



Organization: CLINT ISD
 Campus/Site: N/A
 Vendor ID: 1746000522

County District: 071901
 ESC Region: 19
 School Year: 2025-2026

SAS#: IOLGAA25

2025-2027 Interactive Online Learning Grant, Cycle 2 Grant

General Information GS2000 - Certify and Submit

Due: 02/05/2025 11:59 PM
 Application Status: Submitted

Amendment #: 00
 Version #: 01

Description	Required	Status	Last Update
General Information			
GS2100 - Applicant Information	*	Complete	01/28/2025 02:03 PM
GS2300 - Negotiation Comments and Confirmation		New	
Program Description			
PS3013 - Program Plan	*	Complete	01/28/2025 02:04 PM
PS3014 - Program Narrative	*	Complete	02/04/2025 10:34 AM
Program Budget			
BS6001 - Program Budget Summary and Support		Complete	01/28/2025 03:24 PM
BS6101 - Payroll Costs		Complete	01/28/2025 03:24 PM
BS6201 - Professional and Contracted Services		Complete	01/28/2025 03:25 PM
BS6401 - Other Operating Costs		Complete	01/28/2025 04:51 PM
BS6501 - Debt Services		Complete	01/28/2025 04:51 PM
BS6601 - Capital Outlay		Complete	01/28/2025 04:52 PM
Provisions Assurances and Certifications			
CS7000 - Provisions, Assurances and Certifications	*	Complete	01/28/2025 02:17 PM

Certification and Incorporation Statement

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 further certify that any ensuing program and activity will be conducted in accordance with all applicable Federal and State laws and regulations; application guidelines and instructions; the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules submitted. It is understood by the applicant that this application constitutes an offer and, if accepted by the Texas Education Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official

Select Contact: or

First Name: Jessie Initial: M Last Name: Cline Title: Chief Financial Officer
 Phone: 915-926-4085 Ext: E-Mail: jessie.cline@clint.net

Submitter Information

First Name: Jessie Last Name: Cline
 Approval ID: jessie.cline Submit Date and Time: 02/04/2025 01:02:39 PM



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**General Information
 GS2100 - Applicant Information**

Part 1: Organization Information

A. Applicant		
Organization Name: CLINT ISD		
Mailing Address Line 1: 14521 HORIZON BLVD		
Mailing Address Line 2:		
City: EL PASO	State: TX	Zip Code: 79928

B. Unique Entity Identifier (SAM)
UEI (SAM):

Part 2: Applicant Contacts

A. Primary Contact		Select Contact:	Select One	or	Add New Contact
First Name: James	Initial:	Last Name: Littlejohn			
Title: Assistant Superintendent					
Telephone: 915-926-4031	Ext.:	E-Mail: james.littlejohn@clint.net			

B. Secondary Contact		Select Contact:	Select One	or	Add New Contact
First Name: Melissa	Initial:	Last Name: Williams			
Title: Director of Federal Programs					
Telephone: 915-926-3255	Ext.:	E-Mail: melissa.williams@clint.net			



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General Information GS2300 - Negotiation Comments and Confirmation

Part 1: General Comments

General Comments (TEA Use Only)

Part 2: Negotiation Items

This schedule is for TEA to document any required changes and communications to the applicant in the event this application requires negotiation. It will also require applicants to acknowledge that they have made the changes requested.

Applicants: For all negotiation notes below, please make the requested changes in the grant application itself.

- Please do check the "Change Completed" box.
- Please do not enter information in the "Grantee Comments" section, unless you are specifically instructed to do so.

Negotiation Items	
1.	<div style="display: flex; justify-content: space-between;"> <div>Date: <input type="text"/></div> <div>Schedule: Select One ▼</div> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <p>TEA Negotiation Note:</p> <div style="border: 1px solid black; height: 50px;"></div> </div> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <div>Grantee Comments:</div> <div><input type="checkbox"/> LEA Completed Change</div> </div> <div style="border: 1px solid black; background-color: #cccccc; height: 50px; margin-top: 5px;"></div>

Add Row

Delete Row



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Program Description PS3013 - Program Plan

A. Statutory/Program Assurances

1. The following assurances apply to this program. In order to meet the requirements of the program, the applicant must comply with these assurances. Selecting all assurances is required.

