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 1:45 Document Control Center
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 #
Hardin ISD	146904	Hardin Junior High 041, Hardin Intermediate 042, Hardin Elementary 102	

Vendor ID #	ESC Region #	US Congressional District #	DUNS #
746001041	4	36	078425949

Mailing address	City	State	ZIP Code
PO Box 330	Hardin	TX	77561

Primary Contact

First name	M.I.	Last name	Title
Kristy		Vincent	Director of Digital Learning
Telephone #	Email address		FAX #
936-298-3592	kvincent@hardinisd.net		936-298-9161

Secondary Contact

First name	M.I.	Last name	Title
Tammie		Marberry	Assistant Superintendent of Curriculum and Instruction
Telephone #	Email address		FAX #
936-298-2112	tmarberry@hardinisd.net		936-298-9161

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
Bob		Parker	Superintendent
Telephone #	Email address		FAX #
936-298-2112	bparker@hardinisd.net		936-298-9161

Signature (blue ink preferred) Date signed

Bob Parker

701-14-107-165

Only the legally responsible party may sign this application.

Schedule #1—General Information (cont.)	
County-district number or vendor ID: 146904	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: 146904	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: 146904	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 #5—Program Executive Summary

County-district number or vendor ID: 146904	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.

For the two past years, Hardin ISD administration has been exploring the readiness of all students for entering the 21st century workplace and college. While past students have graduated and become underwater welders, pharmacy techs, and college graduates, the data shows that many are not leaving Hardin ISD with the full breadth of needed technology skills. As the world becomes more and more digital, employers and colleges are demanding more tech savvy graduates. The largest obstacle for our students has been access to the technology. Hardin ISD is applying for this grant to provide home and school access to as many of our students as possible so that they leave our doors ready for their tomorrow.

For the last three semesters, the 7th and 8th grade students of Hardin ISD have been issued an early model Chromebook. The devices are fairly inexpensive and provide students access to the internet and digital content. However, the devices are not rugged enough to stand up to the wear and tear of daily mobility including switching seven classes. Thus, Hardin ISD has been exploring other options. The device that has been decided upon is a ruggedized Chromebook. Available for a year now, other schools that were contacted have reported an incident/damage rate well under ten percent (10%). The cost is slightly higher than the original model Chromebook that was purchased. To provide this more rugged device for every student on the Junior High campus will cost $81,000. Student and families have also requested the school provide filtered internet for students who cannot afford it. The instructional months of the grant total 15. To provide 15 months 3G/4G home internet access with wireless Wi-Fi hotspots will cost $18,900. The district has been able to secure a deal with a vendor that will provide the devices in exchange for the service. These costs together bring the grant to a total of $99,900 to supply every 7th and 8th grader a needed device, home internet access for the most needy students, and repurposing the devices currently at that campus to serve the elementary and intermediate campuses.

The geographic make-up of Hardin ISD is very different from many districts in the state. The district runs 31 miles from north to south end though never reaching a width wider than 15 miles. There is not a large metropolitan within our boundaries and the closest large city, Houston, is more than 40 miles away. The vast majority of our students do not have the option of having a wired internet connection of any kind in their home. Those students who have secured internet for their home have done so with a satellite or wireless carrier. Additionally, within the entire district, only a couple of churches are able to provide Wi-Fi to the public. There are not restaurants, public facilities, or hot-spots available anywhere within the boundaries of the district. This compounds with the fact that most of the student body comes from an economically disadvantaged home. The only time many will come in contact with technology equipment is while at school. The financial burden for devices is simply too great for most families.

Every member of the Hardin ISD district administration team has been at Hardin for more than seven years. When the team focused on providing the needed technology skills to students, a new position was formed. The district removed the former Technology Director position and created a Director of Digital Learning. The basic requirements changed from one that was centered on the hardware and networking of the district to one that was focused on the student, teacher, and learning process. In October 2013, this position was filled with someone from outside the district who holds a Masters in Education, a valid Texas teaching certificate in K-12 Technology Applications and has previous experience working with districts to prepare students for their tomorrow. The new Director of Digital Learning joined the district administration team and together they evaluated current needs, created new assessments to determine resources such as home internet access, and implemented a longitudinal assessment of students' technology skills in 4th, 6th, and 8th grades. This director with the district administration team will look at semester data to determine what is working and what needs to be updated or changed.

