

Texas Education Agency Standard Application System (SAS)

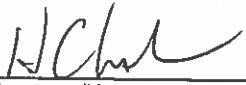
2018–2019 Technology Lending		
Program authority:	General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 th Texas Legislature; Texas Education Code Section 32.301	FOR TEA USE ONLY <small>Write NOGA ID here</small>
Grant Period:	May 1, 2018, to August 31, 2019	
Application deadline:	5:00 p.m. Central Time, February 6, 2018	<small>Place date stamp here</small>
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);"> <p>RECEIVED</p> <p>TEXAS EDUCATION AGENCY</p> <p>2018 FEB - 6 PM 2: 05</p> <p>DOCUMENT CONTROL CENTER</p> <p>GRANTS ADMINISTRATION</p> </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 #	
Alief ISD	101-903			
Vendor ID #	ESC Region #			
1-74-6000019-7	4			
Mailing address	City	State	ZIP Code	
4250 Cook Road	Houston	TX	77072	
Primary Contact				
First name	M.I.	Last name	Title	
Zack		Ward	Grants Specialist	
Telephone #	Email address		FAX #	
(281) 498-8110	zachary.ward@aliefisd.net		(281) 498-4051	
Secondary Contact				
First name	M.I.	Last name	Title	
Pam		Lowe	Director of Digital Learning	
Telephone #	Email address		FAX #	
(281) 498-8110	pam.lowe@aliefisd.net		(281) 498-4051	
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
HD		Chambers	Superintendent
Telephone #	Email address		FAX #
(281) 498-8110	hd.chambers@aliefisd.net		(281) 498-4051
Signature (blue ink preferred)			Date signed
			01/30/2018

Only the legally responsible party may sign this application.

Schedule #1—General Information

County-district number or vendor ID: 101-903

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		
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
4	Request for Amendment	<input checked="" type="checkbox"/>	N/A
5	Program Executive Summary	N/A	<input checked="" type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	See Important Note For Competitive Grants*	<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		
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: 101-903

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 requirements</u> .
<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 requirements</u> .

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 101-903

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: 101-903

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

#	Schedule #	Class/ Object Code	A	B	C	D
			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: 101-903

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: 101-903

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.

Klantzman Intermediate School (STEM Academy)

Youngblood Intermediate School (STEM Academy)

Crossroads (disciplinary placement campus for grades 9-12)

Homebound (program within Special Education Dept. for students physically unable to attend school for > 4 weeks)

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.

Alief ISD is applying for the Technology Lending grant program to provide more equitable access to digital resources outside of the classroom. Alief's student population of traditionally underrepresented subgroups will benefit from access to hardware that they lack at home. The increased availability of hardware will support our goal of providing anywhere, anytime access to digital content. The goal of the grant is to ensure equitable access for students who have limited access to technology for off-campus use. Alief has designed a lending program that directly supports this goal by targeting campuses and programs that can maximize use of devices for students with the greatest needs. Alief identified three programs for this grant to maximize the use of grant funds; these programs also fully encompass all demographic subpopulations to ensure students with the highest needs are able to participate. Sixth grade **STEM Academies at Klantzman & Youngblood Intermediate Schools** include 300 students in a technology-rich, blended learning environment. **Crossroads** is a disciplinary placement campus for grades 9-12 and currently serves 42 students. **Homebound** is a program operated by the Special Education Department providing at-home study for students physically unable to attend school for four weeks or more. Homebound currently serves 33 students in grades 1-12. Alief strives to equitably serve all students, and these three programs represent the full spectrum of learners in our district.

