



Organization: CEDARS INTERNATIONAL ACADEMY
 Campus/Site: N/A
 Vendor ID: 1742960628

County District: 227817
 ESC Region: 13
 School Year: 2026-2027

SAS#: IOLGAA26

2026-2028 Interactive Online Learning Grant, Cycle 3

General Information
 GS2000 - Certify and Submit

Due: 02/17/2026 11:59 PM
 Application Status: Submitted

Amendment #: 00
 Version #: 01

Description	Required	Status	Last Update
General Information			
GS2100 - Applicant Information	*	Complete	02/16/2026 11:15 AM
GS2300 - Negotiation Comments and Confirmation		New	
Program Description			
PS3013 - Program Plan	*	Complete	02/16/2026 11:15 AM
PS3014 - Program Narrative	*	Complete	02/16/2026 11:45 AM
Program Budget			
BS6001 - Program Budget Summary and Support		Complete	02/16/2026 11:48 AM
BS6101 - Payroll Costs		Complete	02/16/2026 11:49 AM
BS6201 - Professional and Contracted Services		Complete	02/16/2026 11:49 AM
BS6401 - Other Operating Costs		Complete	02/16/2026 11:49 AM
BS6501 - Debt Services		Complete	02/16/2026 11:49 AM
BS6601 - Capital Outlay		Complete	02/16/2026 11:50 AM
Provisions Assurances and Certifications			
CS7000 - Provisions, Assurances and Certifications	*	Complete	02/16/2026 11:50 AM

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: Leslie Initial: Last Name: Sparacello Title: Superintendent

Phone: 512-432-1495 Ext: E-Mail: lsparacello@cedars-academy.org

Submitter Information

First Name: Leslie Last Name: Sparacello

Approval ID: leslie.sparacello Submit Date and Time: 02/17/2026 03:05:41 PM



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General Information GS2100 - Applicant Information

Part 1: Organization Information

A. Applicant
Organization Name: CEDARS INTERNATIONAL ACADEMY
Mailing Address Line 1: 8416 N IH-35
Mailing Address Line 2:
City: AUSTIN State: TX Zip Code: 78753

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

Part 2: Applicant Contacts

A. Primary Contact	Select Contact: Select One ▼ or Add New Contact
First Name: Leslie Initial: Last Name: Sparacello	
Title: Superintendent	
Telephone: 512-432-1495 Ext.: E-Mail: lsparacello@cedars-academy.org	

B. Secondary Contact	Select Contact: Select One ▼ or Add New Contact
First Name: Steve Initial: Last Name: Zipkes	
Title: High School Principal	
Telephone: 512-956-4423 Ext.: E-Mail: szipkes@cedars-academy.org	



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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: <input type="text" value="Select One"/></div> </div> <div style="border: 1px solid black; padding: 5px;"> <p>TEA Negotiation Note:</p> <div style="border: 1px solid black; height: 50px;"></div> </div> <div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="border: 1px solid black; padding: 5px;"> <p>Grantee Comments:</p> <div style="background-color: #cccccc; border: 1px solid black; height: 40px;"></div> </div> <div> <input type="checkbox"/> LEA Completed Change </div> </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 assurances to adhere to all the Statutory and TEA Program requirements as noted in the 2026-2028 Interactive Online Learning Grant, Cycle 3 Program Guidelines.
- The applicant provides assurances to adhere to all the Performance Measures, as noted in the 2026-2028 Interactive Online Learning Grant, Cycle 3 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) 2.1 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 72, 89th Legislative Session Regular Session, 2025.
- 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, 2027, and a final report by February 1, 2028.
- 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.

Cedars International Academy will implement an Interactive Online Learning model in Grade 7 Texas History and Grade 8 U.S. History embedded within its existing cross-curricular English Language Arts and Social Studies Project-Based Learning (PBL) framework. The purpose of the program is to improve students' ability to independently access complex informational text and produce evidence-based written responses aligned to the Texas Essential Knowledge and Skills (TEKS) for both social studies and English language arts.

The school serves a high percentage of multilingual learners who demonstrate strong conceptual understanding through discussion and projects but struggle to read unfamiliar academic text and write analytical responses under STAAR conditions. The proposed program addresses this need by transforming the humanities block into a structured literacy lab where students repeatedly engage with multimedia historical content, analyze primary and secondary sources, and produce written responses using common rubrics and feedback cycles.

