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.
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	

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Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
Malakoff ISD	107-906	Malakoff Middle 041, Malakoff Elementary 102, Tool Elementary 104	

Vendor ID #	ESC Region #	US Congressional District #	DUNS #
1756002004	7	5	193583879

Mailing address	City	State	ZIP Code
1308 FM 3062	Malakoff	TX	75148

Primary Contact

First name	M.I.	Last name	Title
Sybil	L	Norris	Assistant Superintendent
Telephone #	Email address		FAX #
903 489-1152	sybiln@aol.com		903 489-2566

Secondary Contact

First name	M.I.	Last name	Title
Randy		Webb	IT Director
Telephone #	Email address		FAX #
903 489-1152	randy.webb@malakoffisd.org		903 489-2566

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
Randy		Perry	Superintendent
Telephone #	Email address		FAX #
903 489-1152	randy.perry@malakoffisd.org		903 489-2566

Signature (blue ink preferred) — Date signed

Randy Perry — 5-8-2014

Only the legally responsible party may sign this application.

701-14-107-159

Schedule #1—General Information (cont.)	
County-district number or vendor ID: 107-906	Amendment # (for amendments only):
Part 3: Schedules Required for New or Amended Applications	

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
8	Professional and Contracted Services (6200)	N/A☐	☐
9	Supplies and Materials (6300)	☒	☐
10	Other Operating Costs (6400)	N/A☐	☐
11	Capital Outlay (6600/15XX)	N/A☐	☐
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: 107-906	Amendment # (for amendments only):
Part 1: Required Attachments	

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	**Name of Required Program-Related Attachment**	**Description of Required Program-Related Attachment**
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: 107-906	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 is 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-February 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 #5—Program Executive Summary

County-district number or vendor ID: 107-906	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.

Our district planned Technology Lending Program will serve students in our two elementary schools and middle school (grades K-6) for the core subjects of ELA, Math, Social Studies, and Science. These are the students in which we currently have purchased and use digital content and in which we plan to expand its use. The two elementaries and middle school were selected for this program based on the following criteria:

- Their current status regarding implementation of digital content in core courses;
- Their current inventory of dedicated instructional technology in each core classroom (interactive white boards and/or tablets, document cameras/presenters, and student computers) that are compatible with personal computing devices;
- The insufficiency (limited inventory) of equipment to meet the instructional needs in a technology driven system for these courses;
- Limitations attributed to the *Bring Your Own Device* (BOYD) initiative (not all students have devices with specifications required to compatibility with our IT infrastructure);
- A determined need to increase student access to digital content; and
- The predetermined motivation for our younger students to use technology as a learning tool.
-

To ensure equitable access for all students, regardless of their economic or handicap status, all students from K-6 will be provided with informational sessions regarding our technology lending program, including required parent permission for student participation (*Technology Lending Agreement*) and given opportunity to participate. These sessions will be coordinated by the IT Department Staff and will be conducted through the Reading and English departments, as all students are required to take Reading and English. Additionally, to increase the opportunity for parents/guardians to understand and agree to participation, a campus-based parent meeting will be conducted at the onset of the program to explain the program and to answer any questions. Recognizing that not all students, especially our economically disadvantaged and students with disabilities, have personal, web-enabled, technology devices to bring to school, students who are eligible for Free/Reduced meals or for special education services, and currently do not have compatible web-enabled technology devices will be given lending priority over those who do.

Our entire district has wired and wireless access to the internet and server-based digital content, and the lending devices will be utilized during the school day to ensure students in the targeted grades/classes have on-demand access. This will ensure that students who do not have home access will have the ability to access using these devices. A shared server-based reservation form will be utilized by applicable staff for reserving the devices. Each teacher will be able to reserve devices for their students' use for up to 2-weeks at a time, being allowed only 1 consecutive renewal. Distribution will be coordinated through the campus library. In addition, through an agreement with an internet/cell phone provider, qualifying students will have complimentary 24/7 access through dedicated 4G enabled devices. Students will also have access after school hours in any of the district's school parking lots, the Public library, and the local McDonalds.