- The Director of Digital Learning and the Director of Network Services built the budget of \$150,000. The district allocated \$116,568 for the purchase of approximately 179 devices and \$33,432 for the purchase/lease of approximately 107 wireless hotspots and service.
- This grant targets students most in need of a device and home internet access. Alief has significant numbers of students in high need, traditionally underrepresented, and minority subgroups – 80% Economically Disadvantaged, 78% At-Risk, 44% English language learner, 53% Hispanic, 29% African American, 12% Asian. Klantzman students are 85% Economically Disadvantaged and 90% At-Risk; Youngblood students are 78% Economically Disadvantaged and 81% At-Risk; Crossroads students are 86% Economically Disadvantaged and 100% At-Risk. Homebound students are reflected in the overall district demographics, as they can come from any campus/grade level.
- The needs assessment process is part of the continuous improvement cycle. The Director of Digital Learning works with the Digital Learning Coordinator and other central staff, as well as the Director of Curriculum & Instruction and Area Superintendents, to determine success and areas for growth each year. The team identifies and analyzes potential data sources, including the required performance measures, and builds a needs assessment based on evidence and a forward thinking mentality. The Director of Digital Learning determines the efficacy of the needs assessment, and works collaboratively with central instructional leaders to assess and change the process as needed.
- A strong central leadership team consisting of the Director of Digital Learning, the Digital Learning Coordinator, the Director of Network Services, the Special Education Coordinator and Technology Coordinator, the Director of Federal Programs & Grants, as well as participating principals, teachers, librarians, and technology specialists will manage the grant program. This strong team has the experience, knowledge, and expertise to provide consistent, high-quality program management.
- The program will participate in the same continuous improvement cycle utilized by all of our campuses and departments. The campus leaders, with the support of the project leadership team, will collect data on all required performance measures for the grant period. Data-driven decisions will ensure that our students are continually making sufficient progress toward their goals, and that instructional technology is adequately supporting their learning.
- Alief's proposed technology lending program completely and accurately addresses the statutory requirement by describing the availability of existing equipment in detail in Schedule 16. Information from our long range technology

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 101-903

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.

plan is provided to show the availability of technology, as well as the budget forecast for technology in Alief.

- Alief's proposed technology lending program completely and accurately addresses all TEA program requirements, detailed in Schedule 17. The technology lending program aligns with district goals to close achievement gaps, improve student preparation for college and career, and build positive relationships with all stakeholders; we plan to purchase/lease wireless hotspots to meet the needs of students who do not have access to the internet at home; the lending program fully supports our current curriculum, including the blended learning environment at the STEM Academies, and digitally supported, any time, anywhere access to resources for all students, including Crossroads and Homebound; Alief uses STEM-based interdisciplinary approaches in a blended learning environment at the STEM Academies, and blended learning courses are available for students at Crossroads and in Homebound; our central Digital Learning and Network Services Departments are fully staffed and loaded with expertise and experience in instructional technology and technical support, providing multiple layers of support for campus technology specialists and librarians that manage all equipment on campuses; the check-in and check-out process will involve a signed lending agreement and mandatory training for all participating students and parents; and campuses/departments will barcode and inventory all equipment for tracking purposes.

Alief is fully committed to the success and continuation of the technology lending program. By including three different programs, we will be able to serve students in multiple grade levels and a variety of unique environments. These student groups are representative of our high need population and will benefit greatly from access to digital resources at home. By purchasing new and insured equipment, as well as wireless hotspots, we can continue to implement a lending program after grant funding ends. Our overarching goal is always student development and achievement, and this program directly supports that goal by providing equitable access to devices and internet for our students.

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Schedule #6—Program Budget Summary					
County-district number or vendor ID: 101-903			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	\$33,432	\$0	\$33,432
Schedule #9	Supplies and Materials (6300)	6300	\$116,568	\$0	\$116,568
Schedule #10	Other Operating Costs (6400)	6400	\$0	\$0	\$0
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
Total direct costs:			\$150,000	\$0	\$150,000
Percentage% indirect costs (see note):			N/A	\$0	\$0
Grand total of budgeted costs (add all entries in each column):			\$150,000	\$0	\$150,000
Administrative Cost Calculation					
Enter the total grant amount requested:					\$150,000
Percentage limit on administrative costs established for the program (15%):					× .15
Multiply and round down to the nearest whole dollar. Enter the result.					\$22,500
This is the maximum amount allowable for administrative costs, including indirect costs:					

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: 101-903

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	Internet hotspot/service to students without access to the internet at home	\$33,432
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
a. Subtotal of professional and contracted services:		\$33,432
b. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0
(Sum of lines a and b) Grand total		\$33,432

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: 101-903		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:	\$116,568
Grand total:		\$116,568

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: 101-903		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: 101-903			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
66XX—Computing Devices, capitalized				
1			\$	\$
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
66XX—Software, capitalized				
11			\$	\$
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
66XX—Equipment, furniture, or vehicles				
18			\$	\$
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
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 #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 101-903

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	308	82%	
Limited English proficient (LEP)	150	40%	
Disciplinary placements	50	13%	Crossroads is an alternative campus, so all 50 students there are in a disciplinary placement
Attendance rate	NA	95.6%	
Annual dropout rate (Gr 9-12)	NA	0.6%	

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: Public Open-Enrollment Charter Private Nonprofit Private For Profit Public Institution

Students

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
		1	3	2	1	1	296	1	2	22	26	11	9	375

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Schedule #13—Needs Assessment

County-district number or vendor ID: 101-903

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.

