

# Utah State Board of Education

## Digital Teaching and Learning (DTL)

### Qualifying Grant Program

FY2020

#### Application and Rubric

Review One (Draft) Due: April 17, 2019

Review Two (Final) Due: May 15, 2019

Draft and final applications will be submitted through Canvas:

<https://usbe.instructure.com/enroll/7TA8GJ>

**All** Local Education Agencies (LEAs) are highly encouraged to submit for review one.

**NOTE:** *To be considered, the Utah State Board of Education (USBE) must receive your electronic copy by the dates specified above. All email submissions will be confirmed with a receipt email from USBE within 24 hours. It is the responsibility of the LEA to follow up with USBE to confirm the receipt of the application by the articulated due date. The narrative sections of the proposal must be double-spaced with font no smaller than 11-point.*

Please direct all questions to:

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Digital Teaching and Learning Coordinator  
Utah State Board of Education  
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Utah State Board of Education  
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Copies of this application, rubric, and support materials are on the Utah State Board of Education website at [www.schools.utah.gov/curr/digital](http://www.schools.utah.gov/curr/digital) and through UEN at [www.uen.org/digital-learning](http://www.uen.org/digital-learning).

## Vision and Guiding Principles

Access Utah's vision and guiding principles for digital and personalized learning for all students in [Utah's Master Plan: Essential Elements for Technology Powered Learning](#)

### Vision

- Change and improve the culture of public education, classroom instruction, student and parent engagement, teaching and learning processes.
- Support the Utah Core and provide systemic support for student engagement and classroom innovation.
- Provide access (teacher, student and home) to quality digital curriculum, learning management support structures, collaboration systems, formative assessment systems, ongoing access to proven software, and instructional practices research.
- Prepare students for future college and career pursuits, including an emphasis on higher-order thinking and problem solving across the curriculum.
- Broaden STEM career path options for students.
- Support the drive toward on-demand, 24/7 learning and the flipped classroom.
- Drive economic development by providing students the skills and experiences they need to give Utah companies the quality workforce that they need.
- Move towards 66% by 2020 P.A.C.E. Goal ( $\frac{2}{3}$  of Utahns ages 20-64 earning postsecondary degrees/certificates by 2020)

### Guiding Principles

- Recognize the complexity and significance of the change management process required for success.
- Technology supports, not supplants, excellent teaching. The key to quality instruction is the teacher.
- Public schools are managed by elected local boards with their own policies, priorities and constituents who prefer local control of the education system for their students.
- Changes to processes require thoughtful planning and preparation to maximize success.
- Sustained ongoing funding and negotiating multiple state contracts provides economies of scale in support of local purchasing control.
- Build on the infrastructure investments and planning teams (including administrators, teachers, parents and students) LEAs have in their schools.
- Provide flexible implementation frameworks for each LEA to craft a technology vision for teaching and learning that includes meeting its needs for equipment, software/curriculum, professional development, infrastructure upgrades, technical support and refresh.
- Leverage LEA expertise in crafting technology processes and digital curriculum for evolving local needs.

For several years, the state of Utah, including the local school systems, the USBE, UEN, and the Legislature have been working to best leverage the power of technology for learning. The Legislature

created and charged the Utah Digital Teaching and Learning Task Force to combine these efforts to create the Master Plan for Utah.

## DTL Grant Program Pre-Approval Requirements

*Before submitting an application to the advisory committee for approval by the Board, an LEA shall:*

1. Visit <http://www.uen.org/digital-learning>, and read [Utah's Master Plan: Essential Elements for Technology Powered Learning](#).
  
2. Send an LEA Team to a pre-grant submission Bootcamp with the following individuals required to participate:
  - The school district superintendent or charter school executive director; and
  - The LEA's curriculum director; and
  - The LEA's technology director
  - A representative group of school leadership from schools participating in the DTL Grant Program; and
  - A member of an LEA's local school board or charter school governing board
  - Optional: Other staff identified by the LEA may participate as selected by the required team members.
  
3. In cooperation with your LEA leadership team and a representative group of all LEA stakeholders including school administrators, educators, paraeducators, school board members, and parents:
  - Complete Future Ready's readiness assessment. Find it here: <https://dashboard.futurereadyschools.org/5steps>  
  
*Please note: This assessment is required in Section 53F-2-510 and may take as long as 4-8 weeks to complete.*
  
4. Submit a completed grant application by the deadline specified. <https://dashboard.futurereadyschools.org/>

# DTL Grant Program Post-Approval Requirements

*An approved and participating LEA shall engage in all of the following events to maintain funding for future fiscal years:*

- **DTL Summit** (Annually, Fall)  
This event focuses on sharing best practices, attending workshops around current research, and reviewing evaluation requirements. Each DTL Awardee will have an opportunity to highlight their unique DTL goals and progress.
- **DTL Site Visits** (Annually, Fall and Spring)  
Site visits are hosted in the fall and spring to allow awarded LEAs an opportunity to visit other DTL Grant Program participants to leverage community expertise. Site visit locations and dates will be provided at the DTL Summit. A DTL team from each LEA is required to attend two visits each year. This team may consist of administrators, teachers, school board members, and others.
- **Evaluation** (Annually, Fall and Spring)
  - Required: teacher/administrator surveys and teacher logs
  - Potential: evaluation site visits from external evaluator
  - Optional: workshops, webinars and other opportunities for additional support
- **DTL Budget Submission** (Annually, upon notification)  
Each LEA will submit an updated budget request within Utah Grants to account for the final award value based on redistributed excess funding.

# DTL Grant Program Timeline

*FY2020 Grant Application Period*

Date	Action
<b>February 2019</b>	USB E release of final application form, budget guidelines, and evaluation rubric
<b>March 4-5, 2019</b>	Digital Teaching and Learning Bootcamp for LEA Leadership Teams (3/4 @USB E; 3/5 @UCET; 3/6 @UCET encouraged)
<b>April 17, 2019</b>	All LEA Round One Draft Applications received
<b>April 2019</b>	Grants reviewed and given preliminary recommendations by Digital Teaching and Learning Advisory Board.
<b>May 2019</b>	Round One Applications reviewed by the Utah State Board of Education with action outcomes for approval or declination.
<b>May 15, 2019</b>	Resubmission Round Two Applications received
<b>May 2019</b>	Grants reviewed and given preliminary recommendations by Digital Teaching and Learning Advisory Board.
<b>June 2019</b>	Round Two Applications reviewed by the Utah State Board of Education with action outcomes for approval or declination.
<b>July 2019</b>	Award Letters issued to LEAs

<b>Fall 2019</b>	Digital Teaching and Learning (DTL) Summit
<b>June 30, 2020</b>	Conclusion of FY2020 Award

## **DTL Plan Requirements Outline**

*For funding consideration, each LEA needs to submit a comprehensive five-year plan for digital teaching and learning, including responses to each component below. Narratives, tables, supporting documents, hyperlinks, etc. should be included as indicated, without exceeding suggested length guidelines. Each LEA plan should align with and expand upon its existing strategic initiatives and infrastructure.*

### **LEA DTL Leadership**

#### **LEA Abstract**

#### **LEA Overview**

- A. LEA's results on the Readiness Assessment required in Section 53F-2-510
- B. Inventory of the LEA's current technology resources, including software, and a description of how existing resources will be integrated into the LEA's proposed plan

#### **LEA Outcomes**

- C. Statement of Purpose that describes the learning objectives, measurable outcomes, and measurement instruments an LEA will accomplish as a result of implementing its proposed plan in alignment with the Digital Teaching and Learning (DTL) Grant Program
- D. Implementation process structured to yield an LEA's school level outcomes

#### **Digital Curriculum – Instructional Tools**

- E. Description of high quality digital instructional materials with a five-year plan for how an LEA will ensure that schools use software programs with fidelity
- F. Detailed five-year plan for student engagement in personalized learning, including a five-year plan for digital citizenship curricula and sustained implementation

#### **Personalized Professional Learning**

- G. Ongoing, high quality, personalized professional learning that includes effective digital technology pedagogy strategies, mentoring, and periodic coaching

#### **Assessment – Measurable Outcomes**

- H. Five-year plan for monitoring student and teacher usage of DTL Grant Program technology to support the outcomes identified in the LEA plan

#### **Robust Technical Infrastructure**

- I. Five-year plan for infrastructure acquisition, and procurement process, and distribution of the goods and services an LEA intends to purchase during its participation in the DTL Grant Program

- J. Technical support for implementation and maintenance of the Program

**Data and Privacy**

- K. Proposed security policies, including Security Audits, Student Data Privacy, and Remediation of Identified Lapses

**Budget and Resources**

- L. Proposed Budget

## LEA DTL Leadership

*Outline your DTL team with contact information provided for each member.*

**Recommended Length: 1 Page**

LEA Name			
Title	Name	Email	Phone
Superintendent/Director	Sonia Woodbury	sonia.woodbury@cityacademyslc.org	801-596-8489
Curriculum Director	Sonia Woodbury		
Technology Director	Bruce Hunter	bruce.hunter@cityacademyslc.org	801-596-8489
Assessment Director	Sonia Woodbury		
School Leaders...	Gareth Orr	gareth.orr@cityacademyslc.org	801-596-8489
Advisory Council Rep.	TBA fall 2019		801-596-8489
Business Administrator	Ram Prasad Boppana	ram.boppana@cityacademyslc.org	801-596-8489
Additional Leaders...			
...			

