Texas Education Agency
Standard Application System (SAS)

2018–2019 Technology Lending		
Program authority:	General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85th 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:	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: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	DOCUMENT CONTROL CENTER 2018 FEB -6 PM 2:21 RECEIVED TEXAS EDUCATION AGENCY
Contact information:	Kathy Ferguson: techlending@tea.texas.gov; (512) 463-9087	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #		Amendment #
Channelview ISD	101-905		
Vendor ID #	ESC Region #		
	Region 4		

Mailing address	City	State	ZIP Code
828 Sheldon Road	Channelview	TX	77530-3512

Primary Contact

First name	M.I.	Last name	Title
Nanette	K	Meharg	Special Services Coordinator
Telephone #	Email address		FAX #
281-452-8006	nanette.meharg@cvisd.org		281-457-0750

Secondary Contact

First name	M.I.	Last name	Title
Gloria	L	Roach	Special Services Director
Telephone #	Email address		FAX #
281-452-8006	Gloria.Roach@cvisd.org		281-457-0750

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
Greg		Ollis	Superintendent
Telephone #	Email address		FAX #
281-452-8008	greg.ollis@cvisd.org		281-452-8001

Signature (blue ink preferred)   Date signed

Only the legally responsible party may sign this application.

701-18-103-201

Schedule #1—General Information	
County-district number or vendor ID: 101-905	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	☒	N/A
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
8	Professional and Contracted Services (6200)	See Important Note For Competitive Grants*	☐
9	Supplies and Materials (6300)		☐
10	Other Operating Costs (6400)		☐
11	Capital Outlay (6600)		☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐

*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: 101-905	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
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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RFA #701-18-103; SAS #274-18
2018–2019 Technology Lending

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	Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 101-905		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: 101-905	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 Grand Total from Previously Approved Budget	B Amount Deleted	C Amount Added	D 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: 101-905 | 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: 101-905	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.

Channelview High 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.

Channelview High School opened its doors in 1937 and is the only high school among 12 campuses in Channelview Independent School District. Channelview ISD covers an unincorporated part of Southeast Harris County, along the Houston Ship Channel.

The student body of Channelview ISD is 11.3% African American, 78.2% Hispanic, and 7.8% White (according to the 2016/2017 TAPR). **More than 79.6% of our students are considered economically disadvantaged; 59% are at-risk; 30% are English Language Learners; 8.7% are students with disabilities.** At Channelview High School, the overall mobility rate is 11.6%; the drop-out rate is 3.2%; and the attendance rate for 2015/2016 was 93.6%. Despite these challenges, Channelview ISD has had great success in improving student outcomes across the district and at Channelview High School.

Strengths of Channelview High School:
- Increased cohort retention throughout high school (Dropout rate at Channelview High School is 3.2%)
- Increased participation and passing of Advanced Placement exams (24.9% to 25.5%)
- Secondary increase in Career & Technology Education enrollment (almost 50%)
- Distinction Designation in Social Studies (2016-2017 TAPR)

After a thorough needs assessment, the following areas are recognized as areas in need of improvement:
1. Increase English language proficiency for English language learners in listening, speaking, reading and writing both in the classroom (Cognitive Academic Language Proficiency) and at home (Basic Interpersonal Communicative Skills).
2. Increase the performance of special education students on state reading/English language arts assessments. (2016/2017 data - English I (SPED 24%, ELL 31%), English II (SPED 32%, ELL 28%) score at Approaches Grade Level or Above)
3. Increase the performance of at-risk students on state reading/English language arts assessments.

As a well established public school district that has been **educating students in Southeast Texas for over 80 years,** Channelview ISD has the human resources, facilities, infrastructure, and experience managing grant projects to the level of attention and integrity required to achieve all stated goals and objectives outlined for the Technology Lending Grant.

The goal for this Technology Lending Grant is to enable students served by Special Education with reading disabilities, English Language Learners who are in the Channelview High School Newcomer Program, and at-risk students who experience difficulty reading, **to develop and increase their reading skills,** which will aid in preparing student participants for post-secondary success. Research shows that poor readers (students who read below grade level) are more likely to be disruptive, truant, and are more likely to be at risk of dropping out of high school (Garwood, Varghese, & Vernon-Feagans., 2017) (Learned, 2016).

Channelview ISD **proposes the following** to increase student achievement for English Language Learners, Special education, and at-risk students in reading/English language arts within the frame of Universal Design for Learning:
1. Establish a technology lending library for English Language Learners (ELLs) who are currently enrolled in the district's Newcomer Program with the goal of increasing English language acquisition.

