

Texas Education Agency Standard Application System (SAS)

2018–2019 Technology Lending		
Program authority:	General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 th Texas Legislature; Texas Education Code Section 32.301	FOR TEA USE ONLY Write NOGA ID here:
Grant Period:	May 1, 2018, to August 31, 2019	
Application deadline:	5:00 p.m. Central Time, February 6, 2018	Place date stamp here.
Submittal information:	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY 2018 FEB -5 PM 2:25 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION </div>
Contact information:	Kathy Ferguson: techlending@tea.texas.gov; (512) 463-9087	


Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Amendment #	
Aldine ISD	101902		
Vendor ID #	ESC Region #		
746001110	4		
Mailing address	City	State	ZIP Code
2520 W. W. Thorne Blvd.	Houston	TX	77073-3406
Primary Contact			
First name	M.I.	Last name	Title
Annaliesja	D	Webb	Online Learning Coordinator
Telephone #	Email address		FAX #
281-985-7121	adwebb@aldineisd.org		281-985-7552
Secondary Contact			
First name	M.I.	Last name	Title
Akilah		Willery	Exec. Director Inst. Technoloy
Telephone #	Email address		FAX #
281-985-6410	awwillery@aldineisd.org		281-985-7552
Part 2: Certification and Incorporation			

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 attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Wanda	S	Bamberg	Superintendent
Telephone #	Email address		FAX #
281-449-1011	wsbamberg@aldineisd.org		281-449-0551
Signature (blue ink preferred)	Date signed		
	2/1/18		

Only the legally responsible party may sign this application.

Schedule #1—General Information

County-district number or vendor ID: 101902

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	See Important Note For Competitive Grants*	<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6200 on Schedule #6—Program Budget Summary, then Schedule #8—Professional and Contracted Services (6200) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 101902

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1	LEA Technology Plan Template	If an LEA does not have a 2016–2017 Technology Plan on file with TEA, it must show evidence of a current local technology plan on participating campuses by completing the LEA Technology Plan Template.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 101902

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	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 grant 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.
2.	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.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home
5.	The applicant understands that equipment purchased with Technology Lending Grant funds is the property of the LEA.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has a 2016–2017 LEA technology plan on file with TEA, or that it will show evidence of a current local technology plan on participating campuses by completing the Required Program-Related Attachment outlined on page 18 of the Program Guidelines.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into the LEA's technology plan.
12.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data

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Schedule #4—Request for Amendment

