Texas Education Agency
Standard Application System (SAS)

2014-2016 Technology Lending Program Grant

Program authority:	General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; TEC, Chapter 31, Section 31.021(f) and Chapter 32	**FOR TEA USE ONLY** Write NOGA ID here:
Grant period:	October 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, May 13, 2014	Place date stamp here. Texas Education Agency 2014 APR 30 PM 3:01 Document Control Center Division of Grants Administration
Submittal information:	**Four** complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 North Congress Ave, Austin TX 78701-1494	
Contact information:	Kathy Ferguson: techlending@tea.state.tx.us; (512) 463-9400	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
Ben Bolt-Palito Blanco ISD	**125-902**	**Palito Blanco El. (101)** **Ben Bolt Middle (041)** **Ben Bolt High (001)**	**N/A**

Vendor ID #	ESC Region #	US Congressional District #	DUNS #
74-6000359	**2**	**34**	**021552005**

Mailing address	City	State	ZIP Code
P.O. Box 547	**Ben Bolt**	**TX**	**78342-0547**

Primary Contact

First name	M.I.	Last name	Title
Dr. Scott	**H.**	**Norris**	**Superintendent**
Telephone #	Email address		FAX #
(361) 664-9904	**snorris@bbisd.esc2.net**		**(361) 668-0446**

Secondary Contact

First name	M.I.	Last name	Title
Martha		**Salazar**	**Federal Program Director**
Telephone #	Email address		FAX #
(361) 664-9904	**msalazar@bbisd.esc2.net**		**(361) 668-0446**

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. Scott	**H.**	**Norris**	**Superintendent**
Telephone #	Email address		FAX #
(361) 664-9904	**snorris@bbisd.esc2.net**		**(361) 668-0446**

Signature (blue ink preferred) — Date signed

Dr. Scott Norris — **04/17/2014**

Only the legally responsible party may sign this application.

701-14-107-007

Schedule #1—General Information (cont.)	
County-district number or vendor ID: **125-902**	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)	☒	☐
9	Supplies and Materials (6300)	☒	☐
10	Other Operating Costs (6400)	☒	☐
11	Capital Outlay (6600/15XX)	☐	☐
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	☒	☐

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: **125-902**	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**
No program-related attachments are required for this grant.		

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.

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: **125-902**	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 Program Grant funds is the property of the district or charter school.
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 an approved 2013-2014 district technology plan on file with TEA. The applicant understands that if an approved 2013-2014 district technology plan is not on file with TEA at the time the applications is submitted to TEA on the application due date, the application is not eligible to be funded.
11.	The applicants assures that it is at Developing or higher Level of Progress in Teaching and Learning and in Educator Preparation in their Texas Campus School Technology and Readiness (STaR Chart) report for the 2012-2013 school year.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into school district or open-enrollment charter school's technology plan.
12.	The applicant assures that appropriate professional development has already been provided for teachers in the use of digital content or that appropriate professional development will be provided within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation.
13.	The applicant assures that a minimum of 50% of the funds awarded will be spent within the first four months of the grant period (i.e., October 1, 2014-Feburary 1, 2015), and that 100% of the funds will be expended no later than the end of the 1st year of the grant period (i.e. August 31, 2015) to ensure full program implementation through August 31, 2016.
14.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data.

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Schedule #4—Request for Amendment

County-district number or vendor ID: **125-902**	Amendment # (for amendments only):

Part 1: Submitting an Amendment

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

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

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

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

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

Part 2: When an Amendment Is Required

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

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
2.	Schedule #8: Contracted Services	6200				
3.	Schedule #9: Supplies and Materials	6300				
4.	Schedule #10: Other Operating Costs	6400				
5.	Schedule #11: Capital Outlay	6600/ 15XX				
6.	Total direct costs:					
7.	Indirect cost (%):					
8.	Total costs:					

N/A

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: **125-902** | Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.		N/A	
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: **125-902**	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.

Opening Statement: Although Ben Bolt-Palito Blanco ISD **is** implementing the technology lending program at their Middle School and High School, funding is insufficient to purchase enough equipment and Internet access for students identified with the greatest need. Therefore, the funds available through the Technology Lending Program Grant (TLPG) are greatly needed to provide the necessary resources to implement a program that will allow students identified with the greatest needs access to technology and digital content and decrease the student to technology loaner ratio to an average of 2:1 for all students and 1:1 for Economically Disadvantaged students. The goals of the grant relate specifically to the identified goals listed in the District's Technology Plan and include the following: Creating the capacity to seamlessly integrate technology into the curriculum; Ensuring anytime/anywhere access to technology-based learning; and Procuring functional student devices.

How the budget was developed: In order to develop the proposed budget, the district reviewed the grant's goals compared to the campus and district goals. Next the district determined how many students would be participating in the program and the cost of the appropriate equipment, insurance, and carrying cases. This provided the district with an accurate understanding of the amount of grant funds that would be need to be requested in order to meet the goals outlined in the application.

How the demographics of the district relate to the defined goals and purposes of the grant: Based on the needs assessment that was conducted, it was determined that the district has **78.7%** of students that are Economically Disadvantaged. Many of these students come from families that lack the means to purchase the technology that is critical to meeting the needs of the 21st Century educational system. Furthermore, the district lacks the resources to provide these students with the digital tools and resources anytime, anywhere. If awarded, the district plans to leverage grant funds to impact the following areas that are in line with the goals and purpose of the grant:

- The district lacks the technology equipment required to provide Economically Disadvantaged students with the greatest needs access to digital tools and resources anytime, anywhere.
- Students lack access to Internet during after-school hours. Access is needed in order for students to be able to obtain the district's online resources as well as the resources that are available through other online avenues such as the local public libraries and the Educational Region Center.
- Families of Economically Disadvantaged students lack technology access to students' academic work, testing scores, and attendance.
- Students are unable to make full use of all the district's online resources and curriculum that are available or assigned by teachers. This is due to the amount of students and parents/guardians that do not have the technology required to access these resources at home.

Who designs the needs assessment process, determines its efficacy, and when/how the process needs to be updated and changed: The needs assessment process was designed and reviewed by district and campus administrators. These individuals are responsible for determining the effectiveness of the assessment produced and ensuring the results clearly identify the gaps and weaknesses of the district. The stakeholders (Superintendent, Director of Curriculum, Principals, District Technology Coordinator, Librarians, and other TLPG Personnel) will meet on a quarterly basis, or as needed, to ensure all policies and procedures are being properly assessed. If areas of weaknesses are identified, the stakeholders will review the process and will modify it to include the unaddressed areas or needs. Any significant changes will be presented to the District Board Members and TEA for approval.

Describe how the district will ensure that the program receives consistent, high quality management: The Superintendent, Dr. Scott Norris, will be the individual that will obligate the district to the grant activities according to state/federal regulations. He holds a Doctorate in Education and a Texas Superintendent Certificate. He and the Business Office Manager will ensure that previously allocated state/local funds are not diverted from the campuses because of its acquisition of TLPG funding. If awarded, the activities and services provided by this grant will be supplemental to existing federal/state/local service activities. A Project Director will be designated specifically to the TLPG who must possess the experience, skills, and competency necessary to ensure the project remains within budget, on schedule, and within scope. The district will ensure that this individual holds a minimum of a Master's Degree and has the experience required to successfully oversee the program.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: **125-902**	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.

