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: Faith Family Academy | CDN: 070801 | Campus: Multiple | ESC: 10 | UEI: MENTCANZF464

Address: 1608 Osprey Drive | City: Desoto | ZIP: 75115 | Vendor ID: 06-1689571

Primary Contact: Dr. Michael Dang | Email: mdang@faithfamilyacademy.org | Phone: 972-224-4110

Secondary Contact: Dr. Shirley Heitzman | Email: sheitzman@faithfamilyacademy.org | Phone: 972-802-4818

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: Dr. Mollie Purcell Mozley | Title: Superintendent

Email: mjpurcell@faithfamilyacademy.org | Phone: 972-224-4110

Signature: | Date: 04/03/2024

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.

In order to address significant gaps in student achievement on state performance assessments for 1,683 students in Grades 6-12 at Faith Family Academy (FFA) in Texas History (7th Grade), U. S. History (8th/11th Grade), and Middle School (6-8) and High School ELAR (9-12), a cross-functional Interactive Online Learning Model (IOLM) Committee reviewed numerous effective, research-based IOLMs to find the IOLMs that have the strongest potential to remediate and accelerate student progress at FFA, particularly students suffering from COVID-Learning Loss, English Learners (ELs), SPED/504 students, and GT students. This Committee was composed of a diverse group of district & campus leaders, including the Chief Academic Officer; Chief Technology Officer; the Asst. Supt. of Dual Language/Bilingual Programs; the Asst. Supt. of Special Programs (SPED/GT); Curriculum Directors in ELAR & Social Studies; Instructional Specialists in English & Social Studies; Advanced Academics & College Readiness staff; campus principals; and teacher leaders. The Committee selected 4 high-quality IOLMs that will significantly improve high-quality Tier 1 whole-classroom instruction as well as provide scaffolded Tier 2 & Tier 3 interventions and supports in Texas History, U. S. History, and English Language Arts. These include: 1) Istation: Texas History Awakens; 2) Istation: US History: The Story of America (SOA); 3) Amplify ELAR Texas (Grades 6-8); and 4) APEX (English I & II). These IOLMs are standards-driven, supplemental resources for middle and high school students that meet 5 essential criteria. They: (a) align with Texas Essential Knowledge and Skills (TEKS) standards for U.S. history, Texas history, and English language arts; (b) include tools to monitor the progress of each individual student; (c) include quarterly benchmark assessments that are automatically scored; (d) include both audio narration and video components; and (e) are offered for use in both English and Spanish. Istation Texas History Awakens (7th Grade) is an IOLM proven to increase grade-level proficiency in Texas History where students discover Texas history through engaging media, authentic documents, and built-in assessments aligned to the TX Social Studies Standards. Istation US History (8th/11th) provides supplemental online curriculum aligned to TEKS in middle and high school history 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 student progress through ongoing performance-based assessments; offers reports for educators to track and measure progress quarterly; and is available in English and Spanish. Amplify ELAR Texas is a TEA-approved IOLM that FFA utilized effectively during the pandemic for Grades 6-8. APEX is a flexible IOLM offering numerous options for high school ELAR teachers to meet the diverse needs of learners: including retake and recovery options; support for advanced learning; and online tutoring options

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: Texas History Awakens; Istation: US History - The Story of America (SOA); Amplify ELAR Texas (Grades 6-8); and APEX Online Learning, all offer significant progress monitoring tools to ensure student progress and guarantee that teachers can provide additional targeted interventions and supports for struggling learners. For effective progress monitoring, the IOLMs 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. For example, Texas History Awakens and US History: Story of America programs include an in-depth progress monitoring system, starting with a comprehensive Unit Dashboard that allows students to navigate through Texas or US History lessons. Students receive a completion check for each unit and lesson completed, ensuring they are making progress according to the plan. The program includes assessments at the end of each lesson to evaluate student understanding, with multiple choice questions being automatically scored for immediate feedback. Teachers receive notifications upon student assessment completion, can review scores, evaluate written answers and essays, and have the ability to request assessment retakes, guiding students on how to improve their work. Quizzes, simulations, and games allow students to apply what they have learned and receive immediate feedback on their performance to identify areas where they may need additional support. Teachers will incorporate the selected supplemental programs into their core curriculum and leverage the programs to intervene when students are struggling with historical knowledge or ELAR 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. FFA teachers will use the IOLMs to support struggling learners by using the progress monitoring data to identify areas of need and provide interventions accordingly. This might include additional practice on specific skills, reteaching of challenging concepts, language supports in English or Spanish, or altering instruction methods to better suit learning styles through video and audio clips. The ability to monitor progress in real-time will allow FFA teachers to make timely decisions about interventions, ensuring that students receive the support they need when they need it.