County-district number or vendor ID: 101902

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
2.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
3.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
4.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
5.	Total direct costs:		\$	\$	\$	\$
6.	Indirect cost (%):		\$	\$	\$	\$
7.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 101902 Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 101902		Amendment # (for amendments only):	
List the campuses that will be served with these funds. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.			
Aldine Middle School, Drew Academy, Grantham Academy, Hambrick Middle School, Hoffman Middle School, Lewis Middle School, Plummer Middle School, Shotwell Middle School, Stovall Middle School, Teague Middle School, Lauder Middle School, Townsend Middle School and West Mount Houston Middle School.			
Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary.			
<p>Aldine Independent School District (ISD) is a Title I School District located in north Houston. We serve 69,671 students at 78 campuses. 86.2% of our student are Economically Disadvantaged and 33.8% of our student population is Limited English Proficiency (LEP).</p> <p>Aldine ISD seeks to implement a mobile device program for 13 middle schools to provide students in grades 6th-8th with an opportunity to better access the English Language Arts curriculum through the use of accessibility tools. One of our core commitments is to provide equal access to quality education for all students. In accordance with the universal design for learning, accessibility tools such as online screen readers, text to speech, highlighters, picture dictionaries and sticky notes will allow for student choice and flexibility in accessing online content. Our middle school students currently have limited or no access to technology outside of the school day. Limited exposure leaves students without opportunities to access technology software tools that will improve their fluency in technology skills required in online assessments and curriculum. We will provide students with the opportunity to use devices with accessibility tools installed that will allow students access tools for continued learning at home. Providing our 6th-8th grade students with access to these tools both on and off campus, will ensure students the opportunity to reach their full potential.</p> <p>Aldine ISD students in grades 6th-8th have consistently performed below the state standard on the Reading STAAR. Students who are identified as Limited English Proficiency and Special Education perform at least 20 points lower than other students tested throughout the district. In addition to STAAR testing data, an analysis of district data has determined that at some middle schools, more than half and in some cases three quarters of the student population are reading significantly below grade level. Efforts designed to improve scores have been addressed in the Campus Improvement Plan of each middle school, and we are striving to find effective methods that will improve our students' success.</p> <p>Educational research stresses the importance of relating learning to "real-life" experiences and the positive impact authentic learning experiences have on our students. We are seeking to provide daily opportunities for students to interact with digital content in academics and assessments, while using accessibility tools, that will link processes and demonstrate their mastery of concepts and skills. The text to speech, highlighters, picture dictionaries will support reading improvement for our student who are identified two grade levels below or lower than their peers. Those same students are eligible to use the accessibility tools on the STAAR test. The ability to practice using the tools at school and out of school hours will increase their independent reading levels and allow for better comprehension of on grade-level curriculum and assessments.</p> <p>After accessing the Kurzweil accessibility tools program, we will train the English/Language Arts teachers in hands-on activities to learn to implement the tools. The skills specialists will collaborate with the teachers to create lessons to integrate the tools into curriculum lessons. The tools will be introduced to the students and lessons to help students utilize the tools into daily classwork will help students master the tools. After practicing with the tools, students can choose to continue to use the tools when needed during instruction, testing and assessment. Students who need access to these tools to extend learning beyond the school day will have access to devices that can be checked out and used at home. Devices will be managed with our current mobile device manager which allows us the ability to control the device and monitor usage. Devices will be available for checkout from the library in two week intervals through our current HORIZON check out system. Aldine ISD has begun participation in a free three month trial of the Kurzweil program to determine the best plan of action for implementing the plan at the Middle School campuses. Our plan is to expand the pilot Middle School Technology Lending program in to the elementary campuses in 2020.</p>			
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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 101902

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

As we continue to move towards more online instruction, testing, and assessment, we are committed to providing students with multiple means of accessing digital content. Programs that allow for the use of accessibility tools give students the chance to be actively engaged and learn independently. Studies have also shown that students who require reading support, when given access to accessibility tools such as text to speech, typically perform better and move towards closing the gap with their peers more quickly than when they don't have access. Teaching students how to use these tools and giving them ample time to practice both at school and at home will give them the skills they need to be successful not only in the classroom and testing situations but also throughout life.

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Schedule #6—Program Budget Summary					
County-district number or vendor ID: 101902			Amendment # (for amendments only):		
Program authority: General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 th Texas Legislature; Texas Education Code Section, 32.301					
Grant period: May 1, 2018, to August 31, 2019			Fund code: 410		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #8	Professional and Contracted Services (6200)	6200	\$0	\$0	\$0
Schedule #9	Supplies and Materials (6300)	6300	\$13,000	\$0	\$13,000
Schedule #10	Other Operating Costs (6400)	6400	\$0	\$0	\$0
Schedule #11	Capital Outlay (6600)	6600	\$120,090	\$0	\$120,090
Total direct costs:			\$133,090	\$0	\$133,090
Percentage% indirect costs (see note):			N/A	\$0	674.00
Grand total of budgeted costs (add all entries in each column):			\$133,090	\$0	\$133,764
Administrative Cost Calculation					
Enter the total grant amount requested:					\$0
Percentage limit on administrative costs established for the program (15%):					× .15
Multiply and round down to the nearest whole dollar. Enter the result.					\$0
This is the maximum amount allowable for administrative costs, including indirect costs:					\$0

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 101902		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1		\$0
2		\$0
3		\$0
4		\$0
5		\$0
6		\$0
7		\$0
8		\$0
9		\$0
10		\$0
11		\$0
12		\$0
13		\$0
14		\$0
a. Subtotal of professional and contracted services:		\$0
b. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0
(Sum of lines a and b) Grand total		\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 101902		Amendment number (for amendments only):
Supplies and Materials Requiring Specific Approval		
		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval: laptop cases (260)	\$13,000
Grand total:		\$13,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 101902		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6400	Operating costs that do not require specific approval:	\$0
Grand total:		\$0

