

# Texas Education Agency Standard Application System (SAS)

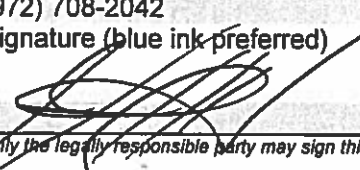
<b>2018–2019 Technology Lending</b>		
<b>Program authority:</b>	General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 <sup>th</sup> Texas Legislature; Texas Education Code Section 32.301	<b>FOR TEA USE ONLY</b> Write NOGA ID here
<b>Grant Period:</b>	May 1, 2018, to August 31, 2019	
<b>Application deadline:</b>	5:00 p.m. Central Time, February 6, 2018	Place date stamp here
<b>Submittal information:</b>	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	<div style="writing-mode: vertical-rl; transform: rotate(180deg);">DOCUMENT CONTROL CENTER</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">2018 FEB - 6 PM 2: 22</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">RECEIVED</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">TEXAS EDUCATION AGENCY</div>
<b>Contact information:</b>	Kathy Ferguson: techlending@tea.texas.gov; (512) 463-9087	

## Schedule #1—General Information

Part 1: Applicant Information				
Organization name	County-District #		Amendment #	
Duncanville ISD	057907			
Vendor ID #	ESC Region #			
1756001336	10			
Mailing address	City	State	ZIP Code	
710 S. Cedar Ridge Dr.	Duncanville	TX	75137	
Primary Contact				
First name	M.I.	Last name	Title	
Crystal	A	Rentz	Director of Innovation	
Telephone #	Email address		FAX #	
(972) 708-3687	crentz@duncanvilleisd.org		972-708-3636	
Secondary Contact				
First name	M.I.	Last name	Title	
Shalontae		Payne	Director of CTE and CCR	
Telephone #	Email address		FAX #	
(972) 708-3717	spayne@duncanvilleisd.org		972-708-3636	
Part 2: Certification and Incorporation				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

### Authorized Official:

First name	M.I.	Last name	Title
Eduardo		Hernandez	Chief Academic Officer
Telephone #	Email address		FAX #
(972) 708-2042	ehernandez@duncanvilleisd.org		(972) 708-2020
Signature (blue ink preferred)			Date signed
			02/05/2018

*Only the legally responsible party may sign this application.*

**Schedule #1—General Information**

County-district number or vendor ID: 1756001336

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	See Important Note For Competitive Grants*	<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6200 on Schedule #6—Program Budget Summary, then Schedule #8—Professional and Contracted Services (6200) is required. If it is either blank or missing from the application, the application will be disqualified.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 1756001336

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1	LEA Technology Plan Template	If an LEA does not have a 2016–2017 Technology Plan on file with TEA, it must show evidence of a current local technology plan on participating campuses by completing the LEA Technology Plan Template.

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <a href="#">General and Fiscal Guidelines</a> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <a href="#">General Provisions and Assurances</a> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <a href="#">Debarment and Suspension Certification</a> requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 1756001336

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**

X I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home
5.	The applicant understands that equipment purchased with Technology Lending Grant funds is the property of the LEA.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has a 2016–2017 LEA technology plan on file with TEA, or that it will show evidence of a current local technology plan on participating campuses by completing the Required Program-Related Attachment outlined on page 18 of the Program Guidelines.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into the LEA's technology plan.
12.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data

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**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 1756001336

Amendment # (for amendments only):

List the campuses that will be served with these funds. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The new Kennemer STEAM Choice Program that will open 2018-2019 in the new wing of Kennemer Middle School.

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary.

