platform support on campuses for the teams 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).

Careful consideration has gone into the construction of the proposed budget in order to meet the goals of the Social Studies and Multilingual departments in Tomball ISD. After working over the course of several weeks with Newsela/Formative, we were able to achieve the best possible outcome for a quote to implement the platforms and support not only ELA reading comprehension, but also increased content understanding in Social Studies and student supports for the multilingual/bilingual students in Social Studies classrooms. Through negotiations, Newsela/Formative would be able to provide the Newsela Social Studies platform for all 7th - 12th grade Social Studies teachers and students, including the added on Texas History collection for 7th grade. In addition to access of the Newsela non-fiction texts, visuals/videos, and standard aligned reading comprehension/content quizzes, the company was able to provide the departments with gold access to the Formative platform. Within the gold access to the Formative platform, teachers, students, and district specialists will be able to utilize the platform lockdown browser, item bank, Newsela aligned assessments, and track individual and group performance. Included with the cost of both platforms would be four face to face professional development sessions and eight virtual sessions in order to be able to train teachers on the programs and build foundational skills and strategies to use in the classroom related to increasing background knowledge, supporting English language learners, and cross curricular literacy. Remaining grant funds would then allow for implementation of a teacher leader cohort to support alignment of the Newsela/Formative resource within the district curriculum and additional professional learning to be able to train campus teachers and support staff. Spring semester tutoring for emergent bilingual students at all 7th -12th grade campuses would additionally be provided through the grant funding. Allowing for specialized, adapted instruction to support students in reading comprehension, building background knowledge, and ELA/Social Studies content as they prepare for year-end local assessments and state assessments. Ultimately, the proposed budget of grant funds will fully support the goals of the program and support every level of involvement including content teachers, student support staff, multilingual specialists, classroom students and district specialists.

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

Upon the reciept of approval for the grant proposal, Tomball ISD Social Studies and Multilingual departments will work with the secondary ELA department to support the cross-curricular implementation of ELA reading comprehension skills and standards in both English and Spanish through the use of Newsela and Formative in the Social Studies classrooms. Social Studies teachers and Multilingual teachers and support staff will be trainined on the Newsela/Formative resources, tools, and student supports in order to create familiarization of the products. Work will also be done throughout the 2024 summer to identify standard aligned texts and assessments from Newsela, in additon to aligned ELPS standards, to include and highlight in the Social Studies curriculum and pacing guides. Easily accessible materials will allow teachers to be able to reinforce cross curricular alignment in the classroom while creating background knowledge and engaging Social Studies content to utilize in lessons. Formative assessments that identify student understanding of ELA reading comprehension skills and learning of Social Studies content will provide teachers with the ability to identify strengths and areas of need for their English and English language learner students. These identifiers will allow for cross curricluar collaboration between the ELA, Social Studies and Multilingual departments to support students needs. District and campus content specialists will guide collaborative conversations and plannings to discuss timely data and skills observed through the Newsela articles and assessments in order to implement student interventions and extensions. Social Studies teachers will gain new understandings of literacy involvement in effective Social Studies teaching and will be able to transfer new knowledge of reading comprehension skills into their classroom.

TEA Program Requirements (Cont'd)   **2024-2026 Interactive Online Learning Grant, Cycle 1**

6. How does the LEA plan to sustain the interactive online learning model(s) after the end of the grant period?

Continual use of the Newsela and Formative programs will allow for the Tomball ISD Social Studies and Multilingual departments to create a routine of integrating ELA and ELPS skill standards into the Social Studies content. Sustainability of these skills will be built by the Social Studies teachers as they gain understanding of the value from increased reading comprehension and stamina built by the students and through the collaboration with ELA teachers to intentionally plan cross curriculuar activities that access texts and allow for connections to real world concepts. As students move throughout the Social Studies program and the use of the platforms, increased background knowledge will be demonstrated to allow for a deeper level of understanding and reading comprehension, supplying teachers with the desire to continually implement reading and writing in the classroom. As data is accessed over the two year process, teachers and district specialists will be able to establish a habit of processing through data cycles to identify student and classroom needs, thus building interactive interventions and extensions for students and increasing student success. Teachers will develop a deeper understanding and identification of their Spanish speaking and English language learner students, creating an inclusive environment for learning in evey classroom. Student demonstration of success, particularly by those emergent bilingual, Spanish speaking and English language learner students will consistently allow for the development of tools for student language acquision; differentiating materials and creating a student centered program for increased literacy. The evaluation of data exhibiting met district goals in literacy, higher critical thinking skills and increase standard aligned content skills will allow for Social Studies stakeholders to build sustainability in avenues leading to success through texts, assessments and data.