## LEA Abstract

*An overview of the LEA's Digital Teaching and Learning Plan, including:*

- An alignment to the vision and guiding principles for digital and personalized learning for all students in the [Utah's Master Plan: Essential Elements for Technology Powered Learning](#).
- Articulation of the long-term goal that will be achieved through implementation of the plan.
- An overview of the implementation steps that will be taken to achieve the long-term goal.

**Recommended Length: 1 Page/up to 500 words**

**REQUIRED:** *The abstract will be used in the Utah Digital Teaching and Learning dashboard to introduce your project to the public and to other grantees. If you are targeting different levels (elementary, middle, and high) be sure to describe each. Include the purpose, what will be different as a result of the grant, why the grant is important to your district, information about the target population, the type of technology used, etc.*

In order to provide a technology enhanced education for all students in every class we must maintain our 1:1 availability of chromebooks in each classroom and continuously maintain and upgrade all technology and infrastructure. The purchase of equipment along with the preparation of teachers, students, and parents to utilize the technology and infrastructure is both an annual and long-term goal for our school. Within our current inventory of chromebooks, computers, projectors, and other equipment some must be replaced each year to ensure efficient on-going function. We will be using our DTL funds to purchase chromebooks and management packages each year. If there are additional funds we will use them to purchase teacher computers, and/or additional chromebooks and computers, and/or to maintain, replace, and upgrade projectors, smart boards, software licenses and chromebook carts.

# LEA Overview

A. LEA's results on the readiness assessment required in Section 53F-2-510

**Recommended Length: 2 document links + 1 list**

Use the Future Ready Schools Framework to complete the Readiness Assessment and Action Plan.

**\*Note: This process may take up to 4-8 weeks to complete. Begin as soon as possible.\***

- Getting started:
  - Visit <https://dashboard.futurereadyschools.org/5steps>
  - Follow Steps 1 through 5 as outlined.  
*These steps may take several hours/days/weeks.*
- When complete, submit **links** to the summary report **and** full report below.
- For additional helpful information and resources, refer to the [Future Ready Framework](#).

LEA's may request use of an alternative readiness assessment for potential approval by the Digital Teaching and Learning Advisory Board.

**REQUIRED Element 1:** Plan must include a self-assessment summary report from an Advisory Board Approved Digital Teaching and Learning Readiness Assessment Tool.

**REQUIRED Element 2:** The submitted self-assessment tool needs to demonstrate that all required elements and data points requested by the tool were provided.

[https://drive.google.com/file/d/1jl3\\_8vFow4XvNeP7AoSeSw2pfPvcle3f/view?usp=sharing](https://drive.google.com/file/d/1jl3_8vFow4XvNeP7AoSeSw2pfPvcle3f/view?usp=sharing)

**REQUIRED Element 3:** The plan must show that all relevant stakeholders were involved in a substantial manner in the Readiness Assessment.

Sonia Woodbury, Executive Director  
Bruce Hunter, IT Systems Manager  
Gareth Orr, Lead Teacher  
Dennis Pedersen, Advisory Council Teacher Representative

*B. Inventory of the LEA's current technology resources, including software, and a description of how the LEA will integrate those resources into the LEA's implementation of its proposed five-year plan.*

**Recommended Length: ≤ 2 Pages**

**Part A. Inventory of LEA's current technology resources, including software**

This section should articulate a commitment to continue to engage in existing inventory efforts. Please visit <https://www.uen.org/digital-learning/> and utilize the Utah School Technology Inventory Tool to find relevant data for this aspect of the plan. Contact [resources@uen.org](mailto:resources@uen.org) for additional assistance procuring your inventory data.

**Part B. Description of how the LEA will integrate existing resources into the implementation of its proposed five-year plan**

This section should articulate how the LEA will integrate its existing resources, plan ahead for replace/refresh cycles, and explore opportunities to integrate new technology solutions.

***REQUIRED Element 4:** Plan must include a school summary report from the Utah School Technology Inventory Tool with relevant updates.*

<https://www.uen.org/digital-learning/downloads/2017inventory/CityAcademy.pdf>

***REQUIRED Element 5:** Plan must include an articulation of the commitment to continue to engage in existing inventory efforts.*

City Academy commits to continue to engage in inventory efforts required by the state or this grant.

***REQUIRED Element 6:** Plan must describe how the LEA will integrate existing resources into the proposed five-year plan. This may include such items as plans to replace existing products, which will reach end of life in the next five years, and the need to replace products, which do not integrate with fidelity monitoring software, etc.*

To reach out current 1:1 ratio of technology with students and teachers we have purchased some new sets of chromebooks and some new computers each year. Within our current inventory of chromebooks and computers some must be replaced each year to ensure efficient function. We will be using our DTL grant funds to ensure this process.

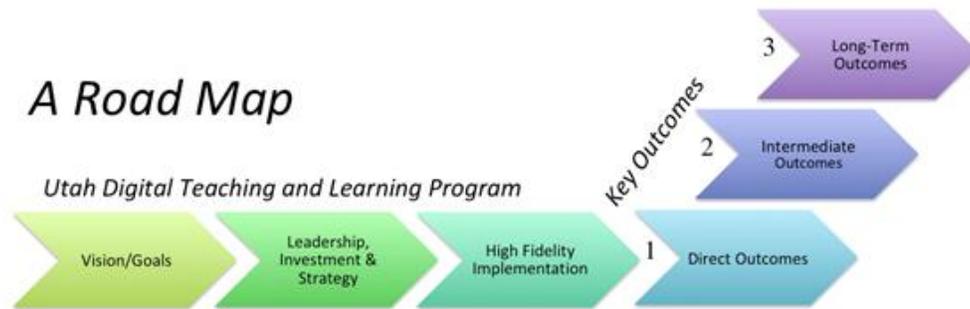
# LEA Outcomes

C. Statement of Purpose that Describes the Learning Objectives, Measurable Outcomes, and Measurement Instruments an LEA Will Achieve by Implementing its Proposed Plan in Alignment with the Digital Teaching and Learning Grant Program

Recommended Length: ≤ 5 Pages

Select ONE of the following (Option A OR Option B):

<p><b>Option A: State Summative Assessment Baseline</b> A 5% increase on each school's performance on the state summative assessment using a baseline of the school's 2017-18 state summative assessment proficiency scores by the end of the fifth year of the LEA's implementation of the program.</p>	<p><b>Option B: Local Baseline</b> Selected by the LEA related to student learning outcomes.</p>
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All plans must address:

1. **Long-term Outcomes:** Long-term outcomes are 3-5 year goals for student achievement or performance.
2. **Associated Intermediate Outcomes:** Intermediate outcomes are about how students' skills, classroom cultures, teachers practices will change in order to accomplish the long-term goals.
3. **Associated Direct Outcomes:** Direct outcomes are about staging for success with intermediate outcomes, including empowering students, teachers, and administrators with the knowledge, skills, policies, expectations, practices, or interventions needed to achieve the Intermediate Outcomes.

**These may include, but are not limited to:**

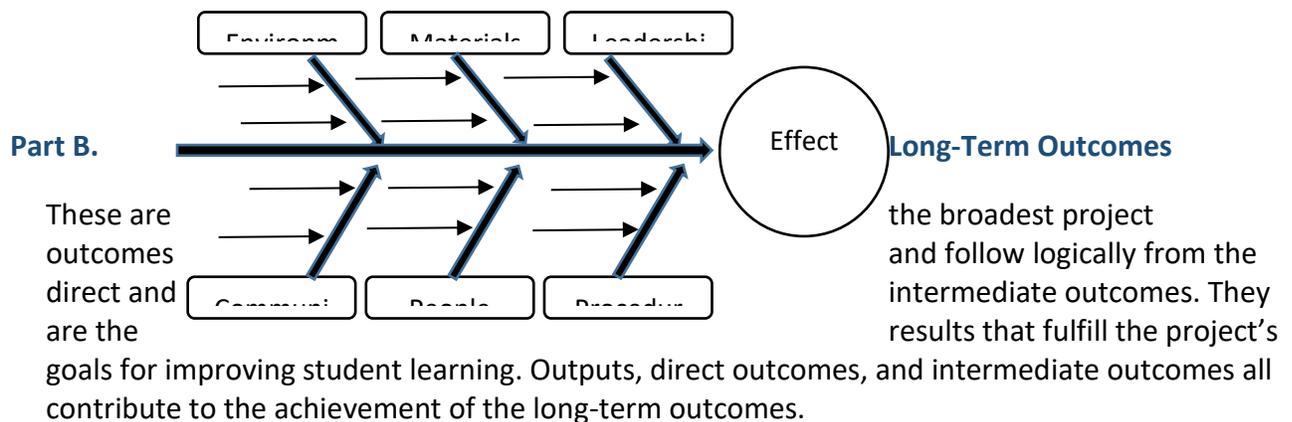
- Student achievement on statewide assessments
- Cost savings and improved efficiency relating to instructional materials
- Facilities and maintenance
- Attendance
- Discipline incidents
- Parental involvement
- Citizen involvement
- Graduation rates
- Student enrollment in higher education
- Dropout rates
- Student technology proficiency for college and career readiness
- Teacher satisfaction and engagement
- Other school level outcomes approved by the advisory committee or the Board

*\*Sample sets of outcomes are provided [here](#). This link will take you to the DTL dashboard, where you can explore a fake school district in which sample outcomes have been embedded.*

## Part A. Root Cause Analysis

This section should provide a root cause analysis that looks at specific, actionable causes that are identified in your community needs associated with your selection of a long-term goal. You will also want to include your rationale behind the root cause analysis, such as supporting data. Your root cause analysis may contain multiple root causes. The conclusion of this section should tie back to the long-term goal that you have established and articulate how your digital and personalized learning plan will address the root causes and improve student learning outcomes.