The Duncanville Independent School District vision is "Writing success stories, one student at a time." The mission of the Duncanville Independent School District is to provide each student with the necessary skills to achieve lifelong success and contribute to a global society. As our district demographics change and our student population has become more diverse, DISD realized the need to provide choice programs to ensure zip codes, skin color, or gender are not indicators for success. We believe in order to meet our vision and mission, we must develop educational programs that speak the language of opportunity. DISD choice programs are not advanced academic programs, choice programs are designed to ensure that ALL learners, not just our highest ability learners, are challenged to meet their potential and that curriculum and learning opportunities are in line with their unique needs, interests, and abilities. These programs will offer students an opportunity to explore a specific pathway while still learning the required state curriculum. Students will receive specialized curricula and programs not available in traditional neighborhood public schools. Programs of Choice are designed to attract students with common pathway interests and are aligned to the career pathways offered at the high school, Duncanville High School. DISD believes students should truly have a choice in their career pathway, by providing students opportunities to learn and explore career pathways in earlier grades, students are able to make better informed decisions when selecting a career pathway for their high school studies. Also, by starting earlier, ALL students see that they are not limited to certain pathways. Choice schools will help "level the playing field," by exposing at-risk students to rich, meaningful curriculum and experiences at a young age. Choice programs are innovative programs that will help students discover their passion while receiving high-quality educational opportunities and rigorous academic instruction

In 2018-2019, DISD will start its first middle school choice program, the Kennemer STEAM Academy. We currently have 940 fifth graders among three intermediate schools. The Kennemer STEAM Academy will select 135 current 5th grade students that submit an application through a lottery process to attend the Kennemer STEAM Academy for grades 6-8. We have developed a strategic recruitment process to ensure parents and students understand that the STEAM Academy is for all students and to explain the benefits this program may have for their students. We have exposed these students to STEAM career fields this year through CTE programming and Code.org's Hour of Code initiative. We believe we have sparked interest in the area of STEAM and are working to ensure the demographics that apply for this Choice program, match the overall demographics of the eligible students (current 5th graders) . Currently, 78% of our 5th graders receive free or reduced lunch with the following makeup: 53% Hispanic/Latino, 40% African American, 4% White, 2% Two or More Races, and 1% Asian. Since this program is open to any student, regardless of academic history, we have developed processes to help close the achievement and opportunity gap among the students. We chose STEAM as our first choice programs after reviewing community, industry, workforce, and student interests and needs. Technology is a huge component of the STEAM program, we will utilize digital instructional materials and technology across all courses in the STEAM program to ensure students develop the needed 21st century and STEAM skills needed to be both College and Career Ready in the field of STEAM. While we can provide the technology to students while on campus, a majority of our students do not have access to technology or internet that would enable them to access digital resources or Apps outside of the classroom. This puts these students at a major disadvantage, further widening the opportunity gap. Therefore, we are seeking this grant in order to provide a 1:1 iPad lending

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**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 1756001336	Amendment # (for amendments only):
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Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

program for our 6th grade STEAM Academy students starting in 2018-2019. This will provide all of our students with the same digital platform. For students without reliable internet access outside of the classroom, we will use these grant funds to provide identified students with hotspots to ensure equitable internet and technology access, during school and outside of the school day, for all 6th grade students in our new STEAM Academy.

As evident in our district technology plan, DISD believes that for technology to make a significant, positive impact on students, we must view technology as a system comprised of several essential components. We cannot plan only for the hardware and software at each campus. Just as important are professional development and curriculum and instruction that seamlessly integrates technology into every subject area with "real-world" activities, network infrastructure and resources, facilities considerations (electricity, lighting, HVAC, security, space, tables, chairs, etc.), professional and technical support and a commitment that this will be an ongoing recursive process rather than a one time event. Adequate and appropriate amounts of all of these components must be provided for the system to operate well. Duncanville ISD Technology Vision Statement: In today's information-driven, global society, advancements in technology continue to accelerate the rate of change in all aspects of our lives. Schools have the responsibility to equip all students with the skills necessary to succeed in the midst of this change. The only way to cope with constant change is to become a life-long learner. It is essential that students gain and continue to develop skills to efficiently, accurately, and responsibly access, validate, manage, analyze, and communicate information and transform it into knowledge. To meet this challenge, DISD is committed to providing an engaging, comprehensive technology-infused curriculum to maximize student performance, an extensive system of timely and relevant professional development, robust efficient administrative systems, adequate and timely instructional and technical support, and access to appropriate technological tools and resources and to modeling life-long learning and the effective use of technology at all levels.

