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 -6 PM 3:02 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 #
Brownwood ISD	025902		
Vendor ID #	ESC Region #		
756000283	15		

Mailing address	City	State	ZIP Code
2707 Southside Drive	Brownwood	TX	76801

Primary Contact

First name	M.I.	Last name	Title
Elizabeth		Gilmore	Instructional Technology
Telephone #	Email address		FAX #
325-643-5644	elizabeth.gilmore@brownwoodisd.org		325-643-5640

Secondary Contact

First name	M.I.	Last name	Title
Liesa		Land	Deputy Superintendent
Telephone #	Email address		FAX #
325-643-5644	Liesa.land@brownwoodisd.org		325-643-5644

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
Joe		Young	Superintendent
Telephone #	Email address		FAX #
325-643-5644	Joe.young@brownwoodisd.org		325-643-5640

Signature (blue ink preferred) — Date signed: 2/5/18

Only the legally responsible party may sign this application.

701-18-103-236

Schedule #1—General Information	
County-district number or vendor ID: 025902	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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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 025902	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: 025902	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: 025902	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: 025902 | 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: 025902	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.

East Elementary School; Northwest Elementary School; Woodland Heights Elementary School; Coggin Intermediate School (Grades K-6th)

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.

Brownwood Independent School District (BISD) is applying for the Technology Lending Grant (TLG) to extend the limited lending program for students in grades kindergarten through six (K-6th) on four elementary campuses. These students need increased access to mobile devices outside the school day thus providing them with anytime/anywhere on-demand learning. During the 2016-17 school year BISD's Technology Advisory Committee (TAC) analyzed the impact technology lending has made at Brownwood Middle and High Schools (grades 7-12) by examining teacher surveys, holding focus groups with students and parents, and analyzing student achievement. Although many benefits have been documented, the single most important benefit is technology has allowed teachers to differentiate both in terms of how they teach and how the students are expected to demonstrate their learning. BISD teachers themselves report that over half of their time was spent lecturing to entire classes, and they were unable to adapt to students' readiness levels or learning styles. These teachers report they expected students to learn the material presented at whatever pace they determined or by the district curriculum. Teachers saw themselves as the one primary source of information in the room, along with resource materials such as out-of-date textbooks. With technology integration, teachers' assignments have become differentiated and individualized through the use of adaptive technology on a daily basis *(Speak Up Survey, 2016)*. Traditional assignments are now remade into meaningful projects, student writings are being published through blogs, experts are interviewed in the classrooms through Skype, students are doing online research, and writing assignments have increased more than 75% *(Technology Evaluation, 2016)*. **Development of Budget:** In the spring 2017, the Superintendent began soliciting feedback from stakeholders in the school district and the community regarding a School Improvement Plan. The Technology Advisory Committee (TAC) and the District Site-Based Decision Making committee (SBDM) composed of the Superintendent, Deputy Superintendent, representatives from the district-level, campuses, community members, business leaders and parents developed a comprehensive community and district needs assessment. Once the TLG grant was announced this group provided guidance and insight during the planning stages and the development of this grant application by its members serving on various committees and deciding which campuses were most in need. The budget committee, led by the District Technology Director, developed a comprehensive budget that provided for: mobile devices and wifi hotspots that will provide access to digital content for students through a lending program focusing on Economically Disadvantaged students in grades K-6th. Once this tentative budget was developed, it was presented to the entire TAC for input and approval. **Demographics of campuses related to the defined goals and purposes of the grant**: BISD is located in rural central Texas, 122 miles west of Waco and 165 miles southwest of Dallas, Texas. The four elementary campuses have a total student enrollment of **2,206. 69%** of the students on these four campuses are defined as Economically Disadvantaged. The majority of the students are White **(50%)** and Hispanic **(39%). 13.3%** of the population of Brownwood does not speak English at home and the per capita annual income is **$18,698**, as compared to **$27,828** for the State of Texas. The unemployment rate for this area is **6%** which is higher than the state at **4%.** Approximately, **30.8%** of the region's working age population do not have a high school diploma, and only **15.6%** of the labor force had a bachelor's degree or higher as compared to **34.2%** for Texas. Although these demographics look bleak, BISD has focused on the goals and purposes of the TLG by engaging students in meaningful learning supported by modern digital tools, relevant technologies, tools and resources for personalized learning 24/7. **66%** of students in grades 3-6 have passed all sections of the STAAR test (below the state average of 75%). ***Who Determines Needs Assessment Process:*** The Technology Advisory Committee (TAC) and the Site-Based Decision Making Committee composed of the Superintendent, Deputy Superintendent, representatives from the district-level, campuses, community members, business leaders and parents use needs assessment instruments, teacher, and parent and student feedback to determine technology integration needs in relation to the District's Strategic Goals and Objectives. Specifically, the results obtained from the *TAC's* survey and data are used: 1) to track and measure progress in meeting the district's strategic goals; 2) to plan the implementation of new programs or services needed to meet goals; 3) to increase the efficiency of existing programs and to adjust programs to meet current needs; 4) to obtain feedback from all key stakeholders regarding needs. **Management Plan:** The TAC recognizes that the effective administration and management of this program requires strong leadership skills,