- 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.
- 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.
- The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2025-2027 Interactive Online Learning Grant, Cycle 2 Program Guidelines.
- The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2025-2027 Interactive Online Learning Grant, Cycle 2 Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
- 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) 206, 1 TAC Chapter 213, Federal Section 508 standards, and the Web Content Accessibility Guidelines (WCAG) 2.0 level AA.
- The applicant acknowledges that Per Section 22.0834 of the Texas Education Code (TEC), any person offered employment by any entity that contracts with TEA or receives grant funds administered by TEA (i.e., a grantee or subgrantee) is subject to the fingerprinting requirement. TEA is prohibited from awarding grant funds to any entity, including nonprofit organizations, that fails to comply with this requirement. For details, refer to the General and Fiscal Guidelines, Fingerprinting Requirement.
- The applicant provides assurances to select 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.
- The applicant provides assurances that program funds will be used to implement with fidelity an effective interactive online learning model(s) in grade 7 Texas history, grade 8 U.S. history and/or high school U.S. history for cross-curricular instruction in English language arts and Texas history and/or U.S. History. The effective interactive online learning model(s) must: a) 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; 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). be offered for use in both English and Spanish.
- 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.
- The applicant provides assurances that the interactive online learning model(s) has been reviewed and determined to comply with the requirements of TEC §28.002(h) and §28.0022.
- 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.
- The applicant provides assurances to support student learning in the interactive online learning model(s) to ensure student success.
- 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).
- 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.
- The applicant provides assurances to provide a status report by August 1, 2026, and a final report by February 1, 2027.
- The applicant provides assurances that a process will be in place to ensure the interactive online learning model(s) aligns to the TEKS.



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Program Description PS3013 - Program Plan



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Program Description PS3014 - Program Narrative

Please include complete responses for each question below.

A. Summary of Program

1. (a) Provide an overview of the program to be implemented with grant funds. (b) Include the overall mission and specific needs of the organization. (c) Describe how the program will address the mission and needs.

Clint ISD is a 1:1 district that utilizes Chromebooks, laptops and classroom interactive media programs. Since we have developed a digital culture, the grant will assist us with implementing online social studies curriculum at all secondary campuses. This curriculum will have a strong cross curricular connection with English Language Arts. This is a large instructional need because our population comprised of 43% Emergent Bilingual (EB), 86% Economically Disadvantaged, 18% Special Education and 63% At-Risk. The high EB population and need for English proficiency requires extra support. EB students lack knowledge of United States and Texas History content, and have a hard time understanding using the conventions of the English Language. Teachers need to reinforce and/or enhance current practices with the online learning models to make adjustments to improve academic achievement. The online, interactive resources will help keep students engaged with the learning and remain interested. We also will focus on reading and writing which will increase college readiness. We currently use MyPerspectives -SAVVAS Learning- that contains informational text, online supports, and interactive lessons. Students write an in-depth response by explaining, analyzing, and evaluating, information provided in a reading selection. High school students use Studysync - Imagine Learning, which is designed to engage students with online learning, integrated reading/writing with high level texts.

2. Please continue the response here if needed. Please enter N/A if the additional space is not needed.

The existing resources, along with the grant curriculum, will assist with making our students better readers, content strong, and assist with annotating writing with text evidence. The analytical data provided by the interactive online learning model throughout each month, will first facilitate the identification of students who need support. Subsequently, educators will analyze the progress monitoring reports to determine the possible root cause(s) of a group of students and/or individual student's struggle. Employing the different reports provided by the progress monitoring tools on the interactive online learning models, teachers, and instructional coordinators will collaborate to develop strategic, individualized interventions for struggling students. At the campus level, weekly analysis of data will provide teachers, and curriculum coaches the information to create effective Tier 1 interventions such as in-class reteaching and Tier 2 and 3 interventions through after-school or in-class small group instruction that addresses annotation of texts, social studies concepts, and academic vocabulary proficiency. At the district level, instructional coordinators, campus leadership, and teachers will disaggregate data from the interactive online learning models, district benchmarks, and/or state-created assessments to design targeted/engaging intersession lessons intended to increase student content and literacy proficiency.

B. Goals, Objectives and Strategies

1. (a) Describe the major goals/objectives of the proposed program. (b) Describe the activities/strategies that will be implemented to meet those goals/objectives.

Overarching Focus: Implement the online curriculum in Social Studies to be Clint ISD's HQIM for this content.
 Goal 1: Improve reading skills and alignment with the Research Based Instructional Strategies for English Language Arts (ELAR) and Social Studies.
 Goal 2: Improving opportunities for speaking, writing, reading and listening for students as they interact with the online curriculum.
 Goal 3: Increase student content knowledge of social studies as connected with the ELAR STAAR formats and Social Studies formats.
 Goal 4: Increase the number of students improving on the BOY to the EOY Social Studies assessments which will increase the number of teachers eligible for the TIA.
 Goal 5: Improve Differentiation opportunities in the classroom by using alternative student online activities - T-TESS Domain 2.4

