



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 district engaged in a comprehensive process to select and implement an effective interactive online learning model for U.S. History, and English Language Arts aligned with the TEKS for middle school and high school students. The chosen program, "US History: Story of America" by iStation, aligns with the TEKS and offers a standards-driven, supplemental curriculum enriched with interactive features.

Program Description:

- Immerses students in engaging historical narratives, covering topics from pre-colonization to modern times that include activities that explore historical trends and events and interactive maps, historical audio and video clips
- Reinforces critical reading, writing, and comprehension skills while meeting rigorous US history standards
- Offers assessments, interactive lessons, multimedia resources, vocabulary exploration, essay-writing activities, and performance-based assessments, including reports for educators to track and measure progress
- Is available in English and Spanish

Grade Levels:
The programs will be implemented in grades 8 and 11 for U.S. History

Selection/Development Criteria:

- The district selected the program based on their alignment with TEKS standards for US history and ELA.
- Criteria for selection included alignment with state standards, interactivity, effectiveness in improving academic outcomes, and the availability of actionable data to inform instruction.

TEKS Alignment:
To ensure effective implementation and alignment with TEKS standards, the district will provide customized professional learning opportunities for educators. This will include training sessions conducted by experienced educational consultants from iStation, tailored to the district's goals and needs. The district will also use actionable data from assessments to inform individual and group instruction, track student progress, and measure the impact of the programs on academic outcomes. Through this process, the district aims to increase US history and ELA achievement, improve high school graduation rates, and elevate educator effectiveness across middle and high schools within the district.

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?

iStation US History: Story of America includes comprehensive progress monitoring tools designed to track student performance and ensure adequate progress in U.S. history instruction aligned with the TEKS. These tools encompass various types of assessments, continuous observations of student work, and opportunities for student reflection and revision.

Progress Monitoring:

- Teachers can seamlessly incorporate the selected programs into their core curriculum to monitor student progress effectively.
- Formative and summative assessments are integrated into the supplemental curriculum, allowing for ongoing evaluation of student understanding and progress
- The interactive nature of the lessons facilitates observation of student work and engagement with historical content.
- Teachers utilize embedded assessments to track student proficiency levels and identify areas of additional support or intervention.
- Opportunities for student reflection and revision within the program allow for self-assessment and reinforcement of learning.

Support for Struggling Learners:

- When students encounter difficulties with historical knowledge or concepts, teachers can intervene promptly using the interactive lessons.
- Small group sessions, one-on-one support, or targeted whole-class lessons can be implemented to reteach concepts and provide additional assistance.
- Data from assessments guide teachers in identifying struggling learners and tailoring interventions to address specific areas of need.

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.

iStation U.S History: Story of America includes quarterly benchmark assessments designed to evaluate student progress and the effectiveness of the implemented program. These benchmark assessments are conducted four times a year, aligning with the end of the first quarter, mid-year, end of the third quarter, and end of the academic year. The assessments are autoscored and feature items corresponding to Webb's Depth of Knowledge (DOK) levels 1-3, including multiple-choice, fill-in-the-blank, and true or false questions. The district will utilize the data from these benchmark assessments in several ways to support student learning and evaluate the effectiveness of the interactive online learning model(s):

Student Learning Support:

- Identify areas of strength and weakness: Benchmark assessment results will provide insights into students' proficiency levels and areas of strength and weakness in US History knowledge.
- Personalized instruction: Utilize actionable data to tailor instruction and address individual students' learning needs based on their performance in the benchmark assessments.
- Intervention strategies: Develop targeted intervention strategies for students who require additional support in specific areas identified by the benchmark assessments.

Evaluation of Effectiveness:

- Measure academic growth: Track students' progress over time by comparing their performance across the quarterly benchmark assessments.
- Assess program effectiveness: Evaluate the effectiveness of the interactive online learning model(s) by analyzing the impact of the program on student learning outcomes as evidenced by benchmark assessment results.
- Identify areas for improvement: Use benchmark assessment data to identify areas where the program may need adjustments or enhancements to better meet students' needs and improve learning outcomes.

