2018–2019 Technology Lending

		FOR TEA USE ONLY
		Write NOGA ID here:
Program authority:	General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85th Texas Legislature; Texas Education Code Section 32.301	
Grant Period:	May 1, 2018, to August 31, 2019	Place date stamp here.
Application deadline:	5:00 p.m. Central Time, February 6, 2018	
Submittal information:	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: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	RECEIVED TEXAS EDUCATION AGENCY 2018 FEB -6 PM 4:50 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION
Contact information:	Kathy Ferguson: techlending@tea.texas.gov; (512) 463-9087	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #			Amendment #	
Texas School for the Deaf	227-906				
Vendor ID #	ESC Region #				
74-2195210	13				
Mailing address			City	State	ZIP Code
1102 South Congress Avenue			Austin	TX	78704-1728

Primary Contact

First name	M.I.	Last name	Title
Claire		Bugen	Superintendent
Telephone #	Email address		FAX #
512-462-5300	claire.bugen@tsd.state.tx.us		512-462-5313

Secondary Contact

First name	M.I.	Last name	Title
Justin		Wedel	CFO
Telephone #	Email address		FAX #
512-462-5350	justin.wedel@tsd.state.tx.us		512-462-5359

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
Claire		Bugen	Superintendent
Telephone #	Email address		FAX #
512-462-5300	claire.bugen@tsd.state.tx.us		512-462-5313

Signature (blue ink preferred)

Claire Bugen

Date signed

2·6·2018

Only the legally responsible party may sign this application.

701-18-103-244

Schedule #1—General Information

County-district number or vendor ID: 227-906	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	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
8	Professional and Contracted Services (6200)	See Important Note For Competitive Grants*	☐
9	Supplies and Materials (6300)		☐
10	Other Operating Costs (6400)		☐
11	Capital Outlay (6600)		☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐

*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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Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 227-906	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
x	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
x	I certify my acceptance of and compliance with the program guidelines for this grant.
x	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
x	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 227-906	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.

#¹	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 #4—Request for Amendment	
County-district number or vendor ID: 227-906	Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

#	Schedule #	Class/ Object Code	A Grand Total from Previously Approved Budget	B Amount Deleted	C Amount Added	D New Grand Total
1.	Schedule #8: Contracted Services	6200	$	$	$	$
2.	Schedule #9: Supplies and Materials	6300	$	$	$	$
3.	Schedule #10: Other Operating Costs	6400	$	$	$	$
4.	Schedule #11: Capital Outlay	6600	$	$	$	$
5.	Total direct costs:		$	$	$	$
6.	Indirect cost (%):		$	$	$	$
7.	Total costs:		$	$	$	$

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Schedule #4—Request for Amendment (cont.)			
County-district number or vendor ID: 227-906		Amendment # (for amendments only):	
Part 4: Amendment Justification			
Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 227-906	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.

Texas School for the Deaf depends on IMAT funding, IDEA grant funds and legislative appropriations in our capital budget to provide for the technology needs of our students. These funds are not sufficient to do the kind of technology integration in the curriculum that is needed for our students. Funding formulas based on ADA or weighted enrollment based on instructional setting and disability do not apply to TSD as a state agency. Our budget challenges are enormous. We are a 100% special education school and all students receive instruction via IEPs. Over the years we hav gradually built our infrastructure to enhance our wireless abilities but we do not have sufficient dollars to equip our students and the teachers with the technology they need to implement our goals. Although TSD is one campus under the state we have selected our Middle School, grades 6-8 for this grant.

Since we have such an initiaitve in place in our High School we have already developed the policies and procedures to provide oversight for this effort.

As a residential school, this initiative will allow us to support learning after school in the dorms and in our students homes for those who are non-residential students.

Our Agency Strategic Plan and our District Improvement Plan are well positioned to provide the necessary oversight and monitoring for this new project. We also plan to support our teachers with the necessary professional development through our use of Title 2 funds in order to ensure that this project is successful.