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 101902			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
66XX—Computing Devices, capitalized				
1	Chromebooks with T-Mobile Alcatel Hotspots	260	\$280	\$72,800
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
66XX—Software, capitalized				
11	Kurzweil Accessibility Tool Software License	1	47,290	\$47,290
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
66XX—Equipment, furniture, or vehicles				
18			\$	\$
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
Grand total:				\$120,090

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds														
County-district number or vendor ID: 101902										Amendment # (for amendments only):				
Part 1: Student Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.														
Student Category	Student Number	Student Percentage	Comment											
Economically disadvantaged	12472	89.26%	Grades 6th-8th											
Limited English proficient (LEP)	3266	23.38%	Grades 6th-8th											
Disciplinary placements	144	1.03%	Grades 6th-8th											
Attendance rate	NA	94.96%	The attendance rate for grades 6th-8th in 2016-2017											
Annual dropout rate (Gr 9-12)	NA	4.6%	Annual dropout rate from the 2016-2017 TAPR District Report data comes from 2015-2016											
Part 2: Students To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.														
School Type:	<input checked="" type="checkbox"/> Public	<input type="checkbox"/> Open-Enrollment Charter	<input type="checkbox"/> Private Nonprofit	<input type="checkbox"/> Private For Profit	<input type="checkbox"/> Public Institution									
Students														
PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
							4717	4589	4666					13972

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Schedule #13—Needs Assessment

County-district number or vendor ID: 101902

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with “need” defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Aldine ISD uses data from district and state assessments, needs of economically disadvantaged students and district academic goals to determine the need for programs, devices and other instructional materials. According to a district analysis of our most recent academic performance report, Aldine ISD trails behind the region and state in almost every area (reading, math, science, social studies). For example, looking at the percent score of our 8th grade students who took the STAAR Reading Assessment in March of 2017, the percent score representing all students is 61.88%, whereas the score for LEP students was 39.82% and Sp. Ed. was 37.33%. We were able to identify that a significant portion of our students who take the STAAR test online(in all tested areas) score lower than students who take the test in a paper/pencil format. Students who took the test in a paper/pencil exam have a score of 68%, while students who took the test online have a score of 41. We identified that up to 2/3 of our students in 6th-8th grade are reading at levels that are at least two or three grade levels below grade level. Running record data shows that out of 2,112 8th graders, only about 50% are in range of reading on grade level by the end of the school year.

We recognize the need to address this disparity and work towards closing the gap. Since data shows that many of our students have demonstrated a need for reading support and may be eligible to receive reading support via text-to-speech on the online STAAR test, our district has decided to take the steps needed to focus intensely on students who require the use of accessibility tools like text-to-speech, highlighters, and sticky notes in order to interact with and learn while using digital content during everyday instruction, as well as, campus and district assessment.

Aldine Middle School, Drew Academy, Grantham Academy, Hambrick Middle School, Hoffman Middle School, Lewis Middle School, Plummer Middle School, Shotwell Middle School, Stovall Middle School, Teague Middle School, Lauder Middle School, Townsend Middle School and West Mount Houston Middle School were selected to be served by the grant. Our Middle School student Reading scores have decreased 2 to 5 points on the STAAR test. Our population of Limited English Proficiency (LEP) and Special Education students perform below the state standards. With a weakness in Reading, our students’ performance suffers in other core academics.

In preparation to implement the use of accessibility tools in the 2018-2019 school year, the district formed an accessibility focus group that has met several times throughout the year to determine the needs of a variety of students (Sp. Ed., LEP, dyslexia, etc.) who will have access to these tools during instruction, assessment, and testing. The focus group is comprised of teachers, district administrators (in all curriculum areas), and technology coordinators and directors.