The needs assessment is essentially the cornerstone of the continuous improvement cycle. The Digital Learning department assembles annually in the late spring to begin formulating a needs assessment plan. The process begins with identifying strengths and successes from the current school year. These findings are summarized with a descriptive review of each item/area of strength. Data analysis is an integral component of this process. The instructional leadership team identifies each data source that was used to assess strategies and determine progress. The team performs a thorough review to ensure all strategies required by state and/or federal law are included, as well as data for all grant funded programs and activities.

Once all strengths are identified and matched against the current goals, the discussion turns to needs. If the department did not achieve a goal, that becomes a need. New needs arise each year as education – and Digital Learning in particular - is a constantly moving and changing field. Changes in student population, curriculum, state and federal guidelines, staffing, and funding all impact our needs assessment. Identified needs are prioritized based on our firm belief that first line instruction is the most important factor in reaching kids and achieving success. Areas of need that are influenced by first line instruction always come first since our number one priority is student success and achievement. The team prioritizes other needs by considering feasibility, funding, staffing, and student and community impact.

Alief's demographic makeup of largely underrepresented subpopulations also impacts our needs assessment. The Digital Learning team always considers our high need student populations - Economically Disadvantaged (80%), At-Risk population (78%), Limited English Proficient (44%) – when making decisions. The Alief community is also highly mobile, and has many first generation college students, single parent households, and apartment dwellers. Additionally, our students and families speak more than 80 languages and dialects. Understanding our student and family population is critical in creating, choosing, and delivering digital tools and programs that meet the needs of a region as diverse as ours.

For the Technology Lending Program, central leaders narrowed the focus to three separate groups of students that are unique, encompass the traditionally underrepresented demographic subgroups, and are in high need of access to digital learning outside of school. The following sites were also selected based on their enrollment to maximize grant funding and serve as many students as possible across various levels and programs in the district.

- Alief operates STEM Academies at the intermediate level (grades 5-6). The **STEM Academies at Klentzman Intermediate** and **Youngblood Intermediate** are in autonomous, school-within-a-school environments. They spend their entire day with other academy students, and participate in a blended learning, technology rich program. Access to devices outside of school would directly support the anywhere-anytime learning approach that the academies strive for.
- **Crossroads** is an alternative school for students in a disciplinary placement in grades 9-12. Crossroads is a program, and not a campus. They do not receive Title I funding, and their low enrollment put them at an even greater financial disadvantage in that the per student allotment is insufficient to provide resources on par with the regular campuses.
- **Homebound** is a program within the Special Education Department that offers at-home education for students who are unable to attend school for at least four weeks, per physician recommendation, or qualifying students in the Pregnancy Related Services program. These students have a significant need for digital access to classroom content in that they are absent from the classroom for extended periods of time. Alief uses several digital learning platforms, but many students or programs lack the requisite hardware to leverage these platforms. Homebound students need an effective means for staying connected to their campus and teacher of record while at home.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 101-903

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.	Strive to provide equity through a variety of mobile devices within classrooms	<ul style="list-style-type: none"> Purchased devices will be lent to students in need, increasing equity of access to mobile devices
2.	Give access to digital curriculum anytime, anywhere	<ul style="list-style-type: none"> Devices that can be used at home/outside of the classroom will give students anywhere, anytime access to Schoology and digital classroom resources
3.	Teach students to gather and use information and social tools responsibly and ethically and practice safety through research based projects	<ul style="list-style-type: none"> Research based projects incorporating the new technology integrated into classroom curriculum Increased access to, and experience with, digital learning
4.	Provide more equitable access to digital learning through internet access for educational use both on and off campus	<ul style="list-style-type: none"> Wireless hotspots will allow the district to provide equitable internet access to students in need, supplementing the access to digital resources within the district
5.	Meet the learning needs of all students, particularly those from underrepresented subgroups and in underrepresented programs; provide the same learning experience for high achieving students, low performers, and those with financial and/or physical disadvantages	<ul style="list-style-type: none"> STEM Academy students generally perform well, but need access to hardware outside of school for their technology-rich program Crossroads students are vastly underrepresented as a disciplinary placement program