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.

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For those who are deaf, tablets (iPads) can be a lifesaver. Deaf and Hard of Hearing (DHH) students are visual learners who typically acquire English by making connections between American Sign Language (ASL) and English print. Similar to bilingual learners without the support of auditory learning. One of the major challenges of education is the development of literacy. The National Reading Panel reports that among the deficits found in poor readers are phonological awareness, phonological memory, phonological retrieval, and phonological production. These deficits in reading skills seen in the general population of poor readers are also manifested in students who are DHH. Our experience indicates that students who are DHH who struggle with reading often exhibit similar difficulties as their hearing peers who are struggling readers. Both groups demonstrate difficulty with sequential memory for letters in words, recognizing words in print, spelling words, and reading on grade level. To address these deficits, multisensory language strategies can be beneficial in promoting skill development in decoding, encoding, and comprehending print. Recommended components to include in literacy instruction are: Word study: teaching of phonemic awareness, phonics, syllables, morphology, spelling, and semantics; Development of word knowledge: providing students opportunities to have language experiences to support their interaction with print; Development of English grammatical structures: explicit teaching of structures that hearing students typically bring to the reading process via their language listening experiences (these missing structures are not a component of ASL or may be inaccessible via the child's listening system); Opportunities to associate ASL to print: strategies that allow students to connect ASL and written English to support literacy learning.

We currently have a 1:1 iPad initiative in our high school and we have learned what a wonderful visual learning tool the iPad is to address the needs described above. There are variety of apps that support visual phonics, sequencing and segmenting sounds, vocabulary and word prediction programs that support struggling readers. iPads provide opportunities to engage students as listeners, readers, and writers. The iPad and companion Web sites provide audio support for textbooks, electronic talking dictionaries, and word prediction programs. Students can also access music paired with the written lyrics via the iPad. A Music Link telecoil (T-coil) silhouette can facilitate access to iPad and other audio devices with a standard 3.5-mm headphone socket used for iPads,

With this grant we hope to expand our 1:1 initiative to our Middle School for students and teachers in grades 6-8. As a school that supports learning six days a week, 24 hours a day, tablets will provide an instantaneous connection between parents, students, and teachers. It may be easy to lose a handwritten note or assignment, but as the tablet goes back and forth between home and school, parents can monitor their student's assignments, teachers can notify parents, and all around connections can be sustained.

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Schedule #6—Program Budget Summary

| County-district number or vendor ID: 227-906 | | | | Amendment # (for amendments only): | |

Program authority: General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85th Texas Legislature; Texas Education Code Section, 32.301

| Grant period: May 1, 2018, to August 31, 2019 | | | | Fund code: 410 | |

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #8	Professional and Contracted Services (6200)	6200	$	$	$
Schedule #9	Supplies and Materials (6300)	6300	$50000	$	$50000
Schedule #10	Other Operating Costs (6400)	6400	$	$	$
Schedule #11	Capital Outlay (6600)	6600	$	$	$
Total direct costs:			$	$	$
Percentage% indirect costs (see note):			N/A	$	$
Grand total of budgeted costs (add all entries in each column):			$50000	$	$50000

Administrative Cost Calculation

Enter the total grant amount requested:	$
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:	$

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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	Schedule #8—Professional and Contracted Services (6200)	
County-district number or vendor ID: 227-906		Amendment # (for amendments only):

NOTE: 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.

