Texas Education Agency
Standard Application System (SAS)

2018–2019 Technology Lending

		FOR TEA USE ONLY
Program authority:	General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85th Texas Legislature; Texas Education Code Section 32.301	Write NOGA ID here
Grant Period:	May 1, 2018, to August 31, 2019	
Application deadline:	5:00 p.m. Central Time, February 6, 2018	Place date stamp here
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 FEB - 6 PM 3: 48 TEXAS EDUCATION AGENCY 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 #
DeSoto ISD	057906		
Vendor ID #	ESC Region #		
75001316	10		

Mailing address	City	State	ZIP Code
200 Beltline Road	DeSoto	TX	75115

Primary Contact

First name	M.I.	Last name	Title
Gabrielle		Lemonier	Associate Superintendent
Telephone #	Email address		FAX #
972-223-6666	Gabrielle.Lemonier@desotoisd.org		972-274-8209

Secondary Contact

First name	M.I.	Last name	Title
David	C.	Harris	Superintendent
Telephone #	Email address		FAX #
972-223-6666 Ext. 218	david.harris@desotoisd.org		972-274-8209

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
Dr. David	C. Harris	Superintendent
Telephone #	Email address	FAX #
972-223-6666 Ext. 218	david.harris@desotoisd.org	972-274-8209

Signature (blue ink preferred)

Date signed 02/05/18

Only the legally responsible party may sign this application.

Schedule #1—General Information

County-district number or vendor ID: 057906	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.**

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:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 057906	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
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 057906	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

☒ 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

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:

Schedule #5—Program Executive Summary

County-district number or vendor ID: 057906	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.

Katherine Johnson Technology Magnet Academy (opening in August of 2018)

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.

DeSoto ISD, a small suburban districted located south of Dallas, currently serves approximately 9,742 predominantly minority students in 12 campuses including 7 elementary schools, 3 middle schools, 1 high school, and 1 alternative school. In August of 2018, the district will grow to 13 schools to include the Katherine Johnson Technology Magnet Academy. **Project Plan:** The proposed Technology Lending Program (TLP) known as the **DeSoto's Tech Target Solution (DTTS)** will provide economically disadvantaged students with wireless computing device to actively engage in high-tech digital technology learning while in school and during out-of-school hours which will include weekends summer and all holiday breaks. TLP funding will enable the new Katherine Johnson Technology Magnet Academy to provide ALL Kindergarten through 5th grade students (635 students) with access to loaner iPads and STM dux cases to use at school, at home, and on their way to and from school and school-related events. WiFi mobile hotspot wireless devices will also be purchased to loan to students, allowing those in need to have access to educational Internet resources at home. Finally, a partnership with Kaheet Smartbus Solutions, a leader in technology will provide ALL students in the district (9,742 students) with internet access. In addition to providing students with residential hotspot devices, DeSoto ISD will outfit district owned buses with WiFi to be used for students during out-of-school hours. Buses will be parked throughout the district to allow students to board during after school hours, on weekends, during school holidays, and throughout the summer to work on school assignments and projects. The buses will also be available to students during school field trips as well as for student athletes, band members, dance teams, academic, organizations, and other clubs to use during school-sponsored events. Digital devices, technologies, and content will be used to support engaging student learning in school and at home, enhancing students' technological skills and academic proficiencies and closing the digital divide experienced by economically disadvantaged students and their peers. The goals of the **DTTS** grant to ensure that students needing technology during out-of-school hours have a device and have 24/7 access to the Internet to support their ongoing learning, support equitable technology and Internet access for all Academy students, particularly economically disadvantaged students. Devises purchased from the TLP grant and other funding sources will be used in a cohesive manner to ensure all students have dedicated access to a mobile technology device and are able to incorporate digital learning both at school and in their home, preparing them to ultimately succeed in college and career. **Project Budget:** The total grant funds requested is $99,931 which will be utilized to purchase the following:

- 290 iPads with 32G (290 iPads x $294 each = $85,260)
- 290 STM dux case for 5th gen iPads (290 STM dux cases packs @ $12.03 each = $3,490)
- 60 Wi-Fi mobile hotspots wireless devices @ $60 each = $3,600
- Kaheet SmartBus (school bus Wi-Fi) Solutions bundle including 5 routers and 5 GB per month @ $7,580.86

District Demographics: DeSoto ISD's student population consists of **9,742** predominantly minority students including **76.6% (7,463)** African American, **18.7% (1,820)** Hispanic, **72% (7,011) low-income**, and **53.7% (5,235)** at-risk students (TEA TAPR 2016-17). Due to the poverty, and in alignment with the goals of the TLP grant, many students do not have access to a technology device or Internet access at home. In fact, DeSoto ISD 2017 Student Survey aggregate results indicated that 88% of elementary students do not have computers or technology devices to use at home while 80% of elementary students reported not having Internet access at home. As a district committed to creating graduates that are highly regarded and prepared to enter college and career with 21st century workforce skills, and offering more than 24 engaging magnet programs at every school level, the district is attracting students at an unprecedented rate. As a result of this growth, district resources are stretched and are not readily available to equitably meet the needs of all students.

Needs Assessment Process: The comprehensive needs assessment process was led by DeSoto ISD's Associate Superintendent, Dr. Gabrielle Lemonier, and supported by district leaders (Superintendent, Principals, District Technology staff, educators, etc.), community stakeholders, and partners. Dr. Lemonier worked in partnership with DeSoto ISD Superintendent, Dr. Harris, and an Evaluation Team (TLP Coordinator, educators, IT staff, etc.) to determine the efficacy of the needs assessment process. This team will work collaboratively throughout the duration of the grant to determine if, when, and how the assessment process may need to be changed. During the planning stages

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:

Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 057906	Amendment # (for amendments only):

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.

of the Katherine Johnson Technology Magnet Academy, the district conducted comprehensive and systemic community, district, and campus needs assessments to identify interests in a technology campus for elementary aged students as well as technology interests, needs, and student access to technology both during- and out-of-school hours. The assessment included a review of: current technology devices and internet access inventory, student-level academic data including, but not limited to student grades (report cards), annual STAAR-EOC results, Texas Academic Performance Report (TAPR) results; attendance records; etc.; stakeholder surveys; and community stakeholder meetings and focus groups. Assessments identified notable gaps and weaknesses in academic performance as well as gaps in technology resources both at school and at home, particularly for the district's low- income elementary school students.