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Schedule #14—Management Plan

County-district number or vendor ID: 101-903 | 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.	Director of Digital Learning	Master's Degree; at least 5 years of experience in education; extensive knowledge of K-12 instructional programs; experience in planning, implementing, and evaluating curriculum
2.	Digital Learning Coordinator	Master's Degree preferred; at least 5 years of classroom experience; experience as campus tech specialist; experience in curriculum development, tech integration, and blended learning
3.	Dir. of Network Services	Bachelor's Degree in computer science/mathematics/engineering; experience managing large technology installation projects; 5 years experience supporting a wide variety of technology
4.	Teachers	Valid teaching certificate; ESL certification.
5.	Campus Tech Specialists	Valid teaching certificate; ESL certification; experience in network management and instructional technology preferred

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.	Identify students in need of a digital device	1. Identify specific students in programs for 2018-19	05/01/2018	08/24/2018
		2. Survey students enrolled in participating programs	08/20/2018	08/24/2018
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
2.	Identify students in need of home internet access	1. Identify specific students in programs for 2018-19	05/01/2018	08/24/2018
		2. Survey students enrolled in participating programs	08/20/2018	08/24/2018
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
3.	Purchase equipment	1. Obtain bids per district purchasing requirements	05/01/2018	08/13/2018
		2. Purchase devices based on enrollment counts	05/01/2018	08/24/2018
		3. Purchase hotspots	05/01/2018	08/24/2018
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
4.	Check out devices and hotspots to participating students	1. Students complete check out agreement	08/27/2018	08/31/2018
		2. Parents and students attend compulsory training	08/27/2018	08/31/2018
		3. Campuses/departments check out devices	09/03/2018	09/07/2018
		4. Technical support for devices	09/03/2018	08/31/2019
		5.	XX/XX/XXXX	XX/XX/XXXX
5.	Collect devices and hotspots	1. Campus and central staff conduct check in process	05/01/2018	08/31/2019
		2. Equipment verified through inventory lists	05/01/2018	08/31/2019
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 101-903

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.

Alief ISD follows a continuous improvement planning model to ensure that decisions are based on data, and that strategies are research-based and evaluated for effectiveness. The plan is developed collaboratively with district and campus staff, as well as parents and community members. Included in the planning process are, among others, content-area leadership groups, community committees, the district Instructional Leadership Team, the district Educational Improvement Council, and the Superintendent's Council. The final plan is submitted to the Board of Trustees for approval. This district's continuous improvement cycle consists of an ongoing process of building readiness, collecting and analyzing data, setting goals based on data, investigating research-based practices, making action plans, implementing and monitoring plans, and evaluating effectiveness and sustaining efforts. The continuous improvement cycle is a fluid process and the district's formal plan is posted publicly on the district website.

District Digital Learning instructional leaders meet annually to analyze the previous year, and set goals for the upcoming year based on collected data and results. In addition to data, goal setting and subsequent strategies are directly tied to Board priorities and feedback from the Board and Superintendent's Council. The Digital Learning team formally presents their program and data to the Board annually, which gives district leadership and the community transparent access to the department. Since the improvement plan is a 'living document', changes and adjustments are made, as necessary, throughout the year. Central instructional leaders are constantly evaluating the analyzing goals and objectives, and if adjustments are deemed necessary, those changes are shared with the Director of Curriculum & Instruction, the Deputy Superintendent of Instruction, and eventually the superintendent and the Board. Changes are communicated to central and campus staff through monthly leadership meetings centrally, weekly planning meetings at campuses, updates to the district website, and/or via email. The community is able to stay abreast of progress and changes through the district website (where the improvement plan is available to the public), key communicator emails sent by the superintendent, and community/family engagement events at the campuses that occur throughout the school year.

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.