	Professional and Contracted Services	
#	**Description of Service and Purpose**	**Grant Amount Budgeted**
1		$
2		$
3		$
4		$
5		$
6		$
7		$
8		$
9		$
10		$
11		$
12		$
13		$
14		$
	a. Subtotal of professional and contracted services:	$
	b. Remaining 6200—Professional and contracted services that do not require specific approval:	$
	(Sum of lines a and b) Grand total	$

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 #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 227-906	Amendment number (for amendments only):	
Supplies and Materials Requiring Specific Approval		
		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	$50000
	Grand total:	$50000

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 #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 227-906	Amendment number (for amendments only):	
Expense Item Description		**Grant Amount Budgeted**
6400	Operating costs that do not require specific approval:	$
	Grand total:	$

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 #11—Capital Outlay (6600)			
County-District Number or Vendor ID: 227-906			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
66XX—Computing Devices, capitalized				
1			$	$
2			$	$
3			$	$
4			$	$
5			$	$
6			$	$
7			$	$
8			$	$
9			$	$
10			$	$
66XX—Software, capitalized				
11			$	$
12			$	$
13			$	$
14			$	$
15			$	$
16			$	$
17			$	$
66XX—Equipment, furniture, or vehicles				
18			$	$
19			$	$
20			$	$
21			$	$
22			$	$
23			$	$
24			$	$
25			$	$
26			$	$
27			$	$
			Grand total:	$

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: 227-906	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	368	71.3%	
Limited English proficient (LEP)	0	0%	
Disciplinary placements	82	16%	Individual Student Count not number of Removals
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.

School Type:	☒ Public	☐ Open-Enrollment Charter	☐ Private Nonprofit	☐ Private For Profit	☐ Public Institution

Students

PK	K	1	2	3	4	5	6	7	8	9	10	11	12		Total
34	21	11	16	25	22	20	30	33	37	40	45	49	63	446	

Numbers not included: Parent/Infant = 28; ACCESS = 43

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Schedule #13—Needs Assessment	
County-district number or vendor ID: 227-906	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.

Our Agency Strategic Plan for Technology and Biennial Operating Plan for Technology have identified the following needs:

• **Annual Computer Upgrades/Refresh Initiative** - We must refresh/replace our technology hardware including desktops, laptops, tablets, printers, servers and classroom technology resources on a 4-year replacement schedule.

• **Network Redundancy Project** – This project will add additional fiber connections enabling all buildings to have a redundant path to both core switches and to the Internet. This will also give the school an additional 500mb/s of bandwidth that can be load balanced across the network for the user community's benefit.

• **Expansion of Internet Bandwidth Initiative** - Due to the changes and advancements in technology, specifically regarding video, point-to-point communications, video security, and voice services, TSD has the need to acquire additional Internet bandwidth to accommodate our growing needs.

• **Internal Cloud Initiative** -In order to share data in a safer and more efficient manner, TSD has the need to consolidate services and data currently stored on a variety of servers into one main internal cloud storage area.

•**Technology Integration and Training Initiative** -TSD staff will receive training to better utilize technology to optimize a learning environment for our students that is conducive to communication, accessibility and enhanced learning. We will also focus annually on cybersecurity training to mitigate agency data risks. We continue to include the appropriate use of Social Media as one of our MAJOR topics for training and staff development in the coming school year.

•**Expansion of 1:1 Tablet Initiative at Middle School Level** – If we can find a grant or source of funding we will expand our 1:1 tablet initiative from only our high school students to include our middle school students in grades 6-8.

We selected our Middle School, grades 6-8 for this grant because they currently are not part of our iPad 1:1 initiative and we currently lack the resources to supply the teachers and students with the technology that could significantly increasing the learning development process. Daily we receive requests for teachers to have iPads to expand the learning opportunities for their students in a variety of content areas.

Our students' current achievement levels in reading and writing are significantly delayed in comparison with their hearing peers. Both boarding students and day students or commuting students populates our Middle School. As in most populations some of these students have parents who are deaf but the majority are born into hearing families where access to a comprehensible language is very often delayed well beyond the optimal language learning years. Hence much of our instruction becomes remedial and relies on specialized techniques, numerous visual learning strategies and support for English as a second language. The average age of enrollment for TSD students is about 11-12 years old. This is a time in the life of a deaf or hard of hearing child when their academic deficits and social isolation become painfully obvious to families and they seek alternatives to traditional deaf education or inclusion classrooms for their students. Because DHH students struggle with English literacy they often lack confidence in their abilities and are not motivated by traditional print media. The iPad allows a DHH student to build confidence, independence and self-esteem as well as enriching the academic experience.