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

IMPORTANT NOTICE: Application Part 2 is not compatible with Google Docs.

Complete the supporting budget worksheets first, i.e., 6100, 6200, 6300.... The Budget Summary worksheet is linked to and will auto-populate with the amounts you entered on the respective supporting budget worksheets. All budgeted amounts must be entered in whole dollar amounts. *Do not enter any cents.*

If direct administrative costs are allowable, on each supporting budget worksheet complete the Total Program Costs and Total Direct Admin Costs lines. Together these lines must equal the Grand Total; otherwise, the field will change color to red to indicate an error. These amounts will automatically populate on the Budget Summary worksheet.

If pre-award costs are allowable, budget all pre-award costs in the Pre-Award Cost column on the appropriate supporting budget worksheet(s).

Payroll 6100

Complete this worksheet to request payroll costs. Do not request funds for consultants or contractors on this worksheet; those funds should be requested on the Professional and Contracted Services 6200 worksheet.

Professional and Contracted Services 6200

Complete this worksheet to request professional services, consulting services, and contracted services.

Supplies and Materials 6300

Complete this worksheet to request supplies and materials.

Other Operating Costs 6400

Complete this worksheet to request other operating costs. Be sure to comply with documentation requirements, where applicable.

Debt Service 6500

Complete this worksheet to request costs related to lease liabilities with terms greater than 12 months. Only request costs necessary to fulfill grant project objectives.

Capital Outlay 6600

Complete this worksheet to request capital outlay costs.
Capital outlay means funds budgeted or expended to purchase capital assets, such as equipment, or expenditures for the acquisition cost of capital assets. Capital assets are tangible or intangible assets having a useful life of more than one year, which are valued at $5,000 or greater per unit, or the applicant's capitalization level, whichever is less. Capital outlay may include expenditures to make improvements to capital assets that materially increase their value or useful life.

Budget Summary

This worksheet auto-populates from the supporting budget worksheets for Program Costs, Direct Admin Costs, and Pre-award Costs, if applicable. There are only a few fields that may require input from the grantee, if applicable, such as indicating *Consolidate Administrative Funds, Indirect Costs, Shared Services Arrangement,* or the *Administrative Cost Calculation.*

Consolidate Administrative Funds - If applicable, click on the cell, then click on the arrow that appears. Select "Yes, No, or N/A" from the drop down selection.

Indirect Costs — Refer to the Maximum Indirect Costs Worksheet on the Grants Administration Division's Grant Resources webpage to calculate the maximum indirect costs that may be claimed for the grant. Enter the amount of indirect costs budgeted for this grant on line 8 under the Total Budgeted Cost column.

Shared Services Arrangement — If applicable, enter amount of payments to member districts on line 10.

Direct Administrative Cost Calculation — Enter the applicant's total award amount to determine the maximum amount allowable for direct administrative costs.

For budgeting assistance, see the Budgeting Guidance and Related Forms section on the Grants Administration Division's Grant Resources webpage.

Application Part 2: **2024-2026 Interactive Online Learning Grant, Cycle 1**
Authorized by: General Appropriations Act, Article III, Rider 90, 88th Texas Legislature

County District Number or Vendor ID:		17460024080	Amendment #:	