You may consider using a fishbone diagram as part of your analysis. See example below:



Examples can be found within [Utah's Master Plan: Essential Elements for Technology Powered Learning](#) (page 12).

## Part C. Intermediate Outcomes

These result either directly from outputs or indirectly through direct outcomes and generally come later in time than direct outcomes. They represent progress between direct outcomes and long-term outcomes.

Examples:

- Students are more socially-emotionally engaged in school.
- Larger percentages of students are signing up for STEM courses in high school.
- Teachers are establishing cultures of calculated risk taking in their classrooms

Examples within [Utah's Master Plan: Essential Elements for Technology Powered Learning](#) (page 13).

## Part D. Direct Outcomes

These are what students, teachers and administrators/others do or become as a result of your outputs. Direct outcomes are typically changes in the students' or educators' actions or behaviors based on knowledge or skills acquired through project outputs.

Examples:

- Students are more interested in STEM and motivated to engage in STEM learning.
- Students are more knowledgeable about the impact of STEM courses on career opportunities.
- Teachers are more knowledgeable about project-based learning.

Examples within [Utah's Master Plan: Essential Elements for Technology Powered Learning](#) (page 13).

### Vision Statement for Outcomes (250 words or less)

Throughout the City Academy Personal College and Life Preparatory Program from 7<sup>th</sup> through 12<sup>th</sup> grades students and their teachers, parents, and counselor will utilize high quality digital instructional and assessment tools and a suite of digital communication tools to customize and expand classroom learning and enhance the quality of each student's academic and personal profile at graduation.

**REQUIRED Element 7:** Plan must identify specific and actionable root causes of performance challenge(s) with clear solutions for the long-term outcomes. Plan must describe the rationale (including supporting data) for identifying each root cause.

**REQUIRED Element 8:** Plan must include LEA level outcome (long-term, intermediate, and direct outcomes) that are measurable, quantitative, and directly related to student learning outcomes.

**REQUIRED Element 9:** Plan must clearly identify targets for improved student achievement, student learning, and college readiness (if applicable demonstrated by working with a high school student population) through digital teaching and learning.

**REQUIRED Element 10:** *Plan must provide evidence that the vision, outcomes, and strategies for digital teaching and learning are integrated as core components of the LEA's strategic plans and other high-level guiding frameworks.*

## Root Cause Analysis

Our current strategic plan is focused on improving graduation rate as well as each student's strength of graduation in terms of their personal college, career, civic, and life readiness. Through our data analysis we have identified two main root causes for our low graduation rate and low percentage of seniors with strength of graduation.

(1) Over half of the students who do not graduate have an absenteeism problem that has not been successfully resolved through efforts we have made to work with the student and their parents. Absenteeism then leads to lack of learning progress and failing grades in classes. We will expand our efforts to communicate and work with parents to best utilize our digital resources. When these students are in school we will optimize learning and work production through use of our LMS, digital learning materials, and extending the students day as long as possible to receive mentoring and support to complete work.

(2) Only 66% of our students are passing all of their core classes each quarter. As the failed classes mount up it becomes more and more daunting for a student to accomplish any level of graduation, much less focus on their strength of graduation. We are implementing a program where students are mentored and monitored to both stay on-track in their current classes and then to make up any needed credits right away. Digital tools and resources such as our LMS and digital online learning programs will support these efforts. Additionally as we begin to better address the issue of students passing all their classes, teachers will be more able to utilize digital learning tools such as Google apps for education, the Internet, Pioneer Library through UEN, you tube, and other resources posted on teacher Canvas courses to help personalize and enhance each student's education and strength at graduation to help us achieve our strategic plan goals.

<Complete Table for Parts B, C, and D>

<b>Long-term Outcome:</b>	<b>Measurement Instrument</b>	<b>Timeline</b>
Graduation rate will improve from a baseline in spring 2018 of 72% to 90% in the next five years.	State graduation rate.	Spring 2018 – Spring 2023
Strength of college and life readiness will improve from spring 2020 baseline.	Strength of student College, Career, and Civically Ready (CCCR) portfolio to include CCCR Plan, GPA, Course taking patterns, Extra-curricular engagement, Service learning.	Fall 2019 – Spring 2023
<b>Associated Intermediate Outcomes:</b>	<b>Measurement Instrument</b>	<b>Timeline</b>
An increased percentage of students will be passing all core classes each quarter from a baseline of 66% in spring 2019 to 90% in the next five years.	% of students passing all core classes calculated from Aspire reports.	Q1 fall 2019 - Q4 spring 2023
Our chronic absenteeism rate will decrease from a baseline in SY2019 of 25% to no more than 12% in the next five years.	State chronic absenteeism rate	2019 - 2023
...	...	...
<b>Associated Direct Outcomes:</b>	<b>Measurement Instrument</b>	<b>Timeline</b>
Students are more engaged with daily learning progress	Classroom observation tool with data analyzed and shared with google sheets	Q1 fall 2019 - Q4 spring 2023
Teachers will gain the knowledge to better fully engage non-responsive students.	% of students raising GPA and/or maintaining 3.5+ GPA each quarter calculated from Aspire reports.	Q1 fall 2019 - Q4 spring 2023
...	...	...

## *D. Implementation process structured to yield an LEA's school level outcomes*

**Recommended Length: ≤ 4 Pages**

### **Part A. Activities**

Write a description of the activities to be carried out by the eligible partnership for five years (or length of proposed project if less than five years) and how these activities will address the most pressing digital teaching and learning needs of the participating LEA and/or schools, as determined by the needs assessment and specified in the stated outcomes. Additionally, include how these activities will be aligned with challenging state academic content and student academic achievement standards, and with other educational reform activities that promote student academic achievement and closing achievement gaps. Include both actionable items (ex, purchases, hosting professional learning, hiring employees, etc.) and process (meetings to review goals relative to implementation, review of feedback, etc.)

### **Part B. Timeline**

Provide a detailed timeline for the activities of at least the first year, with general activities outlined for years two through five.

### **Part C. Roles and Responsibilities**

Define the roles and responsibilities of the partners as they relate to the activities. This section shall also describe the partnership's governance structure specific to decision-making, communication, and fiscal responsibilities.

### **Part D. Communication Plan**

Describe the communication plan for how actions and outcomes associated with this program will be communicated to stakeholders. We also encourage you to include how your stakeholders will have an opportunity to provide input. Both should be included in your communication plan.

**REQUIRED Element 11:** Plan must clearly identify specific activities (and related deliverables) it will undertake to meet the required strategies to meet the outcome measures aligned to the state summative assessment and/or measure achievement of the goals.

**REQUIRED Element 12:** Plan must include the integration of effective strategies (e.g. prioritized, sequenced, evidence-based, best practice oriented, outcome-focused, ambitious and achievable).

**REQUIRED Element 13:** Plan must include a comprehensive stakeholder engagement strategy that will ensure that all stakeholders understand the plan and their roles in ensuring its success.

**REQUIRED Element 14:** Plan must include a comprehensive communications plan for ongoing dialogue with all stakeholders at multiple points along the implementation path.

<Complete Table>

<b>Activity</b>	<b>Timeline (Date)</b>	<b>Roles/Responsibilities</b>	<b>Communication Plan</b>
Meet with teachers to review data related to this plan and set quarterly, annual, and five year goals.	August-September 2019	Director	Shared documents for gathering, organizing and analyzing data
In grade level advisory groups students review personal progress, set and monitor personal achievement and as needed attendance goals in folder shared with counselor, advisor, and parents.	August-September 2019	Counselor/Dean of Students	Shared folder of plans (that will also include midterm progress reports with student and parent response, and end of quarter reports of student progress.)
Identify and meet with students at-risk of not graduating and students with chronic absenteeism to create personal plans with agreed deliverables and timelines	August-September 2019	Dean/Counselor will collaborate with teachers to hold meetings and create plans	Student shared folder, emailed or phone call weekly updates as needed.
Continue with implementation of regular day and extended day study classes with	August -June 2019	Counselor.Dean	Shared folder for accumulating work and monitoring completion.

instructor mentoring and monitoring			
Professional development for teachers to further develop technology enhanced investigative learning with differentiated materials and outcomes that are accessible to. engage and challenge a range of learners.	August, September, November, January, March and on-going in PLCs in between	Director, Lead Teacher, IT coordinator	In person, online tutorials, video study, and other personalized forms for individual teachers.

## Digital Curriculum - Instructional Tools

*E. Description of high quality digital instructional materials with a five-year plan for how an LEA will ensure that schools use software programs with fidelity*

**Recommended Length: ≤ 4 Pages**

This section needs to specifically address the high quality digital instructional materials for all primary instructional materials for the target population identified in the long-term outcome. The narrative can include additional information about other existing high quality digital instructional materials already in place at the LEA that support the overall plan.

Fidelity targets are set in accordance with:

1. the recommended usage target of the software provider; and
2. the best practices recommended by the software or hardware provider
3. providing special education students with appropriate software.

Articulate how these software tools will facilitate achieving the outcomes anticipated. Include all software products procured by the LEA and granted by the State, such as but not limited to the STEM Action Center's K-12 Mathematics Software and USBE's K-3 Early Literacy Software Grant Programs.