Currently, student access is limited. To increase student access to our digital content and other technology applications, and due to limited funding, we are utilizing a *Bring Your Own Device* (BYOD) program at these three campuses. Moreover, understanding that, with the digital environment of the 21st Century, it is important that every student be provided ready access to technology on an individual basis, our district's technology plan has a long-range goal of reaching a 1 to 1 ratio of students to computers/tablets, which is in line with TEA's Long Range Plan. Another goal of our district's plan is that the Lending Program will support our initiative to increase student access to our software programs/digital content both inside and outside of the regular school day with 24/7 access. This grant-funded Technology Lending Program will support our goals of increasing student access to digital content throughout the school day.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 107-906	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	$	$	$
Schedule #9	Supplies and Materials (6300)	6300	$60,885	$	$60,885
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):			**$60,885**	**$**	**$60,885**

Administrative Cost Calculation

Enter the total grant amount requested:	$60,885
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:	$9,133

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 #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 107-906	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	$
	☐	Postage	☐	Other:	
	☐	Copy paper	☐	Other:	

Technology Hardware—Not Capitalized

	#	Type	Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6399	1	4G Tablets	Student Tech. Devices	25	$550	$52,250
	2	WIFI Tablets	Student Tech Devices	110	$350	
	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:**Charging Stations (5 cabinets = $5,800) Cases for Devices Listed Above (135 cases = $2,835)**	$8635
	Grand total:	**$60,885**

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

County-district number or vendor ID: 107-906 | 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: **041-277, 102-394, 104-239 Total 910**

Category	Number	Percentage	Category	Percentage
African American	041-35 102-80 104-5	N/A	Attendance rate	041-95.6% 102-96.4% 104-96%
Hispanic	041-41 102-72 104-27	N/A	Annual dropout rate (Gr 9-12)	NA%
White	041-193 102-263 104-228	N/A	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	N/A
Asian	041-1 102-7 104-0	N/A	TAKS commended 2011 performance, all tests (sum of all grades tested)	N/A
Economically disadvantaged	041-183 102-311 104-190	041-66.1% 102-71.8% 104-72.2%	Students taking the ACT and/or SAT	N/A
Limited English proficient (LEP)	041-6 102-35 104-5	041-2.2% 102-8.1% 104-1.9%	Average SAT score (number value, not a percentage)	N/A
Disciplinary placements	041-16 102-1 104-0	041-5% 102-.2% 104-0%	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 102 104		70 39	82 37	60 41	65 56	54 30	63 36	83	93	101					910
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:		109	119	101	121	84	99	83	93	101					910

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Schedule #13—Needs Assessment

County-district number or vendor ID: 107-906 | Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired 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.

Interactive technology, such as notebooks and tablets are making their way more formally into today's classrooms and offering new ways to engage learners. Carefully designed and flexible learning environments which take advantage of available instructional technologies have the capacity to produce the best possible learning outcomes. Consequently, recognizing a need to prioritize our technology access services to students to ensure online learning is equitable across all students groups, more active/engaging and instantaneous in the fall of 2012 we began to analyze our needs versus our infrastructure.

Our district currently has an inventory of at least five instructional software programs as well as online access to various district-adopted textbooks and other core-subject learning digital resources. Most of our instructional programs are web based. With Proclamation 2014 adoptions we will also be increasing these numbers. There is limited availability of student PCs and laptops, which are accessible only at specific times and in specific rooms in our facilities [e.g. computer labs, libraries, and via classroom check out]. Neither the Middle School or Elementary campuses have mobile labs. The Middle School has two computer labs with one of these being used all day for Technology classes. There are twenty-four computers in the Library and at least one computer in each classroom. Malakoff Elementary has two computer labs and Tool Elementary have one computer lab. There are four student computers in the Malakoff Elementary library and three in Tool Elementary library. Each classroom has at least two computers. Currently, our overall ratio of students to computers on these campuses is one-to-five (and this number does not include teacher devices), greatly limiting our abilities to provide sufficient 'on-demand' and equitable access to our students. Consequently, we do not have an individual student technology lending program in place on these campuses, nor do we have a sufficient inventory of devices to establish a lending program. This greatly limits our ability to use digital content. For example, we have digital content for our Middle and fifth grade Science classes. Our teachers oftentimes are forced to present the content to the whole class via 'whole class instruction'. Because the web-based content is not intended to be presented that way, the students have been unable to realize the full educational potential of the content.

Results from Cohen's (2001) study on learning styles and technology indicate that a technology-rich environment promoting collaborative learning affects the learning styles of students. Technology in the classroom can also help the students learn how to learn. Teachers who help students learn how to find information on their own provide students with a valuable skill. Acquisition of this skill is perhaps more important than any factual knowledge imparted to students. Technology appears to motivate children and to increase the time they are willing to spend practicing important academic skills. Alden (2003) reported teachers are finding students more eager to sit down and concentrate on lessons using a computer than those using traditional methods. Findings from this study support the notion that technology is a tool that effectively supports student learning and collaboration.

Seeing the need to incorporate more technology into our student's learning the district developed a *Bring Your Own Device* (*BYOD*) program at all of our campuses. We have noted limitations with the BYOD program in that not all students have web-enabled devices with access to the internet and/or with compatibility with our district's IT infrastructure in order to utilize network and web based digital content. Should we receive funding from this grant, we will be able to initiate a student-based/individual Technology Lending Program at these campuses, thus increasing student access to, and use of, technology devices.

