



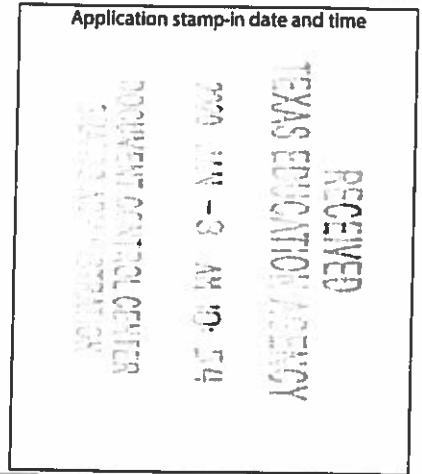
**2020-2021 Technology Lending Grant
COMPETITIVE GRANT Application Due 5:00 p.m. CT, January 9, 2020**

NOGA ID

Authorizing legislation **General Appropriations Act, Article III, Rider 8, 86th Texas Legislature; TEC 32.301**

Applicants must submit one original copy of the application and two copies of the application (for a total of three copies of the application). All three copies of the application MUST bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division
Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701-1494



Grant period from **April 6, 2020 to August 31, 2021**

Pre-award costs are not permitted.

Required Attachments

Applicants must submit a locally-approved technology plan that is valid for the 2020-2021 school year.

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

Applicant Information

Organization CDN Vendor ID ESC DUNS
 Address City ZIP Phone
 Primary Contact Email Phone
 Secondary Contact Email Phone

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. 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 certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- Grant application, guidelines, and instructions
- General Provisions and Assurances
- Application-specific Provisions and Assurances
- Debarment and Suspension Certification
- Lobbying Certification
- ESSA Provisions and Assurances requirements

Authorized Official Name Title

Email Phone

Signature Date

Grant Writer Name Signature Date

Grant writer is an employee of the applicant organization. Grant writer is not an employee of the applicant organization.

2020-02-10-10

Shared Services Arrangements

SSAs are not permitted for this grant.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

| Quantifiable Need | Plan for Addressing Need |
|---|--|
| Ensure that technology resources are accessible to all learners both within and outside of the traditional school day. | The Technology Lending Grant would provide both devices and internet access (via wireless hotspots) for economically disadvantaged students outside of the school day to ensure equitable access to technology and digital learning for all students. |
| Provide resources that enable individualized, 24/7 learning experiences. | Through this grant, and the implemented technology lending program, teachers will have the ability to assign homework that requires internet access and will be able to more effectively reach beyond the walls of the classroom and expect "anytime, anywhere" learning for all students, regardless of economic background |
| Improve the quality and relevance of instruction and increase student learning by effectively integrating technology into the curriculum. | With the assurance that students will have access to internet and devices at home, teachers will have greater opportunity to enhance their lessons and increase digital learning in the classroom. |

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

Through this program, our goal is for at least 50% of our economically disadvantaged students at participating campuses to check-out the Chromebook and a filtered, wireless hotspot in order to work on projects, complete homework, use online instructional programs like iStation and Imagine Math at home to fill gaps in math and reading, and practice technology skills that they learn during the school day. Students will be able to check out devices for use before or after school and on the weekends. A secondary goal at the elementary campuses is that we see an increase in time spent on online intervention programs. A secondary goal at the choice high school campus is that we see improved graduation rates in economically disadvantaged students.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

At the end of the first quarter, we will look at three different pieces of data to measure progress. The first piece of data will be the library check-out program. From this program, we will be able to see how many different students are checking out the devices on each campus and how often students are checking devices out. With this data, we will be able to determine what percentage of our targeted students are utilizing the equipment and develop a plan to include more students if needed. The second piece of data we will analyze is the hotspot dashboard which gives us data on the sites students are visiting most and how much time is spent on each site. From this data, we will be able to determine how much time is being spent on instructional sites outside of the school day by campus, and which sites are being visited. The third piece of data we will analyze will be from our online reading and math intervention programs. We will compare the scores of students who are checking out the devices during the first quarter and be able to see any increases.