***REQUIRED Element 15: Plan must provide a description of necessary high quality digital instructional materials being used in the project, both new and pre-existing.***

<Complete Table>

High Quality Instructional Materials (software product, online resource, i.e. Utah's Online Library, OER, etc.) Name and Description	Content Area	Grade Level	Recommended usage target from software provider	Accessibility
ALEKS software	Math	7-12	5 topics/day	Chromebooks, student devices
UEN resources	All	7-12		Chromebooks, student devices
Utah OER course material	Science	7-8	Adaptable by teacher	Chromebooks, student devices
Open Up Resources	Math	7-8	Adaptable by teacher	Chromebooks, student devices
Looking into credit recovery program - Edgenuity	Math, English, Science, Social Studies	9-12	To be determined, but we will set timeline structure for completion with students.	Chromebooks, student devices
BYU Independent Study	Foreign Language	9-12	As per program rules	Chromebooks, student devices

**REQUIRED Element 16:** Plan must address how all primary digital instruction products, regardless of funding source, will be implemented with fidelity.

We will implement all digital instruction with fidelity. We are already doing this with the recommended 5 topics per day by ALEKS. When we select and adopt a credit recovery program we will adopt the recommended guidelines.

**REQUIRED Element 17:** Plan must articulate alignment of new high quality digital instructional materials to address student performance targets articulated in plan outcomes.

We utilize Canvas LMS as a platform for teachers and students to communicate, utilize posted learning resources, track academic progress, and communicate about learning. Parents are encouraged to have their own log in and to log into Canvas regularly with their students to check learning progress. Aspire is used to track attendance and progress to graduation. We use Google Apps for Education for teachers to make and share documents, to archive video of classrooms for teacher professional development, to archive student CCCR portfolios, and to facilitate personalized student graduation plans and to monitor progress toward personal best graduation. We may also be bringing in an online credit recovery program to support students in achieving graduation.

***REQUIRED Element 18: Plan must articulate how data will be used to inform instruction.***

Teachers and administrators will use state and Cambridge Assessment data in shared Google sheets to digitally review and respond to student performance against state testing outcomes and Cambridge exam scores. Aspire reports on student GPA and course taking patterns downloaded to Google sheets will also be shared and analyzed by teachers and administrators to inform instruction and supports for students. Teachers also use Canvas and Google docs for collaborative assessment of individual pieces of student work.

***REQUIRED Element 19: Plan must address LEA-procured digital content purchased by topic, enabling teachers to customize content from multiple sources and create curriculum tailored to their standards.***

All digital curriculum materials we are using are adaptable and customizable by teachers. Teachers personalize student learning through adding supplemental material, through providing some students with extended material, and by editing existing lessons to customize them for learning needs of a particular class.

***REQUIRED Element 20: Plan must identify a comprehensive set of actions to meet fidelity requirements and have a clear, comprehensive and realistic plan for mitigating the challenges.***

All of our digital content is delivered through teacher lesson plans and instruction. Each teacher is following course and lesson suggestions in the curriculum while also aligning the curriculum closely with the state core as the year is planned out and taught. Utilizing digital curriculum posted on Canvas allows students to revisit lessons they have struggled with, or might have missed due to absence. Teachers update and add to their course curriculum as often as daily, the average is probably weekly, and the minimum is that teachers update their Canvas course quarterly.

***REQUIRED Element 21: Plan must include necessary and appropriate software for special education students.***

Across the subject area classes, students with IEPs or 504 plans are utilizing technology to support their learning. This currently includes speech to text or text to speech software, students utilizing chromebooks for typing even when others are hand writing. We will look into further appropriate software to support our special education students as needed.

*F. Detailed five-year plan for student engagement in personalized learning including a five-year plan for digital citizenship curricula and implementation*

**Recommended Length: ≤ 4 Pages**

This section should address how the DTL Grant Program will be used by the LEA to:

- 1) Support student engagement in personalized learning
- 2) Promote digital citizenship and
- 3) Address specified elements from the CS framework

Additionally, this section should address all student grade levels that will be engaged in the DTL Grant Program as per legislation (<http://le.utah.gov/~2015/bills/static/HB0213.html>).

Please visit <http://www.netsafeutah.org/> for existing resources to support LEA plan development.

**Vision Statement for Personalized Learning (≤ 250 words)**

City Academy's Personalized College and Life Preparatory Program will engage students in their own learning and attainment progress throughout each class and also throughout their years at City Academy. Teachers in every classroom integrate digital teaching and learning materials and resources with classroom work to support each student's best learning progress. The 7th and 8th grade students begin building their personal digital portfolio and set their habits for setting goals and using the portfolio to review and respond to progress. The 9th through 12th grade students continue using their digital portfolio for personal and collaborative reflection and response with parents, teachers, and counselor to achieve personally best graduation.

**REQUIRED Element 22:** *Plan must provide a detailed plan for student engagement in personalized learning as related to the goals of the plan.*

We will maintain ongoing attention to support the best personal attainment of each individual student. Students have choice in terms of courses, collaboration with other students, and modes of presentation of demonstrated competencies. Through our Advisory program and each student's College, Career, and Civically Ready plan students, parents, and school personnel work together to ensure each student's best learning progress week on week. For example, a young anxious 8<sup>th</sup> grader who has a high ability in math but very low self confidence is coached to sign up for a next rigorous math class in 9<sup>th</sup> grade. Plans are also made a documented in the portfolio for how that student will find extra support if needed and also join the honors group that meets after school.

**REQUIRED Element 23:** *Plan must articulate how students will have consistent opportunities to participate in digital learning activities that integrate critical thinking, communication, collaboration, and creativity skills.*

Students in every class will regularly use chromebooks, Internet research, graphing calculators, shared Google documents and sheets, and other digital tools to identify and evaluate sources of evidence, synthesize different perspectives to merge with other evidence, and to collect, represent, evaluate, interpret, and draw conclusions from data.

***REQUIRED Element 24:** Plan must articulate how students will have consistent opportunities to use digital tools to select personalized learning paths based on their learning needs specific to measurable student targets.*

Through our Advisory program students will regularly, revisit, monitor, and update their personal College, Career, and Civically Ready plan and goals stored in their electronic portfolio in their Google folder that is shared with the Counselor and teachers. Some students may choose to take courses that are not offered at City Academy, some of those could be online courses that they would utilize City Academy technology to complete. Each student will have their personalized path to graduation and beyond documented in their electronic portfolios.

***REQUIRED Element 25:** Plan must articulate a comprehensive plan for teaching digital citizenship.*

City Academy teachers help to ensure digital citizenship in a variety of ways. Each year the RUP is signed and elements of it are reviewed carefully with students through our advisory program during the year. Students, faculty, and staff hear every year from Netsmartz about digital safety. The SafeUT program is discussed with students and their guidelines for online safety. Teachers instruct students about plagiarism and proper use and citation of online material.

**Review the [CS Framework](#) and complete the table below with ways your LEA may already be addressing these eight specific elements from the framework or can plan to incorporate them with the implementation of your DTL plan.**

<Complete Table>

Concept or Subconcept	Grades K-2 By the end of Grade 2, ALL students will be able to...	Grades 3-5 By the end of Grade 5, ALL students will be able to...	Grades 6-8 By the end of Grade 8, ALL students will be able to...	Grades 9-12 By the end of Grade 12, ALL students will be able to...
Impacts of Computing Social Interactions	<p><b>K-2.IC.19</b> Work respectfully and responsibly with others when communicating electronically (P2.1).</p>	<p><b>3-5.IC.22</b> Seek and explain the impact of diverse perspectives for the purpose of improving computational artifacts. (P1.1)</p>	<p><b>6-8.IC.22</b> Collaborate with many contributors when creating a computational artifact. (P2.4, P5.2)</p>	<p><b>9-12.IC.26</b> Use collaboration tools and methods to increase connectivity with people of different cultures and careers. (P2.4)</p>
	<Text>	<Text>	<p>In classes students use spreadsheets to collect class-level data and then analyze and interpret the data. Students also use shared google docs, slides, and forms to collaborate with each other in developing ideas and produce outcomes of learning.</p>	<p>The same digital opportunities continue from 7th and 8th grades and expand as students become more skilled with the tools</p>
Impacts of Computing Safety, Law, & Ethics	<p><b>K-2.IC.20</b> Describe approaches and rationales for keeping login information private, and for logging off of devices appropriately. (P3.1)</p>	<p><b>3-5.IC.23</b> Describe reasons creators might limit the use of their work. (P7.3)</p>	<p><b>6-8.IC.23</b> Compare tradeoffs associated with licenses for computational artifacts to balance the protection of the creators' rights and the ability for others to use and modify the artifacts. (P7.3)</p> <p><b>6-8.IC.24</b> Compare tradeoffs between allowing information to be public and keeping information private and secure. (P7.2)</p>	<p><b>9-12S.IC.30</b> Debate laws and regulations that impact the development and use of software (P7.2)</p>
	<Text>	<Text>	<Text>	<Text>
Practices:	<p>P1. Fostering an Inclusive Computing Culture</p> <p>P.2 Collaborating Around Computing</p>	<p>P3. Recognizing and Defining Computational Problems</p>	<p>P4. Developing and Using Abstractions</p> <p>P5. Creating Computational Artifacts</p>	<p>P6. Testing and Refining Computational Artifacts</p> <p>P7. Communicating About Computing</p>

See K12 CS Framework ([K12cs.org](http://K12cs.org)) for subpractices

# Personalized Professional Learning

## G. Personalized Professional Learning

**Recommended Length: ≤ 4 Pages**

This section requires a description of how the LEA will provide *high quality, personalized professional learning* over the next five years for educators, administrators, and support staff while participating in the DTL Grant Program, *including mentoring and ongoing periodic coaching*.

