



Organization: KATY ISD
 Campus/Site: N/A
 Vendor ID: 1746001484

County District: 101914
 ESC Region: 04
 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: Received

Amendment #: 00
 Version #: 01

| Description | Required | Status | Last Update |
|--|----------|----------|---------------------|
| General Information | | | |
| GS2100 - Applicant Information | * | Complete | 02/05/2026 03:29 PM |
| GS2300 - Negotiation Comments and Confirmation | | New | |
| Program Description | | | |
| PS3013 - Program Plan | * | Complete | 02/05/2026 03:30 PM |
| PS3014 - Program Narrative | * | Complete | 02/16/2026 10:43 AM |
| Program Budget | | | |
| BS6001 - Program Budget Summary and Support | | New | |
| 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 | 02/05/2026 03:31 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: Nakia Initial: R Last Name: Coy Title: Executive Director of Federal Programs
 Phone: 281-237-2605 Ext: E-Mail: nakiarcoy@katyisd.org

Submitter Information

First Name: Nakia Last Name: Coy
 Approval ID: nakia.coy Submit Date and Time: 02/16/2026 01:08:48 PM



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2026-2028 Interactive Online Learning Grant, Cycle 3

General Information GS2100 - Applicant Information

Part 1: Organization Information

| A. Applicant |
|--|
| Organization Name: KATY ISD |
| Mailing Address Line 1: P O BOX 159 |
| Mailing Address Line 2: |
| City: KATY State: TX Zip Code: 77492 |

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

Part 2: Applicant Contacts

| A. Primary Contact | Select Contact: <input style="width: 100px;" type="text" value="Select One"/> or <input style="border: none; background-color: #ccc; padding: 2px 10px;" type="button" value="Add New Contact"/> |
|---|--|
| First Name: Nakia Initial: R Last Name: Coy | |
| Title: Executive Director of Federal Programs | |
| Telephone: 281-237-2605 Ext.: E-Mail: nakiarcoy@katyisd.org | |

| B. Secondary Contact | Select Contact: <input style="width: 100px;" type="text" value="Select One"/> or <input style="border: none; background-color: #ccc; padding: 2px 10px;" type="button" value="Add New Contact"/> |
|---|--|
| First Name: Susan Initial: A Last Name: Edelman | |
| Title: Senior Accountant for Special Programs | |
| Telephone: 281-396-2636 Ext.: E-Mail: susanaedelman@katyisd.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; 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.

Katy ISD proposes to implement a TEKS-aligned, district-supported interactive online learning model to strengthen student performance in Grade 8 US History and high school US History during the 26–27 & 27–28 school years. Approximately 50 teachers across targeted junior high and high school campuses will participate in the initiative, reaching students enrolled in Grade 8 US History and US History courses where persistent achievement gaps have been identified. KISD has identified a need at the junior high and high school levels: while many students display basic content recall, a large number struggle with the disciplinary literacy skills required for success on the Grade 8 Social Studies STAAR & the US History EOC exam. These challenges include close reading of complex informational texts, analysis of primary and secondary sources, interpretation of maps, charts, and graphs, and construction of written responses that require evidence-based historical reasoning. Additionally, social studies teachers lack the confidence and/or competence to teach these skills. To address these needs, KISD will implement Navigate Texas in participating Grade 8 US History (navigate.socialstudies.com) and Investigate U.S. History (investigate.socialstudies.com) with Skill Builders for U.S. History (skillbuilders.socialstudies.com) in all high school US History classes. These TEKS-aligned, pre-existing, evidence-based interactive online lessons are designed to support cross-curricular instruction.