<table>
<tr><td colspan="4" align="center">Payroll Costs (6100)</td></tr>
<tr><td rowspan="2">Employee Position Title</td><td>Estimated # of Positions 100% Grant Funded</td><td>Estimated # of Positions Less than 100% Grant Funded</td><td rowspan="2">Grant Amount Budgeted</td></tr>
<tr><td></td><td></td></tr>
<tr><td colspan="4">Academic/Instructional</td></tr>
<tr><td>1 Teacher</td><td></td><td></td><td>$ -</td></tr>
<tr><td>2 Educational Aide</td><td></td><td></td><td>$ -</td></tr>
<tr><td>3 Tutor</td><td>7</td><td>0</td><td>$ 16,240</td></tr>
<tr><td colspan="4">Program Management and Administration</td></tr>
<tr><td>4 Project Director</td><td></td><td></td><td>$ -</td></tr>
<tr><td>5 Project Coordinator</td><td></td><td></td><td>$ -</td></tr>
<tr><td>6 Teacher Facilitator</td><td></td><td></td><td>$ -</td></tr>
<tr><td>7 Teacher Supervisor</td><td></td><td></td><td>$ -</td></tr>
<tr><td>8 Secretary/Admin Assistant</td><td></td><td></td><td>$ -</td></tr>
<tr><td>9 Data Entry Clerk</td><td></td><td></td><td>$ -</td></tr>
<tr><td>10 Grant Accountant/Bookkeeper</td><td></td><td></td><td>$ -</td></tr>
<tr><td>11 Evaluator/Evaluation Specialist</td><td></td><td></td><td>$ -</td></tr>
<tr><td colspan="4">Auxiliary</td></tr>
<tr><td>12 Counselor</td><td></td><td></td><td>$ -</td></tr>
<tr><td>13 Social Worker</td><td></td><td></td><td>$ -</td></tr>
<tr><td>14 Community Liaison/Parent Coordinator</td><td></td><td></td><td>$ -</td></tr>
<tr><td colspan="4">Education Service Center (to be completed by ESC only when ESC is the applicant)</td></tr>
<tr><td>15 ESC Specialist/Consultant</td><td></td><td></td><td>$ -</td></tr>
<tr><td>16 ESC Coordinator/Manager/Supervisor</td><td></td><td></td><td>$ -</td></tr>
<tr><td>17 ESC Support Staff</td><td></td><td></td><td>$ -</td></tr>
<tr><td>18 ESC Other: (Enter position title here)</td><td></td><td></td><td>$ -</td></tr>
<tr><td>19 ESC Other: (Enter position title here)</td><td></td><td></td><td>$ -</td></tr>
<tr><td>20 ESC Other: (Enter position title here)</td><td></td><td></td><td>$ -</td></tr>
<tr><td colspan="4">Other Employee Positions</td></tr>
<tr><td>21 (Enter position title here)</td><td></td><td></td><td>$ -</td></tr>
<tr><td>22 (Enter position title here)</td><td></td><td></td><td>$ -</td></tr>
<tr><td>23</td><td colspan="2" align="right">Subtotal Employee Costs:</td><td>$ 16,240</td></tr>
<tr><td colspan="4">Substitute, Extra-Duty Pay, Benefits Costs</td></tr>
<tr><td>24 6112 - Substitute Pay</td><td colspan="2"></td><td>$ 6,960</td></tr>
<tr><td>25 6119 - Professional Staff Extra-Duty Pay</td><td colspan="2"></td><td>$ -</td></tr>
<tr><td>26 6121 - Support Staff Extra-Duty Pay</td><td colspan="2"></td><td>$ -</td></tr>
<tr><td>27 6140 - Employee Benefits</td><td colspan="2"></td><td>$ -</td></tr>
<tr><td>28 61XX - Tuition Remission (IHEs only)</td><td colspan="2"></td><td>$ -</td></tr>
<tr><td>29</td><td colspan="2" align="right">Subtotal Substitute, Extra-Duty Pay, Benefits Costs:</td><td>$ 6,960</td></tr>
<tr><td>30</td><td colspan="2" align="right">Grand Total:</td><td>$ 23,200</td></tr>
<tr><td>31</td><td colspan="2" align="right">Total Program Costs*:</td><td>$ 23,200</td></tr>
<tr><td>32</td><td colspan="2" align="right">Total Direct Admin Costs*:</td><td>$ -</td></tr>
</table>

*Complete the Total Program Costs (line 31) and Total Direct Admin Costs (line 32) lines. The sum of these lines must equal the Grand Total (line 30); otherwise, the field will change color to red to indicate an error. These amounts will automatically populate on the Budget Summary worksheet.

