



**Organization:** YELLOWSTONE COLLEGE PREPARATORY  
**Campus/Site:** N/A  
**Vendor ID:** 1812280283

**County District:** 101873  
**ESC Region:** 04  
**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
<b>General Information</b>			
GS2100 - Applicant Information	*	Complete	01/23/2025 09:27 AM
GS2300 - Negotiation Comments and Confirmation		New	
<b>Program Description</b>			
PS3013 - Program Plan	*	Complete	01/30/2025 10:59 AM
PS3014 - Program Narrative	*	Complete	02/03/2025 03:34 AM
<b>Program Budget</b>			
BS6001 - Program Budget Summary and Support		Complete	02/04/2025 03:18 PM
BS6101 - Payroll Costs		Complete	02/04/2025 03:18 PM
BS6201 - Professional and Contracted Services		Complete	02/04/2025 03:19 PM
BS6401 - Other Operating Costs		Complete	02/04/2025 03:19 PM
BS6501 - Debt Services		Complete	02/04/2025 03:19 PM
BS6601 - Capital Outlay		Complete	02/04/2025 03:19 PM
<b>Provisions Assurances and Certifications</b>			
CS7000 - Provisions, Assurances and Certifications	*	Complete	02/04/2025 04:51 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: Marian	Initial: R	Last Name: Williams	Title: Principal
Phone: 502-445-8348	Ext:	E-Mail: mwilliams@yellowstoneschools.org	

**Submitter Information**

First Name: Amy	Last Name: Tanner
Approval ID: amy.tanner1	Submit Date and Time: 02/04/2025 04:52:25 PM



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**2025-2027 Interactive Online Learning Grant, Cycle 2 Grant**

**General Information  
 GS2100 - Applicant Information**

**Part 1: Organization Information**

A. Applicant			
Organization Name: YELLOWSTONE COLLEGE PREPARATORY			
Mailing Address Line 1: 3000 TRULLEY ST, STE 200			
Mailing Address Line 2: null			
City: HOUSTON	State: TX	Zip Code: 77004	

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

**Part 2: Applicant Contacts**

A. Primary Contact			Select Contact:	Select One	or	Add New Contact
First Name: Marian	Initial: R	Last Name: Williams				
Title: Principal						
Telephone: 502-445-8348	Ext.:	E-Mail: mwilliams@yellowstoneschools.org				

B. Secondary Contact			Select Contact:	Select One	or	Add New Contact
First Name: Amy	Initial:	Last Name: Tanner				
Title: Chief of Staff						
Telephone: 646-980-9322	Ext.:	E-Mail: atanner@yellowstoneschools.org				



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### 2025-2027 Interactive Online Learning Grant, Cycle 2 Grant

#### 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: <input type="text" value="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: 40px;"></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: 40px; margin-top: 5px;"></div>

Add Row

Delete Row



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## 2025-2027 Interactive Online Learning Grant, Cycle 2 Grant

### 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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## 2025-2027 Interactive Online Learning Grant, Cycle 2 Grant

### Program Description PS3013 - Program Plan



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## 2025-2027 Interactive Online Learning Grant, Cycle 2 Grant

### 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.

Yellowstone College Prep (YCP) seeks funding to implement Imagine Learning, an interactive online learning platform designed to enhance student achievement in 7th-grade Texas History, 8th-grade U.S. History, and 11th-grade U.S. History. This curriculum replaces outdated materials and aligns with the STAAR redesign, ensuring students master core content through personalized instruction, cross-curricular activities, and data-driven analysis. Teachers will utilize individualized reports to inform instruction, identify students needing tutoring, and track progress. Administrators will assess program effectiveness through quarterly evaluations, ensuring continuous improvement and high-quality instruction.

YCP, an open-enrollment public charter school founded in 2018, is committed to inspiring, empowering, and investing in students to achieve their highest potential. Serving 325 students in grades 6-10 (with plans to grow to 500 students in grades 6-12 by 2026-27), YCP primarily enrolls students from Houston's greater Third Ward. Students are 98% Black, with 97% on free/reduced meals, 28% receiving special education, and 48% considered at-risk. The school faces challenges related to funding, staffing, and academic performance, particularly in history, where 78% of 8th graders scored "Does Not Meet" on the STAAR assessment last year. Additionally, the school requires resources to maintain small class sizes, increase SPED support, and recruit and retain highly qualified teachers.

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

The Imagine Learning program directly supports YCP's mission by addressing critical academic gaps, particularly in history instruction. The curriculum's interactive features and alignment with state standards will improve student engagement and achievement. Implementation will include:

- 1) Curriculum Alignment & Instructional Support: Ensuring rigorous, TEKS-aligned content that prepares students for college readiness.
- 2) Data-Driven Instruction & Intervention: Identifying students in need of tutoring and tailoring instruction accordingly.
- 3) Professional Development & Teacher Support: Providing ongoing coaching to enhance instructional effectiveness.
- 4) Technology Integration: Equipping classrooms with necessary digital tools to support learning.

YCP aims to increase STAAR "Approaches" scores to at least 48% and "Meets" scores to 12%, with incremental growth each year. By securing grant funding, YCP will ensure that all students—especially those with academic challenges—receive high-quality instruction that prepares them for post-secondary success. The initiative aligns with YCP's vision of unlocking each student's potential through targeted interventions and strategic improvements in teaching and learning.



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### Program Description PS3014 - Program Narrative

#### 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.

Yellowstone College Prep (YCP) aims to improve student achievement in U.S. History through targeted interventions and high-quality instruction. The program's primary goals include:

1. Increasing 8th-grade STAAR "Approaches" scores to 48% and "Meets" scores to 12% by May 2025
2. Reducing the achievement gap between SPED and general education students to within 10%
3. Sustained annual growth of 5% in student performance until surpassing state benchmarks by 2029
4. Retaining 100% of the History Department staff for the 2025-26 school year
5. Ensuring full staffing, including an additional SPED team member and 11th-grade history teacher, by May 2025

YCP will implement the following strategies to achieve its goals:

1. Curriculum Implementation: One teacher will pilot Imagine Learning during summer school, reinforcing content for students retaking the STAAR exam. Lessons learned will guide full implementation.
2. Professional Development & Coaching: History teachers will participate in ongoing training, including summer in-service sessions and bi-monthly observations with real-time coaching.
3. Data-Driven Instruction: Weekly Data Meetings (WDMs) and Lesson Internalization Meetings (LIMs) will be used to analyze student performance and refine lesson delivery. Data will inform tutoring and targeted interventions.

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

4. Student Progress Monitoring: Every student will maintain a data folder with quarterly teacher conferences to track progress on assessments, quizzes, and key performance indicators.
5. Staff Recruitment & Retention: A structured hiring process, including demo lessons and rigorous evaluations, will ensure high-quality hires. Performance-based bonuses will incentivize retention and excellence.
6. Leadership Development: YCP will launch a Resident Teacher and Teacher Leadership Program to build internal capacity and future school leaders.
7. Technology & Resources: All curriculum materials, devices, and necessary classroom technology will be purchased and set up before the 2025-26 school year.

By implementing these strategies, YCP will improve student outcomes, enhance instructional quality, and establish a sustainable model for long-term academic success.



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### Program Description PS3014 - Program Narrative

#### 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.

To measure the program's impact, YCP will track student progress through STAAR writing rubrics, aggressive monitoring data, and grading reports. Students will engage in bi-weekly evaluations through self- and peer assessments and teacher feedback. Student data folders will document assessment performance, growth, and individualized goals, with quarterly teacher-student data conferences ensuring progress monitoring and accountability. Teacher performance will be assessed using the Whetstone platform, which compiles observation, coaching, and evaluation data. Leaders will conduct bi-monthly classroom observations, providing structured feedback and targeted coaching. Weekly data meetings will analyze Imagine Learning reports to assess instructional effectiveness, while student satisfaction surveys will evaluate curriculum impact and teacher efficacy each quarter. School and district leaders will use an Objectives and Key Results (OKR) tracker to monitor program implementation. Monthly progress reviews and quarterly performance updates will track qualitative and quantitative goals. Leadership effectiveness will also be measured through post-meeting surveys and feedback analysis, ensuring high-impact actions align with program objectives.

Data Collection and Analysis  
Aggressive Monitoring: Teachers collect real-time student data during lessons and update Skyward for grading and performance tracking. Leaders conduct periodic audits to ensure compliance and instructional quality.

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

Formative and Summative Assessments: Daily exit ticket data is reviewed weekly, while summative assessments inform strategic interventions. Imagine Learning reports guide instructional planning and are reviewed weekly by department leaders.  
Student Work Analysis: Teachers and leaders evaluate work samples weekly to identify learning gaps and instructional improvements.  
Survey Data: Quarterly student satisfaction surveys inform curriculum adjustments. Teacher feedback shapes professional development.  
Observation and Coaching: The director of instruction conducts teacher observations every 10 days, with immediate feedback provided through Whetstone. Data from evaluations and student outcomes guide staffing and program improvements.  
OKR Tracker & Calendar: Leaders update performance metrics monthly, aligning strategies with program goals. Key evaluation dates and interventions are scheduled within the district-wide calendar.  
By integrating these performance measures and continuous evaluation processes, YCP will ensure the program effectively improves student achievement and instructional quality while fostering sustainable long-term growth.

Color coding for Quantitative Metrics:  
Off Track towards the goal (Red) = > -11%  
Approaching the goal (Yellow) = -6% to -10%  
Meets the goal (Green) = -5% to 0%  
Masters/Exceeds the goal (Blue) = >+1%

Key for Qualitative Metrics and Task Completion  
Accomplished  
On Track  
Off track



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### Program Description PS3014 - Program Narrative

#### 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.

**Project Personnel and Qualifications**

Leadership Qualifications: Primary project personnel at YCP must meet the following qualifications:

- \*Bachelor's degree in Education or related field (Master's preferred)
- \*Proven success in teaching with positive student outcomes
- \*Strong curriculum development and instructional leadership skills
- \*Experience in teacher coaching, mentoring, and data-driven instruction
- \*Excellent communication, collaboration, and organizational abilities
- \*Commitment to continuous professional growth and best practices in education

**Educator Qualifications**

- \*Bachelor's degree required; teaching certification preferred
- \*Experience with content-area instruction and proven STAAR results preferred
- \*Prior experience in a Title 1 school community preferred
- \*Must be certified or actively pursuing certification with at least two years of experience, unless serving as a Resident Teacher or Leader Resident

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

**Personnel and Positions**

- \*Campus Leader (Existing Position): Currently filled by a certified principal transitioning certification to Texas.
- \*Director of Instruction (Existing Position): Held by a certified instructional leader with a Texas license.
- \*SPED Teacher (Existing Position): Filled by a certified ELA teacher on an emergency SPED permit.
- \*7th Grade Texas History Teacher (Existing Position): Filled by a non-certified educator.
- \*8th Grade U.S. History Teacher (Existing Position): Held by a fully certified history teacher.
- \*11th Grade U.S. History Teacher (Proposed Position): Needed for the expansion to 11th grade.
- \*History Department Resident Teacher (Proposed Position): A strategic addition to strengthen teacher recruitment and development.
- \*History Department Leader in Residence (Proposed Position): Designed to support leadership development and long-term succession planning.

External Consultants: There are no external consultants projected for program implementation and delivery.

By ensuring highly qualified personnel and strategic staffing, YCP aims to sustain high-quality instruction, improve student outcomes, and support long-term



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## 2025-2027 Interactive Online Learning Grant, Cycle 2 Grant

### Program Description PS3014 - Program Narrative

#### 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.

**Budget Allocation and Program Needs:**

The proposed budget of \$188,300 ensures the necessary staffing, professional development, and materials for the Imagine Learning Interactive Online History Curriculum. Key allocations include:

\*Personnel (\$143K): Includes salary and benefits for an 11th-grade U.S. History teacher (\$69K), a Resident Teacher (\$60K), and stipends for the Director of Instruction (\$5K), History Department Leader in Residence (\$3K), and performance-based bonuses for history teachers (\$6K total).

\*Professional Development (\$2,500): Covers training for staff implementing the curriculum.

\*Supplies & Materials (\$42,800): Includes curriculum platforms (\$8K), student headphones (\$2K), a Chromebook cart (\$600), Chromebooks for 11th-grade students (\$27.2K), and essential teacher technology (\$5K).

Existing Funding for Similar Programs: YCP currently allocates \$76,446.20 to free tutoring programs serving 50 students. This includes:

\*Personnel (\$27K): Stipends for a program leader and tutors.

\*Professional Development (\$2,500): Training costs for intervention curriculum.

\*Supplies & Materials (\$46,946.20): Includes intervention curriculum, GoGuardian monitoring, student headphones, snacks, Chromebook carts, and devices.

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

While the tutoring program serves approximately 15% of the student population, implementing the new history curriculum will have a broader impact across multiple grade levels, requiring a more substantial investment in staffing and technology.

**Future Adjustments and Sustainability:**

\*If the grant is awarded: All outlined plans will proceed, enhancing academic outcomes while maintaining current programming.

\*If the grant is not awarded: YCP will prioritize fundraising efforts and consider budgetary cuts in non-essential areas such as student events, after-school programs, and tutoring. The addition of residency programs and new staffing positions may be delayed to ensure financial sustainability.

This budget ensures YCP can meet instructional goals while maintaining flexibility to adapt to future funding conditions.



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### Program Description PS3014 - Program Narrative

#### 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."

Personnel Budget = \$143K total  
\*Addition of the 11th US History Teacher = \$69K Salary + benefits  
\*History Department Resident Teacher = \$60K Salary + benefits  
\*History DOI Stipend for Program Management = \$5K Stipend  
\*History Department Leader in Residence = \$3K Stipend  
\*7th TX History Teacher Implementation Stipend (bonus awarded only if the teacher meets the student performance goals. = \$2K Stipend  
\*8th U.S. History Teacher Implementation Stipend (bonus awarded only if the teacher meets the student performance goals. = \$2K Stipend  
\*11th U.S. History Teacher Implementation Stipend (bonus awarded only if the teacher meets the student performance goals. = \$2K Stipend

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."

Staff Development Budget = \$2,500 total

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."

Supplies and Materials Budget = \$42,800 total  
\*Curriculum Platforms = \$8K  
\*Student Headphones = \$2K (\$20 per student for 100 students)  
\*11th Grade U.S. History Chromebook Cart = \$600  
\*11th Grade U.S. History Chromebooks = \$27.2K (\$340 per student for 80 students)  
\*11th Grade U.S. History Teacher Supplies (includes laptop, interactive screen for projecting lessons, screen stand, and teacher tech cart) = \$5K

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."

N/A

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.

\$188,300



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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.

The LEA will collect "Intent To Return" survey data from current staff to identify what staff are committed to returning, and which staff may be interested in (or open to) switching to the History Department. Teachers will be selected by first interviewing new applicants who are interested in the role and make it through our rigorous selection process. All applicants will either submit a sample teaching lesson via video or facilitate a sample teaching lesson in person. The highest performing applicant will be selected to fill our new 11th Grade History teaching position. Any other potential vacancies will be filled in this same manner unless any current staff expresses interest in filling the vacancy.

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.

During both school years, the LEA will ensure successful cross-curricular implementation of the program by identifying and solidifying dates for In-Service sessions which will be geared towards program evaluation and implementation when developing district PD calendars. The LEA will also identify and solidify the dates during which cross-curricular department collaboration will take place during teacher In-Service days. Lastly, District leadership will regularly engage with campus leadership to review artifacts, observe department meeting facilitation, observe History Department teaching practice, and analyze student achievement data during "Campus Walk-through Days". Campus Walk-through Days are days during which all Executive Team, District leaders, and Campus leaders unite to conduct a series of observations, review artifacts, and analyze data followed by a 2-hour debrief at the end of the day where feedback from observations are shared and discussed, OKR trackers are updated, and action steps can be planned in a collaborative fashion. The Program Plan for the Interactive Online Learning model for the History Department will be a standing item on the agenda for the day, so that it remains a focus for both campus-level and district-level leaders.