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.

FFA will utilize quarterly benchmark data to support student learning and evaluate the overall effectiveness of the IOLMs being implemented. Classroom teachers, principals, and Curriculum and Instructional Specialists currently use quarterly results from district Common-Based Assessments in weekly PLCs to evaluate student progress and plan additional interventions and tutoring to increase student learning. They will deepen this practice by using the IOLM quarterly benchmark data to examine student progress and develop new interventions and supports, especially for students struggling from COVID learning loss, EL students, SPED/504 students, and GT students. Teachers, principals, and Curriculum/Instructional Specialists will gather qualitative program observations regarding successes and challenges of program implementation to share with campus and district leadership on the implementation of the IOLMs, in order to make implementation changes that increase student learning and implementation effectiveness. Principals and Curriculum Directors in ELAR & Social Studies will analyze quarterly benchmark data, combined with classroom observation/ walkthrough data, to see which teachers are having success with implementing the IOLMs and where there are challenges, in order for the Curriculum and Instructional Specalists to be able to provide IOLM coaching and targeted implementation supports to teachers, especially new teachers. They will also look at this data to determine additional professional development needs and provide additional training needed for successful implementation. In addition, the Interactive Online Learning Model (IOLM) Committee, led by the Chief Academic Officer, will meet on a regular basis to evaluate quantitative and qualitative measures of IOLM implementation, especially quarterly benchmark data from the IOLMs, to evaluate the effectiveness of the four IOLMs being implemented. The Committee will utilize a continuous improvement process to review quarterly benchmark data and make adjustments based upon real-time implementation data to increase student achievement and implementation effectiveness.

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).

Audio and video components are fundamental to the Project IOLMs, enhancing the accessibility and engagement of Social Studies/History and ELAR content for all learners. These multimedia elements cater to various learning styles, including visual, auditory, and contextual learners, aiding in the retention of historical content and complex ELAR passages. They offer critical support for students requiring additional help or linguistic support, such as those impacted by COVID-learning loss, English learners, and students with special educational needs, while also providing extension materials for accelerated learning.

In "Istation: Texas History Awakens" and "Istation: US History: The Story of America," students will experience immersive history lessons through videos, audio narrations, original photographs, speeches, timelines, primary sources, and interactive maps. These features allow for an interactive learning environment where students can follow historical events with clear connections to their time and place through both audio and visual support. Spanish-speaking students benefit from Spanish audio and video options, enhancing inclusivity.

Amplify Texas ELAR (6-8) exemplifies interactive online learning by integrating audio and video components. Audio narrations and storytelling make reading passages engaging and understandable, especially for struggling or English language learners. Immediate audio feedback in activities, pronunciation guides, and audio clips for building background knowledge support comprehensive learning and language acquisition. Video components, including instructional videos, animated stories, and visualizations, facilitate understanding of complex texts and concepts. Interactive lessons and activities promote active participation and critical thinking, while video demonstrations offer practical insights into scientific and linguistic phenomena.

APEX stands as a model for online interactive learning, offering multimedia content with built-in linguistic and content accommodations. This includes audio narration, video components, text-to-speech, and text translation supports, ensuring a robust and inclusive educational experience for students across different learning needs and preferences.

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.