Section 4 of [Utah's Master Plan: Essential Elements for Technology Powered Learning](#) states:

“Ongoing development of a district or school’s faculty and administrators is an important LEA responsibility. LEA’s should be adept at identifying areas of need and fostering professional learning communities and a culture of support for practicing educators. Local school board members should also be supported in their shift toward lasting organizational change outlined in this plan. Other LEA responsibilities include:

- Create technology-rich classrooms and schools where teachers will teach and students will learn.
- Assist members of the school community to understand how technology is being employed in the school; support parents with technology access, orientations, training, and involvement.
- Use the ISTE Standards, Utah Teacher Effectiveness Standards, and Professional Learning criteria to locate good professional learning opportunities for teachers.
- Host workshops, learning communities, team meetings, and other ongoing opportunities for purpose-built professional learning activities.
- Mentor new faculty in their effective use of educational technology; coordinate with local teacher education programs.”

Please visit <http://www.uen.org/development/> for existing resources and professional learning to support your plan development.

**Vision Statement for Personalized Professional Learning (≤ 250 words)**

All teachers and administrators will engage in using video-based self and peer reflection, collaborative study of student learning outcomes, learning walks, and other online and face-to-face professional collaboration throughout the school year for personalized professional learning so that teachers across all subject areas will gain in ability, confidence, and frequency in the use of engaging, inquiry-based pedagogy in their classes enhanced by digital materials and resources. Our professional learning plan is to further the essence of personalized engaged education at City Academy by making inquiry and developed student thinking the norm across all subject areas.

***REQUIRED Element 26:** Plan must focus on providing the required levels of professional learning, including leadership training, for educators, administrators, including superintendents and principals and their staff, and support staff.*

Our plan aligns with Utah effective teaching and effective leadership standards concerning planning for rigorous learning, providing instruction that helps all students develop deep understandings, and building teachers as reflective collaborative practitioners.

***REQUIRED Element 27:** Proposal for required management restructuring, if necessary and relevant to the LEA needs.*

We will add a digital teaching and learning coordinator by year five of this project.

***REQUIRED Element 28:** Plan must provide ongoing periodic coaching and mentoring with the necessary frequency to ensure a successful implementation.*

New and identified teachers will be required to attend at least four of the otherwise optional monthly trainings on selected aspects of digital teaching and learning. The topics of trainings will set based on observed need as well as teacher interest.

***REQUIRED Element 29:** Plan must focus on curriculum planning and student-learning activities integrated with digital technology tools and resources.*

Teachers will engage in peer and coach review of student work and collaborative setting of revision for student improvement. Teachers engage in grade level and content specific collaboration and planning for curriculum and student outcomes expectations. Teachers use classroom video to study and improve practices.

**REQUIRED Element 30:** *Plan must focus on content-specific strategies for integrating digital technology into the curriculum for all subject areas addressed in the goals and objectives.*

All teachers utilize Canvas, Google suite tools, and Apps for Education and instruct students in the use of those tools.

**REQUIRED Element 31:** *Plan must include a commitment to continue to participate in professional learning with USBE and UETN through implementation.*

City Academy has a commitment to continue to participate in professional learning with USBE and UEN.

# Assessment - Measurable Outcomes

H. Five-year plan for how an LEA will monitor student and teacher usage of the DTL Grant Program technology to achieve the outcomes articulated in the LEA's plan

**Recommended Length: ≤ 4 Pages**

For monitoring, the state has procured Learn Platform (utah.learnplatform.com) as the EdTech management solution to allow LEAs to effectively monitor teacher and student usage of program technology with no cost to your LEA. To get set up with Learn Platform and receive their help and resources to complete this section of your DTL plan, please reach out to Amanda Cadran (amanda.cadran@learnplatform.com) and/or Meg Parker (meg.parker@learnplatform.com).

## Vision Statement for Measurable Outcomes (≤ 250 words)

Teacher's and student's Canvas pages are monitored for use of digital tools for learning. Canvas reports will indicate regular usage of both the LMS as well as the resources provided there. Classroom observations will show students effectively using technology and digital resources as a regular part of classes and class assignments. City Academy will look into implementing Learn Platform to help monitor teacher and student usage of program technology.

**REQUIRED Element 32:** Plan must include the resources and processes that will be required to successfully complete an annual assessment of the LEA's progress in achieving grant outcomes and the LEA's progress in implementing the strategies that would lead to such outcomes. This includes the identification of measurement instruments and timelines for both early collection of baseline data and collection of post-implementation data, that enable the LEA to report change(s) over time. In addition, the plan must include the process for the identification of implementation issues, which must be reported annually.

We use Canvas reports to monitor and analyze usage of the LMS by students, teachers, and parents. A review of student work will include student usage of digital tools to produce assigned outcomes such as data tables, graphs, presentations, etc.

**REQUIRED Element 33:** Plan must include the participation of a team of stakeholders that includes LEA leadership and representatives of other groups (such as school administrators, teachers, parents, students, and/or community members) in the development of continuous improvement plans for digital learning initiatives. Such plans must align business, communication and monitoring processes to the LEA's improvement plan for digital learning.

We are a small independent school. The school's director, counselor, dean of students, IT coordinator, lead teacher, and advisory council representative form the digital teaching and learning leadership team who will conduct on-going and annual summative review with intended responses for improvement and report to the Board.

**REQUIRED Element 34:** *Plan must address strategies for process improvement for digital learning that are continuously improved based on results of the ongoing data collection including rapid-cycle analyses piloting new tools, and allowing for collaborative (both within an LEA as well as with other LEAs) opportunities around technology (e.g., based on findings, professional development is adjusted; schedules are changed; content access protocols are improved; policies are updated; etc.).*

We will look into the ways in which the new Learn Platform could support us with more targeted ongoing data collection for improvement.

**REQUIRED Element 35:** *Plan must include multiple and varied sources of data (e.g., student performance data, classroom observation data, web analytics, participation tracking, survey data, etc.) that are being used to continuously improve the implementation and impact of digital teaching and learning. Such data must be aligned specifically to the grant outcomes identified by the LEA.*

In order to achieve improved graduation rate and in the long term improved quality of graduation with college and life preparation we will be monitoring and responding to student grades through Canvas and Aspire, student attendance through Aspire and parent meetings as needed, student state and Cambridge test scores through shared google sheets with combined test score data, and teacher use of technology such as student access to chromebooks, the Internet, digital information and media, and Google docs, forms, sheets, presentation tools, etc that help engage students in their learning, learning progress, and attainment. We will be monitoring and responding to student and parent use of their personal portfolios, to stakeholder survey data collected electronically, and to classroom video and in-person class observation results shared electronically to help continuously improve the implementation and impact of digital teaching and learning.

# Robust Technical Infrastructure

I. Five-year plan for LEA infrastructure acquisition, process for procurement, and distribution of the intended goods and services to be used as part of the LEA's implementation of the DTL Grant Program.

**Recommended Length: ≤ 4 Pages**

This section should address:

- E-Rate Eligible items and services  
<http://www.uen.org/e-rate/> or <https://www.usac.org/sl/applicants/beforeyoubegin/eligible-services-list.aspx>
- The timeline and steps to be taken to address infrastructure acquisition  
[https://www.usac.org/\\_res/documents/sl/pdf/handouts/application-process-flow-chart.pdf](https://www.usac.org/_res/documents/sl/pdf/handouts/application-process-flow-chart.pdf)
- The use of [existing and future UETN contracts and services](#) as well as [existing State contracts supporting EdTech](#)

**REQUIRED Element 36:** Plan must address scaling current network and Internet connection bandwidth to support all LEA access needs without performance degradation even during times of maximum use.

City Academy's LAN and WiFi systems have been built to support up to 1000 devices. The network backbone and security measures will be put into a 4-year upgrade rotation to ensure proper traffic flow.

**REQUIRED Element 37:** Plan must report site-specific validate-able enrollment, both full time and part time, and NSLP income eligibility data to USBE as per E-Rate Eligible Items.

We have site-specific validate-able information from state NSLP as required for E-Rate eligibility. We currently have 53% of our students who qualify for free and reduced lunch.

**REQUIRED Element 38:** Acknowledge inventory-tracking requirements for at least five years.

Due to City Academy's inventory policies, this inventory-tracking is currently in place. This is due to the small technical footprint of City Academy and the fact that this data is needed for the current E-Rate program we subscribe to.

**REQUIRED Element 39:** *Plan must address actions to scale to meet the goal to ensure wireless access is available and reliable in all instructional spaces and indoor/outdoor common areas.*

Nearly 100% of City Academy's campus has wireless coverage for up to 1000 devices of load capacity that was built and maintained through an H-Wire contract.

#### *J. Technical support for implementation and maintenance of the DTL Grant Program*

**Recommended Length: ≤ 2 Pages**

These technical support standards should:

1. include support for hardware and Internet access and
2. remove technical support burdens from the classroom teacher

**REQUIRED Element 40:** *Plan must address scale up of technical support to be available so that business and instructional operations are minimally impacted.*

City Academy has an on-staff network admin and has worked to create a system maintained through device redundancy and user ease of accessibility to keep our system at a 98% rate of up time.