The focus group has determined that teachers and students in grades 6th-8th will be among the first students to receive targeted training and practice with the accessibility tools. Currently these students have only had practice with a simulator that mimics the accessibility tools that are available when testing online. We would like to extend the use of these tools beyond the testing format and teach students to use them in practical, everyday learning situations that move the focus away from solely learning how to use the tools for testing, but integrate the tools into classroom instruction. In addition to providing this opportunity for use of accessibility tools in the classroom, Aldine ISD seeks to allow students access to devices for student use at home, extending learning beyond the classroom. According to the Pew Research Center only 45% of those with annual household income under \$30,000 have broadband at home. To meet that challenge, upon notice of grant award, Aldine will purchase 260 Chromebooks equipped with Accessibility Tools Software and Hotspot for internet access. Aldine ISD has also implemented the Comcast Internet Essentials Program where students who are on free and reduced lunch, approximately 86.2% of students, may obtain internet access for only \$9.95 per month, which has helped reduce the number of students who do not have internet access at home.

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Schedule #13—Needs Assessment (cont.)		
County-district number or vendor ID: 101902		Amendment # (for amendments only):
Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.		
#	Identified Need	How Implemented Grant Program Would Address
1.	Increase student performance on online STAAR assessment in grades 6th-8th.	Would allow students to access online content outside of the brick and mortar school and learn how to use and practice with accessibility tools in order to learn. Student scores would increase as students will have the opportunity to learn while using the tools and will have a better understanding of how to use the tools when taking the online test.
2.	Increase opportunities for personalized learning – student access when they want 24/7 self paced instruction (extended time, quieter setting)	The grant would afford students more opportunities to experience learning in an online environment and allows them to utilize the accessibility tools for more personalized learning outside of the traditional classroom. Students will have more flexibility, choice and independence in accessing extension and intervention lessons assigned by the teacher as well as other instructional content found online.
3.	Secure an accessibility tools program that allows for equitable access to digital content.	We are currently using a variety of accessibility tools across the district but we are seeking to purchase a program that would be a standard resource that will provide accessibility tools that students can utilize. The cost of a district wide (78 campuses) license was less expensive than the cost to license 13 campuses.
4.	Increase the number and percent of eligible economically disadvantaged students with internet accessibility outside the classroom.	With these devices, the number of students who have access to online content and accessibility tools in their homes would increase, and provide an enriching learning environment outside the traditional classroom.
5.		

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Schedule #14—Management Plan

County-district number or vendor ID: 101902 | Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Online Learning Coordinator for Sp. Ed.	The Online Learning Coordinator for Sp. Ed. has 13 years of experience in coordinating the training and implementation of district wide online programs. The grant manager will manage the Technology Lending Project goals by providing evidence of effective instruction that results in student achievement.
2.	Executive Director of Instructional Technology	The Executive Director of Instructional Technology has 8 years of experience in managing district wide technology initiatives and will manage campus instructional technology personnel while working with our online professional development team to create online training for implementation of the accessibility program and procedures for inventory and check out of devices.
3.	Program Director for Online Learning	The Program Director for Online Learning has 4 years of experience with implementation and training and will provide district wide face to face and online training to teachers and campus level staff on the accessibility program.
4.	Campus Level Technology Specialist	Experience varies, will be primary point person for training and support for campus level staff who will be using the accessibility program and devices that will be available for check out.
5.	Campus Level Media Specialists	Experience varies, will maintain the inventory and check-out system for devices supplied through the grant. Will be the point of contact for teachers and parents seeking to check out devices for students.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Order hardware/software	1. Order 260 Chromebooks	05/01/2018	05/11/2018
		2. Purchase accessibility program	05/01/2018	05/11/2018
		3. Prepare Chromebooks with district image and install the accessibility program	06/01/2018	08/01/2018
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
2.	Distribute chromebooks to participating campuses	1. Deliver chromebooks to campus libraries	08/06/2018	08/10/2018
		2. Create inventory list	08/13/2018	08/17/2018
		3. Enroll in check-out system	08/13/2018	08/17/2018
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
3.	Provide Professional Development	1. Conduct implementation meetings with principals, librarians, and participating teachers	08/06/2018	08/17/2018
		2. Provide ongoing teacher professional development and support	08/06/2018	08/31/2019
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
4.	Evaluate Lending Program	1. Establish data collection methods	05/01/2018	05/11/2018
		2. Monitor student performance utilizing progress reports	08/20/2018	08/31/2019
		3. Perform data analysis to determine effectiveness of Lending Program	08/20/2018	08/31/2019

