



Organization: NEW CANEY ISD  
 Campus/Site: N/A  
 Vendor ID: 1746019972

County District: 170908  
 ESC Region: 06  
 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
<b>General Information</b>			
GS2100 - Applicant Information	*	Complete	02/16/2026 05:46 PM
GS2300 - Negotiation Comments and Confirmation		New	
<b>Program Description</b>			
PS3013 - Program Plan	*	Complete	02/16/2026 05:47 PM
PS3014 - Program Narrative	*	Complete	02/16/2026 06:27 PM
<b>Program Budget</b>			
BS6001 - Program Budget Summary and Support		Complete	02/16/2026 06:31 PM
BS6101 - Payroll Costs		Complete	02/16/2026 06:31 PM
BS6201 - Professional and Contracted Services		Complete	02/16/2026 06:31 PM
BS6401 - Other Operating Costs		Complete	02/16/2026 06:32 PM
BS6501 - Debt Services		Complete	02/16/2026 06:32 PM
BS6601 - Capital Outlay		Complete	02/16/2026 06:32 PM
<b>Provisions Assurances and Certifications</b>			
CS7000 - Provisions, Assurances and Certifications	*	Complete	02/16/2026 05:47 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.

<b>Authorized Official</b>		Select Contact: <input type="text" value="Select One"/> or <input type="button" value="Add New Contact"/>	
First Name: Brande	Initial: R	Last Name: Bass	Title: Dir. Federal/Special Programs
Phone: 281-577-8600	Ext:	E-Mail: bbass@newcaneyisd.org	

#### Submitter Information

First Name: Brande	Last Name: Bass
Approval ID: brande.bass	Submit Date and Time: 02/16/2026 06:47:31 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: NEW CANEY ISD		
Mailing Address Line 1: 21580 LOOP 494		
Mailing Address Line 2:		
City: NEW CANEY	State: TX	Zip Code: 77357

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

#### Part 2: Applicant Contacts

A. Primary Contact		Select Contact:	Select One ▼	or	Add New Contact
First Name: Brande	Initial: R	Last Name: Bass			
Title: Dir. Federal/Special Programs					
Telephone: 281-577-8600	Ext.: 2050	E-Mail: bbass@newcaneyisd.org			

B. Secondary Contact		Select Contact:	Select One ▼	or	Add New Contact
First Name: Carlene	Initial:	Last Name: Needham			
Title: State/Federal Program Revenue Specialist					
Telephone: 281-577-8600	Ext.: 2045	E-Mail: cneedham@newcaneyisd.org			



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### 2026-2028 Interactive Online Learning Grant, Cycle 3

#### General Information GS2300 - Negotiation Comments and Confirmation

### Part 1: General Comments

#### General Comments (TEA Use Only)

### Part 2: Negotiation Items

This schedule is for TEA to document any required changes and communications to the applicant in the event this application requires negotiation. It will also require applicants to acknowledge that they have made the changes requested.

Applicants: For all negotiation notes below, please make the requested changes in the grant application itself.

- Please do check the "Change Completed" box.
- Please do not enter information in the "Grantee Comments" section, unless you are specifically instructed to do so.

Negotiation Items	
1.	<div style="display: flex; justify-content: space-between;"> <div>Date: <input type="text"/></div> <div>Schedule: <input type="text" value="Select One"/></div> </div> <div style="border: 1px solid black; padding: 5px;"> <p>TEA Negotiation Note:</p> <div style="border: 1px solid black; height: 50px;"></div> </div> <div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="border: 1px solid black; padding: 5px;"> <p>Grantee Comments:</p> <div style="background-color: #cccccc; border: 1px solid black; height: 40px;"></div> </div> <div> <input type="checkbox"/> LEA Completed Change         </div> </div>

Add Row

Delete Row



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## 2026-2028 Interactive Online Learning Grant, Cycle 3

### 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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## 2026-2028 Interactive Online Learning Grant, Cycle 3

### 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.

New Caney Independent School District (NCISD) serves approximately 20,000 students across 20 campuses, including four middle schools (with a fifth opening during the grant period), three comprehensive high schools, and one early college high school. Located north of Houston in a high-growth suburban area, NCISD serves a diverse student population, with 28% emergent bilingual students and 69% economically disadvantaged students at the secondary level. The district proposes implementing a TEKS-aligned, district-supported interactive online learning model to strengthen performance in Grade 7 Texas History, Grade 8 U.S. History, and Grade 11 U.S. History during the 2026–2027 and 2027–2028 school years. Approximately 36 teachers across participating middle and high school campuses will implement the program in all targeted courses. District data indicates persistent gaps in critical social studies skills, including analyzing primary and secondary sources, interpreting maps and visuals, and applying historical knowledge through writing. These challenges have contributed to decreased performance on the Grade 8 Social Studies STAAR and the U.S. History End-of-Course (EOC) assessment, disproportionately affecting emergent bilingual, economically disadvantaged, and other at-risk students. A coherent, literacy-rich instructional approach implemented consistently across campuses is needed.

