



Organization: LEANDER ISD
 Campus/Site: N/A
 Vendor ID: 1746014573

County District: 246913
 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	02/09/2026 10:40 AM
GS2300 - Negotiation Comments and Confirmation		New	
Program Description			
PS3013 - Program Plan	*	Complete	02/09/2026 10:42 AM
PS3014 - Program Narrative	*	Complete	02/09/2026 11:03 AM
Program Budget			
BS6001 - Program Budget Summary and Support		Complete	02/09/2026 11:01 AM
BS6101 - Payroll Costs		Complete	02/09/2026 11:02 AM
BS6201 - Professional and Contracted Services		Complete	02/09/2026 11:04 AM
BS6401 - Other Operating Costs		Complete	02/09/2026 11:04 AM
BS6501 - Debt Services		Complete	02/09/2026 11:04 AM
BS6601 - Capital Outlay		Complete	02/09/2026 11:04 AM
Provisions Assurances and Certifications			
CS7000 - Provisions, Assurances and Certifications	*	Complete	02/09/2026 11:09 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: Jamie Initial: L Last Name: Maples Title: Secondary Coordinator of Social Studies
 Phone: 512-570-0230 Ext: E-Mail: jamie.maples@leanderisd.org

Submitter Information

First Name: Jamie Last Name: Maples
 Approval ID: jamie.maples Submit Date and Time: 02/09/2026 11:14:40 AM



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**General Information
 GS2100 - Applicant Information**

Part 1: Organization Information

A. Applicant		
Organization Name: LEANDER ISD		
Mailing Address Line 1: P O BOX 218		
Mailing Address Line 2:		
City: LEANDER	State: TX	Zip Code: 78646

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

Part 2: Applicant Contacts

A. Primary Contact			Select Contact:	Select One	or	Add New Contact
First Name: Jamie	Initial: L	Last Name: Maples				
Title: Secondary Coordinator of Social Studies						
Telephone: 512-570-0230	Ext.: 10230	E-Mail: jamie.maples@leanderisd.org				

B. Secondary Contact			Select Contact:	Select One	or	Add New Contact
First Name: Amanda	Initial:	Last Name: Hardwick				
Title: Executive Director of Curriculum						
Telephone: 512-570-0000	Ext.:	E-Mail: amanda.hardwick@leanderisd.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.

Leander ISD will implement an interactive online learning model through Newsela Social Studies and Newsela Writes across grades 7, 8, and 11, serving approximately 9,000 students in Texas History and U.S. History courses. This two-year initiative addresses persistent achievement gaps in historical analysis, evidence-based writing, and critical thinking skills revealed in our current data.

Leander ISD's mission is to strengthen Tier 1 instruction, address STAAR performance gaps, and increase cross-curricular literacy practices through our K-12 Social Studies Strategic Plan framework of exploring compelling questions, examining perspectives, making meaning, and communicating understanding. Despite 97% of students achieving Approaches or higher on STAAR U.S. History, only 52% demonstrate content mastery. Similarly, 78% of eighth graders achieve Approaches on Social Studies STAAR, but only 33% reach mastery. Our data reveals three critical needs: students struggle with deeper historical analysis and evidence synthesis beyond basic primary source comprehension, significant achievement gaps persist across all standards with 24-point disparities on our lowest-performing standard, and classroom walkthroughs reveal minimal rigorous writing opportunities, particularly in on-level courses, with students often completing lower-rigor worksheet assignments rather than authentic analytical writing.

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

Currently, teachers rely on McGraw-Hill textbooks and DBQ Project binders, which lack the differentiation, real-time feedback, and integrated writing support necessary to close these gaps. Implementing Newsela Social Studies and Newsela Writes will provide high-interest, TEKS-aligned texts at multiple reading levels in both English and Spanish, curated collections supporting inquiry-driven instruction aligned to our strategic framework, integrated writing assignments with immediate rubric-based feedback promoting historical thinking, and real-time progress monitoring informing differentiated instruction. Social studies and ELA teachers will collaborate through PLCs to co-develop historical inquiry lessons integrating literacy skills including text-evidence analysis and argumentative writing. Targeted professional learning delivered through exchange days and Mobile Mind will ensure successful implementation that supplements existing curriculum while providing all students the scaffolded support necessary to demonstrate content mastery and close persistent achievement gaps. Through this model, Leander ISD will move students beyond surface-level comprehension toward sustained historical inquiry, analytical writing, and demonstrated content mastery aligned to STAAR expectations and college- and career-readiness standards.