Measurable Progress (Cont.)**Second-Quarter Benchmark**

Similar to the first quarter, we will again look at check-out history, hotspot usage data, and online intervention data to determine if the program is having the desired effect. We will compare the second quarter data with both the beginning data and the first quarter data to determine what changes, if any, need to be made at the campus level in order to ensure that the devices are being used for instructional online materials and to complete classwork or homework outside of the school day.

Third-Quarter Benchmark

For the third quarter, we will again look at check-out history, hotspot usage data, and online intervention data to determine if the program is having the desired effect. We will compare the third quarter data with all previous data to determine what changes, if any, need to be made at the campus level in order to ensure that the devices are being used for instructional online materials and to complete classwork or homework outside of the school day. At the end of the third quarter, we will have completed most of the 2020-2021 school year and will use the data to determine district funding for the program for the 2021-2022 school year.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

Our approach to program modification will be two parts: small, frequent modifications to ensure that the devices are being used to their fullest at each campus and larger, district-wide modifications at the end of each semester to ensure that the devices are distributed in a way that best benefits all economically disadvantaged students.

We will be able to make small, frequent changes as needed based on the data we collect from the wireless hotspot dashboard. The dashboard will show us, by campus, how many hours each hotspot has been used and the sites that have been visited during that time. This data provides the information we need to implement small tweaks to the program at each campus to ensure that all of the devices are checked-out regularly and that they are being used for classwork or intervention programs. Some changes based on this data would include, but not be limited to, adding more training for students, sending additional information to parents, and providing more information for teachers about the device check-out program.

The quarterly benchmark data that looks at online intervention data, classwork, and hotspot usage will allow us to also make district-wide changes to the program to ensure that all students who need access to devices are able to use them. This data will provide us the information we need to look at the distribution of devices to ensure that each campus has the number of devices they need to meet their demand.

Making small, frequent changes as needed at the campus level, and larger district-wide changes at the district level with distribution, as needed, will ensure that we are meeting the SMART goals that we outlined for this program.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances.

Check each of the following boxes to indicate your compliance.

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 provides assurance to adhere to all Statutory Requirements and TEA Program Requirements as noted in the 2020-2021 Technology Lending Grant Program Guidelines.
4. The applicant provides assurance to adhere to all Performance Measures, as noted in the 2020-2021 Technology Lending Grant Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the program.
5. The applicant provides assurance 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.
6. The applicant provides assurance 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.
7. 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).
8. The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
9. 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.
10. 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.
11. The applicant assures that it will show evidence of a current local technology plan on participating campuses by submitting an attachment of the LEA's locally-approved technology plan.
12. The applicant assures that technology lending and use of electronic instructional materials are incorporated into the LEA's technology plan.

Statutory Requirements

1. Describe the availability of existing equipment to students in the LEA and other funding available for the purchase of student technology devices.

We used bond funds to implement a technology model on each elementary campus that has 10 Chromebooks in every classroom, shared carts of Chromebooks at every grade level, and one cart of iPads per campus. At each secondary campus, there are carts of Chromebooks in each classroom.

Each campus has access to Bring Your Own Technology (BYOT) wireless capability and students can bring any device from home and connect to our filtered network. At the elementary campus, our BYOT program starts with 5th grade.

In Rockwall ISD, student devices are primarily purchased with bond funds. Instructional Material Allotment (IMA) funds are tightly budgeted and used to purchase textbooks, other hard copies of instructional material and instructional software. The purchases made with IMA funding directly ties to TEKS in each curriculum area. Student devices that are used in the classroom, such as computer labs and student Chromebooks are replaced out of the Technology Services budget as needed, but new programs are not purchased through district funds.

We currently have 150 Chromebooks and wireless hotspots spread between all 21 campuses that are available for check-out from the library for economically disadvantaged students who don't have devices or internet access at home. These devices were purchased the the 2018-2019 Technology Lending Grant. For the 2019-2020 school year, our district provided the funds for the monthly wireless hotspots so that students could continue having access to this valuable program.

Program Requirements

1. Describe a plan for providing internet access to student residences, residential center, and/or on buses that transport students for whom a single ride lasts, on average, at least an hour for students with the highest need for off-campus internet access.