Management Plan: DeSoto ISD will ensure the **DTTS** receives consistent, high-quality management and oversight throughout the duration of the grant. The **DTTS** Program Coordinator will coordinate and monitor all the **DTTS** activities and will be supported by the Associate Superintendent and Campus Media Specialists in such activities. The Program Coordinator will ensure that the project assists in meeting TLP project goals and ensures equitable access for students who have limited access to technology/internet use off campus, particularly low-income students. The Program Coordinator will organize and supervise technology lending activities and work with district administration, campus staff, other like program personnel and parents to ensure instructional alignment with curriculum as well as timely access and delivery of technology resources. The Project Coordinator will regularly communicate project status towards meeting program goals and objectives with the Associate Superintendent and will continuously gather stakeholder feedback to make program improvements, as needed.

Project Evaluation: DeSoto ISD will conduct a formative evaluation of TLP activities in coordination with the Evaluation Team (Program Coordinator, Assistant Superintendent, IT staff and educators) to determine if the proposed activities are effective in: acquiring and deploying technologies and telecommunication services; meeting timelines for implementation; integrating technology into curriculum instruction; and enabling students to meet challenging state academic standards. Pre- and post-program surveys will be administered to classroom teachers, students, and parents to collect baseline data (pre-survey) and evaluate the extent to which TLP activities were successful in achieving the aforementioned activities measures. The evaluation team and project staff will also collect program-level data related to mandatory performance measures such as: number of participants served; number of technology devices distributed; number students who receive Internet access via hot-spots; ratio of technology devices to students needing devices; number of teachers who leverage electronic instructional materials and integrate digital technologies in class instruction; number of classrooms using digital materials as part of daily instruction, etc. Data will be collected through classroom observations and walk throughs, interviews, focus groups, and surveys administered to key stakeholders (administrators, teachers, staff, students, parents) participating in the project. Additional project-level data and information will be collected to assess the implementation of integrated and aligned technology teaching strategies in course curricula. The evaluation team will also assess the effectiveness of **DTTS** activities and strategies on student achievement results by collecting and analyzing student-level academic data including, but not limited to: student grades (report cards); annual STAAR-EOC results; Texas Academic Performance Report (TAPR) results; attendance records; etc. to measure progress in defined program areas. The evaluation team will analyze data on a quarterly basis to assess program strengths and weaknesses and may make program modifications to enhance programming, as needed.

Ongoing Commitment to Goals of Program: DeSoto ISD is committed to ensuring the success of this initiative and the goals of the grant program. As such, the district will coordinate efforts of similar programs to maximize the effectiveness of the **DTTS**, including funding received from state and federal sources such as a grant from the US Department of Education (e.g. USDE Magnet School Assistance, i3 Programs, GEAR UP, etc.) to coordinate all efforts towards technology. *TLP funds will supplement, not supplant, programs and services provided with local or state funds.* As part of its commitment to the goals of this project, the district's resource development team will continue to research, identify, and secure outside funding to sustain this project beyond the life of the grant. Potential funding sources may include, but not be limited to, foundations, corporations, businesses, government entities, and individual donors with an interest in supporting the goals and objectives of this initiative.

Statutory Requirements: DeSoto ISD's TLP application completely and accurately answers all statutory requirements (Schedule #16) and TEA requirements (Schedule #17).

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:

Schedule #6—Program Budget Summary

County-district number or vendor ID: 057906				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	$0	$0	$0
Schedule #9	Supplies and Materials (6300)	6300	$99,931	$0	$99,931
Schedule #10	Other Operating Costs (6400)	6400	$0	$0	$0
Schedule #11	Capital Outlay (6600)	6600	$0	$0	$0
Total direct costs:			$99,931	$0	$99,931
Percentage% indirect costs (see note):			N/A	$0	$0
Grand total of budgeted costs (add all entries in each column):			**$99,931**	$0	**$99,931**

Administrative Cost Calculation

Enter the total grant amount requested:	$99,931
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:	$14,990

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.

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:

Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 057906	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:	$0
	(Sum of lines a and b) Grand total	**$0**

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

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:

Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 057906	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:	$99,931
	Grand total:	**$99,931**

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

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:

Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 057906	Amendment number (for amendments only):	
Expense Item Description		**Grant Amount Budgeted**
6400	Operating costs that do not require specific approval:	$0
	Grand total:	$0

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.

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:

Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 057906			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:	$0

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

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:

Schedule #12—Demographics and Participants to Be Served with Grant Funds	
County-district number or vendor ID: 057906	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	7,011	72.0%*	*Katherine Johnson Technology Magnet Academy is a new school opening in 2018. All student demographics are based on DeSoto ISD 2016-17 District TAPR. Students to be served are based on enrollment projections.
Limited English proficient (LEP)	702	7.2%*	
Disciplinary placements	302	2.8%*	
Attendance rate	NA	96.1%*	
Annual dropout rate (Gr 9-12)	NA	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
	88	88	92	100	132	135								635

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:

Schedule #13—Needs Assessment	
County-district number or vendor ID: 057906	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.

Needs assessment process. Katherine Johnson Technology Magnet Academy is scheduled to open in August of 2018 and will serve an estimated 635 students in grades K-5 during its first year of operation. During the planning stages of this Academy, the district conducted comprehensive and systemic community, district, and campus needs assessments to identify interests in a technology campus for elementary aged students. Assessments captured a wide array of information to assess technology interest, needs, and student access to technology both during- and out-of-school hours. In the Spring of 2017, stakeholder surveys were distributed to educators, parents, and students (grades 3-12) requesting feedback on learning technology interests and needs. Several community stakeholder meetings were also held to solicit the input of students, parents, educators, and the community regarding students' current access to technology both at school and at home, as well as their interests in expanding access to various technologies. The comprehensive needs assessment process was led by DeSoto ISD's Associate Superintendent, Dr. Gabrielle Lemonier, and supported by district leaders (Superintendent, Principals, District Technology staff, educators, etc.), community stakeholders, and partners. Assessments identified notable gaps and weaknesses in academic performance as well as gaps in technology resources both at school and at home, particularly for the district's elementary low-income school students. These comprehensive needs assessments led to the design of the proposed **DTTS** program.