Alief currently provides district-owned devices to students during the school day for use on campus, within the classroom where the device is lent. Cloud technology, including Google and Office 365, is implemented district-wide, allowing students to save work and continue on that work at any campus, library, or classroom that has an available device. This new program will facilitate anywhere/anytime learning as the district possesses the necessary software, but lacks the hardware to transition learning outside of school walls.

Parent buy-in will be a critical factor in the success of this program. Prior to taking possession of a device, each student's parent(s)/guardian(s) will be required to attend a face-to-face training at their child's campus. The campus technology specialist, the campus family engagement liaison, and central instructional leaders will deliver the training. Parents will learn how to use the device, receive guidance and instruction on classroom initiatives involving the device, and will learn effective strategies for supporting learning at home. Staff will also thoroughly review the district's Responsible Use and Acceptable Use Policies with the parents and students.

A leadership team consisting of the Director of Digital Learning, the Director of Network Services, the Digital Learning Coordinator, campus principals and technology specialists, and the district Compliance Coordinator will meet monthly during the grant period to ensure effectiveness of program delivery (device usage, classroom connections, network/internet delivery, and fiscal compliance). Central instructional leaders will continually work with campus technology and instructional leaders to ensure ongoing commitment to the project. The leadership team will also continuously monitor performance progress for programmatic improvement.

Sustainability is also ensured through continued use of the devices, with purchased insurance, along with the ability to reuse the hotspots from year to year.

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Schedule #15—Project Evaluation		
County-district number or vendor ID: 101-903		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.	Device and internet access surveys	1. Students in participating programs self-report on personal device access
		2. Students in participating programs self-report on home internet access
		3.
2.	Schoology (Learning Management System)	1. Maintain passing grades and demonstrate growth in core subject areas
		2.
		3.
3.	District Common Assessments	1. Establish baseline via beginning of year assessments in core subjects
		2. Track growth using additional quarterly/biannual common assessments
		3.
4.	Personal device usage and maintenance	1. Schoology reports show access to digital resources/content outside class
		2. Devices are properly maintained and functioning at check-in
		3.
5.	Internet usage and responsibility	1. Hotspot usage reports show access to educational content only
		2. Students have zero violations of Acceptable Use/Responsible Use Policies
		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.		
Students that are enrolled in the three participating programs will complete a survey that includes information on access to digital devices outside of school, as well as home internet access. The district will use the information to help determine and prioritize need.		
Alief's Learning Management System, Schoology, is implemented district wide. We will use Schoology's analytics feature to run usage reports. These reports can be run by grade level, campus, class, or individual student. The Schoology reports will provide data on device usage, including specifics on digital learning materials. Schoology also provides student achievement data in all courses, as well as attendance and behavior data that is entered by teachers, counselors, and campus/central attendance clerks. Student level academic data will be collected through Schoology, as well as through an analysis of District Common Assessments. Students complete the first common assessment at the beginning of the year, creating a baseline. Subsequent assessments will be used to measure growth. Students complete these common assessments in all core subject areas – Science, English, Mathematics, and History.		
The wireless hotspots include an add-on piece that measures internet use. We will use this feature to track and report on internet use by all participating students throughout the grant period. All students in Alief read and sign an Acceptable Use Policy and a Responsible Use Policy. If violations of these policies are discovered through usage statistics and reports, access to lending technology may be revoked.		
Data analysis through usage statistics (devices and hotspots), Schoology, and common assessments allows the district to track student progress and measure growth continually throughout the year. The project leadership team – comprised of the Director of Digital Learning, the Digital Learning Coordinator, the Special Education Coordinator, the Special Education Technology Coordinator, the Director of Network Services, the Director of Federal Programs & Grants, and participating principals, teachers, librarians, and technology specialists – will meet monthly throughout the grant period to evaluate data. Problems with project delivery will be addressed at these meetings, and solutions created to address each problem. This will be a fluid program, and Alief has the infrastructure, leadership, and experience to make necessary adjustments, as needed, throughout the grant period.		

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 101-903 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.