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

The programs integrate traditional and non-traditional text to include visuals, maps, charts, graphs and multimedia. These texts are paired with research-based instructional strategies to support content acquisition and skill development. To support varied learners, lessons include scaffolds, frequent assessment opportunities, and follow a coherent lesson structure. Teachers will support students to engage with content by annotating texts, analyzing visuals, responding to prompts, participating in guided academic discourse, and completing authentic demonstrations of learning in every lesson. Each lesson includes TEKS-aligned formative assessments and performance tasks that require students to apply content knowledge through writing, visual analysis, and problem-solving. To meet the needs of Tier II instruction, these programs include a suite of Skill Builders. Using interactive chat technology, students can practice developing disciplinary skills without fear of failure. These skills include analyzing traditional and non-traditional texts, making claims with evidence, making inferences, drawing conclusions, and interpreting maps, charts, and graphs. To support students, teachers receive immediate data through AI-generated narrative reports that allow them to monitor progress and evaluate mastery. This integrated instructional model allows KISD to provide participating campuses with built-in progress monitoring tools, instructional coherence, and timely intervention supports.



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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.

Goal 1: Increase student mastery of disciplinary skills (such as analyzing traditional and non-traditional texts, making claims with evidence, making inferences, drawing conclusions, and interpreting maps, charts, and graphs) in Grade 8 U.S. History and high school U.S. History.

Objective 1.1: By the end of the 2026–2027 school year, KISD will increase the percentage of participating students meeting or exceeding standards on the Grade 8 and high school U.S. History district-assessments by at least 8 percentage points compared to the 2025-2026 school year.

Objective 1.2: By the end of the 2027–2028 school year, KISD will increase the percentage of participating students meeting or exceeding standards on the Grade 8 Social Studies STAAR and the high school U.S. History EOC by at least 5 percentage points compared to the 2026-2027 school year.

Strategies

-Teachers will implement Navigate Texas (Grade 8) and Investigate U.S. History (high school) using lesson internalization supports embedded within the selected instructional models and existing campus PLC structures to monitor student work and determine next instructional steps (such as Tier II instruction, intervention, and remediation).

-Using individual student data, teachers will identify misconceptions to provide targeted interactive instruction through middle and high school Skill Builders to support mastery of disciplinary skills.

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

Goal 2: Improve social studies teacher efficacy to support students with the mastery of disciplinary literacy skills.

Objective 2.1: Participating teachers will implement the Navigate Texas (Grade 8) and Investigate U.S. History (high school) programs through the use of lesson internalization protocols, monitoring and analyzing student work, and determining next instructional steps (such as Tier II instruction, intervention, remediation, etc.)

Strategies:

-Teachers will use a structured protocol to practice the implementation of lesson-embedded literacy strategies.

-Participating campuses will participate in a structured peer feedback protocol to monitor the implementation of embedded literacy strategies.

-Teachers will complete a survey to reflect on their perception of their ability to explicitly teach lesson-embedded literacy strategies.

Objective 2.2: Teachers, instructional coaches, and administrators will conduct structured quarterly data reviews using assessment and reporting tools within the selected platforms to inform instruction, remediation, and enrichment.

Strategies:

-Review auto-scored benchmark results and AI-generated narrative mastery reports during PLC and data meetings facilitated by campus or district instructional leaders.

-Use assessment findings to adjust pacing, refine lesson delivery, group students for targeted intervention, and assign focused Skill Builder activities aligned to identified needs to support the mastery of disciplinary literacy skills

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.

KISD will utilize built-in reporting tools within the selected interactive online learning models, along with existing district assessment data, to support ongoing evaluation of program effectiveness. Baseline data will be established using prior-year Grade 8 Social Studies STAAR results, high school U.S. History EOC data, and beginning-of-year diagnostic assessments created from TEKS-aligned item banks within Navigate Texas and Investigate U.S. History.

Ongoing performance and evaluation measures include:

- TEKS-Aligned Item Banks and Quarterly Benchmarks: Teachers will administer quarterly benchmark assessments created from platform item banks.

These assessments are automatically scored and provide immediate, standards-based data at the student, class, campus, and district levels.

- Skill Builder Assessment Reports: Both platforms include Skill Builder tools that generate AI-based rubric reports evaluating individual student mastery of critical social studies literacy skills.