All IOLMs selected provide course materials in English and Spanish to support district dual language/biliteracy goals and increase both the academic content and linguistic proficiency of students. 62.1% of Faith Family Academy students are ELs, so having IOLMs that provide multilingual course content is essential to improving academic and linguistic proficiency. Multi-lingual content, Supplementary Language Support, Culturally Relevant materials, Linguistic and Content Accommodations and supports, and Audio/Video Components that support easier acquisition of Background Knowledge found in the IOLMs will help students in the learning process, and provide teachers with immediate content and linguistic interventions and supports for EL students. Engaging students in their preferred language while providing pathways to learn a second language will enhance motivation, comprehension, and overall educational outcomes for FFA students. Multilingual Content: All selected IOLMs are designed with multilingual support, offering materials in both English and Spanish. This includes text, audio, and video content to accommodate learners' preferences and needs. Supplementary Language Support: The IOLMs provide supplementary language support to ensure comprehension of course materials. Cultural Relevance: Content and examples are culturally relevant to both English- and Spanish-speaking students, making learning more engaging and relatable. Linguistic & Content Accommodations and Supports. The IOLMs have built-in linguistic and content accommodations and supports, including both audio narration and video components, as well as text to speech and text translation supports. Pronunciation Guides: Audio components include pronunciation guides for new vocabulary, enabling students to hear the correct pronunciation and practice it, which is essential for language acquisition and literacy development. Background Knowledge Audio & Video Clips: To build background knowledge on various topics, short audio and video clips are provided. These clips can introduce new subjects, provide historical context, or explain complex ideas with audio and visual cues that make learning more accessible. Professional Development: Teachers can access resources and training modules in both languages to better use the IOLMs in their teaching.

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.

This Project will support implementation of four proven IOLMs to remediate and accelerate student academic progress in Texas History, U. S. History, and ELAR for 1,683 students in Grades 6-12 at Faith Family Academy (FFA). FFA is a high-quality PreK-12 public charter school district that educates, empowers, and inspires almost 3,000 PreK-12 students at two campuses in Dallas and Ellis counties. FFA's Oak Cliff Campus serves 2,492 PreK-12 students (1,585 Grades 6-12), and the Waxahachie Campus serves 425 PreK-8 students (98 Grades 6-8). Combined, both campuses serve 1,683 students in Grades 6-12. 99.5% of FFA students are low-income, with 82.3% at risk, 62.1% ELs, and 11.2% SPED. FFA middle and high school students have significant achievement gaps in 8th Grade Social Studies Scores (24% Approaches; 4% Meets; 1% Masters) and U.S. History EOCs (88% Approaches; 31% Meets; 6% Masters) and in ELAR STAAR and EOC scores: 6th Grade ELAR (Approaches 49%; Meets 35%; Masters 8%); 7th Grade ELAR (60% Approaches; 27% Meets; 6% Masters); 8th Grade (58% Approaches; 19% Meets; 4% Masters); EOC English 1 (59% Approaches; 31% Meets; 1% Masters); EOC English II (57% Approaches; 27% Meets; Masters 1%). The goals of the Project are to 1) Significantly boost student achievement in TX History (7), US History (8&11), and ELAR (6-12), by increasing middle and high school students' proficiency, knowledge, and scores in TX and US History, and increasing students' critical thinking, reading, and writing skills in ELAR; 2) Significantly increase the percent of students scoring at "Meets" and "Masters" in STAAR Social Studies (8), ELAR (6-8), and EOC English I & II and U. S. History by providing engaging content experiences that help students understand and retain the complex historical narratives in TX and US History and developing critical thinking, reading, and writing skills in ELAR in engaging and student-friendly ways. Grade and content-specific FFA teachers will implement Istation: Texas History Awakens, Istation: US History: The Story of America (SOA); Amplify ELAR Texas (Grades 6-8); and APEX ELAR to 1) increase high-quality Tier 1 instruction; 2) provide real-time, scaffolded Tier 2 & Tier 3 interventions; 3) ensure students effectively utilize embedded, enhanced support tools in English and Spanish (e. g. audio & video supports), and 4) ensure that students and teachers use ongoing progress monitoring tools to increase academic growth for struggling students, English Learners, SPED/504 students, and GT 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?