As outlined in our long range technology plan, published in 2017, Alief ISD has an existing equipment infrastructure as follows:

Alief ISD provides:	
Printers, projection equipment, and video systems	Servers, AV multimedia devices, network infrastructure, and backup devices
A robust Wi-Fi infrastructure	Software upgrades for hardware installations
1 computer for every 3-5 students; 1 computer per teacher	Hardware and software installations with new versions of software, as required
1 document camera and projector per classroom	Telephones for all classrooms
Various device pilots	Televisions connected to campus video delivery systems for all classrooms
Computer labs	All campuses connected to ShoreTel telephone system
7 year replacement cycle	Curriculum content and media servers
Infrastructure updates and bandwidth modifications	Access to VideoPlus hardware and storage
Digital storage areas, video streaming services, and content services for teachers and students	Videoconference endpoints and bridging services for administrative conferences and state broadcast updates

- Students in the STEM Academies have access to iPad/laptop carts that teachers can check out for classroom use only. They also leverage the district’s Bring Your Own Device policy, whereby students can bring a personal device into the classroom for use at school. Additional lending technology will assist academy students through a rotating, needs-based system.
- Crossroads has a much more limited technology scope, as they are technically a program and do not receive the same funding at the Title I campuses. There are currently 30 laptops and 19 iPads at Crossroads for student/staff use on campus. Crossroads students often lack stability and equitable access to technology. This grant will support all Crossroads students.
- Homebound students do not have access to any district technology while studying at home. This lending program will directly assist all Homebound students.

The long range technology plan also includes the technology budget forecast:

Category	Projected Yearly Amount
CTE – equipment, software, online curriculum, online certification exams	\$184,497
Instructional Materials Allotment – student resources, learning lists, digital instructional material	\$1,556,620
General Digital Learning/Instructional Tech – TxVSN, Connection Edu, blended learning	\$465,441
Federal – digital learning environments, library literacy projects, ongoing PD, Redbird PD	\$358,729
General Infrastructure – replacement cycle, software licensing, network maintenance & support	\$3,698,129
State (previously provided) – iStation, Think Through Math, etc.	\$225,000
Total Projection Per Year	\$6,448,416
Total Projection Over Three Years	\$19,465,248

Alief’s total current student enrollment is 46,263. Based on current enrollment, the budget forecast represents \$139 per student for technology. Additionally, none of the projected expenses for technology over the next three years includes funds for a lending program.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 101-903

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.

Alief ISD's mission is to prepare students for tomorrow while caring for them today. This statement is predicated on both a keen understanding of our unique student population (low socioeconomic status, highly mobile, minority, traditionally underrepresented), and a responsibility to provide a quality education, with equitable resources, for all students regardless of their circumstances. The Technology Lending Program will allow the district to directly support that mission by providing underprivileged, underrepresented students with necessary digital resources to have an educational experience commensurate with that of their peers. Students need access to modern technology to succeed in an ever evolving digital world, and it is the responsibility of the district to ensure that all kids are prepared for future success in this digital world by providing them with the appropriate technology now.

Alief's District Improvement Plan identifies areas for expected growth, progress, and development. Three of the five district goals for 2017-2018 will be impacted by the Technology Lending Grant Program:

- Alief ISD will close the achievement gap to ensure that all students reach their academic potential.
- Alief ISD will improve student preparation for college and career.
- Alief ISD will continue to build positive relationships with all stakeholders.

Achievement gaps are addressed, in part, by implementing innovative programs. The technology lending program will allow students that do not have access digital resources outside of school to have an educational experience commensurate with that of their more affluent peers. Socioeconomic status should not be a barrier to academic success, and Alief is determined to ensure that all students, from all demographic subgroups, have access to the tools and materials to reach their academic potential. College and career preparation is a focal point for Alief. From sixth grade students participating in STEM academies, to middle school students completing career interest surveys for selection of an endorsement area, to high school students following a designated path to college readiness and/or workforce readiness in a high-demand field, Alief students are continually exposed to college and career readiness. Access to digital learning outside of the classroom will bolster our efforts to improve college and career readiness for students across multiple grade levels. Positive relationships with all stakeholders includes serving our parents, families, and community. The technology lending program will give us another avenue to parent/family engagement. By requiring parents to attend face-to-face training prior to their child receiving a device, the district will be able to put the impetus on parents to be informed and engaged regarding classroom learning and digital learning outside of the class.

In 2017, Alief developed a long range technology plan called 'Transforming Learning in the Digital Age.' This plan articulates a common vision for technology in the district and identifies strategies that will help Alief implement advanced technology to:

- develop students' capacity to communicate and use technology to think critically and collaboratively solve real-world problems
- develop higher order thinking skills essential for academic and workplace success
- build the capacity of all teachers to integrate digital tools effectively into curriculum and instruction.

Alief is currently in year two of our learning management system implementation. The technology lending program would provide students access to the digital resources and content outside of school walls, thereby extending learning and differentiating instruction for a blended learning environment that is crucial for the success of 21st century learners.

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

County-district number or vendor ID: 101-903

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.

Students currently enrolled in the three focus areas (STEM Academies, Crossroads, and Homebound) completed a survey that included information about internet access at home. The district discovered that about 60% of these students are in need of home internet access. The grant period will cover the 2018-19 school year, so some different students will be enrolled in these programs. However, the current survey provides a general idea of expectation going into the grant period. Students enrolled in the programs during the grant period will be surveyed, and we will use self-reporting to determine the highest levels of need for home internet access.

Grant funds will be used to purchase wireless hotspots that accompany the device. The hotspot will provide internet access, content filtering, and usage reporting features.

Purchasing hotspots, as opposed to monthly internet service through an independent service provider, mitigates risk and unnecessary exposure for the student and the school district. Additionally, the hotspots provide sustainability since we will be able to check them out to cohorts of students beyond the grant period.

The district's Desktop Computing & Network Services Department will provide technical support for the hotspots while on district property, if needed. Otherwise, the internet service provider will be the source of technical support for the hotspots.

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

County-district number or vendor ID: 101-903

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.

Alief strives to implement digital resources and digital learning across all levels. Schoology, our new Learning Management System, is implemented district wide. Students have access to their teacher’s digital resources via Schoology, anytime, anywhere if they have the requisite hardware.

Students in the STEM Academies are in a blended learning environment. The curriculum and instruction delivered to students in these programs leans heavily on technology. Technology integration is a vital part of the STEM curriculum, and is used daily in instruction.

Crossroads students, while on a disciplinary placement, still engage in the same curriculum and instruction as main campus students.

When a student has to participate in their education via Homebound services, the desire is for the student to be as connected to the classroom as possible. The district strives for seamless alignment between classroom curriculum and instruction and Homebound services. Having access to hardware, internet capability, and programs such as Schoology while on Homebound services would align their services with current classroom expectations.

Digital Learning is a priority in Alief. The district recently created an independent, fully staffed Digital Learning Department that is dedicated to providing curriculum and instruction across the district that responsibly infuses learning and modern technology. Instructional technology is a standard part of student learning and teachers across the district regularly leverage digital resources as a part of their teaching.

The lending program will help provide equitable access to the hardware that many of our underprivileged students often lack, and will allow them to compete with all students, regardless of personal circumstances outside of their control.

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.

Students in the STEM Academies (6th grade) are immersed in an environment rich in media and digital tools. The program is an integration of digital content with face-to-face learning. The academies use an advanced STEM and project-based learning interdisciplinary approach, while also leveraging Schoology, Alief’s Learning Management System. Student in the STEM Academies have access to three project-based blended learning courses that cover the four core content areas.

Crossroads students exist in a unique environment. These are at-risk high school (9-12) students who are in danger of dropping out, utilizing substances, being involved in criminal activities, and disengaging from the educational process. At Crossroads, instructors utilize a blended learning instructional environment rich with technology to capture the attention of students and spark their enthusiasm in learning. Students work in cross curricular teams on projects utilizing Adobe Premiere to create videos that incorporate math, reading, physical education, science, and social studies. Students have access to three blended courses, AP Statistics, Principles of Information Technology, and Business Information Management.

Homebound students (grades 1-12) have access to a full range of online curriculum offered through the Texas Virtual School Network as well as district developed curriculum. Students also have access to three district developed blended courses, AP Statistics, Principles of Information Technology, and Business Information Management. All these courses are accessible by the student anywhere at any time. For students on Homebound, the teacher of record at their designated home campus often remains the same. Digital learning materials and a digital learning platform greatly assists the teacher of record and the homebound teacher as they work to create and maintain a seamless home to school connection.

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

County-district number or vendor ID: 101-903

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.