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 101902

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Management of grant activities will be monitored by the Assistant Superintendent of Curriculum and Instruction, the Executive Director of Instructional Technology and the Online Learning Coordinator of Special Education on a daily basis to ensure its successful and timely implementation and operation. The campus level instructional technology specialist will ensure that equipment has been delivered and set up for student use and will be responsible for meeting the needs of teachers through weekly professional learning communities. Face-to-face and online professional development opportunities will address the needs of all teachers and support staff impacted by the program. The distribution, implementation will be monitored and adjustments monitored by the support team at the campus level. The IT Support team, overseen by the Executive Director of Technology, will ensure support of the network and district issued devices. Program coordination and communication will be communicated in monthly senior staff meetings with the online program directors/coordinators, Assistant Superintendent of Curriculum and Instruction, Executive Director on Instructional Technology and Program Director of Library Services. The Aldine ISD school board will be given quarterly updates as to progress being made with regard to activities described in this proposal. Principals, Online Learning Coordinators, Assistant Superintendents, Chief Financial Officer and the Executive Director of Technology will be in regular communication regarding various components of this project and the prospective changes. This essential communication will take place through email, telephone, personal visits, brief surveys, and videoconferencing.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

This project will build upon the established framework to address the needs of economically disadvantaged, learning disabled, and LEP students by creating online learning opportunities using software and internet enabled hardware in an effort to extend the learning environment. Teachers will be provided with professional development and technology resources enabling them to significantly impact the lives of students through personalized learning. Through the use of accessibility tools students will be empowered by the flexibility, choice and independence in learning while immersed in technology – rich online curriculum to promote complex understanding, to make informed decisions by analyzing data, to evaluate new data, and to gain technological fluency to communicate their knowledge. By ensuring that teachers are actively involved with all online software initiatives offered, and are receiving adequate training and support in all areas of available educational software, campuses will remain committed to the project's success and the students' achievement.

In anticipation of being awarded the technology lending grant, we have begun to participate in a free pilot of the Kurzweil software so that we are able to determine the training needs of our teachers and figure out the best implementation plan for our middle school campuses. After implementation of the Technology Lending grant for 2018-2019, we will be able to effectively expand the successful implementation model to our elementary school campuses and throughout the district.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 101902

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Usage data	1.	Total number of minutes used calculated with accessibility tools reports.
		2.	Total number of minutes online calculated in Learning Management System (for those taking courses online)
		3.	
2.	Assessment Data	1.	Local assessments/STAAR Test (State Assessments)
		2.	Homework grades
		3.	Final Exam grades
3.	Attitudinal Surveys	1.	Student attitude toward improving student performance
		2.	Student attitude toward the use of accessibility tools
		3.	Quick assistance when needed
4.	Professional Development Surveys	1.	Teacher attitude professional development needs
		2.	Teacher attitude toward professional development provided
		3.	Quick assistance when needed
5.		1.	
		2.	
		3.	

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The funded program will be carefully evaluated for its effectiveness in improving student progress in meeting challenging state standards and objectives. Aldine ISD will comply with any reporting and evaluation requirements that are established by TEA.

Data, including purchase orders, invoices and inventory records, will be collected to show the extent to which the activities of the project were implemented as planned. Rosters, sign-in sheets, agendas, and training evaluations will be used to demonstrate the number of staff participating in the professional development training and number of hours of professional development each teacher and staff member receives. Reports for the accessibility tool program will be utilized to determine usage and learning management system reporting will demonstrate the effectiveness of program implementation strategies.