For budgeting assistance, see the Budgeting Guidance and Related Forms section on the Grants Administration Division's Grant Resources webpage.

County District Number or Vendor ID:	17460024080	Amendment #:	0

Professional and Contracted Services (6200)

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider. Please provide a brief description for the service and purpose.

	Description of Service and Purpose	Grant Amount Budgeted
1	6269 - Rental or lease of buildings, space in buildings, or land (Specify purpose here)	$ -
2	Service: NewsELA Professional Development In-Person 2 NewsELA Full Day Professional Development In-Person sessions	$ 7,200
3	Service: Formative Professional Development In-Person 2 Formative Full Day Professional Development In-Person sessions	$ 10,000
4	Service: NewsELA and Formative Professional Development Virtual 8 NewsELA and Formative 90 minute Professional DevelopmentVirtual sessions	$ 6,000
5	Service: (Specify purpose here)	$ -
6	Service: (Specify purpose here)	$ -
7	Service: (Specify purpose here)	$ -
8	Service: (Specify purpose here)	$ -
9	**Subtotal of professional and contracted services requiring specific approval:**	**$ 23,200**
10	Remaining 6200 - Professional and contracted services that do not require specific approval.	$ -
11	**Grand Total:**	**$ 23,200**
12	Total Program Costs*:	$ 23,200
13	Total Direct Admin Costs*:	$ -

*Complete the Total Program Costs (line 12) and Total Direct Admin Costs (line 13) lines. The sum of these lines must equal the Grand Total (line 11); otherwise, the field will change color to red to indicate an error. These amounts will automatically populate on the Budget Summary worksheet.

FOR TEA USE ONLY	
Changes on this page have been confirmed with:	On this date:
Via telephone/email (list as appropriate):	By TEA staff person:

Application Part 2:   **2024-2026 Interactive Online Learning Grant, Cycle 1**
Authorized by: General Appropriations Act, Article III, Rider 90, 88th Texas Legislature

County District Number or Vendor ID:	17460024080	Amendment #:	0

Supplies and Materials (6300)		

	Expense Item Description	Grant Amount Budgeted
1	Remaining 6300 - Supplies and materials that do not require specific approval:	$ 390
2	Grand Total:	$ **390**
3	Total Program Costs*:	$ 390
4	Total Direct Admin Costs*:	$ -

*Complete the Total Program Costs (line 3) and Total Direct Admin Costs (line 4) lines. The sum of these lines must equal the Grand Total (line 2); otherwise, the field will change color to red to indicate an error. These amounts will automatically populate on the Budget Summary worksheet.

Application Part 2: **2024-2026 Interactive Online Learning Grant, Cycle 1**
Authorized by: General Appropriations Act, Article III, Rider 90, 88th Texas Legislature

County District Number or Vendor ID:	17460024080	Amendment #:	0

	Other Operating Costs (6400)	
	Expense Item Description	**Grant Amount Budgeted**
1	6411 - Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	$
2	6412 - Travel for students to conferences (does not include field trips). Requires pre-authorization in writing. (Enter name and purpose of conference)	$
3	6412/6494 - Educational Field Trip(s). Must be allowable per Program Guidelines, and grantee must keep documentation locally.	$
4	6413 - Stipends for non-employees other than those included in 6419.	$
5	6419 - Non-employee costs for conferences. Requires pre-authorization in writing.	$
6	6411/6419 - Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and grantee must keep out-of-state travel documentation locally.	$
7	6495 - Cost of membership in civic or community organizations. (Enter name and purpose of organization)	$
8	64XX - Hosting conferences for non-employees. Must be allowable per Program Guidelines, and grantee must keep documentation locally.	$
9	Subtotal of other operating costs (6400) requiring specific approval:	$ -
10	Remaining 6400 - Other operating costs that do not require specific approval.	$ -
11	Grand Total:	$ -
12	Total Program Costs*:	$ -
13	Total Direct Admin Costs*:	$ -

*Complete the **Total Program Costs (line 12)** and **Total Direct Admin Costs (line 13)** lines. The sum of these lines must equal the Grand Total (line 11); otherwise, the field will change color to red to indicate an error. These amounts will automatically populate on the Budget Summary worksheet.