**REQUIRED Element 41:** *Plan must address the presence or building of a well-defined technical support procedure.*

Due to our small faculty and student body size, our technology admin gets emailed work tickets and responds within 24 hours or less. Network Admin does an annual review with each about their classroom needs and desires for technology.

**REQUIRED Element 42:** *Plan must include process to inventory and track portable and fixed technology assets. LEA agrees to participate in statewide inventory surveys.*

City Academy has adopted a system to track our portable and fixed technology on site throughout the year.

***REQUIRED Element 43: Plan must provide process and measures of the classroom teacher technical support burden and provide measures that reduce the teacher technical support burden.***

City Academy has been able to lower this technical support burden with the use of quality chromebooks, a robust WiFi system, and quick response to email work tickets.

# Data and Privacy

*K. Proposed security policies, including security audits, student data privacy, and remediation of identified lapses*

**Recommended Length: ≤ 4 Pages**

*This section should utilize the resources and guidance available from the Utah State Board of Education <https://www.schools.utah.gov/studentdataprivacy>*

## **Part A. LEA Security Policies**

Show evidence that the following requirements mentioned in Board Rule R277-487 (based on 53E-9-301) have been met:

1. Designate a Data Manager
2. Submit an IT Security Plan
3. Publicly post a Data Governance Plan
4. Complete entries of all disclosed student PII (Personal Identifiable Information) into the Metadata Dictionary
5. Provide an annual data confidentiality training to all employees and contractors with access to student PII

*LEAs submit this information annually to USBE Data Security and Privacy Team with initial collection of evidence on date(s) specified. We encourage applicants to leverage this existing data in the construction of their plan.*

## **Part B. LEA Security Audit Plan**

*This section should utilize the school's implementation of resources and guidance available from the Utah State Board of Education <https://www.schools.utah.gov/studentdataprivacy>*

## **Part C. LEA Student Data Privacy Policies and Procedures**

*This section should utilize the school's implementation of resources and guidance available from the Utah State Board of Education <https://www.schools.utah.gov/studentdataprivacy>*

## **Part D. LEA Remediation Plan of Identified Lapses**

*This section should utilize the school's implementation of resources and guidance available from the Utah State Board of Education <https://www.schools.utah.gov/studentdataprivacy>*

**REQUIRED Element 44:** Plan must include attached or linked policies in adherence with Utah code (Board Rule R277-487 (based on 53E-9-301)) for the above required policies and have been communicated (e.g. public forums, parent information nights, media sent home with students, faculty memos, etc.) with all stakeholder groups.

<https://www.cityacademyslc.org/governance-oversight/>

**REQUIRED Element 45:** Plan must include LEA and school digital technology policies that incorporate “Responsible Use” guidelines that encourage proactive, positive behavior with digital technologies and have a systematic process for consistent or continual policy updates.

The City Academy Data Governance Team is responsible for the annual review and update of the school’s plan. Information for those updates comes from USBE’s webinars and in-person trainings.

**REQUIRED Element 46:** Plan must include evidence that the LEA and school leaders and the local school board have worked with a variety of stakeholder groups to create and adopt policy regarding the role of digital technology in a student centered learning environment and have a systematic process in place to continuously advocate for this policy with relevant stakeholder groups.

[https://docs.google.com/document/d/12LV7cSwsVvzEklqefMCRTmRKwp1ZpqMrEObt1\\_rMCYw/edit?usp=sharing](https://docs.google.com/document/d/12LV7cSwsVvzEklqefMCRTmRKwp1ZpqMrEObt1_rMCYw/edit?usp=sharing)

**REQUIRED Element 47:** Plan must include comprehensive externally provided security and data privacy audits as provided through UETN

City Academy will continue to work closely with UETN to ensure data security and privacy.

**REQUIRED Element 48:** Plan must include a remediation plan for responding to real security lapses as well as those identified in the audits, including budgeted allocation of resources.

City Academy will monitor and immediately remediate any security lapses as well as those identified in audits. This will be taken care of by our on-staff Network Admin.

**REQUIRED Element 49:** Security training for all stakeholders must be included in the plan, addressing password management, anti-phishing, etc.

Through our vision of extended time for staff training on security we will continue to address important items including password management and anti-phishing.

## Budget and Resources

*L. Budget: The LEA's anticipated five-year financial plan, in alignment with the intent of the DTL Grant Program, articulating budget proposals to adequately execute the proposed LEA plan; Additional non-grant LEA funds anticipated to be utilized may be included in the narrative, if applicable.*

**Recommended Length:** ≤ 3 Pages (Vision Statement + Parts A, B, C, D)

**REQUIRED Element 50:** Plan includes costs identified by the LEA that are realistic.

**REQUIRED Element 51:** Plan includes clearly identified resources it will deploy to ensure the plan's success.

**REQUIRED Element 52:** Plan must address sustainability beyond the grant period.

**REQUIRED Element 53:** Plan must include how the LEA will identify, capture and re-purpose savings resulting from this program.

### Vision Statement for Budget (≤ 250 words)

Our vision is that all students and teachers will have access to and training for using chromebooks and computers for continuous opportunities for learning, assessment, and communication.

### Part A. Disclosure of LEA's Current Technology Expenditures

2018-2019 Technology Expenditures = \$5,080

4 printers @ \$800

1 projector @ \$500

1 chromebook cart @ \$100

16 Chromebooks @ \$3,680

Lease of color copier

New printers were purchased this year for Special Education and other back office and administrative use. The color copier is leased through a state plan and is utilized sparingly for our art program and for school development and promotion work.

## Part B. Budget for Grant Funding: Years 1 – 5

Complete the Budget Form below and provide a narrative description of the budget. Please note that your budget should not exceed the budget projections provided for the fiscal year. The narrative should **clearly** describe the proposed expenditures for each of the five years of the proposed project.

**Provide sufficient details in the budget narrative to clarify intended expenditures:**

- Provide a justification for each budget category.
- For DTL Grant Program funds proposed for salaries, indicate the increase in FTEs
- Describe any other non-grant funds that will be used to help support this plan. This is not required, but helps demonstrate commitment.

**Note:** A participating LEA may not use grant money:

(1) To fund non-technology plans/programs

(2) To purchase mobile telephones or fund voice or data plans for mobile telephones

(3) To supplant existing funding for educational technology

Budget Form: <Complete Table>

Use minimum funding projections noted in Appendix A as "Total Allocation" for annual funding requests.

**LEA Name:** City Academy

Description	Funding Requested – Year One DATE: FY2020	Funding Requested – Year Two DATE: FY2021	Funding Requested – Year Three DATE	Funding Requested – Year Four DATE	Funding Requested – Year Five DATE
A.(100) Salaries					
B (200) Employee Benefits					
C. (300) Purchased Professional & Technical Services					
D. (400) Purchased Property Services					
E. (500) Other Purchased Services					
F. (580) Travel					
G.(600) Supplies/Materials	\$4,900.24	\$7,250	\$8,000	\$8,000	\$8,500

H. (800) Other (Exclude Audit Costs)					
I. TOTAL DIRECT COSTS (Lines A through H)					
J. (800) Other (Audit Costs)					
K. Indirect Cost					
L. Property (includes equipment)					
M. TOTAL (Lines I through L)					

### Year 1

Replace 20 old chromebooks at \$250/each = \$5,000

### Year 2

Replace 25 old chromebooks at \$250/each = \$6,250

Replace 2 projectors at \$1,000

### Year 3

Replace 30 old chromebooks at \$250/each = \$7,500

Replace 1 projector at \$500

### Year 4

Replace 1 projector at \$500

Upgrade wireless distribution system - support half with this grant at \$7,500

### Year 5

Replace 30 old chromebooks at \$250/each = \$7,500

Replace 2 projectors at \$1,000

*This form is a required element of the grant application. Justification for each of the categories shall be included in the budget narrative portion of the application. Modifications to the grant must be reflected over the five years of the grant and included as part of the annual reporting, including an itemized breakdown of these budget categories and a budget narrative explaining how you calculated each line item and the actual total project cost share.*

### Part C. Projection for Future Support Costs

Each LEA should include a projection for future support costs associated with their Digital Teaching and Learning Plan. The projection will support State level projections for future needs associated with this initiative.

This is reflected in the Budget Narrative for years 2-5.

### Part D. Sustainability and Cost Savings

Explain how the LEA plans to scale and grow digital teaching and learning beyond the five-year grant period. This may include plans to shift existing funds to support digital teaching and learning, as well as the allocation of new funds, and/or outside grants.