- AI-Generated Narrative Mastery Reports: Teachers and instructional leaders can access narrative summaries that describe student progress toward mastery of TEKS and key skills.

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

Quarterly data reviews will occur within existing PLC and campus data meeting structures using reporting tools embedded within the selected platforms. Campus instructional leaders will use available reports to identify trends and guide instructional decisions. Aggregated findings may inform future professional learning planning at the district level.



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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.

Crystal Olson, District Secondary Social Studies Curriculum Coordinator, will serve as Project Director, coordinating implementation, facilitating data review processes, and managing grant reporting to ensure compliance with TEA requirements. Sharon Thorne-Green, District Secondary Social Studies Curriculum Coordinator, will support high school implementation, while the Project Director will provide leadership for Grade 8 U.S. History. Additional support will be provided by the District Social Studies Instructional Specialist, who will collaborate with campus instructional leaders to strengthen instructional practices and support participating teachers. Campus administrators, instructional coaches, and social studies department leaders will support classroom implementation through existing campus instructional structures, including lesson internalization, professional learning communities, and data analysis practices. KISD's district social studies leadership team brings more than 80 combined years of experience in education, including over 25 years of district-level curriculum leadership. Team members have served as curriculum coordinators, curriculum specialists, instructional coaches, and professional learning facilitators at local and national levels. Their expertise includes research-based instructional practices, embedding literacy within social studies instruction, data-informed decision making, and supporting diverse learners.

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

Collectively, the team has taught across elementary, junior high, and high school settings, providing a comprehensive understanding of vertical alignment and student learning progression. To ensure successful implementation and sustained instructional impact, Katy ISD will partner with Social Studies School Service (SSSS) to provide targeted professional learning aligned to Navigate Texas and Investigate U.S. History with U.S. History Skill Builders. Professional learning will be led by Dr. Montra Rogers, former Officer of Secondary Curriculum and Development and Secondary Social Studies Curriculum Director for Houston ISD, and National Social Studies Supervisor of the Year, along with a team of specialists representing more than 40 cumulative years of district-level leadership experience in Texas. Training will include sessions such as Adding Teacher Moves: A Process for Lesson Internalization, Formative Assessment in Social Studies, and From Evidence to Impact: Using Data to Drive Small Group Instruction. SSSS may also provide consultative support aligned to implementation of the selected instructional models. Professional learning and consultative support will focus on strengthening teacher practice, supporting equitable access to grade-level content, and improving student outcomes across Grade 8 and Grade 11 social studies courses.

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 support a two-year implementation of Navigate Texas (Grade 8) and Investigate U.S. History with Skill Builders for U.S. History (high school), as well as aligned professional learning. Major cost categories include:
- Software Licenses: Platform licenses that provide access to instructional content, TEKS-aligned item banks, Skill Builder assessment tools, and AI-generated mastery reports used by teachers and instructional leaders to support quarterly progress monitoring within existing data review structures.
- Professional Learning: Targeted training selected from the Social Studies School Service Professional Learning Menu, including sessions focused on lesson internalization, formative assessment, disciplinary literacy, academic discourse, and effective use of assessment data to drive instruction.
All expenditures directly support the instructional and assessment goals of the program and will supplement, not supplant, existing district resources. Sustainability will be achieved by embedding these platforms and assessment practices into KISD's adopted curriculum and ongoing professional learning structures.

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

N/A



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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."

N/A
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."

N/A
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."

\$195,000- This purchase provides two-year digital instructional resources and professional learning services to support Grade 8 U.S. History and U.S. History (1877–Present) courses. The package includes student and teacher digital licenses for Texas Grade 8 U.S. History and Investigate: U.S. History Reconstruction–Present, along with teacher resources and leadership training sessions focused on curriculum development, lesson internalization, differentiation, and assessment planning. These materials and services are designed to strengthen instructional delivery, align with Texas standards, and enhance student engagement and achievement in secondary social studies classrooms.
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.

\$195,000



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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.