We are well positioned to expand our 1:1 initiative to the Middle School. We have a robust wireless network that we acquired with E-Rate funding and general appropriations from the legislature. Unfortunately we do not have the resources needed to provide each Middle School Student and staff with an IPad. We have been able to gain some IPads for Middle School through donations and gifts. We need to improve our teachers' ability to integrate technology into their daily instruction much in the way our high school teachers have done through their initiative.

Our District Advisory Committee as well as our Instructional Leadership Committee have identified the need to increase our students access to STEM learning through a variety of in school and outside of school experiences. We are currently partnering with Apple to provide after school learning for our Middle School students but we are forced to borrow the equipment at the Apple Store since our students do not have their own devices.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

1.	The need to develop linguistic and communicative competence in deaf and hard of hearing students by using American Sign Language to support English Acquisition.	The iPad 1:1 initiative would allow bilingual learners to have more accessible text in the classroom and the dorm/home by illustrating text with ASL and captions to make them more accessible.
2.	The need to provide visual support for curriculum to students who depend on visual access	The iPad 1:1 initiative would allow middle school students access to apps that provide assistive features to support speech to text, captioning, accommodations for physical disabilities as well as communication apps for students with autism.
3.	The need to develop independence and educational success for students whose English skills are much weaker than their American Sign Language Skills.	The 1:1 iPad initiative would allow the students to have technology access at home and in the dorm to build their vocabulary skills and will enable both dorm parents and parents in the home to engage in learning with their students through a variety of apps designed to support learning and language acquisition.
4.	The need to access applications that allow for accommodation to hearing loss and exposure to better language models.	Deaf children need rich language input in terms of both printed English and ASL. Often, however, adequate language models (i.e. fluent, native signers) are not available nor do teachers have the time for individualized, repeated instruction. The iPad allows teachers and students to create printed text, page images, ASL video for each page, audio for students who are hard-of-hearing, and interactive tabs to assess knowledge through games.
5.	Opportunities to associate ASL to print: strategies that allow students to connect ASL and written English to support literacy learning.	Students will be able to use the iPads to do initial drafts of writing in American Sign Language, upload them to YouTube and then use those ASL stories to transition to a written draft. The iPad is a great tool to help Deaf and Hard of Hearing students improve their confidence in writing English. There are also many apps that can assist in developing vocabulary, fingerspelling, fluency skills and grammar. Students would also be able to use their iPads to do blogs and vlogs which allow real time responses and are very motivating to DHH students.

Schedule #14—Management Plan		
County-district number or vendor ID: 227-906		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.	Principal	Certification as an administrator and educator of DHH students. Experience in leadership coaching, and data collection.
2.	Curriculum Specialist	Certification as a teacher of deaf and hard of hearing students, training in curriculum development and application of Technology TEKS.
3.	Teacher(s)	Certified teachers of the deaf providing core content instruction across the disciplines in grades 6-8.
4.	IT Director	Provide consultation to the project on research based applications of iPad usage with deaf and hard of hearing students.
5.	Systems Support Specialist	Provide technical support and training on applications and iPad technology.