The IOLMs selected by the IOLM Committee address three key student learning needs: 1) high-quality, Tier 1 instruction that automatically incorporates engaging, audio and video learning formats in English and Spanish aligned to state standards; 2) immediate feedback and effective real-time, scaffolded interventions and/or OR extensions adapted to their specific learning needs; 3) need for easily accessible, embedded support tools in English and Spanish to support learning.1. Engaging, Interactive Materials. All Project IOLMs are designed with rich multimedia content, including audio, videos, animations, interactive simulations, and case studies. This variety ensures that learning materials are not only engaging but also relevant to the students' experiences, making abstract concepts tangible. The IOLMs will make complex Social Studies/ History and ELAR content more accessible and engaging for all learners by providing important context cues; provide support for different learning styles – visual, auditory and contextual learners; support retention in learning by providing visual and audio connections to time and place in history content and/or difficult ELAR passages; provide extension material and activities to accelerate learning for all students. 2. Immediate, Targeted Feedback & Interventions. The selected IOLMs are structured to provide instant feedback on student submissions, whether they are quizzes, interactive exercises, or assessments. This immediacy helps students identify gaps in their understanding and areas needing reinforcement. The IOLMs implement adaptive learning technologies that assess student performance in real-time and adjust the difficulty level of tasks accordingly. The IOLMs provide scaffolded support through hints, guided explanations, and remedial resources ensures students not only know where they went wrong but also how to improve. The IOLMs contain data dashboards that will allow teachers to monitor student progress and engagement, allowing for teachers to provide additional targeted interventions and supports. 3. On-Demand Supports: The selected IOLMs ensure immediate enhanced supports and accommodations for students who learn differently, need extra help, or need linguistic supports (COVID-learning loss, English Learners, SPED/504). The selected IOLMs integrate support tools directly into the learning environment, making it easy for students to access the help they need without disrupting their learning process. These tools are designed to be intuitive and are available in both English and Spanish. The IOLMs incorporate built-in glossaries, on-demand explanatory videos, and interactive tutorials that students can access at any point during their learning.

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?

In order to ensure teacher commitment and buy-in, FFA Social Studies and ELAR teachers participated in the IOLM Committee and played a key role in identifying, reviewing, and selecting the IOLMs chosen based on identified student and teacher needs. All FFA Middle and High School Social Studies & ELAR teachers (19) will participate in the project. 3 Social Studies Teachers in Middle School and 4 Social Studies teachers in high school will implement: 1) Istation: Texas History Awakens (7th Grade) and/or Istation: US History: The Story of America (SOA) (8th & 11th Grade); 6 ELAR middle school teachers will implement Amplify ELAR Texas program; and 6 high school teachers will implement APEX ELAR program modules Professional development and ongoing coaching and support are critical to the successful implementation of the selected programs. FFA district and campus leaders are committed to providing the high-quality professional development and ongoing coaching and supports needed to effectively implement the new IOLMs. IOLM providers will provide initial professional development to district administrators, principals, curriculum & instructional specialists, and teachers on student setup and course setup for 1) Istation: Texas History Awakens; 2) Istation: US History: The Story of America (SOA); 3) Amplify ELAR Texas (Grades 6-8); and 4) APEX (9-12). The IOLM providers will also provide training that explains the features and functionalities of the program(s) and how to use it in classrooms. District Instructional Technology Specialists will support implementation of the IOLM systems with instructional technology devices and systems. Curriculum and instructional specialists will provide ongoing support throughout the year to middle and high school Social Studies and ELAR teachers on strategies on incorporating the IOLM into their classroom to support high-quality Tier 1 whole-classroom instruction as well as provide scaffolded Tier 2 & Tier 3 interventions and supports in Texas History, U. S. History, and/or English Language Arts. Curriculum and instructional specialists will be able to provide ongoing support through classroom visits, regularly-scheduled PLC meetings, as well as regularly-scheduled half-day professional development days throughout the year.

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).