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2. Establish a technology lending library for Special Education and at-risk students, who are identified as struggling readers, with the goal of increasing student achievement in the general education classroom.

These **objectives will be achieved** by:
1. Providing internet-dependent laptop computers to ELLs and students served by Special Education to utilize at school and at home for the purpose of **increasing student's academic achievement** through **accessibility** and **digital equity**.
2. Providing mobile hotspot internet service to student borrowers (students who participate in the technology lending library), who do not have internet access, for use with their laptop computers when they are away from school.
3. Providing internet-dependent laptop computers loaded with educational software that allows students to recover and earn high school credit.
4. Providing internet-dependent laptop computers loaded with educational software that allows students to improve reading/English language arts skills.
5. Provide internet-dependent laptop computers loaded with educational software to improve reading and writing skills, support homework, and facilitate independent research with study skills tools in order to enhance student achievement and to promote college-readiness.

Measurable objectives as a result of student participation in the technology lending library include:
1. Providing a measurable increase (students will make one year of progress in reading fluency by the end of the school year) in reading fluency, comprehension, and reading attention span.
2. Enabling Newcomers, at-risk students, and students served by special education to access their textbooks and other instructional materials through the use of assistive reading technology.
3. Providing ELL Newcomers, at-risk students, and students served by special education with a multi-sensory reading alternative that will help them increase their independent reading speed and comprehension.
4. Helping ELL Newcomers and students served by special education to be educated in the least restrictive environment.
5. Improve engagement with the curriculum for ELL Newcomers, at-risk students, and students served by special education, who struggle with reading, to facilitate learning between school and home environments.

Currently we have a technology inventory system that allows students served by special education and in need of assistive technology to check out electronic devices (tablets) for use at school and at home. The district has established a technology agreement that is used to explain district policies between the special education department, students, and parents that allows all parties to clearly understand the expectations of care and maintenance for the lending of these technology devices. Over the four years since the devices have been lent to students, the district has not lost any device checked out to students or suffered any significant damage other than lost power cords or lost protective cases. Because of budget constraints, the district is not able to provide electronic devices to all students. Furthermore, with 79.6% of the district's population considered economically disadvantaged, many students' families do not have access to the internet at home.

IMA funds in Channelview ISD have been reserved to purchase electronic notebook carts for the secondary core classrooms over the next four years. The district's technology plan intends to roll out this technology to the students in four year increments so that all of the Chromebooks will not have to be replaced at the same time. We intend to start with 6th grade and 9th grade Science, Social Studies, ELA, and Math. The goal is to add one grade per year. Any remaining IMA funds are reserved for the English Language Arts adoption next year. Therefore, there are insufficient funds available to support a technology lending program focused on our academically fragile students as presented in this grant proposal.

In summary, funding from this Technology Lending Grant will allow Channelview High School the added resources, flexibility, and support to increase student academic achievement in reading/English language arts for English Language Learners, students served by special education, and at-risk students in Inclusion settings at school while supporting student digital access and equity to instructional resources at home, which will ultimately improve students' college and

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 101-905		Amendment # (for amendments only):			

Program authority: General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85th 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	$ 6,000	$	$ 6,000
Schedule #9	Supplies and Materials (6300)	6300	$ 94,000	$	$ 94,000
Schedule #10	Other Operating Costs (6400)	6400	$	$	$
Schedule #11	Capital Outlay (6600)	6600	$	$	$
Total direct costs:			$100,000	$	$100,000
Percentage% indirect costs (see note):			N/A	$	$ 0
Grand total of budgeted costs (add all entries in each column):			$	$	**$100,000**

Administrative Cost Calculation	
Enter the total grant amount requested:	$100,000
Percentage limit on administrative costs established for the program (15%):	× .15
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$ 15,000

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: 101-905	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	Professional Development (software/application training, literacy training)	$6,000
2		$
3		$
4		$
5		$
6		$
7		$
8		$
9		$
10		$
11		$
12		$
13		$
14		$
	a. Subtotal of professional and contracted services:	$6,000
	b. Remaining 6200—Professional and contracted services that do not require specific approval:	$
	(Sum of lines a and b) Grand total	$6,000

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 #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 101-905	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:	$94,000
	Grand total:	**$94,000**

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: 101-905	Amendment number (for amendments only):	
Expense Item Description		**Grant Amount Budgeted**
6400	Operating costs that do not require specific approval:	$
	Grand total:	$

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 <u>Administering a Grant</u> page.