District demographics. DeSoto ISD currently serves approximately 9,742 predominantly minority students in 12 campuses including 7 elementary schools, 3 middle schools, 1 high school, and 1 alternative school. In 2018, the district will grow to 13 schools, incorporating the Katherine Johnson Technology Magnet Academy. DeSoto ISD is a small, suburban district located 15 miles south of Dallas in north Texas. The district's student population consists of: **76.6%** (7,463) African American, **18.7%** (1,820) Hispanic, **72%** (7,011) low-income, and **53.7%** (5,235) at-risk students (DeSoto ISD District TEA TAPR 2016-17). **Needs assessment findings.** DeSoto ISD is committed to creating graduates that are highly regarded and prepared to enter college and career with 21st century workforce skills and education and offers more than two dozen engaging magnet programs at every school level. Interested DeSoto ISD students can choose to participate in magnet programs which incorporate a wide array of educational focus areas including, but not limited to: blended learning, business and law, STEAM and is iSTEAM, medical and environmental sciences, fine arts, International Baccalaureate, and Early College programs. As a result of these exciting and innovative program offerings, the district is attracting students at an unprecedented rate. As a result of this growth, district resources are stretched and are not readily available to equitably meet the needs of all students and the student population is still at risk. DeSoto ISD's district-wide comprehensive needs assessments were conducted to prioritize campuses, grade levels, and students most in need of technology resources. **Academic Deficiencies:** District data for 2016-17 demonstrated that DeSoto elementary students' performance in STAAR-EOC were significantly below state results for all core subjects. Grade 3 Results: 63% of DeSoto 3rd grade students scored proficient in Reading (vs 73% State) while 70% of DeSoto students scored proficient in Math (vs 78% State). Grade 4 Results: 58% of DeSoto students scored proficient in Reading (vs 70% State), 56% of DeSoto students scored proficient in Math (vs 76% State), and 55% scored proficient in Writing (vs 65% State). Grade 5 Results: 71% of DeSoto students scored proficient in Reading (vs 82% State), 70% of DeSoto students scored proficient in Math (vs 87% State), and 52% scored proficient in Writing (vs 74% State). **Limited Technology Access:** Stakeholder surveys determined that students at the elementary level were in most need of access to technology devices and Internet resources at home. DeSoto ISD 2017 Student Survey aggregate results indicated that 88% of elementary students do not have computers or technology devices to use at home while 80% of elementary students reported not having Internet access at home. At the same time, 92% of elementary students indicated that if available, they would use technology devices and the Internet to complete homework and school projects. Approximately 85% of parents of elementary school aged children reported that their child/children did not have a personal technology device or smart phone and 75% reporting not having residential Internet services (2017 Parent Survey). Yet 96% of parents reported that, if available, they would encourage their child to use technology devices after school and on weekends to complete homework, work on school projects, and gain technology skills. An overwhelming majority (99%) of educators surveyed (2017 Teacher Survey) reported that access to technology devices and Internet resources at home would contribute to student learning while 68% indicated a need for a **DTTS** in elementary campuses.

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:

Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 057906	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.	DeSoto ISD elementary students' performance in 2016-17 STAAR-EOC was significantly below state results for Reading and Writing (TEA TAPR 2016-17). **2017 STAAR Results:** **% Approaches Grade Level or Above** 		DeSoto ISD	Texas
Grade 3 Reading	63%	73%
Grade 4 Reading	58%	70%
Grade 4 Writing	55%	65%
Grade 5 Reading	71%	82%
Grade 5 Writing	52%	74%		Through the **DTTS**, students will have access to technology equipment, devices, and Internet resources through which they can access a multitude of educational supports, tutorials, targeted academic interventions that will support their continued literacy and writing skills. Students will be able to access educational supports at school and home to complete homework and school projects through the use of loaned technology devices and Internet access provided through mobile WiFi hotspots and Smart Buses equipped with WiFi. Students will be engaged in learning, both in and out of school, increasing their reading and writing skills and proficiencies.
2.	DeSoto ISD elementary students' performance in 2016-17 STAAR-EOC was significantly below state results for Math. **2017 STAAR Results:** **% Approaches Grade Level or Above** 		DeSoto ISD	Texas
Grade 3 Math	70%	78%
Grade 4 Math	56%	76%
Grade 5 Math	70%	87%		Students will have access to technology equipment, devices, and Internet resources through which they can access educational supports, tutorials, and academic interventions to enhance their math skills and competencies. Students will be able to access educational supports at school and home to complete homework and school projects through the use of loaned technology devices and Internet access provided through mobile WiFi hotspots and Smart Buses equipped with WiFi.
3.	DeSoto ISD students have high risk factors compared to state peers. The district's student population consists of **72%** economically disadvantaged students compared to 59% for the state. Additionally, 53.7% of the district's student population is categorized as 'At-Risk' compared to 50.3% for the state. (DeSoto ISD District TEA TAPR 2016-17). Economically disadvantaged families may not have the financial resources to purchase technology devices for their child or residential Internet access, thus creating a digital divide.	The **DTTS** will provide economically disadvantaged and at-risk students need access to resources that support student learning as well as promote positive behaviors and skills building. Students will have access to loaner technology devices and Internet resources (mobile WiFi hotspots, WiFi Smart Buses) enabling them to connect to online tutoring, skills building, motivational leadership, and behavioral development applications. Access to online academic supports will increase at-risk students' academic competencies, motivation and confidence, minimizing their at-risk behaviors.
4.	Approximately 88% of DeSoto ISD elementary students do not have computers or technology devices to use at home to use for homework or school projects (2017 Student Survey). As a result, they do not have continued opportunities to enhance or advance their academic competencies or skills.	The **DTTS** will alleviate this barrier by providing students at the Katherine Johnson Technology Magnet Academy with loaner digital devices (iPads) for use at school and at home during after school hours, evenings, weekends, and holidays. Devices can be used to access educational supports and complete school projects. Students will receive technology training in the use of digital devices.
5.	Approximately 80% of DeSoto ISD elementary students do not have Internet access at home to support them in completing homework or school projects (2017 Student Survey). As a result, students do not have opportunities to advance their academic skills and their academic performance suffers.	The **DTTS** will provide low-income students WiFi hotspots through which they can access educational Internet resources at school and home during out-of-school hours. Additionally, DeSoto ISD will outfit district owned buses with WiFi to allow ALL students in the district to have Internet access both in and out of school.