Our district infrastructure supports internet/network linkage/access via Wi-Fi at/near all campuses, instructional facilities, and our athletic stadium. We increased our bandwidth to 100 mbps in the middle of the 2013-2014 school year. Furthermore, as part of our *BYOD*, students may self-register their personal devices (tablets, smart phones, laptops) through a district self-registration process that ensures compliance with CIPA guidelines and district policies. In addition, all applicable devices that are the property of Malakoff ISD will be registered with, and connected to, our system and ready to be used.

At the present time it is not known how many students have residential access to the internet; therefore, our planned purchase of 4G ready devices is an estimate based on observation. This will be determined via a survey process in September 2014. Should we be awarded this grant funding, and if it is determined that we need to purchase a greater ratio of 4G enabled devices, or need to purchase additional internet access 'hot spots' for residential access ($20 per month/per unit), a grant amendment will be submitted. We do, however, plan to allow students to self-register their web-enabled personal devices in order to utilize our network and web based software programs from their homes, or our

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 107-906 | 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.	Ratio of students to computer inadequate to effectively use digital content	Ratio will be lowered with more tablets.
2.	Percentage of students with at-home capability to utilize internet low.	The percentage of students able to utilize the internet outside of the school would increase with the purchase of 4G capable tablets.
3.	Equalize the haves and the have nots.	Our economically disadvantaged students will have the opportunity to have the same learning devices as the others.
4.	Students need to be motivated to learn and increase time in learning.	Research shows that using technology students are motivated to learn and will increase their time using technology to learn.
5.		

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Schedule #14—Management Plan

County-district number or vendor ID: 107-906 | Amendment # (for amendments only):

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

#	Title	Desired Qualifications, Experience, Certifications
1.	Assistant Supt.	The grant will be managed by the Assistant Superintendent, who has a Masters degree in Curriculum and Instruction, has 37 years' experience in education including 30 years in campus and central office administration. During those years she has managed state and federal grants.
2.	IT Director	He will oversee maintenance of the devices through his department, has years in network administration and technology equipment maintenance and repair. In addition, his staff consists of two assistants who help maintain our district equipment.
3.	Campus Librarians	The grant will be managed on each campus by the campus librarian. The librarians have served in their current capacities for many years and are experienced with managing, distributing, and checking in and out instructional materials and equipment using library software. The library facilities also have the capacity to securely store the devices.
4.	Teachers	All of our teachers on the middle and elementary campuses are appropriately certified and satisfy the NCLB requirements as highly qualified.
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.	Develop a Technology Lending program protocol	1.	Meet with district, IT, and campus administration to review/modify plan	10/6/2014	10/14/2014
		2.	Edit and Print Lending Agreement	10/09/2014	10/16/2014
		3.	Distribute Technology Lending Agreement to be signed by parents/guardians	10/16/2014	11/03/2014
		4.	Develop/Administer online survey to determine student personal access to web-enabled devices/home internet	10/03/2014	10/14/2014
2.	Train Staff, Students, and Parents/Guardians on Lending Program Guidelines & Procedures	1.	Staff Training on Program Protocol	10/15/2014	11/06/2014
		2.	Student Information Meeting	10/15/2014	11/06/2014
		3.	Parent Information Meeting	11/03/2014	11/07/2014
3.	Purchase student tablets	1.	Obtain proposals for tech purchases/internet access	10/06/2014	10/17/2014
		2.	Obtain Board Approval for purchases	10/20/2014	10/20/2014
		3.	Order technology equipment	11/03/2014	11/06/2014
		4.	Deliver tech equipment to campuses	12/01/2014	01/06/2015
4.	Implement and Evaluate implementation of Technology Lending Program	1.	Implement Tech Lending Program	10/14/2014	08/31/2016
		2.	Hold inventory checks each six weeks	12/01/2014	08/31/2016
		2.	Evaluate Program & submit progress report	10/01/2014	03/31/2015
		3.	Evaluate Program & submit interim report	04/01/2015	09/30/2015
		4.	Evaluate Program & submit interim report	10/01/2015	03/31/2016
		5.	Evaluate Program & submit final report	04/01/2016	09/30/2016

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: 107-906 | Amendment # (for amendments only):

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

The district will create a committee consisting of the elementary and middle school Principals, two core subject teachers from each campus, campus librarian, and the IT Director. This grant committee will report the status of all grant activities to the Site-Based Decision Making committee who will monitor the effectiveness of the grant. The business office will monitor grant expenditures; the Technology Department will offer staff development as well as maintain equipment and software, and the lead teachers in Reading/English, Math, Science and Social Studies on each campus will monitor the progress of students in their subject according to student progress.

