



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

Application stamp-in date and time

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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):

N/A

Applicant Information

Organization Rockdale Independent School District CDN 166904 Vendor ID 1746001996 ESC 6 DUNS 098888076
Address PO Box 632 City Rockdale ZIP 76567 Phone 5124306000
Primary Contact Pam Kaufmann Email pkaufmann@rockdaleisd.net Phone 5124306000
Secondary Contact Rebecca King Email rking@rockdaleisd.net Phone 5124306015

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):

- | | |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification |
| <input checked="" type="checkbox"/> General Provisions and Assurances | <input checked="" type="checkbox"/> Lobbying Certification |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances | <input checked="" type="checkbox"/> ESSA Provisions and Assurances requirements |

Authorized Official Name Pam Kaufmann

Title Asst. Superintendent

Email pkaufmann@rockdaleisd.net

Phone 512-430-6000 x 1014

Signature Pam Kaufmann

Date 1/8/2020

Grant Writer Name Pam Kaufmann

Signature Pam Kaufmann

Date 1/8/2020

☒ Grant writer is an employee of the applicant organization.

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

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
Access to online resources to aid in content area skill development. Teachers feel students need to have the same type of device for instruction and at-home work to support successful and efficient use of technology.	Provide access to the same technology resources at home and outside of school as they use in school. Students would have the opportunity to check out a computer for an extended time period to complete assignments and work on skill development.
Upon entry in high school, students are locally required to take a CTE course in Technology to prepare them for success in a digital world where 80% of employers require some level of computing skill.	The previous grant was used to provide 1:1 access in grade 5. This project would provide 1:1 access to grades 4 and 6, using current resources as well as grant provided resources. The long term plan would move to grades 3 and 7, thus building a consistent system for instructional technology use at school and home.
Provide Internet access outside of the traditional school day to students who work on schoolwork, collaborate with peers on projects, and use digital resources.	Students would be able to check out MiFi devices in order to access the Internet at their residence in the evening and on the weekends and be able to work on schoolwork.

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.

Embed technology based activities correlated to the Technology Applications TEKS and core content courses throughout instruction in 100% of classrooms beginning in grade 3, with a focus on student achievement, student-centered learning, and foundational technology skills.

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

Evaluate, select, and purchase equipment; enter equipment data in Destiny inventory (system)
 Train staff and students on distribution, reservations, and checkout procedures
 Train staff on integrating Chromebooks into instructional setting
 Google Apps for Education and Google Classroom update training for staff
 Digital citizenship training for students
 Chromebook use and care training for students
 Online resources training for students

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

Pull monthly reports of data usage from MiFis
 Gather semester data (i.e. STAAR results, grades)
 Reports from instructional software by student to monitor usage and progress
 Survey teachers for feedback
 Reports of check-out history
 Campus administrators will also document technology integration in walkthroughs, evaluations, and teacher conferences. They can identify which teachers are making the most use of the program and why; then mentoring partnerships can be developed to encourage more wide-spread use.

Third-Quarter Benchmark

To evaluate an increase in online assignments, activity reports will be pulled from online resources. Evaluation of assignments turned in directly to teachers as well as the effectiveness of the lending program will be evaluated through parent, student, and teacher surveys as well as program reports.

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.

Number of students checking devices out

1. Records indicating number of devices checked out.
2. Number of at-risk students checking out devices.

Increased number of lessons submitted through online applications and flipped instruction.

1. Usage reports from Prodigy, ST Math, iStation, STEMscopes, TEXQuest, Quizizz, Education Galaxy, and Mind Play.
2. Usage reports from Google Apps for Education.
3. Quality of assignments/projects.
4. Teacher records of flipped instruction lessons completed outside class time

Student, parent, and teacher surveys.

1. Results of online surveys about effectiveness of program.
2. Parent input and feedback regarding opportunity.

Teacher evaluation of students technology use outside of the classroom.

1. Feedback from teachers regarding the quality of products submitted.
2. Technology use outside of the classroom or school day.

Analysis of student performance.

1. Student growth on STAAR assessments in all areas.
2. Renaissance Learning Star Reading and Math data analysis to identify areas of growth.

A report will also be submitted each quarter from the technology department outlining any repair and/or service requests submitted to that department on the lending equipment. This will help us identify any concerns about misuse and/or abuse of devices and address those concerns immediately.

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.

The grant funds will be used to purchase Chromebooks and WiFi devices for internet access to lend to Rockdale students in Grades 4 and 6. The district will provide carts to house and charge the Chromebooks outside of grant funds. The devices will be used during class time and then available to be taken home to extend the assignment. Classroom teachers will monitor student progress on these assignments daily during class time to ensure that the devices are being used effectively and that the work is being completed as assigned. This will allow teachers to teach students how to set up collaborative documents, team projects, and individual research activities that require Internet access through the use of Google Apps.

A limited number of Chromebooks are currently available for use at each of these grade levels, but not enough to allow individual assignment of devices. This project will allow the campuses to move to 1:1 in each of these grade levels and will provide the internet access for identified students that is currently not available.

Teachers will use a classroom based check-out process. Each student will be assigned a computer for classroom use and will have the opportunity to check-out the computer for home use. The student will be responsible for caring for the device on a daily basis and returned each day for classroom use. Students must adhere to the Responsible Use Policy, Technology Lending Agreement, board policies, Student Code of Conduct and Student Handbook when using the Chromebooks.