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:

Schedule #14—Management Plan

County-district number or vendor ID: 057906	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.	Program Coordinator	Instructional Technology Supervisor, Darrell Baty will serve as the Program Coordinator for the project. Mr. Baty is a committed elementary educator with a proven record of academic success. He serves as a member of the district's TRIBE team, a leadership team that makes weekly classroom visits to identify educator needs in an effort to increase performance. He also oversees the Campus Instructional Technology Specialist and all educational software including: iRead, iStation and Imagine Learning.
2.	Associate Superintendent	Associate Superintendent, Dr. Gabrielle Lemonier, will serve as the primary point of contact for all instructional digital resources for the district and will be the key decision maker in the identification, acquisition and implementation of all technological resources. Dr. Lemonier is a veteran elementary school educator with a proven record of academic success.
3.	Campus Media Specialists	Campus Media Specialists (Librarians) will coordinate the inventory process for their campus. The Media Specialists currently serve in this capacity for all library and campus media, which will allow for a seamless implementation process. They will facilitate the necessary support for students regarding issues with hardware and instructional software.

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.	Purchase technology devices and hotspots, equip buses with WiFi	1.	Start procurement process for technology purchase	05/01/2018	05/31/2018
		2.	Purchase iPads and wireless hotspot devices	06/01/2018	06/31/2018
		3.	Configure and inventory iPads and hotspots	07/01/2018	08/17/2018
		4.	Equip district buses with Kaheet bundles and WiFi	07/01/2018	08/17/2018
		5.	Place internet blocks on hotspots and buses to limit access to unsuitable we content	07/01/2018	08/17/2018
2.	Teacher training, pre-surveys and distribute tech devices & hotspots	1.	Train staff on Technology Lending Program (TLP)	08/13/2018	08/17/2018
		2.	Notify students/parents about TLP resources	08/20/2018	08/24/2018
		3.	Distribute teacher and student pre-surveys	08/20/2018	08/24/2018
		4.	Identify students most in need of devices & hotspots	08/27/2018	08/31/2018
		5.	Get TLAs signed, issue tech devices to students	09/03/2018	09/07/2018
3.	Student/parent orientation, engagement in online learning	1.	Conduct student and parent TLP orientation	09/03/2018	09/07/2018
		2.	Students/parents trained on district accounts	09/10/2018	Ongoing
		3.	Students/parents trained in online resources	09/10/2018	Ongoing
		4.	Recommend engaging tech learning opportunities	09/10/2018	Ongoing
4.	Integrate technology into daily instruction, increase STAAR scores	1.	Teachers select classroom Internet resources	08/13/2018	08/17/2018
		2.	Integrate web-based learning at school and home	08/20/2018	Ongoing
		3.	Provide students with technology training & support	08/20/2018	Ongoing
		4.	Assess students for targeted intervention needs	10/01/2018	Ongoing
		5.	Recommend online resources for home study	10/01/2018	Ongoing
5.	Increase students' performance in Math and Science STARR tests by 10% from baseline	1.	Post-surveys (students, parents, teachers)	05/20/2019	05/24/2019
		2.	Student equipment check-in and return	05/20/2019	05/24/2019
		3.	Equipment checked for damage and maintenance	05/20/2019	05/31/2019
		4.	Equipment inventoried for next school year	06/03/2019	06/30/2019
		5.	Program evaluation and assessment	06/01/2019	07/31/2019

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.

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:

Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 057906	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.

The Program Coordinator, Instructional Technology Supervisor Mr. Darrell Baty, will coordinate and monitor all **DTTS** program activities and will be supported by the Associate Superintendent, Dr. Gabrielle Lemonier, and Campus Media Specialists in such activities. The Coordinator will ensure that the project assists in meeting **DTTS** project goals and ensures equitable access for students who have limited access to technology use off campus, particularly economically disadvantaged students. The Coordinator will organize and supervise technology lending activities and work with district administration and campus staff to ensure instructional alignment with curriculum as well as timely delivery of technology resources. He will monitor the program on an on-going basis to ensure that timelines are met in regards to: 1) purchasing and distributing equipment to students identified as not having access to personal technology devices at home; and 2) providing students in need with off-campus Internet access via hotspot wireless devices. To further ensure equitable access to Internet resources, the Coordinator will also coordinate and maintain oversight of WiFi school buses that will be made available for student use after school, on weekends, and on school holidays throughout the school year. The Coordinator will regularly communicate project status towards meeting program goals and objectives with the Associate Superintendent. If the program experiences delays or difficulties, the Program Coordinator will meet with key staff involved in project implementation to coordinate a plan of action to overcome barriers and get the project back on track. The Coordinator will also gather feedback from participating campus staff, administrators, teachers, parents, and students via email, phone, and in person. An online link will be created where teachers and parents can provide instant feedback, questions, or concerns. Recommendations will be considered and appropriate and timely program modifications will be implemented, as needed. To ensure program success, the Program Coordinator will also maintain open and clear communication with staff and parents by hosting quarterly meetings to keep staff and parents up-to-date on the project. Monthly planning meetings will also be held with the Coordinator, Associate Superintendent, and district/campus staff to solicit and incorporate feedback and inform them of program adjustments and progress.

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.

