



Organization: TORNILLO ISD
 Campus/Site: N/A
 Vendor ID: 1746027397

County District: 071908
 ESC Region: 19
 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	02/17/2026 04:03 PM
GS2300 - Negotiation Comments and Confirmation		New	
Program Description			
PS3013 - Program Plan	*	Complete	02/17/2026 04:06 PM
PS3014 - Program Narrative	*	Complete	02/17/2026 04:55 PM
Program Budget			
BS6001 - Program Budget Summary and Support		Complete	02/17/2026 04:56 PM
BS6101 - Payroll Costs		Incomplete	02/17/2026 04:56 PM
BS6201 - Professional and Contracted Services		Complete	02/17/2026 04:50 PM
BS6401 - Other Operating Costs		Complete	02/17/2026 04:50 PM
BS6501 - Debt Services		Complete	02/17/2026 04:50 PM
BS6601 - Capital Outlay		Complete	02/17/2026 04:51 PM
Provisions Assurances and Certifications			
CS7000 - Provisions, Assurances and Certifications	*	Complete	02/17/2026 04:49 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: Luis	Initial: M	Last Name: Guerra	Title: Finance Director
Phone: 915-765-3010	Ext:	E-Mail: guerral@tisd.us	

Submitter Information

First Name: LUIS	Last Name: GUERRA
Approval ID: luis.guerra2	Submit Date and Time: 02/17/2026 04:56:35 PM



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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: 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.

a. Tornillo Independent School District is committed to providing equitable, high-quality educational opportunities that prepare all students for college, career, and lifelong success. As a rural border district serving a predominantly high-need population, Tornillo ISD has intentionally developed a strong digital learning culture through a 1:1 device initiative utilizing laptops, and interactive classroom media. The Interactive Online Learning Grant will allow the district to expand and strengthen this digital ecosystem by implementing a comprehensive, interactive online Social Studies curriculum.

b. The mission of Tornillo ISD is to ensure that every student graduates prepared for postsecondary success with the academic, technical, and critical thinking skills necessary to thrive in a global society. To fulfill this mission, the district must address the significant instructional needs of its student population. Tornillo ISD serves a high percentage of Emergent Bilingual (EB) students, Economically Disadvantaged students, and At-Risk learners. These demographics create a critical need for instructional models that provide language development support, scaffolded access to grade-level content, and engaging learning experiences that accelerate academic growth.

A significant challenge for secondary students, particularly Emergent Bilingual students, is mastery of United States and Texas History content while simultaneously developing proficiency in academic English.

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

Many students struggle with content-specific vocabulary, historical analysis, and the conventions of formal written expression. Additionally, gaps in background knowledge can hinder comprehension of complex informational texts required in Social Studies courses. Teachers require enhanced digital tools and interactive resources to reinforce and expand current instructional practices in order to improve academic achievement and college readiness outcomes.

c. Grant funds will be used to implement a high-quality, TEKS-aligned online Social Studies curriculum that integrates interactive learning tools, embedded language supports, multimedia resources, and formative assessment features. The selected curriculum will emphasize strong cross-curricular connections with English Language Arts (ELA), reinforcing literacy skills within historical contexts. Students will engage in structured reading, writing, analysis, and discussion tasks that promote deeper understanding of informational texts and primary source documents.

The program will:
 Provide scaffolded instructional supports for Emergent Bilingual and Special Education students, including vocabulary development tools, audio supports, and differentiated assignments.
 Integrate reading and writing components that require students to explain, analyze, and evaluate historical information using evidence-based responses
 Increase student engagement through interactive lessons, simulations, and multimedia content aligned



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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.

1 Improve Reading Skills and Alignment with Research-Based Instructional Strategies :Strengthen students' reading comprehension and analytical skills by aligning Social Studies instruction with research-based instructional strategies in English Language Arts and Reading (ELAR). Instruction will emphasize close reading of informational texts, primary sources, academic vocabulary development, and evidence-based written responses. 2 Expand Opportunities for Speaking, Writing, Reading, and Listening: Increase structured opportunities for students to engage in all four language domains—speaking, writing, reading, and listening—through interactive online discussions, collaborative assignments, multimedia analysis, and written assessments embedded within the digital curriculum. 3. Increase Social Studies Content Knowledge and STAAR Readiness: Improve student mastery of United States and Texas History content while strengthening alignment to STAAR item formats in both ELAR and Social Studies. Students will practice analyzing passages, interpreting historical documents, and constructing extended written responses consistent with state assessment expectations. 4. Increase Student Growth from BOY to EOY Assessments: Increase the percentage of students demonstrating measurable growth from Beginning-of-Year (BOY) to End-of-Year (EOY) Social Studies assessments. Improved student performance will contribute to increased teacher effectiveness outcomes and expanded eligibility under

