



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):

N/A

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):

- | | |
|---|---|
| <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 Title

Email Phone

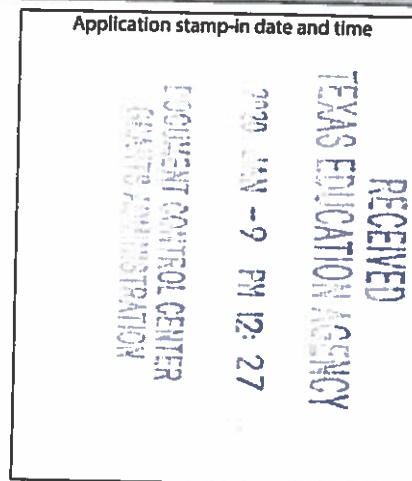
Signature Date

Grant Writer Name Signature Date

☒ Grant writer is an employee of the applicant organization.

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

2020-02-13-20



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
Pregnancy Related Services Homebound- Coles high school provides a homebound program for students that are unable to physically attend school. Monica Bayarena, Director Dr. Debra Stanley, Coordinator	In order to support students who are unable to attend school due to pregnancy related circumstances and/or medical condition, the district would like to provide devices to be checked out for a longer duration of time. The access to a mobile device and hotspot will allow the students to continue to complete assignments, communicate with their teachers and not fall behind or drop out.
Middles School-Language Live! Dr. Cynthia Hernandez, Coordinator Nicole White, ELAR Specialist	CCISD will provide middle school students enrolled in accelerated Language Live classes, mobile devices to take home on a two week basis to continue working through the modules and utilize the "word training" activities. This will support the need to move students from "struggling" to "on target" in reading.
Driscoll Children's Hospital Michele Howard, Coordinator	For CCISD students who are receiving long term medial care at the hospital, the district would like to provide devices to be checked out for a duration of time based on individual's need. The access to a mobile device will allow the students to complete assignments and communicate with their teachers and peers.

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.

CCISD will provide access to mobile devices and WiFi to 100% middle school students enrolled in accelerated instruction classes who do not have devices or WiFi at home, students enrolled in the homebound and hospital program to:

1. Increase student reading ZPD (zone of proximal development) by one grade level
2. Increase student achievement on passing STAAR by 50%
3. Increase graduation rate by 50% for the homebound population.
4. Close the drop out rate by 50% for the Language Live and homebound population.

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

For the first quarter, in order to measure progress towards meeting the process and implementation goals defined for the grant, CCISD will be tracking the student's progress of the completion of the Language Live modules, as well as, their individual indicators such as moving from "struggling" to "emerging" to "on-target." All students (homebound, hospital and middle school Language Live) participating will be required to complete a check-out survey created using a Google form and goal sheet to track performance and needs. A committee comprised of ELAR Specialist, Coordinator for Accountability, Coordinator for Center/Transition, lead librarian and Instructional Technology Director will be established to help monitor the program. The committee will meet quarterly to monitor student success of those using the lending program, as well as, those students the committee feels need access. During the the first benchmark the committee will look at common STAAR benchmark data and AR data of the students that are checking out the devices.

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

For the second-quarter, in order to measure progress towards meeting the process and implementation goals defined for the grant, CCISD will be reviewing the student's feedback, students reading achievement goals, and survey results. The committee will review student's progress of the completion of the Language Live modules, "Word Training," and begin to track the reading levels based on reading ZPDs. The committee will also analyze the individual indicators such as moving from "struggling" to "emerging" to "on-target" for the middle school language live, and for homebound and Driscoll hospital students the completion of assignments and work towards individual student goals will be reviewed.

Third-Quarter Benchmark

For the third-quarter, in order to measure progress towards meeting the process and implementation goals defined for the grant, CCISD will continue to track the student's progress of the completion of the Language Live modules, as well as, their individual indicators such as moving from "struggling" to "emerging" to "on-target." By the third- quarter, the committee will look for the percentage of students using the lending program to move from "struggling" to "on target" and compare the number of students who have increased there zone of proximal development range. All data collected by the committee will be compared to the data of the first quarter without the ability to check out devices and compare it to the students that utilized the technology lending grant program.

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.

The district will utilize the project lead and the committee established to analyze the data to determine successes, as well as, pain-points. For example, the district will use information gained by the check-out survey and the feedback survey from the parents and students. Based on the information collected, the committee will modify the program to meet the needs of the students. If the district does not meet the SMART goals, we will have the committee reconvene and invite a sample of students, teachers, principals, librarians, and parents to attend a focus group to provide suggestions and ideas in order to ensure the program has a strong sustainability plan. Modifications will be made by their recommendations.

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.