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).

iStation U.S History: Story of America features a rich array of audio and video components designed to immerse students in engaging history lessons and enhance their learning experience. These tools include:

- Audio support gives students the ability to read along with the narrator, improving their fluency skills or read on their own without a narrator
- Interactive maps allow students to follow the steps of the historians and give them clear connections to where and when events happened with audio and visual support
- Short videos are embedded into the lessons at appropriate places to give students accounts of historical events
- Interactive timelines for each unit present a chronological depiction of events in Texas and US history. These timelines, linked with audio and visual support, give students yet another view of how history unfolded.

The district will leverage these audio and video components to engage students in the following ways:

- By incorporating audio-narrated history, original photos, audio speeches, interactive maps, short videos, and interactive timelines, students are immersed in dynamic and multi-sensory learning experiences that foster curiosity and engagement
- The use of multimedia resources provides visual and auditory reinforcement of historical concepts, making abstract ideas more tangible and accessible to students
- Audio and video components offer students contextual understanding of historical events and figures, allowing them to connect with the past on a deeper level
- Interactive features such as interactive maps and timelines encourage students to explore historical content interactively, promoting active learning and critical thinking skills

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.

iStation U.S History: Story of America provides components in both English and Spanish to accommodate the needs of diverse student populations. Teachers have the flexibility to choose between English or Spanish text and audio, depending on individual students' preferences and reading abilities.

To utilize the program effectively with English- and Spanish-speaking students, the district will implement the following strategies:

- By offering content in both English and Spanish, teachers can provide individualized instruction that meets the unique learning needs of each student. The program can be used with English language learners to build critical background knowledge or to reteach concepts.
- The program supports language development by providing opportunities for students to engage with content in their native language. This approach helps English language learners build vocabulary, improve comprehension, and develop literacy skills in both English and Spanish.

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 of iStation's U.S. History: Story of America with grant funds aligns with the mission and goals of Pflugerville ISD, which emphasize providing an inspiring, engaging, and relevant education that empowers students to reach their full potential as productive members of a diverse global community.

The mission of Pflugerville ISD underscores the importance of delivering high-quality education to students, and the implementation of iStation's U.S. History: Story of America supports this mission by enhancing the educational experience and outcomes for middle and high school students across the district.

The goal of implementing iStation's U.S. History: Story of America is to provide students with access to engaging and effective supplemental resources that complement core instruction in social studies. By leveraging these resources, teachers can enhance their teaching practices, provide targeted intervention for students in need, and prepare students for the STAAR assessment.

The implementation of iStation's U.S. History: Story of America directly supports Pflugerville ISD's overall mission by providing students with access to high-quality educational resources that align with the district's values and beliefs. By investing in innovative teaching tools and strategies, the district demonstrates its commitment to excellence, equity, and the holistic development of all students.

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?

Three student needs that will be met by the interactive online learning grant and how iStation's US History: Story of America will address them are as follows:

Boosting Student Proficiency in US History:

- Activities and resources within the program will be designed to enhance students' historical proficiency, knowledge, and scores by presenting historical content in an accessible and engaging manner.
- Strategies such as interactive timelines, audio-narrated history, primary source materials, and interactive maps will be implemented to help students grasp complex historical narratives and retain information effectively.

Increasing Reading Comprehension:

- Literacy instruction will be embedded within the social studies program, supporting students who may struggle with reading or have gaps in their skills that hinder comprehension of core subject content.

Improving STAAR Assessment Scores:

- iStation's US History: Story of America will offer engaging content experiences aligned with TEKS history and literacy standards to help students understand complex historical narratives in a student-friendly way.
- Activities and resources within the program will be correlated with STAAR assessment objectives, providing students with opportunities to practice and apply their historical knowledge and literacy skills in preparation for the exam.
- Teachers will utilize formative assessments, progress monitoring tools, and targeted interventions to track student progress and provide additional support to students as needed, with a focus on improving performance on the STAAR assessment.

