2024-2026 Interactive Online Learning Grant, Cycle 1
Informal Discretionary Competition (IDC) Due 11:59 p.m. CT, April 4th, 2024

Texas Education Agency

NOGA ID

| Authorizing legislation | **General Appropriations Act, Article III, Rider 90, 88th Texas Legislature** |

Application stamp-in date and time

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**.

| 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 | Tekoa Charter School, Inc | CDN | 123803 | Campus | 041,001,103 | ESC | 5 | UEI | |

| Address | 326 Thomas Blvd | City | Port Arthur | ZIP | 77640 | Vendor ID | 1760556540 |

| Primary Contact | Princess Chretien | Email | pschretien@tekoacharterschool.org | Phone | 4095487403 |

| Secondary Contact | Carol Anderson | Email | canderson@tekoacharterschool.org | Phone | 4099606976 |

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 | Princess Chretien | Title | Superintendent |

| Email | pschretien@tekoacharterschool.org | Phone | 4095487403 |

| Signature | **Princess Chretien** — Digitally signed by Princess Chretien Date: 2024.04.04 14:46:30 -05'00' | Date | 04/04/2024 |

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.

Tekoa Academy has selected Istation US History: The Story of America (SOA) and Texas History Awakens as the interactive online learning programs of choice for this grant based on the components included, as well as the alignment to middle and high school TEKs. Both the Texas History and This US History programs are standards-driven, supplemental resources for the middle and high school students. Texas History Awakens (for middle school students) is an interactive online Middle School reading program designed to increase grade-level proficiency. Students discover Texas history through engaging media, authentic documents, and built-in assessments aligned to the State Social Studies Standards.

Istation US History (for middle and high school students):

• provides supplemental online curriculum aligned to TEKS in middle and high school and literacy standards
• increases reading and history comprehension
• offers extensive vocabulary exploration
• includes interactive maps, historical audio, and video clips
• builds essay-writing skills
• assesses understanding through performance-based assessments
• includes activities that explore historical trends and events
• offers reports for educators to track and measure progress
• is available in English and Spanish* (*Spanish will be available in Fall 2024)

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?

For effective progress monitoring, the interactive online learning model and program include multiple types of assessments (formative and summative), continuous observations of student work, and time for student reflection, summary, and revision. The selected programs facilitate progress monitoring through the use of supplemental curriculum aligned to TEKS, formative and summative assessment opportunities, observations of student work within the program and with projects, and opportunities for student reflection and revisions. Teachers can incorporate the selected supplemental programs into their core curriculum and leverage the programs to intervene when students are struggling with historical knowledge or concepts in their lessons. Teachers can use the interactive lessons to reteach concepts in small groups, one or one, or for targeted lessons for the whole class. The embedded assessments track student's proficiency with the content and teachers can use the assessments to determine areas of additional need.

Tekoa Charter School employs a comprehensive intervention strategy that incorporates tiered intervention and a Multi-Tiered System of Supports (MTSS) program model to meet the diverse needs of its students.

Tiered Intervention:
1. RTI Specialists and Small Group Instruction: Highly trained Response to Intervention (RTI) specialists conduct small group instruction targeting specific areas of need. These small groups allow for personalized attention and targeted support for students struggling with particular concepts or skills.
2. Reteaching Objectives and Lessons: RTI specialists reteach objectives and lessons to students who require additional reinforcement or clarification. They utilize various instructional methods and techniques to ensure that all students grasp the essential concepts and skills.
3. Teaching Pre-Requisite Skills: In some cases, students may require instruction at pre-requisite skill levels before they can effectively engage with grade-level content. RTI specialists address these needs by providing targeted instruction to build foundational skills, thus preparing students for more advanced learning.

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.

Benchmark assessments (autoscored) are offered four times a year at the end of the first quarter, mid-year, at the end of the third quarter, and at the end of the year. The Benchmark Assessments include items which correspond to Webb's DOK levels 1-3 and include item types like multiple choice, fill in the blank, and true or false.

Quarterly benchmarks will be used to assess student progress, the effectiveness of the learning model, and to make necessary adjustments to improve learning outcomes.

Tekoa Academy can use this data in several ways:
1. Support Student Learning: By identifying areas where students are struggling, educators can provide additional resources, personalized learning plans, or extra tutoring to help students succeed.
2. Evaluate and Improve the Learning Model: Regular assessment of the learning model's effectiveness allows for continuous improvement. If a particular benchmark consistently falls short, it may indicate a need for changes in the curriculum, teaching methods, or platform features.
3. Inform Decision Making: The data can be used to make informed decisions about resource allocation, curriculum development, and strategic planning.
4. Accountability: Regular benchmarking can provide evidence of the school's commitment to quality education and accountability to stakeholders, including parents, funders, and accreditation bodies.

In summary, quarterly benchmarks provide valuable insights into student learning and the effectiveness of the online learning model, enabling continuous improvement and better student 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).

Students will engage in immersive and interactive history lessons that include videos, audio-narrated history, original photos, original audio speeches, timelines, primary source materials, and interactive maps. 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.

Statutory Requirements (Cont'd)

5. Describe the components of the interactive online learning model(s) that are provided in Spanish. Explain how your LEA will use the interactive online learning model(s) with English- and Spanish-speaking students.

The selected programs allow teachers to select any combination of English or Spanish text and audio depending on the student's needs and reading ability.

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.

All middle and high school students across the charter school will have access to the selected programs as part of the grant. Social Studies teachers will be the primary educators using the program to supplement their core instruction, provide intervention where needed, and to prepare students for the STAAR assessment.