An interactive online platform will provide narrated and bilingual historical content, comprehension monitoring, and automatically scored checks for understanding. Teachers will use the resulting data to form targeted intervention groups and provide writing conferences and small-group instruction. Students will then apply learning through performance tasks within the Echo PBL platform.

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

The program does not replace teacher instruction. Instead, it strengthens teacher-led instruction by providing real-time data, language supports, and repeated structured writing practice necessary for students to independently read, analyze, and communicate understanding of complex historical texts.

The model allows students to practice literacy skills within authentic Grade 7 Texas History and Grade 8 U.S. History content rather than in a separate intervention course, increasing both engagement and transfer of learning while maintaining the school's instructional philosophy.

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.

Goals / Objectives

Improve student ability to independently comprehend grade-level informational text in Grade 7 Texas History and Grade 8 U.S. History.

Increase student proficiency in evidence-based written responses aligned to STAAR constructed response expectations.

Accelerate academic language development for multilingual learners through supported access to grade-level content.

Strengthen transfer of literacy skills into authentic project-based demonstrations of learning.

Strategies / Activities

Instruction will occur within the existing cross-curricular Humanities block and will follow a recurring cycle that integrates digital content, teacher-led instruction, and performance-based application.

Students will regularly engage with multimedia historical content and grade-level sources supported by narration and language scaffolds. Teachers will use platform-generated data and student work to provide targeted feedback, flexible grouping, and writing support. Students will produce short analytical written responses and apply learning within ongoing PBL projects using the Echo platform.

Professional learning communities will review student work and adjust supports based on identified needs. The instructional team will maintain flexibility in lesson design while ensuring consistent opportunities for reading, analysis, writing, and revision aligned to TEKS.

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

Na



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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.

Student Outcome Measures

Program effectiveness will be measured through multiple aligned indicators:

- Improvement in student performance on constructed written responses in Grade 7 Texas History and Grade 8 U.S. History
- Growth in independent analysis of primary and secondary sources
- Progress monitoring data generated by the interactive online platform
- Increased academic language proficiency among multilingual learners
- Performance on STAAR reading and social studies related writing components

Tools Used to Measure Performance

- Platform comprehension checks and mastery reports
- Common cross-curricular writing rubric
- Periodic benchmark writing tasks
- Teacher observation and conferencing records
- Feedback from PBL Critical Friends during project presentations

Processes to Ensure Effectiveness

Teachers will review student performance data through PLC collaboration to identify trends and adjust supports. Instructional groupings and scaffolds will be modified based on demonstrated student needs. Students will also present project products to PBL Critical Friends who provide structured feedback on clarity of communication, use of evidence, and understanding of content. Campus leadership will monitor implementation through classroom observations and review of student work to ensure the program is implemented as intended and supports measurable literacy growth.

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

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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.

The program will be implemented by existing Grade 7 Texas History and Grade 8 U.S. History Humanities teaching teams who co-teach English Language Arts and Social Studies through the district's established Project-Based Learning (PBL) instructional model. Teachers have extensive experience designing interdisciplinary projects, facilitating inquiry, conferencing with students, and assessing performance tasks using calibrated rubrics.

The campus has a long-standing partnership with the New Tech Network, and teachers are trained in structured collaboration protocols, including Critical Friends feedback processes. These protocols are routinely used to analyze student work, refine instruction, and ensure consistency in expectations across classrooms.

Instructional leadership regularly supports collaborative planning, analysis of student writing, and data-informed intervention. Teachers already implement cross-curricular reading and writing tasks; the grant strengthens this work by adding structured cycles of short written analytical responses (FRQ/DBQ style) and targeted literacy supports.

External support, if utilized, will provide professional development related to literacy across the curriculum, multilingual learner supports, and effective use of the selected interactive platform. External partners will support teacher capacity and coaching but will not replace teacher-led instruction.

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

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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.

Grant funds will enhance an established cross-curricular Humanities instructional model rather than create a separate program. The campus already implements Project-Based Learning through interdisciplinary English Language Arts and Social Studies instruction. Funding will strengthen structured literacy cycles within this existing framework, focusing on repeated analytical writing, feedback, and targeted support for multilingual learners.