Grant funds are primarily requested to purchase and implement 4 Interactive Online Learning Models.
1) Istation: Texas History Awakens for 200 7th Grade Students each year. 200 7th Graders x $20/student = $8,000 + Professional Development ($9,970) = $17,970/year x 2 years = $35,940 TOTAL FOR IStation: TEXAS HISTORY AWAKENS. 2) Istation: US History: The Story of America (SOA) for 8th and 11th Grade US History. 225 8th Grade Students + 225 11th Grade Students x $25/student = $25,000 + Professional Development ($5,980) = $30,980 x 2 years = $61,960 TOTAL FOR Istation: US HISTORY: THE STORY OF AMERICA. 3) Amplify ELAR Texas (Grades 6-8): Amplify ELAR Texas (Grades 6-8) for 750 6-8 students/year (250 students each grade). $11,312.50/grade level = $33,937.50 total. High-Quality Professional Development Needed: Amplify Texas ELAR 6-8 Initial Training for Teachers (1 Day Onsite) $3,200. Amplify Texas ELAR 6-8 Strengthen Training (1/2 Day Remote) x 2 = $3,000. Amplify Texas ELAR G6-8 Coaching Session (1 Day Onsite) x 2 = $6,400). Amplify Texas ELAR 6-8 Strengthen: Focus Training (1 Hour Remote) x 3 = $1,050. TOTAL AMPLIFY ELAR Texas = 47,587.50/year = $95,175 TOTAL AMPLIFY ELAR TX 6-8. 4) APEX interactive online learning program and tutoring modules for 145 (20%) struggling FFA high school students (Grades 9-12) to increase student academic performance in English I & II EOCs. Targeted for retake and recovery options; online tutoring options; support for homebound students, and support for advanced learners. APEX Interactive Online Learning Model = $250/student x 145 students/year = $36,250; APEX Tutoring Module = $80/student x 145 students x =$11,600/year. $47,850/year x 2 year = $95,700 TOTAL FOR APEX ONLINE LEARNING. PROJECT TOTAL: $288,775. For Staffing see Sustainability Section. Professional Development. All four IOLMs will provide program-specific professional development to district administrators, curriculum and instructional specialists, and appropriate classroom teachers on student setup and course setup. FFA Curriculum & Instructional Specialists will provide additional professional development to support teachers to integrate IOLMs into core content to increase Tier 2 & Tier 3 differentiation and tutoring strategies for all students, especially struggling students, English Learners, and SPED/504 students. Professional development will be provided to ALL content teachers in key IOLM program modules in order to support cross-curricular implementation (e. g. ELAR supports for Math and Science courses).

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

One of the goals of the Project is to significantly increase reading comprehension through literacy instruction embedded within the Social Studies and ELAR programs in order to increase students' critical thinking, reading, and writing skills that can be used across all content areas. The IOLMs platforms often blend subjects, showing students how knowledge areas such as math, science, and literature interconnect. This approach helps students apply skills from one subject to another, fostering a deeper understanding of each and enhancing problem-solving skills across disciplines. The selected IOLMs will help students develop crucial skills such as critical thinking, creativity, communication, and collaboration. Projects and assignments often require students to apply knowledge from multiple disciplines, preparing them for real-world challenges. Based on initial results from program implementation in Social Studies and ELAR, professional development in the ELAR IOLMs will be provided to middle and high school content teachers in other disciplines (e. g. Math, Science) in how to use IOLMs to support cross-curricular implementation (e. g. ELAR supports for Math and Science courses). Content teachers across the curriculum will be trained on the technical aspects of the online platforms and tools and on how to effectively integrate these tools into their teaching strategies. Curriculum and Instructional Specialists will support all teachers in accessing and implementing IOLM program modules to support Tier 1 instruction, as well as to provide Tier 2 & Tier 3 supports in critical thinking, reading, and writing skills that support all content 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?

The Project was designed with sustainability in mind, with significant project costs assumed in-kind by the district. FFA will provide significant in-kind staffing and resources to the project to ensure project success and sustainability. The Chief Academic Officer will oversee all project implementation activities, including budgeting and reporting (10% FTE; $20,000). Curriculum Directors in English (.2FTE, $23,600) and Social Studies (.1FTE, $23,600), the Director of Advanced Academics and College Readiness (.1FTE $11,800), and campus principals will provide support for: day-to-day implementation for project strategies and activities, including professional development of teachers; ongoing coaching and support for teachers on incorporation of IOLMs into teaching strategies and activities; and data collection and review for ongoing continuous improvement of student achievement and achievement of project goals. The Project Director (Chief Academic Officer) will carefully watch project outcomes and return-on-investment, and work with the Chief Financial Officer to identify and potentially re-allocate additional long-term funding sources, including federal title funds and other external funding sources, based on program outcomes. The district's Assistant Superintendent of Development has a successful history of securing significant additional external federal, foundation, and corporate funding sources to provide additional funding for ongoing project costs, and will pursue significant support for this project.

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