<u>**Ongoing/Existing Projects and Coordination of Efforts:**</u> DeSoto ISD is committed to ensuring the success of this initiative and will coordinate efforts of similar programs to maximize the effectiveness of the Technology Lending Program. *TLP funds will supplement, not supplant, programs and services provided with local or state funds.* In 2017, the district was awarded a grant from the US Department of Education to operate the Magnet School Assistance Program including an i3 in 2015 and a seven-year GEAR UP program in 2014. Through the Magnet initiative alone, DeSoto ISD receives grant funding to establish seven (3 new and 4 revised) theme-based magnet school programs. As part of this grant, the District will receive over $2 million over the 5-year period to purchase technology-related equipment and supplies for magnet schools including, but not limited to: laptops, printers, copiers, digital cameras, tablets, classroom printers, large monitors, 3D printer supplies, APPS, Adobe Masters Collection, experiential learning kits, streaming software, etc., science and medical devices, Texas Instruments (TI) technology devices, TI-Inspire wireless Navigators, etc. <u>**Ensuring Participant Commitment:**</u> DeSoto ISD has already established strong educator support for this initiative. The 2017 DeSoto ISD Teacher Survey found that 99% of teachers reported that technology devices and Internet resources would contribute to the overall learning of student while 95% reported that providing students these resources would increase teachers' overall abilities to teach. Student participant commitment will be solidified by providing economically disadvantaged students/families with much needed access to digital technology devices and off-campus internet access to support learning at home. As demonstrated in the 2017 Student and Parent Surveys, 92% of elementary students surveyed indicated that if available, they would use technology devices and the Internet to complete homework and projects as well as to learn more while 96% of parents reported that, if available, they would actively encourage their child/children to use technology devices for school work at home. Access to this equipment and Internet resources that support engaging, interactive, and 21st century learning for students at home will ensure that all project participants remain committed to the project's success.

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:

Schedule #15—Project Evaluation

County-district number or vendor ID: 057906	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.	Review TLP inventories and records to assess digital utilization (quarterly)	1.	90% of eligible students will check out a digital device
		2.	90% of eligible students will have access to WiFi hotspots and Internet
		3.	100% of students will access WiFi through Smart Buses and resources
2.	Classroom observation rubric and pre- and post-program Teacher Survey	1.	80% of teachers will incorporate electronic devices in classroom instruction
		2.	75% of teachers will actively integrate new pedagogical strategies, digital technology, and educational Internet resources in curricula and lessons
3.	STAAR assessments, pre and post English, Writing, Math and Science scores, report cards	1.	75% of students will increase scores in English, Writing, Math, and Science
		2.	95% of participating students will be promoted to the next grade on-time
		3.	90% of participating students will demonstrate proficiency in TEKS
4.	Pre- and Post- Program Satisfaction Survey of students, parents, educators	1.	100% of participating students/parents will have access to online learning
		2.	85% of participating students will access online tutorials/resources
		3.	90% of participating students/ parents will report above average satisfaction in using technology devices and digital online resources to learn.
		4.	80% of parents will engage in online digital learning with their child.

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.

Processes for Data Collection and Evaluation Design: DeSoto ISD will conduct a formative evaluation of **DTTS** activities in coordination with an evaluation team consisting of the Program Coordinator, Assistant Superintendent, and educators to determine if the proposed activities are effective in: acquiring and deploying technologies and telecommunication services; meeting timelines for implementation; integrating technology into curriculum instruction; and enabling students to meet challenging state academic standards. Pre- and post-program surveys will be administered to classroom teachers, students, and parents to collect baseline data (pre-survey) and evaluate the extent to which TLP activities were successful in achieving the aforementioned activities measures. The evaluation team and project staff will also collect program-level data related to mandatory performance measures such as: number of participants served; number of technology devices distributed; number students who receive Internet access via hot-spots; ratio of technology devices to students needing devices; number of teachers who leverage electronic instructional materials and integrate digital technologies in class instruction; number of classrooms using digital materials as part of daily instruction, etc. Data will be collected through classroom observations and walk throughs, interviews, and surveys administered to key stakeholders (administrators, teachers, staff, students) participating in the project. Additional project-level information will be collected to assess the implementation of integrated and aligned technology teaching strategies in course curricula. The evaluation team will also assess the effectiveness of **DTTS** activities on student achievement results by collecting and analyzing student-level academic data including, but not limited to: student grades (report cards); annual STAAR-EOC results; Texas Academic Performance Report (TAPR) results; attendance records; etc. **Identifying and Correcting Problems with Project Delivery:** The evaluation team will analyze data on a quarterly basis to assess program strengths and weaknesses. Ongoing data collection will allow for frequent review and analysis to determine the effectiveness and efficiency of program implementation and progress in meeting goals and objectives. The evaluation team will measure performance targets through qualitative and quantitative data such as stakeholder satisfaction surveys; student participation data; and student academic achievement records. The Project Coordinator, district administrators, and campus staff will immediately develop a strategy to identify and correct any identified problems and implement project modifications, as needed. Project timelines will also be monitored to ensure key milestones are met. Project strengths and challenges will be regularly tracked and assessed to provide timely information for continuous program improvement.

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:

Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 057906	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.

The overarching goal of the proposed **DTTS** is to ensure that students needing technology during out-of-school hours have a device and has access to the Internet to support their ongoing learning. The proposed **DTTS** will support DeSoto ISD's Katherine Johnson Technology Magnet Academy, set to open in August 2018, ensure equitable technology and Internet access for students, particularly economically disadvantaged youth, through loaned equipment for learning off campus. Program activities will ensure that: 1) students have dedicated access to a personal technology device through a check-out program; and 2) provide Internet access to ALL students, particularly those who do not have residential Internet services, via hotspot wireless devices and access to Smart Buses equipped with WiFi.

DeSoto ISD will ensure that **DTTS** and other funding sources will be utilized in a cohesive manner to support efforts to ensure all students have access to a dedicated technology device. As previously discussed, in 2017 DeSoto ISD was awarded a grant from the US Department of Education to operate Magnet School Assistance Program including an i3 in 2015 and a seven-year GEAR UP program in 2014. Through the Magnet initiative alone, the district receives grant funding to establish seven theme-based (e.g. Blended learning, iSTEAM, Environmental Science all directed at technology) magnet school programs. As part of this grant, the district will receive over **$2 million** over a 5-year period to purchase technology-related equipment and supplies for magnet schools including, but not limited to: laptops, printers, copiers, digital cameras, tablets, classroom printers, large monitors, 3D printer supplies, APPS, Adobe Masters Collection, experiential learning kits, streaming software, etc., science and medical devices, Texas Instruments (TI) technology devices, graphing calculators, TI-Inspire CAS and wireless Navigators, etc. Resources also include: electronic instructional and media resources; state-of-the art web technology and equipment; and electronic educational materials for use on campus and at school to support ongoing learning.