In November 2014 a bond election was past to further technology access and equality across the district. While the equity in technology access on the campus has been improved throughout the district, the inequities among student access to technology outside of the classroom continue to exist, and in some cases, the inequities are increasing. Local funds earmarked for technology have gone to providing equitable access for technology among the campuses during the school day. The district has established the need for Choice programs to provide our student opportunities and exposure to career pathways in the earlier grades. In order to provide students true choice, we must ensure we provide them with transportation, equitable resources, and supports to ensure academic achievement. This grant will provide a need for our first choice program and provide us the opportunity to develop a plan of implementation for future choice programs. This includes developing budgets and funding sources to ensure the continuation of this initiative after this grant ends for years 2 and 3 of our STEAM Choice Program.

The Innovation department will oversee the choice STEAM program and this initiative. The Director of Innovation will be the grant manager and will ensure all requirements and objectives are met for the initiative. The grant manager will develop a team comprised the campus site-based decision making committee and a district technology coordinator to meet regularly and ensure milestones are met and develop solutions to any issues that arise. This committee will utilize a continuous improvement model and develop 30-60-90 day plans to check the fidelity of implementation and ensure desired outcomes. This committee will utilize teacher/student/parent surveys, device use, technology readiness assessments, and student achievement to evaluate the effectiveness of the program. Our district and the identified campus, Kennemer STEAM Academy, meet the requirements for eligibility for this grant and, if selected, will ensure all grant requirements are met within the define timelines and parameters set by TEA.

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**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 1756001336	Amendment # (for amendments only):
Program authority: General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 <sup>th</sup> Texas Legislature; Texas Education Code Section, 32.301	
Grant period: May 1, 2018, to August 31, 2019	Fund code: 410

<b>Budget Summary</b>					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #8	Professional and Contracted Services (6200)	6200	\$15,000	\$ 0	\$15,000
Schedule #9	Supplies and Materials (6300)	6300	\$75,500	\$ 0	\$75,500
Schedule #10	Other Operating Costs (6400)	6400	\$9,500	\$ 0	\$9,500
Schedule #11	Capital Outlay (6600)	6600	\$0	\$ 0	\$0
Total direct costs:			\$100,00	\$ 0	\$100,00
Percentage% <u>indirect costs</u> (see note):			N/A	\$ 0	\$0
Grand total of budgeted costs (add all entries in each column):			<b>\$ 100,000</b>	<b>\$ 0</b>	<b>\$100,000</b>

<b>Administrative Cost Calculation</b>	
Enter the total grant amount requested:	\$100,00
Percentage limit on administrative costs established for the program (15%):	× .15
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	\$15,000

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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<b>Schedule #8—Professional and Contracted Services (6200)</b>		
County-district number or vendor ID: 1756001336		Amendment # (for amendments only):
<b>NOTE:</b> Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
<b>Professional and Contracted Services</b>		
<b>#</b>	<b>Description of Service and Purpose</b>	<b>Grant Amount Budgeted</b>
1	Wifi service fees for hotspots for home internet access to students without access.	\$ 15,000
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
<b>a. Subtotal of professional and contracted services:</b>		\$
<b>b. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		\$
<b>(Sum of lines a and b) Grand total</b>		<b>\$ 15,000</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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<b>Schedule #9—Supplies and Materials (6300)</b>		
County-District Number or Vendor ID: 1756001336		Amendment number (for amendments only):
<b>Supplies and Materials Requiring Specific Approval</b>		
		<b>Grant Amount Budgeted</b>
6300	Total supplies and materials that do not require specific approval:	\$ 75,500
<b>Grand total:</b>		<b>\$ 75,500</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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<b>Schedule #10—Other Operating Costs (6400)</b>		
County-District Number or Vendor ID: 1756001336		Amendment number (for amendments only):
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6400	Operating costs that do not require specific approval:	\$ 9,500
<b>Grand total:</b>		<b>\$ 9,500</b>