Currently, the district provides availability to mobile devices for classroom assignments, access to Canvas, and station work in the classroom during school hours. These devices are part of the classroom environment and we are not a one-to-one district nor do these students take home the devices from class. K-12 students can access digital resources, our districts learning management system, and third party applications during the school day during classroom instruction. Funding for mobile devices in the classroom setting is funded by the 2018 Bond. The district was awarded the lending grant for 2018-2019 for high school implementation only and high school students are allowed to check-out a device two weeks at a time. Currently, the two week limitation check-out is for high school only, and does not meet the need for our middle school, homebound and Driscoll hospital students therefore, this year's application is focusing on these three groups. The district utilizes Title I funding to increase and maintain SMART technology in ALL core content areas in the classroom in order to provide more student engagement and ownership during classroom instruction. TIMA funds are used for our Everyone Can Create curriculum and professional development with our iPad roll-out for Grades K-1, fine arts, and elementary librarians.

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.

The district will utilize funds to provide students at the participating middle school campuses, homebound and Driscoll Children's hospital program with WiFi access. WiFi hotspots will be available for students to check-out and utilize after-school hours. Part of the parent and student survey will allow us to collect data on how often a student needs to access both device and hotspot or just a hotspot. For the middle school Language Live group, they will have access in order to continue learning and growing through the use of MyON e-books based on their interest, Language Live modules, Word training activities, Canvas, and software to complete class assignments and extra-credit work. Hotspots may be checked-out separately or may also be part of the device depending on each student's situation. Guardians of the student checking out the device and hotspot must sign a permission slip and the student must take a digital citizenship course through HOONUIT (web based training program) to ensure the use of the hotspot for access to the INTERNET is school related and not inappropriate.

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).

The program will align with current curriculum, instruction, and classroom management policies and/or practices on its participating campuses. The district promotes a blended learning environment and has established instructional guides that integrate technology into the students' daily coursework. Therefore, students can access video tutorials, study aids, and digital textbooks through the mobile devices and Wi-Fi hot spots. By having access to check out devices the homebound and Driscoll Children's hospital students will have equitable access to digital instructional content off campus. The online supplemental materials in the middle school accelerated instruction course will support completion of Language Live modules and equitable access to online books whether they are in class or at home. District curriculum is accessible through Canvas, our learning management system, students have access to MyOn, Follett Library, Hoonuit, Nearpod, Learning.com, Quizlet, and Google Apps for Education. Teachers create assignments and projects utilizing our district curriculum for students to access anytime, anywhere. Of course, using a learning management system does require WiFi, which will be key to have available as part of the check-out process since many of our students do not have WiFi at home. Both our homebound, Driscoll hospital and middle school students will be able to access the modules, conduct research, complete homework, take quizzes, participate in discussions, and review for tests at their own pace. District Instruction: The accelerated instruction consists of a set of 6 on-line modules which students must complete, as well as, a Word training program. During class time students work on-line however many are not able to complete the modules in the time allotted; therefore by having the lending grant for this specific group of students will provide an opportunity to finish at home and stay on track. The Word training tool provided on-line has a direct connection to reading and writing and is to be done as practice. Classroom management practices: All teachers and students sign a behavior contract at the beginning of the year. Clear expectations are established in all CCISD classrooms on how to handle and use technology. The district also provides two platforms for access to classroom management and digital citizenship resources, Hoonuit and Learning.com.

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 district has researched, vetted, and invested in a variety of digital instructional materials. These digital materials are aligned with board goals and monitored for usage. A Blended Learning Initiative was launched. Also, a Blended learning course was created and was rolled out at the beginning of the year to 100% teachers across the district to ensure teachers knew how to integrate digital materials for student use on-line, as well as, when assignments should be done off-line. Canvas, (LMS) training was provided to all teachers as well. Teachers and students have the ability to connect through the digital platform (Canvas) to collaborate virtually, have equitable access to digital resources in ALL subjects and provide a one stop shop for easy access to everything digital.

Through ELAR, an online curriculum has been implemented specifically in middle school (6th-8th) to support students who are two to three years behind grade level. The curriculum is 100% on-line and requires a device. Students can access the lessons on-line, and can also practice using another component called "word training."

MyON – The "e-library" will provide students with access to hundreds of books anytime, anywhere. Students no longer need to wait for a title to be available, instead they just need to log on to the district's on-line library and access the titles they require. This program also provides students with an interest inventory and populates the students account with books they may want to read.

The district also has Nearpod for ALL subjects, which is an application that allows a teacher to create presentations and embed formative assessments in the presentation to capture students understanding, as well as, student accountability for viewing the materials. Nearpod integrates into our learning management system and can be set to student pace allowing students to participate at anytime, anywhere digitally.