The district administration team together with the instructional technology specialist, librarians, and hardware technician will evaluate the grant on a continual basis. Weekly, the Director of Digital Learning, Assistant Superintendent of Curriculum and Instruction (C&I), the district instructional technology specialist, and the hardware technician meet to evaluate current technology related needs for the district. The grant will become a permanent agenda item to discuss and evaluate. Data including usage numbers, classroom and student success, as well as teacher input will be thoroughly

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 146904	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.

reviewed each week. Any changes that need to be implemented will be communicated to campus administration by the Director of Digital Learning and the Assistant Superintendent of C&I in weekly meetings with all administration. The instructional technology specialist will bring these changes to the campus level during weekly visits and modeling as needed.

It is expected that this grant will meet five major needs for the district:

- Provide all students equitable access to technology
- Increase time and opportunity for RTI and tutoring
- Revamp the 3rd – 6th grade Technology Applications curriculum
- Increase the needed skills and proficiencies to meet the demands of future employers
- Provide students virtual learning opportunities

Each of these can also be considered measureable goals by which the program will be evaluated. Using check-in/check-out data and continuing the student access survey, data will show if students have increased access to technology. The logs and reports from the RTI and tutoring software will show if students spend more time logged into these programs. The more time spent on these programs will lead to higher assessment scores. Students will use the available technology with higher levels of confidence and skill caused by revamping the 3rd – 6th grade Technology Applications curriculum. The 4th, 6th, and 8th grade technology applications assessments will show gains every year between the fall and spring application. All of this will lead to the more skills and proficiencies for employers. The 8th grade and high school career survey will show noticeably higher interest in careers requiring these skills. Additionally, teacher lesson plans will show an increase in the use of technology and providing virtual learning opportunities. Students will become more globally aware as these doors are opened.

Schedule #16 includes two statutory requirements and Schedule #17 has eleven TEA program requirements. While each is thoroughly addressed in its own space on the application, the application as a whole centers around the overarching goal of providing students access to a device and home internet access for the purpose of accessing digital content. The district has tapped all other available funds, limited though they are. In an effort to provide the rural, economically disadvantaged students of Hardin ISD the best possible education to be fully competitive with other students who have fewer obstacles, it has left no rock unturned. IMA funds have been used judiciously to provide not only textbooks but also technology for students. The funding isn't enough. Additional grants are sought as they come along and teacher salaries are only a small percentage above state base. Students are the number one priority.

The funding from this grant will be used to supplement a current initiative that has the full support of the district, teachers, students, and community. Local funds have been and will continue to be allocated each year to purchase the incoming seventh grade class a device. Because of the need to change the device to one that will better meet the needs of the students, current funding only allows purchasing for the ninth and tenth grade class who were the first in the program. Cuts in other areas were made to come up with that funding. Without these grant funds, the seventh and eighth grade class will not have a device that fully meets their needs as the district struggles to compensate for the pricing change for the better suited device. The grant funds will be used to expedite the number of devices available for students, providing more students the device they need and allow the district to continue this successful initiative.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 146904	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	$18,900	$	$18,900
Schedule #9	Supplies and Materials (6300)	6300	$81,000	$	$81,000
Schedule #10	Other Operating Costs (6400)	6400	$	$	$
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	$	$	$
	Total direct costs:		$99,900	$	$99,900
	Percentage% indirect costs (see note):		N/A	$	$
	Grand total of budgeted costs (add all entries in each column):		**$99,900**	**$**	**$99,900**

Administrative Cost Calculation

Enter the total grant amount requested:	$99,900
Percentage limit on administrative costs established for the program (15%):	× .15
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$14,985

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: 146904 | 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:	$
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:	$

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

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

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

1

Specify topic/purpose/service: Residential internet access ☐ Yes, this is a subgrant

Describe topic/purpose/service: 15 months wireless 3G/4G connectivity for Wi-Fi hotspots

Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
Contractor's payroll costs	# of positions:	$
Contractor's subgrants, subcontracts, subcontracted services		$18,900
Contractor's supplies and materials		$
Contractor's other operating costs		$
Contractor's capital outlay (allowable for subgrants only)		$
	Total budget:	$18,900

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Schedule #8—Professional and Contracted Services (6200)