Funds will support:

- Interactive online platform licenses providing narrated and bilingual historical content and progress monitoring
- Teacher planning and calibration time to review FRQ/DBQ writing and adjust instruction
- Supplemental staffing or stipends for targeted intervention and student conferencing
- Professional learning focused on literacy across the curriculum and multilingual learner supports
- Student access supports necessary for engagement with multimedia content

The majority of funds support instructional practice, feedback cycles, and intervention rather than technology purchases. Because the Humanities block and PBL structure already exist, resources can be concentrated on improving student reading and writing performance. Future adjustments will be guided by student performance data and benchmark writing outcomes.

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

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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."

Funds will support teacher stipends and supplemental pay for work directly connected to implementation of the interactive literacy cycle within the Humanities block. This includes collaborative planning, calibration of student writing using common rubrics, student conferencing, and targeted small-group intervention based on student reading and writing needs. Payroll may also support additional instructional support time beyond the regular school day for writing feedback and revision cycles connected to FRQ/DBQ responses.

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."

Funds will support professional development and coaching related to literacy across the curriculum, effective use of historical sources, academic language development for multilingual learners, and implementation of the interactive platform. Services may include training on structured writing protocols, feedback practices, and integration of digital content within project-based learning. External expertise will focus on strengthening teacher capacity and instructional practice rather than replacing classroom instruction.

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."

Funds will support interactive online platform licenses providing multimedia historical content, narration, translation supports, and progress monitoring. Additional instructional materials may include writing supports, annotation tools, and resources necessary for students to engage in structured analysis of primary and secondary sources and produce evidence-based written responses.

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."

Funds may support student access needs required for participation in multimedia instruction, such as audio equipment, translation supports, or materials that allow students equitable access to narrated and bilingual content. These supports ensure multilingual learners can independently engage with grade-level instructional materials.

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."

If necessary for implementation, limited instructional equipment may be purchased to ensure students can access multimedia instructional content and participate in writing and analysis activities. Any equipment purchases will be directly tied to student interaction with the instructional model and not for general technology replacement.

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.

\$300000



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Program Description PS3014 - Program Narrative

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.

Teachers will be selected from existing Grade 7 and Grade 8 Humanities teams who already implement the campus cross-curricular Project-Based Learning model. Because the program strengthens an established instructional structure rather than introducing a separate initiative, implementation will be integrated into current planning and collaboration routines.

Teacher support will include collaborative planning time, analysis of student work, and coaching aligned to the literacy cycle. Teachers will participate in ongoing professional learning including Project-Based Learning workshops through the New Tech Network to strengthen integration of inquiry, written analysis, and structured feedback within the interactive online learning model.

Teacher commitment will be reinforced through shared planning, common rubrics, and regular review of student work. The goal is to support teachers in refining existing instruction by incorporating consistent reading and writing practice supported by digital content and data rather than adding additional instructional programs.

2. Describe how the LEA will ensure successful cross-curricular implementation of the program in each of the 2026-2027 and 2027-2028 school years.

The campus will ensure fidelity of implementation through ongoing monitoring, collaboration, and professional learning. Teachers will participate in regular professional learning community meetings to review student performance data, analyze written responses, and adjust instructional supports. Instructional leadership will monitor implementation through classroom observations, review of student work, and feedback cycles aligned to the program model.

Teachers will continue to participate in ongoing training, including Project-Based Learning workshops through the New Tech Network and campus-based coaching, to strengthen integration of interactive online learning with cross-curricular instruction. The campus will maintain consistent expectations for reading, analysis, writing, and revision across Grade 7 Texas History and Grade 8 U.S. History.

Because the program is embedded within the existing Humanities block, implementation will continue beyond the grant period using established collaborative planning structures and instructional practices. Resources and instructional routines developed during the grant will remain part of the standard instructional model to ensure sustainability and continued student literacy growth.



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Program Description PS3014 - Program Narrative

H. Statutory Requirements

1. 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).

Cedars International Academy will implement an interactive online learning platform that provides multimedia historical content, primary and secondary source access, narration, language scaffolds, and automatically scored comprehension checks aligned to the Texas Essential Knowledge and Skills (TEKS) for Grade 7 Texas History and Grade 8 U.S. History.

