



Organization: CROWLEY ISD
 Campus/Site: N/A
 Vendor ID: 1751247307

County District: 220912
 ESC Region: 11
 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	02/12/2026 03:51 PM
GS2300 - Negotiation Comments and Confirmation		New	
Program Description			
PS3013 - Program Plan	*	Complete	02/17/2026 01:53 PM
PS3014 - Program Narrative	*	Complete	02/17/2026 03:00 PM
Program Budget			
BS6001 - Program Budget Summary and Support		Complete	02/17/2026 02:28 PM
BS6101 - Payroll Costs		New	
BS6201 - Professional and Contracted Services		New	
BS6401 - Other Operating Costs		New	
BS6501 - Debt Services		New	
BS6601 - Capital Outlay		New	
Provisions Assurances and Certifications			
CS7000 - Provisions, Assurances and Certifications	*	Complete	02/17/2026 03:03 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: Michael Initial: Last Name: McFarland Title: Superintendent

Phone: 817-297-5800 Ext: E-Mail: michael.mcfarland@crowley.k12.tx.us

Submitter Information

First Name: Crystel Last Name: Polk

Approval ID: crystal.polk Submit Date and Time: 02/17/2026 03:04:06 PM



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General Information GS2100 - Applicant Information

Part 1: Organization Information

A. Applicant
Organization Name: CROWLEY ISD
Mailing Address Line 1: 1900 CROWLEY PRIDE DR
Mailing Address Line 2:
City: FORT WORTH State: TX Zip Code: 76036

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

Part 2: Applicant Contacts

A. Primary Contact	Select Contact: Select One ▼ or Add New Contact
First Name: Crystel Initial: Last Name: Polk	
Title: Exec. Director of Grants & Innovations	
Telephone: 817-297-5296 Ext.: E-Mail: crystal.polk@crowley.k12.tx.us	

B. Secondary Contact	Select Contact: Select One ▼ or Add New Contact
First Name: Adra Initial: Last Name: Harper	
Title: Grants Compliance Coordinator	
Telephone: 817-297-5800 Ext.: E-Mail: Adra.Harper@Crowley.k12.tx.us	



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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; margin-top: 5px;"> <p>TEA Negotiation Note:</p> <div style="border: 1px solid black; height: 50px;"></div> </div> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <div>Grantee Comments:</div> <div><input type="checkbox"/> LEA Completed Change</div> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 5px; background-color: #f0f0f0;"> <div style="border: 1px solid black; height: 40px;"></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.

Crowley Independent School District proposes to implement Document-Based Question (DBQ) Online by The DBQ Project as its selected interactive online learning model to strengthen cross-curricular instruction in Grade 7 Texas History, Grade 8 U.S. History, and High School U.S. History. The district serves approximately 16,900 students, with nearly 78% economically disadvantaged, 18% emergent bilingual, and 13% receiving special education services. TAPR data indicates that approximately 59% of 7th grade students and 70% of 8th grade students met grade-level ELAR standards, demonstrating a continued need to strengthen reading comprehension, analytical writing, and structured response skills—particularly among high-need student groups. The mission of this initiative is to increase student achievement in reading comprehension, analytical writing, and historical reasoning while improving STAAR and EOC performance in English Language Arts and Social Studies. DBQ Online aligns to the Texas Essential Knowledge and Skills (TEKS) and utilizes a structured six-step instructional model that guides students through document analysis, academic discussion, and evidence-based writing. Literacy practices are embedded directly within social studies instruction, ensuring students engage in close reading, annotation, structured discourse, and argumentative writing aligned to state assessment formats. DBQ Online provides interactive digital tools including annotation features, scaffolded writing

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

organizers, multimedia components, audio supports, and teacher dashboards that monitor student progress. These tools allow educators to identify struggling students early and implement targeted interventions. However, the platform's success depends on strong teacher facilitation. Teachers model document analysis, guide discussions, and provide targeted feedback throughout the writing process. Grant funds will support professional development and teacher stipends to ensure high-quality implementation. Through structured collaboration between Social Studies and English Language Arts teachers, the district will establish consistent writing expectations and academic vocabulary instruction across grade levels, improving literacy outcomes for all students. Crowley Independent School District proposes to implement DBQ Online by The DBQ Project, an interactive online learning platform designed to strengthen historical inquiry, document analysis, and evidence-based writing through a structured, scaffolded digital framework. DBQ Online provides students with opportunities to read and annotate primary and secondary source documents, organize evidence, engage in structured academic discussion, and compose argumentative essays aligned to Texas Essential Knowledge and Skills (TEKS) in both Social Studies and English Language Arts.