County-District Number or Vendor ID: 146904	Amendment number (for amendments only):

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

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

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Schedule #8—Professional and Contracted Services (6200)

County-District Number or Vendor ID: 146904	Amendment number (for amendments only):

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

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

c. Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:	$18,900
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:	$
b. Subtotal of professional services, contracted services, or subgrants less than $10,000:	$
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:	$18,900
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:	$
(Sum of lines a, b, c, and d) Grand total	$18,900

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: 146904	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	Laptop	Device for check-out by student for home and school access	200	$405	$81,000
	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:	**$81,000**

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

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

County-district number or vendor ID: 146904 | 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: 859

Category	Number	Percentage	Category	Percentage
African American	**32 TOTAL** 102 ES: 23 042 IS: 4 041 JH: 5	N/A	Attendance rate	**96% TOTAL** 102 ES: 96% 042 IS: 96% 041 JH: 96%
Hispanic	**109 TOTAL** 102 ES: 53 042 IS: 28 041 JH: 28	N/A	Annual dropout rate (Gr 9-12)	0%
White	**693 TOTAL** 102 ES: 397 042 IS: 153 041 JH: 143	N/A	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	N/A
Asian	0	N/A	TAKS commended 2011 performance, all tests (sum of all grades tested)	N/A
Economically disadvantaged	**520 TOTAL** 102 ES: 313 042 IS: 115 041 JH: 92	**61% TOTAL** 102 ES: 65% 042 IS: 61% 041 JH: 50%	Students taking the ACT and/or SAT	N/A
Limited English proficient (LEP)	**25 TOTAL** 102 ES: 22 042 IS: 2 041 JH: 1	**3% TOTAL** 102 ES: 5% 042 IS: 1 % 041 JH: 1%	Average SAT score (number value, not a percentage)	N/A
Disciplinary placements	**4 TOTAL** 102 ES: 0 042 IS: 1 041 JH: 3	**0% TOTAL** 102 ES: 0% 042 IS: 0% 041 JH: 1%	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	71	81	76	100	80	77	94	94	90	96					859
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:															

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Schedule #13—Needs Assessment	
County-district number or vendor ID: 146904	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.

Using a variety of internal surveys, TEA required data on students, and reports from testing data, the following needs have been identified as actions that will have the greatest positive effect on student learning.

- Providing all students equitable technology access
- Increasing time and opportunity for RTI and tutoring
- Revamping 3rd – 6th grades Technology Applications curriculum
- Increasing skills and proficiencies to meet the demands of future employers
- Providing students virtual learning opportunities

Multiple district indicators clearly show that Hardin ISD has an economically disadvantaged population with struggling test scores and a lack of interest in highly employable fields such as computer science. These students need equitable technology access, tutoring to improve test scores, and more exposure to the global learning community to increase interest in multiple disciplines.

Hardin ISD has provided a laptop device for each 7th and 8th grade student for home and school use. This initiative has transformed the learning process. Students, staff, and families have reported an increase in student time on school work, improved collaboration with peers, and higher technology competency skills. Expanding these benefits to more students is the highest priority in the district because its evaluation show such high gains. Using stakeholder surveys the following deficiencies have been noted. The assigned devices do not have internet access. Families must still provide that resource. A student survey of the 7th and 8th grade class revealed that thirty-one percent (31%) of students do not have wireless access available at home. Of those students, sixty-nine percent (69%) are economically disadvantaged. These students need internet access at home. They also need a device that spends less time being repaired and more time being used instructionally. Tech repair tickets show that more than fifty percent (50%) of current devices have been in for repair. More than seventy-five percent (75%) of those were cracked screens. Students need a more rugged device. This need will be met when 10% or less of devices require repair during a year and 100% of students have home internet access available to them.

Students understanding and application of skills and knowledge in the four core subject areas is critical to success in school and beyond. Hardin ISD has purchased digital content and responsive software to assist student with any deficiencies. At the elementary campus, students rotate through two labs averaging 60 minutes of hands-on time during a two week period. Students need increased working time with these programs. The constraints of an aging building that does not have the electrical outlets and Ethernet connection needed for modern technology, creates an environment that necessitates wireless, mobile devices. One laptop cart has been purchased and stays in constant use on that campus. Additional carts have been requested by the campus. The need will be met when students time on digital content doubles at the elementary campus.