Rockwall ISD is applying for the Technology Lending Grant in order to increase the technology lending program at our campuses with the highest need. This program will help ensure that economically disadvantaged students have equitable access to technology and internet access at home through a laptop and wireless hotspot check-out program. Through a district needs assessment, we have determined a need to increase digital literacy among all Rockwall ISD students by implementing engaging technology-driven lessons throughout the curriculum. By providing at-home access to devices and wireless internet service to economically disadvantaged students at select campuses, teachers will have more flexibility in their lesson design, more confidence in using our learning management system to push out material and assignments, and an increased ability to provide a blended or flipped learning environment to students.

Quest Academy is our secondary campus with over 40% of the students classified as economically disadvantaged. Students in this program are invited to attend if they are at-risk of not graduating due to a deficit in high school credits or outside circumstances that are prohibiting them from obtaining success in a typical high school environment. Quest Academy is a blended learning program where they students are required to complete online curriculum outside of the school day. Through individual devices and hotspots, students will have filtered internet access anywhere outside of the school, including student residences, residential centers and on school buses. This access will allow them more flexibility in completing their coursework and improve their chances of graduating.

Students will be able to check-out a bag that includes a Chromebook, filtered wireless hotspot, and chargers. These devices can be checked out as needed to complete school work, work on intervention programs, and access online instructional materials and online curriculum.

Program Requirements

2. Describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es).

A current goal on all campuses is to implement technology at all levels in the curriculum and promote digital learning in every classroom. By providing internet access and devices outside of the school day, teachers will feel more confident placing lessons in an online learning environment, like Google Classroom, because teachers will know that at-home access will no longer be an issue.

With the ability for students to access online intervention programs at home, teachers will be able to focus more of the instructional time on helping students master the current curriculum since students who need help filling learning gaps through online intervention programs will be able to work on mastering that learning outside of the school day. This will improve instruction in every classroom and help our campuses meet and exceed both STAAR minimum standards and Average Yearly Progress.

Regarding classroom management, while there won't be a direct impact because these devices will not be used in the classroom, as students use and become more familiar with the Chromebooks, their comfort level with technology, knowledge of digital citizenship and understanding of digital literacies will improve. This will definitely impact the classroom. These students will become more comfortable when using the same Chromebooks in the classroom environment and will be more engaged and confident. They will also be able to focus more on their learning because they won't have to focus on the basics of using classroom technology.

3. Describe how the district is using digital instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s).

Rockwall ISD utilizes digital instructional materials throughout the foundation curriculum in many ways. Rockwall is a Google Suite for Education district and our students and teachers utilize Google apps during learning. Google Classroom is used in Rockwall as a learning management system to share information and assignments and to collect coursework.

In each core course, there are online textbooks and materials related to the textbooks that students can access. Social Studies curriculum, for example, uses Studies Weekly, which has newspapers available for the students to access online that focus on the curriculum each week. Math and Science courses also have online textbooks.

Our choice high school program utilizes Edgenuity and TXVSN courses for their blended learning.

Students have access to online instructional databases for research, including PebbleGo and TexQuest databases. These databases are used primarily in core courses, but have content that can be implemented in any curriculum.

Students have access to video streaming resources via United Streaming and a music and sound library through WeVideo, an online video creation program.

Each elementary student has access to iStation Reading and Imagine Math, and Rockwall ISD purchases bilingual and home-based versions. This allows students to work on math or reading intervention outside of the school day, which is instrumental for improvement and achievement for students needing intervention.

All instructional materials in Rockwall ISD can be used on any device with internet access, so students who participate in the Technology Lending Program will be able to access these materials at home.

Program Requirements (Cont.)

4. Describe how infrastructure and technical support is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es).

Every campus in Rockwall ISD currently has Chromebooks in the classroom, with adequate infrastructure and technical support. Rockwall ISD's WAN consists of leased lit fiber from either ATT or Spectrum that connects from the campus back to the NOC . Rockwall ISD connects its campuses with HP 5400 services switches. All classrooms, common areas, and office spaces are connected wirelessly with Meraki MR33 access points. All district devices are connected to a district SSID. Guests and RISD staff and students are allowed to connect personal devices to the BYOT wireless SSID.