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.

Goal 1: Improve Reading Comprehension Across Social Studies Classrooms
Goal 2: Improve Evidence-Based Analytical Writing Through Structured Prompt Responses
Goal 3: Improve Student Performance on State Assessments in Social Studies and ELAR
Goal 4: Build Teacher Capacity for High-Quality Implementation
Crowley ISD will implement Document-Based Question (DBQ) Online to strengthen literacy, historical reasoning, and cross-curricular alignment in secondary Social Studies classrooms. To improve reading comprehension, teachers will embed DBQ Online's structured six-step inquiry model into weekly instruction, requiring students to closely read, annotate, and analyze primary and secondary sources. Interactive features such as digital annotation tools, scaffolded questioning, audio supports, and teacher dashboards will increase access to complex texts while allowing educators to monitor student progress and intervene early.

To improve evidence-based analytical writing, students will respond to document-based prompts culminating in a fully developed argumentative essay at the conclusion of each DBQ unit. Teachers will guide students through evidence gathering, thesis development, and structured paragraph writing. This process will build writing stamina and prepare students to respond effectively to short constructed responses on the Social Studies STAAR. As reading and writing skills improve, the district anticipates measurable gains on Social Studies STAAR and English Language Arts

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

assessments. To sustain impact, the district will provide comprehensive professional development, coaching support, instructional monitoring, and stipends for after-hours training and collaborative planning, ensuring high-fidelity implementation and long-term student growth.



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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.

Crowley ISD will evaluate DBQ Online implementation through measurable student and teacher performance indicators aligned to district and state priorities. Current TAPR data indicates Grade 8 Social Studies Meets performance at 48%, which is 9 percentage points below the state average of 57%. U.S. History EOC Meets performance is 47% (8 points below the state), and Masters performance is 13% (6 points below the state). Grade 7 ELAR Meets performance stands at 59%, 7 points below the state average. With 78% economically disadvantaged, 18% emergent bilingual, and 13% special education students, strengthening literacy across content areas is essential. The primary student outcome measure will be increased performance on Grade 8 Social Studies STAAR and U.S. History EOC assessments, particularly in stimulus-based writing and constructed responses. DBQ essays will be scored using aligned rubric domains shared between Social Studies and ELAR departments, ensuring consistent expectations for thesis development, textual evidence integration, and analytical reasoning. Improvement in Social Studies writing will directly reinforce student performance on English STAAR informational text prompts and English I and II retesters. Performance will be tracked using STAAR/EOC reports, district benchmarks, BOY/MOY/EOY assessments, and DBQ Online analytics. Quarterly cross-department PLC data cycles will analyze both Social Studies and ELAR writing trends, ensuring instructional adjustments

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

strengthen literacy development across disciplines.
Grade 8 Social Studies Meets: 48% (State: 57%) ? 9-point gap

U.S. History EOC Meets: 47% (State: 55%) ? 8-point gap

U.S. History EOC Masters: 13% (State: 19%) ? 6-point gap

Grade 7 ELAR Meets: 59% (State: 66%) ? 7-point gap

District demographics: 78% Economically Disadvantaged, 18% Emergent Bilingual, 13% Special Education

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.

Implementation of DBQ Online will be led by existing district instructional leadership personnel with strong experience in curriculum development, literacy integration, and secondary instruction. The project will be overseen by the District Social Studies Coordinator, who brings over 15 years of classroom experience teaching Grades 8–11 Social Studies. The coordinator will be supervised in the implementation of the program by the Executive Director of Curriculum and Instruction. The coordinator holds Texas certification in Grades 4–8 Social Studies and has extensive experience in TEKS alignment, assessment design, professional development facilitation, and instructional coaching. The coordinator currently leads district-wide Social Studies curriculum and literacy initiatives and will manage implementation fidelity, data review cycles, and cross-curricular alignment with ELAR. At the middle school level, two instructional coaches hold Social Studies certifications and have experience in curriculum writing and secondary literacy coaching. At the high school level, two coaches support both ELAR and Social Studies teachers, bringing expertise in argumentative writing, academic discourse, and STAAR-aligned literacy practices. These coaches will provide campus-level training, conduct walkthroughs, support PLC data analysis, and deliver targeted instructional coaching. Crowley ISD will contract with DBQ Online to provide professional development and ongoing implementation support.