The overall mission of this implementation is to provide high-quality, accessible, and engaging online learning experiences for all students. The goal is to improve student learning outcomes, increase student engagement, and prepare students for the digital age.

The desired student outcomes of the implementation include improved academic performance, increased digital literacy, and enhanced critical thinking and problem-solving skills.

This grant will support the schools overall mission by providing the necessary resources to implement effective online learning. It will help to ensure that all students have access to high-quality education, regardless of their physical location or personal circumstances. It will also help to prepare students for the future by equipping them with the digital skills they need to succeed in the 21st century.

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?

This interactive online learning model will address the following student needs

1. Boost student proficiency by increasing middle and high school students' Texas and US history proficiency, knowledge, and scores. Focusing on middle and high school students, the program is intended to address the growing trend that many students in these grades are not retaining what they learned in History.

2. Increase reading comprehension through literacy instruction embedded within the social studies program. Fostering essential literacy skills, the program will support students who may have difficulty reading or have gaps in their skills that hinder their ability to comprehend core subject content.

3. Improve student STAAR assessment scores by providing engaging content experiences that help students understand the complex historical narratives in a student-friendly way. The program, which is correlated with TEKS history and literacy standards, is an interactive learning adventure that improves student's grade-level reading proficiency while teaching US history

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?

Professional development is an embedded part of the selected program. As a first step, teachers will complete an online Getting Started course that will explain the features and functionalities of the program and how to use it in their classrooms. Additional professional development will include webinars and training sessions in partnership with Istation.

Identifying Need: The school will first identify the needs of the school in terms of online learning. This could include the need for more technology, better internet access, or training for teachers and staff.

Training: the school will provide them with the necessary training to implement the grant. This could include training on how to use online learning platforms, how to engage students in online learning, or how to adapt their teaching methods to an online format.

Support: After the training, the school will provide ongoing support to the teachers and staff. This could include regular check-ins to see how they are doing, providing additional resources as needed, or offering further training if necessary.

Evaluation: Finally, the school will evaluate the effectiveness of the grant implementation. This could involve assessing student performance, gathering feedback from teachers and staff, or analyzing data on online learning usage.

By following these steps, the school can ensure that the interactive online learning grant is implemented effectively and that teachers and staff are well-supported throughout the process.

TEA Program Requirements (Cont'd)

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

The proposed budget will meet the needs and goals of the program in several ways:

1. Staffing: A significant portion of the budget will be allocated to hiring and/or maintaining a team of qualified educators. This includes salaries expenses. The staff will be responsible for developing and implementing the online learning model, providing student support, and ensuring the overall success of the program.

2. Professional Development: Continuous learning and improvement are crucial in the ever-evolving field of online education. Therefore, a part of the budget will be set aside for professional development. This could include training workshops, conferences, or courses that help educators stay updated with the latest teaching strategies, technologies, and trends in online education.

3. Resources: The budget will also cover the resources needed to support the implementation of the online learning model. This includes the cost of learning management systems (istation), hardware (chromebooks), and other technological tools.

By allocating funds in these areas, the proposed budget will support the program's needs and goals, ensuring the successful implementation of effective interactive online learning models.

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

Tekoa Academy can ensure successful cross-curricular implementation of the program in the 2024-2025 and 2025-2026 school years through the following steps:

1. Planning and Development: The school should start by developing a comprehensive plan that outlines the goals, objectives, and strategies for cross-curricular implementation. This plan should be developed in collaboration with teachers, administrators, and other stakeholders.
2. Professional Development: Teachers and staff will need training to understand the new program and how to integrate it into their existing curriculum. This could involve workshops, seminars, or ongoing coaching.
3. Integration: The school will work with teachers to integrate the program into their existing curriculum. This could involve, incorporating it into lesson plans, and the selected programs will be used to supplement literacy instruction in both Social Studies and English Language Arts classes. The program offers many opportunities for project-based learning that incorporates skills across disciplines.
4. Monitoring and Evaluation: The school should regularly monitor and evaluate the implementation of the program. This could involve observing classrooms, reviewing lesson plans, or analyzing student performance data. Feedback from these evaluations can be used to make adjustments and improvements.
5. Communication: The school should communicate regularly with teachers, parents, and students about the program. This could involve newsletters, meetings, or online updates.
6. Continuous Improvement: The school should be committed to continuous improvement. This means regularly reviewing and updating the program based on feedback and performance data.

By following these steps, the school can ensure that the program is successfully implemented across all subjects and grades in the 2024-2025 and 2025-2026 school years.

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?

Tekoa Academy can sustain the interactive online learning model(s) after the end of the grant period through several strategies:

Budget Allocation: The school can allocate a portion of its annual budget to maintain and improve the online learning platform. This includes costs for software updates, technical support, and training for teachers.

Partnerships: The school can form partnerships with local businesses or organizations that can provide financial or technical support. For example, a tech company might be willing to donate equipment or offer discounted software.

Grants: Even after the initial grant period ends, the school can continue to apply for other grants that support online learning. There are many organizations and government programs that offer such grants.

Continuous Evaluation and Improvement: By continuously evaluating the effectiveness of the online learning model and making necessary improvements, the school can ensure that it continues to provide value to students and teachers, thereby justifying its ongoing maintenance and funding.

Remember, the specific strategies will depend on the school's specific circumstances and resources.

CDN 123803   Vendor ID 1760556540   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" 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**