Both the wireless hotspots and the Chromebooks will be managed and inventoried following our district process for technology equipment. The families checking out the equipment will be expected to follow the district's Authorized Use Policy and the guidelines set forth in the Technology Lending Agreement. While parents won't be responsible for lost or damaged equipment, we will limit a student's access to checking out equipment after two instances of loss or damage. Insurance will be included in the program to cover lost or damaged devices in order to insure that the equipment remains in proper working order.

5. 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.

At the elementary level, students in grades 3-6 who don't have access to internet or a device at home will be invited to participate in the program. At the secondary level, any student enrolled in the Quest Academy Choice program will be invited to participate in the program.

We will send home information, in both English and Spanish, that defines the program, outlines the program guidelines, and includes a permissions slip. Once permission slips are returned, students will be able to check-out a bag containing a laptop and filtered wireless hotspot. Students will be able to check out devices from the library at the end of the school day and can keep them up to five days before checking them back in. Check-out duration will be determined by the demand for devices on the campus, and might be less than 5 days.

Each campus Library Media Specialist, and the counselor at our choice high school, will manage the inventory and check the devices in and out to students. This role will be the campus contact for the program and will collect data and ensure that the devices are being used on campus.

Students who are enrolled in the program will have an introductory course, taught by the Library Media Specialists that focuses on digital citizenship, caring for the devices, and guidelines and expectations for the devices. Once students have attended this session, they will be able to check out the equipment. As devices are checked in each day, the Library Media Specialist will ensure that all equipment is returned and the device is in working order. When an issue arises, the Library Media Specialist will contact the Director of Instructional Technology for support.

Campus Name and Identification Information (can change to another title)

Enter the Campus Name and Campus Identification Number (CID) of the participating campus(es). Please use the exact name and CID from the 2018-2019 Campus Report data from the Texas Student Data System Public Education Information Management System (TSDS PEIMS) accessible on the TEA website at <https://tea.texas.gov/2019accountability.aspx>. Use the downloadable overview of statewide ratings data available in Microsoft Excel. If the campus name has changed (but not the CID), include the new name in parenthesis. If both the campus name and the CID do not match the referenced eligibility list, the campus is not eligible.

| | | | |
|-----------------|---|---------------|--|
| 1. Campus Name | <input type="text" value="Amanda Rochell Elementary School"/> | Campus Number | <input type="text" value="19,990,103"/> |
| 2. Campus Name | <input type="text" value="Doris Cullins-Lake Pointe Elementary"/> | Campus Number | <input type="text" value="199,901,105"/> |
| 3. Campus Name | <input type="text" value="Dorris A. Jones Elementary"/> | Campus Number | <input type="text" value="199,901,109"/> |
| 4. Campus Name | <input type="text" value="Howard Dobbs Elementary"/> | Campus Number | <input type="text" value="199,901,102"/> |
| 5. Campus Name | <input type="text" value="Rockwall Quest Academy"/> | Campus Number | <input type="text" value="199,901,002"/> |
| 6. Campus Name | <input type="text"/> | Campus Number | <input type="text"/> |
| 7. Campus Name | <input type="text"/> | Campus Number | <input type="text"/> |
| 8. Campus Name | <input type="text"/> | Campus Number | <input type="text"/> |
| 9. Campus Name | <input type="text"/> | Campus Number | <input type="text"/> |
| 10. Campus Name | <input type="text"/> | Campus Number | <input type="text"/> |

Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

PROFESSIONAL AND CONTRACTED SERVICES (6200)

| | |
|-----------------------------|--------|
| Insurance | 7,740 |
| Hotspot Monthly Service Fee | 38,700 |
| | |
| | |

SUPPLIES AND MATERIALS (6300)

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|----------------------------|--------|
| Chromebook, Case, Hotspots | 53,535 |
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OTHER OPERATING COSTS (6400)

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CAPITAL OUTLAY COSTS (6600)

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Total Direct Costs 99,975

Indirect Costs

TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs) 99,975