Texas Education Agency
Standard Application System (SAS)

2018–2019 Technology Lending

Program authority:	General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85th Texas Legislature; Texas Education Code Section 32.301	**FOR TEA USE ONLY** Write NOGA ID here:
Grant Period:	May 1, 2018, to August 31, 2019	
Application deadline:	5:00 p.m. Central Time, February 6, 2018	Place date stamp here.
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	RECEIVED TEXAS EDUCATION AGENCY 2018 FEB -5 PM 1:55 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION
Contact information:	Kathy Ferguson: techlending@tea.texas.gov; (512) 463-9087	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #		Amendment #
Raymondville ISD	**245-903**		**N/A**
Vendor ID #	ESC Region #		
24-5903001	**01**		

Mailing address	City	State	ZIP Code
419 FM 31685	**Raymondville**	**TX**	**78580-3351**

Primary Contact

First name	M.I.	Last name	Title
Benjamin		**Clinton**	**Special Programs Director**
Telephone #	Email address		FAX #
(956) 689-8181	**clintonb@raymondvilleisd.org**		**(956) 689-8188**

Secondary Contact

First name	M.I.	Last name	Title
Susie		**Martinez**	**Grant Writer**
Telephone #	Email address		FAX #
(956) 793-8303	**eri4100@hotmail.com**		**(866) 600-0374**

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
Stetson		**Roane**	**Superintendent**
Telephone #	Email address		FAX #
(956) 689-8176 ext. 4100	**sroane@raymondvilleisd.org**		**(956) 689-0201**

Signature (blue ink preferred) — Date signed: **01/25/2018**

Only the legally responsible party may sign this application.

701-18-103-109

Schedule #1—General Information	
County-district number or vendor ID: **245-903**	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)	See Important Note For Competitive Grants*	☐
9	Supplies and Materials (6300)		☐
10	Other Operating Costs (6400)		☐
11	Capital Outlay (6600)		☐
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	☒	☐

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6200 on Schedule #6—Program Budget Summary, then Schedule #8—Professional and Contracted Services (6200) is required. If it is either blank or missing from the application, **the application will be disqualified**.

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: **245-903**	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**
1	LEA Technology Plan Template	If an LEA does not have a 2016–2017 Technology Plan on file with TEA, it must show evidence of a current local technology plan on participating campuses by completing the LEA Technology Plan Template.

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: **245-903**	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 Grant funds is the property of the LEA.
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 a 2016–2017 LEA technology plan on file with TEA, or that it will show evidence of a current local technology plan on participating campuses by completing the Required Program-Related Attachment outlined on page 18 of the Program Guidelines.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into the LEA's technology plan.
12.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data

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Schedule #4—Request for Amendment	
County-district number or vendor ID: **245-903**	Amendment # (for amendments only):
Part 1: Submitting an Amendment	

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

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

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

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

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

Part 2: When an Amendment Is Required

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

Part 3: Revised Budget

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

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Schedule #4—Request for Amendment (cont.)			
County-district number or vendor ID: **245-903**			Amendment # (for amendments only):
Part 4: Amendment Justification			
Line #	**Schedule # Being Amended**	**Description of Change**	**Reason for Change**
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: **245-903**	Amendment # (for amendments only):

List the campuses that will be served with these funds. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Raymondville High School was selected to be served with funds obtained through the Technology Lending Grant (TLG).

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.

Raymondville ISD does not currently have an existing technology lending program at Raymondville High School. Since many of the district's students live in poverty and have been classified as economically disadvantaged, the funding that is currently allocated is not sufficient. The district currently is not able to fulfill a 1:1 student to technology ratio, and fails to provide technology to the poverty-stricken children off campus. Therefore, funding provided through the Technology Lending Grant (TLG) is essential to provide personal learning devices and Internet access to students who would not otherwise have access to digital instructional materials both on or off campus. The district has identified specific goals within the Texas Long-Range Plan for Technology (LRPT) and the Campus Improvement Plan that relate directly to the goals of the TLG. In addition, the district completed the attached Technology Plan Template, which assists the district in determining the school's technology readiness. This includes ensuring students have access to relevant technologies, tools, resources, and services for personalized learning.

Development of budget: ***The costs reflected in the budget are appropriate for the results expected (7 pts).*** To develop the proposed 16-month budget, the district outlined activities, goals, and milestones that would ensure the campus is prepared to support the TLG Program. First, the district researched the cost of the equipment, insurance, and protective carrying cases. Then, the district determined how many students would be participating in the program and identified how many would require Internet access, as well. This provided the district with an accurate understanding of the amount of grant funds that would need to be requested in order to ensure the budget was appropriate for the expected results.

How the demographics of your campus or district relate to the defined goals and purposes of the grant: ***The proposed program is appropriate to and will successfully address the needs of the target population or other identified needs (8 pts).*** Based on the needs assessment that was conducted, it was determined that Raymondville High School has **86.2%** of its students that are Economically Disadvantaged, which is an astounding 27.2% higher than the State's average of 59.0%. Therefore, based on the current economic hardship seen within the targeted area, it comes as no surprise that many of the students are unable to obtain the technology necessary to receive equitable access of digital instructional materials off campus.