The final three needs build the necessary skills to effectively use the technology and increase interest, awareness, and learning opportunities to acquire employable skills. They were prioritized based on the logical, organic growth of each dependent on the previous. Engaging students during opportunities for virtual learning is more attainable when students have an interest in technology and when they have gained the necessary skills during the developmental elementary grades. When students in 6th and 8th grade show increased proficiency on their annual technology assessment by at least 50%, the need for revamping the 3rd – 6th grades Technology Applications curriculum will be met. The final two needs will be met when students express interest in a larger variety of career paths. This is measured with career surveys in 8th grade.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 146904 | 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.	Equitable technology access for all students	80% of requested funds are for the purchase of laptops for the 7th and 8th grade students to take home. Devices currently on that campus would then be available for access on both the elementary and intermediate campuses.
2.	Increased access to the district purchased RTI and personalized tutoring software	Mobile devices provided in a check-out system on the elementary and intermediate campuses will allow students more opportunities to access the digital content that the district has purchased with other funds. Junior High students will be able to access these resources at home with the provided internet access and rugged device.
3.	Revamped 3rd – 6th grades Technology Applications curriculum	At the elementary campus almost 500 students rotate through one lab in an attempt to master their Technology Applications TEKS. There is one cart of laptops available that stays checked out. Increasing the number of devices available will allow students to master those skills as teachers implement effective instructional technology practices in the classroom.
4.	Increased student proficiency in skills demanded by employers	Career survey data shows students at Hardin ISD lose interest in high needs career areas such as computer science. The grant would immerse students in a technologically saturated educational environment. They will be provided years more time to explore, harness, and become proficient in their desired field. Additionally, home internet access will allow students to explore these options with the whole family unit.
5.	Increased virtual learning opportunities	Lack of availability of devices in the classrooms prohibits teachers from providing students virtual learning opportunities. Providing classrooms an increased number of devices for check-out will allow these learning experiences to occur.

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Schedule #14—Management Plan

County-district number or vendor ID: 146904 | 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 Digital Learning	Grant and project management experience; Qualified to make technical and education decisions on the district level; Professional Development experience with adult learners; Technology Applications Texas Teaching Certification; Google Apps Certified
2.	Assistant Superintendent of C&I	Grant and project management experience; Qualified to make technical and education decisions on the district level; Professional Development experience with adult learners; Texas Teaching Certification; Doctorate in Education
3.	Instructional Technologist	Qualified to make technical and education decisions on the district level; Professional Development experience with adult learners; Working relationship with on campus teachers; Texas Teaching Certification
4.	Librarians	Thorough understanding of equipment check-in/check-our procedures; Ability to file tech requests; Efficient record keeping
5.	Hardware Technician	Skilled in repair of devices; Efficient record keeping; Able to receive and inventory hardware

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.	Identify targeted students for access and sign required documents	1.	Create survey to assess students' technology needs	08/01/2014	08/30/2014
		2.	Distribute survey to all students	09/02/2014	09/05/2014
		3.	Analyze results to determine targeted students	09/15/2014	09/19/2014
		4.	Meet with families eligible for home internet access	12/01/2014	12/05/2014
		5.	Sign Technology Lending Agreement with families	12/01/2014	12/15/2014
2.	Staff Development for all teachers involved in grant	1.	Provide grant overview, responsibilities, and purpose	08/19/2014	08/22/2014
		2.	Review check-our procedures	08/19/2014	08/22/2014
		3.	Provide training for digital instructional materials	08/19/2014	12/15/2014
		4.	Weekly meeting with instructional technology	09/02/2014	05/30/2015
		5.	Instructional technology walkthroughs	09/20/2014	05/30/2016
3.	Produce grant needed documents and reports	1.	Create Technology Lending Agreement	08/01/2014	08/10/2014
		2.	Prepare check-out/check-in forms	08/01/2014	08/10/2014
		3.	Create initial student access survey	08/10/2014	08/18/2014
		4.	Prepare walk-through evaluation form	08/10/2014	08/18/2014
		5.	Create 4th, 6th, 8th grade TA benchmark	08/01/2014	08/30/2014
4.	Provide devices for student use	1.	Purchase Devices	11/03/2014	11/07/2014
		2.	Receive Devices	12/01/2014	12/05/2014
		3.	Inventory and configure devices	12/08/2014	12/12/2014
		4.	Devices ready for check-out	01/05/2015	01/05/2015
		5.	Repair any damage	01/05/2015	08/30/2016
5.	Analyze device use and users	1.	Analyze check-out sheets monthly	09/30/2014	08/30/2016
		2.	Spring survey of device use and status	05/01/2015	05/15/2015
		3.	Revise check-in/check-out procedure if needed	06/15/2015	06/30/2015
		4.	Fall survey of device use and status	11/01/2015	11/15/2015
		5.	Spring survey of device use and status	05/01/2016	05/15/2016

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: 146904 | 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.