*We recommend the table included below to address sustainability efforts. Edit as applicable for your LEA.*

Sustainability Action	Data Point	Process	Positive/Negative Potential	Follow-up
Develop a 5-year equipment replacement plan	<ul style="list-style-type: none"> <li>- Inventory of age of devices</li> <li>- Replacement costs</li> </ul>	<ul style="list-style-type: none"> <li>- Inventory</li> <li>- Review of inventory with Tech Director and CFO</li> </ul>	<ul style="list-style-type: none"> <li>- Awareness of devices and age of those devices;</li> </ul> <p><i>*Should allow for anticipation of upcoming costs</i></p>	<ul style="list-style-type: none"> <li>- Brand new schools get new computers</li> <li>- 20% of the new computers are moved out to other schools, so 20% are year one, 80% are year two</li> </ul>
Chromebooks	<ul style="list-style-type: none"> <li>- Currently 98 of our 237 chromebooks are no longer meeting the performance levels of current operating systems, they are 6 years old.</li> </ul>	<ul style="list-style-type: none"> <li>- Review with Tech Director</li> </ul>	DTL funds will be leveraged with other sources to accomplish this plan.	Chromebooks will be replaced with an annual process of about 30 per year. Cost: \$250 each to include management and set-up.
Backbone: Internet Filter	Our Internet filter is 5 years old.	<ul style="list-style-type: none"> <li>- Review with Tech Director</li> </ul>	Life expectancy for the filter is 4-5 years.	Existing filter will be replaced next school year. Cost: \$4,000
Teacher work stations	All our 13 stations are 7-10 years old.	<ul style="list-style-type: none"> <li>- Review with Tech Director</li> </ul>	These stations will need to be purchased from other grant sources.	We will start the annual replacement process of 1 to 2 stations per year for

				our 13 stations. Cost: \$700 each
Projectors	Of our 14 projectors, 2 are 10 years old, 3 are 7 years old, and the rest are 1-3 years old.	- Review with Tech Director	Life expectancy for projectors is 3 years.	We will start the annual replacement process of 1 to 2 projectors per year for our 14 projectors. Cost: \$500 each
Backbone: Wireless distribution system	Our current system is 2 years old.	- Review with Tech Director	Life expectancy for a system is 5 year. We leverage other funding sources along with DTL.	In year 4 of this grant we will need to replace this system. Cost: \$15,000
Backbone: Firewall	Our current firewall is 13 years old	- Review with Tech Director	Life expectancy for a system is 5 years. We will leverage other funding sources for this item.	In year 1 we will plan to replace the firewall. Cost: \$2,500 plus \$200/year in subscription fees.
Backbone: Server	Our current server is 7 years old.	- Review with Tech Director	Life expectancy for a server is 5 years. We will leverage other funding sources for this item.	We will start implementing an Active Directory Appliance or Service during year 2.

How will you identify, capture, and repurpose savings resulting from the DTL Grant Program?

Currently, without the DTL grant, we have not been able to both replace aging chromebooks and also upgrade and renew network infrastructure. Use of the DTL grant will allow us to continue with appropriate system upgrades.

# STATEMENT OF ASSURANCES

Should an award of funds from the Digital Teaching and Learning Grant Program be made to the applicant in support of the activities proposed in this application, the authorized signature on this page of the application certifies to the USBE that the authorized official will:

1. Upon request, provide the Utah State Board of Education with access to records and other sources of information that may be necessary to determine compliance with appropriate federal and state laws and regulations.
2. Conduct educational activities funded by this project in compliance with the following federal laws:
  - a. Title VI of the Civil Rights Act of 1964
  - b. Title IX of the Education Amendments of 1972
  - c. Section 504 of the Rehabilitation Act of 1973
  - d. Age Discrimination Act of 1975
  - e. Americans with Disabilities Act of 1990
  - f. Improving America's Schools Act of 1994
3. Use grant funds to supplement and not supplant existing funds from all sources.
4. Take into account, during the development of programming, the need for greater access to and participation in the targeted disciplines by students from historically underrepresented and underserved groups.
5. Submit, in accordance with stated guidelines and deadlines, all DTL Grant Program and evaluation reports required by the Utah State Board of Education.
6. The applicant will retain records of the DTL Grant Program for five years and will allow access to those records for purposes of review and audit.

Sonia Woodbury	Executive Director	<i>Sonia Woodbury</i>	April 17, 2019
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# Appendix A:

# FUNDING PROJECTIONS

FY2020

These projections were calculated in accordance to Utah Code Section 53F-2-510 and Utah State Board of Education (USBE) Rule R277-922.

### **A few items to note about these projections:**

1. These projections are based on 100% participation from all eligible LEA's in the program this fiscal year.
2. In order to qualify for this funding, each LEA will need to complete the steps outlined in the application. These steps conclude with the LEA plan being approved by the Utah State Board of Education (USBE).
3. Awards related to all LEA's with USBE approved plans are anticipated to be made by July 2019.
4. Funding may increase based on the number of LEAs that have USBE approved plans. Final amounts will be communicated after final Board (USBE) approvals.
5. This grant will be administered through the Utah State Board of Education through reimbursement.

Digital Teaching and Learning FY2020					
Distribution of Funding Determined by Prior Year October 1 Headcounts					
	Appropriation				
Ongoing	19,852,400				
One-Time	-				
<b>Total</b>	<b>19,852,400</b>				
Distribution to LEAs					
	Total PY Oct 1, 2018	% of Statewide	Ongoing	One-Time	Total
Charters	78,384	11.883%	2,359,019.23	-	2,359,019.23
Districts	581,054	88.086%	17,487,211.16	-	17,487,211.16
USDB	205	0.031%	6,169.61	-	6,169.61
<b>Statewide</b>	<b>659,643</b>	<b>1.000</b>	<b>19,852,400</b>	<b>-</b>	<b>19,852,400</b>

LEA#	District	Ongoing Base	Oct. 1 2018 Enrollment	Ongoing Allocation Based on % of Enrollment	Total Allocation
1	ALPINE DISTRICT	42,651.73	79,748	2,160,062.75	2,202,714.48
2	BEAVER DISTRICT	42,651.73	1,527	41,360.48	84,012.21
3	BOX ELDER DISTRICT	42,651.73	11,770	318,803.46	361,455.19
4	CACHE DISTRICT	42,651.73	18,270	494,863.15	537,514.88
5	CARBON DISTRICT	42,651.73	3,484	94,367.99	137,019.72
6	DAGGETT DISTRICT	42,651.73	178	4,821.33	47,473.06
7	DAVIS DISTRICT	42,651.73	72,263	1,957,323.25	1,999,974.98
8	DUCHESNE DISTRICT	42,651.73	5,142	139,276.76	181,928.49
9	EMERY DISTRICT	42,651.73	2,181	59,074.80	101,726.53
10	GARFIELD DISTRICT	42,651.73	899	24,350.41	67,002.14
11	GRAND DISTRICT	42,651.73	1,520	41,170.88	83,822.61
12	GRANITE DISTRICT	42,651.73	64,281	1,741,121.96	1,783,773.69
13	IRON DISTRICT	42,651.73	9,395	254,473.96	297,125.69
14	JORDAN DISTRICT	42,651.73	54,865	1,486,079.19	1,528,730.92
15	JUAB DISTRICT	42,651.73	2,587	70,071.76	112,723.49
16	KANE DISTRICT	42,651.73	1,269	34,372.27	77,024.00
17	MILLARD DISTRICT	42,651.73	2,916	78,983.08	121,634.81
18	MORGAN DISTRICT	42,651.73	3,178	86,079.64	128,731.37
19	NEBO DISTRICT	42,651.73	33,117	897,010.56	939,662.29
20	NORTH SANPETE DISTRICT	42,651.73	2,471	66,929.77	109,581.50
21	NORTH SUMMIT DISTRICT	42,651.73	1,044	28,277.89	70,929.62
22	PARK CITY DISTRICT	42,651.73	4,780	129,471.59	172,123.32
23	PIUTE DISTRICT	42,651.73	273	7,394.51	50,046.24
24	RICH DISTRICT	42,651.73	507	13,732.66	56,384.39
25	SAN JUAN DISTRICT	42,651.73	2,876	77,899.64	120,551.37
26	SEVIER DISTRICT	42,651.73	4,538	122,916.75	165,568.48
27	SOUTH SANPETE DISTRICT	42,651.73	3,268	88,517.39	131,169.12
28	SOUTH SUMMIT DISTRICT	42,651.73	1,694	45,883.86	88,535.59
29	TINTIC DISTRICT	42,651.73	226	6,121.46	48,773.19
30	TOOELE DISTRICT	42,651.73	16,903	457,836.44	500,488.17
31	UINTAH DISTRICT	42,651.73	7,069	191,471.68	234,123.41
32	WASATCH DISTRICT	42,651.73	7,040	190,686.18	233,337.91
33	WASHINGTON DISTRICT	42,651.73	31,074	841,673.65	884,325.38
34	WAYNE DISTRICT	42,651.73	444	12,026.23	54,677.96
35	WEBER DISTRICT	42,651.73	32,171	871,387.11	914,038.84
36	SALT LAKE DISTRICT	42,651.73	22,401	606,755.85	649,407.58
37	OGDEN CITY DISTRICT	42,651.73	11,553	312,925.78	355,577.51
38	PROVO DISTRICT	42,651.73	16,165	437,846.90	480,498.63
39	LOGAN CITY DISTRICT	42,651.73	5,569	150,842.52	193,494.25
40	MURRAY DISTRICT	42,651.73	6,264	169,667.37	212,319.10
42	CANYONS DISTRICT	42,651.73	34,134	924,557.13	967,208.86
	<b>Total</b>	<b>1,748,720.93</b>	<b>581,054</b>	<b>15,738,490.04</b>	<b>17,487,210.97</b>