The platform will function as a literacy access and progress-monitoring tool within the existing cross-curricular Humanities block where English Language Arts and Social Studies are taught together through Project-Based Learning. Students will use the platform to build background knowledge, access grade-level texts, and develop understanding prior to teacher-guided analysis and writing.

Teachers will then guide students through analysis, discussion, and written responses including short analytical writing tasks such as FRQ and DBQ-style responses. Students will apply learning within projects using the Echo platform. The interactive model supports teacher instruction by providing structured reading access, academic language supports, and performance data, rather than replacing teacher-led learning.

2. 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)?

The interactive online learning model will be implemented in:

- Grade 7 Texas History Humanities block (ELA + Social Studies)
- Grade 8 U.S. History Humanities block (ELA + Social Studies)

Both courses operate within the campus interdisciplinary Humanities structure.

3. 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.

The interactive platform provides automatically scored comprehension checks and standard-aligned mastery reporting for each student. Teachers will review student progress data alongside written responses to identify skill gaps in vocabulary, comprehension, evidence usage, and reasoning.

Students identified as struggling will receive targeted supports including:

- small-group instruction
- guided source analysis
- structured writing conferences
- additional practice with scaffolded texts

Intervention groups will be adjusted regularly based on student performance data. Teachers will use progress monitoring data to ensure students remain on track and to determine appropriate instructional supports.

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.

The program will include quarterly benchmarks consisting of:

- automatically scored platform assessments measuring comprehension and content understanding
- teacher-scored analytical written responses aligned to FRQ/DBQ expectations

The campus will use benchmark data to adjust instruction, identify intervention needs, and evaluate effectiveness of the interactive model. Performance trends will be reviewed during collaborative planning meetings to refine instructional supports and improve student outcomes.

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).

The interactive platform includes multimedia instructional components such as narrated readings, visual context videos, and audio supports for complex text. These tools allow students to independently access grade-level content and build background knowledge prior to analysis and writing.

Teachers will use these resources to support engagement, improve comprehension, and prepare students for discussion and written analysis. Multimedia access supports deeper participation in learning rather than passive consumption, as students apply content knowledge in writing and project work.



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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.

The interactive model provides bilingual supports including translated text, vocabulary scaffolds, and narration in English and Spanish. Students may access materials in their primary language while developing proficiency in academic English.

Teachers will use bilingual supports strategically to ensure multilingual learners can engage with grade-level historical content, participate in discussions, and produce written responses. Over time, scaffolds will be adjusted to support increasing independence in English reading and writing.



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

Statutory Authority: General Appropriations Act, Article III, Rider 72, 89th Texas Legislature

Part 1: Available Funding

Available Funding	
Description	26-28 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	26-28 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.

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



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Program Budget BS6101 - Payroll Costs

Part 1: Total Payroll Costs

Payroll costs entered on BS6001	
Total Payroll Costs	26-28 Interactive Online

Part 2: Number and Type of Positions

A. Administrative Support or Clerical Staff	
Position Type	26-28 Interactive Online
1. Administrative support or clerical staff (integral to program)	

B. LEA Positions	
Position Type	26-28 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	26-28 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.



Organization: CEDARS INTERNATIONAL ACADEMY
Campus/Site: N/A
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2026-2028 Interactive Online Learning Grant, Cycle 3

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

Part 1: Professional and Contracted Services

Budgeted Costs		
Description	Class/Object Code	26-28 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	26-28 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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2026-2028 Interactive Online Learning Grant, Cycle 3

**Program Budget
 BS6401 - Other Operating Costs**

Part 1: Other Operating Costs

Budgeted Costs		
Description	Class/ Object Code	26-28 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) LEA must keep documentation locally.	6412	
3. Educational Field Trips LEA must keep documentation locally.	6412 6494	
4. Stipends for Non-employees other than those included in 6419 LEA must keep documentation locally.	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 LEA must keep documentation locally.	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

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



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2026-2028 Interactive Online Learning Grant, Cycle 3

**Program Budget
 BS6501 - Debt Services**

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

Budgeted Costs		
Description	Class/ Object Code	26-28 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	26-28 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