2. Please continue the response here if needed. Please enter N/A if the additional space is not needed.

Dedicated Professional Development will occur before the school year to ensure that teachers can access and effectively use the online curriculum and that there is a cross curricular connection with the ELAR Department. Professional development will occur throughout the year at the half-day and fully day schedule PD days. Classroom observations and instructional walks will check for implementation. Coaching will occur by the district content coordinators and campus staff to support any teachers who need assistance with the implementation. Quarterly data will be provided by the district staff to principals which will be reviewed with principals. Adjustments will be made to pacing guides and curriculum activities based on the software data and district assessments. The district will hold Office Hours for all teachers who may need assistance with the implementation. Data from reading assessments will be pulled from all social studies students at the BOY from MAP assessments and will be collected and compared at the EOY. Data collected from Year 1 will be reviewed and professional development will be provided prior to Year 2 to ensure teachers have the skills needed to be successful in Year 2. We will provide training during both years from the curriculum publishers as needed. Overall teacher growth on T-TESS Domain 2.4 will be tracked for each year.



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C. Performance and Evaluation Measures

1. (a) Describe the performance measures identified for this program which are related to student outcomes and are consistent with the purpose of the program. (b) Include the tools used to measure performance, as well as (c) the processes that will be used to ensure the effectiveness of project objectives and strategies.

Clint ISD is a Teacher Incentive Allotment (TIA) District that has systems in place to track student growth for all secondary social studies classes. All students take a district-created beginning of year assessment that establishes a baseline for student knowledge of social studies content and skills. All students take the end of the year assessment and the data is analyzed to show student growth during the year. This data is submitted to district staff for review. The online grant program will allow teachers to have check points of data throughout the school year. The online curriculum products that have been selected have online assessments that can be automatically scored. The online data from the software will greatly assist teachers with understanding the knowledge acquisition as we implement the online curriculum. The district also has benchmarks that are administered based on the pacing guides to ensure that students are learning the content. All of the data collected from the software and from our district created assessments will be reviewed during PLC's. Data dialogues will be conducted quarterly and in collaboration with the ELAR departments to ensure the RBIS are being included and student reading, writing, listening and speaking is occurring each nine weeks. District-wide student achievement data will be shared at the Job-A-Like professional development days that are scheduled each quarter.

2. Please continue the response here if needed. Please enter N/A if the additional space is not needed.

The district also has a robust growth program through the TIA program in which we monitor the growth of students in all content subjects. Furthermore, the SLO process in T-TESS is focused on teacher identification and student growth. Clint ISD also uses the NWEA MAP growth program that tracks student growth in math and language arts. All of these data reports will assist our staff with monitoring the growth of students' reading skills, attainment of content knowledge, and review of writing samples. Clint ISD will use the following to check performance measures: Newsela - Content Attainment and usage reports; District Created Assessments - BOY to EOY growth of social studies content; NWEA MAP ELAR - student reading/writing skill growth as well as content growth; STAAR scores for ELAR and Social Studies. Data reviews will occur with campus principals, assistant principals, and department heads quarterly. The Curriculum Department will review data at principals and assistant principal meetings to ensure that growth is occurring. An overall program evaluation will be completed.

D. Qualifications and Experience for Key Personnel

1. Outline the (a) required qualifications and experience for primary project personnel and (b) any external consultants projected to be involved in the implementation and delivery of the program. (c) Include whether the position is existing or proposed.

Clint ISD has a dedicated staff member who will lead the online curriculum integration. The Social Studies Coordinator, will create opportunities for the ELAR and Social Studies teachers to collaborate and align the RBIS within the two content areas. The new online curriculum will be taught to students but will have an ELAR/RBIS focus. Our content coordinator is certified in Social Studies content grades 6th through 12th and has been a social studies teacher, social studies coordinator and mentor coordinator. Because of his experience with being a mentor coordinator, he has been trained in several coaching models to include the Texas Instructional Leadership (TIL) coaching protocol. His extensive knowledge of the TEKS and content for middle and high school will assist him with working with teachers to implement the online social studies curriculum. We will also partner with Newsela to contract with them for professional development. The Social Studies counterparts in ELAR are also certified in all areas and have a wealth of experience and knowledge. To ensure that we are connecting the two content areas, we will focus on the RBIS for ELAR, reading strategies, writing protocols and supports for Emergent Bilinguals with language acquisition all with a focus on increasing social studies knowledge/content. The team of ELAR Coordinators with the Social Studies Coordinators will work together to implement the grant.

2. Please continue the response here if needed. Please enter N/A if the additional space is not needed.

Furthermore, EB support Coordinators are available to work with teachers with the online curriculum from Newsela. The entire team of instructional secondary coordinators will work with campus staff to align ELAR and Social Studies with designated supports for EB and Special Education students. The team will conduct curriculum alignment sessions, professional development, learning walks, classroom visits and PLC to support teachers.