Currently, the Director of Digital Learning, Instructional Technologist, Hardware Technician, and Assistant Superintendent of Curriculum and Instructional (C&I) meet weekly to evaluate needs and issues within the district. During that time, technology repair tickets and instructional technology requests for the past week and upcoming week are addressed. All district level technology assessments and surveys are created by this team. As needed, this team reviews district documents such as the RUP, Chromebook Handbook, and makes recommendations for changes. Any changes that do not require district level administration approval are made as a team and communicated via email and other weekly scheduled meetings.

The Director of Digital Learning and Assistant Superintendent of C&I meet with all principals and district administration each week. They are responsible for bringing any changes to the administration. If a change needs district level administration approval, they bring it to this meeting for discussion. If needed, a survey is sent to effected teachers and/or students and/or the community via the website and email to garner additional ideas and thoughts.

The Instructional Technologist has one full day each week at each campus. This person is responsible for communicating any changes to all teachers and staff and answering any questions they have. As needed, this person models any changes in effective classroom management or practice.This person then brings back concerns, ideas, and feedback from the teachers to the weekly meeting with the rest of the team.

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 current 1:1 program has shown promising results in meeting the instructional and student-centered goals it was designed to meet. However, the actual hardware is not meeting the needs of these particular students. Other districts are finding similar problems with this hardware. To continue the initiative, grant funds are being used to purchase a device that the students prefer and that has been proven in other districts to be a more rugged device. Grant funds will also be used to purchase Wi-Fi hotspots that provide home internet access.

Hardin ISD will maximize grant funds by continuing the current initiative with a device that does meet students' needs and repurposing the current devices in an environment that is better suited for its use. By doing so, the grant funds will reach the most students. The grant will supplement the current project growing it to meet the needs of more students. The two will not overlap one another but rather complement each other.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 146904 | 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.	Student technology access survey	1.	Increased number of students indicate availability of home internet access
		2.	Increased number of students indicate availability of device for school use
		3.	
2.	RTI and tutoring software	1.	Increased time logged on software by students
		2.	Increased number of logins into software by students
		3.	Rise in state assessment scores for campuses
3.	Technology Applications Skills Assessment	1.	Increased proficiency of skills on 4th grade TA assessment
		2.	Increased proficiency of skills on 6th grade TA assessment
		3.	Increased proficiency of skills on 8th grade TA assessment
4.	Teacher lesson plans	1.	Include creation of digital projects at least monthly
		2.	Students create multimedia projects in core content areas
		3.	Include use of student technology devices at least weekly
5.	Student career interest survey	1.	Increase in global career choices
		2.	Career choices expand
		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.

Every fall and spring students attending a grant awarded campus will take a "Student Technology Access survey" online. It will ask students whether they have home internet access, what kind, and what devices (if any) are available for their use at home. That data will be combined with the check-out sheets to determine what percentage of students have a device and internet available for their home and/or school use. The data will be compared horizontally each semester. If there is not a growth noted, the grant project personnel will work with effected campuses to increase student use of devices providing effective instructional technology strategies for staff.

The reports and logs that teachers and administration already pull from the RTI and tutoring software will include time spent per student on the software. Those reports will be forwarded to grant project personnel. For any students not receiving an increased amount of time and still require it for academic growth, the grant personnel team will meet with campus administration to adjust schedules and device availability as needed.

The technology applications skills assessment is given in the fall and spring for all 4th, 6th, and 8th grade students. The students are tracked with this data. Lesson plans for technology teachers will be improved by the teacher after meeting with the instructional technology team if indicated it is needed by low grade level scores on the assessment. For individual students needing more skills, the technology applications teacher will develop an individualized plan for them.