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.	Complete Purchase Requisitions for tablets	1.	Order iPads and Cases	08-1-18	08/01/18
		2.		XX/XX/XXXX	XX/XX/XXXX
		3.		XX/XX/XXXX	XX/XX/XXXX
		4.		XX/XX/XXXX	XX/XX/XXXX
		5.		XX/XX/XXXX	XX/XX/XXXX
2.	Receive, inventory, image and prepare to deploy tablets	1.	Receive iPads and Cases and set up for deployment	08/15/18	09/01918
		2.		XX/XX/XXXX	XX/XX/XXXX
		3.		XX/XX/XXXX	XX/XX/XXXX
		4.		XX/XX/XXXX	XX/XX/XXXX
		5.		XX/XX/XXXX	XX/XX/XXXX
3.	Review acceptable use policy with Middle School Students on using tablets and responsibilities	1.	Training w/staff students on Use of iPads	09/15/18	09/15/18
		2.		XX/XX/XXXX	XX/XX/XXXX
		3.		XX/XX/XXXX	XX/XX/XXXX
		4.		XX/XX/XXXX	XX/XX/XXXX
		5.		XX/XX/XXXX	XX/XX/XXXX
4.	Provide one day workshop for staff and students on Technology Integration in the Classroom using iPads	1.	Show awesome APPS and tools for use in workshop	09/05/18	09/05/18
		2.		XX/XX/XXXX	XX/XX/XXXX
		3.		XX/XX/XXXX	XX/XX/XXXX
		4.		XX/XX/XXXX	XX/XX/XXXX
		5.		XX/XX/XXXX	XX/XX/XXXX
5.	IT Director and Curriculum specialists choose apps that support	1.	Monitor and suggest APPS for instructional purposes	09/15/18	06/01/19
		2.		XX/XX/XXXX	XX/XX/XXXX
		3.		XX/XX/XXXX	XX/XX/XXXX

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 227-906	Amendment # (for amendments only):

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.

Texas School for the Deaf is a state agency that functions similarly to an independent school district. We have rigorous planning processes that address our school improvement needs as a district through our Five Year Strategic Plan with six strategic priorities and key objectives as well as an Agency Strategic Plan, which is based on our budget structure and exists as part of our biennial legislative appropriation request. Every five years TSD conducts strategic planning together with our self-study for renewal of our CEASD Accreditation. Both processes involve a review of the school's mission, vision and beliefs and an extensive internal and external analysis including surveys of stakeholders, plus a SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis. The SWOT analysis involved gathering data on educational, political, economic, and technological issues that could impact the school in the next five years. Internally we looked at achievement, enrollment and workforce data to tell us what we were doing well and what might need improvement. Additionally we administered, scored and summarized data from AdvancED community, parent, student and staff surveys as well at the University of Texas Survey of Organizational Excellence. In January 2016 we convened our School Community Planning Team and an outside consultant to guide us through a two-day review of our mission, vision, beliefs and all of our internal and external data. As a result of that two-day planning meeting we had a revised mission, vision and beliefs and our top six critical issues. In February those top six critical issues or strategic priorities were assigned each to a separate Strategic Goal Team. SGT's were chaired by members who participated in the School Community Planning Team in January but expanded to include further stakeholder involvement to staff from all departments at the school. SGT Teams were given three months to conduct research on their strategic goal area, identify best practices and develop action plans for year one implementation in the following areas: *Communication, Academic and Personal Achievement Staff Support, Data-Driven Decision-Making Outreach for Maximum Statewide Impact and Campus and Facilities.* We are now in year 2 implementation of our Five Year Plan and making excellent progress. SGT teams have remained in tact and meet every 9 weeks to report progress on their Action Plans. It is during these meetings that any adjustments to objectives and timelines are made. All these reports are shared with the school's Governing Board and posted on the TSD website and communicated through our District Advisory Committee.

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.

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The Middle School IPad initiative would be similar to our high school initiative and we have been very successful in maintaining that effort through careful monitoring and data collection using our Strategic Plan and our District Improvement Plan. We have two strategic priorities, Personal and Academic Achievement and Data Based Decision Making that will ensure that this grant provides opportunities for our students that are consistent with the priorities and action plans developed in these two areas.

As mentioned previously in this application both our Governing Board and our District Advisory Committee monitor the implementation of our strategic plan for technology. This allows us to ensure that all participants remain committed to the projects success. We will also use our MAP (Measures of Academic Progress) scores to collect data on how the initiative impacts reading achievement, particularly in the area of writing and comprehension.