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management experience, academic training and an understanding of disadvantaged communities. Given these essential characteristics, aptitudes and abilities, *the TLP district* administration will be provided by the TLG Project Director (20%) who is currently the Instructional Technologist at Brownwood ISD. This position provides the overall technology integration leadership for the prioritized campuses. To ensure that the program receives consistently high-quality management on a day-by-day basis, the oversight will be administered by the Technology Director. ***Program Evaluation:*** Ongoing monitoring and continuous improvement will be ensured by the Project Director through the involvement of all stakeholders (campus principal, technology coordinators, curriculum coordinator and librarians) teachers, project staff, students and parents utilizing their experiences and suggestions to improve the effectiveness of the TLG. In particular, the Project Director will utilize formal validated evaluation instruments to assess the following indicators: **(1)** To what extent are the activities of the proposed program being implemented as planned? **(2)** Are the objectives of the proposed program being met and leading towards increased student academic skills? **(3)** To what degree has the TLG stimulated systemic changes in the teachers' and students' knowledge, skills, and practice as well as utilizing technology to improve the quality of education and academics? **(4)** To what degree has this 24/7 technology integration impacted student academic performance and achievement? **(5)** To what extent are online assessment tools effective in assisting teachers and students to gauge their own progress? **(6)** To what degree has Internet access in residences of disadvantaged students increased? **(7)** To what extent has parent participation increased? This information will be collected on-going by the Project Director and reported monthly to the TAC. In addition, quarterly the TAC will meet to discuss evaluation report results, lessons learned, challenges, accomplishments, and to incorporate any improvements to the design, delivery and content, of the program. The overall evaluation will be a multiple operation framework that will present and clarify, as appropriate, data outcomes to produce a comprehensive evaluation. Quantitative and qualitative methodologies will be used in data collection and analysis to determine which continuous improvement mechanisms will be implemented, if needed. BISD agrees to collect and report data for the performance measures. ***Statutory Requirements:*** Texas Education Code 32.301 authorizes the Texas Education Agency to implement the Technology Lending Grant. Brownwood ISD has completely and accurately answered the requirements in the application: the availability of existing equipment to students in the LEA and other funding available for the purchase of student technology devices. [TEC 22.0834]. **TEA Requirements:** BISD has addressed the seven (7) TEA Program Requirements in the TLG in a thorough manner. BISD has described how the program a) aligns with BISD's existing mission and goals; b) a plan for providing Internet access to student residences; c) how the program aligns with the current curriculum and policies; d) the electronic instructional materials in one or more foundation curriculum subjects in one or more grade levels; e) a description of the adequate district infrastructure; f) how the grant will be administered on participating campuses including a description of how the check-out and check-in process will operate, who will oversee the process, and the process that will be used to maintain the technology lending equipment in proper working condition; g) how BISD accounts for the technology lending equipment. **Commitment to Goals of TLPG:** There is a huge commitment to the goals of the TLG as evidence by BISD's long history (over 10 years of a one-to-one technology project at the Brownwood High School and the fact that millions of dollars in local funds have been dedicated to technology projects). 100% technology immersion has been a goal for BISD for over 12 years and the district's technology goals align perfectly with the TLG Project – 24/7 technology access for all students. Grant activities and funding is coordinated with state technology funds, Title III, State Comp Ed, Migrant, ESL, Rider 55 and e-rate funds. Any additional staff development will be paid through local funds. BISD ensures that TLP funds will increase the level of service of mobile devices for students and not supplant or replace any existing service.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 161-801	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	$2,000	$	$2,000
Schedule #9	Supplies and Materials (6300)	6300	$38,691	$	$38,691
Schedule #10	Other Operating Costs (6400)	6400	$	$	$
Schedule #11	Capital Outlay (6600)	6600	$58,450	$	$58,450
	Total direct costs:		$99,141	$	$99,141
	0.859% indirect costs (see note):		N/A	$859	$859
	Grand total of budgeted costs (add all entries in each column):		**$99,141**	**$859**	**$100,000**