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E. Budget Narrative

1. Describe, in detail, (a) how the proposed budget will meet the needs and goals of the program, including staffing, professional development, supplies and materials, contracts, etc. (b) If applicable, include a high-level snapshot of funds currently allocated to similar programs. Include a short narrative describing how adjustments will be made in the future to meet needs.

The key to implementing a new curriculum is to ensure that teachers have thorough knowledge of that curriculum and have the time to internalize the resources. Teachers also need to understand the curriculum and the alignment to the standards. To ensure the program is successfully implemented, Clint ISD intends to purchase the Newsela Social Studies curriculum with the Writing and Formative components. The goal is to increase reading skills as well as content knowledge of social studies through interactive, engaging lessons. The grant process will ensure that the Instructional coordinators for Social Studies, English Language Arts, and Emergent Bilingual support all collaborate and design pacing guides/curriculum documents in which the writing/reading process is taught. Teacher buy-in is needed to ensure that they are part of the process. We will pay Social Studies and ELAR teachers extra duty to review the current curriculum with the new curriculum creating alignment. During these sessions, the reading/writing process that Clint ISD has adopted will be aligned to the online program. The RBIS is a major part of the instructional practices for ELAR. Teachers will be paid extra duty pay during the summer to onboard with the program prior to the first day of school. Extra Duty will also be paid for staff who work after hours to lesson internalize and plan their lessons.

2. Please continue the response here if needed. Please enter N/A if the additional space is not needed.

During the school year, teachers will also have substitutes available to cover their classes while the attend observations, planning, and PLC processes with the new curriculum. Throughout the school year, there are professional development days in which training and PD will be provided by Newsela staff that will be contracted. Some sessions will be face-to-face while others will be virtual. We will also conduct Job-A-Like sessions with content and grade level teachers to internalize the curriculum. All teachers will have observations and classroom visits conducted with coaching sessions as needed. To ensure that staff can implement the program, each campus will be give an amount for basic supplies to copy, purchase print materials for the classroom walls, and other resources. At the end of Year 1, a full program evaluation will be conducted to review the implementation progress and next steps. The Instructional team will review data sources for student growth and adjust the professional development plans to support teachers. New teachers will be trained in the program prior to the new school year and extra duty will be paid to those teachers who attend summer sessions. During both Year 1 and Year 2, quarterly reviews will guide any changes that need to be made in the implementation plan. The funds will greatly assist Clint ISD with implementing the project.



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F. Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. If awarded, you will be required to budget your planned expenditures in the budget schedules provided by eGrants during negotiations.

1. Payroll Costs-Include a description of the cost(s) and a dollar amount. If you will not be budgeting in this class/object code, please enter "N/A" or "\$0."

Substitute Pay: Year 1 - \$5,500; Year 2 - \$5,500

Substitutes to have Social Studies and ELAR teachers meet to collaborate on the curriculum lessons, activities and implementation of RBIS. Substitutes in Year 2 will include coverage for Social Studies teachers to attend learning walks to observe teachers with best practices with the online grant curriculum.

Extra Duty Pay: Year 1 - \$21,600; Year 2 - \$21,600

Teachers will be paid to attend summer onboarding for Year 1 and then a follow up for Year 2. During the onboarding, teachers will learn how to use the program and understand the connections with ELAR and the RBIS.

Total Payroll Cost: \$54,200

2. Professional and Contracted Services-Include a description of the cost(s) and a dollar amount. If you will not be budgeting in this class/object code, please enter "N/A" or "\$0."

Contracted Services with Publishers:

Newsela Year 1 - \$25,400 Year 2 - \$14,200

Professional Development will be provided by the publishers during the onboarding prior to the school year and during professional develop days/Job-A-Like

Online Curriculum

Newsela: Year 2 - \$84,100

Total Contracted Services: \$123,700

3. Supplies and Materials-Include a description of the cost(s) and a dollar amount. If you will not be budgeting in this class/object code, please enter "N/A" or "\$0."

Online Curriculum

Newsela: Year 1 - \$84,100

General Supplies to supplement online activities: \$26,000

Total Supplies and Materials: \$110,100

4. Other Operating Costs-Include a description of the cost(s) and a dollar amount. If you will not be budgeting in this class/object code, please enter "N/A" or "\$0."

Indirect Costs: Year 1 - \$6,000; Year 2 - \$6,000

Total IDC: \$12,000

5. Capital Outlay-Include a description of the cost(s) and a dollar amount. If you will not be budgeting in this class/object code, please enter "N/A" or "\$0."