Approximately 50 teachers will participate in the program, including 30 Grade 8 U.S. History teachers and 20 high school U.S. History teachers. Participating teachers will be identified based on course assignment at selected campuses, beginning with Title I junior high and high school campuses, one additional high school identified for low performance, and additional junior high campuses identified through RDA data, including campuses with low pass rates among emergent bilingual students.

Teachers will participate in onboarding prior to implementation and will receive ongoing professional learning and instructional support throughout the grant period through Social Studies School Service (SSSS) and existing district and campus instructional structures. Support will focus on effective use of the selected instructional platforms, disciplinary literacy practices, and data-informed instructional decision making aligned to TEKS expectations.

Minimum implementation expectations will include regular use of the instructional platforms, completion of lesson-level formative assessments and performance tasks, and administration of quarterly district benchmark assessments. Teacher commitment will be supported through campus-based professional learning communities, collaborative lesson internalization practices, and access to platform-generated data that guides instructional planning and intervention.

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.

Cross-curricular implementation will be supported through collaboration between social studies and English language arts instructional leaders, alignment of literacy strategies to both content areas, and review of student performance data in both social studies and RLA to strengthen reading, writing, and analytical skills across disciplines in both grant years.

Implementation will be supported through platform usage reports, assessment data, and existing campus instructional practices such as walkthroughs and coaching cycles. Campus administrators, instructional coaches, and social studies instructional leaders will use available data and observations to guide teacher support. District leadership will coordinate communication, alignment, and grant reporting to ensure consistency with program goals and TEA requirements.



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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).

Katy Independent School District will implement Navigate Texas for Grade 8 U.S. History and Investigate U.S. History with Skill Builders for U.S. History at the high school level. These pre-existing interactive online learning models are fully aligned to the Texas Essential Knowledge and Skills (TEKS) and integrate cross-curricular literacy instruction aligned to English language arts standards. The programs include traditional and non-traditional texts, multimedia resources, embedded assessments, and scaffolded instructional supports designed to strengthen disciplinary literacy and historical thinking skills. Built-in progress monitoring and reporting tools allow teachers and instructional leaders to access real-time data to inform instruction and support student growth.

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 models will be implemented in participating sections of Grade 8 U.S. History and high school U.S. History during the 2026–2027 and 2027–2028 school years.

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.

Both platforms include dashboards, auto-scored assessments, Skill Builder rubric reports, and AI-generated narrative summaries that allow teachers to monitor individual student progress in real time. Teachers will use these tools to identify students who may be off track and provide targeted instructional support, including small-group instruction, additional Skill Builder practice, scaffolded reteaching, and enrichment opportunities as appropriate. Progress monitoring occurs through platform-generated data and existing campus instructional practices, allowing teachers and instructional leaders to adjust instruction within established classroom and PLC structures.

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.

Both Navigate Texas and Investigate U.S. History include TEKS-aligned item banks that will be used to administer quarterly benchmark assessments. These benchmarks are automatically scored and reviewed during data meetings to evaluate student progress and the effectiveness of the instructional models.

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).

Both programs include text-to-speech functionality, narrated content, and instructional videos with embedded interactive questions. These features support student engagement, accessibility, and comprehension by providing multiple ways for students to access grade-level content and develop literacy skills within social studies instruction.

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.

Navigate Texas and Investigate U.S. History is accessible in both English and Spanish, including core texts, assessments, audio narration, and interface supports, ensuring equitable access for emergent bilingual students while maintaining rigorous, grade-level instruction. The Navigate Texas and Investigate programs also include Sheltered Instruction strategies (such as sentence stems and frames, graphic organizers, visual aids, and suggested modeling of tasks) to support Emergent Bilinguals.



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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. |



Organization: KATY ISD
 Campus/Site: N/A
 Vendor ID: 1746001484

County District: 101914
 ESC Region: 04
 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 |
| | |

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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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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**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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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 | |
| 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:

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 | R: \$0 | R: \$0 | R: \$0 | R: \$0 |