TEA
Texas Education Agency®

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

NOGA ID [ ]

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

This IDC application must be submitted via email to **competitivegrants@tea.texas.gov.**

The IDC application may be signed with a digital ID or it may be signed by hand. Both forms of signature are acceptable.

TEA must receive the application by **11:59 p.m. CT, April 4th, 2024.**

Application stamp-in date and time

Grant period from **May 17th, 2024 to April 30th, 2026**

Pre-award costs are not permitted for this grant program.

Required Attachments

1. Excel workbook with the grant's budget schedules (linked along with this form on the TEA Grants Opportunities page)

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds): **N/A**
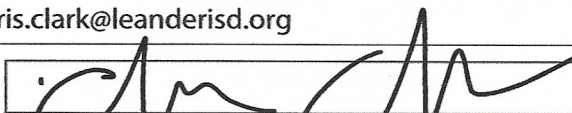
Applicant Information

Organization	Leander ISD
CDN	246913
Campus	
ESC	13
UEI	

Address	204 W. South Street
City	Leander
ZIP	78646
Vendor ID	

Primary Contact	Amanda Hardwick
Email	amanda.hardwick@leanderisd.org
Phone	2282367013

Secondary Contact	Kip Harmon
Email	kip.harmon@leanderisd.org
Phone	5125700230

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

☒ General and application-specific Provisions and Assurances

☒ Debarment and Suspension Certification

☒ Lobbying Certification

Authorized Official Name	Chris Clark
Title	Asst. Supt. of Currriculum and Instruction

Email	chris.clark@leanderisd.org
Phone	512-510-0000

Signature	_[signature]_
Date	4/1/2024

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.

The district 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 and their alignment to middle and high school TEKs. The Texas History and US History programs are standards-driven supplemental resources for 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 them to intervene when students struggle 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 students' proficiency with the content, and teachers can use the assessments to determine areas of additional need.

https://docs.google.com/document/d/1siND30rQmdO34DlFIFRYNYQIXidteb4jmysYUtyU0Rs/edit?usp=sharing

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, end of the third quarter, and end of the year. They include items that correspond to Webb's DOK levels 1-3 and include multiple-choice, fill-in-the-blank, and true-or-false items.

Data will be used to evaluate the understanding of students' thinking, identify strengths and progress toward mastery, and determine gaps in skills and knowledge. PLCs will create a plan to take targeted action to support student's development of skills and knowledge in future instruction utilizing the following reflective questions:

Data Analysis
What are students' strengths, areas for growth, and trends in understanding?
What are the most frequent and fundamental challenges and/or misconceptions students appear to have?
What does the evidence from student responses reveal?
Reflection
What happened during the lesson that may have led to bright spots or areas for growth?
Is there a teaching point that needs to be mastered by the whole class or a sub-group?
What whole-class or sub-group instructional adjustments will you make based on the analysis? Which aspects of upcoming lessons will you prioritize?
During PLC conversations and lesson internalization/planning, where do you see opportunities to address misconceptions and extend learning?
Looking ahead: What next opportunity do you have to collect student work and monitor progress?

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, including videos, audio-narrated history, original photos, original audio speeches, timelines, primary source materials, and interactive maps. These interactive tools will be blended purposefully into an inquiry-based learning approach to social studies that optimizes interactive and engaging student experiences.

Audio support allows students to read along with the narrator, improving their fluency skills or reading independently 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 provide students with 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.

In LISD we believe...
The #1LISD community cultivates each student individually to produce the most sought-after creators of our future world.
We believe student learning is maximized when teachers intentionally
design learning experiences based on the written curriculum, beginning with the end in mind.
We believe student learning is maximized when the LISD curriculum is implemented through high-quality instruction.

Interactive learning models facilitate collaboration among students, allowing them to learn from one another's perspectives and experiences. By fostering a collaborative environment, students can develop essential teamwork and communication skills, preparing them to excel in diverse settings in the future world.

All middle and high school students across the district 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.

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 of many students in these grades 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 complex historical narratives in a student-friendly way. The program, correlated with TEKS history and literacy standards, is an interactive learning adventure that improves students' 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?

Campuses will be identified for this grant based on need and interest. All campuses implementing the interactive learning grant must be committed to planning and supporting an interactive learning model that prioritizes student engagement and inquiry.

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

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 includes the per student cost of the program, as well as professional development and training. Additional personnel are not required to implement the program.

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

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.

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 this program after the grant, the district will evaluate its use and effectiveness to determine next steps.

CDN 246913 | Vendor ID [ ] | Amendment # [ ]

Appendix I: Amendment Description and Purpose (leave this section blank when completing the initial application for funding)

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the Administering a Grant page. The following are required to be submitted for an amendment: (1) Page 1 of the application with updated contact information and current authorized official's signature and date, (2) Appendix I with changes identified and described, (3) all updated sections of the application or budget affected by the changes identified below, and, if applicable, (4) Amended Budget Request. Amendment Instructions with more details can be found on the last tab of the budget template.

You may duplicate this page

Amended Section   **Reason for Amendment**

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