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### Program Description PS3014 - Program Narrative

#### 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).

Yellowstone will use Imagine Learning (IL) to enhance student engagement and academic achievement in 7th-grade Texas and U.S. History and align with the re-designed STAAR and TEKS.

IL is a digital curriculum that integrates interactive content, personalized learning pathways, and standards-aligned instruction to meet the needs of diverse learners. It employs videos, animations, simulations, and primary source documents to bring historical events to life. Students engage through activities like interactive timelines, map explorations, and gamified modules.

The curriculum adapts to individual learning styles, offering support for struggling students and enrichment for advanced learners. Tools like text-to-speech, translations, and guided tutorials support diverse needs, including English learners and students with disabilities.

TEKS-aligned, IL covers critical historical concepts. Assessments, including pre-tests, quizzes, and exams, provide feedback and analytics to help educators customize instruction.

Features include:

- 7th Grade Texas History: Topics such as Texas geography, indigenous cultures, European exploration, independence, annexation, the Civil War, and modern Texas with interactive simulations.
- U.S. History: Founding of the nation, Constitution, major wars, Civil Rights Movement, and contemporary history, with primary source analysis to develop critical thinking.
- IL fosters critical thinking, problem-solving, and analysis for academic success and college readiness.

- 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)?

7th-grade Texas History, 8th-grade U.S. History, and 11th-grade U.S. History have all been selected for the implementation of the interactive online learning model.

- 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.

(a) Progress Monitoring Tools and Usage:  
 Imagine Learning offers diagnostic, formative, and summative assessments that provide real-time insights into student progress. Initial diagnostics establish a baseline, while benchmark assessments measure growth against curriculum standards. Formative quizzes embedded in lessons offer continuous feedback, allowing teachers to adjust instruction as needed. Automated alerts notify educators when students struggle, prompting timely interventions.

(b) Supporting Struggling Learners:  
 Educators use Imagine Learning's data dashboards to monitor student progress and identify those who are off track. Weekly Data Meetings (WDM) enable teachers to analyze performance trends and develop targeted action plans. These may include reteach strategies, reassessments, and extended practice opportunities.

(c) Interventions for Struggling Learners:  
 Intervention strategies include small-group instruction, after-school study hall, tutoring, and Advisory sessions to address learning gaps. Teachers assign personalized lessons based on data insights, ensuring students receive the support they need. Students track their own progress using data folders, fostering accountability. Incentives encourage improvement, while interactive tools keep students engaged. This structured approach helps struggling learners master key skills and stay on track for success.



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SAS#: IOLGAA25

## 2025-2027 Interactive Online Learning Grant, Cycle 2 Grant

### Program Description PS3014 - Program Narrative

4. 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.

Imagine Learning's quarterly benchmarks assess student progress toward curriculum mastery with automated, standards-aligned assessments. These provide actionable data for teachers, students, and administrators. Evaluations occur quarterly, with data informing district curriculum adoption meetings in the spring.

Key Features:

- \*Standards-Aligned Assessments: Benchmarks align with TEKS for Texas History and U.S. History.
- \*Adaptive Design: Question difficulty adjusts based on student responses.
- \*Varied Question Formats: Includes multiple-choice, short-answer, DBQs, and interactive tasks.
- \*Immediate Reports: Real-time insights track individual performance and class trends.

Using Benchmark Data:

- \*Guiding Instruction: Teachers adjust pacing and reinforce challenging concepts.
- \*Monitoring Progress: Identifies students excelling or needing support.
- \*Personalized Learning: Data informs learning pathways.
- \*Test Preparation: Familiarizes students with high-stakes exam formats.

These benchmarks ensure students meet learning goals while supporting continuous instructional improvement.

5. 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).

Imagine Learning integrates A/V components to engage students, support diverse learning styles, and deepen historical understanding.

Audio Components:

- \*Narration & Text-to-Speech: Professionally narrated content supports comprehension, benefiting struggling readers and English learners.
- \*Historical Reenactments & Speeches: Audio speeches from figures like Sam Houston and Abraham Lincoln provide historical context.
- \*Guided Explanations: Step-by-step audio guidance enhances interactive activities like map analysis.
- \*Pronunciation Support: Helps students with names, places, and complex vocabulary.