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds**

County-district number or vendor ID: 1756001336 Amendment # (for amendments only):

**Part 1: Student Demographics of Population To Be Served With Grant Funds.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	105	78 %	Since this will be a new choice academy for 6th graders in the 2018-2019 school year, the demographics are based on the district's current 5th grade group from all intermediate schools.
Limited English proficient (LEP)	26	19 %	Since this will be a new choice academy for 6th graders in the 2018-2019 school year, the demographics are based on the district's current 5th grade group from all intermediate schools.
Disciplinary placements	4	3 %	Since this will be a new choice academy for 6th graders in the 2018-2019 school year, the demographics are based on the district's current 5th grade group from all intermediate schools.
Attendance rate	NA	%	
Annual dropout rate (Gr 9-12)	NA	%	

**Part 2: Students To Be Served With Grant Funds.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

<b>School Type:</b>	<input checked="" type="checkbox"/> Public	<input type="checkbox"/> Open-Enrollment Charter	<input type="checkbox"/> Private Nonprofit	<input type="checkbox"/> Private For Profit	<input type="checkbox"/> Public Institution									
<b>Students</b>														
<b>PK</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>Total</b>
							135							135

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**Schedule #13—Needs Assessment**

County-district number or vendor ID: 1756001336

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with “need” defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district established committee to focus on creating a learner profile that would focus on student success as outlined in the District’s Strategic Plan. The committee brainstormed and composed strategies that guide the district to offer opportunities to develop our students, meet their individual needs and to prepare them for post-secondary college and careers and the impact technology would play in addressing these needs. The committee in played a role in guiding technology-based decisions that would establish the process, plan and execution of technology enhancement for the District.

The following data was considered, reviewed and analyzed:

- a. District surveys
- b. Physical and digital audits
- c. District standardized and local assessments
- d. District adopted curriculum
- e. Existing hardware and software
- f. Facility use
- g. Technical and instructional support
- h. Infrastructure
- i. Professional development
- j. Funding

Major needs were identified. Goals, Objectives and Strategies were developed by the committee to be monitored and followed. Priority was determined by the committee based on understanding of existing needs and establishment of goals that were developed to promote student success.

The needs assessment above focused on the technology aspect of the district. Another needs assessment conducted in the same format as outlined above found that there was a need for choice programs that would allow students to truly have a choice in their career pathway, by providing students opportunities to learn and explore career pathways in earlier grades, students are able to make better informed decisions when selecting a career pathway for their high school studies. This need was brought about by looking at the disproportionate females and minorities found within certain pathways. STEM was the by far the largest pathway with disparity.

By starting pathway exploration and studies in the earlier grades, ALL students see that they are not limited to certain pathways based on their zip codes, skin color or gender. Choice schools will help “level the playing field,” by exposing at-risk students to rich, meaningful curriculum and experiences at a young age. Choice programs are innovative programs that will help students discover their passion while receiving high-quality educational opportunities and rigorous academic instruction. The Kennemer STEAM Academy was chosen as the first choice program because of the need and interest for a STEAM program and because Kennemer Middle School has an 18 classroom new wing of the building that is currently vacant. This wing will be the STEAM Academy.