The project will be actively monitored through the following activities:

- Evaluation of check-out/check-in equipment rosters on a six-week basis. This will be accompanied by reviewing the distribution roster, which will be maintained on a shared server and readily accessible by all parties.
- Evaluation of use of digital content via software usage reports
- Feedback meetings, conducted on at least six-week basis (beginning after the equipment is ordered and in place), with campus administrators and designated personnel for the purposes of examining student use of equipment, including:
  - ✓ Numbers of students checking out equipment by subject/grade level
  - ✓ Demographic information (e.g. Eco. Dis.) of students checking out equipment
  - ✓ Patterns of use of equipment, including equitable use and use across core courses
  - ✓ Patterns of use of digital content/applications
  - ✓ Teacher reservations for classroom/homework use (teachers/course)

Outcomes, including adjustments to the program, from these evaluations will be communicated via face-to-face and written executive summaries provided to campus administrators and to applicable personnel (program coordinators at each campus).

Once the grant is awarded, the project manager, Assistant Superintendent, will initially inform all campus and district stakeholders of the project activities, roles and responsibilities of all participants listed in the grant, establish communications methods, and distribute the grant timeline. In order to keep all program participants informed, four times a year, the project manager will chair the stakeholder committee meetings to monitor the grant timeline and report the findings from these meetings to the campus site based team as well as the business office. Each month, the project manager will report grant timeline progress, problems, and adjustments during one-on-one meetings with the Superintendent. Any policy issues that may arise during implementation will be addressed during these meetings.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 107-906 | Amendment # (for amendments only):

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

#	Evaluation Method/Process		Associated Indicator of Accomplishment
1.	Parent/Guardian Awareness and Permission for students to participate	1.	Meeting Agendas/Sign-in pages
		2.	Returned/signed Technology Lending Agreements
		3.	Awareness presentation handouts/Powerpoint
2.	Student Awareness and Equitable Permission to participate	1.	Record of student informational meetings for Tech. Lending Program
		2.	Returned/signed Technology Lending Agreement
		3.	Permission Forms analyzed for equitable distribution(student demographics)
3.	Student Equitable Distribution and use of lending equipment	1.	Analysis of distribution activity through library checkout software
		2.	Analysis of distribution per student demo.categories (e.g. Eco. Dis./Disabilities)
		3.	
4.	Use of Digital Content and Relation to teacher assignments	1.	Digital Content usage reports
		2.	Student Survey response
		3.	Staff Survey response
5.	Increased inventory of student technology devices and digital content	1.	Pre-program inventories compared to post-grant-funded program inventories

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.

As evaluation of the project occurs during the feedback and continuous improvement processes, any issues identified for correction will be addressed as they are uncovered. This will ensure that the program will be adhered to in the manner in which it is intended. The program will be analyzed for strengths/weaknesses by the team assigned to coordinate the program at each level (principal, librarian, IT staff, grant manager and any other designated personnel). Specified performance measures to be evaluated include the following:

#___%student checking out equipment in lending program
#___%Eco. Dis. Students participating and if internet access available at residence
#___%requiring use of 4G-enabled tablets with 'hot spots'
#___%names of courses using digital content on participating campuses and title of digital material used
#___%teachers assigning work to students as a result of the program
#___%of online courses taken
#___%of students who demonstrate proficiency on the TEKS for their grade level pre and post
and ratio of technology devices to students needing devices on participating campuses.

This analysis will occur on a 6-week basis to ensure continuous improvement. At each evaluation point, feedback will guide our efforts in improving our lending program. Device and digital content usage reports, reservation processes, and participant feedback will be used to guide our analysis and improvement strategies.

In addition, an online student survey will be administered to all students with signed/submitted "*Technology Lending Agreements*' on file to determine their understanding and use of, and experience with, the program and devices. Staff surveys will be created for the same purpose. Issues that arise from survey responses will be addressed through this continuous improvement evaluation process. Program satisfaction/experience surveys will be administered near the close of the grant year in order to determine the overall impact of the program. These outcomes will assist us to determine what changes need to be implemented in order to continue its successful implementation in succeeding years to expand to other grade levels/subjects.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 107-906	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.

As stipulated in the grant guidelines, grant funds will be used to purchase only the student devices, the charging/storage station, cases for the devices, and additional internet access "air cards" (as determined by student/parent surveys). Students demonstrating a need to obtain loaned equipment will have priority over students who already have personal technology devices that connect to the internet. Student priority needs will be determined by a survey which will be distributed at the beginning of the year in the informational meetings. The survey will ask about student access to a personal technology device (i.e., tablet, laptop, computer, smart phone) and willingness/capability to use at their residences and at school (*BYOD).* In addition, using our student information management system, we will obtain a list of students who receive special education services and who are eligible for free/reduced meals. Students with limited economic resources and access to web-enabled devices will be rated higher as eligible to participate in the district technology lending program. In addition, the core courses/classes (identified in this grant application) which have purchased digital content will have priority in the lending program.