Additionally, the recent budget cuts at the district-level have also prevented the campus from providing these Economically Disadvantaged students with the digital tools and resources anytime, anywhere. If awarded, the district plans to leverage grant funds to impact the following areas that are in line with the goals and purpose of the grant:

1.) Purchase equipment for students with the greatest needs for access to digital resources off campus;
2.) Increase Internet access to students during after-school hours. Internet is needed in order for students to be able to access the district's online resources, as well as, the resources that are available through other online avenues such as the local public library;
3.) Provide access to online academic work, testing scores, and attendance to the families of students and do not have access technology equipment at home; and,
4.) Provide targeted students access to the district's online resources and curriculum that are available or assigned by teachers. Online resources and curriculum information are not utilized to its maximum capability since a number of students do not have the technology required to access these resources at home.

Who designs your needs assessment process and when and how the process needs to be updated or changed: The initial needs assessment process was designed and reviewed by the district and campus administrators, to include the Principal and other district and campus personnel. If awarded, the campus' administrators will be responsible for determining the effectiveness of the assessment produced and for ensuring the results clearly identify the gaps and weaknesses of the campus. These individuals will meet on a quarterly basis, to assess and review the strategies and activities being conducted. If areas of weakness are identified on an on-going basis, the campus' administrators will review the processes and modify them as needed to include the unaddressed areas or needs. Any changes will be presented to the School Board Members and TEA for approval.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: **245-903**	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.

The management plan you have developed for the grant program, describe how you will ensure that the program receives consistent, high-quality management: To ensure the program receives consistent, high-quality management, the Superintendent, will be the individual that will obligate the district to the grant activities according to state/federal regulations. He holds a Master's in Education and a Texas Superintendent Certificate. He will ensure that previously allocated state and local funds are not diverted from the campus because of its acquisition of TLG funding. If awarded, the activities and services provided by this grant will be supplemental to existing federal/state/local service activities. A Program Director will be designated to the TLG who will possess the experience, skills, and competency necessary to ensure the program remains within budget, on schedule, and within scope. In addition, the participating campus' Media Specialist (Librarian) will assist the Program Director since all devices will be housed and issued out at the campus library.

The methods by which you will evaluate the program, including the means you will use to measure progress in defined program areas: ***The objectives, strategies, activities, and desired results of the program are clearly specified and are measurable (4 pts).*** In order for the district to be able to monitor the attainment of district goals, strategies, and objectives, the district will ensure that various processes and procedures to evaluate the program are in place that are clearly specified and measurable. This will include conducting surveys that will provide feedback on the program. Classroom observations will also be conducted on a regular basis in order to provide Principals and grant officials the opportunity to determine whether the technology is having a positive impact on the teachers' ability to engage students and increase productivity. Additionally, the district will review student achievement results and attendance data to determine whether the district has shown an increase in student/parent/teacher participation. Finally, signed Technology Lending Agreements and Internet Agreements, Inventory Logs, and Maintenance Logs will be reviewed in order to determine if students are utilizing the available resources off campus, as is the intent of the program.

How your application completely and accurately answers all statutory requirements and TEA requirements: ***Application is organized and completed according to instructions (5 pts).*** Prior to the submission of the TLG, the district's administrators met and reviewed the completed application to ensure that all statutory and TEA requirements were answered completely and accurately within their assigned schedules. In addition, as per Section 22.0834 of the TEC, the first statutory requirement necessitates that any person offered employment by any entity that contracts with TEA or receives grant funds administered by TEA is subject to the fingerprinting requirement. Raymondville ISD has established policies and procedures in place that ensures that this statutory requirement is met. District stakeholders had the opportunity to provide feedback and address any areas of concern. Their responses were reviewed and addressed prior to the submission of the grant application.

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

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Schedule #6—Program Budget Summary					
County-district number or vendor ID: **245-903**				Amendment # (for amendments only):	
Program authority: General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85th Texas Legislature; Texas Education Code Section, 32.301					
Grant period: May 1, 2018, to August 31, 2019			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	$4,500	$2,188	$6,688
Schedule #9	Supplies and Materials (6300)	6300	$40,500		$40,500
Schedule #10	Other Operating Costs (6400)	6400			
Schedule #11	Capital Outlay (6600)	6600			
		Total direct costs:	$45,000	$2,188	$47,188
		5.624% indirect costs (see note):	N/A	$2,812	$2,812
Grand total of budgeted costs (add all entries in each column):			**$45,000**	**$5,000**	**$50,000**

Administrative Cost Calculation	
Enter the total grant amount requested:	$50,000
Percentage limit on administrative costs established for the program (15%):	× .15
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$7,500

Expenditures and activities are supplemental to and do not supplant or duplicate services currently provided (3 pts). The proposed program will be utilized to supplement not supplant any federal, state, and local funds. Currently, Raymondville High School does not have a Technology Lending Program, but funds, including Instructional Materials Allotment (IMA), are not enough to provide economically disadvantaged students with equitable access to digital content off campus.

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.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: **245-903**		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.		
Professional and Contracted Services		
#	**Description of Service and Purpose**	**Grant Amount Budgeted**
1	**Wireless Internet Service** - Will provide Wifi hot spots for students to utilize electronic devices after-school.	$4,500
2	**Technical Assistance Provider (Administrative Costs)** - Will provide technical assistance for the duration of the grant to include: assisting with the grant implementation, vendor selection process, and required interim/final progress reports associated with the grant.	$2,188
3		$
4		$
5		$
6		$
7		$
8		$
9		$
10		$
11		$
12		$
13		$
14		$
	a. Subtotal of professional and contracted services:	$6,688
	b. Remaining 6200—Professional and contracted services that do not require specific approval:	$0
	(Sum of lines a and b) Grand total	**$6,688**

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)		
County-district number or vendor ID: **245-903**		Amendment # (for amendments only):
Supplies and Materials Requiring Specific Approval		
		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	$40,500
	Grand total:	**$40,500**