Method by which the district will evaluate the program including means used to measure progress in defined areas: In order for the district to be able to monitor the attainment of district goals, strategies, and objectives, the district will ensure that various processes and procedures to evaluate the program are in place that are clearly specified and measurable. This will include conducting surveys that will provide feedback on the program. Classroom observations will also be conducted on a regular basis in order to provide Principals and grant officials the opportunity to determine whether the technology is having a positive impact on the teachers' ability to engage students and increase productivity. Finally, the district will review student achievement results and attendance data, as well as test results, report cards, graded classwork, professional development sign-in sheets, and PEIMS reports to determine whether the district has shown an increase in student/parent/teacher participation.

How the application completely and accurately answers all statutory AND TEA requirements: The district's administrators met and reviewed the completed application to ensure that **all** statutory and TEA requirements were answered completely and accurately. District stakeholders had the opportunity to provide feedback and address any areas of concern. Their responses were reviewed and addressed prior to the submission of the grant application.

Conclusion-District's on-going commitment to the goals of the grant and funding sources to the program beyond grant funding: In order to ensure that all project participants remain committed to the success of the project, the district has ensured that they have received buy-in from all participants, including administration and teachers. Throughout the term of the grant, the district will continue to meet with administration, teachers, board, and partners to solicit feedback and modify the goals and objectives of the grant; thus, ensuring continued support of the project. The district will coordinate multiple federal and state programs and local funds to enhance the services provided. Professional development training obtained through local, state, and federal funds will be a tremendous resource that will aid in sustaining strategies learned and implemented during the grant cycle. This acquired resource **coordinated** with Title I (high poverty), Instructional Materials Allotment (IMA), and state compensatory funds will ensure teacher and student gains are continued after the grant funding terminate.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: **125-902**	Amendment # (for amendments only):
Program authority: General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; Texas Education Code, Chapter 31, Section 31.021(f) and Chapter 32	
Grant period: October 1, 2014, to August 31, 2016	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	**$37,000**		**$37,000**
Schedule #9	Supplies and Materials (6300)	6300	**$54,963**		**$54,963**
Schedule #10	Other Operating Costs (6400)	6400	**$8,010**		**$8,010**
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	**$0**		**$0**
	Total direct costs:		**$99,973**		**$99,973**
	1.229% indirect costs (see note):		N/A		**$0**
Grand total of budgeted costs (add all entries in each column):			**$99,973**		**$99,973**

Administrative Cost Calculation

Enter the total grant amount requested:	**$99,973**
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:	**$14,995**

The cost reflected in the budget is appropriate for the results expected.

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.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: **125-902** | 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.

	Expense Item Description	Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	
6299	Contracted publication and printing costs (specific approval required only for nonprofits)	
62XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply:	
	☐ Salaries/benefits ☐ Other:	
	☐ Networking (LAN) ☐ Other:	
	☐ Computer/office equipment lease ☐ Other:	
	☐ Building use ☐ Other:	
	☐ Copier/duplication services ☐ Other:	
	☐ Telephone ☐ Other:	
	☐ Administrative ☐ Other:	
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	**$0**

Professional Services, Contracted Services, or Subgrants Less Than $10,000

#	Description of Service and Purpose	Check If Subgrant	Grant Amount Budgeted
1		☐	
2		☐	
3		☐	
4		☐	
5		☐	
6		☐	
7		☐	
8		☐	
9		☐	
10		☐	
b.	Subtotal of professional services, contracted services, or subgrants less than $10,000:		**$0**

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000

1

Specify topic/purpose/service: **MiFi Wireless Service** ☐ Yes, this is a subgrant

Describe topic/purpose/service: Will provide Internet service for online digital content. (50 licenses x $30 per month x 24 months) $36,000 + (50 devices x $20) $1,000 = $37,000

Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
Contractor's payroll costs	# of positions:	
Contractor's subgrants, subcontracts, subcontracted services		
Contractor's supplies and materials		**$1,000**
Contractor's other operating costs		**$36,000**
Contractor's capital outlay (allowable for subgrants only)		
	Total budget:	**$37,000**

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Schedule #8—Professional and Contracted Services (6200)

County-District Number or Vendor ID: **125-902** | Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000 (cont.)

2	Specify topic/purpose/service:		☐ Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**
	Contractor's payroll costs	# of positions:	
	Contractor's subgrants, subcontracts, subcontracted services		
	Contractor's supplies and materials		
	Contractor's other operating costs		
	Contractor's capital outlay (allowable for subgrants only)		
	Total budget:		
3	Specify topic/purpose/service:		☐ Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**
	Contractor's payroll costs	# of positions:	
	Contractor's subgrants, subcontracts, subcontracted services		
	Contractor's supplies and materials		
	Contractor's other operating costs		
	Contractor's capital outlay (allowable for subgrants only)		
	Total budget:		
4	Specify topic/purpose/service:		☐ Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**
	Contractor's payroll costs	# of positions:	
	Contractor's subgrants, subcontracts, subcontracted services		
	Contractor's supplies and materials		
	Contractor's other operating costs		
	Contractor's capital outlay (allowable for subgrants only)		
	Total budget:		
5	Specify topic/purpose/service:		☐ Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**
	Contractor's payroll costs	# of positions:	
	Contractor's subgrants, subcontracts, subcontracted services		
	Contractor's supplies and materials		
	Contractor's other operating costs		
	Contractor's capital outlay (allowable for subgrants only)		
	Total budget:		

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Schedule #8—Professional and Contracted Services (6200)

County-District Number or Vendor ID: **125-902** | Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000 (cont.)

6	Specify topic/purpose/service:		☐ Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**
	Contractor's payroll costs	# of positions:	
	Contractor's subgrants, subcontracts, subcontracted services		
	Contractor's supplies and materials		
	Contractor's other operating costs		
	Contractor's capital outlay (allowable for subgrants only)		
	Total budget:		
7	Specify topic/purpose/service:		☐ Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**
	Contractor's payroll costs	# of positions:	
	Contractor's subgrants, subcontracts, subcontracted services		
	Contractor's supplies and materials		
	Contractor's other operating costs		
	Contractor's capital outlay (allowable for subgrants only)		
	Total budget:		
8	Specify topic/purpose/service:		☐ Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**
	Contractor's payroll costs	# of positions:	
	Contractor's subgrants, subcontracts, subcontracted services		
	Contractor's supplies and materials		
	Contractor's other operating costs		
	Contractor's capital outlay (allowable for subgrants only)		
	Total budget:		

c. Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:	**$37,000**
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:	
b. Subtotal of professional services, contracted services, or subgrants less than $10,000:	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:	**$37,000**
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:	
(Sum of lines a, b, c, and d) Grand total	**$37,000**

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: **125-902** | Amendment number (for amendments only):

Expense Item Description

	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply:				**Grant Amount Budgeted**
63XX	☐	Print shop fees	☐	Technology-related supplies	**$0**
	☐	Postage	☐	Other:	
	☐	Copy paper	☐	Other:	