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#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
**Schedule #11—Capital Outlay (6600)**			
	County-District Number or Vendor ID: 101-905		Amendment number (for amendments only):	
**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:**			$

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: 101-905		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	181 of 200 participants	91%	This data is comprised of currently enrolled ELL Newcomers, students served by special education and at-risk students with reading deficits of one or more years
Limited English proficient (LEP)	64 of 200 participants	32%	This data is comprised of currently enrolled ELL Newcomers, students served by special education and at-risk students with reading deficits of one or more years
Disciplinary placements	0	0%	Students participanting in the Technology Lending Library will return resources to the library prior to placement in an Alternative Educational setting
Attendance rate	NA	93.6%	This data is based on 2016/2017 TAPR campus data for all students
Annual dropout rate (Gr 9-12)	NA	3.2%	This data is based on 2016/2017 TAPR campus data for all students

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
										70	50	42	38	200

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Schedule #13—Needs Assessment	
County-district number or vendor ID: 101-905	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.

Channelview High School takes pride in preparing students for success in their post-secondary endeavors. To ensure that our students have access to the technology needed to ensure college and career readiness, Channelview High School was chosen as the campus to be served by this grant.

Taking into account the demographics and participants to be served by the grant funds (section #12) indicated on the previous page, the Channelview Technology Lending Grant Planning Team, composed of the Special Services Director, the Director of Federal Programs, the Technology Director, an Instructional Technology Specialist, the Coordinator of Special Services, and the Channelview High School Principal led the following processes to identify specific needs for Channelview High School:

- Review of state and local curriculum requirements
- Informal surveys/interviews of stakeholders
- Review of local student achievement data including state TAPR data reports, attendance data, discipline data, and college/career readiness data
- Review of available funding and resources
- Review of technology inventory

Annually, Channelview High School conducts a comprehensive needs assessment with the Campus Education Improvement Committee (comprised of teachers, staff members, administrators, district staff, community members, and parents). The results drive planning for staffing, professional learning, instruction, facility management, and budget decisions for the upcoming school year.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 101-905	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.	English Language Learners in the Channelview High School Newcomer Program need to be able to digitally access their textbooks and instructional resources while on campus and at home in order to promote language acquisition and increase their college and career readiness.	ELL Newcomers will have access to internet-based laptop computers to borrow. Computers will be loaded with software to enhance their language acquisition and reading skills. Students will be able to use the laptops in their classrooms and at home. Monitoring of student progress will be done by teachers, who will assign homework and practice utilizing the laptops to develop student skills. Students who do not have internet access at home will be able to check out a cellular hotspot for their use at home, to allow students access to a variety of online tools geared towards increasing language acquisition and reading skills. Hotspots will have the same firewall features as the firewall used throughout the school district to prevent improper use of these resources.
2.	Students served by Special Education, ELL Newcomers, and at-risk students with reading deficits need additional time to practice and engage with the written word through a variety of differentiated activities meant to improve language acquisition, reading comprehension, reading fluency, and reading skills.	Students served by Special Education, ELL Newcomers and at-risk students with reading deficits will have access to internet-based laptop computers to borrow and use both in class and at home. This technology resource is intended to engage students by providing them additional support in order to improve language acquisition, reading comprehension, reading fluency, and reading skills while ensuring that students are educated within the least restrictive environment and assuring that students have access to the resources and tools necessary to study at home. Computers will be loaded with research-based software to enhance the students' language acquisition and reading skills.
3.	Students served by Special Education, ELL Newcomers, and at-risk students with reading deficits achieve course credit at a slower rate than their peers placing them significantly more at risk to not graduate.	Students served by Special Education, ELL Newcomers and at-risk students with reading deficits will be able to borrow internet-based laptop computers for their use both in school and at home. The use of these computers will allow students to access credit recovery software in order to assist students in gaining lost credit and keeping them on track for graduating on time.
4.	Many students served by Special Education, ELL Newcomers, and at-risk students in Channelview ISD are not able to access the internet for academic purposes when they are off campus because of financial constraints within their families.	Students served by Special Education, ELL Newcomers and at-risk students with reading deficits who participate in the Technology Lending Program will have access to cellular hotspots in order to access the internet while not on campus. These hotspots will be set up with the same firewall as the school district internet.