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

To address these gaps, NCISD will implement Navigate Texas in Grade 7 Texas History and Grade 8 U.S. History and Investigate U.S. History with Skill Builders in high school U.S. History. These evidence-based, TEKS-aligned online programs integrate social studies content with disciplinary literacy through a structured, research-based lesson cycle that emphasizes active, learner-centered instruction. Students engage with primary and secondary sources, maps, charts, graphs, visuals, and multimedia while applying strategies such as annotation, structured writing, academic discourse, and performance-based demonstrations of learning. Lessons include TEKS-aligned formative assessments and performance tasks requiring analysis, reasoning, and evidence-based writing. Teachers receive immediate feedback through auto-scored assessments and AI-generated narrative reports aligned to content standards and disciplinary literacy skills. For Tier II and small-group support, Skill Builders provide interactive practice using chat-based technology to strengthen text analysis, evidence-based claims, inference, conclusions, and interpretation of visuals. Teachers receive real-time data to monitor progress, address misconceptions, and adjust instruction. This integrated model ensures consistent progress monitoring, instructional coherence, and timely intervention across campuses.

#### 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, New Caney ISD will increase the percentage of participating students meeting or exceeding standards on Grade 8 and high school U.S. History district assessments by at least 10 percentage points compared to the 2025–2026 school year.  
 Objective 1.2: By the end of the 2027–2028 school year, New Caney ISD 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 10 percentage points compared to the 2026–2027 school year.  
 Strategies  
 - Teachers will implement the Navigate Texas (Grades 7–8) and Investigate U.S. History (high school) programs with fidelity through consistent lesson internalization protocols, monitoring and analysis of student work, and intentional determination of next instructional steps (Tier II instruction, intervention, remediation). - Using individual student data, teachers will identify misconceptions and provide targeted interactive instruction through middle school (Grades 7–8) 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 mastery of disciplinary literacy skills.  
 Objective 2.1: Participating teachers will implement the Navigate Texas (Grades 7–8) and Investigate U.S. History (high school) programs with fidelity through consistent lesson internalization, monitoring and analysis of student work, and data-informed instructional planning. Strategies: - Teachers will use a structured protocol to practice the implementation of lesson-embedded literacy strategies. - Campuses will participate in structured peer feedback protocols to monitor implementation of embedded literacy strategies and academic discourse. - Teachers will complete surveys to reflect on their confidence and effectiveness in teaching 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. - Use assessment findings to adjust pacing, refine lesson delivery, group students for targeted intervention, and assign focused Skill Builder activities aligned to identified needs.



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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.

New Caney ISD will implement a comprehensive evaluation cycle to ensure effective use of the interactive online learning models and continuous instructional improvement. Baseline data will be established using prior-year Grade 8 Social Studies STAAR results, Grade 11 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 measures will include lesson-level demonstrations of learning, TEKS-aligned quarterly benchmark assessments, Skill Builder rubric reports, and AI-generated narrative mastery summaries. Teachers will analyze data during PLC meetings following each assessment cycle to inform instructional adjustments, guide reteaching, and address identified learning gaps. Findings will also be used to evaluate the effectiveness of the instructional models and inform professional learning priorities.

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

N/A

#### D. Qualifications and Experience for Key Personnel

1. Outline the (a) required qualifications and experience for primary project personnel and (b) any external consultants projected to be involved in the implementation and delivery of the program. (c) Include whether the position is existing or proposed.

The Secondary Social Studies Instructional Specialist will serve as Project Director and oversee implementation, data review, and reporting. Campus administrators, instructional coaches, and district content specialists will support participating teachers through lesson internalization, classroom implementation, data analysis, and instructional coaching. To ensure successful implementation and sustained instructional impact, New Caney ISD will partner with Social Studies School Service 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. In addition, Social Studies School Service may provide consultative services including curriculum implementation coaching and instructional rounds.