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)		
County-district number or vendor ID: **245-903**	Amendment # (for amendments only):	
Expense Item Description		**Grant Amount Budgeted**
6400	Operating costs that do not require specific approval:	$0
	Grand total:	**$0**

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #11—Capital Outlay (6600)				
County-district number or vendor ID: **245-903**			Amendment # (for amendments only):	
#	**Description and Purpose**	**Quantity**	**Unit Cost**	**Grant Amount Budgeted**
66XX—Computing Devices, capitalized				
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
66XX—Software, capitalized				
11				
12				
13				
14				
15				
16				
17				
66XX—Equipment, furniture, or vehicles				
18				
19				
20				
21				
22				
23				
24				
25				
26				
27				
			Grand total:	**$0**

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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

County-district number or vendor ID: **245-903** | Amendment # (for amendments only):

Part 1: Student Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment 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. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically Disadvantaged*	439	86.2%	Raymondville High School's Economically Disadvantaged population is 27.2% higher than the State's average of 59.0%. Parents'/guardians' lack of finances limits their ability to provide their child(ren) the technology needed to access digital instructional materials for learning off campus.
Limited English Proficient (LEP)*	17	3.3%	Raymondville High School's Limited English Proficient (LEP) population is 15.6% lower than the State's average of 18.9%. The students' limited understanding of the English language serves as an obstacle towards their academic achievement.
Disciplinary Placements*	22	3.9%	Raymondville High School's Disciplinary Placements population is 2.5% higher than the State's average of 1.4%. Students that are placed in an alternative education program due to disciplinary issues often fall further behind in their classwork, which is realized on their academic reports.
Attendance Rate*	NA	92.1%	Raymondville High School's Attendance Rate is 3.7% lower than the State's average of 95.8% and has much room for improvement. Students that have a high amount of absences tend to fall behind in their classwork and repeat grade levels.
Annual Dropout Rate (Gr 9-12)*	NA	0.7%	According to American FactFinder, the city of Raymondville has 46.5% of the population that is less than a high school graduate. Through the lending program, the district hopes to help students graduate from high school by providing a lending device for additional educational activities. This will, in turn, help to decrease the Annual Dropout Rate.

*Information based on the 2016-2017 Texas Academic Performance Report.

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: ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

Students

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
0	0	0	0	0	0	0	0	0	0	160	134	131	104	529

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Schedule #13—Needs Assessment

County-district number or vendor ID: **245-903** | 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 outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Needs assessment process: ***Details of the needs assessment methodology are provided, and the magnitude or severity of the problem to be addressed by the proposed program is significant (10 pts).*** In preparation for the submission of the 2018–2019 Technology Lending Grant (TLG), the district analyzed the needs of each campus. Campus data was evaluated utilizing information garnered from sources including the 2016–2017 Texas Academic Performance Report (TAPR) Campus Report data from the Public Education Information Management System (PEIMS).

The district needed to determine the number of students who would require access to the technology and the Internet off campus prior to the submission of the grant. Therefore, to get an accurate number of the students in need, Raymondville ISD took into consideration the current availability of lending technology, and then compared it to the number of students per campus and in each grade level who were classified as Economically Disadvantaged.

This data was used to create a profile of how many students do not have access to technology and Internet off campus. These reports indicated the following gaps:

CAMPUSES MOST IN NEED OF TECHNOLOGY EQUIPMENT

Name of Campus	Campus Enrollment	Economically Disadvantaged	Lending Units Available	Student-to-Lending Technology Ratio	Additional Funds Available
Raymondville High School	529	439	0	1:0	$22,000 Local and Title I Funds

How needs are prioritized: ***As the result of a robust assessment effort, specific needs have been identified and strategies to address those needs have been described (10 pts).*** The district also conducted a needs assessment of the community. Data obtained from the U.S. Census Bureau's American FactFinder indicated that Raymondville, Texas has a total population of 11,284 of which **40.7%** live in poverty (State: 16.7%) and **16.9%** are unemployed (State: 4.1%). The results of the community assessment are a clear indication of the limited financial resources that are available in most families to furnish their child(ren) with the needed access to digital instructional content.

Name of the campus to be served and why selected: Once the district reviewed the collected data, Raymondville High School was prioritized since it was most in need of the lending resources. The following formula was utilized to determine need for each campus:

- Campus Enrollment – Number of Non-Economically Disadvantaged Students = **Number of Students in Need**;
- Lending Units Available + Number of Devices that Can be Purchased with Current Available Funds (i.e. Title I Funding, Local Funds, etc.) = **Number of Available Devices**; and
- **Number of Students in Need – Number of Available Devices** = Number of Devices that Require TLG Funding.

Based on this formula, it was identified that Raymondville High School is in need of 439 portable devices for after-school, online educational opportunities. However, due to the limited funds of the grant only 54 lending devices have been budgeted. The district will utilize a minimum of $22,000 in local and Title I, Part A funds as a match to purchase additional devices, as well as, operating software, carrying cases, and insurance.

Through the purchase of this equipment, Raymondville ISD hopes to address the needs of today's students by engaging them in meaningful learning that will be supported by digital materials and robust connectivity; thus, ensuring students have access to relevant technologies, tools, resources, and services for personalized learning.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: **245-903** | 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.

The program activities relate directly to the program goals, local objectives, and strategies, as well as to the program description and project requirements (4 pts).