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.

The primary goals are to increase student mastery on STAAR U.S. History from 52% to 60% and 8th Grade Social Studies from 33% to 40% by spring 2028, with specific focus on reducing achievement gaps by 5% in both grade levels. To achieve these goals, Leander ISD will pursue two interconnected objectives. First, strengthen Tier 1 instruction by equipping all 7th, 8th, and 11th grade social studies teachers with high-quality, inquiry-driven instructional resources that push critical thinking for all students. Second, increase cross-curricular literacy by integrating authentic historical reading and analytical writing into daily instruction while strengthening students' ability to produce analytical writing through Newsela Writes with immediate feedback on text-evidence citations and historical argumentation, providing cross-curricular support for ECR and SCR performance in ELA.

Leander ISD will utilize Newsela's TEKS-aligned article collections, built-in primary sources, DBQs, and C3 Inquiry Arcs to provide authentic opportunities that develop deeper critical thinking skills beyond surface-level comprehension. Teachers will leverage Newsela's differentiated reading levels to ensure all students access text at rigorous yet appropriate levels, keeping students in productive critical thinking stages regardless of their starting point.

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

Embedded assessment questions allow teachers to track understanding and performance in real-time, enabling immediate instructional adjustments and targeted interventions through Newsela's analytics dashboard.

To address the gap in rigorous writing opportunities, particularly in on-level courses, Leander ISD will deploy Newsela Writes' real-time, rubric-based feedback system. This tool provides individualized coaching as students write, highlighting strengths and improvement areas aligned to district rubrics. The assignment tracker enables teachers to monitor writing improvement over time within each rubric dimension. Teachers can focus face-to-face workshop time on students needing direct support, maximizing instructional efficiency while increasing writing volume and quality across all course levels.

Leander ISD will provide two full-day professional learning sessions structured as exchange day offerings, where teachers experience Newsela as students before learning instructional applications. Ongoing support will include Mobile Mind courses for just-in-time learning, individual principal meetings establishing campus-specific expectations, and leveraging existing PLC structures for collaborative planning. Middle school cross-curricular meetings will be used to share writing feedback and create analysis plans supporting both curricula, while high school curriculum writers will utilize quarterly meetings to align strategies ensuring writing proficiency within social studies.



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C. Performance and Evaluation Measures

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

Leander ISD has identified three categories of performance measures to evaluate program effectiveness. Student achievement growth will be measured through increases in Masters level on STAAR U.S. History (baseline 52%) and 8th Grade Social Studies (baseline 33%), reductions in achievement gaps between highest and lowest performing student groups (baseline 24-point gap on standard 15A), and demonstrated growth on standards requiring evidence synthesis tracked through district or unit assessments throughout the year. Student engagement and writing proficiency will be tracked through increased analytical writing assignments, measurable improvements in student writing quality assessed by district rubrics, and consistent engagement with Newsela articles and writing prompts. Instructional quality will be evaluated through evidence of inquiry-driven instruction in classroom walkthroughs, teacher usage data demonstrating consistent implementation, and documented growth in teacher confidence facilitating primary source analysis and evidence-based writing.

To measure these indicators, Leander ISD will utilize multiple assessment tools. The Newsela Analytics Dashboard tracks reading comprehension through quiz performance, article completion rates, time on task, and Lexile growth. Newsela Writes Performance Reports monitor writing submission rates, rubric-aligned performance data, revision patterns, and growth across scoring domains.

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

STAAR assessment results measure student mastery levels by standard, disaggregated by student group to track progress on closing achievement gaps. District benchmark assessments administered quarterly provide formative data to monitor progress and inform instructional adjustments. Classroom walkthrough data documents evidence of inquiry-based instruction and analytical writing opportunities using district protocols. Teacher usage reports show platform engagement including resource usage frequency, assignment types, and professional learning participation.

The district will implement systematic processes ensuring program effectiveness. Quarterly data review cycles led by the Social Studies curriculum team will analyze Newsela usage data, student benchmark performance, and progress toward gap reduction goals, with findings informing adjustments to professional learning and targeted interventions. Monthly PLC protocols for analyzing student work from Newsela Writes, sharing effective strategies, and problem-solving challenges will be distributed to campuses for professional learning days. Individual principal partnerships established through campus meetings create accountability structures ensuring alignment between district goals and campus implementation, with principals participating in quarterly data reviews. Feedback loops with teachers and students on engagement quality will determine how district support can be improved.