Forms to seek approval or document intent for applicable activities listed above are available on TEA's Forms for Prior Approval, Disclosure, and Justification page.

In-state travel for employees does not require specific approval.

FOR TEA USE ONLY	
Changes on this page have been confirmed with:	On this date:
Via telephone/email (list as appropriate):	By TEA staff person:

County District Number or Vendor ID:	17460024080	Amendment #:	0

Debt Service (6500)

NOTE: Use this schedule to budget funds to retire debt principal on lease liabilities with terms greater than 12 months and to pay interest accrued on those leases. In Part 2, please provide a brief description of each item included in 6514/6512 (Principal Costs) and why it is necessary for successful implementation of the grant program.

Expense Item Description	Grant Amount Budgeted
Part 1: Lease Liabilities with Terms Greater Than 12 Months	
1	6514 - Subscription-based Information Technology Arrangement (SBITA) Liability - Principal Costs	$ 253,210
2	6526 - Subscription-based Information Technology Arrangement (SBITA) Liability - Interest Costs	$ -
3	6512 - Capital Lease Liability - Principal Costs	$
4	6522 - Capital Lease Liability - Interest Costs	$
6	Grand Total (sum of all lines):	$ 253,210
7	Total Program Costs*:	$ 253,210
8	Total Direct Admin Costs*:	$ -

*Complete the Total Program Costs (line 7) and Total Direct Admin Costs (line 8) lines. The sum of these lines must equal the Grand Total (line 6); otherwise, the field will change color to red to indicate an error. These amounts will automatically populate on the Budget Summary worksheet.

Part 2: Description of Subscription or Property with Justification

	Subscription/Property and Justification	Contract Start Date (for full term of contract)**	Contract End Date (for full term of contract)**	SBITA Cost / Property Value (total Principal Cost for full term of contract)
9	NewsELA Social Studies, Formative Gold Subscription, Formative Lockdown Browser, Formative Item Bank, NewsELA Texas	8/1/2024	7/31/2026	$ 253,210
10	(Enter description of subscription (6514) or property being leased (6512) and provide justification of grant relevance)			$ -
11	(Enter description of subscription (6514) or property being leased (6512) and provide justification of grant relevance)			$ -
12	(Enter description of subscription (6514) or property being leased (6512) and provide justification of grant relevance)			$ -
13	Property Value Total (sum of all lines):			$ 253,210

**Contract dates must indicate a period greater than 12 months.

FOR TEA USE ONLY	
Changes on this page have been confirmed with:	On this date:
Via telephone/email (list as appropriate):	By TEA staff person:

County District Number or Vendor ID:	17460024080	Amendment #:	0
Grant Period:	May 17, 2024, to April 30, 2026	Fund Code/ Shared Services Arrangement:	429

	Budget Summary						
				Source of Funds			
	Description and Purpose	**Class/ Object Code**	**Program Cost**	**Direct Administrative Cost**		**Total Budgeted Cost**	
1	Payroll Costs	6100	$ 23,200	$ -		$ 23,200	
2	Professional and Contracted Services	6200	$ 23,200	$ -		$ 23,200	
3	Supplies and Materials	6300	$ 390	$ -		$ 390	
4	Other Operating Costs	6400	$ -	$ -		$ -	
5	Debt Service	6500	$ 253,210	$ -		$ 253,210	
7	Total Direct Costs:		$ 300,000	$ -		$ 300,000	
8	* Indirect Costs:					$ -	
9	Total of All Budgeted Costs :		$ 300,000	$ -		$ 300,000	
	Direct Administrative Cost Calculation						
11	Total Award Amount:					$ 300,000	
12	Direct Administration Cap per Program Guidelines					0.10	
13	Maximum amount allowable for **direct administrative** costs:					$ 30,000	

*For current year indirect cost rates, please visit the Federal Fiscal Compliance and Reporting **Indirect Cost Rates** page.
Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. Indirect costs claimed are part of the total grant award amount, not in addition to the grant award amount. Do not submit an amendment solely for the purpose of budgeting indirect costs.
To calculate maximum indirect costs, please use the Maximum Indirect Costs Worksheet available on the Grants Administration Division's **Grant Resources** webpage.