All courses/content areas will still maintain eligibility to reserve and use the limited number of netbooks and tablets that are part of our current inventory in their classrooms. However, only students in eligible courses will be able to participate in the grant-funded individual student lending program for the 2014-2015 school year. A list of eligible students will be maintained by the grant coordinator, campus administrator, and by the campus librarians in order to ensure that only those students receive access to these particular devices. The student eligibility lists will remain confidential and will be appropriately stored to ensure that FERPA mandates are adhered to and that student confidentiality is maintained.

In summary, the funds will be used to expand our current classroom lending program to ones that include individual students lending/distribution through the following:

- Purchase personal, 4G and wifi capable technology devices
- Purchase device storage/charging stations
- Purchase device cases

The grant-funded program is designed to meet the following goals:

- Provide personal web-enabled computing devices to students who currently do not have access to their own personal web-enabled devices
- Increase student use of course-specific digital content
- Increase student technologies proficiencies
- Expand our ability to provide students with on-demand 24/7 access to all appropriate digital resources and technologies that integrated into core content areas, especially Math, Science and English/Language Arts
- Expand our district's inventory of personal computing devices in order to address our long-range goal of having a 1 to 1 inventory ratio of computers to students
- Increase instructor use of instructional technology, digital content, and network-and web-based software.

The grant funds will be used solely to purchase the devices, device cases, and device 'charging stations'. All staff training, general supplies (paper for training handouts, presentations, and Technology Lending Agreements), equipment maintenance costs, staff salaries, and digital content/software costs will encumbered by other funds, including our instructional materials allotment, Title funds, SCE, and local funds, as appropriate and allowable. In addition the program protocols are designed and implemented by IT, campus and district staff who are already full-time, salaried employees of the district Therefore, no salaries will be paid with these grant funds. The lending program protocol itself is already under development and will not require the use of grant-funds to complete.

Regarding the purchase of equipment insurance, we already have an active property, casualty and liability policy that protects our facilities and fixed assets in the event of damage and losses. However, our district currently does not have a local policy/procedure requiring that we maintain insurance on individual computers/technology devices. We have investigated the cost of such, and it a minimum of $50 per unit. We determined that purchasing this type of insurance

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 107-906	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.

At the present time the district has not purchased any technology equipment through the Instructional Materials Allotment for technology equipment. It had been hoped that Instructional Material Allotment would be a source of funding for our technology but our district has found that those funds, if not reserved for textbooks (be it hardcopy or digital), is soon depleted and there are no funds available to purchase technology devices. The district has implemented a *BYOD* program in an effort to have more handheld devices for student's use. But we have found through this program that many of our students don't have a device to bring or if they have a device it does not meet the specifications needed to be productive. The district however has purchased tablets and ereaders to be used by our staff and students at school through bond money. This grant will allow more students to have access to the equipment and our staff will be able to utilize the equipment for a whole classroom if the need arises.

Students demonstrating a need to obtain loaned equipment will have priority over students who already have personal technology devices that connect to the internet. Student priority needs will be determined by a survey which will be distributed at the beginning of the year in the informational meetings. The survey will ask about student access to a personal technology device (i.e., tablet, laptop, computer, smart phone) and willingness/capability to use at their residences and at school (*BYOD*). In addition, using our student information management system, we will obtain a list of students who receive special education services and who are eligible for free/reduced meals. Students with limited economic resources and access to web-enabled devices will be rated higher as eligible to participate in the district technology lending program.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 107-906 | 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.

In the District's Plan within Goal number one the following activity is stated: 1. g Providing content-specific teacher training and monitor the integration of technology into daily instruction (iPads, SmartBoards, web resources, production tools, etc.) Evaluate and create acceptable use policies for bring your own technology option.

Technology integration is an essential part of all three of the Campus Plans where the Technology Lending Program will be implemented. Each campus plan addresses technology:

Malakoff Middle School-- **Objective 5**: **Technology**: Efforts to update technology to meet the educational needs of our students and staff shall be continued.

Desired Outcomes:

a. Computer facilities, equipment, hardware, and software will be added to meet the technological needs of students and teachers.
b. Students will have access to computers to become proficient and literate in use of computer applications.
c. Students will become competent in the use of the internet as a research device and learning tool.
d. Expose and train teachers to incorporate technology in the classroom.
e. MMS will become a *BYOD* campus

Malakoff Elementary- K-5 classrooms will have at least two student computers and two I-pads.