#	Identified Need	How Implemented Grant Program Would Address
1.	The district lacks the technology equipment required to provide Economically Disadvantaged students access to digital instructional materials and Response to Intervention (RtI) software off campus. Furthermore, the district does not have the means to purchase the technology and additional RtI licenses that can be utilized once the student leaves the campus. Addressing this need is critical to meeting the Texas Long-Range Plan for Technology (LRPT) recommendation that learners have access to relevant technologies, tools, resources, and services for personalized learning off campus.	The district will utilize funds to purchase RtI pre-loaded portable devices at Raymondville High School. These devices will be available for students to check out and be utilized to access digital instructional materials off campus in order to conduct research and complete classwork and homework.
2.	Students lack access to Internet off campus. Internet is needed in order for students to be able to obtain the district's online resources, as well as, the resources that are available through other online avenues such as the local public library.	The district will utilize funds to provide students at Raymondville High School with Internet access. WiFi hotspot devices will be purchased and available for students to checkout and utilize after-school hours to access digital instructional materials, conduct research, and complete homework assignments.
3.	Raymondville High School has 86.2% (439) Economically Disadvantaged students enrolled.	Students whose families may not have the resources to purchase the necessary equipment and WiFi hotspot devices will now be provided with loaner equipment to utilize the online library and software to complete class assignments and extra-credit work.
4.	Unfortunately, students identified as Economically Disadvantaged (ED) usually derive from families who are not financially stable and don't have the funds to access. Moreover, most Economically Disadvantaged (ED) parents/guardians do not have the time/transportation available to personally meet with teachers to discuss student's progress and address their deficiencies.	By providing technology equipment and WiFi hotspot devices, the campus will allow access to the district's online resources and provide parents/guardians access to the district's Parent Portal. This will allow parents/guardians to view student's grades, attendance, and report cards. In addition, parents/guardians will be able to view and reply to teachers' comments and concerns on a regular basis. This will increase the communication that occurs between the teacher and the parents/guardians; thus, increasing student academic achievement.
5.	Teachers are unable to make full use of all the district's online resources and curriculum that are available for student use, including the online RtI software programs that are available to struggling students. This is due to the number of students and parents/guardians that do not have the technology required to access these resources at home.	With the increase in the number of students and parents/guardians that will be able to access the district resources at home, teachers will be able to make use of the district's technology and online resources, which includes: • Online access to class assignments; • Extra-credit assignments; • Remediation and tutorial software; • Provide parents/guardians with access to the Parent Portal to increase communication; and • Create protocols for tracking students' progress.

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Schedule #14—Management Plan

County-district number or vendor ID: **245-903** | 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.

Qualifications, experience, and certifications of program personnel and external consultants are of sufficient quality and depth to ensure successful implementation (5 pts).

#	Title	Desired Qualifications, Experience, Certifications
1.	**Superintendent**	The Superintendent holds a Master's in Education and a State of Texas Superintendent Certificate. He has 17 years of experience, with 5 as a Superintendent, ensuring that previously allocated funds are not diverted from the campus because of the acquisition of other funding.
2.	**Program Director / Special Programs Director**	The Program Director holds a Master's Degree in Education with State of Texas superintendent Certificate. He has 7 years of grant administration experience and skills, needed to ensure the program remains within budget and on schedule.
3.	**Principal**	The Principal holds a minimum of a Master's in Education. He has the administration experience, supervisory skills, and educational competency necessary to ensure the program remains within budget, on schedule, and within scope.
4.	**Media Specialist**	The Media Specialist holds a Master's in Education in Library Science. In addition, the Media Specialist has the experience to distribute/collect/inventory equipment according to policy.

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.

The methods of evaluation include the use of objective performance measures and indicators of program accomplishment that are clearly related to the intended results of the project and will produce quantitative and qualitative data to the extent possible (3 pts).

#	Objective		Milestone	Begin Activity	End Activity
1.	Provide appropriately configured personal devices off campus	1.	Request quotes from the Technology Consultant(s).	05/01/2018	07/01/2018
		2.	Select consultant based on district policy.	06/15/2018	07/15/2018
		3.	Purchase technology devices.	07/01/2018	08/01/2018
		4.	Install digital instructional materials and programs.	07/15/2018	08/31/2018
		5.	Place Internet blocks to limit access to inappropriate content.	07/15/2018	08/31/2018
2.	Ensure targeted students have access to digital instructional materials off campus	1.	Identify students lacking access to technology off campus.	05/01/2018	10/31/2018
		2.	Inform parents/guardians of the availability of devices.	08/15/2018	08/31/2019
		3.	Have the Technology Lending Agreement signed by a parent/guardian.	08/15/2018	02/28/2019
		4.	Have a parent/guardian and student attend a mandatory meeting to review the proper care and use of the technology.	08/15/2018	02/28/2019
		5.	Issue portable devices to the campus' Media Specialist.	08/15/2018	02/28/2019
3.	Ensure targeted students have Internet access off campus	1.	Identify students who do not have Internet access at home.	08/15/2018	02/28/2019
		2.	Have the Internet Agreement signed by a parent/guardian.	08/15/2018	02/28/2019
		3.	Issue WiFi hotspot devices to the campus' Media Specialist.	08/15/2018	02/28/2019
4.	Ensure all technology is regularly maintained to guarantee efficiency and use by students	1.	Create a schedule for regular maintenance checks on all equipment utilized by students.	05/01/2018	08/31/2019
		2.	Document any inappropriate use of technology and submit to the Program Director for review.	05/01/2018	08/31/2019
5.	Provide resources in order to share lessons, monitor progress, and improve communication	1.	Meet with the Technology Director to discuss ideas for classroom websites.	05/01/2018	08/31/2019
		2.	Provide parents/guardians with log-in access to enable them to communicate with teachers and view student's progress.	05/01/2018	08/31/2019

Unless pre-award costs are specifically approved by TEA, 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: **245-903** | Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process & procedures your organization currently 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.