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.

Jamie Maples, Secondary Social Studies Curriculum Coordinator, brings district curriculum leadership expertise in secondary social studies instruction, TEKS alignment, and professional learning design, having led development of the district K-12 Social Studies Strategic Plan and coordinated curriculum development across all campuses. In this role, the coordinator will oversee program implementation, monitor instructional integrity, and lead data-informed adjustments throughout the grant period. Russell Montgomery, Elementary Humanities Coordinator, provides K-12 curriculum expertise with focus on literacy integration and inquiry-based instructional methods as Strategic Plan co-leader. In this role, the elementary coordinator will help facilitate professional learning, PLC support and implementation to monitor future rollout to K5 grade levels. Campus Instructional Coaches bring deep knowledge of campus culture, teacher needs, and daily experience in instructional coaching and PLC facilitation, while grade-level department heads provide content expertise, peer credibility, and teacher leadership experience. All of these are existing positions within our district structure.

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

The Newsela Professional Learning Team will provide platform expertise with nationwide experience supporting large-scale district implementations and deep knowledge of inquiry-based instruction and differentiated learning. These consultants will deliver two full-day professional learning sessions included in the licensing cost, develop customized Mobile Mind training modules, and offer ongoing technical support throughout the grant period. All positions listed are existing roles within Leander ISD's organizational structure, with no new positions created using grant funds. This approach ensures sustainability beyond the grant period and leverages established relationships and expertise within the district's existing support system.



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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 grant budget supports implementation of a cross-curricular digital learning initiative aligning with our district's goal of improving students' critical thinking skills, primary source analysis, and writing. The majority of funds support two-year licensing for Newsela Social Studies and Newsela Writes for all students in 7th Grade Texas History, 8th Grade U.S. History, 11th Grade U.S. History, representing approximately 9,000 students. The remainder of the budget funds two in-person training days for teachers to build comfort with the program and for teachers to create exemplar lessons using the technology and incorporate it into our curriculum documents. Currently, the district's budget supports limited instructional technology tools for Social Studies and minimal platform-specific professional development. This grant will significantly enhance support structures and instructional equity. Sustainability plans include gradually incorporating licenses into K-12 Social Studies and ELA budgets based on demonstrated impact on student outcomes.

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

NA



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F. Request for Grant Funds

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

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

NA

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."

\$15,000 for teacher curriculum writers at \$6,600 and professional learning with Newsela at \$8,400 over two years

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."

\$180,000 for two-year licensing of Newsela Social Studies and Newsela Writes for approximately 9,000 students across 7th, 8th, and 11th grades, including embedded professional learning with two full-day sessions, technical support, and platform analytics at \$90,000 per year

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."

NA

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."

NA

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.

All 7th, 8th, and 11th grade social studies teachers across Leander ISD's campuses will participate in implementation, ensuring equitable access to high-quality instructional resources for all students regardless of campus or teacher assignment. Teachers will receive comprehensive support through two full-day professional learning sessions offered as exchange days, where they experience Newsela as students first before learning instructional applications. Ongoing support will include customized Mobile Mind courses for just-in-time learning, monthly PLC protocols for collaborative planning and student work analysis, campus-based instructional coaches providing individualized coaching, and department heads serving as peer leaders who model effective implementation.

Teacher commitment will be ensured through multiple accountability and support structures. Individual meetings between district curriculum coordinators and building principals will establish campus-specific implementation expectations, with principals participating in quarterly data reviews to monitor progress and address barriers. PLC structures will include regular protocols for analyzing student work from Newsela Writes, sharing effective strategies, and problem-solving challenges. Classroom walkthroughs will focus on evidence of the four strategic framework pillars, providing formative feedback on instructional quality, while usage data will inform targeted coaching.

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 Year 1 (2026-2027), Leander ISD will ensure all teachers attend professional development on utilizing Newsela Social Studies and Newsela Writes. We will partner with campus Deans of Instruction and Instructional Coaches to develop monthly PLC protocols for analyzing student writing and tracking growth through Newsela Binder and Newsela Writes. Collaboration with ELA curriculum writers will be incorporated into training to create purpose and buy-in. This foundation year ensures teachers develop confidence with the platform while building collaborative structures for sustained implementation.