As detailed in the attached **LEA Technology Plan** each classroom will be equipped with 5 devices while additional work stations will be available for use in the media center, production labs, a robotics classroom, campus-wide Internet access, and wireless APs. These resources are paid for through state and federal funds. Additionally, once the Katherine Johnson Technology Magnet Academy is open (August 2018), the campus will include 2 computer labs housing 30 Mac computers for student use throughout the day.

TLP funds will be utilized to purchase the following:
- 290 iPads and 290 STM iPad dux cases
- 60 Wi-Fi mobile hotspots wireless devices
- Kaheet SmartBus (school bus Wi-Fi) Solutions bundle including 5 routers and 5 GB per month

TLP funding will enable the Katherine Johnson Technology Magnet Academy to provide ALL Kindergarten through 5th grade students (635 students) with loaner iPads and STM dux cases to use at school, at home, and on their way to and from school and school-related events. WiFi mobile hotspot wireless devices will also be purchased to loan to students, allowing those in need to have access to educational Internet resources at home. Finally, a partnership with Kaheet Smartbus Solutions, a leader in technology will provide ALL students in the district (9,742 students) with internet access. In addition to providing students with residential hotspot devices, DeSoto ISD will outfit district owned buses with WiFi to be used for students during out-of-school hours. DeSoto ISD will outfit district owned buses with WiFi to be used for students during out-of-school hours. Buses will be parked throughout the district to allow students to board during after school hours, on weekends, during school holidays, and throughout the summer to work on school assignments and projects. The buses will also be available to students during school field trips as well as for student athletes, band members, dance teams, academic, organizations, and other clubs to use during school-sponsored events.

DeSoto ISD will leverage existing technology resources, including equipment, WiFi, electronic instructional materials, and staff development training funded by other sources to ensure that students receive the maximum benefits of this program. Equipment purchased from all funding sources will be used in a cohesive manner to ensure all students have dedicated access to a mobile technology device and are able to incorporate digital learning both at school and in their home, preparing them with 21st century technological skills needed to ultimately succeed in career and college.

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:

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 057906	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.

In designing the proposed **Desoto Tech Target Solution (DTTS)** program DeSoto administrators and staff ensured that the program directly aligned with existing district mission and goals. The mission of DeSoto ISD is to prepare each student academically and socially to be a problem solver and productive citizen for a 21st-century global society. To accomplish this mission, the district is committed to empowering all students with knowledge and skills to become competitive analytical thinkers who work collaboratively and individually in the pursuit of future endeavors. The TLP directly aligns with the district's mission by ensuring that every student needing technology has a device and has access to the Internet during out-of-school hours.

As previously discussed, DeSoto ISD is committed to creating graduates that are highly regarded. DeSoto ISD Magnet and Innovative Programs features over two dozen programs from elementary through high school that allows students to choose a course of study with innovative approaches to learning. Magnet schools have a curriculum that emphasizes a particular educational focus such as: engineering, science, technology or the arts. DeSoto's magnet schools open doors of opportunity and sparks the imagination of students, preparing them to become responsible citizens in a global society.

DeSoto ISD district leadership is committed to preparing all students with the digital and technological skills needed to succeed in a 21st century technological society and, as such, is taking significant efforts to ensure that its students have constant access to advanced technology and digital learning. The district is increasingly integrating digital content in all of its campuses. The targeted **DTTS** campus, the Katherine Johnson Technology Magnet Academy, will provide an environment with unique technologically driven program components including, but not limited to, robotics, digital art and music, coding/computer classrooms, science, art, music, and gifted and talented programs and classes. With a focus on technology, The Katherine Johnson Tech Magnet Academy will provide opportunities for students to engage in project-based, collaborative learning with opportunities for STEM, robotics and coding.

Yet despite the unique technology focus of this campus, the school and district still demonstrate a need to provide its students with direct access to digital technologies and Internet access at home with approximately 88% of elementary students without access to computers or technology devices to use at home and 80% of elementary students not having Internet access at home (2017 Student Survey). Technology equipment purchased with TLP funds will help to alleviate these issues by closing the digital gap for those students who do not have home access to technology or Internet resources.

DeSoto ISD will utilize equipment and Internet resources purchased through TLP and other funding sources in a cohesive manner to ensure all students have access to a dedicated technology device. <u>Technology equipment and devices purchased with TLP funds will be available for loan to ALL Katherine Johnson Technology Magnet Academy students from Kindergarten through 5th grade (635 students)</u>. WiFi mobile hotspot wireless devices will also be available for ALL students to borrow, allowing those youth in need to have access to educational Internet resources at home. Finally, <u>ensuring equitable Internet access to ALL students district-wide</u> (9,742 students), Kaheet Smartbus Solutions equipped with WiFi capabilities for Internet access will be available for use on various campuses throughout the district.

DeSoto ISD will outfit district owned buses with WiFi to be used for students during out-of-school hours. Buses will be parked throughout the district to allow ALL students to board during after school hours, on weekends, during school holidays, and throughout the summer to work on school assignments and projects. The buses will also be available to students during school field trips as well as for student athletes, band members, dance teams, academic, organizations, and other clubs to use during school-sponsored events.

Digital devices, technologies, and content will be used to support student learning in Texas Essential Knowledge & Skills (TEKS) as well as curricula in core foundation subjects and STEM fields including English Language Arts, science, mathematics, and technology/computer science. Access to technology devices the Internet, and online resources at home, students will have increased opportunities for learning and to overall enhance their 21st century technology skills.

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:

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

County-district number or vendor ID: 057906	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.

DeSoto ISD, currently consisting of 12 campuses which include Magnet and Innovative Programs featuring over two dozen programs from elementary through high school, takes pride in offering students unique choices of study which apply innovative approaches to learning. Yet despite the multiple opportunities made available to students while at school, a majority of the district's students (72%) are economically disadvantaged. Consequently, <u>88% of the district's elementary students do not have computers or technology devices to use at home</u> while <u>80% of elementary students do not have residential Internet</u> (2017 Student Survey). In response to this need, the proposed technology lending program (TLP), **DeSoto's Tech Target Solution (DTTS),** will provide economically disadvantaged students with wireless computing devices to actively engage in high-tech digital technology learning both in and out of school.