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

the Teacher Incentive Allotment (TIA). 5. Strengthen Differentiation and Instructional Effectiveness (T-TESS Domain 2.4): Enhance differentiation practices in alignment with T-TESS Domain 2.4 by leveraging adaptive online tools, alternative assignments, scaffolded supports, and flexible grouping strategies to meet diverse student needs.
 (b) Activities and Strategies to Achieve Goals1. Dedicated Professional Development
 Tornillo ISD will provide comprehensive professional development to ensure effective implementation and long-term sustainability: 1. Pre-Implementation Training: Prior to the school year, teachers will participate in dedicated training to ensure they can effectively access and utilize the online curriculum and intentionally integrate cross-curricular ELAR strategies. 2. Ongoing Professional Development: Half-day and full-day PD sessions throughout the year will focus on instructional best practices, differentiation, literacy integration, and data analysis. 3.Publisher-Supported Training: Curriculum publishers will provide additional training and technical support during both Year 1 and Year 2 as needed.4. Year-to-Year Refinement: Data from Year 1 implementation will inform targeted PD prior to Year 2 to ensure continuous improvement. Instructional Coaching and Monitoring 1.Campus instructional staff will provide job-embedded coaching to support teachers with planning, differentiation, and technology integration.2. Classroom observations and instructional walk

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.

Performance Measures: Tornillo Independent School District will implement a comprehensive performance and evaluation framework to ensure that the Interactive Online Learning Grant results in measurable improvements in student achievement, literacy development, and teacher effectiveness. As a Teacher Incentive Allotment (TIA) district, Tornillo ISD has established systems to monitor student growth and instructional impact across all secondary Social Studies classrooms. 1(a) Performance Measures Aligned to Student Outcomes: The performance measures for this program are directly tied to student academic growth, content mastery, and literacy development. Key student-centered outcomes include: 1.Growth in Social Studies Content Knowledge: Measured by increased performance from Beginning-of-Year (BOY) to End-of-Year (EOY) district-created Social Studies assessments. Improved Reading and Writing Skills: Demonstrated growth in reading comprehension, vocabulary development, analytical writing, and evidence-based responses aligned to ELAR standards. Progress Toward STAAR Readiness: Improved performance on interim benchmarks and state assessments in both ELAR and Social Studies. Increased Student Growth Metrics for TIA: Documented student growth contributing to teacher effectiveness designations under the district's TIA system Increased Engagement and Ongoing Mastery Monitoring: Improved formative assessment performance through online curriculum checkpoints administered through the

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

school year. Tools Used to Measure Performance: aligned to ELAR standards. Progress Toward STAAR Readiness: Improved performance on interim benchmarks and state assessments in both ELAR and Social Studies. Increased Student Growth Metrics for TIA: Documented student growth contributing to teacher effectiveness designations under the district's TIA system. Increased Engagement and Ongoing Mastery Monitoring: Improved formative assessment performance through online curriculum checkpoints administered throughout the school year.1(b) Tools Used to Measure Performance
 Tornillo ISD will utilize multiple data sources to triangulate student progress and ensure accurate evaluation of program effectiveness: District-Created BOY and STAAR/EOC Assessments (Social Studies): Establish baseline knowledge and measure annual content grow Online Curriculum Embedded Assessments: Automatically scored quizzes, formative checks, usage analytics, and progress reports that provide real-time feedback on student mastery and engagement. District Benchmarks: Administered in alignment with pacing guides to monitor progress toward TEKS mastery and STAAR readiness. STAAR Assessments (ELAR and Social Studies): Evaluate mastery of grade-level standards and alignment to state assessment formats. TIA Growth Data through T-TESS: Monitor student growth as part of teacher evaluation systems, with emphasis on measurable academic progress. Online Usage and Content Attainment Reports:



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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.