Alief boasts a strong infrastructure that supports all students, all facilities, and all equipment. Centrally, the Director of Digital Learning, the Digital Learning Coordinator, and the Digital Resource Specialist work together to improve teaching and learning through the effective use of technology. The central Digital Learning team helps build the capacity of all teachers to integrate digital tools effectively into curriculum and instruction. They support all campuses in digital learning efforts. Each regular campus employs a full time Technology Specialist that supports all digital resources at their school, and acts as a conduit between central digital learning staff and campus staff. Additionally, each regular campus employs a full time librarian that works with the technology specialist to track, distribute, and store all campus technology, as well as assist teachers and students with technology implementation and troubleshooting. For this grant, Klentzman and Youngblood Intermediate Schools will have the daily support of a librarian and a technology specialist.

Crossroads is an alternative campus for students in a disciplinary placement in grades 9-12. Campus enrollment averages about 50 students throughout the year, and the campus does not have a librarian or technology specialist. However, Crossroads does have a full time teacher that assumes the role of a technology specialist and helps integrate digital resources and performs troubleshooting for staff and students. Furthermore, a central network services staff member is assigned to Crossroads and is available throughout the year to come to the campus and assist with technology integration and repair, as well as network related issues.

Students on Homebound have a designated Homebound teacher who works in conjunction with the student's teacher of record. Alief's Learning Management System, as well as other digital learning platforms such as Office365 and Google, allow the student to remain digitally connected to the campus. The Homebound teacher facilitates this connection, including all work and resources. Additionally, the Homebound is managed by one of the district's Special Education Coordinators, and the Special Education Technology Coordinator provides technical assistance to the Homebound program.

From a network standpoint, the district has a multi-layered network services team. The Director of Desktop Computing & Network Services oversees all connectivity and technical support components of instruction. This department includes a 13 member campus technical support team, a seven member installation and general technical support team, and a six member network support specialist team. This department is available throughout the school year, and during summer programming, to assist campuses, departments, staff, and students with network and technical issues. They can provide remote and on-site assistance, and every participant in the Technology Lending Program will have full access to the department's services. The network team will oversee the installation of the internet hotspots and will provide network and technical support for all devices purchased through this program.

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

County-district number or vendor ID: 101-903

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.

Alief will develop a technology lending agreement that must be signed by students and parents. Students and parents will also attend a mandatory training prior to taking possession of a device and/or hotspot. All devices will be checked out through the library or central department. The student ID will be scanned, along with the barcode on the device, creating an electronic pairing that can be tracked. The signed lending agreement will be filed with the teacher of record, the campus library, and central office, with a copy also going home with the student. Students will return the device to the library and will be cleared when the device and the student ID card are scanned.

In cases of competing need, the teacher will coordinate with the campus/central technology specialist to equitably rotate the devices to ensure all students in need have adequate opportunities to lend a device. Per the lending agreement, if a student misuses a device or has disciplinary and/or attendance issues, they will be at greater risk of losing device lending privileges. Students demonstrating need of academic assistance per grades and common assessment scores will receive priority in cases of competing need.

The central Digital Learning Department and Network Services Department will collaborate with campuses/programs to ensure functionality of devices. Campus technology specialists will provide technical support on site, and the Network Services Department will provide support via phone and email, as well as on-site support as needed.

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.

All technology procured by the district is barcoded and entered into the Library Management System for the designated campus (or central office if housed centrally). The campus librarian and technology specialist collaborate to track, distribute, and maintain all technology for their campus. The two intermediate campuses (Klantzman & Youngblood) have a full time librarian and a full time technology specialist who will account for the equipment. The devices and hotspots will be included on the coordinating campus' inventory list and will be a part of the annual device check-in and check-out procedure that occurs at all campuses across the district.

Crossroads does not have a dedicated Technology Specialist due to its smaller size, but the staff member that is designated to assume those responsibilities will inventory the equipment, per local policy.

Since Homebound is a centrally operated program within the Special Education Department, the Special Education Technology Coordinator and the Special Education Coordinator in charge of Homebound will inventory the equipment for their students, per local policy.

All technology specialists, as well as staff members designated to maintain equipment in the absence of a specialist, report to the Digital Learning Coordinator. This coordinator will work with campuses and departments throughout the grant period to ensure all equipment is accounted for and properly maintained.

Insurance will be purchased for each device, consistent with current district practices. The insurance will cover losses and damages to grant funded devices.

Additionally, students and parents will sign a lending agreement that commits them to educational use only, as well as proper care for devices and hotspots in their possession during the grant period.

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