Teacher lesson plans are expected to include more digital projects as more devices are made available for the students. For any teacher that is not utilizing the technology, the instructional technologist will meet with the teacher during weekly visits for individualized coaching.

The career interest survey will be expanded to include questions such as "Which of these careers have you never heard of?" and "Which of these careers do you feel the least prepared to enter?". Those results will be analyzed to adjust course offerings to meet student needs.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 146904	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.

Hardin ISD has provided a laptop device for each 7th and 8th grade student for home and school use. The assigned devices do not have internet access however. The initiative has been a great success though it needs adjustments to continue to work for students, teachers, and families. Grant funds will be used to make adjustments to this program while simultaneously providing device access to many more students.

The device currently in use by the 7th and 8th grade students meets all instructional needs for the students. Its capabilities and features exceed the expectations and needs of all stakeholders. The issue is in the design and craftsmanship of the product. Even with cases and a care handbook, the devices are seeing a high rate of damage in the take home model. Tech repair tickets show that 50% of current devices have been in for repair. More than 75% of those were cracked screens. These same devices are being used very well in the two carts available in the district. The difference is the home use of the device. The students need a more rugged device for take home use.

Approximately thirty-one percent (31%) of the 7th and 8th grade student population does not have internet access at home. Sixty-nine percent (69%) of those students are also economically disadvantaged. Additional grant funds will be used to purchase Wi-Fi hotspots to provide those students home internet access.

By using the grant funds to enhance the technology lending program currently in place and supported by the students, teachers, administration, and community, the current devices on that campus will be repurposed in a teacher cart check-out system that has been proven successful already in the district. Thus, the grant funds will benefit three campuses of Hardin ISD.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 146904	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.

Hardin ISD started a 1:1 program with the students of the graduating class of 2017. Those devices are in need of an upgrade that will last those students and the students in the graduating class of 2018 through graduation. IMA funds will be used to purchase those students a more rugged device. They have acclimated to the program well and shown great strides in increasing tech proficiency skills, creating and publishing multimedia projects, and working collaboratively with their peers. We are committed to seeing them through their high school time with a dedicated device ready. We want them fully prepared to take on the demands of a career or college in the 21st century. The devices they have been using will then be made available for on-campus check-out by upperclassmen and utilized in early childhood for exposure to technology.

Dependent on Erate clarification next year, the district will purchase additional Wi-Fi hotspots to lend to students for home internet access. Additionally, a vendor has been contacted to discuss adding Wi-Fi to buses for students.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 146904	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.

Across the nine goals and cohesive mission statement of Hardin ISD, the focus is on students and providing them an environment rich for success. The mission statement focuses not on any one assessment or indicator of individual student success but rather a multi-faceted overall assessment of ensuring students are fully prepared to for their tomorrow. The mission is to ensure each student leaves the school as a lifelong learner forever thirsty for more knowledge. This lending program is but one approach Hardin ISD is using to provide the anywhere, anytime access that fosters that outcome. Believing that parents are partners in education and challenging students to their full educational potential in enhanced by making technology available for all students. Our digital curriculum facilitated by professional staff will be enhanced with this grant empowering students to pass not only the tests given while at school but also those delivered by life. Providing each student a device and access to the information and collaboration opportunities available via the internet, the district is holding teachers accountable to use innovative techniques for teaching and promoting technology use for increasing the effectiveness of student learning.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 146904 | 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.

Hardin Junior High, Elementary School, and Intermediate School have been identified as having the most immediate need. Of all district scores on state assessment, the 8th grade social studies score are the farthest from meeting the standard. They have the fewest number of years to meet all state requirements for high school graduation making them the highest need.

Phase-in Level I met standard Social Studies	2012	2013
All Students	51%	43%
Economically Disadvantaged	43%	37%

In an effort to bring those score up, the Junior High has been a 1:1 campus for three semesters. The district sought to provide personalized learning and immediate feedback 1:1 tutoring with the devices. Due to budget constraints, the devices purchased for those students to take home were not of high enough craftsmanship to hold up to the wear and tear of daily transport and switching between seven classes. Parents have started requesting that the devices be kept at school because the chance of damage is so great. They will not withstand another year in the take home model. Another request from families has been to provide filtered internet access for those unable to afford it for their students. Adding internet for research, collaboration, and communication at home will expand the educational opportunities for these students. By providing these students a more rugged device and making internet available for those in need, this initiative will continue to grow providing students anytime, anywhere access. The funds would provide each student a device and Wi-Fi hotspots to every economically disadvantaged student without home internet access. Additional Wi-Fi hotspots will be available for students who are not economically disadvantaged but do not have home internet access on a first come, first served basis for a lending period of one week at a time.