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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## 2026-2028 Interactive Online Learning Grant, Cycle 3

### Program Description PS3014 - Program Narrative

#### E. Budget Narrative

1. Describe, in detail, (a) how the proposed budget will meet the needs and goals of the program, including staffing, professional development, supplies and materials, contracts, etc. (b) If applicable, include a high-level snapshot of funds currently allocated to similar programs. Include a short narrative describing how adjustments will be made in the future to meet needs.

Grant funds will support a two-year implementation of Navigate Texas (Grades 7–8) and Investigate U.S. History with Skill Builders for U.S. History (Grade 11), along with aligned professional learning for participating teachers. Major cost categories include software licenses providing access to instructional content, TEKS-aligned item banks, Skill Builder assessment tools, and AI-generated mastery reports, as well as professional learning selected from the Social Studies School Service Professional Learning Menu. Licenses will be prorated to align with the grant timeline. All expenditures will directly support instructional and assessment goals and will supplement, not supplant, existing district resources. New Caney ISD plans to sustain implementation by embedding the instructional model, instructional protocols, and assessment practices into district curriculum documents, PLC structures, and ongoing coaching cycles.

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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2026-2028 Interactive Online Learning Grant, Cycle 3

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."

Professional development free sessions from vendor:  
ADDING TEACHER MOVES: A PROCESS FOR LESSON INTERNALIZATION = \$0  
CURRICULUM, DEVELOPMENT, IMPLEMENTATION, ASSESSEMENT PLANNING SESSIONS, CAMPUS LEADERSHIP DEVELOPMENT - \$0  
FORMATIVE ASSESSMENT, TRAINING TO BUILD AND USE DATA IN SS, TEACHER = \$0

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."

STUDENT RESOURCES: (Subscriptions structured as site license)  
TEXAS GR 7: HISTORY OF TEXAS, STUDENT CONSUMABLE WORKBOOKS \*2YR = \$93,000  
TEXAS GR 8: US HISTORY, STUDENT CONSUMABLE WORKBOOKS \*2YR = \$93,000  
INVESTIGATE: US HIST 1877-PRESENT STUDENT \*2YR DGTL = \$4.340  
SHIPPING COSTS \$3720  
FREE TEACHER RESOURCES:  
INVESTIGATE: US HIST 1877-PRESENT TEACHER \*2YR DGTL = \$0  
TEXAS GR 7: HISTORY OF TEXAS,TEACHER \*2YR DGTL = \$0  
TEXAS GR 8: US HISTORY, TEACHER \*2YR DGTL = \$0

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.

\$194,060



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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 36 teachers across Grade 7 Texas History, Grade 8 U.S. History, and Grade 11 U.S. History will participate, including all teachers assigned to the targeted courses. Teachers will receive onboarding prior to implementation and ongoing professional learning and coaching throughout the grant period.

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.

Implementation fidelity will be monitored through platform usage reports, lesson plan reviews, classroom walkthroughs, and ongoing data meetings within PLCs and leadership meetings. Campus and district leaders will use these structures to ensure consistent, high-quality Tier I instruction and timely support for teachers and students.



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### Program Description PS3014 - Program Narrative

#### H. Statutory Requirements

1. LEAs must select (not develop) and implement an effective interactive online learning model(s) in grade 7 Texas history, grade 8 U.S. history and/or high school U.S. history for cross-curricular instruction in English language arts and Texas history and/or U.S. history that is aligned to the Texas Essential Knowledge and Skills (TEKS). (a) Identify the interactive online learning application(s) that will be implemented and (b) provide a description of the program(s).

New Caney ISD will implement Navigate Texas for Grade 7 Texas History and Grade 8 U.S. History and Investigate U.S. History and Skill Builders for U.S. History at the high school level. These pre-existing interactive online learning models are fully aligned to TEKS, integrate cross-curricular literacy instruction, and include embedded assessment, progress monitoring, and reporting tools.

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 7 Texas History, 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 are off track and provide targeted interventions, including small-group instruction, additional Skill Builder practice, scaffolded reteaching, and enrichment as appropriate.

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 tools will be used strategically to enhance comprehension, engagement, and accessibility for diverse learners, including emergent bilingual students and students with disabilities.