The middle school groups will be utilizing the devices and hot spots for ELAR accelerated instruction reading class and the homebound/Driscoll group will be utilizing the devices for ALL subjects.

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).

All campuses have an Instructional Technology Specialist/Trainer who support teachers on how to utilize devices in the classroom. The Instructional technology team also created a section in the Blended Learning course on how to set up mobile devices and teach students how to log in with their credentials. The district also has a HELP DESK that teachers utilize to get technical support or infrastructure support. The HELP DESK system is monitored daily and support is expedited on a daily basis. End user support technicians are available for each campus to troubleshoot technical issues, maintain devices and provide support for mobile devices and hotspots.

All teachers have mastered the State Board for Educator Certification (SBEC) Technology Applications standards, as mandated for all beginning teachers. This includes:

- Standard I - All teachers use technology-related terms, concepts, data input strategies, and ethical practices to make informed decisions about current technologies and their applications;
- Standard II - All teachers identify task requirements, apply search strategies, and use current technology to efficiently acquire, analyze, and evaluate a variety of electronic information;
- Standard III - All teachers use task-appropriate tools to synthesize knowledge, create and modify solutions, and evaluate results in a way that supports the work of individuals and groups in problem-solving situations;
- Standard IV - All teachers communicate information in different formats and for diverse audiences; and
- Standard V - All teachers know how to plan, organize, deliver, and evaluate instruction that incorporates the effective use of current technology for teaching and integrating the TEKS into the curriculum.

In addition, each teacher has been provided with professional development training on the digital content that will be utilized by the students.

The Director of Technology Support Services, the Director of Instructional Technology and their two teams work collaboratively together to provide training and usage on ALL district software and programs. The two offices also meet regularly with campus principals, as well as, campus librarians to inform and monitor all programs utilizing technology hardware and or software.

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.

The check-out and check-in process will operate as follows: A notice will be sent to identified homebound and middle school students' parents/guardians notifying them of the availability of the mobile devices and hotspots, devices checked out for 2 weeks at a time for middle school, and extended period of time for homebound. Parents/guardians interested in allowing their child to check out a device will be required to complete a Technology Lending permission slip, and parent survey which notes the student and the guardians agree not to misuse the equipment and agree to practice safe, legal, and ethical behavior while using digital tools and resources. Furthermore, parents/guardians will be required to attend a face-to-face meeting or a conference call meeting with their child to review the guidelines and expectations regarding the use of technology. Once the parent has signed and returned the Technology Lending permission slip to the participating campus, the student will be allowed to check-out a device on an as needed basis. When a participating student requires a device, he/she will need to report to the library at their middle school and request a device. Once the librarian has verified a Technology Lending permission slip is on file for the student, a device will be issued to the student for use. Homebound and Driscoll Children's hospital coordinators will check-out the devices through their offices. A Program Lead and committee comprised of ELAR Specialist, Librarian, Homebound Coordinator, Title 1 Specialist and IT Director will be assigned to facilitate the Technology Lending Grant (TLG) at the participating campuses. This individual and committee will ensure the district adheres to the requirements of the grant and remains in compliance with the Texas Education Agency. The Program Lead will work in conjunction with each participating campus' librarian to provide technological support and oversee all aspects of the development, implementation, and management of the program to include the following: inventory of equipment; installation of software and security blocks; distribution, competing need and tracking of devices; and routine maintenance. A standard image will be used to reset the device. In addition, the student will be provided access to a Property Maintenance Log in which to document any issues with the issued devices.

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	Solomon Coles High School and Education Center	Campus Number	178,904,009
2. Campus Name	Adkins Middle School	Campus Number	178,904,057
3. Campus Name	Baker Middle School	Campus Number	178,904,041
4. Campus Name	Browne Middle School	Campus Number	178,904,043
5. Campus Name	Cunningham Middle School at South Park	Campus Number	178,904,046
6. Campus Name	Driscoll Middle School	Campus Number	178,904,047
7. Campus Name	Grant Middle School	Campus Number	178,904,056
8. Campus Name	Haas Middle School	Campus Number	178,904,048
9. Campus Name	Hamlin Middle School	Campus Number	178,904,049
10. Campus Name	Martin Middle School	Campus Number	178,904,050

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)

Wireless Internet Service - Will provide Internet service to hotspot devices for students.	68,364

SUPPLIES AND MATERIALS (6300)

Devices with Carrying case	39,400
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OTHER OPERATING COSTS (6400)

CAPITAL OUTLAY COSTS (6600)

Laptops over \$500.00	34,725

Total Direct Costs 142,489

Indirect Costs 6,856

TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs) 149,345