



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.

Rio Grande City Grulla ISD (RGCGISD) will employ a thorough process to select or develop model(s) that enable students to explore historical topics through literature or vice versa. The criteria for selecting or developing models will be rigorous, considering factors such as alignment with TEKS standards, student engagement, accessibility features, technical requirements, and scalability for classroom implementation. Each model will be evaluated based on its ability to meet these criteria effectively. The RGCGISD will ensure that the developed program is suitable for students in 7th grade through Texas History and English Language Arts and in 8th grade through U.S. History and English Language Arts taking into consideration the alignment to high school expectations. This criterion may include factors such as alignment with TEKS standards, student engagement, accessibility features, technical requirements, and scalability for implementation across multiple classrooms. Throughout the selection or development process, the RGCGISD will consistently reference the TEKS standards to ensure alignment. This will entail systematic curriculum mapping centered on specific lessons to address relevant TEKS objectives and making adjustments as necessary. High school and middle school educators from the secondary campuses who are subject matter experts will collaborate to guarantee that the content is accurate, engaging, and aligned with TEKS standards as well as addressing the needs of English and Spanish speakers through culturally relevant connections incorporated in the content.

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 progress monitoring tools integrated into the interactive online learning model will play a pivotal role in assessing student progress and ensuring their advancement. These tools encompass various features including formative assessment, quarterly benchmark assessments, student self-progress trackers, and teacher data analytics dashboards already in place at the district. The district will utilize these tools to regularly assess student comprehension and skill mastery, providing timely feedback to guide their learning journey. By analyzing data such as completion rates, assessment scores, and time spent on tasks, educators will gain insights into student performance and engagement levels. Based on this data, prescriptive individualized learning paths will be created to meet the diverse needs of students including English and Spanish instruction. For those who are struggling in content or language, targeted interventions will be implemented, such as providing supplementary materials, offering tutoring sessions, and utilizing adaptive learning technologies already in place through the district's extensive blended learning model. The district will ensure that consistent communication models are maintained with students and their families to provide ongoing support and encouragement through the District's Learning Management System, while proactively engaging in outreach strategies to prevent students from falling behind or experiencing large gaps in the instructional models being used. Through effective use of progress monitoring tools and interventions, the RGCGISD LEA aims to ensure that all students make adequate progress towards their academic goals within the online learning environment.

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 quarterly benchmarks within the interactive online learning model will consist of structured assessments aligned with TEKS-based curriculum objectives. The benchmarks will cover diverse aspects of learning, including academic accomplishments and engagement metrics, integrating both audio and video elements. Teachers will leverage this data to enhance student learning by identifying areas for improvement and offering targeted interventions. Furthermore, it will assess the effectiveness of the learning modules by analyzing and comparing student performance in the quarterly benchmarks, guiding instructional decisions to ensure student growth.

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 utilization of audio and video components within the interactive online learning model(s) will be strategically designed to captivate students' attention and foster deep engagement with the curriculum. These components represent a multifaceted approach to learning, leveraging a diverse array of multimedia tools, including recorded lectures, educational videos, interactive simulations, and virtual tours.

The district's approach goes beyond mere presentation of information; it's about creating an immersive learning experience that resonates with students on multiple levels. These audio and video resources serve as dynamic educational aids, effectively visualizing complex concepts, providing clear explanations for challenging topics, and establishing tangible connections to real-world scenarios.

Moreover, the interactive nature of these components facilitates active student participation and collaboration. Through features such as formative assessments and discussions, students are not passive recipients of information but active participants in their own learning journey. This fosters a sense of ownership and accountability, driving deeper understanding and retention of the material. The district aims to capitalize on the rich cultural experiences of the community and its proximity to the Texas-Mexico border as a way to allow students to truly own their rich history.

Importantly, the district's use of audio and video components isn't just about engagement; it's about personalized learning. Recognizing that students have diverse learning styles and preferences, RGCGISD will tailor our multimedia resources to accommodate individual needs. Whether it's visual demonstrations, auditory explanations, or interactive activities, our approach ensures that every student can access the content in a way that resonates most with them.

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.

To ensure the seamless cross-curricular implementation of the program in the 2024-2025 and 2025-2026 school years, RGCGISD LEA will embark on a robust strategy that emphasizes collaboration, alignment, and continuous professional development.

First and foremost, our approach will prioritize collaboration among educators and subject matter experts to tap into the collective expertise of teachers from both middle and high school levels, ensuring that the program is designed to meet the needs of students transitioning between grades. This collaborative effort will also facilitate the alignment of curriculum objectives across subjects, maximizing opportunities for cross-curricular integration.

Furthermore, RGCGISD will implement systematic curriculum mapping processes to meticulously align program lessons with TEKS objectives. Through ongoing assessment and refinement, we will ensure that the content remains relevant and effective in meeting educational standards while catering to the diverse learning needs of students.

Professional development will be a cornerstone of our strategy, with dedicated training sessions provided to educators to equip them with the necessary skills and knowledge for effective program implementation. These sessions will focus on strategies for cross-curricular integration, leveraging technology in teaching, and addressing the needs of diverse learners, including English and Spanish speakers.

Moreover, our commitment to cultural relevance will be embedded throughout the program. By incorporating culturally relevant connections into the content, we aim to create an inclusive learning environment that resonates with all students, irrespective of their background.

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 mission of RGCGISD is to enhance student engagement, improve learning outcomes, and foster critical thinking through interactive online learning models that integrate historical narratives with English language arts.

Goal(s):

Develop and implement modules aligned with TEKS standards.

Promote student engagement, critical thinking, and cross-curriculum integration.

Utilize technology to support all learners, including those facing challenges, and ensure equitable access.

Assess effectiveness through ongoing evaluation.

Desired Student Outcomes:

Increased engagement and motivation.

Improved academic performance and critical thinking skills.

Appreciation and understanding of interdisciplinary connections.

Cultivation of cultural competence and respect for diversity.

Equitable access to educational opportunities.

Supporting the RGCGISD LEA's Overall Mission:

This grant aligns with the district's commitment to providing high-quality education and fostering student success. By investing in innovative instructional strategies and technology, RGCGISD aims to meet the diverse needs of students and prepare them for success in the digital age. Through this initiative, the district aims to demonstrate our dedication to advancing our mission of academic excellence and sustained lifelong learning for the entire district community.

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 effectively addresses accessibility and personalized learning needs by offering a platform accessible to both teachers and students, ensuring inclusivity for those facing physical location or mobility challenges. This accessibility removes barriers to education, allowing students who may struggle with traditional classes to engage effectively with course content in a manner that is engaging and relevant to them. Additionally, the grant fosters an environment of diverse learning styles through personalized and culturally relevant experiences, with adaptive learning technologies tailoring instruction to each student's unique needs. Furthermore, it promotes engagement and interaction through multimedia content, gamified activities, and live sessions with teachers, fostering active participation and collaboration for an enhanced learning experience. Moreover, the grant provides access to a range of support services, including peer tutoring and writing centers facilitated by high school students, all while prioritizing students' social-emotional well-being and emotional intelligence.

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?

1. To ensure teacher commitment, RGCGISD will facilitate collaboration between middle and high school teachers to align curriculum and provide opportunities for input. This collaboration will be supported by dedicated funds allocated for curriculum alignment activities.

Middle and high school teachers will have regular opportunities to collaborate and align curriculum. Through facilitated Summer and Saturday meetings and workshops, teachers will work together to ensure that the interactive online learning modules are aligned with TEKS standards and meet the needs of students at both grade levels.

Teachers will be encouraged to provide input and feedback throughout the curriculum alignment process. Their expertise and insights will be valued and incorporated into the development of the interactive online learning modules, fostering a sense of ownership and commitment among teachers.

2. To ensure teachers have the necessary tools and professional development to implement the interactive online learning model(s) effectively, RGCGISD will provide targeted support and training opportunities.

Dedicated training will be scheduled during the summers, Professional Learning Days (August 5-8th, 2024), and Saturday collaborative sessions to provide intensive training and planning time for teachers. During these PLD days, teachers will receive training on online teaching methodologies, technology integration, and curriculum alignment. They will also have dedicated time to continue collaborating, refining their curriculum alignment efforts, and planning instruction for the interactive online learning model(s).

Funds allocated for curriculum alignment activities will be used to provide teachers with the necessary resources and materials to support their collaboration efforts. This may include access to online platforms, curriculum resources, and professional development opportunities.

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 of \$300,000 will be allocated strategically to meet the diverse needs and goals of the program, ensuring the successful implementation of the effective interactive online learning model(s). A portion of the budget will be allocated towards curriculum development, integrating historical narratives with English language arts through the creation of interactive online learning lessons. This funding encompasses instructional materials, content development software, and resources to ensure engaging and interactive learning experiences for students. Additionally, staffing support will be provided, including the hiring of teachers, peer tutors, curriculum specialists, and technology support staff responsible for module development, implementation, and maintenance. Funds will compensate personnel for collaboration, planning, and curriculum alignment during dedicated summer sessions, as well as after-school and Saturday collaborative sessions.

A significant portion of the budget will be dedicated to professional development opportunities for teachers and support staff. This includes funding for workshops, training sessions, and conferences focused on online teaching methodologies, technology integration, cross-curricular instruction, and curriculum alignment. Professional development activities will empower educators with the skills and knowledge necessary to effectively implement the interactive online learning model(s) and support student success.

Funds will be allocated to acquire the necessary resources and technology tools to support the implementation of the program. This includes purchasing educational software licenses, online learning platforms, multimedia resources, and digital learning materials aligned with TEKS standards. Additionally, funds will be allocated for the purchase of hardware equipment such as laptops, tablets, and interactive displays to ensure equitable access to technology resources for all students.

Funds will also be allocated for ongoing evaluation and assessment of the program's effectiveness. This includes funding for data collection tools, assessment instruments, and evaluation software to monitor student progress, measure learning outcomes, and identify areas for improvement.

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, RGCGISD will employ a comprehensive approach that integrates the program seamlessly into existing Amplify curricula while fostering collaboration among educators across various subject areas. First, we will establish a cross-curricular planning committee comprising teachers, curriculum specialists, and administrators. This committee will meet regularly to review program objectives, align learning outcomes with curriculum standards, and identify opportunities for integration. Additionally, we will provide professional development opportunities focused on cross-curricular teaching strategies and the effective use of program resources. This training will empower educators to design interdisciplinary digital lessons, projects, and assessments that incorporate the program's content into English Language Arts and Texas/U.S. History lessons. Furthermore, we will encourage ongoing collaboration through teacher-led workshops, peer observations, and virtual learning communities where educators can share best practices. Moreover, high students will be given the opportunity to impact the program through peer tutoring and writing centers. By fostering a culture of collaboration and providing targeted support, our LEA is committed to ensuring successful cross-curricular implementation of the program, enriching students' learning experiences and promoting holistic academic growth.

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 ensure the sustainability of our interactive online learning model beyond the grant period, RGCGISD has developed a comprehensive plan that encompasses several key strategies.

First and foremost, funds will be allocated within the annual budget to support essential components such as technology infrastructure, software licenses, and ongoing professional development for educators.

Additionally, the model(s) will be integrated into the ELAR and Social Studies curriculum frameworks, ensuring their continued relevance and alignment with instructional objectives. Ongoing training will be provided to teachers to enhance their proficiency in utilizing the online learning tools effectively. The LEA will also prioritize maintaining and upgrading the technical infrastructure necessary to support the model(s), ensuring reliable access for students and providing technical support as needed. Continuous evaluation through data analysis and stakeholder feedback will inform adjustments and improvements to the model(s) over time.

Furthermore, the RGCGISD will explore opportunities for partnerships and collaborations to further strengthen and expand the program's impact beyond the grant period. Engaging stakeholders, including students, parents, teachers, and community members in the planning stages and throughout the implementation process, will be crucial in fostering support and ownership of the program's sustainability efforts. Through these efforts, the RGCGISD aims to ensure the long-term success and impact of the interactive online learning model(s) in the years to come.

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

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