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 are accessible in both English and Spanish, including core texts, assessments, audio narration, and interface supports. The programs also include sheltered instruction strategies such as sentence stems, graphic organizers, visual aids, and modeled tasks to support emergent bilingual learners and ensure equitable access to rigorous, grade-level instruction.



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

**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	
<b>Total Direct Costs</b>		\$0
9. Indirect Costs		
<b>Total Budgeted Costs</b>		\$0
<b>Total Funds Available Minus Total Costs</b>		\$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.



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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
	\$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.



Organization: NEW CANEY ISD  
 Campus/Site: N/A  
 Vendor ID: 1746019972

County District: 170908  
 ESC Region: 06  
 School Year: 2026-2027

SAS#: IOLGAA26

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

**Part 2: Direct Administrative Costs**

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

**Part 3 : Itemized Professional and Consulting Services**

Itemized Professional and Consulting Service (6219, 6239, 6291)	
Description	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"/>	
<b>Total Professional and Consulting Services Costs</b>	



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**2026-2028 Interactive Online Learning Grant, Cycle 3**

**Program Budget  
 BS6401 - Other Operating Costs**

**Part 1: Other Operating Costs**

Budgeted Costs		
Description	Class/ Object Code	26-28 Interactive Online
1. <b>Out-of-State Travel for Employees</b> LEA must keep documentation locally.	6411	
2. <b>Travel for Students to Conferences (does not include field trips)</b> LEA must keep documentation locally.	6412	
3. <b>Educational Field Trips</b> LEA must keep documentation locally.	6412 6494	
4. <b>Stipends for Non-employees other than those included in 6419</b> LEA must keep documentation locally.	6413	
5. <b>Travel Costs for Officials such as Executive Director, Superintendent, or Board Members</b> Allowable only when such costs are directly related to the grant. If Out-of-State Travel, LEA must keep documentation locally.	6411 6419	
6. <b>Non-Employee Costs for Conference</b> LEA must keep documentation locally.	6419	
7. <b>Hosting Conferences for Non-Employees</b> LEA must keep documentation locally.	64xx	
<b>Subtotal Other Operating Costs</b>		
<b>Remaining 6400 Costs That Do Not Require Specific Approval</b>		\$0
<b>Total Other Operating Costs</b>		\$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.



Organization: NEW CANEY ISD  
 Campus/Site: N/A  
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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	
<b>Total Debt Service Costs</b>		\$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:



Organization: NEW CANEY ISD  
 Campus/Site: N/A  
 Vendor ID: 1746019972

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SAS#: IOLGAA26

## 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
<b>Total Capital Outlay Costs</b>	<b>\$0</b>

#### Part 2: Furniture, Equipment, Vehicles or Software

**Items**

1. Generic Description: 

Number of Units:

Fund Source: 

Total Costs:

Describe how the item will be used to accomplish the objective of the program:



Organization: NEW CANEY ISD  
Campus/Site: N/A  
Vendor ID: 1746019972

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## 2026-2028 Interactive Online Learning Grant, Cycle 3

### Provisions Assurances CS7000 - Provisions, Assurances and Certifications

Provisions, Assurances and Certifications	
1. <input checked="" type="checkbox"/> I certify my acceptance and compliance with all General and Fiscal Guidelines.	General and Fiscal Guidelines
2. <input checked="" type="checkbox"/> I certify my acceptance and compliance with all Program Guidelines.	Program Guidelines
3. <input checked="" type="checkbox"/> I certify my acceptance and compliance with all General Provisions and Assurances requirements.	General Provisions and Assurances
4. <input checked="" type="checkbox"/> I also certify my acceptance and compliance with all Debarment and Suspension Certification requirements. I certify I am not debarred or suspended.	Debarment and Suspension Certification
5. Choose the appropriate response for Lobbying Certification:	
a. <input checked="" type="checkbox"/> I certify this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance and compliance with all Lobbying Certification requirements.	Lobbying Certification
b. <input type="checkbox"/> This organization spends non-federal funds on lobbying activities and has attached the required OMB Disclosure of Lobbying Activities form, as described below.	
Instructions for completing and attaching the <a href="#">Disclosure of Lobbying Activities</a> form.	
<ul style="list-style-type: none"><li>• Print and sign the form.</li><li>• Scan the signed form and save it to your desktop.</li><li>• Click the <b>Attach Files</b> icon on the Table of Contents page to attach your signed form to this eGrants application.</li></ul>	

# SSA Funding Report

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