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 1756001336

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Students must be more actively engaged in learning. Not only must school work (activities, lessons) be aligned to the required and tested curriculum, but students must also understand and be excited about its relevance to their lives. Technology can provides an effective platform for personalized learning.	Technology is one way to bring relevance and real world experiences into the classroom. Technology needs to be ubiquitous and almost transparent to students. By providing 1:1 iPads, students would be able to utilize technology to get excited and find relevance of learning to their lives.
2.	We must close the achievement gap, and technology can help us do that. We must close the digital divide, by providing equitable access to appropriate technology both during the school day and during out of school time . This plan calls for exploration into effective ways to provide and utilize one-to-one student computing.	Giving students digital devices allow teachers to scale individualized attention and provide more opportunities to interact with their students. Google Docs allow teachers to monitor student progress on assignments in real-time, certain computer applications can automatically grade and correct assignments providing instant feedback, and other technological tools can coordinate student projects and keep teachers and students updated.
3.	Provide equitable and ubiquitous access to appropriate technologies for all students and employees. Provide appropriate technical staff and funding to develop and maintain systems.	The communication efficiency of digital platforms and the diverse forms of media available to students decreases the amount of time students need to find and retain information. Wikipedia articles, Youtube videos, Podcasts, and interactive-educational games are replacing the traditional indexes of curriculum textbooks.
4.	Provide high-quality choice programming that provides student engagement, guides students in the production of knowledge, and opens opportunity for education at all levels in our community.	Students and staff will engage in continuous digital literacy learning through discovery, collaboration and creation. Ongoing professional learning for students and staff will strengthen high-quality instruction and provide a personalized learning experience for each learner by maximizing exposure to 21st century skills necessary in the global community.
5.	There is a need to "level the playing field," by exposing at-risk students to rich, meaningful curriculum and experiences at a young age. By providing students opportunities to learn and explore career pathways in earlier grades through choice programs, students are able to make better informed decisions when selecting a career pathway for their high school studies.	Students will become producers of knowledge instead of consumers of knowledge. Apple describes it in this way, "Students become pilots of their learning not just passengers along for the ride." Research shows that the 1:1 initiative "levels the playing field" for all students, regardless of any families' economic situation.

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## Schedule #14—Management Plan

County-district number or vendor ID: 1756001336

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Dean of STEAM Academy	Under the direction of the Principal, the Dean of the STEAM Academy, serves as an instructional leader in the planning, coordination, and administration of school activities and programs, including curriculum, instruction, assessment, student conduct and attendance, extracurricular programs, and the supervision and evaluation of assigned personnel. Valid Texas credentials authorizing service as an administrator and a minimum of three years of classroom teaching experience.
2.	APPLE Specialist	Apple Trained Specialist with a minimum of two years work for the Apple Genius Bar.
3.	EdTech Coordinator	Certified teacher with classroom experience and a minimum of 3 years experience coaching teachers to implement technology initiatives and integrate digital instructional tools.

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Ensure all access to an iPad and internet both in and out of school.	1. Order iPads - receive and inventory	05/07/2018	05/31/2018
		2. Survey students for internet access outside of school	05/01/2018	05/04/2018
		3. Order wifi hotspots- receive and inventory	06/04/2018	06/21/2018
		4. Check out devices to students	09/04/2018	09/07/2018
2.	Ensure students have necessary skills to use iPad and Hotspots	1. Summer Bridge Camp to introduce skills	07/09/2018	07/27/2018
		2. Students complete digital citizenship course	09/10/2018	09/14/2018
		3. Student technology readiness assessment	09/24/2018	09/28/2018
		4. Formal/Informal Assessment of tech skills	10/01/2018	04/26/2019
3.	Utilize digital textbooks, library books, and apps	1. Inventory current digital instructional resources	05/01/2018	05/04/2018
		2. Provide students training	07/09/2018	06/06/2019
		3. Provide guided practices and open lab time	09/10/2018	06/06/2019
		4. Eliminate worksheets and packets	05/01/2018	08/01/2019
4.	Utilize technology to produce not just consume	1. Participate in Project Based Learning	10/08/2018	06/06/2019
		2. Students develop simple web page or app	12/10/2018	12/20/2018
		3. Utilize iPads for MakerSpace Project Design	09/10/2018	06/06/2019
		4. Utilize iPads to develop eportfolios	09/10/2018	06/06/2019
5.	Teachers become facilitators of learning	1. Students develop Personalize Learning Plan	06/06/2019	06/06/2019
		2. Teacher create PBL projects for each 9-week grading period, working with all subjects.	07/09/2018	06/06/2019
		3. Survey student, teachers and parents	09/10/2018	06/06/2019
		4. Student create PBL project for one unit	02/04/2019	02/22/2019

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 1756001336	Amendment # (for amendments only):
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**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Duncanville Independent School District works with a comprehensive group of individuals from various entities of the Duncanville community, including Board members, administrators, students, industry partners and community members to evaluate district needs and develop and or revise district strategic goals. This team seeks input from a number of committees, which recommend actions designed to reach the district objectives. Our goals are based largely on analysis of the most current data on student performance, attendance, graduation, and college and career readiness. Additionally, we work to respond to the call from the business community to produce qualified graduates.