Administrative Cost Calculation

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

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

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

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: 161-801		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	Fee for hotspots paid to AT&T	$2,000
2		$
3		$
4		$
5		$
6		$
7		$
8		$
9		$
10		$
11		$
12		$
13		$
14		$
a. Subtotal of professional and contracted services:		$2,000
b. Remaining 6200—Professional and contracted services that do not require specific approval:		$
(Sum of lines a and b) Grand total		**$2,000**

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: 161-801		Amendment number (for amendments only):
Supplies and Materials Requiring Specific Approval		
		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	$38,691
	Grand total:	**$38,691**

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: 161-801		Amendment number (for amendments only):
Expense Item Description		**Grant Amount Budgeted**
6400	Operating costs that do not require specific approval:	$
	Grand total:	$

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: 161-801 | Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
66XX—Computing Devices, capitalized				
1	Laptop computers (grades 4 – 6)	180	$280	$50,400
2	Laptop carts	6	$1,050	$6,300
3	Laptop carts for lending libraries	2	$875	$1,750
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:	**$58,450**

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: 025902 | 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	1,526	69%	
Limited English proficient (LEP)	83	.03%	
Disciplinary placements	0	0	
Attendance rate	NA	96.35	
Annual dropout rate (Gr 9-12)	NA	NA	

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
	285	268	283	293	288	257	273							1,947

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Schedule #13—Needs Assessment

County-district number or vendor ID: 025902	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.

BISD continuously solicits feedback from its stakeholders as to the needs of the district in an organized and comprehensive manner. In order to ensure buy-in from all stakeholders the **Technology Advisory Committee (TAC)** is composed of the Superintendent, Deputy Superintendent, representatives from the district-level and campuses, and the Site-Based Decision Making Committee is composed of the Superintendents, representatives from the district-level and campuses, community members, business leaders and parents. This needs assessment process systematically reviews current practices, processes, and systems within BISD as well as examines and analyzes the state of current student achievement, and set goals for student achievement. The TAC is organized into committees with each focused on gathering and analyzing data. The committees determine which data should be collected to provide the most information regarding the strengths and needs of the district. The needs assessment became the tool that guided meaningful district and campus planning.

Process to identify and prioritize the needs of the campuses:

A School Profile at each campus was created by collecting baseline or comparison data across multiple years to identify patterns, trends, strengths, and the needs of each campus. A full scan of each campus' technology environment provided information to be collected and analyzed for the needs assessment via the following activities:

- Individual and group interviews with the principal, assistant principal, counselor, teachers, parents and students (when age appropriate) regarding technology integration
- Pre-assessment survey feedback from stakeholders that included teachers, parents, and students
- The number of students who have access to technology devices at their campus
- The percent of economically disadvantaged students at each campus who have access to technology devices
- The number of families that reported having Internet Access, not including cell phone hotspots
- STAAR/EOC test scores and TPRI scores as well as benchmark assessments (aggregate for subgroups, dropout rates, student mobility, attendance rates, and graduation rates)
- Technology instruction issues were examined, including alignment with TEKS and STAAR/EOC
- Professional development needs of teachers were examined to determine teacher readiness for devices
- Ratio of technology devices to students needing devices on each campus

The TAC performed a "GAP" Analysis to check the actual performance of students. Another committee determined the current state of technology skills, knowledge, and abilities of teachers and staff members as well as organizational goals of teachers. By using multiple data sources to compare data, priority needs emerged. These priority needs assisted the TAC to make informed decisions that ensure that all students meet challenging academic standards, meet district and campus goals, and are prepared for post-secondary education.