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Schedule #14—Management Plan		

County-district number or vendor ID: 101-905	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.	Campus/District Administrator(s)	Certified administrator(s) experienced with managing and monitoring technology initiatives
2.	Special Education Teacher(s)	Certified Secondary Special Education Teacher, experienced with using technology as an instructional resource
3.	ESL Teacher(s)	Certified Secondary English as a Second Language Teacher, experienced with using technology as an instructional resource, working knowledge or resources available to enhance language acquisition for English Language Learners who have been in the country less than one year
4.	General Education Teacher(s)	Certified Secondary ELA Teacher, experienced with using technology as an instructional resource to increase reading fluency and comprehension
5.	Technology Technicians, Trainers and Consultants	Contracted hardware/software technical support and training on specific devices and software will be provided by district IT staff, as well as, trainers and consultants from Region 4 and/or software or hardware vendors.

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 student participants in Technology Lending Program	1.	Develop rubric to identify student program participants	05/01/2018	06/30/2018
		2.	Gather Special Education, ELL Newcomers and at-risk student participant data	06/01/2018	08/15/2018
		3.	Utilize rubric to identify student program participants	06/01/2018	08/15/2018
		4.	Survey students/parents on home internet access	08/27/2018	08/31/2018
		5.		XX/XX/XXXX	XX/XX/XXXX
2.	Purchase laptops, software, and hot spots	1.	Technology Department will provide price quotes	05/01/2018	05/31/2018
		2.	Input requisitions for purchase of laptops, software, and hot spots	06/01/2018	06/15/2018
		3.	Purchase hardware and software	06/15/2018	07/31/2018
		4.	Technology will receive, inventory, and set up laptops	07/01/2018	08/15/2018
		5.	Library will prepare laptops and hots spots to be checked out to student participants	08/01/2018	08/30/2018
3.	Develop and facilitate Digital Citizenship curriculum course	1.	Develop digital citizenship curriculum and associated quiz	06/01/2018	07/31/2018
		2.	Develop parent/student lending agreement	06/01/2018	07/31/2018
		3.	Facilitate training for parents/students on digital citizenship and Technology Lending Program	08/15/2018	09/10/2018
		4.	Train teachers on purpose of Technology Lending Program, expectations, and monitoring checks	08/01/2018	08/15/2018
		5.		09/03/2018	09/30/2018
4.	Implement Technology Lending Program	1.	Check out computers to student participants	09/03/2018	05/29/2019
		2.	Check out hot spots as needed	09/03/2018	05/29/2019
		3.	Monitor student use in classrooms	09/03/2018	05/29/2019

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 101-905	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.

Currently, Channelview ISD monitors the attainment of goals and objectives through a variety of monitoring checks including:

1. Special Education Case Managers will provide monitoring of progress of students every nine weeks utilizing data gathered from the Special Education software management system and student data management system.
2. LPAC Committees meet at the beginning, middle and end of the year and on an as-needed basis to monitor the progress of English Language Learners enrolled in the district.
3. ARD Committees meet annually and as needed to review and monitor student progress.
4. School Library Management System Software program is used to inventory and monitor students who are borrowing assistive technology resources.
5. Benchmark tests and Curriculum Based Assessment data is collected and analyzed regularly.
6. Progress and Report Card data is collected and analyzed regularly.
7. Special Education Advisory Committee, including parents, district staff, and stakeholders, review progress of Special Services programs and gather feedback to drive instructional decisions and make adjustments.
8. District Education Improvement Committee includes parents, district staff, and stakeholders, including community members, to identify district needs and evaluate solutions while gathering feedback to drive instructional decisions and make adjustments.

The district uses a process of data-driven decision making in coordination with Professional Learning Communities and the District Education Improvement Committee to monitor goals and objectives and make needed adjustments as deemed necessary. Changes are disseminated to the community and stakeholders through the use of media outlets, the district web site, community members (committee members), and district publications/communications.