Qualitative Data will be collected through surveys and questionnaires. The district program online learning directors/coordinators for online learning will administer such surveys to determine satisfaction with professional development, use of technology, product and software evaluation, and improvement of communication. These locally developed surveys will be given to campus principals, online teachers, students and parents.

Quantitative Data will be collected by teachers and supervised by district online learning program directors/coordinators. Teachers will monitor student attendance and progress by running daily attendance and progress reports for all students and will keep these reports in an online gradebook that can be viewed by students as well as parents and campus administrators.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 101902

Amendment # (for amendments only):

Statutory Requirement 1: Applicant must describe the availability of existing equipment to students in the LEA and other funding available for the purchase of student technology devices. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Aldine ISD seeks to implement a Technology Lending Program in grades 6th-8th. Students will have the ability to access the internet at home by checking out Chromebooks with internet connectivity from their campus library. The program will seek to create more opportunities for personalized learning that will result in improved academic achievement during the 2018-2019 school year. This program will provide alternative instructional delivery and learning methods for students with acute situational learning needs, integrate technology resources with curriculum, enhance parental involvement, and ensure that students cross the digital divide to technology literacy.

Funds from the Technology Lending Program Grant will be fully integrated with programs already in existence in Aldine ISD. The district has invested time and funds to align the educational software and current Aldine curriculum to the state standards. Aldine ISD has invested in the technology infrastructure of our campuses to provide greater internet accessibility within our campuses. With funding from the grant, Aldine will enhance the current framework to develop rich curriculum which enhances the growth of independent learners. These learners will be better able to use accessibility tools to analyze and evaluate data to expand their knowledge in a variety of content areas while acquiring technological fluency in which to communicate that knowledge. Aldine has also provided the infrastructure for classrooms to have internet access across all participating campus.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 101902

Amendment # (for amendments only):

TEA Program Requirement 1: Describe how the technology lending program aligns with the existing mission and goals for the LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Aldine's mission statement is that we exist to prepare each student academically and socially to be a critical thinker, problem solver and responsible and productive citizen. The technology lending program aligns with the mission and goals our our district, because it provides the opportunity for our district to fulfill our promise of providing equal access to a quality education regardless of ethnicity, family income, gender, native language, special needs or area of residence. We will allocate resources to ensure equity for each student to reach his/her full potential. Providing devices equipped with accessibility tools that students have learned to use at school and allowing them to use those tools every time they are learning, being assessed, tested or interacting with digital content levels the playing field and gives them equal access to the quality education that they deserve.

As a district we are seeking to make personalized learning a priority. The Technology Lending Grant goes hand in hand with providing students with learning opportunities that considers the universal design for learning. Teachers are able to provide multiple representations of what students are learning and students are getting to choose how they want to interact with that information. The Technology Lending Grant makes the "what" and "how" of learning easier and available 24 hours a day, seven days a week.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 101902

Amendment # (for amendments only):

TEA Program Requirement 2: Describe a plan for providing internet access to student residences, residential centers, and/or on the buses that transport students (for whom a single ride lasts, on average, at least an hour) with the highest need for off-campus internet access. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Aldine ISD passed a bond last year that allowed for a massive overhaul of our wifi accessibility on our campuses. Every campus is equipped with wifi access points and there are numerous WiFi hotspots available in fast food restaurants , coffee shops, and the Houston Public Library system throughout the communities that we serve. In addition, Aldine ISD will provide internet accessible devices to students who do not presently have internet access, can not take advantage of the Comcast Internet Essentials Program, and are not near an open access Wifi location.

Research, in addition to independent classroom surveys, has established that approximately 45% of Aldine's student population has access to the Internet in their homes. Additionally, Comcast is offering a federally funded program, The Comcast Internet Essentials Program, to provide affordable internet access to all students who do not have internet access at home. Utilizing public access wifi, Comcast Internet Essentials Program, Aldine ISD wifi capacity and the addition of the Technology Lending Grant award, Aldine ISD is closer to our goal providing of off-campus internet for all students.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 101902

Amendment # (for amendments only):

TEA Program Requirement 3: Describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Over the past few years Aldine ISD has worked to develop an online curriculum and focused on integrating technology rich lessons into the classroom. These online resources will be used in conjunction with web 2.0 tools and the district's Learning Management System to support the creation of additional innovative online learning courses and lessons. The lending program will allow students to access diverse and rigorous online content with the classroom and at home. Pairing the online content with accessibility tools will create a new and exciting means for accessing the content and provide multiple means of assessment. Students will be able to extend and expand upon what has been available to them given the time constraints of traditional learning models.