During Year 2 (2027-2028), U.S. History curriculum will be rewritten to embed primary sources, Newsela Social Studies, and Newsela Writes into lesson plans, building on year one experience and feedback. Teachers will partner with coaches and district support during curriculum development. The World Geography curriculum is currently in its rewrite year, with close annotation skills now being developed as freshmen that previously took AP English teachers six weeks to teach. By 11th grade U.S. History in 2027-2028, students will have had two additional years of inquiry-driven instruction, strengthening analytical skills for rigorous primary source analysis and evidence-based writing. This vertical alignment reinforces cross-curricular literacy skills across grade levels, maximizing Newsela's impact.



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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).

The LEA will implement Newsela Social Studies, and Newsela Writing, as the selected interactive online learning model to support cross-curricular instruction in U.S. History, and English Language Arts.

This integrated model provides TEKS-aligned instructional content, embedded assessments, multimedia supports, and real-time data tools to enhance student engagement and academic outcomes. Newsela Social Studies delivers TEKS-aligned U.S. History and Texas History content, including the Texas State History Collection, with differentiated articles, primary sources, videos, and quizzes published at multiple reading levels. Newsela Writing embeds analytical and argumentative writing tasks connected to historical texts, providing structured opportunities for students to demonstrate literacy skills in a social studies context. Together, these applications form a cohesive, interactive online learning model aligned to TEKS and designed to meet diverse learner needs.

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 LEA will implement the interactive online learning model in Grade 7 Texas History, Grade 8 United States History, and High School United States History. These courses were selected to ensure vertical alignment of literacy skills, historical analysis, and TEKS mastery across middle and high school grade levels.

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.

Newsela Social Studies reporting dashboards provide real-time data on student reading performance, quiz results, annotation activity, and engagement aligned to TEKS. Newsela Writing analytics allow teachers to monitor student performance on embedded writing prompts, including trends in analytical thinking, use of evidence, and written expression.

Teachers will use these tools to identify gaps in comprehension, writing proficiency, or content understanding, adjust reading levels and assign targeted texts, writing prompts, or assessments, and provide timely feedback through Newsela and Formative, which the district has already purchased, to redirect instruction.

Interventions may include targeted small-group instruction informed by platform data, additional leveled reading assignments and scaffolded writing practice, supports such as audio narration, annotations, guided prompts, and sentence frames, and collaboration with interventionists and instructional coaches using shared progress reports. Students will also receive scaffolded writing supports through Newsela writes, such as sentence starters, graphic organizers and immediate AI-powered feedback.

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 interactive learning model includes quarterly benchmark assessments that are automatically scored. Newsela Social Studies provide TEKS-aligned comprehension quizzes and quarterly Skills Checks to assess reading comprehension, historical understanding, and literacy skills. Newsela Writing includes quarterly writing tasks embedded within instruction to assess students' ability to analyze historical texts and communicate understanding through writing.

Schools will use benchmark data to monitor student growth over time, identify instructional strengths and gaps, adjust curriculum pacing and instructional strategies, and evaluate the overall effectiveness of the interactive online learning model.

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 selected model includes multimedia support to enhance accessibility and engagement. Newsela Social Studies provides audio narration or read-aloud for articles in English and Spanish, along with instructional and interactive videos embedded within the content. Newsela Writing includes writing prompts paired with multimedia sources, including videos, to support cross-modal analysis and comprehension.

Teachers will use these tools to support diverse learning styles, increase comprehension and engagement with complex historical texts, reinforce content through multimodal instruction, and provide equitable access for English learners and students with learning differences.



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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 learning model includes bilingual support. Newsela Social Studies offers thousands of articles available in Spanish at multiple reading levels, with Spanish-language quizzes and audio narration. Newsela Writing provides writing prompts and assignments available in Spanish to allow students to demonstrate understanding in their primary language.

The LEA will leverage bilingual features to support English learners through native-language scaffolds, implement dual-language and sheltered instruction strategies, allow students to demonstrate content mastery while developing English proficiency, and increase family engagement through accessible Spanish-language resources.



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County District: 246913
 ESC Region: 13
 School Year: 2026-2027

SAS#: IOLGAA26

2026-2028 Interactive Online Learning Grant, Cycle 3

**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.	



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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		
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