FOR TEA USE ONLY	
Changes on this page have been confirmed with:	On this date:
Via telephone/email (list as appropriate):	By TEA staff person:

County District Number or vendor ID:	0	Amendment #	

SUBMITTING AN AMENDMENT

This worksheet is used to amend the budget of a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). Refer to the amendment instructions (orange tab) located on this Excel workbook for information about when to submit an amendment and the documents required.

AMENDED BUDGET REQUEST

	Description	Class/ Object Code	A. Grand Total from Previously Approved Budget	B. Amount Deleted	C. Amount Added	D. New Grand Total
1	Payroll Costs	6100				$ -
2	Professional and Contracted Services	6200				$ -
3	Supplies and Materials	6300				$ -
4	Other Operating Costs	6400				$ -
5	Debt Services	6500				$ -
6	Total Direct Costs:		$ -	$ -	$ -	$ -
7	Indirect Costs:					$ -
8	Total Costs:		$ -	$ -	$ -	$ -

FOR TEA USE ONLY

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Instructions: Request for Amendment

After the original application is approved and the grantee has received the Notice of Grant Award (NOGA), the grantee may need to make changes to the budget or the planned program. Most grantees are permitted to make some changes to the budget or program without notifying or getting approval from TEA. (Some grantees are required to notify and get approval from TEA for all changes to their budget or programs.) In other cases, however, the grantee is required to submit formal notice to TEA of the desire or intent to change the budget or program.

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" document posted in the Amendment Submission Guidance section of the Grants Administration Division's Administering a Grant page to determine when an amendment is required for this grant. https://tea.texas.gov/Finance_and_Grants/Administering_a_Grant.aspx. "When to Amend the Application" provides details on which grantees are and are not required to submit amendments and when amendments are required. Also refer to the General and Fiscal Guidelines, Amending the Application, for more detailed information about amendments.

Regardless of how a grantee amends the application to distribute funds among the class/object codes, the grantee is still responsible for carrying out the scope and objectives of the grant as described in the approved application.

TEA reserves the right to reject unnecessary amendments without reviewing and approving them.

Submitting an Amendment

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Administering a Grant page of the TEA website.

How to Submit an Amendment

An amendment may be submitted by email to competitivegrants@tea.texas.gov. Mailed or faxed amendments will not be accepted.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Pages to Include with an Amendment
*Required for **all** amendment requests*

1. Page one of the application with up-to-date contact information and current authorized official's signature and date

2. Appendix I: Amendment Description and Purpose

Required for budget amendment requests

3. Amended Budget Request from the Excel budget workbook
4. Updated Program Budget Summary from the Excel budget workbook
5. Updated supporting budget pages from the Excel budget workbook

Assembling the Amendment
Follow these steps to complete all schedules required to be submitted:

1. Complete page 1

a. Complete the box in the upper right corner of the schedule by indicating the number of the amendment. The first amendment you submit for the grant is #1; if that amendment is approved, the next amendment becomes #2.

b. Ensure all applicant information is current and correct.

c. Ensure the authorized official information is current and correct. The authorized official must sign and date with the date that the amendment is being submitted.

2. Complete Appendix I: Amendment Description and Purpose

a. Choose the section you wish to amend from the drop down menu

b. Describe the changes you are making and the reason for the changes. Always work with the most recent negotiated or amended application. If you are requesting a revised budget, please include the budget attachments with your amendment.
(example) Payroll 6300 —Reduce amount for extra-duty pay—Staff was able to complete training during regular working hours.

3. If you are requesting a budget change, complete the Amended Budget Request page from the Excel budget workbook

a. In column A, enter the grand total for each class/object code in the most recently approved application or amendment.

b. In column B, enter the amount being deleted from each class/object code.

c. In column C, enter the amount being added to each class/object code.

d. Column D and the total direct cost line will automatically calculate your changes

4. If you are requesting a budget change, complete the Program Budget Summary page and the corresponsding supporting budget page with the new amounts.

5. Do not resubmit any attachments required in the original application.