The elementary campus has the largest population of economically disadvantaged students.

Economically Disadvantaged Population	2011 – 2012 AEIS
Hardin Elementary	64.5%
Hardin Intermediate	61.2%
Hardin Junior High	49.5%

In third and fourth grades, students must meet the expectations as tested by the STAAR assessment. When students are unable to meet these expectations or need personalized instruction to gain missing skills, they can use the digital resources Hardin ISD has provided. Unfortunately, even though the content is available, often a device is not. By repurposing the Junior High devices to the elementary campus, students would have many more opportunities to access these needed and funded resources. The devices are still fully functional and in acceptable or better working condition. They would be put into a cart check-out model that has been proved successful in the district already. Priority for cart check-out would be third and fourth grades to use for RTI and individualized tutoring.

Students at the Intermediate campus deal with the lowest student to computer ratio of any campus at Hardin ISD. They regularly do not have sufficient access to a device for working in a digital environment or accessing the digital content that has been purchased. Teachers share the one cart of laptops to give students as much time with the devices as possible. All students also take one semester of a computer course. The district needs to fill the gap between the lack of access on the Intermediate campus and the 1:1 initiative on the Junior High campus.

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

County-district number or vendor ID: 146904	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.

Hardin ISD encourages the use of digital materials by all students and staff. The online, customizable curriculum tools the district purchases each year guides teachers through incorporating digital materials in their lesson. To further enhance their lessons with technology, the district has added a district instructional technology position. Each week, the instructional technologist reports to each campus coaching teachers and modeling lessons. All instruction is student centered. The district operates on the premise that learning is an activity to be actively engaged with and not something to be done to someone.

The lending program aligns with these instructional practices by enhancing the foundation the district has built. Device access for students provides a technology rich environment for learning. Students will be able to join in the process creating, questioning, collaborating and adjusting the content to meet their individual learning styles. Teachers will be able to share the digital resources they already use and create a more interactive experience. Students and teachers are ready for this.

All teachers have received Professional Development in classroom management with technology. Annually, as part of the required Professional Development for next school year, teachers take an online course to learn more about Digital Citizenship and promoting those characteristics with their students. This course is updated each year to include new trends, topics, and tools that have changed in the realm of technology. Teachers are expected to include digital tools and resources in their lessons and expect digital products from their students.

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

County-district number or vendor ID: 146904	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.

Hardin ISD supports students and teachers in the use of educational instructional materials. For budgeting purposes, only class sets of hard bound textbooks are purchased. This enables the purchase of individual digital supplements for each student.

All campuses are provided Discovery Education Plus access. Every teacher and student is provided an individual online account accessible at home and school. In addition to the large number of instructional and educationally rich videos in every grade and content area, it includes high definition images, songs, audio effects, wiring prompts, and encyclopedia articles. All resources are aligned to current TEKS. Students in every grade and content area are using the included Board Builder tool to create, publish, and share cross-curricular multimedia projects.

Additional resources the district makes available for use by students on computers includes BrainPop, Success Maker, iStation, Scientific Minds, and Think Through Math. All of these are available at campuses included in the grant. Providing students the opportunity to access these resources in class would greatly increase instructional time as teachers could set up stations for students with different needs. Some of these resources are used for remediation and others as a supplement to a lesson. By providing access to the devices in the classroom, instructional time would not be lost as students line up to go down to the lab and then return.

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

County-district number or vendor ID: 146904	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.

In May 2014, 12 teachers at the targeted campuses will attend a conference on using digital instructional materials. These teachers will return to their campus to provide ideas for other teaches to incorporate the resources in their lessons. During August, all teachers will receive professional development on various digital content, the check-in/check-out procedures for lending technology, and a refresher on classroom management and strategies for using technology in the classroom.

One day each week, every campus has a dedicated Instructional Technologist onsite to facilitate sound instructional technology practices. Once a month, each campus will receive grade-level and content specific training and review of a digital instructional material. Before September 1st, each teacher will also complete an online course in digital citizenship.