The DISD Continuous Improvement Plan is an outgrowth of assessment, data analysis, and stakeholder input. The District is renewing its focus on improving student achievement, improving the graduation rate, increasing student attendance, and increasing college and career readiness skills. Data from a variety of programs and assessment instruments has been used to develop the District CIP. The District CIP serves as a guide for schools and departments in the development of their CIPs. As part of the process, the plan is disseminated to all schools and departments with a request for review and feedback. In addition the plan is shared in a public forum through a board meeting and requests feedback from the community. The plan is then shared through newsletters, newspapers, district web page, and other media sources.

**Part 4: Sustainability and Commitment.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district is committed to providing a variety of Choice Programs at all levels. Currently the only 1:1 initiative in the district is at our collegiate academy in which all collegiate academy students check out a Chromebooks. As mentioned above, the district has just completed a bond project to provide equity in technology on the campuses across the district. It is estimated that it will cost between \$350-\$450 per student per year to maintain this technology in the future. Maintaining the 1:1 initiative will be a general budget priority. Choice schools are a priority and not all choice schools will be rolled out in a manner that is manageable for the districts to fund all choice initiatives. Money can be saved on textbooks and be used for sustaining the 1:1 initiative. Textbook information is available online and often can be accessed free of charge. A classroom set of some textbooks may be purchased for use, but the use of textbooks will evolve into digital media as teachers become more comfortable and aware of instructional materials available through technology devices. There will also be funds available due to savings in classroom supply costs. The 1:1 initiative at the Kennemer STEAM Academy will have regular faculty and advisor council meetings to celebrate wins and find solutions to issues that get in the way of student success. These regular meetings will provide a way to stay on target and ensure we are meeting our goals and that the district and community stay committed to the program.

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 1756001336

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Teacher, student, and parent pre and post surveys concerning technology	1.	Students have more positive answers to post- survey than pre-survey
		2.	Teachers have more positive answers to post- survey than pre-survey
		3.	Parents have more positive answers to post- survey than pre-survey
2.	Student attendance and achievement	1.	Student attendance rates increased from previous year
		2.	Student achievement growth noted through grades
		3.	Student achievement growth noted through state and local assessments
3.	Technology usage, and digital resources usage	1.	Continual increase in usage of the device for education purposes
		2.	Continual increase in usage of digital instructional materials
		3.	Increase in resources and Apps utilized overall
4.	Student discipline	1.	Decrease in student discipline referrals
5.	Student Social Emotional Learning Skills Pre and Post Assessment/ completed by student, teacher, and parent	1.	Increase in SEL skills noted by student
		2.	Increase in SEL skills of student noted by teacher
		3.	Increase in SEL skills of student noted by parent

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Meetings are scheduled with the administrators and teachers of the STEAM Academy to evaluate student data and data points referenced above. Some of this information is reported to the federal government in the form of our Performance Evaluation Report, but all of the evaluation information is kept on site for our reference toward improvements as well. Our student reporting system is Skyward, and it houses much of the valuable information for reference. Attendance, grades, assessment data and program data are all found in Skyward. The technology department will provide weekly reports of students usage on district digital resources, internet usage, and application usage.

Administration and Technology personnel will conduct walkthrough during class time to ensure teachers are utilize best practices to facilitate student personalize learning on the devices and provide feedback. All teachers are required to provide tutorials and office hours to ensure students have necessary help readily available, and parents have open lines of communication as it relates to their individual student needs.