- The "Gap" Analysis produced a large list of needs for staff training and development, organizational development, and student interventions. Next, the committee determined if the needs were real, if they were worth addressing, and their importance and urgency was detailed.
- Causes for student performance problems were identified based on reoccurring trends.
- Growth opportunities for staff were identified based on interviews with staff, surveys, and data collection
- The recommendations from the TAC committees were communicated to the entire TAC and the task of prioritizing the needs was done by the entire TAC over numerous meetings.
- It was determined that the economically disadvantage students at the four elementary campuses serving grades K-6 would benefit most from the TLG program. A timeline that included the description of the general prioritized steps and activities to be implemented were developed and disseminated to the campuses.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 025902 | 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.	Increase equitable access of lending technology and residential access to the Internet for students in grades K-6th (BISD District Technology Plan), including economically disadvantaged and students with disabilities	• Provide priority structure for student access to technology • Implement policies to address the use of technology to support school and home use • Implement procedures to check-out and use technology • Implement procedures to provide Internet access to students' homes
2.	Increase student academic achievement in core subject areas (ELA/reading; mathematics; science; social studies)	• Increase the access to relevant technology devices, tools, resources, and services for personalized learning 24/7 • Encourage teachers to incorporate innovative models of technology integration to meet the needs of students and prepare students for the next grade level Incorporate new technology and electronic instructional materials in the core curriculum
3.	Implement a technology lending program to loan economically disadvantaged students the equipment necessary for access and use of electronic instructional materials	• Use instructional strategies that include student devices for learning at school and at home Use of electronic instructional materials in lieu of traditional print instructional materials
4.	Increase digital learning for economically disadvantaged students in grades K-6 through the use of mobile devices that can be used 24/7	• Individual technology devices will allow teachers the ability to present information to students in multiple formats and multiple media in lieu of traditional print instructional materials • Students with disabilities and ELL students will have multiple ways to express and demonstrate what they have learned thus providing multiple entry points to engage student interest. Identify multiple methods of accessing curriculum and knowledge through technology
5.	Provide training so the staff is confident and competent in integrating technology throughout the curriculum (local funds)	• Use continual professional development to increase teacher strategies using digital materials • Provide support for teachers using technology • Use student and teacher skill levels in technology to guide instructional practices Incorporate the use of professional learning communities (PLCs) for instruction and learning opportunities

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Schedule #14—Management Plan

County-district number or vendor ID: 025902 | 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.	TLG Project Director (PD)	Bachelor's Degree in Education or education related field; at least five years' experience in technology integration of mobile devices and curriculum; supervisory experience of medium teams; experience in fiscal/budget management, and data reporting.
2.	TLG Coordinator	Bachelor's Degree in Education or education related field; at least five year's experience in technology integration of mobile devices and curriculum; supervisory experience of medium teams
3.	Teachers	Bachelor's degree and teacher certificate. Ability and desire to integrate technology into the curriculum in the classroom and in the home assignments for students.

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.	_550__ technology devices for student use will be acquired	1.	PD will meet with staff to explain the project expectations, procedures & timelines	05/01/18	08/01/19
		2.	Acquire bids and complete POs, finalize orders	05/15/18	05/31/18
		3.	The TAC will establish a checkout & in procedure so all staff are aware	05/10/18	05/25/18
		4.	Distribute devices to teachers/hold orientation	08/21/18	09/28/18
		5.	PD will continuously monitor project	05/01/18	08/31/19
2.	Begin implementation plan of prioritizing device usage by core subject area teachers	1.	Technology Coordinator will visit classrooms to assist teachers with digital textbooks	09/04/18	05/24/19
		2.	Core content teachers will work in PLCs to address digital textbook issues/concerns	09/04/18	05/24/19
		3.	PD will distribute devices to students & monitor implementation	09/04/18	05/24/19
3.	STAAR scores will increase by 10% for Econ Disadvantaged & learning disabled students	1.	Monitor Econ Disadvantaged & Learning Disabled students' progress	09/04/18	05/24/19
		2.	Hold after school technology parent workshops	09/04/18	05/24/19
		3.	Hold tutorials for students needing assistance	09/04/18	05/24/19
4.	Teachers will design and deliver curriculum & instruction that includes student centered inquiry based activities	1.	Teachers and students will build an electronic library of lessons & resources	09/04/18	05/24/19
		2.	Teachers and students will create and and utilize authentic assessments to evaluate student outcomes	09/04/18	05/24/19
		3.	Integrate real-world problem solving lessons in lessons	09/04/18	08/31/19
5.	Parent Involvement will increase by 20% for parents at each of the four designated campuses	1.	Hold after school technology parent workshops	09/04/18	08/31/19
		2.	Communicate with parents through emails, blogs, websites, social media, SchoolMessenger	09/04/18	08/31/19
		3.	Survey parents to gather information on program	05/01/19	05/20/19

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: 025902	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.

Ongoing monitoring and continuous improvement will be done by technology representatives and the Project Director with oversight form the Superintendent. Student assessments and technology usage will be monitored regularly and monthly from reports given to the PD and the Superintendent. The PD will be available for any student, teacher or parent feedback or concerns related directly toward the implementation of the TLG. All other feedback and concerns will be handled through a formal written process. Quarterly the Technology Advisory Committee (TAC) will meet to analyze data, identify concerns and consider feedback. Stakeholders (teachers, students, parents and administrators) will be sought to give input on solutions to identify concerns. Continuous review of data will guide decision as they are made. The Project Director, in coordination with the TAC will utilize evaluation instruments to assess the following indicators: **(1)** to what extent are the activities of the proposed program being implemented as planned? **(2)** are the objectives of the proposed program being met? **(3)** What is the quality and responsiveness of the digital textbooks, tools, and resources to meet the needs of the participants? **(4)** to what degree has the proposed program stimulated systemic changes in the teacher knowledge, skills, and practice as it relates to utilizing technology to improve the quality of education; **(5)** to what degree has this behavior impacted student achievement? **(6)** to what extent are online assessment tools effective in assisting teachers and students to gauge their own progress? and **(8)** to what extent has parent participation increased **(9)** to what extent did the number of residences of economically disadvantaged students with Internet access increase? Information will be collected on-going by the Project Director and reported monthly to project staff.

The implementation of the plan will be monitored by periodic reports of the BISD Board of Trustees and the Superintendent. In January and May, the Board of Trustees will be updated on the program's progress. Input and feedback will be accepted verbally and written. Adjustments to the program and implementation will be made if necessary. Procedures for any changes will include TAC recommendation for a change and approval by either the Superintendent or his designee.

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.

BISD is currently seeking additional outside funding to enhance and sustain the existing technology lending program which is funded from local funds and IMA funds. All equipment purchased to be used/loaned by students with funding from the TLT will be incorporated with other technology devices into one program by using the same personnel to administer resources and by using the same guidelines for students and families. Distinctive equipment logs will be kept for each funding source. Equipment will also be labeled with appropriate funding source (federal, state, local, etc.). Although all equipment will be housed and used as a joint venture, the ability to account for resources from each program separately will be maintained. Leveraged funding will enhance program accessibility for families and students. The goal is for each economically disadvantaged student to have their own device on a one-to-one basis. BISD will continue to coordinate efforts to maximize effectiveness of grant funds by using the extensive staff development that has been done to make this project successful.

BISD intends to ensure that BISD will remain committed to the TLP success by using a very inclusionary model. Teachers will be included in making decisions for the schedule before it goes to the TAC for prioritization. By leveraging funds with other grant programs, BISD hopes to increase access for students in grades K – 6, focusing on economically disadvantaged populations. Implementing an effective Technology Lending Grant (TLG) as part of a well-designed technology plan requires support and buy-in from all stakeholders including school administrators and at the campus level. By participating in the TAC, all stakeholders have agreed and committed to BISD by **signing a Letter of Commitment** stating that administrators including at the district level administrator and the principal at campus will commit to the project's success.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 025902 | 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.	Number of K-6th grade students who received a wireless mobile computing device through TLP	1.	Mobile Device check-in/check-out log
		2.	Increased STAAR scores
		3.	Increase in the number of students using digital textbooks
2.	10% increase in courses and/or classrooms using digital content in lieu of textbooks	1.	Mobile Device check-in/check-out log
		2.	Increased STAAR scores
		3.	Increase in the number of students using digital textbooks
3.	Accelerate student learning by providing extended time for practice/learning	1.	Digital resources reporting tools
		2.	RTI reports
		3.	Student feedback
4.	10% increase in electronic communication between parents and teachers/administrators as evidence by email	1.	Reports of website visits
		2.	Reports of user login
		3.	Parent involvement report
5.	Increase in regular use of digital resources outside of the school day to extend learning	1.	Wi-Fi/hotspot usage report
		2.	Digital Resource Reporting
		3.	Increase the number of digital textbooks offered to students

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.

Research has shown that such programs at the Education Achievement Authority of Michigan as well as the Mooresville School District of North Carolina (2017) are showing a direct correlation between marked increases in student achievement and well implemented technology lending programs. BISD expects the lending program at grades K through 6 to achieve similar results because of the coordination of parent and community support, quality digital resources, best practices in blending learning and the ability to connect students to learning outside the school 24/7. BISD will use grades, discipline records, feedback from stakeholders (students, parents and staff), RTI reports, and state test scores to evaluate the progress of the grant.

Criteria	Baseline Data	Anticipated Student Growth
STAAR Math	70% of 3-6th graders passed STAAR math (72% passing is State average)	Increased passing rate of the 3rd grade mathematics STAAR by 5% for targeted students when they are 6th graders
STAAR Reading	64% of 3-6th graders passed STAAR reading (79% passing is State average)	Increased passing rate of the 3rd grade reading STAAR by 5% for targeted students when they are 6th graders
RTI	15% of students that qualify for this grant are currently enrolled and are being served by Tier 2 or Tier 3 RTI interventions	5% reduction of students requiring Level 2 or 3 interventions
Grades	15% of students are failing either a math or reading class	100% of students will pass math or reading class their 5th grade year
Discipline	10% of the students targeted in this proposal have been in ISS or detention (out of the classroom) as 6th graders	Reduce the number of offenses of targeted students by 5% by 8th grade.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 025902	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.

Currently BISD has an established a limited technology lending program that has been funded through local funds and IMA Funds. Each grade level pinpointed for the TLP has at least 3 desktop computers and mobile carts that are shared. Students are able to take computers home during exams or special projects; however, the number of lending devices are limited and available only on a pre-arranged check out basis.

BISD proposes to use TLP Grant funds to purchase mobile devices for students in grades K through 6th to increase the number of mobile devices to be used for lending and increase the level of services for students. Using lessons learned from previous technology immersion projects, a timeline for technology integration has been established and will be fully implemented and will offer a rigorous curriculum by September 1, 2018.

Each classroom has wired and wireless access. The campus shares 200+MB of bandwidth with the other schools in the district.

The majority of parents who live in the rural areas reported that they used their cell phone hotspot for Internet access. While off the school grounds, students will be able to use Mi-Fi for connection purchased with TLP funds. The Mi-Fi devices are a AT&T 4G LTE Mobile Hotspots. Coverage maps show heavy 4G coverage for the rural areas surrounding Brownwood . The school's contact with AT&T will provide for unlimited data access on the Mi-Fis.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 025902	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.

BISD's Technology Lending Program aligns with current curriculum, instruction, and classroom management policies of the WHAT is being taught (based on TEKS and local curriculum decisions). The **HOW** will be the innovative practices of the curriculum that will be taught using technology.

Teachers at the four elementary campuses (grades K-6) are handicapped by a lack of technology in the classroom as well as students' access to mobile learning devices at their homes as they design lessons that support the technology learning content. In order to design lessons that are student-centered and actively engage students in relevant, real-world instruction, students need access to technology that they can use as a tool to enhance student learning and inquiry. Innovative assignments that facilitate learning are available for teachers to capture students' interests; however, the limited number of technology devices dilute the learning process for students. Examples of this type of instruction in the curriculum (the HOW) is project-based learning and the use of web-based resources such as Khan Academy, YouTube, etc. In addition, the devices propose in the TLP will also encourage students and their parents to be more actively involved in the learning process. Students with access to technology stay more informed of grades and assignments and more ready to utilize a broader base of resources.

In deciding whether to apply for the TLG, the TAC first examined the existing mission statement as well as the goals of the Brownwood ISD to make sure that the two aligned. BISD's mission of preparing students for productive citizenship and life-long success and the school's goals of "*students will be academically prepared to complete a post-secondary educational program or enter the workforce in a highly skilled occupation and the school will increase educational delivery systems through the use of technology*" aligned perfectly with the intent of the TLG program. The TAC also examined the Technology Plan. The technology plan specifically supports the broader provision of digital access to content as well as human resources, and these goals align well with the campus plan and the Technology Application TEKS proficiency. BISD's technology plan emphasizes the vital importance of learners using technology to make curriculum connections inside and outside the traditional classroom.

The TLG concentrates on providing 24/7 access to students to technology as well as instructional materials-technological lesson extension activities relating to core content areas. By expanding student and teacher access to TEKS-aligned curriculum content as well as emphasizing instructional tasks which require the creation of new synthesized knowledge products, students can be better engaged to realize high levels of student achievement. It is evident through the technology plans for the campuses targeted, BISD recognizes that we are living in a rapidly changing, advanced technological society and it is the campus' responsibility to support all staff and prepare all students with the technology skills necessary to be a successful, life-long learner:

- Each student will be competent in using information technology to be a successful, life-long learner.
- Information technology will be incorporated broadly into curricula and instructional practices to improve the educational program for all students.
- All school community learners, students and staff, will have access to information technology & support.
- Setting technology goals, monitoring and evaluating the technology plan on an ongoing basis is vital to the success of BISD students.

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

County-district number or vendor ID: 025902	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.

The primary purpose of the the TLG proposal is to provide Internet access to students who qualify for the free/reduced lunch program and do not have Internet access at home. The funds in this proposal would address K-6th grade students who have been identified as not having Internet access at home or participate in the free/reduced lunch program. BISD will issue 4G devices and Wireless Cards for technology access when necessary. The Wireless Cards will enable Internet access in all areas where cell phone service is accessible. The plans have unlimited usage for one set fee. Cards will not be distributed with all devices, but only with those that are checked out by students with a documented need of home connectivity.

As BISD administrators and technology staff were initially investigating the one-to-one mobile device initiative, there was concern for providing Internet access to homes of students. Knowing that there is a large population of students (75% according to student and parent surveys) who have problems accessing the Internet, the Technology Advisory Committee (TAC) extensively investigated Internet access to students' homes by surveying parents and students as well as input from community and staff members. The home technology survey will use as documentation. Some of the questions on the survey included: 1) Is a computer or other device to access the internet available in the home; 2) Is the device specific for the student or a shared device; 3) Will the device be used in the school setting by the student; 4) Does the home have Internet service and if so by which medium (cable, phone line, etc.).

In addition, BISD will continue to make a concerted effort to publicize all facilities in the school's attendance zone that provide free Wi-Fi access. This is currently being done through brochures, on the school website, at parent meetings, and signs displayed around the community. BISD also works with area churches and the Girls and Boys Club to provide sessions during the week so students can have access to Wi-Fi to use their mobile devices and receive tutoring assistance from community members.

BISD understands that any equipment purchased with the TLG funds is the property of BISD.

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

County-district number or vendor ID: 025902 | 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.

The TLG aligns perfectly with the current curriculum, instruction, and classroom management policies at BISD. At the beginning of the one-to-one initiative, the TAC developed a local curriculum framework. The goal of the committee was to develop a standards-based curriculum that would increase student learning and promote higher student achievement. BISD has revised the curriculum to embrace project based learning strategies as well as methods for ongoing, authentic assessment. The purpose of the curriculum redesign was to utilize one-to-one technology to expand opportunities for students and teachers. The curriculum redesign integrated the use of technology as a regular part of daily classroom instruction and aligned the Texas Essential Knowledge and Skills (TEKS) so that students will be engaged in project-based, collaborative activities through software tools such as online learning environments and learning management systems as well as a Wikis. Technology tools are consistently used by teachers and students not only to access and consume information, but to permit students to create, communicate, and collaborate with others as they create a digital portfolio of online work that represents their knowledge, skills, abilities, and dispositions. The revised curriculum provided course pacing so individual students may work as quickly or as slowly as they need. Some students work independently; others need to work directly with the teacher. Through collaboration and coaching from the technology specialists, students have become more self-directed, independent learners. Where instruction previously was primarily didactic and textbook focused, instruction has become more interactive with students taking a more engaged, pro-active role in their learning. Although classroom management policies have been revised to include student management of digital devices, the 425 Discipline Action Data Report from PEIMS documents that referrals outside the classroom for discipline actions has decreased by 2% since the one to one initiative began. Using technology involves students in the learning process so students become active instead of passive listeners. Project based learning is a creative process and using technology has reduced discipline problems and has allowed students to take ownership of their work. Since our students are empowered to find their own answers, the learning process becomes much more interesting.

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.

BISD integrates electronic instructional materials throughout the classrooms as technology is available for students. Technology lending and the use of electronic instructional materials are incorporated into the BISD Technology Plan. The TLP will provide the campuses with more availability so more electronic instructional materials will be available for students. Students currently work in groups on many activities because of a lack of devices. Although group work is often encouraged and appropriate, individual access to technology will facilitate a broader range and deeper understanding of materials for students. Expanding student access to technology will also allow virtual field trips for students as well as expanding their world by connecting people and places to students as they learn about places in the world. The TAC examined school improvement efforts of the last three years and concluded that the narrow, piecemeal attempts made in the past to improve instruction has made great strides; however, there is a lack of conditions necessary for achieving significant gains in teaching and learning. Teachers are using educational apps on tablets for center time with students to facilitate literacy and math skills. Teachers are also using Google docs to allow students to work collaboratively as a group, work on writing skills, exchange information, compare facts, and effectively implement peer review activities. Too often teachers work in their own isolated classrooms, struggling with the needs of challenging students, lacking the productive interaction with colleagues, and are often overwhelmed with the implementation of electronic instructional materials into the instructional curriculum. Even after staff development and training, the four campuses have pockets of teachers (some new) that remain ill-prepared and lack the skills to challenge students by offering high-quality intellectual learning tasks through electronic instructional materials. To address these issues, BISD has created an online professional learning community (PLC) composed of teachers across the district. The online PLC enables educators to improve their use of electronic instructional materials and strategies and learn to become more effective in interacting meaningfully with students through the electronic instructional environment. In addition, communications technology such as emails, videoconferencing, and the online learning platforms have provide promising opportunities for collaborative learning environments for teachers in which they can: 1) reflect on practice with colleagues and experts; 2) share expertise in a distributed knowledge framework, and 3) build a common understanding of new instructional approaches, standards, and curriculum associated with online learning environment.

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

County-district number or vendor ID: 025902 | 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.

BISD assures that the infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at the four participating campuses.

Currently, BISD has high-speed 10GB fiber connecting all campuses back to the Central Administration Office and 200+MB of bandwidth provided by the ESC 15. Each campus has a Main Distribution Frame (MDF) which is equipped with a Cisco Catalyst core switch connecting the Intermediate Distribution Facilities (IDF's) by fiber for that campus. The IDF's are equipped with Cisco Catalyst data switches.

Each campus has a computer lab as well as additional computing devices that can be checked out to classrooms. All classrooms and offices are equipped with wired drops as well as wireless access. A majority of the teachers are becoming well-prepared for the use of technology by participating in staff development and training through small group and one-to-one instruction. Teachers have traveled to other districts that offer one-to-one initiatives and digital curriculum and textbook projects. Teachers in grades Prekindergarten through 6th grade have had a minimum of 5 days of technology training plus locally developed academies. These teachers have attended technology academies at the ESC 15 and teachers spend at least 2 hours each week in developing technology integrated lessons in their core subject areas through grade level and subject area meetings.

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

County-district number or vendor ID: 025902	Amendment # (for amendments only):

TEA Program Requirement 6: 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 oversee 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 Technology Lending Grant will be administered using non-grant funds and BISD assures there will be adequate staff to administer the program and ensure successful implementation. The TLG Project Director (PD) will oversee the implementation of the grant. The Technology Director will be responsible for purchasing devices and accessories and insuring the equipment. The technology department will be responsible for accounting for all equipment, installing software, and organizing the "Roll Out". Devices will be purchased as soon as possible after the grant award and will be distributed to students during an "Orientation." The PD will lead the mandatory "Orientation" for parents and students. Parents and students must sign the Computer Protection plan and a Student Pledge documents (part of the Technology Lending agreement) before the device can be issued. In addition, prior to receiving their devices students must also demonstrate they are competent in Digital Citizenship by taking a short test to access their knowledge on the societal demands of increased use of online technology through communication and collaboration, critical thinking, problem solving and decision making as well as how promote positive digital citizenship. Since students will be able to check out devices to be used for 24/7 access, classroom teachers will not have to coordinate computer check-in or check-out. The technology department will collect student devices at the end of the year for maintenance, cleaning, and software installation. However, there are a few instances where students will have to check in and check out their device on a daily basis. A very small percentage of students (less than 1%) have parents who do not wish for the student to bring their devices home after school hours. These parents have personally visited with the administration and completed the necessary paperwork. These students check out their device and return the device at the end of the day. Also, a very small percentage of students (less than .05%) will break their issued device more than one time. If it is deemed that these students are being irresponsible with the equipment, they are required to check in and check out the equipment on a daily basis or use devices provided in each classroom for students to use. However, in all of these cases, the check in and check out is done by the campus librarian, not the classroom teachers. The procedures for maintenance of the technology lending equipment are outlined in the Technology User policy.

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. Use Arial font, no smaller than 10 point.

According to BISD Board Policy (CMB Legal) the campuses conduct an annual physical inventory of all currently adopted instructional materials that have been requisitioned by and delivered. The results of the inventory shall be recorded in the campus' files. Reimbursement and/or replacement shall be made for all instructional materials determined to be lost. *19 TAC 66.107(a).* The accounting of the technology lending equipment will be entered into the AssetCloud by Wasp, BISD's centralized asset management that typically accounts for all equipment on the campus. Once the equipment is ordered and received, the campus tech will assign a tracking number to each piece of equipment through a barcode system. The asset management system keeps a record of all technology equipment. The system also holds details of service schedules, maintenance records, and other information needed on each piece of equipment. BISD believes that this is an efficient and effective way to keep track of when equipment needs to be replaced, fixed, or maintained. In addition, it can be extremely valuable in case of an emergency. BISD provides and will continue to provide insurance for technology equipment including all mobile devices on loan to students.

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