Existing or Proposed Positions: Social Studies Coordinator (Existing Position)

The Social Studies Coordinator will serve as the primary project lead for the online curriculum implementation. This individual:

- ? Holds Texas certification in Social Studies.
- ? Has experience as a secondary Social Studies teacher.
- ? Possesses extensive knowledge of the Texas Essential Knowledge and Skills (TEKS) for middle and high school Social Studies.
- ? Is trained in instructional coaching models, including the Texas Instructional Leadership (TIL) coaching protocol.
- ? Has experience supporting teacher development, facilitating Professional Learning Communities (PLCs), and conducting instructional walkthroughs.

The Coordinator will: Lead implementation of the online Social Studies curriculum. Facilitate alignment between Social Studies and ELAR through Research-Based Instructional Strategies (RBIS). Support teachers with lesson internalization, pacing alignment, and data-driven instructional adjustments. Provide job-embedded coaching and monitor fidelity of implementation. Secondary Social Studies Teachers (Existing Positions) Secondary Social Studies teachers are central to the success of this grant initiative. All teachers: Hold appropriate Texas certification in Social Studies content areas. Demonstrate knowledge of TEKS-aligned instruction and district pacing expectations. Participate in Professional Learning Communities (PLCs) focused on data analysis and instructional planning

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

With the implementation of the online curriculum, teachers will: Deliver TEKS-aligned Social Studies instruction using interactive digital resources. Integrate research-based literacy strategies into daily instruction, including close reading, academic vocabulary development, structured writing protocols, and evidence-based responses. Utilize embedded online assessments and analytics to monitor student progress and adjust instruction in real time. Differentiate instruction using scaffolded supports for Emergent Bilingual and Special Education students. Participate in coaching cycles, learning walks, and data dialogues to refine instructional practices. The teacher will engage in reflection through the T-TESS evaluation framework. Active participation ensures that the online curriculum is implemented with fidelity and aligned to both content and literacy goals.

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.

Curriculum Purchase and Digital Licensing

A primary expenditure will be the purchase of the HMH Social Studies curriculum, including the Writing and Formative Assessment components. These resources provide:

- ? TEKS-aligned Social Studies content
- ? Integrated literacy supports
- ? Interactive lessons and assessments
- ? Differentiated reading levels for diverse learners
- ? Real-time data analytics for progress monitoring

This investment directly supports the district's goal of improving reading skills, writing proficiency, and Social Studies content knowledge through engaging, interactive online instruction.

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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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."

Successful curriculum implementation requires teacher internalization, collaboration, and instructional planning. Grant funds will support:
? Summer Extra Duty Pay for Social Studies and ELAR teachers to onboard with the curriculum prior to the first day of school.
? Curriculum Alignment Stipends for Social Studies teacher to review current district curriculum documents and align them with the new online HQIM.
? Integration of the district-adopted reading and writing process and Research-Based Instructional Strategies (RBIS) into the new curriculum framework.
? After-Hours Planning Stipends for the teacher who engages in lesson internalization and collaborative planning beyond the instructional day.
Providing compensation for this work ensures teacher buy-in, deep understanding of standards alignment, and strong instructional delivery. To ensure meaningful collaboration during the school year, funds will cover substitute teachers so that classroom teachers

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."

Grant funds will support contracted professional development services from HMM, delivered both face-to-face and virtually. These sessions will focus on:
? Effective platform use and instructional best practices
? Data analysis and differentiation strategies
? Literacy integration within Social Studies
? Writing and formative assessment implementation
In addition, district-led Job-A-Like sessions will allow content and grade-level teachers to collaboratively internalize lessons, analyze student work, and refine instructional strategies.

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."

Each secondary campus will receive allocated funds for basic instructional supplies necessary to support implementation, including:
? Printing and copying materials
? Classroom visual supports and anchor charts
? Supplemental print materials
? Resources that reinforce literacy and vocabulary development
These materials will support both digital and blended instructional practices.

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



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6. Total Grant Award Requested-Be sure to include the sum of the amounts in all class/object codes and any administrative costs in this total. Only a dollar amount will be accepted for this answer. Maximum amount allowed is \$300,000.

\$195,000

G. Additional TEA Program Requirements

1. Applicants must (a) specify how they will select and support teachers and other support staff to implement the interactive online learning grant. (b) Describe how the LEA will ensure teacher commitment.