A committee will be formed to meet as needed but no less than monthly to discuss areas of concern and discuss viable solutions. All of the data above will be shared and readily accessible to all committee members. Correction strategies will be documented as well to morph as needed toward a continuous improvement model. Meetings with both campus staff and technology staff will be scheduled on a monthly basis to ensure fidelity of the program.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 1756001336

Amendment # (for amendments only):

**Statutory Requirement 1:** Applicant must describe the availability of existing equipment to students in the LEA and other funding available for the purchase of student technology devices. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Currently students have access to existing computers and technology equipment through identified programs. For example, students enrolled in Practicum-level Career and Technical Education Programs have access to check-out ThinkPads. The ThinkPads provided for these students were purchased with Carl D. Perkins grant funds. Collegiate Academy students were provided Chromebooks as apart of the program to access online classes, the use of Blackboard, and other online necessities recommended by the college institute. Teachers may submit an educational grant to the district's Educational Grant Foundation to solicit funds to purchase technology such as IPADs, desktop computers, laptops, etc. to enhance the use of technology in their classrooms. Individual campus principals have the autonomy of utilizing their campus budget to allocate funds to purchase technology for their assigned campus.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 1756001336

Amendment # (for amendments only):

**TEA Program Requirement 1:** Describe how the technology lending program aligns with the existing mission and goals for the LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The mission of Duncanville Independent School District is to provide each student with the necessary skills to achieve lifelong success and contribute to a global society. Our vision is "Writing success stories, one student at a time." This vision is realized when we start speaking the language of opportunity. By ensuring equitable access to appropriate, relevant technology devices and internet access, we can provide ALL students the opportunity to be digitally literate. The Kennemer STEAM Program part of the DISD Choice Initiative.

DISD School Choice Programs are not advanced academic programs, choice programs are designed to ensure that ALL learners, not just our highest ability learners, are challenged to meet their potential and that curriculum and learning opportunities are in line with their unique needs, interests, and abilities. Duncanville ISD School Choice Programs will offer students an opportunity to explore a specific pathway while still learning the required state curriculum. Students will receive specialized curricula and programs not available in traditional neighborhood public schools. Programs of Choice are designed to attract students with common pathway interests and are aligned to the career pathways offered at Duncanville High School.

DISD believes students should truly have a choice in their career pathway, by providing students opportunities to learn and explore career pathways in earlier grades, students are able to make better informed decisions when selecting a career pathway for their high school studies. Also, by starting earlier, ALL students see that they are not limited to certain pathways. Choice schools will help "level the playing field," by exposing at-risk students to rich, meaningful curriculum and experiences at a young age. Choice programs are innovative programs that will help students discover their passion while receiving high-quality educational opportunities and rigorous academic instruction.

The technology lending program levels the playing field with technology and internet access. We want to ensure students have access to complete assignments (close homework gap), access digital resources, engage in personalized learning, and go beyond the skills learned during the school day in the after school hours. The Technology Lending Program will help us write more success stories, one student at a time.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 1756001336

Amendment # (for amendments only):

**TEA Program Requirement 2:** Describe a plan for providing internet access to student residences, residential centers, and/or on the buses that transport students (for whom a single ride lasts, on average, at least an hour) with the highest need for off-campus internet access. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

We will survey students to identify the student need for internet access outside of the school setting. We will utilize that data to purchase individual hotspot for internet access for each identified student during after school hours. We will subscribe to an approved WIFI provider to ensure monthly service though the duration of the grant.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 1756001336

Amendment # (for amendments only):

**TEA Program Requirement 3:** Describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Kennemer STEAM Program is a student-centered, choice program that anchors teaching and learning under a Science, Technology, Engineering, Arts, and Mathematics model. Traditional subjects will still be taught. However, the elements of STEAM will be emphasized in day-to-day courses and electives and embedded within the curriculum itself. The STEAM model allows students to apply knowledge and skills in a real world context by equipping them with the tools necessary to make connections and problem solve in a college and career focused atmosphere.