N/A

6. Total Grant Award Requested-Be sure to include the sum of the amounts in all class/object codes and any administrative costs in this total. Only a dollar amount will be accepted for this answer. Maximum amount allowed is \$300,000.

\$300,000



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G. Additional TEA Program Requirements

1. Applicants must (a) specify how they will select and support teachers and other support staff to implement the interactive online learning grant. (b) Describe how the LEA will ensure teacher commitment.

Clint ISD is a Teacher Incentive Allotment (TIA) district. The process for the TIA includes district created assessments for social studies that show student growth. Since our four middle schools have a few teachers at each grade level, we will implement the grant with all teachers. Our high schools will also implement the program for all teachers to ensure alignment with the curriculum. Teachers will have the opportunity to grow their students through the online curriculum which will be reflected on the End of Year Assessments. Teachers who meet the TIA growth targets will be eligible to be designated. The online grant program will assist teachers with more resources that can interact and enhance student experiences. Social Studies teachers will be provided intensive professional development to ensure they are comfortable with the curriculum and resources. During the year, coaching will occur which will support teachers in effectively implementing the curriculum. Moreover, Clint ISD is in its fourth year of implementing HQIM materials in reading and math; social studies teachers have asked for a more robust, rigorous curriculum since the last curriculum's adopt expired and the TEKS were updated in 2022. Teachers also need ways to increase reading comprehension and the online programs that have been identified will help to increase student proficiency in the four language skills. Social studies teacher have requested more support with foundational reading & ELPS strategies.

2. Describe how the LEA will ensure successful cross-curricular implementation of the program in each of the 2025-2026 and 2026-2027 school years.

Clint ISD is a Texas Strategic Leadership (TSL) district that implements HQIM curriculum for English Language Arts. As part of the pilot, Clint ISD created a strategic instructional plan that included the Effective District Framework. The district also created a Strong Foundations Framework with our stakeholders that was implemented districtwide which includes implementing the Research Based Instructional Strategies. The RBIS for ELAR have been systematically used in many of the content classrooms in the district. All campus teachers have been implementing the four strategies: Foundational Skills, Text Complexity, Knowledge Coherence and Text-based responses. Furthermore, ELAR and Social Studies teachers utilize the same writing structure for Short Constructed Responses and Extended Constructed Responses. Teachers have been writing in all subject areas as part of our TSL plan. During the two year grant cycle, we will write across the curriculum and use text sources in ELAR classrooms that are aligned with Social Studies content. Text-based responses will include the strategic use of reading, writing activities that are grounded in evidence from the text. Listening and speaking instructional activities will also be included. The goal of the grant is to have a uniform writing and reading process in our ELAR and Social Studies classes.



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H. Statutory Requirements

- LEAs must select (not develop) and implement an effective interactive online learning model(s) in grade 7 Texas history, grade 8 U.S. history and/or high school U.S. history for cross-curricular instruction in English language arts and Texas history and/or U.S. history that is aligned to the Texas Essential Knowledge and Skills (TEKS). (a) Identify the interactive online learning application(s) that will be implemented and (b) provide a description of the program(s).

Clint ISD utilized a modified version of the TEKS Resource System (TRS) that encompasses teacher feedback as the foundational scope and sequence. The TRS enables us to align the curriculum with district enhanced pacing guides. These guides will be updated to reflect the use of the new curriculum. For all Social Studies courses, Newsela will be reviewed and aligned to the District pacing guides. Clint ISD students in grades 6 -11 will use Newsela and its vast selection of meticulously curated, engaging texts aligned with the Texas Essential Knowledge and Skills (TEKS) standards for U.S. history, Texas history, and English language arts. By utilizing Newsela, educators gain access to adaptable content that caters to the needs of both teachers and students, ensuring seamless learning across ELA and social studies.

Newsela is an online platform that provides access to engaging, and accessible content including a myriad of primary and secondary sources, political cartoons, maps, infographics, and videos that are aligned to Social Studies and RLA TEKS. In addition to relevant and reputable content, Newsela also provides teachers with robust progress monitoring and differentiation tools and resources that are integrated into individual reading exercises and/or specific courses in the following format

- LEAs must implement the interactive online learning model(s) in grade 7 Texas history, grade 8 U.S. history and/or high school U.S. history. What three history classes or combination of these history classes are identified for the implementation of the interactive online learning model(s)?

Clint ISD will implement the interactive online learning model for 7th Grade Texas History, 8th Grade US History and High School US History.

Publishers: Newsela Social Studies, Newsela Writing, and Formative products for Texas

We will also include 6th -12th grade social studies classes with Newsela products to completely align the Social Studies program with the same curriculum.