Tool Elementary- Document cameras in each classroom; campus smartboard and wireless tablets available for teachers use as well as Apple TV and adapter per grade level. Continual update of Technology with access to Apple Store

The *Technology Lending Program* will assist the district and each campus reach their goal of full integration of technology into each classroom. Because of our high percentage of Economically Disadvantaged children the *BYOD* program has not given every child the same opportunity. Limited handheld devices has limited the number of children who can participate in a given activity and taken an activity a longer period of time to complete so that the device can be shared throughout the lesson.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 107-906 | 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.

Recognizing a need to prioritize our technology access services to students to ensure online learning is equitable across all student groups, more active/engaging, and instantaneous, in the fall of 2012 we began to analyze our needs relative to our IT infrastructure and hardware and software inventories. At that time, it was determined that our secondary level students (grades 9-12) demanded a greater priority. Digital content is currently delivered to them more often than at our elementary and middle campuses. At that time we began at the high school to bring internet capability into our high school so that every classroom could have immediate connections. Another computer lab was constructed and additional computers added to that lab and the library. Since that time we've also implemented the *BYOD* program which has proven to be more successful at our grade 9-12 campus. Using ARRA and SFSF funds, as well as State and Local funds we feel that at this time our 9-12 campus is well on its way to giving each student an opportunity to be connected to the outside world.

When we initiated the installation of increasing our bandwidth and providing Wi-Fi to all campuses we saw an increase in usage of equipment at our other K-8 campuses. One campus went with ereaders so that a whole class could read the same novel, another went with tablets and began integrating math lessons using the tablets. The district purchased projectors for every elementary classroom and some smartboards for these campuses. The success that these classrooms have experienced using this equipment has increased the demand for more. The elementary and middle school students were more motivated to spend more time practicing important academic skills. Teachers are finding students more eager to sit down and concentrate on lessons using a handheld device than those using traditional methods. Teachers have found that technology is a tool that effectively supports student learning and collaboration.

To ensure equitable access for all students, regardless of their economic or handicap status, all students from the grades K-8 will be provided with informational sessions regarding our technology lending program, including required parent permission for student participation *(Technology Lending Agreement)* and given opportunity to participate. These sessions will be coordinated by the IT Department Staff and will be conducted through the English/Reading classes, as all students are required to take English/Reading, in all grade levels. Additionally, to increase the opportunity for parents/guardians to understand and agree to participate, a parent meeting will be conducted at the onset of the program (one per campus) to explain the program and to answer any questions.

In addition, using our student information management system, we will obtain a list of students who receive special education services and who are eligible for free/reduced meals. Though all students in the targeted core classes will be eligible to participate in the lending program, students with limited economic resources and access to web-enabled devices and students eligible for special education services will be rated higher as eligible to participate in the district technology lending program.

Using this process of prioritizing will allow us the ability to give 24/7 access to the internet to those students in greatest need. The lending of this equipment for home use will be mostly at the 6-8 grade level. We feel that these students are more responsible and have the capabilities to understand and manipulate the devices in appropriate ways. In addition, they are able to read and comprehend instructions without regular oversight from instructors. In grade K-5 the lending of this equipment for home use will be on a case by case basis. The equipment will mostly be used in the classroom. This grant will allow each classroom the ability to let each child have access to a handheld device.

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

County-district number or vendor ID: 107-906	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.

This past summer selected teachers from each campus were given three days of training on Project Based Learning (PBL). An integral part of this instructional strategy is the ability of the students to have access to the internet and to be able to do research. Each classroom this year on every campus was to implement Project Based Learning into a lesson one per semester. While the teachers were able to design and implement these lessons they expressed the limitations that were imposed because of the lack of all students having access to equipment where they could access the internet to do their research.

The high school was more equipped to handle this through our *BYOD* program. But our elementary and middle school campuses expressed that many of their students do not have these devices. With the implementation of this grant, it would extend the connectivity by funding Internet access off school premises to our 6-8 grade students who otherwise would not have access to school adopted digital curriculum and tools from home. Also with the new math and science digital curriculum and Internet access at home, the PBL, and "flipped classroom" concept can be implemented so students can be introduced to the lesson at home and have more face-to-face practice or support from their teacher during the regular school day. At our elementaries more students will be able to complete a task in a shorter period of time since each student in the classroom will have a device as opposed to sharing.

With this grant it is hoped to keep K-8 grade students more engaged in their academic studies, they need to learn by utilizing the technology rich environment that surrounds them in their everyday world. The ability to use handheld devices with internet access will spark their interest and increase their engagement as they visit tutoring sites and are introduced to new concepts from home to help them meet the state requirements for passing the Math and English STAAR Assessment. MISD sees this as an additional motivation for them to meet the SSI initiative.