Technology Hardware—Not Capitalized

	#	Type	Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6399	1	**Kindles (District-wide)**	Will be issued to Economically Disadvantaged students to provide anytime/anywhere access to the campus digital content.	232	$139	**$48,348**
	2	**iPads (Middle School)**	Will be issued to Economically Disadvantaged students to provide anytime/anywhere access to the campus digital content.	15	$500	
	3	**Microsoft Surface Tablets (High School)**	Will be issued to Economically Disadvantaged students to provide anytime/anywhere access to the campus digital content.	20	$430	
	4					
	5					

6399	Technology software—Not capitalized	
6399	Supplies and materials associated with advisory council or committee	
	Subtotal supplies and materials requiring specific approval:	
	Remaining 6300—Supplies and materials that do not require specific approval:	**$48,348**

Kindle Carrying Cases	Will be utilized to protect Kindles while students are transporting device.	232	$25	**$6,615**
iPad Carrying Cases	Will be utilized to protect iPads while students are transporting device.	15	$25	
Microsoft Surface Tablet Carrying Case	Will be utilized to protect Microsoft Surface Tablets while students are transporting device.	20	$22	
			Grand total:	**$54,963**

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: **125-902** | Amendment number (for amendments only):

	Expense Item Description	Grant Amount Budgeted
64XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be used by ESC when ESC is the applicant. Check all that apply: ☐ ESC-owned vehicle usage ☐ Other: ☐ Insurance ☐ Other:	
6411	Out-of-state travel for employees (includes registration fees) Specify purpose:	
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations. Specify purpose:	
6413	Stipends for non-employees (specific approval required only for nonprofit organizations) Specify purpose:	
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations Specify purpose:	
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees Specify purpose:	
6429	Actual losses that could have been covered by permissible insurance Insurance for Lending Equipment: (267 devices x $30 = **$8,010**).	**$8,010**
6490	Indemnification compensation for loss or damage	
6490	Advisory council/committee travel or other expenses	
6499	Membership dues in civic or community organizations (not allowable for university applicants) Specify name and purpose of organization:	
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations) Specify purpose:	
	Subtotal other operating costs requiring specific approval:	**$8,010**
	Remaining 6400—Other operating costs that do not require specific approval:	**$0**
	Grand total:	**$8,010**

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See TEA Guidelines Related to Specific Costs for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #11—Capital Outlay (6600/15XX)

County-District Number or Vendor ID: **125-902** | Amendment number (for amendments only):

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Grant Amount Budgeted	
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A		
66XX/15XX—Technology hardware, capitalized					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
66XX/15XX—Technology software, capitalized					
12					
13					
14					
15					
16					
17					
18					
66XX/15XX—Equipment, furniture, or vehicles					
19					
20					
21					
22					
23					
24					
25					
26					
27					
28					
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
29					
			Grand total:	**$0**	

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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

County-district number or vendor ID: **125-902** | Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments 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.

Total enrollment:			**588**	
Category	**Number**	**Percentage**	**Category**	**Percentage**
African American	1	N/A	Attendance rate	94.2%
Hispanic	567	N/A	Annual dropout rate (Gr 9-12)	.5%
White	51	N/A	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	N/A
Asian	0	N/A	TAKS commended 2011 performance, all tests (sum of all grades tested)	N/A
Economically disadvantaged	492	78.7%	Students taking the ACT and/or SAT	N/A
Limited English proficient (LEP)	52	8.3%	Average SAT score (number value, not a percentage)	N/A
Disciplinary placements	15	2.3%	Average ACT score (number value, not a percentage)	N/A

Comments

As indicated in the chart above, the district has **78.7%** of student that are Economically Disadvantaged. This is **18.30%** over the state's average of **60.4%.** This is also **38.7%** over the grants mandated eligibility requirement.

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	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	0	27	39	34	43	35	35	51	57	55	60	62	48	42	588
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	0	27	39	34	43	35	35	51	57	55	60	62	48	42	588

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Schedule #13—Needs Assessment

County-district number or vendor ID: **125-902** | 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 or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

NEEDS – The district conducted a **needs assessment** to **identify** and **prioritize** the district needs, between current achievement and desired or required accomplishment in order to determine the magnitude and severity of the problems it faces. The district and campus administrators reviewed the Technology Lending Program Grant (TLPG) guidelines in order to understand the goals and objectives of the program. In addition, the Technology Plan and campus STaR Charts were reviewed to determine whether the campuses had a need for the TLPG.

Only the following campuses with the greatest needs from the district were selected for participating in the TLPG:

PRIORITIZATION OF CAMPUS NEEDS

	Campus Enrollment	Campus Economically Disadvantaged	Lending Units Available	Student to Technology Lending Ratio	STaR Chart (TL)	STaR Chart (EP)	Approved 2013-2014 Technology Plan
Palito Blanco El. (EE-3rd)	143	80.4%/115	0	**1:0**	Advanced Tech	Advanced Tech	✓
Ben Bolt Middle School (4th- 8th)	233	77.3%/180	30	**8:1**	Developing Tech	Developing Tech	
Ben Bolt High School (9th-12th)	212	77.8%/165	12	**18:1**	Developing Tech	Developing Tech	

Ben Bolt ISD qualifies for the **10 Maximum Points** on the three (3) grant-specific criteria areas because more than one campus participates in the Technology Lending Program Grant, the targeted campuses have an established technology lending program, and they use at least one electronic instructional material in more than one curriculum subject area.

Two (2) of the targeted campuses (Middle and High School) listed above are currently implementing the technology lending program by utilizing funds allocated from the SSI Grant and local funds. Unfortunately, funding is insufficient to purchase enough equipment and Internet access for students identified with the greatest need and the third campus (Elementary) lacks resources to purchase the technology. Therefore, the funds available through the Technology Lending Program Grant are greatly needed to implement a program that will allow students access to technology and digital content and decrease the student to technology loaner ratio from 14:1 to an average of 2:1.

In order to determine the number of students who would require access to the technology and the Internet, the district reviewed the number of students per campus and grade level who were classified as Economically Disadvantaged and did not have equipment of their own or were not participating in the current technology lending program. The district will have each teacher complete a technology survey on their students to determine the greatest in need (financial and academic). This data will be used to create a profile of how many students will actually benefit from the use of shared technology and Internet access at home.

Through the purchase of this equipment, Ben Bolt-Palito Blanco ISD hopes to begin purchasing the necessary technology to initiate a one-to-one (1:1) technology program. Although the funds available through this program will in no way provide sufficient technology to achieve this goal, the district will continue to seek additional funding sources to ensure that this goal is met. Moreover, the TLPG will improve the Progress in Teaching and Learning and in Educator Preparation and Development components of the campus STaR Charts.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: **125-902** | 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
	NEEDS: Identified	**NEEDS: Strategies to Address Needs**
1.	The district lacks the technology equipment required to provide Economically Disadvantaged students access to digital tools and resources anytime, anywhere. Furthermore, the district does not have the means to purchase the technology that is critical to meeting the needs of the 21st Century educational system. **Source:** 2013-2014 Approved Technology Plan	The district would utilize funds to purchase additional portable devices at Palito Blanco Elementary, Ben Bolt Middle School, and Ben Bolt High School. These devices would be available for students to checkout and utilized during and after-school hours to access online curriculum, conduct research, and complete classwork and homework.
2.	Students lack access to Internet during after-school hours. Access is needed in order for students to be able to obtain the district's online resources as well as the resources that are available through other online avenues such as the local public libraries and the Educational Region Center. **Source:** 2013-2014 Approved Technology Plan	The district would utilize funds to provide students at Palito Blanco Elementary, Ben Bolt Middle School, and Ben Bolt High School with Internet access. MiFi Internet devices will be purchased that would be available for students to checkout and utilize after-school hours to access online curriculum, conduct research, and complete homework assignments.
3.	Palito Blanco Elementary campus has 80.4% (115) of Economically Disadvantaged students enrolled. Ben Bolt Middle School campus has 77.3% (180) of Economically Disadvantaged students of enrolled. Ben Bolt High School campus has 77.8% (165) of Economically Disadvantaged students of enrolled. **Source:** 2012 Snapshot enrollment data from the Public Education Information Management System (PEIMS).	Students whose families may not have the resources to purchase the necessary equipment and Internet, will now be provided with loaner equipment to utilize the online library and software to complete class assignments and extra credit work.
4.	Due to limited technology resources specifically from the families of Economically Disadvantaged students, some parent lack technology access to students' academic work, testing scores, and attendance. Moreover, most parents/guardians may not have the time to personally meet with teachers to discuss student's progress and address their deficiencies.	By providing technology equipment and Internet, the campuses will allow access to the district's online resources will provide parents/guardians access to the district's Parent Portal. This will allow parents/guardians to view student's grades, attendance, and report cards. In addition, parents/guardians will be able to view and reply to teachers' comments and concerns on a regular basis. This will increase the communication that occurs between the teacher and the parents/guardians.
5.	Teachers are unable to make full use of all the district's online resources and curriculum that are available for student use. This is due to the amount of students and parents/guardians that do not have the technology required to access these resources at home.	With the increase in the number of students and parents/guardians that will be able to access the district resources at home, Teachers will be able to make use of the district's online resources. This will include the following: • Online access to class assignments; • Extra-credit assignments; • Remediation and tutorial software; • Provide parents/guardians with access to the Parent Portal in order to increase communicate; and • Create protocols for tracking students' progress.

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Schedule #14—Management Plan

County-district number or vendor ID: **125-902** | 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 Sufficient quality and depth to ensure successful implementation.
1.	**Superintendent**	The Superintendent holds a Doctorate's Degree in Education and will obligate the district to the grant activities according to state regulations. He will ensure that previously allocated state/local funds are not diverted from the campuses because of its acquisition of TLPG funding.
2.	**Project Director**	Mr. Gabriel Zamora holds a Master's Degree and has experience administering state and federal grants similar in nature to the TLPG. He possesses the experience, skills, and competency necessary to ensure the project remains within budget, on schedule, and within scope.
3.	**Principals**	The Principals hold a minimum of a Master's Degree in a related field and have a minimum of 10 years' experience administering state and federal grants similar in nature to the TLPG. They possess the administration experience, supervisory skills, and educational competency necessary to ensure the project remains within budget, on schedule, and within scope.
4.	**District Technology Coordinator**	The district's Technology Coordinator will ensure that all of the appropriate online curriculum and programs are accessible on each portable device. This individual holds a Bachelor's degree and has over 20 years of educational field experience.
5.	**Librarians**	The campus Librarians will be responsible for distributing, collecting, and inventorying each of the portable devices according to the district's policy. These individuals hold a minimum of a Bachelor's Degree and have over 20 years of educational field experience.

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.	Providing appropriately configured personal technology devices.	1.	Purchase technology devices to be utilized by students.	10/01/2014	11/30/2014
		2.	Install software and programs to be utilized by students.	11/01/2014	12/31/2014
		3.	Place Internet blocks to limit access to unsuitable web content.	11/01/2014	12/31/2014
2.	Ensure targeted students have access to technology anytime/anywhere.	1.	Identify students who do not have access to technology at home.	10/01/2014	11/30/2014
		2.	Inform parents/guardians of the availability of loaned technology.	12/01/2014	12/31/2014
		3.	Have parents/guardians sign a Technology Lending Agreement .	12/01/2014	12/31/2014
		4.	Have parents/guardians and students attend a mandatory meeting to review the proper care and use of the technology.	12/01/2014	01/31/2015
		5.	Issue portable device.	12/01/2014	01/31/2015
3.	Ensure targeted students have web access at home.	1.	Identify students who do not have web access at home.	10/01/2014	11/30/2014
		2.	Provide interested parents/guardians with a Web Access Agreement to sign.	12/01/2014	12/31/2014
		3.	Issue a MiFi Internet device.	12/01/2014	01/31/2015
4.	Ensure all technology is regularly maintained to guarantee efficiency and use by students.	1.	Create a schedule for regular maintenance checks on all equipment utilized by students.	10/01/2014	11/30/2014
		2.	Document any inappropriate use of technology and submit to the Program Director for review.	10/01/2014	08/31/2016
5.	Provide online resources in order to monitor student progress, increase communication, and share lessons.	1.	Meet with District Technology Coordinator to discuss ideas for classroom websites.	10/01/2014	08/31/2016
		2.	Provide parents/guardians with log-in access to enable them to communicate with teachers and view student's progress.	10/01/2014	08/31/2016
		3.	Create protocols for tracking student's progress.	10/01/2014	12/31/2014

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: **125-902**	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.

Monitoring the attainment of goals and objectives: Currently, the district has a management plan that is designed to achieve the objectives of programs on time and within budget. The management plan delegates the responsibility of monitoring the programs on an on-going basis to the assigned Program Director. This procedure ensures the successful attainment of program goals and objectives. The assigned Program Director is required to track all milestones according to proposed timelines in order to ensure the district remains on target. Furthermore, a report is required to be generated by the Project Director that identifies the status of each milestone, outstanding practices, and possible challenges. Each challenge is required to include recommended strategies. Once prepared, this report is reviewed with the participating program staff.

Adjustment to plan for attaining goals and objectives when necessary: In order to ensure feedback and continuous improvement, participating staff are required to meet regularly with campus staff (i.e. teachers, principals, counselors, etc.) to collect feedback pertaining to the proper implementation of identified activities. It is of high priority for the district to meet the needs of the students and ensure that all funds are utilized to their maximum potential. Thus, feedback is essential in *monitoring* the program's effects. The stakeholders are required to review the information gathered to determine whether adjustments to the program need to be implemented.

Communication of Program Adjustments: Adjustments made to programs are communicated to participants via email and scheduled meetings. Email correspondence is sent to all participating campus staff, parents/guardians, and students. In addition, students are provided a notice in English and Spanish to take home to their parents/guardians detailing the adjustments being made to the program plan.

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.

Similar or related on-going and existing efforts: The project will be coordinated with similar or related efforts using existing resources and facilities. Currently, the district has a technology lending program that is available at two of their campuses. This program was implemented utilizing SSI and local funds and provides the district with a 14:1 student to technology loaner ratio. In addition, the students are able to utilize their equipment to access free Internet at public entities such as: public libraries, local restaurants, community centers, etc. Unfortunately, these resources are insufficient to provide targeted student who needs dedicated access to a device. Therefore, the funds available through the TLPG are greatly needed to implement a program that will allow students access to technology and digital content and decrease the student to technology loaner ratio to 2:1 and 1:1 for Economically Disadvantaged students.

Coordinating efforts to maximize effectiveness of grant funds: The district has taken action to align resources such as software, personnel, materials, and facilities to maximize resources. A close relationship has been established between the school district, technology vendors, and training institutions to provide quality service to the campus teachers and students. The district and campuses will coordinate multiple federal and state programs and local funds to better serve the needs of their teachers and students. Technology equipment purchased through federal and state funds will also be utilized to allow students and teachers to use the computer equipment during and beyond the school schedule.

Commitment to the program's success by all participating campuses: The level of involvement and commitment of all participants ensures successful implementation of the program goals, objectives, and activities. The following actions have been developed to ensure participating campuses stay commited to the program's success:

- **Professional Development Training** – The district assures that professional development for teachers in the use of electronic instructional materials has been provided before applying for this grant or will be provided within the first three months of the grant period (i.e., October 1, 2014 – December 31, 2014) to be prepared for the grant implementation. Professional development will be encouraged throughout the grant period.; and
- **Open-Door Policy** – The district holds regular meetings to encourage staff, parents/guardians, and students to voice concerns.

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Schedule #15—Project Evaluation

County-district number or vendor ID: **125-902** | 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.
The method of evaluation provide for examining the effectiveness of program strategies.

#	Evaluation Method/Process		Associated Indicator of Accomplishment
1.	**District Technology Coordinator's Work Log**	1.	Number of devices configured to provide students access to curriculum at home.
		2.	Number of district resources each student will be able to access at home.
		3.	Number of devices that have been configured with Internet safety protocols.
2.	**Signed Technology Lending Agreement**	1.	Number of students, by grade level, who checked out a device.
		2.	Number of students' siblings benefiting from access to technology at home.
		3.	Number of participants attending meeting on the proper care/use of technology.
3.	**Signed Web Access Agreement**	1.	Number of students, by grade level, who are provided web access at home.
		2.	Number of students' siblings benefiting from web access at home.
		3.	Number of participants attending meeting on the proper care/use of technology.
4.	**Property Maintenance Logs**	1.	Number of times each device is inspected for any damage and viruses.
		2.	Number of devices submitted for service.
		3.	Length of time each devices remains in service before being returned to student.
5.	**Inventory Log**	1.	How soon each participating student is issued their portable device?
		2.	How long a student stays in possession of the portable device?
		3.	Number of devices lost or damaged.

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 collecting data: Methods of evaluation include objective performance measures and indicators of accomplishment that relate to the results of the project and produce quantitative and qualitative data. The district will use objective performance measures and indicators of program accomplishment that are clearly related to the intended results of the program. A wide range of evaluation instruments will be used to identify program accomplishments, refinements, or failures. The district will collect both quantitative (i.e. signed agreements, parent and student attendance rosters, work and inventory logs, test scores, report cards, classwork, PEIMS Reports) and qualitative data (i.e. classroom observations, surveys, and testimonials) in order to determine if they are on target to meet the identified objectives and milestones.
The evaluation design includes processes for collecting data, including program-level data (such as program activities and the number of participants served) and student-level academic data (such as achievement results and attendance data). The district will solicit feedback from teachers, students, and parents/guardians via surveys and testimonials. These individual will be asked to provide information on the following: Impact the technology is having on the participating students academics; Quality of the products that are being offered to the students; and Issues that are being encountered. The district will review this data along with student achievement results, attendance data, as well as test results, report cards, graded classwork, and PEIMS reports to determine whether the district has shown positive improvements.
Identification and correction of problems with project delivery throughout the project: The formative evaluation processes provides for the identification and correction of problems. The district and campus administrators will provide quarterly progress reports in order to determine the status of the following: degree of planning, implementation, and evaluation of the program; number and percent of students benefiting; level of the curriculum and instruction that is utilized; the strengths and weaknesses of the program; recommendations for modifying or improving the program as a result of on-going evaluation activities; and the level of compliance. This formative process will provide the opportunity to identify and correct problems on a timely fashion throughout the grant cycle. This data will provide the avenue to determine performance outcome.
An analysis will be conducted to analyze the Strengths, Weaknesses, Opportunities, and Threats (SWOT) to the TLPG. The analysis will utilize the objectives of the program to identify the internal and external factors that are favorable and unfavorable for each objective. Once the analysis is completed, the district will address the areas of weaknesses and threats. The Program Director will meet with the Superintendent, and each individual Principal, Librarian, and the District Technology Coordinator to develop an action plan to strengthen and improve the program. The Program Director will follow-up with each individual to ensure appropriate actions are being implemented.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: **125-902** | Amendment # (for amendments only):

Statutory Requirement 1: Applicant must describe how it will use funds to implement or enhance a technology lending program to loan students the equipment necessary to access and use electronic instructional materials. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Implement or enhance technology lending program: The district currently is implementing a lending program that provides 22 NOOK Simple Tough e-Readers and 20 NOOK HDs to students on a checkout basis at two (2) of their campuses (Middle and High Schools). This constitutes a 14:1 student/technology loaner ratio. Due to the district's limited number of resources, ED students who have need of these resources are not able to participate in the current program.

The proposed program is appropriate and will successfully address the needs of the target population. If awarded, the district plans to purchase 267 portable devices and 50 MiFi Internet devices to be distributed to Palito Blanco Elementary, Ben Bolt Middle School, and Ben Bolt High School. The chart below illustrates the student to technology loaner ratio at each campus that is currently available and the student to technology loaner ratio that can be achieved with grant funds:

STUDENT TO TECHNOLOGY RATIO								
	District		Palito Blanco Elem.		Ben Bolt Middle		Ben Bolt High	
All Students	Current	Target	Current	Target	Current	Target	Current	Target
	14:1	2:1	143:0	1.5:1	8:1	2:1	18:1	2:2
ED Students	Current	Target	Current	Target	Current	Target	Current	Target
	11:1	1.5:1	115:0	1.2:1	6:1	1.5:1	14:1	1.7:1

As indicated in the chart above, the acquisition of these additional funds will enable the district to decrease the number of students who need to share access to portable devices to an average of 2:1 and 1:1 for Economically Disadvantaged students. In addition, the district will cross-reference student files to determine the number of students that have a sibling enrolled in the district. This data will be used to create a final profile of how many students will actually benefit from the use of shared technology and Internet access at home.

In order to facilitate the TLPG, each participating campus will send a notice to each of the selected student's parents/guardians notifying them of the availability of portable devices and Internet service that can be provided to the student for use at home. Parents/guardians interested in participating in this program on behalf to their child will be required to sign a District Technology Lending Agreement and a Web Access Agreement, if Internet access is also needed. This agreement will state that the parents/guardians will agree to monitor the student's use and ensure that the equipment/Internet is used solely for educational purposes by the student. The students will be taught to practice safe, responsible, legal, and ethical behavior while using digital tools and resources. Furthermore, parents/guardians will be required to attend a meeting with their child to review the guidelines and expectations regarding the use of technology. Items that will be discussed include:

- Proper care and maintenance of the device;
- Allowable use of device;
- Steps for reporting issues with device;
- Availability of Internet access at home;
- Internet Safety; and
- Returning of device to district.

Once the parent/guardian has signed and returned the District Technology Lending Agreement and/or the Web Access Agreement, the student will be issued a device, which will include the power cord and carrying case. In addition, if Internet access is being requested, a MiFi Internet device will be issued. The MiFi Internet devicewill be able to be plugged into the portable device to provide students with Internet access in order to access electronic instructional materials. The MiFi Internet device will be required to be returned with the portable device.

Funds obtained through the TLPG will be utilized to purchase: Kindles; iPads; Microsoft Surface Tablets; Carrying cases; and MiFi Internet devices. Grant funds will also be used to purchase a multi-year insurance policy that will cover equipment for up to three years. The multi-year premium will be payable as a single invoice received during the grant period. This will extend the life expectancy of the devices for up to a minimum of three years; thus, allowing more students to benefit from the use of the devices. These additional resources along with the current available technology will ensure the strategies and activities are of sufficient quality and depth to ensure that the district is able to meet the goals and objectives of this proposal.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: **125-902**	Amendment # (for amendments only):

Statutory Requirement 2: If the applicant has already purchased, or is also purchasing, lending equipment through other funding sources such as the Instructional Materials Allotment, the applicant must describe how equipment from all funding sources will be used in a cohesive manner to support efforts to ensure students have dedicated access to a technology device. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Equipment from all funding sources will be used in a cohesive manner to support efforts to ensure students have dedicated access to a technology device:

The budget is adequate to support the activities outlined in the grant proposal. To this end the district has a history of coordinating funds to better serve the needs of their students and staff; thus, this proposed program will enhance the level of services provided by the campuses. The Program Director will coordinate the cohesive use of equipment, from all sources, in order to ensure all students have access to a technology device anytime/anywhere. New devices will be added to the existing devices available for checkout in order to ensure equitable access to technology for all students regardless of their economic situation.

The district will ensure that expenditures and activities are supplemental to and do not supplant or duplicate services currently provided. This year (2013-2014), the district received $49,030 in IMA funds. These funds were used to purchase textbook and materials for all campuses. Next year (2014-2015) the amount allotted to the district has been decreased to $46,523 which will be used to purchase additional textbooks for the campuses. These grant funds are needed to purchase the necessary equipment to provide students in need with anytime/anywhere access to technology and resources.

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: **125-902**	Amendment # (for amendments only):

TEA Program Requirement 1: Applicant must describe how the lending program aligns with existing mission and goals of the public school district or open-enrollment charter school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district staff reviewed their Technology Plan and Campus/District Improvement Plans in order to ensure that the goals and objectives of the TLPG aligned with the existing mission and goals of the district. The program activities and requirements relate directly to the program goals, local objectives, and strategies that have been outlined in the Districts Technology Plan and Campus/District Improvement Plans. The following are examples of the existing goals, mission, and objectives that were previously identified on the aforementioned plans:

2013-2014 Technology Plan:

- Creating the capacity to seamlessly integrate technology into the curriculum;
- Ensuring anytime/anywhere access to technology-based learning; and
- Procuring functional student devices.

2013-2014 District Improvement Plans: Ben Bolt's District Improvement Plan is based upon their Mission Statement which is to maintain an instructional program which provides opportunities for increased student learning and performance. As indicated in the district's Mission Statement, the TLPG aligns with existing mission and goals of the district. The following goals and objectives have been identified from the current District Improvement Plan and align with the objectives of the TLPG:

- Integration of technology will be implemented to provide more educational opportunities for; and
- Provide additional access to technology programs.

2013-2014 Campus Improvement Plans: The Campus Improvement Plan's Mission Statements are based on the desire to produce quality citizens through the utilization of effective instruction. To this end, the TLPG aligns with existing mission and goals of the district and campuses. The following goals and objectives have been identified from the current Campus Improvement Plans and align with the objectives of the TLPG:

- Increase the effectiveness of teaching and learning through the use of technology;
- Continue to use technology to enhance instruction and teacher effectiveness;
- Increase the availability of technology equipment, to include: electronic readers, and wireless routers; and
- Utilize online technology to enhance student instruction.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: **125-902** | Amendment # (for amendments only):

TEA Program Requirement 2: Applicant must describe how it will prioritize campuses with the highest need for a technology lending program. Applicant must also describe how it will ensure access to lending equipment and residential access to the Internet among students who have the greatest need. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

TLPG prioritization of highest need campuses: The district conducted a needs assessment on each of their campuses in order to determine which campuses had the greatest need; which subject areas required the most assistance; and which grade levels would benefit most from the technology equipment and Internet access. Information that was collected to determine the campus level of need included: total enrollment, percentage of economically disadvantaged students by grade level, lending units available, and student to technology lending ratio.

The district conducted a **needs assessment** to **identify** and **prioritize** the district needs, between current achievement and desired or required accomplishment. The district and campus administrators reviewed the Technology Lending Program Grant (TLPG) guidelines in order to understand the goals and objectives of the program. In addition, the Technology Plan and campus STaR Charts were reviewed to determine whether the campuses had a need for the TLPG.

Only the following campuses with the greatest needs from the district were selected for participating in the TLPG:

PRIORITIZATION OF CAMPUS NEEDS

	Campus Enrollment	Campus Economically Disadvantaged	Lending Units Available	Student to Technology Lending Ratio	STaR Chart (TL)	STaR Chart (EP)	Approved 2013-2014 Technology Plan
Palito Blanco El. (EE-3rd)	143	80.4%/115	0	**143:0**	Advanced Tech	Advanced Tech	✓
Ben Bolt Middle School (4th-8th)	233	77.3%/180	30	**8:1**	Developing Tech	Developing Tech	
Ben Bolt High School (9th-12th)	212	77.8%/165	12	**18:1**	Developing Tech	Developing Tech	

Strategies and activities are of sufficient quality and scope to ensure equitable access to lending equipment and Internet among all students: To ensure that students at the targeted campuses have equitable access to technology and digital content anytime/anywhere, the district will purchase Kindles, iPads, and Microsoft Surface Tablets that will be available for checkout to students. This will ensure that all students, regardless of their economic situations, have the same access to district resources. In addition, the district will provide MiFi Internet devices to households who do not have access to the Internet, in order to ensure that all students have the means to access all online district resources.

Finally, the program will provide equal access and treatment without regard to gender, race, origin, color, or handicap. The district will utilize the needs assessment that was conducted during the planning phase to identify barriers and develop solutions.

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

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TEA Program Requirement 3: Applicant must 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.

In reviewing the purpose of the TLPG, the district was able to ensure that the program would align with current curriculum, instruction, and classroom management policies and/or practices on its participating campuses. Teachers that demonstrated strong classroom management skills whose students remained organized, orderly, focused, attentive, on task, and academically productive during classroom instruction were selected to participate in the program.

The increase in technology will be utilized to enhance instruction and increase the availability of resources to students at home. The online supplemental materials that students will have access to for studying, writing, or researching will serve to keep students interest focused on learning. This will foster a holistic-learning approach that the campuses encourage in each of their classrooms.

Curriculum: The participating campuses will create classroom lesson plans to include online curriculum such as: PLATO, Study Island, Istation, Accelerated Reader, and Thinking Through Math. These lesson plans are available online for students to complete and review at home. Students can utilize these lesson plans to conduct research, serve as remediation, earn credits, complete homework, or review for tests and quizzes.

Instruction: Class instruction consists of a combination of lectures and hands-on activities that students are able to utilize their portable devices to participate in. The lectures allow the teachers to first explain and demonstrate the classroom assignment to all of the students. This is followed with student hands-on activities which allow the students to demonstrate to the teacher their understanding of the assignment. Students are able to connect their portable device to the classroom projector, where applicable, and demonstrate the process they utilized to complete problems and share their results with the classroom.

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

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TEA Program Requirement 4: Applicant must describe how it is using electronic 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.

Grade level and subject use of adopted digital content: The proposed program was designed to reflect up-to-date knowledge from scientifically-based research and effective practices. The district has a broad array of electronic instructional materials that are available for use for education. This includes:

- **E-textbooks** – Since textbooks can be heavy and troublesome to carry. E-textbooks provide the district the ability to offer students a portable means to access the curriculum. In addition, having e-textbooks also provides other conveniences, such as:
  - Search functions, which make searching for specific information a swift and easy process; and
  - Taking notes can be a much cleaner process electronically.

- **Electronic Classroom Lessons** – By providing access to the lesson plans online, students have the ability to go back and review any lesson that they did not fully understand. In addition, since many times students do not want to be singled out by asking questions, students have the ability to research the information that was provided in the privacy of their own home; thus, ensuring they fully understand each day's lesson;

- **Remedial Software** – The remediation software that is available for students is designed to assess each individual student in order to identify their area of weaknesses. This allows each student to have a customized lesson plan that will quickly bring students up to speed with the other students in their classes; and

- **E-library** – The e-library will provide students with access to 100s of books anytime they may need it. Students no longer need to wait for a title to be available, instead they just need to log on to the district's online library and access the titles that they require.

If the grant is funded, the district will have each teacher participate in an online survey to determine which resources are being utilized. Questions asked will include the following:

1. What subject (s) do you teach?
2. What grade level (s)?
3. Does your classroom utilize e-textbooks?
4. Are your daily lesson plans available online?
5. What online software do you utilize for class instruction or for remediation?
6. Do you utilize the E-library for instruction?

The chart below provides a breakdown of the grade level, subject areas, and digital content to be utilized at each of the campuses:

Palito Blanco Elementary				
Grade Level	K-3rd	K-3rd	K-3rd	K-3rd
Subject Area	Reading	Math	Accelerated Reader	Thinking Through Math
Digital Content	Study Island	Study Island	Reading	Math

Ben Bolt Middle School			
Grade Level	4th – 8th	4th – 8th	4th – 8th
Subject Area	All Subjects	English, Math, History, Science	All Subjects
Digital Content	Istation	Study Island	PLATO

Ben Bolt High School		
Grade Level	9th – 12th	9th – 12th
Subject Area	All Core Subjects	All Subjects
Digital Content	Study Island	PLATO

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

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TEA Program Requirement 5: Applicant must describe professional development for teachers in the use of electronic instructional material that has already occurred or will occur within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation. Note: Any professional development that is provided within the grant period must be provided with non-grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Professional development in the use of digital content that has occurred or will occur no later than the first 3 months of the grant period: Professional development was provided on digital content that was designed to prepare teachers to implement the digital content with confidence and ease. The trainings that will or have occurred include:

#	Name of Training	Purpose of Training
1.	Dropbox Training	Provides training on the use of Dropbox for lesson plan submissions.
2.	PLATO Training	Provides training on the use of PLATO software for online courses.
3.	DMAC Training	Provides training on the proper use of DMAC resources.
4.	Local Trainings	Provides training on the proper use of existing technology and software. This includes accessing emails, gradebooks, and assessments.

In addition, to provide a 21st Century education to students, professional development opportunities have been provided to all campus teachers and will be extended to new teachers, as needed. This includes technology applications skills identified by the SBEC Technology Applications Standards, especially those skills that support lesson planning, classroom management, and administrative tasks. Professional development opportunities for educators are available 24/7 to all educators through a variety of delivery methods, including online and other distance learning technologies.

Participating teachers are very comfortable with technology and use it regularly in their classrooms. To meet the needs of the targeted students and prepare them for success in the 21st Century, the district has devoted significant time and resources to the adequate preparation of on-going professional development for teachers. In addition, each teacher has attended professional development training on the use of the digital content being utilized in their classroom. This initiative is responsive to the needs of teachers because it provides content-focused strategies and technology tools appropriate for each subject area and grade level.

TEA Program Requirement 6: Applicant must describe how infrastructure is adequate to support students' anticipated use of devices provided 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.

How existing and/or planned infrastructure will support students' use of the devices:

The district's infrastructure for technology focuses on hardware, software, and human infrastructure (the capabilities or proficiencies of those who use the technical components). The infrastructure of the campuses will be the critical element for support of the TLPG.

The campuses have the ***hardware*** available and the connecting peripherals such as the network connections and the resulting communications capabilities to enable the devices to function properly. The infrastructure provides the foundation for software applications, computer programs such as graphics or spreadsheets, and the TEKS content.

The ***software*** being utilized by the district to provide digital instruction reflects up-to-date knowledge from scientifically based research and effective practices. The district chosen technology-based curriculum, teaching tools, and assessments are proven to be measurably effective in meeting the needs of the targeted students and prepare them for success in the 21st Century.

The district is confident that each of the participating campuses has the adequate infrastructure to ensure it is able to support the additional devices.

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TEA Program Requirement 7: Applicant must describe a plan for providing Internet access to the homes of students as needed. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Plan for providing Internet access to the homes of students: The district will provide residential Internet access to students that have been identified with the greatest need and whose parents/guardians have signed a Web Access Agreement. Funds obtained from the TLPG will be utilized to purchase MiFi Internet devices. The mobile hotspot devices will offer the students a convenient compact device that can be placed near the laptop in order to access the Internet.

In addition to purchasing the device, the district will pay the monthly subscription in order to maintain access to the Internet for the student. The MiFi Internet devices will be required to be returned with the laptop for inventory purposes.

TEA Program Requirement 8: Applicant must describe how technical support is adequate to support students' anticipated use of devices provided 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.

How existing and/or planned technical support will support students' use of the devices at participating campuses:

The staff at each of the participating campuses is well versed in the use of all types of technological devices. Each teacher has the knowledge and experience to assist students in troubleshooting their devices and answering any questions that may arise. All professional educators (including teachers, administrators, and librarians have mastered the State Board for Educator Certification (SBEC) Technology Applications standards, as mandated for all beginning teachers.

In addition, each teacher has been provided with professional development training and technical support on the digital content that will be utilized by the students. Moreover, the district's computer technicians will provide more advanced technical support and maintenance of the equipment. Through these measures, the district will ensure the success of the program.

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

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TEA Program Requirement 9: Applicant must 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 be in charge of 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.

Administration of grant: The Project Director will be responsible for administering the Technology Lending Program Grant (TLPG) on participating campuses. He will ensure the district adheres to the requirements of the grant and remains in compliance with the Texas Education Agency.

The Project Director will work in conjunction with the District Technology Coordinator to provide technological support and will oversee all aspects of the development, implementation, and management of the program to include: inventory of equipment; installation of software and security blocks; distribution and tracking of devices; and routine maintenance.

Check-out and check-in process: A notice will be sent to each of the selected students' parents/guardians notifying them of the availability of portable devices to be checkout as-needed/if available. Parents/guardians interested in checking out a portable device for their child will be required to complete a District Technology Lending Agreement, which provides that the student and the parents/guardians agree not to misuse the equipment and agree to practice safe, responsible, legal, and ethical behavior while using digital tools and resources. Furthermore, parents/guardians will be required to attend a meeting with their child to review the guidelines and expectations regarding the use of technology. Items to be discussed will include: Proper care and maintenance of the portable device; Allowable use of portable device; Steps for reporting issues with portable device; Availability of Internet access at home; Internet Safety; and Returning of portable device to the district.

Once the parent has signed and returned the District Technology Lending Agreement to the participating teacher, the student will report to the campus library, where they will be issued a portable device by the Librarians. Families of the targeted students who do not have access to the Internet will also be issued MiFi Internet device. The MiFi Internet device will be able to be placed next to the portable device to provide students with Internet access in order to access electronic instructional materials. At the end of the school year, each teacher who has assigned a student a portable device will be required to inventory all returned equipment from each student. This will include all accessories. The teacher will also have to list the condition the inventory is in when returned. All inventories will then be submitted to the Librarians, where the inventory will be restored to original condition and made ready for the next student to utilize during the following academic school year.

Teacher coordination in case of competing need of equipment or devices: In the event that the district cannot purchase sufficient portable devices or MiFi Internet devices to address every student identified most in need, the district will implement and inform parents/guardians of a first-come, first-serve policy. It will be the responsibility of each participating teacher to follow-up with his or her qualifying students to ensure that the District Technology Lending Agreement is returned signed as soon as possible, so that the student can be issued a portable device. In addition, it will be the teachers' responsibility to stress the importance of limited equipment to the targeted students and parents/guardians, as well as the first-come, first-serve policy.

Maintenance of technology lending equipment: As part of the District Technology Lending Agreement, the student will be required to perform bi-weekly maintenance checkups on their assigned portable device. This will be documented by the student in a Property Maintenance Log that will be submitted to the Librarians on a monthly basis. In addition, students will be required to submit the device to the Librarians on a monthly basis so the portable device can be checked for viruses or signs of misuse. In the event that an issue arises with the portable device, the student will be required to notify the Librarians and submit for maintenance. If available, a loaner will be provided to the student while the device is serviced.

Finally, all Property Maintenance Logs will be required to be submitted to the Program Director by the Librarians during regularly scheduled meetings. The Program Director will perform and maintain the following: Property records that include a description of the equipment, serial number or other identification number, funding source, purchase date, original cost, percentage paid with grant funds, location of the equipment, use and condition, and any ultimate disposition data, including the date of disposal and sale price of the equipment; Physical inventory of the equipment taken and reconciled with the property records at least once every two years; A control system that ensures adequate safeguards to prevent loss, damage, or theft of the equipment; and Adequate maintenance procedures developed to keep the property in good condition.

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TEA Program Requirement 10: Applicant must describe how it will account for the technology lending equipment according to local policy, including providing insurance if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

District will account for technology lending equipment according to local policy: The district shall conduct an annual physical inventory of all portable devices and MiFi Internet devices. The results of the inventory shall be recorded in the district's files. Reimbursement and/or replacement shall be made for all instructional materials determined to be lost. *Texas Administrative Code: 19 TAC 66.107(a)*

The student must return the issued device to the teacher at the designated time or when the student withdraws from school. Each student and his/her parent or guardian is responsible for any device not returned in an acceptable condition to the campus. A student who fails to return in an acceptable condition any device shall forfeit the right to free instructional materials and technological equipment until the device previously issued but not returned in an acceptable condition is paid for by the student, parent, or guardian.

If the device is not returned in an acceptable condition and payment is not made, the district may withhold the student's records, but shall not prevent the student from graduating, participating in a graduation ceremony, or receiving a diploma. However, in accordance with Student Records (Policy FL) and Public Information Program Access To Public Information (Policy GBA), students have a right to copies of any and all district records that pertain to them.

Insurance: In addition, the district will use grant funds to purchase a multi-year insurance policy that will cover equipment for up to three years. The multi-year insurance premium will be payable as a single invoice received during the grant period. This will extend the life expectancy of the devices for up to a minimum of three years; thus, allowing more students to benefit from the use of the devices.

TEA Program Requirement 11: Applicants must describe the development and implementation of a *Technology Lending Agreement* to be signed by parents or guardians of the students and by the student. The agreement must address responsible use and care of the equipment, responsible use of the district's digital resources, and responsible use of the Internet. The agreement may incorporate an existing *Responsible Use Policy* by reference. The Technology Lending Agreement must verify that students receiving Internet access at home have a demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills (TEKS). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Development and implementation of lending agreement: The district has developed a Technology Lending Agreement in accordance to the required guidelines of the TLPG as well as their local policy. In order for students to be eligible to obtain a portable device or MiFi Internet device, the student's parent or guardian must first sign and return the District Technology Lending Agreement and the Web Access Agreement if Internet access is also being requested. These agreements will address the following: 1) Keeping the equipment secure and damage free; 2) Not loaning the equipment or accessories; 3) Not leaving equipment in vehicle or unattended; 4) Not having food or drinks within close proximity of equipment; 5) Not allowing pets near equipment; 6) Not placing equipment on floor, seat, or hear a table ledge; and 7) Not using equipment near a pool or where it can get wet.

Mastery of the digital citizenship strand: In addition, students will be required to have obtained mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills. This includes the six strands based on the National Educational Technology Standards for Students (NETS•S) and performance indicators developed by the International Society for Technology in Education (ISTE). They are as follow:

1. **Creativity and innovation** - Student uses creative thinking and innovative processes to construct knowledge and develop digital products.
2. **Communication and collaboration** - The student collaborates and communicates both locally and globally using digital tools and resources to reinforce and promote learning.
3. **Research and information fluency** - The student acquires and evaluates digital content.
4. **Critical thinking, problem-solving, and decision-making** - The student applies critical-thinking skills to solve problems, guide research, and evaluate projects using digital tools and resources.
5. **Digital citizenship** - The student practices safe, responsible, legal, and ethical behavior while using digital tools and resources.
6. **Technology operations and concepts** - The student demonstrates knowledge and appropriate use of technology systems, concepts, and operations.

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