- LEAs must select and implement an interactive online learning model(s) that includes tools to effectively monitor the progress of each individual student. (a) 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 satisfactory student progress. (b) Include how the LEA will use the progress monitoring tool(s) to support struggling learners and students who may be off track. (c) Describe the interventions that will be implemented to help struggling learners.

Newsela has intuitive, easy to access, and extensive monitoring tools that provide teachers and students timely data on students' academic progress. For example, teachers using the curriculum simply have to go to their dashboard access to students progress on individual assignments, lesson completion, and assessments. Furthermore, it also provides teachers analytics on students' time spent on an activity, assessment, and lesson. Newsela provides teachers seamless access to view students analytics and progress on any state-aligned academic undertaking through their dashboard, the Teacher Binder and also provides teachers access to students Lexile levels. Additionally, their proprietary AI writing tool provides students instant feedback on their writing skills and tracks their progress for the teacher to review. This progress monitoring feature will be used to inform teachers of students' evolving proficiency levels regarding skill standards such as 8.30E student is expected to write a claim supported by evidence and reasoning related to social studies topics. Teachers will be able to engage in daily aggressive monitoring of the teacher dashboard and students' classroom interactions to ensure students have the right supports in place when engaging with the interactive online learning modules, and are on task.

- LEAs must select and implement an interactive online learning model(s) that includes quarterly benchmarks that are automatically scored. (a) Describe the quarterly benchmarks included in the interactive online learning model(s). (b) Include 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 online learning resource offers quarterly benchmarks with automated scoring and a variety of question types. For example, Newsela has automated scoring of TEKS aligned drag and drop, match table grid, hot spot, hot text, multi-selection and inline choice questions through formative. Moreover, Newsela allows educators to modify, delete, add questions, and upload pre-existing benchmarks if needed. This functionality provides the district social studies coordinator and teachers the ability create exams that mirror the rigor, structure, and blueprints of Advanced Placement, STAAR, and other exams to best prepare their students in their educational endeavors. Data will be disaggregated and discussed weekly during professional learning community (PLC) meetings at every school. Using Rick DuFours 4 Critical PLC Questions as their framework for discussion and planning, teachers and curriculum coaches will identify students in need of additional support based on the data available and collaborate on a strategic plan of action to address specific groups and/or individual students current struggles. Furthermore, all stakeholders will engage in bi-weekly and quarterly conversations regarding quantitative and qualitative data from the interactive online learning modules during PLCs and half-day district social studies job-alike meetings (PD day). During these critical meetings, stakeholders will review and move on different sets of data that they review.

- LEAs must select and implement an interactive online learning model(s) that includes both audio narration and video components. (a) Describe the audio and video components included in the interactive online learning model(s). (b) Explain how the school(s) will use these tools to engage students in the effective interactive online learning model(s).

Newsela products provide users with audio narration with variable speed and text highlighting as well as rewind and restart capabilities. Newsela also provides teachers with the ability to assign interactive, curated, standard-aligned videos. Videos come with variable speed and rewind, restart functions as well as an accompanying text highlighted transcript. Based on students' learning needs, teachers at all Clint ISD campuses will employ these tools during either tier 1, 2, or 3 instruction. Schools will use these tools to engage students during whole-class instruction (adhering to the gradual release model), small-group instruction, co-teaching, and station/centers teaching. Teachers can cater to diverse learning styles by incorporating multimedia components. Auditory and visual learners benefit from the combination of narrated texts and videos. Writing prompts associated with videos challenge students to synthesize information from multiple sources, reinforcing comprehension and analytical skills. Audio narration and videos accommodate students with disabilities, English learners, and those who benefit from non-textual learning methods.



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Program Description PS3014 - Program Narrative

6. LEAs must select and implement an interactive online learning model(s) that is offered in both English and Spanish. (a) Describe the components of the interactive online learning model(s) that are provided in Spanish. (b) Explain how your LEA will use the interactive online learning model(s) with English- and Spanish-speaking students.

Newsela Products:

- * Audio with variable speed & text highlight in English and Spanish
- * Customizable Lexile levels predicated on student reading proficiency
- * Texts available in both English and Spanish
- * Writing prompts in Spanish aligned to the TEKS

Students will have access to quality, standard-aligned, instructional materials in both English and Spanish based on individual students' learning needs. Additionally, Newsela provides quality translations by human Spanish speakers improving quality and relate ability for the 43% of EB students. Furthermore, teachers will maximize the programs' resources and features to supplement and enhance their Tier 1, 2, and 3 instruction. Equally important, English-and-Spanish-speaking students will engage in more cross-curricular lessons in their Reading/Language Arts & Social Studies classes as the online learning models are designed to improve students' language acquisition and proficiency through scaffolding and differentiation as aligned with our district's bilingual and Reading/Language Arts best practices. Moreover, through Formative, students will have the opportunity to practice their speaking skills which addresses 2024 social studies standards & TELPAS components. Newsela's Writing AI writing feature will be invaluable for RLA and social studies teachers as it provides significant support in addressing social studies student expectations that require the student to write a claim supported by evidence and reasoning.