LEA#	Charter School Name	Oct. 1 2018 Enrollment	Allocation Based on % of Enrollment	Total Allocation
68	OGDEN PREPARATORY ACADEMY	1,058	31,612.55	31,612.55
74	AMERICAN PREPARATORY ACADEMY	5,020	149,995.27	149,995.27
81	WALDEN SCHOOL OF LIBERAL ARTS	426	12,728.68	12,728.68
82	FREEDOM PREPARATORY ACADEMY	1,814	54,201.48	54,201.48
83	ACADEMY FOR MATH ENGINEERING & SCIENCE (AMES)	486	14,521.45	14,521.45
86	PINNACLE CANYON ACADEMY	453	13,535.43	13,535.43
87	CITY ACADEMY	164	4,900.24	4,900.24
89	SOLDIER HOLLOW CHARTER SCHOOL	312	9,322.42	9,322.42
90	TUACAHN HIGH SCHOOL FOR THE PERFORMING ARTS	380	11,354.22	11,354.22
92	UINTAH RIVER HIGH	69	2,061.69	2,061.69
93	JOHN HANCOCK CHARTER SCHOOL	157	4,691.09	4,691.09
94	THOMAS EDISON	1,170	34,959.06	34,959.06
95	TIMPANOGOS ACADEMY	491	14,670.85	14,670.85
97	SALT LAKE ARTS ACADEMY	401	11,981.69	11,981.69
98	FAST FORWARD HIGH	234	6,991.81	6,991.81
A1	NO UT ACAD FOR MATH ENGINEERING & SCIENCE (NJAMES)	887	26,503.15	26,503.15
A2	RANCHES ACADEMY	370	11,055.43	11,055.43
A3	DAVINCI ACADEMY	1218	36,393.27	36,393.27
A4	SUMMIT ACADEMY	2371	70,844.38	70,844.38
A5	ITINERIS EARLY COLLEGE HIGH	372	11,115.19	11,115.19
A6	NORTH DAVIS PREPARATORY ACADEMY	1016	30,357.61	30,357.61
A7	MOAB CHARTER SCHOOL	94	2,808.68	2,808.68
A8	EAST HOLLYWOOD HIGH	330	9,860.25	9,860.25
A9	SUCCESS ACADEMY	433	12,937.84	12,937.84
1	B UTAH COUNTY ACADEMY OF SCIENCE (UCAS)	523	15,627.00	15,627.00
2	B LINCOLN ACADEMY	869	25,965.32	25,965.32
3	B BEEHIVE SCIENCE & TECHNOLOGY ACADEMY (BSTA)	294	8,784.58	8,784.58
4	B WASATCH PEAK ACADEMY	433	12,937.84	12,937.84
5	B NORTH STAR ACADEMY	536	16,015.43	16,015.43
7	B REAGAN ACADEMY	681	20,347.96	20,347.96
8	B AMERICAN LEADERSHIP ACADEMY	1,813	54,171.60	54,171.60
9	B NAVIGATOR POINTE ACADEMY	478	14,282.42	14,282.42
1	C ODYSSEY CHARTER SCHOOL	431	12,878.08	12,878.08
2	C INTECH COLLEGIATE HIGH SCHOOL	148	4,422.17	4,422.17
3	C ENTHEOS ACADEMY	1,036	30,955.20	30,955.20
4	C LAKEVIEW ACADEMY	1,013	30,267.97	30,267.97
5	C LEGACY PREPARATORY ACADEMY	1,134	33,883.39	33,883.39
7	C MONTICELLO ACADEMY	684	20,437.60	20,437.60
8	C MOUNTAINVILLE ACADEMY	663	19,810.13	19,810.13
9	C PARADIGM HIGH SCHOOL	438	13,087.24	13,087.24
1	D RENAISSANCE ACADEMY	763	22,798.09	22,798.09
2	D CHANNING HALL	620	18,525.31	18,525.31
3	D SPECTRUM ACADEMY	1,467	43,833.28	43,833.28
4	D SYRACUSE ARTS ACADEMY	1,813	54,171.60	54,171.60
5	D GEORGE WASHINGTON ACADEMY	1,021	30,507.01	30,507.01
6	D NOAH WEBSTER ACADEMY	545	16,284.35	16,284.35
7	D SALT LAKE SCHOOL FOR THE PERFORMING ARTS	302	9,023.62	9,023.62
8	D OPEN CLASSROOM	314	9,382.17	9,382.17
9	D CANYON RIM ACADEMY	521	15,567.24	15,567.24
1	E GUADALUPE SCHOOL	312	9,322.42	9,322.42
2	E KARL G MAESER PREPARATORY ACADEMY	634	18,943.63	18,943.63
3	E CS LEWIS ACADEMY	342	10,218.80	10,218.80
4	E DUAL IMMERSION ACADEMY	497	14,850.13	14,850.13

LEA#	Charter School Name	Oct. 1 2018 Enrollment	Allocation Based on % of Enrollment	Total Allocation
5	E EDITH BOWEN LABORATORY SCHOOL	358	10,696.87	10,696.87
7	E GATEWAY PREPARATORY ACADEMY	673	20,108.93	20,108.93
8	E MERIT COLLEGE PREPARATORY ACADEMY	429	12,818.32	12,818.32
9	E PROVIDENCE HALL	2,098	62,687.27	62,687.27
1	F QUEST ACADEMY	1,047	31,283.87	31,283.87
2	F ROCKWELL CHARTER HIGH SCHOOL	434	12,967.72	12,967.72
3	F VENTURE ACADEMY	768	22,947.48	22,947.48
4	F SALT LAKE CENTER FOR SCIENCE EDUCATION	393	11,742.66	11,742.66
5	F UTAH VIRTUAL ACADEMY	2,084	62,268.95	62,268.95
6	F EARLY LIGHT ACADEMY AT DAYBREAK	1,007	30,088.69	30,088.69
7	F EXCELSIOR ACADEMY	1,046	31,253.99	31,253.99
8	F HAWTHORN ACADEMY	1,443	43,116.17	43,116.17
9	F MOUNTAIN HEIGHTS ACADEMY	738	22,051.10	22,051.10
1	G JEFFERSON ACADEMY	523	15,627.00	15,627.00
2	G VISTA AT ENTRADA SCHOOL OF PERFORMING ARTS AND TECHNOLOGY	903	26,981.22	26,981.22
3	G BEAR RIVER CHARTER SCHOOL	173	5,169.16	5,169.16
4	G MARIA MONTESSORI ACADEMY	614	18,346.03	18,346.03
5	G CANYON GROVE ACADEMY	642	19,182.66	19,182.66
6	G WEILNMANN SCHOOL OF DISCOVERY	591	17,658.81	17,658.81
7	G SUMMIT ACADEMY HIGH SCHOOL	574	17,150.85	17,150.85
8	G GOOD FOUNDATIONS ACADEMY	489	14,611.09	14,611.09
2	H UTAH CONNECTIONS ACADEMY	1,141	34,092.55	34,092.55
3	H ENDEAVOR HALL	421	12,579.28	12,579.28
5	H HIGHMARK CHARTER SCHOOL	644	19,242.42	19,242.42
6	H PROMONTORY SCHOOL OF EXPEDITIONARY LEARNING	448	13,386.03	13,386.03
7	H PACIFIC HERITAGE ACADEMY	396	11,832.30	11,832.30
8	H VALLEY ACADEMY	399	11,921.93	11,921.93
1	I UTAH INTERNATIONAL CHARTER SCHOOL	237	7,081.45	7,081.45
2	I ESPERANZA SCHOOL	535	15,985.55	15,985.55
3	I LEADERSHIP LEARNING ACADEMY	1,041	31,104.60	31,104.60
4	I MANA ACADEMY CHARTER SCHOOL	304	9,083.38	9,083.38
5	I VOYAGE ACADEMY	527	15,746.52	15,746.52
7	I WEBER STATE UNIVERSITY CHARTER ACADEMY	40	1,195.18	1,195.18
8	I WINTER SPORTS SCHOOL	114	3,406.27	3,406.27
9	I UTAH CAREER PATH HIGH SCHOOL	175	5,228.92	5,228.92
1	J AMERICAN INTERNATIONAL SCHOOL OF UTAH	1,345	40,187.98	40,187.98
2	J ASCENT ACADEMIES OF UTAH	2,362	70,575.46	70,575.46
3	J DIXIE MONTESSORI ACADEMY	334	9,979.76	9,979.76
5	J MOUNTAIN WEST MONTESSORI ACADEMY	498	14,880.01	14,880.01
6	J SCHOLAR ACADEMY	600	17,927.72	17,927.72
7	J GREENWOOD CHARTER SCHOOL	364	10,876.15	10,876.15
8	J TERRA ACADEMY	635	18,973.51	18,973.51
9	J LUMEN SCHOLAR INSTITUTE	397	11,862.18	11,862.18
1	K VANGUARD ACADEMY	455	13,595.19	13,595.19
2	K UTAH MILITARY ACADEMY	1018	30,417.37	30,417.37
3	K ROOTS CHARTER HIGH SCHOOL	193	5,766.75	5,766.75
4	K ATHENIAN eACADEMY	588	17,569.17	17,569.17
5	K Wasatch Waldorf Academy	628	18,764.35	18,764.35
6	K Franklin Discovery Academy	556	16,613.02	16,613.02
7	K Wallace Stegner Academy	624	18,644.83	18,644.83
8	K American Academy of Innovation	303	9,053.50	9,053.50
9	K St. George Academy	244	7,290.61	7,290.61
1	L Athlos Academy	953	28,475.20	28,475.20
2	L The Center for Creativity, Innovation & Discovery	447	13,356.15	13,356.15
3	L Leadership Academy of Utah	296	8,844.34	8,844.34
5	L Ignite Entrepreneurship Academy	538	16,075.19	16,075.19
6	L Bonneville Academy	610	18,226.52	18,226.52
7	L Ivy Preparatory Academy	468	13,983.62	13,983.62
8	L REAL Salt Lake Academy High	268	8,007.72	8,007.72
9	L Capstone Classical Academy	160	4,780.73	4,780.73
1	M Advantage Arts Academy	567	16,941.70	16,941.70
	Total	78,951	2,359,019.26	2,359,019.26

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