Process and procedures in place for monitoring the attainment of goals and objectives: ***The management plan is designed to achieve the objectives of the program on time and within budget, with appropriate timelines and milestones for accomplishing project tasks (5 pts).*** The management plan is designed to achieve the objectives of the program on time and within budget. It will be the responsibility of the Program Director to monitor the implementation of this TLG on an on-going basis in order to ensure the successful attainment of goals and objectives. The Program Director will track each milestone according to the proposed timeline to ensure the district is on target and will create a report that identifies the status of each milestone, outstanding practices, and possible challenges. Each challenge will include recommended strategies. This report will be reviewed by the participating Principal and the Special Programs Director.

Plan for attaining goals and objectives is adjusted when necessary: ***The procedures ensure feedback and continuous improvement in the operation of the program through ongoing monitoring and adjustments as needed (3 pts)*** To ensure feedback and continuous improvement, the Program Director will meet regularly with campus' staff to collect feedback pertaining to the proper distribution of equipment and installment of software. It is of high priority for the district to meet the needs of the students and ensure all funds are utilized to their maximum potential. Thus, teachers' feedback will be essential in monitoring the program's effects on students. The TLG stakeholders will review the information from the targeted campus to determine whether adjustments to the program are needed.

Changes are communicated to administrative staff, teachers, students, parents, and community members: ***The level of involvement and commitment to the program of all participants is sufficient to ensure the successful implementation of the program goals, objectives, and activities (4 pts).*** Adjustments made to the TLG will be communicated to the participating campus via email and scheduled meetings. Email correspondence will be sent to all campus staff, parents/guardians, and students. In addition, students will be provided a notice in English and Spanish to take home to their parents/guardians detailing any adjustments made to the program.

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.

On-going efforts similar or related to the project: ***Will be coordinated with similar/related efforts using existing resources/facilities and other appropriate resources to maximize the effectiveness of grant funds (3 pts).*** The district and campus will coordinate multiple federal and state programs, as well as, similar or related efforts, existing resources, and facilities to better serve the needs of their teachers and students. Currently, the district does not have a technology lending program. Raymondville High School has insufficient resources to provide students who need dedicated access to a device. Therefore, the funds available through the TLG are greatly needed to implement a program that will allow students access to technology and digital content and ultimately, help decrease the student-to-technology loaner to 1:1.

Efforts coordinated to maximize effectiveness of grant funds: ***The budget adequately supports the activities outlined in the grant (10 pts).*** The district has aligned the budget to coordinate with current resources such as software, personnel, materials, and facilities to maximize resources in order to maximize the effectiveness of the grant. A close relationship has been established between the district, technology vendors, and training institutions to provide quality service to the campus' teachers and students. Additionally, when creating the grant design all the grant requirements and activities were taken into consideration. All expenses on the budget adequately support the activities in the grant proposal and are reasonable and necessary in order to fulfill the proposed program. **Ensure all participants remain committed**: The level of involvement and commitment of all participants ensures successful implementation of the program goals, objectives, and activities. The following actions have been developed to ensure the participating campus stays commited to the program's success: **Professional Development** - Will be provided to teachers on the use of electronic instructional materials within the first four months of the grant period (May 1, 2018 – August 31, 2018) for the preparation of grant implementation. Additionally, development will be ofered throughout the grant period; and **Open-Door Policy** – Regular meetings wil be held to encourage staff, parents/guardians, and students to voice concerns.

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Schedule #15—Project Evaluation

County-district number or vendor ID: **245-903** | Amendment # (for amendments only):

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

The methods of evaluation provide for examining the effectiveness of program strategies (2 pts).

#	Evaluation Method		Associated Indicator of Accomplishment
1.	**Signed Technology Lending /Internet Agreement**	1.	Number/percent of students who checked out a device as by grade-level.
		2.	Number/percent of Economically Disadvantaged (ED) students participating.
		3.	Number/percent of ED students who were provided Internet access.
2.	**Inventory Log**	1.	How soon each participating student is issued their portable device.
		2.	How long a student stays in possession of the portable device.
		3.	Number of devices lost or damaged.
3.	**Teachers Coursework Assignment Logs**	1.	Number and names of courses using digital instructional materials as part of the TLG.
		2.	Titles of digital instructional materials used as part of the TLG.
		3.	Number of online courses taken by participating students as part of the TLG.
4.	**Maintenance Log**	1.	Number of devices submitted for service.
		2.	Number of devices configured to provide students access, to curriculum at home.
		3.	Number of times each device is inspected for any damage and viruses.
5.	**Report Cards/Gradebooks/ Attendance Records**	1.	Number/percent of participants who demonstrate proficiency in TEKS at the end of the grant.
		2.	Number/percent of participants who showed an increase in attendance during the 2018–2019 school year.
		3.	Number/percent of participants who showed an increase in academic achievement during the 2018–2019 school year.

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.