TLP funding will enable the new Katherine Johnson Technology Magnet Academy to provide ALL Kindergarten through 5th grade students (635 students) with access to loaner iPads and STM dux cases to use at school, at home, and on their way to and from school and school-related events. WiFi mobile hotspot wireless devices will also be purchased to loan to students, allowing those in need to have access to educational Internet resources at home. Finally, a partnership with Kaheet Smartbus Solutions, a leader in technology will provide ALL students in the district (9,742 students) with internet access. In addition to providing students with residential hotspot devices, DeSoto ISD will outfit district owned buses with WiFi to be used for students during out-of-school hours. Buses will be parked throughout the district to allow students to board during after school hours, on weekends, during school holidays, and throughout the summer to work on school assignments, homework, and projects as well as to take advantage of educational tutorials and supports.

As part of this project, the Project Coordinator and Associate Superintendent, in partnership with the district's Technology Department, developed a plan to provide students with the highest need for off-campus internet access with these much needed resources through loaned WiFi hotspot wireless devices. The distribution of Internet access via WiFi hotspots will be need-based driven with priority given to students who do not currently have Internet access at home and to: 1) be of high economical need; 2) be at-risk; and/or 3) require supplemental support to pass and master core content areas in state accountability testing. In accordance with the General Education Provision Act, DeSoto ISD will provide equal access to resources and services without regard to race, color, national origin, gender, age, or disability.

WiFi hotspot wireless devices will be obtained by and contracted by the DeSoto ISD, and the district will ensure that there will be adequate technical support from the broadband provider in events where students may experience connection difficulty from home. Additionally, the district's Technology Department will be available to provide helpdesk and application services to support students' technology needs and web-based functionality.

TLP grant funding will be utilized to purchase WiFi hotspot wireless devices to loan to ALL students attending the Katherine Johnson Technology Magnet Academy. In addition, the district will utilize TLP funds to provide ALL students in the district (approximately 9,742 students) with internet access during out-of-school hours including after school, on weekends, during school holidays, and throughout the summer to work on school assignments and projects. As previously discussed, DeSoto ISD will outfit district owned buses with Kaheet Smartbus Solutions bundles which will provide WiFi and Internet access. Buses will be parked throughout the district to allow students to board during after school hours and on the weekend to work on school assignments and projects. The buses will also be available to students during school field trips as well as for student athletes, band members, dance teams, academic, organizations, and other clubs to use during school-sponsored events. Prior to student use, DeSoto ISD's Technology Department will place internet blocks and safeguards on hotspots and buses to limit access to unsuitable content.

Students accessing WiFi hotspot wireless devices and Smartbuses will be required to complete and sign DeSoto ISD's Technology Lending Agreement (TLA). The TLA references an existing Responsible Use Policy and will be signed by the parents or guardians and by the student. The TLA will provide that the Internet will be used solely for educational purposes by the student. Further, the TLA will verify that students receiving internet access at home have demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills (TEKS) for the appropriate grade band.

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:

Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 057906	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.

DeSoto ISD proposes to provide ALL students (grades K – 5) at the Katherine Johnson Technology Magnet Academy access to electronic devices (iPads) to be used at school and at home. These devices will provide student learners the digital tools necessary to become fully engaged in a student-centered and highly rigorous learning environment. DeSoto ISD aligns all curriculum, instruction and classroom management to the State (TEA) adopted Texas Essential Knowledge and Skills (TEKS) curriculum. Further, DeSoto ISD integrates technology into the curriculum to create engaging lessons and the greatest learning experiences possible for all students. Digital devices acquired through the lending program will highly align with current curriculum and instruction as well as instruction technology programs utilized in K-12 such as but not limited to: Accelerated Reader, EBSCO, BrainPOP Jr., Discovery Education, Imagine Learning, Istation, IXL and NBC Learn. DeSoto ISD emphasizes college and career readiness and 21st century learning through thematic infused areas such as but not limited to: Science, Technology, Engineering, Arts and Mathematics (STEAM) in multiple academic modalities and methods of instructional delivery. The use of digital devices will further emphasize and enhance real world, relevant and authentic application of learning and heighten college and career readiness thematic infused areas such as STEAM, etc. The Academy will introduce the latest research, programs and equipment, and extensively training teachers and staff to align adopted technology and use of digital devices to create cutting edge and engaging classrooms. Student learners will also be motivated to use digital devices in school and at home to increase reading comprehension, literary analysis, writing and math skills. Affording students with a digital device (iPad) would highly support literacy, Problem and Project Based Learning (PBL) and inquiry based learning at this campus by providing students access to enhanced digital materials at critical periods in their academic development. Learning will be extended out of the classroom by allowing students to access learning opportunities, homework, and supporting documentation online via social media classroom sites (i.e.: Edmodo) so that they may better prepare for classroom lessons. As aligned to research (La Marca, A. & Longo, L. (2017), digital tools i.e.: educational platforms, apps and websites have the potential to give teachers the help they need to smoothly manage their classrooms. By using technology in the classroom, students will be more engaged and motivated in rigorous and relevant coursework.

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.

The goal for DeSoto ISD is that digital instructional materials and technology are fully integrated into the classroom environment in all schools to enhance student learning. The use of digital devices (iPads) and aligned instructional materials used in school and at home has proven to increase outcomes in areas of foundation curriculum such as English Language Arts (ELA): reading comprehension, literary analysis, writing, science and math skills. The district will mirror the use of digital instruction materials proven effective at its current magnet campuses to embed use of instructional materials at the Academy to target foundational curriculum specifically in ELA, math, science and social studies. DeSoto ISD's text book adoption for 2017-2018 included electronic versions. Current electronic materials and modalities being utilized from PK to 12th grade foundation curriculum as follows:

Foundation Curriculum   **Digital Instructional Materials**

Subject Areas	Elementary Schools	Middle Schools	High School
English Language Arts (ELA)	Accelerated Reader	Accelerated Reader	Discovery Streaming
Writing/Reading/Literacy	BrainPOP Jr.	BrainPOP	EBSCO
Science	Discovery Education	EBSCO	Edgenuity
Math	Imagine Learning	Istation	Achieve 3000
Social Studies	Istation	IXL	NBC Learn
	IXL	NBC Learn	

Additionally, the Katherine Johnson Technology Magnet Academy will integrate the Robotics Curriculum – First Lego League Curriculum and the Coding Curriculum (Apple & Code.org).