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?

The district will select and support teachers and other support staff to implement the interactive online learning grant by prioritizing teacher commitment and providing necessary tools and professional development opportunities.

Ensuring Teacher Commitment:

- The district will emphasize the value and benefits of the interactive online learning model to teachers, highlighting how it aligns with their instructional goals and enhances student learning outcomes.
- The district will recognize and celebrate the efforts of teachers who embrace the interactive online learning model and demonstrate commitment to its successful implementation.

Providing Necessary Tools and Professional Development:

- Teachers will complete an online Getting Started course provided by the selected program, which will familiarize them with the features and functionalities of the program and how to integrate it into their classrooms effectively.
- The district will organize webinars and training sessions in collaboration with iStation, the program provider, to offer ongoing professional development opportunities for teachers. These sessions will focus on best practices for utilizing the interactive online learning model(s) to enhance instruction, support student learning, and effectively use assessment data to inform instruction..

TEA Program Requirements (Cont'd)

4. Describe how the proposed budget will meet the needs and goals of the program, including staffing, professional development, and resources needed to support the implementation of the effective interactive online learning model(s).

The proposed budget for the program aligns with the needs and goals of the implementation of the effective interactive online learning model. Here's how the budget will support staffing, professional development, and resources needed for successful implementation:

Per Student Cost of the Program:

- The budget includes funding to cover the per student cost of the interactive online learning program. This ensures that all students across the district have access to the program and its resources, supporting their learning needs and academic goals.

Professional Development and Training:

- Funds are allocated for professional development and training opportunities for teachers and staff. This includes resources for online courses, webinars, and training sessions provided by the program provider, aimed at familiarizing educators with the features and functionalities of the program and best practices for implementation.
- The budget also supports customized professional development plans tailored to the specific needs and goals of the district or school, ensuring that teachers receive targeted support to enhance their instructional practices and effectively integrate the program into their classrooms.

Resources:

- Funds are also designated for ongoing support and maintenance of the program, ensuring that educators have access to technical assistance and troubleshooting services as needed to address any issues that may arise during implementation.

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

To ensure successful cross-curricular implementation of the program in the 2024-2025 and 2025-2026 school years, Pflugerville ISD will implement the following strategies:

Integration into Literacy Instruction:

- The selected program will be utilized to supplement literacy instruction in both Social Studies classes. Teachers will incorporate the program into their curriculum to provide students with opportunities to engage in reading, thinking, speaking, and writing in social studies.
- The program offers project-based learning opportunities that incorporate skills across disciplines. Teachers will design interdisciplinary projects that integrate social studies content with literacy skills, fostering critical thinking, problem-solving, and communication abilities.

Implementation of Disciplinary Literacy:

- Teachers will emphasize disciplinary literacy skills by engaging students in analyzing texts and content
- Assignments will be designed to engage students in reading complex, grade-level texts and content regularly, fostering college and career readiness and strengthening comprehension skills across all subject areas.

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(s) after the end of the grant period, the LEA plans to implement the following strategies:
- The district will utilize data collected during the grant period, such as student performance metrics and feedback from teachers and students, to inform decisions regarding the continued implementation and improvement of the program.
 - The district will collaborate with stakeholders to garner support and feedback for the sustained implementation of the program. This collaborative approach ensures that the program remains aligned with the evolving needs and priorities of the school community.
 - The district will establish processes for ongoing evaluation and monitoring of the program to assess its effectiveness and identify areas for improvement. Regular reviews will inform adjustments and enhancements to ensure the continued success and relevance of the program.

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

Pflugerville Interactive Grant Part 1

Final Audit Report

2024-04-04

Created:	2024-04-04
By:	Rachel Naugle (Rachel.Naugle@pfisd.net)
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