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

County-district number or vendor ID: 107-906	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.

Our district has adopted, purchased, and uses digital content for most core courses in grades Kindergarten through 12. However for the purposes of this grant, the following grade levels and courses will be utilizing digital content for the 2014-2015 school year:

Middle School, Grades 6, 7 & 8: Students at Malakoff Middle School are using Ipad apps to write, illustrate and publish books in their Reading classes. Science students are creating videos in Project Based Learning activities to publish research reports, illustrate different types of energy, and research different climates and ecosystems. History students are using apps to virtually tour different places and research different cultures and countries. Math students are using apps to increase math fluency, practice problem solving and review math strategies. This campus also wants to implement flipped classrooms. For this instructional model to be successful each student must have the capability to access the material at home. In an eighth grade math class the teacher used the iPad for one on one intervention to demonstrate the Pythagorean Theorem.

Elementary Grades K-5: Kindergarten is using Ipads for reading stations where students practice abc's, phonemic awareness, number skills, spelling and reading while the teacher does small teacher groups with the other children. In a fourth grade classroom they are using Ipads to access purchased educational software for practicing skills and reading. They are able to do very small group research projects. In the ESL classroom the Ipad is used to help students comprehend the meaning of an unknown word by finding a picture of the word and showing it on the big screen. The ability to find images quickly and sometimes even animation has assisted the teacher in bringing words to life for these English Language Learning students. A second grade classroom used their iPads to do a project based lesson. Each student chose a country and researched how the country celebrates their winter holiday. Students used search engines and used kid friendly websites. Their presentations were presented by using newscasts, infomercials and interviews. The teacher stated the iPads have motivated her students to read more books.

In this year's adoption of Math and Science textbooks in K-8 we have found that all of them have digital material. Our staff has selected overwhelming the digital material and we are in need of more devices to properly use this material. Our last Science adoption also had digital material and the teachers learned how invaluable the projectors were in sharing the varied teacher resources the programs had. Now they like to move to the next step from having it projected on a big screen to having it in the palm of the student's hands. Having the whole class with a handheld device with the ability to self-explore opens a whole new world for them.

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

County-district number or vendor ID: 107-906	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.

Staff development is an ongoing process at our district. Staff members who utilize digital content have participated in training activities related to adopted and purchased digital content. This training has occurred over the past two years through contracted services (in person), through vendor-based webinars, and through online training modules. In addition, our IT department coordinated several days of training during August 2013 to increase teachers' technology literacy and proficiencies regarding the use of technology applications and digital content. All district administrators attended a conference last summer hosted by Texas Computer Education Association (TCEA). At this conference, the elementary principals especially were inspired by what they saw. How tablets, ereaders, Apple TVs were being utilized in the classrooms to improve instruction. The elementary teachers at Malakoff Elementary attended a one day iPad training last summer and each classroom on this campus were given 5 iPads per grade level for use. Teachers from both elementary campuses will be attending a "Technology for Tots" training this summer.

In an effort, to assure that all involved staff have adequate training there will be additional training during the first three months of this grant period. An informal needs assessment will be given to determine the type of training that is needed. We will also use those teachers that attended the training this summer to mentor their colleagues. We will use our IT staff and outside vendors for training.

Our IT department and curriculum department will continue to coordinate staff development that relates to technology-based instruction and applications. In the event that there are fees associated with staff development related to the use of digital content, our district is prepared to use other funds to pay for these trainings. Grant funds will be used only for the devices, charging stations, and related supplies and materials as presented and approved in the grant application.

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.

Our current infrastructure will support the use of student devices and consists of the following:

- A fiber-based WAN connecting all campuses and our central office
- Active Directory domain
- Malware and intrusion protection
- Internet/network access in every classroom
- Wireless access across the district
- Campus libraries, where the check-in/check-out process and storage of devices will occur, is fully automated and accessible throughout the domain
- Upgraded library software to include eBook check out
- Upgraded links to handle more traffic (our bandwidth was recently increased to 100 mbps)

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

County-district number or vendor ID: 107-906	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.

Our district infrastructure supports internet/network linkage/access via Wi-Fi at/near all campuses, and instructional facilities. We increased our bandwidth to 100 mbps beginning in January 2014. The city Library, McDonalds and two local churches also provide WiFi services that can be used either within their building or parking lot. Furthermore, as part of our *BYOD*, students may self-register their personal devices (tablets, smart phones, laptops) through a district self-registration process that ensures compliance with CIPA guidelines and district policies. In addition, all applicable devices that are the property of Malakoff ISD will be registered with, and connected to, our system and ready to go.