To provide teachers, an ongoing professional community for sharing ideas and resources, Google Groups will be used throughout the year. Teachers will be able to work together creating cross curricular projects and share successes and obstacles they experience in their classroom. The campus admin will also be in the group to facilitate discussion as needed.

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.

Hardin ISD currently has a 30 MB connection available for the wireless and wired network. To meet demand and future growth, the district has already been approved for an increase to 80 MB beginning in the 2014 – 2015 school year. All campuses have full wireless coverage in all classrooms and common areas.

A new content filtering solution has been approved for next year. It is cloud based and provides a safe environment and seamless connection experience. Students will use the same login they currently use to access network resources. The filtering will also be added to all devices going home and all internet access devices.

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

County-district number or vendor ID: 146904	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.

All 7th and 8th grade students will be surveyed at the beginning of the year to determine if they have wireless internet available at home. Any student who does and is coded as economically disadvantaged will be given priority for home internet access. All other students who do not have home internet access will be provided the opportunity on a first come, first served basis.

Because the district is so rural, many homes simply cannot receive any type of wired connection. A vendor has been secured that can provide coverage to 99% of the homes in district using a Wi-Fi hotspot. It uses 3G/4G access and content filtering will be provided through the new cloud based software the district already purchased. Only devices that students check-out as part of the lending program will be able to connect to the hot spot to assure it is used by students for educational purposes.

TEA Program Requirement 8: Applicant must describe how technical support is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Currently, Hardin ISD receives technical support by a three person team: the Director of Digital Learning, a Helpdesk Technician, and an Instructional Technologist. In conjunction with meeting the requirements of HB5 and expanding students' employable skills set, a student help desk will begin with the 2014 – 2015 school year. Together, they will all provide needed technical support to teachers and students. As an additional resource, students and staff have access to a webpage from the main Hardin ISD website that provides videos and documents to facilitate independent troubleshooting. The district also has a supply of loaner devices available to loan while a device is being repaired.

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

County-district number or vendor ID: 146904	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.

The check-out process will vary by campus to best meet the need of those particular students and logistical constraints. The elementary and intermediate campuses will use an online reservation form to check-out the cart of devices. The teacher will get the key from the librarian and take the cart to the classroom during their reserved time. The teacher will immediately notate any damage or needed repair on an online form while students are receiving their devices. Printed out instructions including examples of different types of damage to report will be permanently affixed to the cart. At the end of the reserved time, the teacher will return the cart to the library. The librarian will make a visual inspection of the cart and ensure all hardware is physically there. Devices will be plugged in so they are charged for the next group. The key will be secured until the next reservation.

Students on the junior high campus will individually check out a Wi-Fi device for residential internet access as the need arises. Similar to a library book, the device will be scanned out and assigned to the student using a combination of a barcode, scanner and check-out software already in place at the school. Only students without home internet access and with a parent signed Technology Lending Agreement will be allowed to check out a device. The software will alert the librarian whether or not the student is permitted to check-out that item. Daily, the librarian will take physical count of the devices and charge any that are there. They will be stored in a secure location.

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

County-district number or vendor ID: 146904 | 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.

All technology equipment purchased by Hardin ISD is recorded in the technology department primary inventory spreadsheet stored locally and backed up to the cloud. Additionally, the district utilizes an online inventory program to check-out devices to students and teachers and record any associated tech tickets. The carts will be secured by key and counted by the librarian and teacher before and after each reservation. The Wi-Fi hotspots will be secured by the librarian and physically counted daily.

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.

Hardin ISD currently has an agreement in use by 7th and 8th grade students in the 1:1 laptop program. That document was updated in February 2014 in response to student, staff and faculty feedback. The agreement addresses rights and responsibilities of students using a device, clearly states that educational use is the purpose of the device, outlines care of the device including best practices for moving the device from one location to the next, and includes a digital citizenship pledge with signatures from students and parents. The agreement references the new board approved RUP that was built around a focus on meeting the International Society for Technology in Education (ISTE) Standards. This existing agreement will be tweaked to use as the Technology Lending Agreement.

All students receiving home internet access through the grant will be required to complete an online digital citizenship course. Hardin ISD purchased that course and others using local funds. The Technology Lending Agreement will include a place to notate completion of that course.

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