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Schedule #15—Project Evaluation		

County-district number or vendor ID: 101-905	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.	Standardized reading tests will be conducted at the beginning, middle and end of the school year to monitor student reading fluency and progress.	1.	All student participants will show one year of growth in reading comprehension and fluency by the end of SY 2018/2019.
		2.	ELL Newcomers will show one year of growth in language acquisition by the end of SY 2018/2019 (students will move from beginning to intermediate or above TELPAS rating).
		3.	All student participants will show 15% progress in standardized reading/ELA assessments in comparison to previous year's performance.
2.	Curriculum-based assessments and state assessment data will be evaluated regularly to show student progress	1.	ALL student participants will show 15% progress in growth on performance in English EOC assessments (English 1 or English 2).
		2.	All student participants will show 15% progress growth on curriculum-based assessments (comparing beginning of the year ELA CBAs to end of year ELA CBAs).
		3.	50% of Special Education student participants will pass the English 1/English 2 EOC.
3.	Progress Reports and Report Card Grades from 2017-2018 to 2018-2019 grades	1.	Students will show 5-10% progress on grades each semester on ELA/Reading progress reports.
		2.	Students will show 5-10% progress on grades in ELA/Reading based on report card grades.
		3.	
4.	Usage/progress reports will be pulled every nine weeks to evaluate student usage of software/programs loaded on computer along with credit recovered/achieved.	1.	100% of student participants will utilize and access assigned computer programs and software on a regular basis (1-2 hours per day at home/school).
		2.	50% of student participants in need of credit recovery will recover at least one semester of credit by the end of the first semester and one semester credit by the end of the second semester.
		3.	
5.	Teachers, Student, and parent surveys will be conducted to monitor progress and to make adjustments to the Technology Lending Grant Program.	1.	Teachers will be surveyed in December 2018 and in May 2019 to gain information on the Technology Lending Program, and adjustments will be made based on feedback.
		2.	Parents will be surveyed in December 2018 and in May 2019 to gain information on the Technology Lending Program, and adjustments will be made based on feedback.
		3.	Student participants will be surveyed in December 2018 and in May 2019 to gain information on the Technology Lending Program, and adjustments will be made based on feedback.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 101-905	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.

At this time we are providing Mini IPADS and Mini Laptops as assistive technology devices. These devices have been funded by Special Education and Title funds. Additionally, Fortes are used to support students with assistive technology needs per IEP. There currently are 8 students at Channelview High School who have electronic devices lent to them. In addition to this technology, students with reading deficits use a software program to increase reading fluency and comprehension while at school.

Channelview ISD has a focused technology plan, which includes equipping all classrooms with technology carts so that students have access to laptops in the classroom. However, there are insufficient funds available for the district to be able to address the needs of some of our most academically fragile high school students with reading deficiencies, to allow students to have access to research-based reading interventions, especially at home, as funding is earmarked for continued technology acquisition for classrooms.

IMA funds in Channelview ISD have been reserved to purchase Chromebook carts for the secondary core classrooms over the next four years. A plan has been created that would roll out this technology to the students in four year increments so that all the Chromebooks will not have to be replaced at the same time. We intend to start with 6th grade and 9th grade Science, Social Studies, ELA, and Math. The next year will be 7th and 10th grade core subjects and so on. Any remaining IMA funds are reserved for the English Language Arts adoption next year. Therefore, there are insufficient funds available to support a technology lending program focused on our academically fragile high school students as presented in this grant proposal.

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 101-905	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.

The mission of the Channelview Independent School District is to provide an educational environment which will develop and enhance our students' intellectual, social, emotional, and physical growth, in order to encourage them to become creative responsible, patriotic contributing members of society.

The Technology Lending Program will provide the key to open doors for our most academically fragile struggling readers. Our Channelview High School Special Education students, who struggle with learning disabilities and reading deficits, ELL Newcomers and at-risk students, often demonstrate a reading performance that is two years or more below their current grade level. This program will provide these student participants with the technology tools to engage and support their intellectual, social and emotional development and to prepare them to be both college and career ready. Research shows that readers are more successful contributing members of society (Cunningham & Stanovich, 2003), (Greenberg, Dunleavy & Kutner, 2007), (Keller & Just, 2009).

Cunningham, A., & Stanovich, K. (2003).), Reading Can Make You Smarter! Principal.

Greenberg, E., Dunleavy, E., & Kutner, M. (2007). Literacy Behind Bars (Publication No. NCES 2007-473). Washington, DC: National Center for Education Statistics.

Keller, T., & Just, M. (2009). Altering cortical connectivity: Remediationinduced changes in the white matter of poor readers. Neuron.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 101-905	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.

For students who require connectivity away from campus, Internet access will be provided through the use of personal cellular hotspot devices. Students will be able to check out these devices to use with their laptop computers. At the beginning of the school year, student participants and their parents will be surveyed to determine their access to internet connectivity at home.

Students will check out the hotspots from the Technology Lending Libray. These hotspots will enable students to utilize internet based programs and applications on their laptops while they are off campus. Students will be able to continue working on their reading fluency, reading comprehension and language acquisition skills at home.

These cellular hotspots will be set up with firewall and filtering, just as the internet is set up when students are on campus. These filters are meant to safeguard both the student and the device.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 101-905	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.

All laptop computers lent to student participants will be loaded with materials, resources and applications that they are utilizing in the ELA/reading classes. This includes:

1. Access to textbooks and classroom materials through their technology devices
2. Access to applications that read text aloud using the highest quality, most human sounding synthetic speech while highlighting words and sentences visually on the screen
3. Access to the same materials used in the general education classroom so that students are able to continue learning in the least restrictive environment.
4. Access to text and picture dictionaries/thesaurus
5. Access to applications and programs to enhance and accelerate language acquisition
6. Access to accessibility features such as screen masking to provide extra support to students with reading deficits
7. Speech to text software to insert text in documents

In addition to students having access to these resources, students will also have access to credit-recovery programs to allow students who are at-risk of not graduating to recover credit. Additionally, computers will be loaded with language acquisition applications and reading applications to provided accelerated support to increase student achievement and to increase reading fluency and comprehension. These resources will be aligned with the current ELA curriculum, and teachers will be trained to support students in their use of these resources.

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.

Channelview High School English classrooms utilize Chromebooks housed in permanent carts. Students use the Chromebooks to access Google Classroom tools. Being a GAFE (Google Apps For Educators) school district, we teach the Google apps of Docs, Sheets, Sites, Slides, and Mail to all of our students beginning in 6th grade. The state of Texas has Technology TEKS that must be addressed, and we do so through all core classes, including ELA. Students are able to collaborate on papers and projects in their English classes while being on different chromebooks at the same time. As Google drives the products that the students produce, we use the LightSail Digital Library as our reading component. Students can use the LightSail app on any device to read books from the cloud that are at their reading level through the use of a diagnostic evaluation within the program. Teachers are able to monitor the speed and lexile level of reading as well as add questions within the text. Students may annotate the digital pages and ask questions of their teachers through the app.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 101-905	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.

Infrastructure on campus is built to support a dense and wireless-rich device environment. Wireless Access Points have been installed in each of the classrooms at Channelview High School. The network itself was restructured two years ago to properly segment and separate traffic by type. All wireless traffic is segmented to its own VLAN, and traffic is balanced on the multiple links heading to the core of the network.

Technical support is provided by the technician assigned to this campus as well as three other individuals with experience and knowledge of device troubleshooting and working through issues with programs that we use throughout the district. Technical support is already in place for the thousands of devices we service, update and repair on a regular basis.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 101-905	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.

The check-out process will be centrally located in the Channelview High School Library. One campus administrator will be responsible for overseeing the program on the Channelview High School campus. All staff, including librarians, administrator, and teachers servings student participants will be trained on procedures associated with the Technology Lending Program:

1. All inventory will be barcoded at the District Administration Building Technology Department (per district procedures) with Model and Serial Numbers.
2. The data management inventory bank system, which is currently being used, is our school district's library inventory system and will be used to keep track of resources associated with the Technology Lending Program.
3. The campus administrator overseeing the Technology Lending Program will facilitate a training for student participants and parents of these students. This training will cover digital citizenship, program expectations, and the Technology Lending Library Device Agreement. Accommodations will be made to assure that parents and students who speak another language other than English are able to participate in this training.
4. The Technology Lending Library Device Agreement between school, student participants, and their parents will be agreed upon and signed by all parties, after the students and parents successfully complete training along with a short quiz.
5. Devices will be checked out to individual student participants using library procedures, which are already in practice daily.
6. Cellular hotspots will be checked out to students on an as needed basis according to needs determined in internet access survey.
7. Students will be provided with information on what to do if their laptop experiences technical issues, where to report it, and how to get technical support.
8. Student laptops will be checked by the technology department bi-annually to assure that they remain in good working condition.
9. Procedures are already in place to assure that all equipment is returned to the library prior to students withdrawing from the campus. These procedures will also be followed for the Technology Lending Program.

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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.

1. All technology devices will carry school insurance and technology warranties as is the practice for all technology purchases with the school district

2. There will be an audit of devices each semester by the librarian and campus technician to assist with new enrollees, transfers, and withdrawals and to assure that devices are in working order

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