At the present time it is not known how many students who participate in the program have/do not have residential access to the internet. Therefore, our planned purchase of 4G ready devices and our current inventory of 4G 'hot spots' is an estimate based on observation. Actual inventory needs will be determined via a survey process in October, 2014. Should we be awarded this grant funding, and if it is determined that we need to purchase a greater ratio of 4G enabled devices, or need to purchase additional internet access 'hot spots' for residential access ($20 per additional device per month), a grant amendment will be submitted. It is our plan to provide 4G 'hot spots' and not actual 'installed' residential internet service. We do, however, plan to allow students who have web-enabled devices and home access to the internet to self-register their personal devices in order to utilize our network and web-based software programs from their homes, or our district dedicated WiFi accessible points. In addition, all applicable devices that are the property of Malakoff ISD will be registered with, and connected to, our network system and ready to go. Students who have internet or WiFi access at their homes will be readily able to use our digital content there. All district-registered and student self-registered devices will be enabled with web filtering software that meets the CIPA requirements.

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.

Staffing to provide program technical and technological support consists of:

- 2 full-time and 1 half-time staff members: an IT Director, and technicians who are responsible for general support and maintenance of district technology and related resources;
- Each campus has a staff person who is assigned to be an on-site tech support person to handle simple problems and instructional support
- Librarians or aides on each campus who will be responsible for the material management and the distribution process.

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

County-district number or vendor ID: 107-906	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.

All check-in/check-out procedures and equipment maintenance process will include:

- The use of a check-out/reservation procedure, similar to a library checkout protocol, will be used that includes a limit of how many successive times a teacher may assign their particular students to check-out. In the event that a teacher has reserved a successive checkout date, but another teacher who has not previously reserved equipment for checkout reserves equipment, the first teacher may be denied the successive check-out reservation.

- Students may check-in/check-out the devices only from the district librarian, or other designated staff member, and will not be allowed to have possession of the device without following the established protocol/guidelines.

- Regarding maintenance of the lending devices, when students return the borrowed equipment, they will mark on a 'Device Defect' form if there are any issues with the device. The IT staff (technicians) will be informed by the campus librarian anytime a technology device is not in proper working order using our online '*Support Ticket*' application. Our IT department follows through on submitted tickets in no more than 5 school days. In the event that a major maintenance issue is encountered, the turn-around time may become longer. All repair/replacement costs will be absorbed by the district using other fund sources.

- Each campus will hold training activities for staff before the program begins.

- Each campus will hold training/informational meetings for students and parents before the program begins.

- An inventory of all equipment purchased with grant funds will be done at the beginning at end of each semester of the grant period to assure that all equipment is available.

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

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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.

Our district will account for the technology lending equipment in the same manner it accounts for all hardware and fixed assets:

- Each item will be confirmed upon receipt in the district, and the signed Requisition and shipment and packing slip will be returned to the business office for payment/record-keeping;
- Each item will have a barcode created and affixed to it by the IT Department staff;
- The bar-coded items will be scanned and inventoried by our online library maintenance system;
- For the Technology Lending Program, the devices remaining in campus storage will be scanned at the midpoint of the grant-program and cross-checked with checkout devices to verify the status of the inventory. If any devices are unaccounted for, an investigation into the status of any 'missing' devices will be undertaken.
- This same process will be utilized at the end of the school year to account for the lending program devices.

Regarding the purchase of equipment insurance, we already have an active property, casualty and liability policy that protects our facilities and fixed assets in the event of damage and losses. However, our district currently does not have a local policy/procedure requiring that we maintain insurance on individual computers/technology devices. We have investigated the cost of such, and it is a minimum of $50 per unit. We determined that purchasing this type of insurance does not insure that we will get the maximum benefit from the grant funds. It has always been, and will continue to be, our practice to use local funds/resources to maintain, repair, or replace technology devices as damage or loss occurs (up to the insurance deductible). Therefore, this particular allowable expense was not budgeted in this application.

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.

Because we previously used other funds to purchase netbooks for student use, and distributed some to students for home use at that time, we already developed a Lending Agreement which we have modified for this program. This *Technology Lending Agreement* has been designed to meet the criteria as established by grant guidelines. This agreement was created as a rider to our Acceptable Use Policy and required signed consent by parents and students. It addresses the care of the equipment, statements regarding acceptable use of the equipment, and a statement regarding payment (up to $150) for the equipment in the event that it was damaged beyond repair, lost, or stolen. In addition, the devices will be set-up to prevent any unauthorized installation of software. All software, including filtering software, used on the devices will be installed by our IT department staff. The operating system will be set up to allow 'administrative rights/access' only by district staff.

The current lending agreement has been amended by the IT director and special programs director to reflect the grant-funded lending program's guidelines. If we receive the grant funds the agreement will be again reviewed by our elementary and middle school principals to determine if any further revisions need to be made to this lending agreement.

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