Professional Development opportunities give teachers an in depth review of the district's acceptable use policy. Child Internet Protection Act requirements (CIPA), iNACOL recommendations for course creation, Cyber-bullying resources and provide guidelines and resources for teaching netiquette within the online student community. Aldine ISD has invested in a learning management system (LMS) that will be an ideal way to deliver online lessons/content that can meet the needs of each learner and teachers who desire to create a personalized learning experience for their students.

TEA Program Requirement 4: Describe how the applicant is using digital instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Over the past few years, we have used Schoology as our learning management system. Teachers have been trained to design lessons and even some courses as a means of delivering online instructional content to students. We also use online textbooks, websites and other online instructional programs such as Kahoot, Quizlet, and Class Flow to stimulate student interest and make learning more interactive. Students have responded well to digital instructional materials, however, they could benefit from having more flexibility when accessing and interacting with the online content. We seek to layer the accessibility tools on top of this content in order to provide students with multiple means of learning and demonstrating what they have learned.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 101902

Amendment # (for amendments only):

TEA Program Requirement 5: Describe how the infrastructure and technical support is adequate to support students' anticipated use of devices through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

On campus, students are required to utilize the Chromebooks on the district's network. The district's network is accessible at every location. Instructional Technology Specialist are available during school hours to facilitate any technical support required to successfully meet the program goals. In addition, each teacher will receive professional development that focuses on mobile device navigation, troubleshooting, and integration.

Aldine ISD's Online Learning Department has worked diligently with teachers, program directors and other instructional staff to create an online learning environment that can accommodate the advanced needs of new technology driven generation. Students are thriving from the use of these online lessons and teacher created resources.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 101902

Amendment # (for amendments only):

TEA Program Requirement 6: Describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will oversee the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Media specialists will be responsible for checking out the chromebooks for use at home. Parents will check out the Chromebooks and sign an acceptable use policy. The existing checkout program consists of labeling each device with an Aldine bar code, and then each device is scanned and inventoried electronically by each campus media specialist. All devices are locked and stored in charging stations in each campus library. The Chromebook will be checked out using the existing HORIZON system at each campus. The student must have a signed Aldine Technology Lending form on file prior to check out. Our current laptop lending program has been implemented through the campus libraries since 2008.

Teachers at each of the participating campuses will be checking out the lending tablets to all of their students who are in need based on student surveys. We will collect data to determine if there is a correlation of academic achievement between students who have access to accessibility tools during the school day and at home, and those students who are accessing the identical curriculum in a traditional format. The teachers will then survey this group of students to determine: which students do not have internet at home, which students do not live near a safe, public or private Wifi hotspot and which students who are able to access the internet near their home if they had an internet capable device. These students will be allowed to check out the mobile devices according to their need on a first come, first serve basis for two week periods.

The Chromebooks will be added to the current checkout program, which is set up on two week intervals. As with our current laptop lending program, the student and parent/guardian will complete the Aldine ISD Lending form, which will remain on file with the media specialists.

TEA Program Requirement 7: Describe how technology lending equipment will be accounted for per local policy, including providing insurance, if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The standard warranty applies to the Chromebooks and any repairs will be through the Aldine ISD Technology Services. Lost or stolen devices will be billed to the parents. Each campus will also maintain an inventory list within the current library HORIZON database to ensure that all Chromebooks are consistently tracked and accounted for. Continuing to follow the existing book and technology checkout in the library will ensure that devices can be accounted for at all times. This system holds students educationally accountable and parents financially responsible for the equipment that they are their student is issued to utilize within their homes.

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