Through participation in the program, students will develop and sharpen their 21st Century skills. **Learning and innovation skills:** critical thinking and problem solving, communications and collaboration, creativity and innovation, **Digital literacy skills:** information literacy, media literacy, Information and communication technologies (ICT) literacy and, **Career and life skills:** flexibility and adaptability, initiative and self-direction, social and cross-cultural interaction, productivity and accountability. This learning environment allows for students to combine and synthesize learning from multiple disciplines, develop interpersonal skills, increase creativity given the emphasis on arts integration, ensuring they are both college and career ready.

The Technology Lending Program provides a common digital platform utilizing the necessary technology to ensure students are able to obtain STEAM skills and digital literacy skills. This program will ensure that all students have true choice to participate by eliminating the a technology/internet access barrier. This programs aligns with Duncanville ISD's Choice Programs, especially the STEAM program.

**TEA Program Requirement 4:** Describe how the applicant is using digital instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Students in Duncanville ISD are accessing digital instructional materials such as textbooks, creative tools such as Adobe Creative Cloud, web 2.0 tools, and mobile device applications to create and consume digital content. Students in grades 2-4 are using mobile devices in the classroom to create digital content (videos, animations, graphics), access formative assessment tools, and various ELAR, science, and math apps. Students in grades 5-12 are accessing digital creation tools, formative assessment, online digital resources in labs. Our collegiate students are currently in 1:1 tablet environment.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 1756001336

Amendment # (for amendments only):

**TEA Program Requirement 5:** Describe how the infrastructure and technical support is adequate to support students' anticipated use of devices through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Duncanville ISD is currently in the process of increasing bandwidth infrastructure in preparation of the opening its first STEAM campus consisting of 6th graders. The planned infrastructure will provide bandwidth allotments to support the anticipated devices that will be used at the new campus, along with increase use throughout the district.

Technical support: Each campus has an assigned technician to help support the needs of students and teachers. This ensures that all users can access their respective digital instructional materials (websites, software, laptops, desktops, and mobile devices). In addition, Duncanville ISD has a full-time Apple specialist dedicated to assisting staff and students with troubleshooting; the specialist also manages application deployment to devices as requested by staff. Devices will be enrolled into the current device management system to maintain security and privacy.

Instructional Technology Support: Duncanville ISD employs three instructional technology coordinators with extensive experience working with teachers to implement technology initiatives and integrate digital instructional tools (software and hardware). In addition, they are all former classroom teachers, who can assist students with using digital instructional materials.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 1756001336

Amendment # (for amendments only):

**TEA Program Requirement 6:** Describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will oversee the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

If rewarded, Duncanville ISD will implement the following 1:1 device program at the STEAM campus located at one of our middle schools, Kennemer MS. This is in addition to our current Bring Your Own Device policy. This process will be conducted in coordination between Technology Department and STEAM campus.

1. Permissions: Parents/Guardians will be notified of the process for check out and sign permission slips (electronically or paper)
2. Deployment of devices: Prior to assigning devices, students will go through a device use orientation (login steps, maintenance, troubleshooting, app install, help desk, care at home). These sessions will be conducted in collaboration between Technology and STEAM campus. Check-out will be conducted between the Technology department and the STEAM campus using Google Forms or other other inventory tool.
3. Check-out/check-in: Students will check out devices at beginning of semester at deployment. Students will be allowed take devices home daily. Check-in will be conducted at end of school year to prepare devices for the next school year. Students will also check-in devices when reconfiguration or updates are necessary is required.
4. Storage: Secure a location for storage and charging devices when not in use.

**TEA Program Requirement 7:** Describe how technology lending equipment will be accounted for per local policy, including providing insurance, if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The technology lending equipment will be accounted for the same way other technology resources are accounted for per local policy. Students will follow the check-out/check-in process noted in the section above and all equipment will be tagged and inventoried. The district's Acceptable Use Policy (AUP) is reviewed and revised on a regular basis. The current AUP will be evaluated and revised based on the 1:1 initiative. Students, faculty and staff are expected to adhere to the current AUP. iPad purchased through this grant will include Apple Care for three years. The hotspots purchased through the grant will be insured through an approved district vendor.

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