Rockdale Intermediate and Rockdale Junior High use Follett's Destiny program to checkout textbooks to students and this same system will be used to inventory Chromebooks. Since Destiny has been in place in the district for many years, it will not require use of these grant funds.

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.

As teachers attempt to help students become college and career ready, it is imperative that they be able to create and collaborate with their peers as well as have foundational technology proficiency. By focusing this grant at the intermediate and junior high school levels, these campuses can support this need by providing devices to students who do not have consistent access at home.

A student survey was conducted to identify what percentage of students did not have Internet access at home as a baseline. Wifi devices were requested for the Chromebooks based on that percentage. Paperwork will be sent home at the beginning of the program to determine if Internet access is available at home. If Internet is not available, that student will be eligible to check-out the Wifi device along with the Chromebook. If Internet is available, the student will only be given a Chromebook to take home.

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).

This grant will allow students to access to digital content used during the school day outside of regular school hours. With many of the new textbooks that were adopted, much of the content is also available to be accessed digitally. WiFi devices and Chromebooks would allow students to continue to participate outside of school and access schoolwork in the evening and on the weekends digitally in addition to the print materials available to all. Rockdale ISD is a Google Apps for Education district and all classes utilize the array of Google tools such as Google Classroom, Drive, Calendar, Gmail, and Chrome browser. By giving all students the opportunity to utilize these tools beyond the school day, the learning and collaboration can be extended beyond the traditional classroom. Students are already accustomed to working on projects and assignments with others through these Google tools; this will allow student work to continue. The lending grant would give students that additional time to create quality digital products. Use of digital tools and online collaboration occurs on these campuses. Adding the ability for students to increase their access to the Internet will allow students to continue to work on these skills while learning content and creating quality work. Because Chromebooks are already used on the campus on a very frequent basis, there are already technology procedures in place and teachers are provided strategies for classroom management while technology is used in the classroom.

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).

The Rockdale Intermediate science teachers currently subscribe to StemScopes for supplemental science instructional materials. The teachers use the online resources in class for whole class instruction, but are rarely able to assign individual work to the class through the program because most students do not have a computer or Internet access at home.

ST Math and Prodigy are web-based solution that provides adaptive math instruction for our students. The program is designed to motivate students and build students' confidence and competence in mathematics. Students are able to login and work during the day, but not at home. The lending program would allow our students to continue working on their math skills after the school day has ended.

iStation and MindPlay are fully integrated computer-based assessments and intervention reading programs. They automatically place students into a highly animated and engaging intervention program based on the results from their highly interactive and animated computer adaptive assessments. These programs have proven to be highly effective when utilized for approximately 150 minutes a week. By allowing students to access them at home, students are more likely to meet this recommendation.

Rockdale Junior High also uses ST Math and Prodigy for adaptive math instruction. Teachers currently have students working in stations, with one being a flipped classroom session where the teacher has prerecorded a mini lesson. This project would allow students to take advantage of this station at home, thereby gaining classroom instructional time. Quizizz is a platform where teachers can assign reviews to students based on assigned concepts. This project could allow students to perform these review in class or 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).

Rockdale ISD has implemented an Aruba Wireless infrastructure throughout the school district to provide enterprise level wireless coverage. This will give students 802.11a/b/g/n/ac access. Rockdale ISD currently has 165 Aruba IAP-205 access points located in every classroom in district. Technology Dept through erate Category 2 funding 2 years ago has significantly improved our wireless coverage to handle large influx of technology wireless devices. Each access point can utilize efficiently 60 to 75 clients, with a great user experience. Also to be CIPA compliant, the Chromebooks that will be checked out will adhere to a Chrome extension/Proxy to access safe content through our netspective content filter system while the Chromebooks are away from our campus network.

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.

Each device will be coded and inventoried through the district's Follett's Destiny. Since Destiny has been in place in the district for many years, staff and students are already familiar with usage.

The program will include a total of 4 Chromebook carts with 30 devices in each cart and a total of 54 Wifi devices. Two carts and 27 Wifi devices will be placed on the Intermediate campus for grade 4 and two carts and 27 Wifi devices will be placed on the Junior High campus for grade 6. The devices will be used during the school day as well as after school hours. Each project classroom will be assigned a cart with sufficient computers for all students in the classroom. Devices will also be available for students to check-out individually from the library or directly from the teacher for other assignments including make-up work, enrichment, e-readers, and independent study.

The campus policy for use of in class devices will be utilized for assignment of devices during the school day. Using information from the lending agreement, the teacher will identify which students are eligible to check out Wifi devices. Devices will be checked back in the following morning. Devices will be inspected upon return and any damage will be documented and sent for repair immediately.

All devices must be returned to school daily in order to be available for classroom use. The teacher will monitor student progress each day and will continue to monitor check-out according to work progress.

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	ROCKDALE INT	Campus Number	166,904,103
2. Campus Name	ROCKDALE JH	Campus Number	166,904,041
3. Campus Name		Campus Number	
4. Campus Name		Campus Number	
5. Campus Name		Campus Number	
6. Campus Name		Campus Number	
7. Campus Name		Campus Number	
8. Campus Name		Campus Number	
9. Campus Name		Campus Number	
10. Campus Name		Campus Number	

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)

54 mobile hot spots with monthly data services	21,060

SUPPLIES AND MATERIALS (6300)

120 Chromebooks with extended warranty and protective case	28,512
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OTHER OPERATING COSTS (6400)

CAPITAL OUTLAY COSTS (6600)

Total Direct Costs 49,572

Indirect Costs 0

TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs) 49,572