



**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
**RECEIVED
TEXAS EDUCATION AGENCY
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GRANTS ADMINISTRATION
2020 JAN -9 PM 1:31**

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
- Debarment and Suspension Certification
- General Provisions and Assurances
- Lobbying Certification
- Application-specific Provisions and Assurances
- 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.

2020-021352

701-20-110-167

Shared Services Arrangements

X 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 |
|--|---|
| 67.6% of our students are economically disadvantaged. Low-income students are less likely to have access to computers and internet at their homes than their peers. | The grant program will provide 295 Chromebook computers and 30 portable 4G hotspot devices for economically disadvantaged student usage. The devices will be checked out to students through the campus libraries. We will track the devices's through our Technology Support and Solution Center platform. |
| 27.3% of our students are English Language Learners (ELL). Students with limited English proficiency need out-of-school time access to learning resources more than their peers. | The grant program will enable students in our RtI program to have access to personalized learning through the use of computers and specialized software. Leveraging 1-to-1 devices and learning management software will allow teachers to provide students real-time feedback and understand students' skill gaps. |
| 100% of our campuses lack adequate number of computers for use in our Response to Intervention (RtI) program for students who have difficulty meeting grade-level standards of our curriculum. | The grant program will enable students in our RtI program to have access to personalized learning through the use of computers and specialized software. Leveraging 1-to-1 devices and learning management software will allow teachers to provide students real-time feedback and understand students' skill gaps. |

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.

The District will implement a 1-to-1 device program to improve student achievement by infusing technology into teaching and learning and close the equity gap in access to technology.
 Goal 1: 85% of all students assessed will achieve "At Approaches Grade Level or Above" level in All Grades All Subjects in 2021 STAAR.
 Goal 2: Increase students' skills of gathering and using information and social tools ethically and responsibly and practice safety through research based projects by 70% as measured by pre- and-post surveys.
 Goal 3: Provide internet access to 30 economically disadvantaged students who do not have internet access at home.

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

- (1) 1-to-1 Chromebook program planning: (A) Meetings to assess teacher PD needs, student technology skill gaps, and instructional technology applications based on student achievement gaps; (B) Establish success metrics; and (C) Establish continuous monitoring protocols.
- (2) Device order and setup: (A) Order devices; (B) Inventory devices; and (C) Setup devices with student accounts and software management platform.
- (3) Provide program teachers, librarians, and parents with professional development: (A) Deliver PD on effective instructional technology to teachers (3 hours/year); (B) Train participating teachers and librarians on check-out and check-in procedures; and (C) Provide parents training on site and on our online Technology Support and Solution Center platform.
- (4) Deployment: Deliver devices to students and deploy program.

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

- (1) Support student technology competencies and academic and Math and Reading academic achievement: (A) Provide students with access to internet and education sites and software; and (B) Student pre- and post-surveys.
- (2) Participation, evaluation, and progress monitoring: (A) Students and teachers begin leveraging technology; (B) Monitor student and teacher participation against program metrics.

Third-Quarter Benchmark

- (1) Continue to support student technology competencies and academic and Math and Reading academic achievement: (A) Continue to provide students with access to internet and education sites and software; and (B) Student pre- and post-surveys.
- (2) Participation, evaluation, and progress monitoring: (A) Students and teachers begin mastering technology; and (B) Monitor student and teacher participation against program metrics.
- (3) Collect devices from students and maintain them for next year.
- (4) Final program report.

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.

In order to ensure continuous improvement and sustainability of the program we will form focus groups that will help with decision-making to: (A) Create policies on disseminating devices to students and families, as well as maintenance procedures if devices become damaged or missing; (B) Form partnerships with organizations that might provide low cost internet access for families with High-Need students; (C) Create efficient policies to track student use of the lending program such as active participation in learning resources outside of class, and academic performance based on the pre-determined benchmarks for the relevant courses; and (D) Determine methods to gather and evaluate feedback from students, parents/families, teachers, and related staff or individuals, describing successes and challenges at each level.

Feedback will be collected mid-semester in the fall, mid-year in winter, and again in late spring. Based on the feedback in the fall or winter (or both), the program parameters and participation will be adjusted to ensure effective use of the loaned devices and academic gains for the student. Students who do not show gains or active participation in digital learning structures would have their devices re-assigned. Students who are actively participating in using learning software and digital resources at home, but are not showing sufficient gains will work closely with teachers or instructional support staff to ensure that their needs are met effectively with what they have access to, and with the guidance that is provided to them. A digital pathway with timelines and specific assignments or self-study events will be developed for these students (using resources like Google Classroom, Class Dojo, etc.).

Academic benchmarks will include one or all of the following:

- District Assessments (end of each quarter)
- NWEA MAP Growth data (Fall and Winter)
- STAAR – State of Texas Assessments of Academic Readiness (end of year)
- Project-based learning units (PBLs) in various courses (each quarter)

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, students have access to computers in computer labs and mobile laptop carts that can only be used on campus. Each student has access to a Harmony-assigned Chromebook account.

In addition, some 1-to-1 devices are available for student use. However we lack the adequate number of devices to serve high-need students. The current devices include:

- Chromebooks
- Windows laptops at campus science and computer labs and libraries
- Android Tablets
- Ipads

The district has never received funding from the TEA Technology Lending grant program.

The district's locally-approved technology plan that is valid for the 2020-2021 school year is attached.

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.

Internet access is a critical component of our 1-to-1 device program. We provide high speed internet access for students while they are on campus. While we do not provide internet access at student residences, residential centers, or buses, we will provide each participating campus with a collection of wireless hotspot devices and internet connection that come with them. Our loaner hotspot program will enable our high-need students with internet access at their home.

The hotspots are cellular and include battery power supplies. That will enable students to utilize them and have internet access during bus rides, at off campus locations. Students who do not have internet access at home will be given priority for the hotspot loaner program. The Chromebooks and hotspots will be preconfigured to ensure compatibility so any student within range will be able to connect to learning resources.

In addition, we will educate parents about the low-cost hotspot and internet access options such as Digital Wish and cellular provider resources. We will also refer parents without internet access at home to funding sources that provide funding for internet access for learning purposes.

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 district became fully committed to personalized learning for students using technology after receiving the Race to the Top-District (RTT-D) grant in 2013. We redesigned our school day to incorporate technology in the classroom that is aligned to the state standards (TEKS) and College-and Career Readiness Standards (CCRS) to support mastery of essential skills, deepen understanding of content and close achievement gaps. The grant allowed Harmony to design custom day personalized learning opportunities and integrate Project Based Learning (PBL) across our system.

Our teachers received class sets of Chromebooks for their students as part of the RTT-D grant. The Chromebooks in the classroom provided teachers and students new opportunities to explore personalized learning further. It allowed teachers to use various online discussion, engagement and formative assessment tools with their students. Many teachers also started implementing the flipped classroom model, where the teacher would share recorded lectures or instructional videos with their students via Google Classroom or similar platforms. Consequently, students can come to class with some prior knowledge and understanding of the content, and engage in the application and deeper processing of the learning material.

Having access to Chromebooks and web-based instructional tools in the classroom will significantly improve our students' performance on standardized tests and also help students prepare for college and career. However, the challenge is that not all students have access to an electronic device or the internet at home to effectively use the flipped classroom resources. If students who lack access to an electronic device are able to check out a device from the school, then they are more likely to participate and benefit from the flipped classroom instruction model.

Harmony's Project Based Learning (PBL) program, with projects that are aligned to the curriculum and state standards, requires students to create digital portfolios and presentations. Most of the PBL work is done outside of school and requires collaboration using technology, thus making necessary for students to have access to the internet for research. Students will be able to collaborate outside of school using these products and app extensions.

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).

We currently utilize a variety of digital instructional materials to support and enhance student learning in core subject areas of reading, math, science, and social studies. All grade levels use digital intervention and support software and online resources; ALEKS Individualized Math Practice, IRead Early Literacy Program, Dreambox, ST Math, Sumdog Independent Math Practice, RazPlus Digital Library+ Guided Reading, NRI (NoRedInk) Grammar and Writing Practice, MyON Digital Library for Independent Reading, Study Island, Exploros, and Khan Academy.

In many of our curriculum subject areas we are currently using resources that provide access to learning material online or in a digital format. For example, students can use their Math textbook both on paper and in a digital format while doing their work. With Chromebooks, students will have access to these resources at home as needed to complete any work assigned. Students also have access to supplementary software programs that help them practice and improve their learning, both in class and at home. Both the foundation curriculum resources and the supplementary resources contain videos and self-paced interactive material that can help increase student understanding when used by the students during self-study time. In addition, students can use services such as NewsELA, MyOn, iRead, or No Red Ink to help them grow independent skills such as phonics, reading comprehension, grammar skills, and building background knowledge.

We use the digital materials as a supplement to traditional classroom learning (blended learning). Students utilize tech devices either as part of our response to intervention program (Rtl) or as an advancement to regular classroom instruction.

Our Academic Coaches will work with teachers and our central Curriculum and Instruction Department to continue to refine our effective strategies for integrating digital resources into 1-to-1 classroom programming.

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).

Internet connection:

Harmony Public Schools has heavily invested in of a technology infrastructure that is adequate to support student usage of Chromebooks. Each campus has 1GB internet connection via Spectrum Managed Security Solutions (formerly known as Time Warner). If the internet connection is shared by two schools the bandwidth is 2GB. At the central office we have 2GB connection. Internet service provider provides fully managed perimeter security services that include management configuration, implementation, 24/7 client support and monitoring. Based on security policies we define, our managed security platform ensures network integrity while preventing both internal and Internet-borne attacks.

Wireless Local Area Network:

Our campus Wireless Local Area Network is enabled by Ruckus wireless solution. The product provides wireless internet/network access services to the students and teachers. Our wireless local area network (WLAN) provides wireless connectivity to student and teacher devices.

IT Helpdesk Ticketing:

We have created a Single Sign-On (SSO) portal for students to be able access to digital learning resources with one password. Our Technology Support and Solution Center portal (www.theitspot.org/chromebooks) also provides information to our students and parents on how to utilize the devices, troubleshooting, etc.

To provide effective support our teachers, we have created a SSO web-based platform (www.theitspot.org/helpdesk). The portal provides teachers and our employees useful information to review how to use our Help Desk System, which supports about 200 categories district-wide. Employees use this SSO portal to create support tickets, which in turn allows issues to be routed to the right IT Personnel in the District.

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 devices will be assigned either with classroom sets or student assigned.

Classroom Set of Chromebooks:

Campuses have the option of either full adoption of the in-school 1:1 implementation, or partially move to in-school model (ie assign take-home chromebooks to certain grade levels). Chromebooks under the classroom set model does not leave the classroom and they are checked out to individual teachers on the school database. Students cannot take classroom Chromebooks home. Teachers are responsible for these devices in their classroom. They will manage and monitor Chromebook use in class. Each classroom set of Chromebooks assigned to teachers will be stored in a charging cart inside the classroom. These carts are kept locked when not in use in classrooms. Also, classrooms are locked when the teacher is not in the room. Keeping the Chromebooks connected to the charging station when not in use will ensure that all Chromebooks have enough charge to last all day long.

Student-assigned Chromebooks:

In this model, campuses have Chromebook carts in specific areas of buildings and these carts can be checked out by teachers. In this case, Chromebook carts are labeled and teachers use the Chromebook sign-out chart. These designated areas are secure and campuses can create a separate calendar to schedule days and times for checking out these carts. When teachers finish using the cart, they return it to the proper storage area and make sure all equipment is accounted for. Campus IT coordinators are responsible for securing these areas and managing the check in/out process.

The priority of Chromebooks use will be given to high-need students (economically disadvantaged, ESL, special ed students) and students placed in our Response to Intervention program. Campus principals will oversee the priority access.

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="Harmony School of Excellence-Houston"/> | Campus Number | <input type="text" value="101,858,001"/> |
| 2. Campus Name | <input type="text" value="Harmony School of Endeavor-Houston"/> | Campus Number | <input type="text" value="101,858,002"/> |
| 3. Campus Name | <input type="text" value="Harmony Science Academy-Bryan"/> | Campus Number | <input type="text" value="101,858,003"/> |
| 4. Campus Name | <input type="text" value="Harmony School of Advancement-Houston"/> | Campus Number | <input type="text" value="101,858,004"/> |
| 5. Campus Name | <input type="text" value="Harmony School of Discovery-Houston"/> | Campus Number | <input type="text" value="101,858,005"/> |
| 6. Campus Name | <input type="text" value="Harmony School of Technology-Houston"/> | Campus Number | <input type="text" value="101,858,006"/> |
| 7. Campus Name | <input type="text" value="Harmony School of Achievement-Houston"/> | Campus Number | <input type="text" value="101,858,007"/> |
| 8. Campus Name | <input type="text" value="Harmony School of Enrichment-Houston"/> | Campus Number | <input type="text" value="101,858,008"/> |
| 9. Campus Name | <input type="text" value="Harmony Science Academy-Cypress"/> | Campus Number | <input type="text" value="101,858,009"/> |
| 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)

| | |
|---|----------------------|
| Internet access for hotspots for one year (\$120/yr, 30 hotspots) | 3,600 |
| <input type="text"/> | <input type="text"/> |
| <input type="text"/> | <input type="text"/> |
| <input type="text"/> | <input type="text"/> |

SUPPLIES AND MATERIALS (6300)

| | |
|---|--------|
| 295 Chromebook computers with insurance (unit price \$320); 30 hotspots (unit price \$66) | 96,380 |
|---|--------|

OTHER OPERATING COSTS (6400)

| | |
|----------------------|----------------------|
| <input type="text"/> | <input type="text"/> |
| <input type="text"/> | <input type="text"/> |
| <input type="text"/> | <input type="text"/> |

CAPITAL OUTLAY COSTS (6600)

| | |
|----------------------|----------------------|
| <input type="text"/> | <input type="text"/> |
| <input type="text"/> | <input type="text"/> |
| <input type="text"/> | <input type="text"/> |
| <input type="text"/> | <input type="text"/> |

Total Direct Costs

Indirect Costs

TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs)