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. RECEIVED TEXAS EDUCATION AGENCY 2014 MAY 13 PM 12:45 DOCUMENT CONTROL CNTR GRANTS
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 #
San Marcos CISD	105902	105, 103	

Vendor ID #	ESC Region #	US Congressional District #	DUNS #
74-6002246	13	35	08-628-9618

Mailing address	City	State	ZIP Code
540 Staples Hwy	San Marcos	TX	78130

Primary Contact

First name	M.I.	Last name	Title
Ronda	J.	Stonecipher	Director of Instructional Technology & Libraries

Telephone #	Email address	FAX #
512-393-6927	Ronda.stonecipher@smcisd.net	512-393-6950

Secondary Contact

First name	M.I.	Last name	Title
Nicole		Dray	Director of Elementary Curriculum Federal Programs

Telephone #	Email address	FAX #
512-393-6715	nicole.dray@smcisd.net	512-393-6950

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
Mark	E.	Eads	Superintendent

Telephone #	Email address	FAX #
512-393-6767	mark.eads@smcisd.net	512-393-6787

Signature (blue ink preferred) — Date signed

Mark E Eads — May 13, 2014

Only the legally responsible party may sign this application.

701-14-107-149

Schedule #1—General Information (cont.)	
County-district number or vendor ID: 105902	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: 105902	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: 105-902	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: 105-902	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	$	$	$	$0
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:		$	$	$	$0

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Schedule #4—Request for Amendment (cont.)	
County-district number or vendor ID: 105902	Amendment # (for amendments only):

Part 4: Amendment Justification

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

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 105902 | 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.

San Marcos CISD is applying for the Technology Lending Grant to promote academic excellence. The LRPT recommends that learners have access to relevant technologies, tools, resources, and services for personalized learning 24 hours a day, 7 days a week (24/7). San Marcos CISD (SMCISD) wants to add devices, access and digital resources to an already successful lending program in grades 3 - 5 at Travis elementary and DeZavala Elementary. SMCISD would like to add 2nd grade to these two campuses. That would be an additional 80 Tablets/iPads at each campus for a total of 160 iPads to be purchased. San Marcos CISD wants to be innovative and a reflection of new teaching and learning practices in the classroom. SMCISD encourages teaching practices that extend beyond the classroom to home. SMCISD encourage teachers to incorporate innovative teaching practices and parent engagement to meet the needs of students and prepare students for college and careers. San Marcos CISD's Travis Elementary and DeZavala Elementary participates in the STaR Chart and meets the progress measure for the "Developing" requirement of the grant. Through the use of technology students will have access to learning opportunities and productivity apps that is outside of their school day and outside of the walls of the classroom. These mobile devices transform learning to include electronic instructional resources and connectivity to the Internet. San Marcos CISD campuses conducted a needs assessment to determine which campuses would be the best candidates for the Technology Lending Program Grant (TLGP). Both Travis Elementary and DeZavala Elementary were at the top of campuses most in need of additional resources including technology and digital resources.

A needs assessment was conducted on each of the campuses to determine which campus is the best candidate for the Technology Lending Program Grant (TLPG). It was determined that the resources are most needed at Travis Elem. & DeZavala Elem. **85%** of the students at DeZavala are economically disadvantaged. 81% of the students at Travis are economically disadvantaged. These numbers are well over the 40% required to participate. **64%** of the DeZavala are ELL. **55%** of the Travis students are ELL. Also, since DeZavala has a successful 1:1, and Travis has a successful 1:1 program in grades 3rd – 5th that qualifies this grant for **4 additional grant specific points.** San Marcos CISD has more than one campus participating in the TLPG that qualifies the district for **4 additional grant specific points.**
Prioritization of Campuses Most In Need of Technology Lending Program Grant: Travis Elementary would like to use grant funds for lending iPads for 2nd grade. The Travis campus already has a successful technology lending program in grades 3 – 5. At the mid-point in the year, Travis Elementary has 42% of 2nd graders reading on grade level.

The DeZavala campus already has a successful technology lending program in grades 3 – 5. DeZavala would like to add lending iPads for 2nd grade students using TLPG funds. DeZavala wants to add lending iPads to 2nd grade because they also have over 40% of second graders not reading on grade level. Both schools have over 80% of students enrolled in the free and reduced Lunch Program. If SMCISD is awarded the TLPG funds for these two campuses, 100% of second graders would have access to an iPad to take and use 24/7.

Insert Chart of Needs

DeZavala & Travis Needs Assessment

School	Eco Disadvantaged	ELL Population	Current Lending Program Grades 3-5	Devices for 2nd Grade Checkout
DeZavala Elem.	85%	64%	Yes	0
Travis Elem.	81%	55%	Yes	0

Equitable Access to Lending Technology: To ensure that students at the 2nd grade level have equitable access to technology and digital content 24/7, using grant funds the district will purchase portable digital devices (iPads) that will

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be available for checkout to students with their parents signed concent. This will ensure that students regardless of their parent's economic situation will have access to technology and digital content outside of the school day. Finally, in accordance with the General Education Provision Act. (GEPA), the program will provide equal access and treatment without regard to gender, race, origin, or handicap. The district will utilize the needs assessment completed in Spring 2014 to identify barriers and develop solutions.

Accomplishment of Technology Plan Objectives Through the Technology Lending Program: The plan was reviewed to identify goals and objectives that would support the TLPG funds. The district developed a one to one plan that meets the TLPG objectives and activities to ensure that these goals and objectives were met.

Professional Development for Teachers: Teachers will receive the required professional development in the 1st month of the grant to maximize the use of devices for instruction. Also, digital content training will take place prior to the start of school and within the first three months. SMCISD is fortunate to have one of 140 Certified Apple Foundations Trainers in the U.S. Teachers will also be trained on bundled productivity apps that come with the purchase of a device.

Internet Access for Students: The district will provide residential Internet access, including installation and the monthly/annual Internet service for participating students, particularly economically disadvantaged students. Equitable access will be provided on a first come, first served basis, to include academic need. Students will also be able to access the school's wireless network from the parking lot and entrance to the school.

Accomplishment of Technology Plan Objectives Through the Use of the Technology Lending Program: The Technology Plan was reviewed to identify goals and objectives that would be targeted using TLPG funds. The District Technology Plan Committee Members developed the District Technology Plan Objectives. These objectives match the TLPG Plan Objectives.

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Schedule #5—Program Executive Summary (cont.)	
County-district number or vendor ID: 105902	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.	

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 105902	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	$	$	$13,180
Schedule #9	Supplies and Materials (6300)	6300	$	$	$71,820
Schedule #10	Other Operating Costs (6400)	6400	$	$	$
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	$	$	$
	Total direct costs:		$	$	$
	Percentage% indirect costs (see note):		N/A	$	$
Grand total of budgeted costs (add all entries in each column):			**$**	**$**	**$**

Administrative Cost Calculation

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

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

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

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 105902 | 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 Specify purpose:	$0
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	$
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	Insurance, Residential Internet access for students	☐	$13,180
2		☐	$
3		☐	$
4		☐	$
5		☐	$
6		☐	$
7		☐	$
8		☐	$
9		☐	$
10		☐	$
b.	Subtotal of professional services, contracted services, or subgrants less than $10,000:		$13,180

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

1	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:	$0
	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:		$0

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Schedule #8—Professional and Contracted Services (6200)

County-District Number or Vendor ID: 105902	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:	$0
	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:	$0
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:	$0
	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:	$0
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:	$0
	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:	$0
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:	$0
	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:	$0

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Schedule #8—Professional and Contracted Services (6200)

County-District Number or Vendor ID: 105902	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:	$0
	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:	$0
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:	$0
	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:	$0
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:	$0
	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:	$0

c. Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:	$0
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:	$0
b. Subtotal of professional services, contracted services, or subgrants less than $10,000:	$13,180
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:	$0
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:	$0
(Sum of lines a, b, c, and d) Grand total	$13,180

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: 105902 | Amendment number (for amendments only):

Expense Item Description

63XX	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**
	☐	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	iPads	Student Supplementary Instruction	180	$399	$71,820
	2				$	
	3				$	
	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:	$
	Grand total:	**$71,820**

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: 105902 | 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	$
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:	$
	Remaining 6400—Other operating costs that do not require specific approval:	$
	Grand total:	**$**

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: 105902 | 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: 105902 | 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: **182**

Category	Number	Percentage	Category	Percentage
African American	6	N/A	Attendance rate	96%
Hispanic	120	N/A	Annual dropout rate (Gr 9-12)	17%
White	170	N/A	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	N/A
Asian	.5	N/A	TAKS commended 2011 performance, all tests (sum of all grades tested)	N/A
Economically disadvantaged	160	80.5%	Students taking the ACT and/or SAT	N/A
Limited English proficient (LEP)	24	7.5%	Average SAT score (number value, not a percentage)	N/A
Disciplinary placements		%	Average ACT score (number value, not a percentage)	N/A

Comments

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				180											180
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:				180											180

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Schedule #13—Needs Assessment	
County-district number or vendor ID: 105902	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.

The needs assessment was performed in Spring 2014 based on the Framework for School Wide Planning. Each school used committees of community members, parents, teachers and administrators to determine needs. The critical attributes are pieces that underscore each component. They are essential to considerations for each component. Which are broken into stages. The Stages indicators describe where a campus might be in the process of the development of quality school wide components. Conditions are listed that may be experienced by the school or observed by an outsider. The description of stages: **Awareness**: Learning brought to my attention. **Investigation**: Trying out; going out to see what's happening; looking for options available. **Transitioning:** Doing; starting to use; adopting new; commitment to identified areas. **Evolving System**: Connecting; full implementation; beginning of internalization. **Dominance Within the System:** System inherent; all stakeholders take responsibility for accomplishing the vision. Then using the stages to self assess the critical attributes: Involvement of stakeholders, needs assessment, common vision, collaboration, areas of investigation (students, staff, parents/community, programs, facility, campus culture), use of data, and writing the plan, plan in action, periodic revisit plan for review/revision, plan evaluation. Teachers, community members, administrators are assigned to the critical attributes to research areas of need, survey stakeholders, & use data. As a result of the needs assessment both Travis Elementary and DeZavala Elementary have high percentages of students that are economically disadvantaged, a high student population of ELL students and a high level of literacy needs. Both campuses also attest to needing more technology for early literacy practice outside of the school day as well as other foundation subjects such as math, science and social studies. The Travis campus also has a large number of students who have one or more parents that are incarcerated. Both campuses report students in need of early literacy skills practice & math practice outside of the school day. DeZavala is currently rated as Improvement Required by TEA.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 105902 | Amendment # (for amendments only):

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

#	Identified Need	How Implemented Grant Program Would Address
1.	Students need literacy practice outside of the school day. They need practice with fluency, prosody, comprehension, phonics/decoding and vocabulary.	With a mobile device, students will have 24/7 access to literacy apps for practice outside of the school day. The iPad can store multiple apps for reading and thus provide numerous levels of exercises as the student develops his or her reading skills.
2.	Students need reading materials to read for practice outside of the school day.	With a mobile device, students will have access to a variety of e-reading materials outside of the school day. Plus, the teacher can provide reading passages for the student to work on at home.
3.	Students need access to textbook Internet portals for individualized practice and instruction.	With a mobile device, students will have access 24/7 to textbook digital resources and practice. In addition to reading materials access to other foundational work will give students extra practice in Math, Science and Social Studies.
4.	Students need practice for reinforcement in all subject areas outside of the school day.	With a mobile device, students will have access to a variety of apps for math, science and social studies.
5.	Students need access to wireless Internet to access digital resources 24/7.	With a home Internet connection, students would have access to Internet based digital resources across all subjects. This even though some apps and activities do not require Internet access.

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Schedule #14—Management Plan

County-district number or vendor ID: 105902 | Amendment # (for amendments only):

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

#	Title	Desired Qualifications, Experience, Certifications
1.	Director of Elementary Curriculum	Served as a campus administrator, Masters Degree in Education, has taught elementary students and supervised elementary teachers
2.	Director of Secondary Curriculum	Ph.D School Improvement, Masters in Education Technology, served as a District Instructional Technologist, Provided Technology Professional Developmnet
3.	Director of Instructional Technology	Masters in Instructional Technology, Provided Campus Technology Support, Provided Professional Development for Teachers, Administrators and Interns. Certified Apple Foundations Trainer
4.		
5.		

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.	Select & Order Equipment	1.	Order Equipment needed for both schools	10/01/14	10-30-14
		2.		XX/XX/XXXX	XX/XX/XXXX
		3.		XX/XX/XXXX	XX/XX/XXXX
		4.		XX/XX/XXXX	XX/XX/XXXX
		5.		XX/XX/XXXX	XX/XX/XXXX
2.	Provide Professional Development	1.	iOS Teacher Training & iWork Training	10/01/14	11/15/14
		2.	App Teacher Training	10/01/14	01/15/14
		3.	Ongoing Workshops as requested	10/01/14	05/20/14
		4.	Teacher Survey – Fall needs assessment	09/08/14	09/12/14
		5.	Teacher Survey – Spring needs assessment	03/09/15	03/13/15
3.	Issue tablets to students	1.	Parent Meetings – With Lending Forms	10/01/14	11/15/14
		2.	Tablets checked out to Students	10/15/14	11/15/14
		3.	Parent Student Survey Fall 2014	09/08/14	10/15/14
		4.	Parent Student Survey Spring 2016	03/09/16	03/31/16
		5.		XX/XX/XXXX	XX/XX/XXXX
4.	TPRI Year 1	1.	Give TPRI two weeks after start of school	09/09/14	09/19/14
		2.	Give TPRI Mid-January	01/12/15	01/23/15
		3.	Give TPRI Mid-April	04/13/15	04/24/15
		4.		XX/XX/XXXX	XX/XX/XXXX
		5.		XX/XX/XXXX	XX/XX/XXXX
5.	TPRI Year 2	1.	Give TPRI two weeks after start of school	09/05/15	09/16/15
		2.	Give TPRI Mid-January	01/11/16	01/22/16
		3.	Give TPRI Mid-April	04/11/16	04/22/16
		4.		XX/XX/XXXX	XX/XX/XXXX
		5.		XX/XX/XXXX	XX/XX/XXXX

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: 105902	Amendment # (for amendments only):

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

The use of TPRI at the beginning, middle and end of the school year will provide needed program data. The data will provide areas for improvement and area of strengths. Strengths will be enhanced and shared. Weaknesses will be brought to a group of administrators, teachers and district technology integration specialist for brainstorming ideas for measureable improvement.

District Literacy Benchmarks will be given every 6 weeks. Data will provide areas of strengths and weaknesses. Weaknesses will be brought to a group of administrators, teachers and district technology integration specialist for brainstorming ideas for measureable improvement. Strengths will be examined to see if they can be enhanced.

Surveys given to teachers, parents and students will provide data for SMCISD to check for areas of improvements and areas of strengths. Weaknesses will be shared to a group of administrators, teachers and district technology integration specialist for brainstorming ideas for measureable improvement.

The principal of the participating campuses will meet regularly with campus staff to collect feedback pertaining to the distribution of equipment and installation of apps. Teacher feedback will be essential in the monitoring of the program's effects on students.

Communication of program adjustments will made to the Technology Program Plan will be communicated via email and scheduled meetings. Emails will be sent to all involved campus staff and parents. Students will be notified via their teacher.

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

The district has strived to continuously ensure that each student has access to digital resources anywhere/anytime. The district's efforts include collaborating local organizations (public library, youth organizations, local restaurants) to provide free access to WiFi to students with lending technology outside of the school day. Currently, the district has three lending programs. Those technology lending programs are located at Travis Elementary grades 3 -5, DeZavala Elementary grades 3 – 5 and Mendez Elementary at 2nd grade. However, academic needs still need to be addressed at the 2nd grade level at both Travis Elementary and DeZavala Elementary. The area of academic weakness at Travis and DeZavala was determined by a needs assessment. It was determined that students in 2nd grade at Travis and DeZavala would benefit from a technology lending program to address literacy. The district plans to create a strong academic foundation early in the grade levels that will continue to impact students in later grades.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 105902 | Amendment # (for amendments only):

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

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	TPRI given to students	1.	Beginning of Year Administration – Two weeks after school starts – data review
		2.	Middle of Year Administration - Mid-January – data review
		3.	End of Year Administration – Mid-April – data review
2.	District Benchmarks given to students	1.	Administered every 6 to 9 weeks – data review
		2.	
		3.	
3.	Teacher Survey	1.	Skills prior to professional development – data review
		2.	Skills at end of 2014-2015 school year – data review
		3.	Reflections after each professional development – data review
4.	Parent/Student Survey	1.	Beginning of grant – data review
		2.	End of grant – data review
		3.	
5.		1.	
		2.	
		3.	

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.

SMCISD will use the TPRI early reading assessment that is designed to identify the reading development of students in kindergarten through third grade. For the data in this grant only 2nd grade data will be used to measure growth. This diagnostic instrument is an easy to use one-on-one assessment, which helps teachers provide targeted instruction so that students improve as readers. The TPRI benchmark assessment is given 3 times / year. The TPRI consists of both a Screening and Inventory Section. The Screening Section quickly helps teachers to confidently identify students who may be at risk for reading difficulty. The Inventory Section of the assessment is a diagnostic tool which provides teachers with specific information about a student's strengths and weakness in the following areas: book and print awareness, phonemic awareness, graphophonemic knowledge and word reading, reading accuracy, reading fluency, listening comprehension, reading comprehension. Information derived from the TPRI will assist teachers in planning targeted instruction for their students. The Intervention Activities Guide gives teachers effective instructional activities to support the reading development of each student. Those activities and student needs will drive apps and activities that will be used to support instruction. Second grade will be evaluated two weeks after school starts, Mid-January and Mid-April. After each assessment program activities will be adjusted to match the data. If problems are identified, teachers and project leaders will brainstorm and select actionable adjustments. With a very mobile student population, it is predictable that the number of participants served will fluctuate. Accurate attendance records will be kept. Another measurement that will help show growth and needs are the district benchmark tests. The data will be examined to measure program effectiveness. Changes will be made if the data dictates a need. It is also expected that the Tablets/iPads can be used to accelerate the learning gaps of the transient student.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 105902 | 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.

DIGITAL CONTENT:

Both DeZavala Elem. & Travis Elem. Is using electronic instructional materials in more than one foundation curriculum subject area for which qualifies the district for 2 additional grant specific points. See Chart below for digital resources in foundational curriculum. It is also possible that students will be able to access iStation once they go web based. Students will also have access to EBSCO Databases that cover broadly across all foundation subjects along with Encyclopedia Britannica.

DeZavala Elem. & Travis Elem. Digital Media

Foundational Curriculum	Brain Pop	Discovery Videos	ELA Online Portal	Math Online Portal	Science Online Portal	Social Studies Online Portal
ELA	X	X	X			
Math	X	X		X		
Science	X	X			X	
Social Studies	X	X				X
Grade Level	K-5	K-5	K-5	K-5	K-5	K-5

Five to Ten dollars would be spent on Apps using Title funds for each campus. These apps would focus on fluency, prosody, comprehension, phonics/decoding and vocabulary. As well as using apps such as Pages for writing, Keynote for presentations to demonstrate vocabulary, iPhoto for retelling and writing stories, iMovie for book talks and Numbers for organizing information.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 105902	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.

San Marcos CISD has a five-year plan that this TLPG fits nicely into. The five-year plan is based on the Engage 2 Learn Model. In the first year of the model twelve coaches have begun their twenty-four days of training. They have completed four days in March 2014. In June, one hundred teachers will be trained in the Engage 2 Learn Model. That training will take place June 9th – 12th. Over the next four years all teachers and administrators will be trained in the Engage 2 Learn Model. The engage to learn model is based on project based instruction with a heavy emphasis on technology. Through this plan, 960 Chromebooks for secondary and for elementary, additional grade level carts of Kindle HDs & iPads are being purchased. This comes at a huge expense to the district. The school board supports this initiative by including $300,000 from fund balance to get the plan started. Additionally, Title funds, IMA funds and local funds are being used to support this initiative. The TLPG will be supplemental to the over all plan. The district does not have the means to provide every student with a device.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 105902	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.

San Marcos CISD's Goals are as follows: SMCISD Students are successful, SMCISD Engages families and the community as active partners, SMCISD Provides a safe environment, SMCISD Maximizes all resources. The Technology Lending Program Grant aligns with all of SMCISD's goals. The grant will provide mobile devices that will support instruction outside the school day. Students will have access to digital resources and the Internet to further their learning. The TLPG also helps provide engagement with parents and the community by students having a mobile device, they will need parent engagement and support, but also engages the community through the network of community organizations that will also provide free wireless and support for students. The TLPG requires that our students complete Digital Citizenship lessons for their safety that plays into SMCISD's goal of providing a safe environment. Lastly, the TPLG will help underserved and at risk students have access to technology that they otherwise would not have without this grant. SMCISD will maximize the resources that are provided by this grant by successfully integrating it into two already successful technology lending grant campuses. The network, training and support for teachers and students are already in place at Travis Elementary and DeZavala Elementary. By adding one more grade level of technology lending at 2nd grade the district will be maximizing resources that are already in place.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 105902 | 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.

The campuses conducted needs assessments in order to determine which campuses had the greatest need. Also, which subject areas require the most assistance and which grade levels would benefit the most from technology? Information that was collected to determine the campus level of need included: economic status, reading levels on TPRI, benchmark testing and who did not have access to technology and digital resources outside of the school day. Base on the findings, it was determined that Travis Elementary and DeZavala Elementary had the highest need.

DeZavala & Travis Needs Assessment

School	Eco Disadvantaged	ELL Population	Current Lending Program Grades 3-5	Devices for 2nd Grade Checkout
DeZavala Elem.	85%	64%	Yes	0
Travis Elem.	81%	55%	Yes	0

At the mid-point in the year both Travis and DeZavala had only 40% of their 2nd grade students reading on grade level. Both of those campuses have set a goal of 70% reading on grade level based on TPRI by the end of year assessment in Mid-April. Also factored into the selection is that DeZavala has been rated improvement required. Campuses were selected based on highest economically disadvantaged and highest number of ELL students.

To ensure that all students at the targeted campuses and grade level have equitable access to technology and digital content anytime/anywhere, the district will purchase mobile devices (iPads) that will be available for checkout to students. This will ensure that all students, regardless of their parent's economic situations, have the same access to district technology resources. In addition the district will provide wireless access to the Internet. This is to ensure that students have access to district digital resources. The district will also provide Internet service to households who do not have access to the Internet, in order to ensure that students have the means to access all online district digital content.

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

County-district number or vendor ID: 105902Each	Amendment # (for amendments only):

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.

The Technology Lending Grant Program aligns with the current curriculum, instruction and classroom management policies/practices on the participating campuses. San Marcos CISD is no different than any other Texas Public School District. Every effort is made to have an aligned curriculum that follows the TEKS in a manner that is most beneficial to the students. Along with the TEKS for the foundation subjects, every effort is made to follow the Technology Applications TEKS for each grade level. This done as a committee, with teachers, administrators, content area specialists and instructional technology specialist. On May 26, 2014, the district is engaging all instructional staff for the district in professional development that begins the work to vertically align the district's curriculum to have a coherent sequence of work that fills in gaps and makes improvements to our current curriculum. There is an emphasis in San Marcos CISD to move towards digital resources, leaving print materials behind. We are looking to the future of what students will need and what skills they will need for technology and information literacy. Our school board has passed policies to support bring your own device, technology lending, Web filtering and digital citizenship. Also, our school board has contributed from fund balance monies for network augmentation and updates, technology professional development and increasing mobile devices on campuses. Everything we are currently working on with regards to teaching practices, policies, curriculum and instruction fits perfectly with the Technology Lending Grant Program.

Program Evaluation:

Activity/Progress/Evaluation Reports		
Report	**Reporting Period**	**Due Date**
First Interim Progress Report	10/01/2014-3/31/2015	4/15/2015
Second Interim Report	4/1/2015-9/30/2015	10/15/2015
Third Interim Report	10/01/2015-3/31/2016	4/15/2016
Final Report	4/01/2016-8/31/2016	9/30/2016

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

County-district number or vendor ID: 105902 | Amendment # (for amendments only):

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.

Electronic Instructional Materials & DIGITAL CONTENT:
Both DeZavala Elem. & Travis Elem. are using electronic instructional materials in more than one foundation curriculum subject area for which qualifies the district for 2 additional grant specific points. See Chart below for digital resources in foundational curriculum. Students also have access to digital resources across subject areas through the districts EBSCO Databases, Library of Congress, on-line Encyclopedias and other subject level databases.

DeZavala Elem. & Travis Elem. Digital Media

Foundational Curriculum	Brain Pop	Discovery Videos	ELA Online Portal	Math Online Portal	Science Online Portal	Social Studies Online Portal
ELA	X	X	X			
Math	X	X		X		
Science	X	X			X	
Social Studies	X	X				X
Grade Level	K-5	K-5	K-5	K-5	K-5	K-5

SMCISD continually to look at the future and the use of digital resources. We are looking five to eight years into the future and not looking at what we are using now or what teachers are currently accustomed to. We realize that digital resources will only increase over the next 5 years. We have also restructured our librarian positions into an Information Literacy Specialist position to prepare for the coming increase in digital resources.

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

County-district number or vendor ID: 105902	Amendment # (for amendments only):

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: Professional development will be delivered to teachers within the first month of implementation (October 1, 2014 & November 15, 2014) and prior to devices being checked out to students. San Marcos CISD has made a concerted effort to ensure that our teachers receive the highest quality professional development by having one of 120 people nation wide trained as an Apple Foundations Trainer. Our trainer also has a Masters Degree in Instructional Technology. Our trainer also reads and keeps up with research-based strategies. Lastly, administrators of this grant and some administrators at the school sites are in the process of receiving twenty-four days of training for the Engage 2 Learn Model. These administrators have already received four of the twenty-four days. This next school year twelve more coaches will be trained. Also the district will have four District Technology Integration Coaches at the elementary and secondary levels to support technology integration district wide. The district has made a concerted effort to ensure teachers and students are supported in the classroom.

Teachers will receive Apple Foundations Training. Apple Foundations Training includes training on the iOS, Pages, Numbers, Keynote, iPhoto and iMovie along with research-based strategies for student engagement. This training is done to prepare teachers to engage students and prepare them for the grant implementation. No funds from the grant will be used for training teachers.

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.

The district is confident that the participating campuses have adequate hardware, software and human resources to ensure it is able to support the additional devices added to the network. San Marcos CISD has a wireless mesh network at each campus. Both campuses in this grant have already received network updates in the previous year to handle the increase in devices. All common areas such as the library have also been updated. In 2013, the network received an update to support carts of 25 devices in each classroom through a school board purchase. No network upgrades will be required to support this grant.

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

County-district number or vendor ID: 105902	Amendment # (for amendments only):

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.

Internet Access for Students: The district will provide residential Internet access, including installation and the monthly/annual Internet service for participating students, particularly economically disadvantaged students. Equitable access will be provided on a first come, first served basis, to include academic need. Students will also be able to access the school's wireless network from the parking lot and entrance to the school. The district has built a network of organizations throughout the city that will also offer wireless Internet access in the evenings and on weekends. Students will receive a list of these organizations and their hours of operations.

Need: Students that have the highest academic need will be selected first. Also, At Risk students will also receive priority.

Internet Service Provider: The Internet Service Provider will provide connection support, troubleshooting and user support in the home. Internet Service Providers have quoted a monthly price of $20 a month x 12 months = $240 per student.

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.

Tech Support: Our technology dept. uses a ticket system to manage work orders. Most tickets are resolved within 24 hours to 3 days. Also, SMCISD is implementing a new program for the 2014-2015 school year. We will have approximately 20 to 25 high school juniors and seniors that will receive technical training, soft skills training and job experience by working on campuses to help fill tech support needs. These are paid positions and have expectations, as any job assignment would require. We feel that this extra support will only improve our current system and provide job experience for our Junior and Senior High School students.

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

County-district number or vendor ID: 105902	Amendment # (for amendments only):

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.

San Marcos CISD maintains a module within the Destiny System called Asset Manager. Each device will receive a thermal barcode entered into Asset Manager by the Information Literacy Specialist or Technology Dept. Then after the appropriate paper work is filled out and signed by the student and their parent they will be approved to check out a device by the campus Information Literacy Specialist. Prior to check out the parent must attend a parent information meeting. The parent/guardian & student must sign a Student & Parent acceptable use agreement. The parent or guardian & student must sign a Student & Parent Lending Agreement form. The parent/guardian must sign an insurance agreement. At the end of the school year or upon the student leaving the district the device will be checked back into Asset Manager. If a device is not returned, the district will file a police report. If the device is stolen while in the student's possession the family is required to fill out a police report and provide the district a copy. Once a police report is given to the district, the student will receive a replacement device within 24 hours. The insurance can only be claimed once. Then a new insurance form and insurance is required prior to taking the replacement device home. The district also has electronic tracking of all mobile devices.

Academic & Economic Need: Students that have the highest academic need will be selected first. Also, students that are on free and reduced lunch will also receive priority. Because funds are limited it will be on a 1st come, 1st served basis. If there is still a need, the district will investigate and secure additional funds from outside resources.

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

County-district number or vendor ID: 105902	Amendment # (for amendments only):

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.

SMCISD uses Asset Manager to track and account for all equipment. Each campus has an Information Literacy Specialist that is responsible for check out and check in of lending devices. Every device will have a thermal barcode applied that is difficult to remove. SMCISD also has each device engraved with Property of San Marcos CISD. SMCISD purchases the two-year break fix that is sold with the device. San Marcos CISD self-insures devices at a loss rate of 2%. Lost or stolen device are replaced using those insurance funds. In the past two years of Self Insurance, SMCISD has come out ahead. Less than 10 devices have been broken, lost or stolen in the past two year. If a student can't afford the insurance, the PTO is approached to pay for the student insurance as their commitment to the lending program. Our local policy for lending technology 19 TAC 66. 107(a). An annual physical inventory will be conducted of all grant purchased devices. The inventory will remain on the system for 5 years.

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.

The district already has a Technology Lending Agreement that both student and parent, or guardians must sign prior to the student taking any device home. The agreement contains Positive Behavior Supports that covers use and care of the device, responsible use of SMCISD's digital resources and responsible use of the Internet. It also includes device space management. It also includes behavior support for unethical use or bypassing the districts protection measures for filtering.

Students receive grade level instruction in Digital Citizenship from lessons designed in Learning.com. Learning.com is the only digital resource that meets all of the grade level Technology Application TEKS. The school counselor, teachers and Information Literacy Specialist teach these TEKS based lessons. Students must obtain their Internet license prior to taking the tablet/device home. Parents are counseled to only allow Internet use in the main family room and supervised by an adult. Parents are cautioned not to let their student use the Internet capable device in isolation or in their bedroom. We teach Digital Citizenship, but warn parents that sites that are not suitable for children may pop up from time to time. Students are taught to show the site to an adult, but not to other students. Students are taught not to share any personal information. Also, students are taught to tell and adult if anyone online makes them feel uncomfortable or asks them to meet them. All efforts are made to protect students from predators and themselves.

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