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

Services will include initial platform training, instructional best practices in document-based inquiry and argumentative writing, rubric calibration, and data analytics training. DBQ consultants will support monitoring of student progress and provide guidance during implementation reviews. All district leadership and coaching roles are existing positions. The only proposed expenditure is contracted professional development and monitoring support through DBQ Online to ensure high-quality implementation and sustained impact.



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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.

The proposed 2026–2028 Interactive Online Learning Grant budget is strategically aligned to strengthen student literacy outcomes and elevate instructional rigor through sustained implementation of DBQ Online. District data reflects ongoing gaps in Grade 8 Social Studies and U.S. History performance, particularly in analytical writing and stimulus-based responses, as well as continued need to strengthen Grade 7 ELAR outcomes. Addressing these needs requires a coordinated literacy strategy that unifies Social Studies and English Language Arts instruction. A significant portion of the requested funds are needed to support professional development and teacher stipends to ensure meaningful implementation. DBQ Online is most effective when teachers internalize the inquiry-based model and align writing instruction across departments. Funds will support summer onboarding, after-hours collaborative planning, rubric calibration, and structured data dialogues between Social Studies and ELAR teachers. Teachers will use shared writing frameworks and common scoring criteria to reinforce thesis development, organization, and evidence-based reasoning in both content areas. Stipends compensate 20–25 teachers for extended planning and implementation work beyond contract hours, ensuring strong buy-in and instructional consistency. Contracted professional development through DBQ Online will provide ongoing coaching, writing calibration, and progress-monitoring guidance. Substitute funding will a

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

Substitute funding will allow teachers to participate in cross-curricular instructional rounds and PLC cycles without disrupting instruction. Year 1 evaluation data will inform refinements to strengthen sustained, vertically aligned literacy implementation across disciplines.



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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."

Payroll Costs
 Substitute Pay:
 Year 1 – \$4,000
 Year 2 – \$4,000
 Substitutes will provide classroom coverage for Social Studies and ELAR teachers to participate in curriculum internalization sessions, cross-curricular planning meetings, instructional learning walks, and quarterly PLC data cycles focused on DBQ implementation and writing calibration.
 Extra Duty Pay (Teacher Stipends):
 Year 1 – \$20,000
 Year 2 – \$20,000
 Twenty to twenty-five teachers will receive stipends for summer onboarding sessions (12 hours), after-hours professional learning (15 hours annually), collaborative lesson planning, rubric calibration, and structured progress monitoring meetings. These funds compensate teachers for work beyond contract hours to ensure strong implementation and alignment across campuses.
 Total Payroll Costs: \$48,000

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."

Professional and Contracted Services
 DBQ Project Professional Development and Implementation Support:
 Year 1 – \$13,000
 Year 2 – \$7,000
 Contracted services include initial onboarding, ongoing coaching sessions, rubric calibration training, progress-monitoring consultation, and implementation review support throughout both grant years.
 Total Professional and Contracted Services: \$20,000

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
 Instructional Supplies and Materials:
 \$7,000
 Includes printing of writing rubrics, scaffolded organizers, document-analysis materials, and supplemental classroom resources supporting implementation.
 Total Supplies and Materials: \$7,000

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."

Other Operating Costs
 Data and PLC Implementation Support:
 \$10,000
 Supports structured data review cycles, instructional rounds, and targeted intervention planning sessions.
 Indirect Costs:
 \$10,000
 Calculated in accordance with district-approved indirect cost rates and applied to allowable expenditures.
 Total Other Operating Costs: \$20,000



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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."

DBQ Online Licensing (Grades 7–11 Social Studies):

Year 1 – \$50,000

Year 2 – \$50,000

Provides full digital DBQ library access aligned to TEKS, interactive annotation tools, multimedia supports, bilingual functionality, and student progress dashboards.

Total Capital Costs: \$100,000

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.

\$195,000

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 based on grade-level assignment and commitment to cross-curricular collaboration. Approximately 20–25 Social Studies and English Language Arts teachers will participate in the initiative. Teachers will receive structured professional development and ongoing coaching support to ensure successful implementation. Participation agreements and stipend compensation will reinforce teacher commitment.

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.

During the 2026–2027 and 2027–2028 school years, the district will ensure successful cross-curricular implementation by aligning writing rubrics, academic vocabulary instruction, and text-based response protocols across Social Studies and English Language Arts classrooms. Quarterly data dialogues and professional development sessions will reinforce alignment and instructional rigor.