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**Program Budget
 BS6001 - Program Budget Summary and Support**

Statutory Authority: General Appropriations Act, Article III, Rider 90, 88th Texas Legislature

Part 1: Available Funding

Available Funding	
Description	25-27 Interactive Online
1. Fund/SSA Code	429
2. Planning Amount	
3. Final Amount	
4. Carryover	
5. Reallocation	
Total Funds Available	

Part 2: Budget Summary

A. Budgeted Costs		
Description	Class/ Object Code	25-27 Interactive Online
1. Consolidated Administrative Funds		<input type="radio"/> Yes <input type="radio"/> No
2. Payroll Costs	6100	
3. Professional and Contracted Services	6200	
4. Supplies and Material	6300	
5. Other Operating Costs	6400	
6. Debt Services	6500	
7. Capital Outlay	6600	
8. Operating Transfers Out	8911	
Total Direct Costs		
9. Indirect Costs		
Total Budgeted Costs		
Total Funds Available Minus Total Costs		
10. Payments to Member Districts of SSA	6493	

B. Pre-Award Costs

Part 2B Pre-Award Costs is hidden because it does not apply to the funding source(s) for this grant application.



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**Program Budget
 BS6001 - Program Budget Summary and Support**

C. Breakout of Direct Admin Costs

Enter amounts in Direct Admin Costs fields if applicable.

Description	Class/ Object Code	25-27 Interactive Online		
		Program Costs	Direct Admin Costs	Total Costs
1. Payroll Costs	6100			
2. Professional and Contracted Services	6200			
3. Supplies and Material	6300			
4. Other Operating Costs	6400			
5. Debt Services	6500			
6. Capital Outlay	6600			
7. Operating Transfers Out	8911			
Total				



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Program Budget BS6101 - Payroll Costs

Part 1: Total Payroll Costs

Payroll costs entered on BS6001	
Total Payroll Costs	25-27 Interactive Online

Part 2: Number and Type of Positions

A. Administrative Support or Clerical Staff	
Position Type	25-27 Interactive Online
1. Administrative support or clerical staff (integral to program)	<input type="checkbox"/>

B. LEA Positions	
Position Type	25-27 Interactive Online
1. Professional staff	<input type="checkbox"/>
2. Paraprofessionals	<input type="checkbox"/>
3. Administrative support or clerical staff (paid by LEA indirect cost)	<input type="checkbox"/>

C. Campus Positions	
Position Type	25-27 Interactive Online
1. Professional staff	<input type="checkbox"/>
2. Paraprofessionals	<input type="checkbox"/>
3. Administrative support or clerical staff (paid by LEA indirect cost)	<input type="checkbox"/>

Part 3: Substitute, Extra-Duty, Benefits

Substitute, Extra-Duty, Benefits	
1. For schoolwide personnel (includes staff salary, extra-duty pay/beyond normal hours, and substitutes for staff positions at schoolwide campuses)	<input type="checkbox"/>
2. Extra duty pay/beyond normal hours for positions not indicated above	<input type="checkbox"/>
3. Substitutes for public and charter school teachers not indicated above	<input type="checkbox"/>
4. Stipends for positions not indicated above	<input type="checkbox"/>

Part 4: Confirmation of Payroll Requirements

Confirmation of Payroll Requirements
1. <input checked="" type="checkbox"/> The grantee certifies the federally funded portion of this position and duties are reasonable, necessary, allowable and allocable under the applicable federal fund source. The grantee further certifies that it is in compliance with the federal supplement, not supplant provision applicable to each federal fund source. The grantee assures the grant-funded portion of this position and duties meet the purpose, goals, and objectives of the federal fund source. Documentation must be maintained locally by the grantee that clearly demonstrates the allowable and supplemental nature of the position, as required by each federal fund source, and will provide such documentation to TEA upon request.



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**Program Budget
 BS6201 - Professional and Contracted Services**

Part 1: Professional and Contracted Services

Budgeted Costs		
Description	Class/Object Code	25-27 Interactive Online
1. Rental or Lease of Buildings, Space in Buildings, or Land	6269	
2. Professional and Consulting Services	6219 6239 6291	
Subtotal Professional and Contracted Services Costs		
Remaining 6200 Costs That Do Not Require Specific Approval		
Total Professional and Contracted Services Costs		

Part 2: Direct Administrative Costs

Part 2 Breakout of Direct Administrative Costs is hidden because it does not apply to the funding source(s) for this grant application.