Additionally, because we are a state agency the school reports progress on Strategic Plan and Biennial Operating Plan measures to the legislature and this would provide further accountability to our technology project in Middle School.

Schedule #15—Project Evaluation

County-district number or vendor ID: 227-906	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.	Documentation of Increased participation in STEM activities.	1.	Increase in #of students participating in STEM activities
		2.	Increase in # of students participating in Apple After School Project
		3.	Increase in # of students participating in Robotics activities.
2.	Evidence of Increased literacy.	1.	Increase in # of students who demonstrate and increase in MAP reading scores as compared to last school year.
		2.	Increase in# of students who demonstrate in increase in STAAR reading scores as compared to last school year.
		3.	
3.	Number of students using iPads in dorms and at home.	1.	Increase in # of students receive passing grades at 9week reporting period as compared to last school year.
		2.	Increase in percentage of students completing homework as compared to last school year.
		3.	
4.	Increased technology integration in the curriculum.	1.	Documentation of principal's review of lesson plans to determine integration usage.
		2.	Increased teacher attendance at professional development training workshops that highlight uses of iPads in the classroom.
		3.	
5.	Technology literacy increases in the classroom.	1.	Teacher Lesson Plans.
		2.	STEM projects
		3.	Number of iPad projects in Science Fair.

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

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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.

Data will be collected by the Multi-Tiered System of Supports (MTSS) Middle School Team. This data will be analyzed at the begging, middle and end of year using MAP results. Assistance will be provided by the school's Instructional Outcomes and Data Specialist.

The Director of Technology will work with the MTSS and Professional Services Coordinator to provide training opportunities for teachers to integrate technology in the classroom.

We will also conduct student surveys in relationship to social emotional learning to determine if the non-academic goals of the grant with regard to self-confidence, personal and social adjustment and independence are achieved.

Data will also be collected by analyzing student writing samples pre and post grant implementation using a scoring rubric.

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2018–2019 Technology Lending

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 227-906	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.

TSD has IMAT funding to cover textbooks and materials but it is barely adequate to mange that. We also have some IDEA funds from TEA that support our High School iPad initiative. The only other technology money that the school receives is via our legislative appropriations request and that amount is budgeted in capital outlay using the state's lease purchase program. Those monies are earmarked for ongoing replacements of desktops and laptops for all staff.

E-Rate funds that are received by the school are primarily for telecommunication services and leave no funds available for student 1:1 initiatives.

This grant is requesting no funding for any administrative costs, travel or training. We are requesting only the $50,000 that will be required to give each teacher and student their own iPad device and protective case in Middle School. Professional development dollars for technology integration training needed to make this grant successful will come from our Title 2 funds.

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 227-906	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.

Click and type here to enter response.

Our Vision: The Texas School for the Deaf aspires to be a premier leader in bilingual education that challenges each student to reach their full potential.

Our Mission: Texas School for the Deaf ensures students learn, grow and belong in a language-rich environment while supporting students, families and professionals through statewide outreach services.

Our Beliefs:
Education is a responsibility shared by the students, family, school and community.

The development of the whole person socially, physically, intellectually, culturally and emotionally is imperative to a positive identity, self-worth and lifelong success.

American Sign Language and English are woven into the fabric of TSD life building healthy Deaf identities and positive self-worth.

An interdisciplinary curriculum that integrates technology in academically engaging learning environments prepares students to become critical thinkers, collaborators and decision makers.

Outreach Services provide resources and support to the state's deaf and hard of hearing students, their families and the professionals that serve them.

Treating students and staff with dignity and respect in an inclusive community that values diverse abilities, needs and interests is crucial to creating a healthy and productive environment.

This technology lending program aligns with our Agency Strategic Plan for Technology, our Biennial Operating Plan and our school district Five Year Strategic Plan. The mission of TSD is to ensure students learn, grow and belong in a language- rich environment while supporting students, families and professionals through statewide outreach services.