Processes for collecting data included in the evaluation design: ***The evaluation design includes processes for collecting data, including program-level data and student-level academic data (3 pts).*** The district will evaluate the program and ensure it is on target to meet its proposed outcomes. Methods of evaluation will include objective performance measures and indicators of accomplishment that relate to the results of the program and produce quantitative and qualitative data. The district will use performance measures of program accomplishment that are related to the intended results of the program. The following table illustrates the data collected by the Program Director:

DATA COLLECTION PROCESSES	
Program-Level Data	Data to be collected will include: Number of participants served; Number of students who were provided Internet access; Grade-level of students requesting the device; Length of time the device was utilized; Instructional materials and/or program utilized; Number of devices submitted for service; and Names of courses using digital instructional materials.
Student-Level Academic Data	Data to be collected will include: Number of participants who demonstrate proficiency in TEKS; Number of participants who showed an increase in attendance; Number of participants who showed an increase in academic achievement; and Number of online courses taken by students.

Identification and corrections of problems with project delivery: ***The formative evaluation processes outlined in the application provide for the identification and correction of problems throughout the grant (2 pts).*** The evaluation processes outlined in the application provides for the identification and correction of problems. The district and campus administrators will be provided a quarterly progress report, which will be prepared by the Program Director. The reports will help them to determine the status of the following: Degree of planning, implementation, and evaluation of the program; Number and percent of students benefiting; Level of the curriculum and instruction that is utilized; Strengths and weaknesses of the program; Recommendations for modifying or improving the program as a result of evaluation activities; and the level of compliance. This formative process will provide the opportunity to identify and correct problems on a timely fashion throughout the grant cycle.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: **245-903** | Amendment # (for amendments only):

Statutory Requirement 1: Applicant must describe the availability of existing equipment to students in the LEA and other funding available for the purchase of student technology devices. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Availability of existing equipment to students: ***Strategies and activities are of sufficient quality and scope to ensure equitable access and participation among all eligible program participants (5 pts).*** To ensure equitable access and participation among all eligible program participants, the district will coordinate with similar or related efforts using existing resources and facilities. Although the district does have technology available during the regular academic hours, these devices are not available for student lending. However, if awarded, the district plans on utilizing local funds and resources to purchase additional technology to help reach the 1:1 student-to-technology ratio.

Device	Purpose	Campus	Number of Students
113 Computers, 210 Laptops, and 110 Tablets	The devices are utilized during the regular instructional day; therefore, they are not available for student lending.	Raymondville High School	529

Other funding available for the purchase of student technology devices: ***Applicant has not previously received funding from ANY Technology Lending Grant from (10 pts).*** Raymondville ISD was not a recipient of the 2012-2013 or the 2014-2016 Technology Lending Program grants.

The district has been previously limited on the amount of funds that can be allocated to purchase additional student technology devices. For the 2017-2018 school year, the participating campus did not receive any state or federal funding for loaner devices or other equipment and does not have the sufficient funds budgeted for this need. Moreover, the district has every intention of reducing the elevated student-to-technology ratio (1:0) and will utilize TLG funding to do so, if awarded. It is the intention of Raymondville ISD to purchase additional technology as stated above.

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: **245-903**	Amendment # (for amendments only):

TEA Program Requirement 1: Describe how the technology lending program aligns with the existing mission and goals for the LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

How the technology lending program aligns with existing mission and goals: The Mission Statement of Raymondville ISD is "to educate all students to become college and career ready through learning opportunities that promote creativity, critical thinking, and self-directed learning." This mission clearly aligns with the purpose of the TLG. In addition, the district staff completed the attached Technology Plan Template and Campus Improvement Plan in order to ensure that the goals and objectives of the TLG aligned with the existing goals of the district. The table below illustrates the alignment between the TLG and the district's goals:

Technology Lending Grant Goals	District Goals
Ensure students have dedicated access to a personal technology device through a check-out program.	Improvement Goals: • Raymondville ISD will provide technology such as laptop/tablets for students to access on an as needed basis. • Raymondville ISD will upgrade/purchase technology systems and software to enhance instruction, including: Internet services; and Allocation of funding to campuses for specific campus technology needs. • Improved digital information infrastructure. Technology Plan Template: • Provide for the delivery of online library/research resources so that these resources will be available at home for all students.
Ensure students have Internet access off campus.	Improvement Goal: • Raymondville ISD will ensure that students have access to Internet for extended interactive lessons/homework opportunities at home.

Strategies and activities are of sufficient quality and depth to ensure accomplishment of the goals and objectives of the program according to the relevant statute (5 pts). Raymondville ISD has developed a program that will help to ensure that Economically Disadvantaged students have access to digital instructional materials. Strategies and activities were planned that are of sufficient quality and depth to ensure the accomplishment of the goals and objectives of the program. Strategies and activities will include:

- Ensuring all parents/guardians and students are aware of the availability of technology devices and WiFi hotspot devices;
- Hosting meetings for parents/guardians and students to attend that will provide them with information on the proper care and use of the technology;
- Providing interested parents/guardians and students a Technology Lending and/or Internet Agreement to sign in a timely manner;
- Ensuring that digital instructional materials are easy for students to locate and access;
- Providing parents/guardians with step-by-step information on how to monitor their child(rens) attendance and gradebook;
- Having the Technology Director meet with teachers to discuss creating classroom websites; and
- Creating a schedule for regular maintenance checks on all equipment utilized by students.

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

County-district number or vendor ID: **245-903**	Amendment # (for amendments only):

TEA Program Requirement 2: Describe a plan for providing internet access to student residences, residential centers, and/or on the buses that transport students (for whom a single ride lasts, on average, at least an hour) with the highest need for off-campus internet access. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Plan for providing off-campus internet access for students with the highest need: Students and parents/guardians that are classified as Economically Disadvantaged will be notified of the availability of the lending equipment and laptops. Parents and guardians that wish for their child(ren) to have access to a laptop will need to complete an Internet Agreement. In addition, the student and parent/guardian will be required to attend a mandatory meeting to review the proper care and use of the laptops.