Tornillo ISD is a Teacher Incentive Allotment (TIA) district with established systems for measuring student growth in Social Studies through district-created Beginning-of-Year (BOY) and STAAR assessments.
Teacher will be supported through: Intensive summer onboarding professional development Ongoing coaching cycles led by the Social Studies Coordinator and instructional staff, Professional Learning Communities (PLCs) focused on lesson internalization and data analysis, Embedded professional development from HMH
Learning walks and peer observations to highlight best practices.
Additionally, EB Support Coordinators and ELAR Coordinators will provide targeted assistance to ensure effective implementation of foundational reading strategies, ELPS supports, differentiation practices, and writing protocols within Social Studies classrooms.
1(b) Ensuring Teacher Commitment
Tornillo ISD will ensure teacher commitment through the following structures:1. Alignment to TIA Growth Incentives Because the district participates in TIA, student growth data from Social Studies assessments directly impacts teacher designation eligibility. The online curriculum provides teachers with enhanced tools to monitor student growth and improve STAAR outcomes. Teachers who meet TIA growth targets may qualify for designation, reinforcing both accountability and incentive alignment. 2. Teacher Voice and Identified Need Social Studies teachers have expressed the need for a more robust and rigorous

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.

curriculum following the expiration of the previous adoption and the 2022 TEKS updates. Teachers have specifically requested: Stronger foundational reading supports, More structured ELPS strategies, Increased opportunities for writing integration, More engaging and interactive digital resources
This grant directly responds to teacher-identified instructional needs, increasing buy-in and ownership. Compensation and Professional Investment Teachers will receive: Extra duty pay for summer onboarding, Stipends for curriculum alignment work, Paid collaboration time Ongoing coaching and professional growth opportunities.
By compensating teachers for implementation work and investing in professional development, the district reinforces commitment and ensures strong participation.



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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).

History Courses: For our 8th grade history curriculum, we will utilize Houghton Mifflin Harcourt (HMH) as a primary instructional resource because it is aligned to the Texas Essential Knowledge and Skills (TEKS) standards, ensuring that all content directly supports state learning expectations. The platform provides rigorous open-ended response opportunities that promote critical thinking, historical analysis, and evidence-based writing. HMH also offers built-in translation features to support multilingual learners, increasing accessibility and equity in our blended learning environment. Integrated benchmarks and assessment tools allow teachers to monitor student progress in real time and adjust instruction accordingly. Additionally, HMH's user-friendly digital platform seamlessly integrates with ELAR standards, reinforcing literacy skills such as reading comprehension, vocabulary development, and argumentative writing within the context of social studies content. This alignment of content, assessment, accessibility, and cross-curricular integration makes HMH an effective and comprehensive resource for our blended 8th grade history program.

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)?

HMH also offers built-in translation features to support multilingual learners, increasing accessibility and equity in our blended learning environment. Integrated benchmarks and assessment tools allow teachers to monitor student progress in real time and adjust instruction accordingly. Additionally, HMH's user-friendly digital platform seamlessly integrates with ELAR standards, reinforcing literacy skills such as reading comprehension, vocabulary development, and argumentative writing within the context of social studies content. This alignment of content, assessment, accessibility, and cross-curricular integration makes HMH an effective and comprehensive resource for our blended 8th grade history program.

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.

Integrated benchmarks and assessment tools allow teachers to monitor student progress in real time and adjust instruction accordingly. Additionally, HMH's user-friendly digital platform seamlessly integrates with ELAR standards, reinforcing literacy skills such as reading comprehension, vocabulary development, and argumentative writing within the context of social studies content.

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.

This alignment of content, assessment, accessibility, and cross-curricular integration makes HMH an effective and comprehensive resource for our blended 8th grade history program.

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).

This alignment of content, assessment, accessibility, and cross-curricular integration makes HMH an effective and comprehensive resource for our blended 8th grade history program.



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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.

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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	
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		\$0
Total Budgeted Costs		\$0
Total Funds Available Minus Total Costs		\$0
10. Payments to Member Districts of SSA	6493	

B. Pre-Award Costs
Part 2B Pre-Award Costs is hidden because it does not apply to the funding source(s) for this grant application.

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



Organization: TORNILLO ISD
 Campus/Site: N/A
 Vendor ID: 1746027397

County District: 071908
 ESC Region: 19
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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

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 Campus/Site: N/A
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County District: 071908
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**Program Budget
 BS6501 - Debt Services**

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

Budgeted Costs		
Description	Class/ Object Code	26-28 Interactive Online
1. SBITA Liability - Principal	6514	
2. SBITA Liability - Interest	6526	
3. Capital Lease Liability - Principal	6512	
4. Capital Lease Liability - Interest	6522	
5. Interest on Debt	6523	
Total Debt Service Costs		

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