Video Components:

- \*Instructional Videos: Short videos explain key concepts with visuals like maps, animations, and infographics.
- \*Historical Footage & Documentaries: Archival clips bring events to life with expert analysis.
- \*Animated Simulations: Illustrates battles, migrations, and historical scenarios interactively.
- \*Virtual Field Trips: Students explore landmarks like the Alamo through immersive guided tours.
- \*Teacher-Led Lessons: Recorded/live lessons ensure students can catch up or review material.

Enhancing Engagement & Learning:

- \*Breaks up text-heavy lessons to maintain student interest.
  - \*Supports auditory, visual, and kinesthetic learners.
  - \*Promotes critical thinking with guided questions and interactive scenarios.
  - \*Reinforces historical skills like primary source analysis and map interpretation.
- These multimedia tools make learning more dynamic, accessible, and impactful.

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.

Imagine Learning provides comprehensive Spanish-language support to ensure Spanish-speaking students can fully engage with the curriculum:

- \*Spanish Translations: Core lessons, materials, and assessments are available in Spanish, with the ability to toggle between English and Spanish.
- \*Text-to-Speech in Spanish: Enables students to listen to translated content, supporting pronunciation and fluency.
- \*Spanish Audio Narration: Lessons include Spanish narration to aid comprehension of historical content.
- \*Assessments in Spanish: Quizzes and benchmarks allow students to demonstrate knowledge without language barriers.
- \*Interactive Tools: Spanish instructions and feedback ensure accessibility in activities like timelines, maps, and simulations.
- \*Family Resources: Spanish-language guides, parent portals, and progress reports support family engagement.

Although Yellowstone currently has no Spanish-speaking students, preparations are in place to support future ESL learners. Administrators will provide summer in-service training for teachers on curriculum tools to ensure Spanish-speaking students receive the necessary language support. Resources will be available to assist families, ensuring equitable access to instruction as the school expands.



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## 2025-2027 Interactive Online Learning Grant, Cycle 2 Grant

### Program Description PS3014 - Program Narrative



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**2025-2027 Interactive Online Learning Grant, Cycle 2 Grant**

**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	
<b>Total Funds Available</b>	

**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	
<b>Total Direct Costs</b>		
9. Indirect Costs		
<b>Total Budgeted Costs</b>		
<b>Total Funds Available Minus Total Costs</b>		
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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**2025-2027 Interactive Online Learning Grant, Cycle 2 Grant**

**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			
<b>Total</b>				



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**2025-2027 Interactive Online Learning Grant, Cycle 2 Grant**

**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)	

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 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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**2025-2027 Interactive Online Learning Grant, Cycle 2 Grant**

**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	
<b>Subtotal Professional and Contracted Services Costs</b>		
<b>Remaining 6200 Costs That Do Not Require Specific Approval</b>		
<b>Total Professional and Contracted Services Costs</b>		

**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"/>	
<b>Total Professional and Consulting Services Costs</b>	



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**2025-2027 Interactive Online Learning Grant, Cycle 2 Grant**

**Program Budget  
 BS6401 - Other Operating Costs**

**Part 1: Other Operating Costs**

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

**Part 2: Direct Administrative Costs**

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**2025-2027 Interactive Online Learning Grant, Cycle 2 Grant**

**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	
<b>Total Debt Service Costs</b>		

**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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**2025-2027 Interactive Online Learning Grant, Cycle 2 Grant**

**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	
<b>Total Capital Outlay Costs</b>	

**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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## 2025-2027 Interactive Online Learning Grant, Cycle 2 Grant

### 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 <a href="#">Disclosure of Lobbying Activities</a> form.	
<ul style="list-style-type: none"><li>• Print and sign the form.</li><li>• Scan the signed form and save it to your desktop.</li><li>• Click the <b>Attach Files</b> icon on the Table of Contents page to attach your signed form to this eGrants application.</li></ul>	

# SSA Funding Report

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Region	County District	Organization	ADC Submitted Date								
				R:	R:	R:	R:	R:	R:	R:	R:
<b>Total:</b>				R: \$0	R: \$0	R: \$0	R: \$0	R: \$0	R: \$0	R: \$0	R: \$0