Part 3 : Itemized Professional and Consulting Services

Itemized Professional and Consulting Service (6219, 6239, 6291)	
Description	25-27 Interactive Online
1. Service: <input type="text"/>	
Specify Purpose: <input type="text"/>	
<input type="button" value="Add Item"/> <input type="button" value="Delete Item"/>	
Total Professional and Consulting Services Costs	



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**Program Budget
 BS6401 - Other Operating Costs**

Part 1: Other Operating Costs

Budgeted Costs		
Description	Class/ Object Code	25-27 Interactive Online
1. Out-of-State Travel for Employees LEA must keep documentation locally.	6411	
2. Travel for Students to Conferences (does not include field trips) Requires pre-authorization in writing.	6412	
3. Educational Field Trips LEA must keep documentation locally.	6412 6494	
4. Stipends for Non-employees other than those included in 6419 Requires pre-authorization in writing.	6413	
5. Travel Costs for Officials such as Executive Director, Superintendent, or Board Members Allowable only when such costs are directly related to the grant. If Out-of-State Travel, LEA must keep documentation locally.	6411 6419	
6. Non-Employee Costs for Conference Requires pre-authorization in writing.	6419	
7. Hosting Conferences for Non-Employees LEA must keep documentation locally.	64xx	
Subtotal Other Operating Costs		
Remaining 6400 Costs That Do Not Require Specific Approval		
Total Other Operating Costs		

Part 2: Direct Administrative Costs

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**Program Budget
 BS6501 - Debt Services**

Part 1: Subscription-Based Information Technology Arrangement (SBITA) and Capital Lease Liability Costs

Budgeted Costs		
Description	Class/ Object Code	25-27 Interactive Online
1. SBITA Liability - Principal	6514	
2. SBITA Liability - Interest	6526	
3. Capital Lease Liability - Principal	6512	
4. Capital Lease Liability - Interest	6522	
5. Interest on Debt	6523	
Total Debt Service Costs		

Part 2: Description of SBITA

Subscription

1. SBITA Description:

Subscription Cost:

Fund Source: Contract Start Date: Contract End Date:

Part 3: Description of Property

Property

1. Property Description:

Property Value:

Fund Source: Contract Start Date: Contract End Date:



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**Program Budget
 BS6601 - Capital Outlay**

Part 1: Capital Expenditures

Budgeted Costs	
Description	25-27 Interactive Online
1. Library Books and Media (Capitalized and Controlled by Library)	
2. Capital Expenditures for Additions, Improvements, or Modifications to Capital Assets Which Materially Increase Their Value for Useful Life (not ordinary repairs and maintenance)	
3. Furniture, Equipment, Vehicles or Software Costs for Items in Part 2	
Total Capital Outlay Costs	

Part 2: Furniture, Equipment, Vehicles or Software

Items

1. Generic Description: Number of Units:

Fund Source: Total Costs:

Describe how the item will be used to accomplish the objective of the program:



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Provisions Assurances CS7000 - Provisions, Assurances and Certifications

Provisions, Assurances and Certifications	
1. <input checked="" type="checkbox"/> I certify my acceptance and compliance with all General and Fiscal Guidelines.	General and Fiscal Guidelines
2. <input checked="" type="checkbox"/> I certify my acceptance and compliance with all Program Guidelines.	Program Guidelines
3. <input checked="" type="checkbox"/> I certify my acceptance and compliance with all General Provisions and Assurances requirements.	General Provisions and Assurances
4. <input checked="" type="checkbox"/> I also certify my acceptance and compliance with all Debarment and Suspension Certification requirements. I certify I am not debarred or suspended.	Debarment and Suspension Certification
5. Choose the appropriate response for Lobbying Certification:	
a. <input checked="" type="checkbox"/> I certify this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance and compliance with all Lobbying Certification requirements.	Lobbying Certification
b. <input type="checkbox"/> This organization spends non-federal funds on lobbying activities and has attached the required OMB Disclosure of Lobbying Activities form, as described below.	
Instructions for completing and attaching the Disclosure of Lobbying Activities form.	
<ul style="list-style-type: none">• Print and sign the form.• Scan the signed form and save it to your desktop.• Click the Attach Files icon on the Table of Contents page to attach your signed form to this eGrants application.	

SSA Funding Report

Region	County District	Organization	ADC Submitted Date								
				R:	R:	R:	R:	R:	R:	R:	R:
Total:				R:	\$0	R:	\$0	R:	\$0	R:	\$0