One of our core beliefs is that an interdisciplinary curriculum that integrates technology in academically engaging learning environments prepares students to become critical thinkers, collaborators and decision makers.

For DHH students, technology can level the playing field. Our students are visual learners—they are second language learners and they need real hands on learning to internalize concepts that are foundational to accessing the TEKS. This grant would directly support our strategic goals and our mission for our students to be cross the digital divide and compete with their hearing peers.

The Technology Lending program would provide us with an opportunity to equip or Middle School students with the technology tools needed to communicate, grow and belong in a language-rich environment. There are so many possibilities and apps with the iPads that increase and improve communication in a visual way for our deaf learners.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 227-906	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.

This grant almost seems written with TSD residential students in mind. Our students travel to and from home on charter buses every Friday and Sunday. Trips can range from three to eight hours. Our charter buses have wireless access and kids with iPads have significant advantages over those that do not when it comes to being engaged on these long trips.

As previously mentioned the vast majority of our students are born into hearing families that do not sign. These iPad devices can help bridge the communication gap between our students and their families. There are endless number of apps designed to support visual communication between deaf and hearing individuals.

TSD teachers and students depend on technology to scaffold challenging teaching and learning in the states general curriculum. Many of our students are reading years below grade level and strong differentiated instruction using technology to bridge this gap. This grant if funded will go a long way to align with our curriculum goals.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 227-906	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.

TSD already has policies and procedures in place to align iPads with curriculum, instruction and classroom management policies for high school. We will adapt these for Middle School and likely institute a longer waiting period before the iPads are released for after school and home use. We have an insurance program already established with the State Office of Risk Management (SORM) and we will extend that to Middle School if the grant is funded.

Principals already have systems in place to monitor lesson plans for inclusion of technology integration. We will now monitor for specific use of iPads in those activities and ask teachers to provide evidence of projects, particularly as they relate to STEM at the end of each grading period.

Middle School has a Tech Girls after school program that will align beautifully and enhance the opportunities for students to have rich hands on learning with their tablets both in and outside of school.

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.

Currently ELA teachers in Middle School are using Keynote in the labs to help student present their research and work on their communication/presentation skills. This is a great opportunity for DHH students to organize their thoughts with visual support and practice speaking/signing in front of their classmates. Some 8th grade students are using keynote to present their transitional goals in the pre-transition meetings. Speech therapists in Middle School are using apps in the labs that allow students to practice vocabulary with word walls and other apps.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 227-906	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.

We currently have the IT Staff available in each of the instructional departments (including our Middle School Dept.) to provide day-to-day technical support to students and staff teaching with these devices. We also have a robust wireless network in all instructional and residential areas of the school.

We use a MDM (Mobile Device Management Tool) called Casper to monitor, inventory, locate, update, track usage and student log-ins on all our iPads. This helps our IT Staff speed up the 'remote service and access' to all of these devices providing them with a tool that makes management of multiple devices much easier and more efficient.

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

County-district number or vendor ID: 227-906	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.

Since this would be assigned to our Middle School campus we will have our MS Principal, Assistant Principal, Administrative Assistant, MS Teacher's Aides our MS Curriculum specialist work with our assigned IT staff to monitor and manage the use of this equipment.

We use a MDM (Mobile Device Management Tool) called Casper to monitor, inventory, locate, update, track usage and student log-ins on all our iPads.

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.

We have a program in place for monitoring and managing our tablets and other mobile devices. We use a software tool for Mobile Device Management called Casper produced by a company called Jamf. We can update, track, locate and control, monitor and manage our mobile tablets using this tool.

We also have an insurance policy for our HS 1:1 iPad Initiative through a company called Worth Ave Group. I would think we would also add these iPads to that insurance policy to ensure their safety, value and life expectancy during this grant process.

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