Since students may not require Internet access every day, the district has chosen to allow students to check out the laptops from the participating campus in the same manner that they would check out a book. Once the student and parent/guardian has met the aforementioned stipulations, the campus library will be provided with a copy of the signed agreements. When a student requires a device, he/she will report to the participating campus' library and check out the required device. The student will be able to keep the laptops for three (3) days.

If the student requires the device for additional days, he/she can check and see if the device is still available to be checked out again. If the device has not been reserved by another student, the student can check it out for an additional 3 days. In case the device has been reserved, the student can add his/her name to the Technology Reservation Log. Once a device becomes available, he/she will be notified so that he/she can report to the library and pick it up.

Since the laptops will be utilized by multiple students throughout the year, the district determined that the best use of funds would be to provide temporary home Internet access to the participating student through the implementation of a WiFi hotspot connection. The mobility of this device will allow the student to access the Internet at any location and not just at home. Therefore, the student will be able to utilize the device to work on class assignments anywhere. This includes: School buses when traveling to and from campus; friend's house if working together on assignments; and more. This Internet availability is vital to the success of the program due to the fact many students do not go straight home after-school.

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

County-district number or vendor ID: **245-903** | Amendment # (for amendments only):

TEA Program Requirement 3: 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.

Lending program aligns with current curriculum, instruction, and classroom management practices in its participating campus: In reviewing the purpose of the TLG, the district was able to ensure that the program would align with current curriculum, instruction, and classroom management policies and/or practices on its participating campus. The district has made significant efforts to integrate technology into the students' daily coursework. Therefore, the added resources that will be afforded through the purchase of the personal devices and WiFi hotspot devices will help to ensure that all students have equitable access to digital instructional content off campus. The online supplemental materials that students will have access to for studying, writing, or researching will serve to keep students focused on learning. This will foster a holistic-learning approach that the campus encourages in its classrooms.

Curriculum: The participating campus create classroom lesson plans to include online curriculum such as: Odysseyware, Schmoop, Follett Mackenvia, and Digital Textbooks. These lessons are currently made available online for students to complete and review at home. With the ability to receive Internet access, students will be able to access the lesson, conduct research, earn credits, complete homework, or review for tests and quizzes at their own pace.

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

Classroom management practices: The district and campus administration provide teachers with trainings and practices on how to best manage their classrooms. The top 10 rules that are implemented include the following: 1) Every student is engaged in the curriculum; 2) Classroom procedures create consistency; 3) Check for understanding; 4) Create a safe classroom environment using respect; 5) Use classroom consequences to correct wrong student behavior; 6) Use the tone of your voice and body language to communicate; 7) Academically challenge every student; 8) Easily get your students' attention; 9) Use a classroom seating chart; and 10) Increase participation by using collaboration.

TEA Program Requirement 4: Describe how the applicant is using digital 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.

Use of digital instructional materials in one or more foundation curriculum subject area: The district has a broad array of electronic instructional materials that are available for use for education use. This includes:

- **Electronic Classroom Lessons** – By providing access to the lesson plans online, students have the ability to go back and review any lesson that they did not fully understand. In addition, since many times students do not want to be singled out by asking questions, students have the ability to research the information that was provided in the privacy of their own home; thus, ensuring they fully understand each day's lesson;
- **Remedial Software** – The remediation software that is available for students is designed to assess each individual student in order to identify their area of weaknesses. This allows each student to have a customized lesson plan that will quickly bring students up to speed with the other students in their classes; and
- **E-library** – The e-library will provide students with access to 100s of books anytime they may need it. Students no longer need to wait for a title to be available, instead they just need to log on to the district's online library and access the titles that they require.

One or more grade level: The chart below provides a breakdown of the grade level, subject areas (includes one or more foundation curriculum subject areas), and digital content to be utilized at the campus:

Raymondville High School	
Grade	9th – 12th
Subject	Math, Social Studies, Reading, Science, and Language Arts
Digital Content	Odysseyware, Schmoop, Follett Mackenvia, and Digital Textbooks

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

County-district number or vendor ID: **245-903** | Amendment # (for amendments only):

TEA Program Requirement 5: Describe how the infrastructure and technical support is adequate to support students' anticipated use of devices 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.

Infrastructure to support students' anticipated use of devices: The district is confident that the participating campus has the adequate infrastructure to ensure it is able to support the additional devices. The district's infrastructure for technology focuses on hardware, software, and human infrastructure (the capabilities or proficiencies of those who use the technical components). The infrastructure of the campus will be the critical element in supporting the TLG.

Hardware Infrastructure – The campus has the hardware infrastructure available to support the added technology. This includes document cameras, projectors, storage/charging carts, and more. Additionally, the campus has the network capability required to support the added devices that participating students may utilize prior to and once returning to the campus. The hardware infrastructure provides the foundation for software applications, computer programs such as graphics or spreadsheets, and the TEKS content.

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

Human Infrastructure – Human capital is the most significant resource available to a district in its quest to integrate technology into the students' academics. As such, the district has invested funds and resources to build their human capital. Both teachers and administrators have been provided with numerous professional development training, peripheral devices (i.e. document cameras, electronic panels, clickers, etc.), and programs, which are geared to enhance their ability to utilize technology in their daily lesson plans. In addition, teachers have been provided with the knowledge and skills to assist students with their use of technology.

Technical support is adequate to support students' anticipated use of devices: The staff at the participating campus is well versed in the use of all types of technological devices. Each teacher has the knowledge and experience to assist students in troubleshooting their devices and answering any questions that may arise. All teachers have mastered the State Board for Educator Certification (SBEC) Technology Applications standards, as mandated for all beginning teachers. This includes:

- Standard I - All teachers use technology-related terms, concepts, data input strategies, and ethical practices to make informed decisions about current technologies and their applications;
- Standard II - All teachers identify task requirements, apply search strategies, and use current technology to efficiently acquire, analyze, and evaluate a variety of electronic information;
- Standard III - All teachers use task-appropriate tools to synthesize knowledge, create and modify solutions, and evaluate results in a way that supports the work of individuals and groups in problem-solving situations;
- Standard IV - All teachers communicate information in different formats and for diverse audiences; and
- Standard V - All teachers know how to plan, organize, deliver, and evaluate instruction that incorporates the effective use of current technology for teaching and integrating the TEKS into the curriculum.

In addition, each teacher has been provided with professional development training on the digital content that will be utilized by the students. The Technology Director will provide technical support to all participating staff members. The Special Programs Director and the Technology Director's experience ensures that this individual has the capabilities to ensure the success of the program.

Moreover, the district employs two computer technicians that will be available to provide more advance technical support and maintenance of the equipment, plus the Technology Director will provide training and usage on the available district software and programs.

Through these measures, the district is confident that the participating campus has the required technical support to support the students' use of the additional devices.

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Schedule #17— Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: **245-903**	Amendment # (for amendments only):

TEA Program Requirement 6: Describe how the grant will be administered on participating campus, including a description of how the check-out and check-in process will operate, who will oversee the check-out process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Administration at the campus: ***The design of the proposed program reflects up-to-date knowledge from scientifically based research and effective practice (4 pts).*** In preparation for the submission of the TLG, the district researched various lending programs. Although the district was unable to find any published studies, past awardees of the Technology Lending Program grant were contacted. Based on their insight, the following plan is being proposed.

Check-out and check-in process: A notice will be sent to identified high need students' parents/guardians notifying them of the availability of the laptops to be checkout for three (3) days. Parents/guardians interested in allowing their child(ren) to check out a laptop will be required to complete a Technology Lending Agreement, which provides that the student and the parents/guardians agree not to misuse the equipment and agree to practice safe, responsible, legal, and ethical behavior while using digital tools and resources. Furthermore, parents/guardians will be required to attend a meeting with their child to review the guidelines and expectations regarding the use of technology. Once the parent has signed and returned the Technology Lending Agreement to the participating campus, the student will be allowed to check out a device on an as needed basis. When a participating student requires a device, he/she will need to report to the library and request a device. Once the Media Specialist has verified that a Technology Lending Agreement is on file for the student, a device will be issued to the student for use.

Oversee the check-out process: A Program Director will be assigned to administer the Technology Lending Grant (TLG) at the participating campus. This individual will ensure the district adheres to the requirements of the grant and remains in compliance with the Texas Education Agency. The Special Programs Director will act as the Program Director and the participating campus' Media Specialist to provide technological support and oversee all aspects of the development, implementation, and management of the program to include: Inventory of equipment; Installation of software and security blocks; Distribution and tracking of devices; and Routine maintenance.

Coordinate in case of competing need: Since the technology devices will be checked out by students for three (3) days at a time, on an as needed basis, the district anticipates that the added devices will be sufficient to meet most of the students' needs. In order to address any shortage of available equipment, a Technology Reservation Log will be utilized by students who wish to reserve a device once it is returned to the library. Once a device is available, the student will be contacted so that they can come by the library and checkout their device.

Maintenance of technology equipment: Once the devices are purchased and all required software and applications are uploaded, a system recovery drive will be created for each device. After a checked-out device is returned to the Media Specialist, a system recovery will be initiated which will delete all documents, search histories, passwords, and files; thus, ensuring the device is ready for the next student. The student will be provided access to a Property Maintenance Log in which to document any issues with the devices. Issues may include: Virus Detection, System Shutting Down, etc. The device will be provided to the Technology Director so that the issues can be addressed.

TEA Program Requirement 7: Describe how technology lending equipment will be accounted for per local policy, including providing insurance, if appropriate. Response is limited to space provided, front side only.

Technology equipment accounted per local policy: The district shall conduct an annual physical inventory of all laptops and WiFi hotspot devices. The results of the inventory shall be recorded in the district's files. Reimbursement and/or replacement shall be made for all instructional materials determined to be lost. *Texas Administrative Code: 19 TAC 66.107(a)* The student must return the issued device(s) to the Media Specialist at the designated time or when the student withdraws from school. Each student and his/her parent/guardian are responsible for any device(s) not returned in an acceptable condition. A student who fails to return the device(s) in acceptable condition shall forfeit the right to free instructional materials and technological equipment until the device(s) is/are paid for. If the device(s) is/are not returned in an acceptable condition and payment is not made, the district may withhold the student's records, but shall not prevent the student from graduating, participating in a graduation ceremony, or receiving a diploma. However, in accordance with Student Records (Policy FL) and Public Information Program Access to Public Information (Policy GBA), students have a right to copies of any and all district records that pertain to them. **Insurance:** In addition, the district will use grant funds to purchase a multi-year insurance policy that will cover equipment for up to three years. The multi-year insurance premium will be payable as a single invoice received during the grant period. This will extend the life expectancy of the devices for up to a minimum of three years; thus, allowing more students to benefit from the use of the devices.

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