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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).

Crowley ISD will implement DBQ Online by The DBQ Project as its selected interactive online learning model for Grade 7 Texas History, Grade 8 U.S. History, and High School U.S. History. DBQ Online is a TEKS-aligned digital platform built around a structured six-step inquiry model guiding students through document analysis, academic discussion, and argumentative writing.

The platform provides curated primary and secondary source sets aligned to Texas and U.S. History standards. Students engage in close reading, digital annotation, sourcing, contextualization, and structured evidence-based writing culminating in a formal argumentative essay. Scaffolded writing organizers and guided prompts support thesis development and evidence integration.

Implementation is intentionally cross-curricular. Social Studies and ELAR teachers will utilize shared writing frameworks and aligned rubric domains to reinforce claim development, organization, and analytical reasoning across disciplines, strengthening STAAR informational writing performance.

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)?

Crowley ISD will implement DBQ Online in:

Grade 7 Texas History

Grade 8 U.S. History

High School U.S. History

These courses were selected due to identified performance gaps in Grade 8 Social Studies and U.S. History EOC assessments, particularly in analytical writing and stimulus-based responses.

DBQ Online will be embedded into regular instructional cycles to strengthen document analysis and argumentative writing. Cross-curricular collaboration with ELAR will ensure students apply consistent writing structures and academic vocabulary across both Social Studies and English classrooms.

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.

DBQ Online includes real-time teacher dashboards providing assignment completion tracking, time-on-task analytics, scaffold usage data, annotation reports, and digital rubric scoring for essays. Teachers will review progress weekly and during PLC meetings to monitor growth in thesis development, evidence integration, and reasoning.

Students demonstrating difficulty will receive targeted interventions including small-group document analysis instruction, scaffolded writing workshops, vocabulary reinforcement, and structured writing conferences. Cross-department PLC reviews with ELAR will ensure writing growth is monitored consistently across disciplines.

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.

DBQ Online includes embedded formative checks within document sets, and Crowley ISD will administer quarterly STAAR-aligned benchmark assessments that include multiple-choice and short constructed response items reflecting Social Studies and ELAR rigor.

Benchmark results will be disaggregated and analyzed during quarterly PLC cycles and cross-curricular data dialogues. Teachers will examine domain-level trends in reading comprehension, document analysis, and writing performance to adjust instruction, plan reteach cycles, and evaluate implementation effectiveness.



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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).

DBQ Online includes audio narration of source documents and multimedia components such as maps, political cartoons, and contextual historical media. Audio supports allow students to access complex texts with appropriate pacing and reinforcement.

Teachers will integrate multimedia during whole-class instruction, small-group intervention, and station rotations. Students will analyze visual and written sources to synthesize information and strengthen comprehension skills aligned to both Social Studies and ELAR standards, supporting diverse learning needs.

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.

DBQ Online provides Spanish-language document sets and translated instructional supports to ensure accessibility for Spanish-speaking students. Teachers may assign materials in English or Spanish while maintaining grade-level rigor.

Crowley ISD will use bilingual functionality to support emergent bilingual students through scaffolded language supports and academic vocabulary instruction. Cross-curricular collaboration with ELAR will reinforce language acquisition strategies and structured argumentative writing in both disciplines, supporting TELPAS readiness and STAAR informational text performance



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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	\$0
3. Professional and Contracted Services	6200	\$0
4. Supplies and Material	6300	\$0
5. Other Operating Costs	6400	\$0
6. Debt Services	6500	\$0
7. Capital Outlay	6600	\$0
8. Operating Transfers Out	8911	
Total Direct Costs		\$0
9. Indirect Costs		\$0
Total Budgeted Costs		\$0
Total Funds Available Minus Total Costs		\$0
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.



Organization: CROWLEY ISD
Campus/Site: N/A
Vendor ID: 1751247307

County District: 220912
ESC Region: 11
School Year: 2026-2027

SAS#: IOLGAA26

2026-2028 Interactive Online Learning Grant, Cycle 3

**Program Budget
 BS6101 - Payroll Costs**

Part 1: Total Payroll Costs

Payroll costs entered on BS6001	
Total Payroll Costs	26-28 Interactive Online
	\$0

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.



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**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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**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		\$0
Total Other Operating Costs		\$0

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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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		\$0

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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2026-2028 Interactive Online Learning Grant, Cycle 3

**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	\$0
Total Capital Outlay Costs	\$0

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:

Add Item

Delete Item



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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