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:

Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 057906	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.

DeSoto ISD's Katherine Johnson Technology Magnet Academy is a new campus currently under construction. Upon completion in August of 2018, the campus will include 2 computer labs housing 30 Mac computers for student use throughout the day and which are available for student instruction with access to the Internet, computer resources, and online district resources. Additionally, each classroom will have 5 technology devices with additional work stations in the media center, production labs, a robotics classroom, campus-wide Internet access, and wireless APs. These resources will be paid for through state and federal funds.

DeSoto ISD's Technology Department provides an infrastructure and resources to support students' anticipated use of devices through the grant at the participating Academy. Each of DeSoto's 12 school campuses (13 upon construction of the Academy) maintains high-speed broadband Internet access that meets the current FCC target. Existing infrastructure and technical support available at all DeSoto ISD schools include the following:

Campuses

- All campuses currently have 802.11b wireless network access
- Each building is connected to the district's Gigabit Wide Area Network
- Each campus has limited access to portable computing devices for students
- Each campus has its own website with parental access to information

Classrooms

- Each teacher has access to interactive instructional technology in the classroom
- Each classroom is connected by Ethernet to local area, wide area, and Internet networks
- Some classrooms have wireless access to local area, wide area, and Internet networks
- Each classroom has access to grade-level appropriate instructional software
- Each classroom has secure access to management software such as gradebook, attendance reporting, student records, and online curriculum documents
- Each classroom has access to content via streaming video
- Every classroom has access to assessment management
- Each classroom has filtered and protected Internet access
- Each student has access to digital curricular software resources
- Each student has access to file servers for data storage at school
- Each student has access to Internet at school
- Each student has access to media rich instructional materials

The Academy will be equipped with the latest state-of-the-art technology, computer labs, and video-conferencing capabilities and will have a telecommunication line that runs throughout the district's network infrastructure to maintain on-demand fast, reliable communication. The school will also have video conferencing equipment to participate in distance learning events and professional development. Most classrooms will be equipped with mounted interactive boards while document readers, and digital projectors will also be available for teacher use.

DeSoto ISD's Technology Department and IT Support Specialists will provide ongoing support to the Academy throughout the life of the grant. Services provided through the Technology Department will include, but not be limited to, network services (i.e. wide area network and local area network) on campus and administrative sites; application services (i.e. student information systems, web-based functionality); and help desk services (i.e. desktop support, multi-media services, and equipment repair).

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:

Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 057906	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.

The **DeSoto Tech Target Solution (DTTS)** program will be implemented at the Katherine Johnson Technology Magnet Academy and will be administered by the district's Technology Department. DeSoto ISD's Instructional Technology Supervisor will serve as the Project Coordinator supported by the Associate Superintendent and Campus Media Specialists.

<u>**Check-Out/Check-In Process**</u>: DeSoto ISD currently utilize existing district-wide technology lending processes for students to check out and check in loaned technology equipment. Under the direction of the Project Coordinator, Campus Media Specialists (Librarians) will coordinate the inventory process, distribution, and return of the equipment to and from students borrowing digital devices. Students and their parents/guardians will be required to attend an orientation and sign a *Technology Lending Agreement (TLA)* through which they agree to protect, maintain, and not misuse the equipment. The TLA will also provide students and parents with detailed instructions on how to appropriately care for devices. For students borrowing wireless WiFi hotspots, the TLA will specify that the Internet will be used solely for educational purposes by the student and will verify that students receiving internet access at home have demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications TEKS for appropriate grade band. Upon return of the equipment, Campus Media Specialists will inspect the devices to ensure that they are returned in working condition and without damage. Per district policy, each student/family shall be responsible for all borrowed equipment. The distribution of loaned equipment will be need-based driven. Priority will be given to students determined to meet be: 1) economically disadvantaged; 2) identified as at-risk; and/or 3) require supplemental support to pass and master core content areas in state accountability testing. **Equipment Maintenance:** The district will maintain technology equipment in proper working condition in accordance with current district policy. IT Specialists will provide technical support, maintain equipment, fix minor damage, and/or troubleshoot issues with digital hardware, software, and applications. The district will maintain warranty protection for maintenance of devices. The district will maintain equipment property records upon check out and return to ensure all equipment is returned in proper working condition.

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.

Technology Lending Program (TLP) grant funds will be utilized to purchase and maintain digital technology devices (iPads) and WiFi wireless hotspots as part of a lending program that ensures students have the technology they need for learning both at school and at home. Access to the district's technology resources, including access to the Internet at home, will be made available to students primarily for instructional and educational purposes and in accordance with the district's policy and procedures.

Technology lending equipment will be accounted for in accordance with district policy. To account for technology lending equipment, the district conducts an annual physical inventory of all purchased devices both at the beginning and end of the school year. Results of the inventory are reconciled with the property records annually. To facilitate accounting of equipment, Campus Media Specialists will work with Academy teachers to ensure the orderly check out of devices. Students will not be able to borrow devices until they have a signed Technology Lending Agreement (TLA) on file at the district. Campus Media Specialists will maintain a comprehensive list of all technology devices loaned out including, but not limited to: student name, student id, parent name, contact information, description of device, item serial number or inventory identification number, date checked in/out, and condition of equipment upon check out and return.

Upon return of the equipment, Campus Media Specialists will inspect the digital devices to ensure that they are returned in working condition and without damage. For any technology devices determined to be damaged or lost, the district's policy requires reimbursement and/or replacement from the student/family. In the event that a student fails to return equipment in an acceptable working condition, the student may forfeit future opportunities to borrow instructional materials or technology devices until the borrowed equipment is returned in an acceptable condition or paid for by the student/family. The district will maintain warranties for all devices and will also maintain the equipment in proper working condition in accordance with current district policy and procedures.

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: