Texas Education Agency
Standard Application System (SAS)

2018–2019 Technology Lending

		FOR TEA USE ONLY Write NOGA ID here:
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	Place date stamp here.
Application deadline:	5:00 p.m. Central Time, February 6, 2018	
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 JAN 17 PM 12: 57 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION*
Contact information:	Kathy Ferguson: techlending@tea.texas.gov; (512) 463-9087	
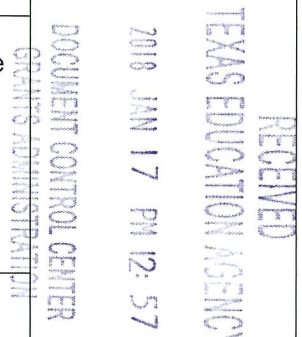
Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #		Amendment #
Fort Davis ISD	122901		
Vendor ID #	ESC Region #		
	18		

Mailing address	City	State	ZIP Code
PO Box 1339	Fort Davis	TX	79734

Primary Contact

First name	M.I.	Last name	Title
Graydon		Hicks III	Superintendent
Telephone #	Email address		FAX #
432-426-4440	ghicks@fdisd.com		432-426-3841

Secondary Contact

First name	M.I.	Last name	Title
Curtis		Pittman	Technology Director
Telephone #	Email address		FAX #
432-426-4440	crpittma@fdisd.com		432-426-3841

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
Graydon		Hicks III	Superintendent
Telephone #	Email address		FAX #
432-426-4440	ghicks@fdisd.com		432-426-3841

Signature (blue ink preferred)   Date signed

[signature]   1-8-18

Only the legally responsible party may sign this application.

701-18-103-001

Schedule #1—General Information	
County-district number or vendor ID: 122901	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: 122901	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: 122901	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: 122901	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: 122901		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: 122901	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.

Fort Davis School, comprised of 7 buildings.

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.

Overview of Program: Fort Davis ISD (FDISD) developed their first Technology Lending Program for the distric in 2012, and we are looking to upgrade and replace the equipment purchased 6 years ago. FDISD has been, and will to be, providing all 6-12th grade students, including economically disadvantaged students and student with disabilities, with new and extended-learning opportunities as part of a 21st century learning environment. The plan is to continue to provide, and expand, student access to the laptops at school and at home for 24/7access to the Internet and adopted digital instructional materials, specifically, in the core courses. With the robust local area network wireless Internet access points in place throughout the high school students can easily move from class to class and to the library with their laptops to work on class assignments. The English and science teachers have, and will continue to, integrated the laptops, adopted digital instructional materials, and diagnostic assessment into the daily curriculum which: 1) can be easily be aligned with TEKS and STAAR; 2) provide differentiated instruction needs for the diverse learners, some of who will need academic acceleration, extended learning and enrichment on a daily basis; and 3) encourage students to engage in project-based learning to understand mathematics, support English language development and build background knowledge in science and all core content areas in order to reach challenging academic standards.

Prioritize Campus Needs: Fort Davis' ISD's District Technology Leadership Team (TLT) analyzed data from multiple sources to determine if there was a need to continue the Technology Lending Program Grant. District stakeholders (teachers, student, parents, community members and administrators) prioritized data such as Technology Applications TEKS information, the use of digital content in lieu of textbooks use, and previous teacher professional development data and determined that Fort Davis High School met the criteria for the project.

Subject and Grade Levels: Fort Davis ISD has identified strategies that promote curricula and teaching strategies that integrate technology that include critical thinking, hands-on problem solving techniques, writing, service learning, and mid-course assessments. All of these strategies can include the use of technology integrated into the curriculum 24/7, to include grades 3-12.

Equitable Access: A large percentage of the students at FDISD (52.4%) are economically disadvantaged and according to parent surveys, well over half of the students still do not have Internet Access at their home. The core to the TLP at FDISD will be providing students the opportunity to checkout laptops for home use for the very first time. These students have limited access opportunities to access technology once they are away form school. Therefore, a plan will be put in place to provide as much Internet access for students who are economically disadvantaged, at risk for not graduating high school and students with disabilities. Equitable access of technology for these students will be monitored by the Director for Technology and reported regularly at the TLT meetings. FDISD intends to contract with a local internet service provider to set up strategic wireless access points in town to provide the broadest possible access for students without home service.

Objectives of the District Plan: Fort Davis ISD has identified measurable objectives they feel strongly they can meet as part of the Technology Lending Program. The objectives include:

100% of the 6-12 grades students will have 24/7 access to a laptop, Internet and learning materials, with increased opportunities for students in grades 3-5 to access laptops

100% of the at-risk and economically disadvantaged will increase their academic achievement particularly in ELA and science, on the 2019 state assessments tests as compared to the 2017 test results

100% of the students will have an increase in student proficiency in technologies as measured by TEKS by the end of the project period as compared to their technology skills at the beginning of the project period

100% of the teachers will participate in ongoing professional development activities; receive technical and pedagogical support; and use research based technology based programs and productivity, communication and presentation software programs to supplement the textbook-based curricula

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Schedule #5—Program Executive Summary (cont.)	
County-district number or vendor ID: 122901	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 122901				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	$	$	$
Schedule #9	Supplies and Materials (6300)	6300	$	$	$
Schedule #10	Other Operating Costs (6400)	6400	$	$	$
Schedule #11	Capital Outlay (6600)	6600	$60,000	$	$60,000
Total direct costs:			$60,000	$	$60,000
Percentage% indirect costs (see note):			N/A	$	$
Grand total of budgeted costs (add all entries in each column):			**$60,000**	**$**	**$60,000**

Administrative Cost Calculation

Enter the total grant amount requested:	$
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:	$60,000

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: 122901	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		$
2		$
3		$
4		$
5		$
6		$
7		$
8		$
9		$
10		$
11		$
12		$
13		$
14		$
a.	Subtotal of professional and contracted services:	$
b.	Remaining 6200—Professional and contracted services that do not require specific approval:	$
	(Sum of lines a and b) 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 #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 122901	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:	$
	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 #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 122901	Amendment number (for amendments only):	
Expense Item Description		**Grant Amount Budgeted**
6400	Operating costs that do not require specific approval:	$
	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: 122901		Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
66XX—Computing Devices, capitalized				
1	Student one-to-one laptops	70	$857.14	$60,000
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:	$60,000

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 #12—Demographics and Participants to Be Served with Grant Funds	
County-district number or vendor ID: 122901	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	118	52.4%	
Limited English proficient (LEP)	38	16.9%	
Disciplinary placements	0	0%	
Attendance rate	NA	0%	
Annual dropout rate (Gr 9-12)	NA	0%	

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
(10)	(13)	(20)	(14)	14	16	13	21	17	24	17	19	15	13	(226) 169

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Schedule #13—Needs Assessment

County-district number or vendor ID: 122901	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.

The Technology Lending Program proposes an innovative program aimed at providing students in 3rd-12th grade at FDHS with on-demand access to digital resources and technologies beyond the classroom, specifically targeting economically disadvantaged students and students with learning disabilities. A comprehensive needs assessment is performed annually by the Technology Director, campus administration, and Superintendent using information from staff surveys, updated curriculum requirements, dual-credit course requirements by universities and community colleges, and technology availability/cost from providers. First, the administrative team examined campus, subject area and grade levels needs by looking at a <u>campus technology profile</u> that was submitted to the team. This campus technology profile addressed the following areas: 1) detailed individual student access to personal technology devices that are currently available at the campus; 2) the prior staff development and training of the teachers at the campus; 3) access to digital programming from TEA and the district; 4) TAPR information such as dropout rates, attendance, and college readiness; 5) campus commitment to technology integration. Next, the administrative team researched the current literature and found compelling research stating that high school is a critical point in a young person's life and high school graduation launches the journey of pursuing higher education goals and future career paths, determining the course his or her life will take. If an interest for STEM-related curricula has not materialized by the time a student completes high school, the odds are high that they never will. Tomorrow's workforce will be dominated by STEM occupations- employment in science and math occupations will grow 70 percent faster than the overall growth for all occupations. (Bureau of Labor Statistics, 2012). After analyzing all the data, the team determined that addressing access for grades 3rd-12th at Fort Davis ISD was critical.

Equipment Currently Available: Technologically-speaking, students at FDISD has access to technology components and online/digital instructional materials. In grades 3-12 there is at least 1 desktop computer in each classroom and the students have access to two mobile computer labs with 70 laptop computers from the previous Technology Lending Program participation and purchases. These laptops, however, are an average of 5 years old and in need of upgrades/replacement to meet changing compatability requirements. The district has attempted to replace broken, or lost, laptops from the previous TLP purchases, but the need for technology education and access (especially for the remediation of LEP and other struggling students) has expanded to primary grade levels 3-5.

Residential Access: As FDISD administrators and technology staff were investigating the expansion and upgrade of the one-to-one laptop initiative, the concern for providing Internet access to homes of students increased. Knowing that there is a population of students that live in the extreme rural areas of the school district and that FDISD is one the geographically largest districts in the state (1439 square miles), the administrative team extensively investigated Internet access to students' homes by surveying parents and students as well as input from community and staff members. This re-assessment was conducted to determine how many students have Internet access at home. The district determined that almost half of the students still do not have Internet access. If a student does not have Internet access, the district tries to work directly with the students' and their parents on a case-by-case basis to determine the best way to provide the student with home access. Due to the rural location of the district and because local Internet Service Provider requires home phone service in order to have Internet Access, the district intends to coordinate with a local internet service provider to install strategic wireless access points in town to maximize student access to the internet at home. All laptops purchased for the lending program will be come equipped with the technology needed to access the Internet.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 122901	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.	Increased access to online curriculum and remediation programs for economically disadvantaged/LEP students in grades 3-12	Allow for the purchase of new laptops with the most current operating systems and hardware innovations, and the repurpose/redistribution of older laptops to the lower grade levels.
2.	Increased access to online curriculum and remediation programs for other economically disadvantaged students in grades 3-12	Allow for the purchase of new laptops with the most current operating systems and hardware innovations, and the repurpose/redistribution of older laptops to the lower grade levels.
3.	Improved access to online and dual-credit curricula to facilitate honors and advanced course instruction for students in grades 3-12	Allow for the purchase of new laptops with the most current operating systems and hardware innovations, and the repurpose/redistribution of older laptops to the lower grade levels.
4.	Increased internet access for all disadvantaged students in their homes.	District will fund this access via local funds.
5.		

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Schedule #14—Management Plan	
County-district number or vendor ID: 122901	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.	Technology Director	Master's degree, 14 years of experience as Technology Director for the district
2.	Project Coordinator	Master's degree, 11 years of administrative experience, 7 years of classroom teaching experience
3.		
4.		
5.		

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective		Milestone	Begin Activity	End Activity
1.	9-12th grade studens issued new laptops, with most updated software/hardware	1.	Staff orientation on technology issuance/inspection	08/13/2018	08/24/2018
		2.	Student orientation on technology use	08/27/2018	09/07/2018
		3.	Purchase of new laptops	08/13/2018	09/14/2018
		4.	Students issued new laptops	09/14/2018	10/01/2018
		5.	Equipment inspection and monitoring	09/14/2018	05/23/2019
2.	6-8th grade students issued new/repurposed laptops	1.	Student orientation on technology use	08/27/2018	09/07/2018
		2.	Students issued laptops	09/14/2018	10/12/2018
		3.	Equipment inspection and monitoring	09/14/2018	05/23/2019
		4.		XX/XX/XXXX	XX/XX/XXXX
		5.		XX/XX/XXXX	XX/XX/XXXX
3.	3-5th grade students issued repurposed laptops	1.	Student orientation on technology use	08/27/2018	09/07/2018
		2.	Students issued laptops	09/14/2018	10/19/2018
		3.	Equipment inspection and monitoring	09/14/2018	05/23/2019
		4.		XX/XX/XXXX	XX/XX/XXXX
		5.		XX/XX/XXXX	XX/XX/XXXX
4.	Wireless access points installed in key town locations	1.	Communicate with internet service provider	01/09/2018	10/26/2018
		2.	Wireless access nodes installed	08/27/2018	11/01/2018
		3.		XX/XX/XXXX	XX/XX/XXXX
		4.		XX/XX/XXXX	XX/XX/XXXX
		5.		XX/XX/XXXX	XX/XX/XXXX
5.	100% of Eco Dis students receive home internet access	1.	Conduct home parent survey	09/04/2018	11/01/2018
		2.	Adjust plan for wireless access points as possible	11/01/2018	01/08/2019
		3.		XX/XX/XXXX	XX/XX/XXXX
		4.		XX/XX/XXXX	XX/XX/XXXX
		5.		XX/XX/XXXX	XX/XX/XXXX

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: 122901	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 ensured by the Project Director through the involvement of all stakeholders, partners, collaborators, administrators (superintendent, technology coordinator, campus principal, and counselor), teachers, project staff, students and parents utilizing their experiences and suggestions to improve the effectiveness of the proposed *TLP*. In particular, the Project Director, in coordination with the administrative team will utilize evaluation instruments in 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. Information will be collected on-going by the Project Director and reported monthly to project staff. In addition, monthly the administrative team will meet to discuss evaluation report results, lessons learned, challenges, accomplishments, and to incorporate any improvements to the design, delivery, content, and performance measures 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, based on which continuous improvement mechanisms will be implemented.

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.

Critical to FDISD's TLP is the identification and commitment of fiscal and other resources. FDISD has a successful history and the capacity to coordinate funds to better serve the needs of the students. This project will be no different. FDISD has evaluated all funding sources and determined it can align the this project with the following resources: 1) Federal Funds –Title I, Title II, Title IV, Career and Technology Funds; 2) State Funds – Compensatory Education, High School Allotment, technology, and state grants; 3) Local Funds – Salaries and technology. FDISD has other resources such as technology, district/campus website, computer labs, videoconference capabilities, and the campus meets all the accessibility requirements for children and families with special needs. FDISD also upgrades facilities, educational tools, and materials to keep pace with the educational changes, technological changes, as well as parent and community expectations. To ensure that the program will continue after the grant period, the district administrators will engage in thoughtful and coordinated sustainability planning process to develop plans for continuing and expanding this project to the high school campus. The administrators will actively begin to look for funding sources to sustain the program over the long term, which will include an examination of what this grant initiative is trying to sustain, barriers that prevent the initiative from accomplishing its goals, fiscal constraints and available resources. Implementing an effective Technology Lending Program (TLP) as part of a well-designed technology plan requires support and buy-in from all stakeholders including school administrators and leaders at the district as well as the campus level. Administrators at both the district and campus level have agreed and are committed to FDISD and the project's success.

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Schedule #15—Project Evaluation		
County-district number or vendor ID: 122901		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 9-12th grade students who received a new laptop	1.	Laptop issuance logs/inspection logs
		2.	Increased student performance on EOC assessments
		3.	Increase in dual-credit and honors course completions
2.	Number of 3-8th grade students who received a new/repurposed laptop	1.	Laptop issuance logs/inspection logs
		2.	Increased student performance on STAAR assessments
		3.	
3.	Number of Eco Dis student's families who report internet access at home	1.	Student/Parent surveys
		2.	Increased student performance in this subgroup on state assessments
		3.	
4.		1.	
		2.	
		3.	
5.		1.	
		2.	
		3.	

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

It is inevitable that program problems will arise during the program. However, the administrative team is prepared to deal with any problems that may arise during the program and has already discussed the importance of the Technology Integration Policy. The administrative team will continue to refine the Technology Integration Policy using sample policies from the Texas Association of School Boards and from previous projects. The team will meet periodically to discuss academic and program issues or problems. Possible issues will include but will not be limited to such items as transfer of students between districts, class sizes, meeting the needs of students with disabilities and 504 students, administering assessments, grading policies, qualification of teachers, continued staff development of teachers and administrators, and copyright laws will be discussed, entered into policy and approved by the administrative team and the Board of Trustees. An issue that arises will be put in writing and sent to the project director who will place the topic on the next scheduled Advisory Committee Meeting. The policy issue will be presented at team meetings, discussed, and based upon the approved policy, be approved or denied. Documentation of the results of the committee will be communicated to the appropriate person in writing. Any adjustments to the approved Policy will be placed on the team agenda and will be discussed and then added to the next agenda. Strengths and weaknesses of the program will be analyzed in several ways: 1) project implementation feedback will be collected from stakeholders in order to monitor progress on an ongoing basis; 2) teachers will communicate with the project director their individualized and specialized needs via the online sharing forum & this forum will be monitored daily; 3) once a month visits between the campus principal and the project director will also address individualized needs and gather data to be assessed. Program deficiencies identified by the quarterly evaluation will be used to make modifications as necessary in the interest of successfully achieving project goals and satisfaction of all stakeholders. The project director will generate a final evaluation report of the successful implementation of the goals, objectives, and activities of the project.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 122901	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.

FDISD currently has 70 laptops dedicated for one-to-one student use (though with an average age of 5 years), at least one desktop computer in each classroom, at least 2 dedicated wired access points per classroom, a computer lab at each campus with at least 10 desktop computers dedicated for student use (thought with an average age of 5 years), and wireless access throughout all classrooms and instructional buildings. The wireless access points do need to be upgraded and expanded to maximize the bandwidth access of the district. The district annually budgets funding for each campus, and district level, for the purchase of software and hardware to the greatest extent possible. Finally, the district actively seeks eligibility and approval for E-Rate projects that allow for various technology supplements, upgrades, and expansions.

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 122901	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.

FDISD's vision is "Inspire to Reach Higher." FDISD's mission is "The Fort Davis Independent School District is committed to providing all students a quality education that will enable them to become responsible and productive citizens in a dramatically changing society." The district's goals, which support the mission and the vision are:

  I.   FDISD will provote open and honest communication, pride, and involvement to improve morale, trust, and commitment between the district, its students, parents, staff, media, and the community.
  II.   FDISD will provide a safe environment that promotes success for each individual student.
  III.   FDISD will maintain fiscal stability to provide maximum benefits for our children.
  IV.   FDISD will recruit and retain quality, talented staff members and will have a professional work environment where faculty and staff feel valued and supported.

The district's improvement plan has several specific strategies in the Academics section that support our vision, mission, and district goals. These strategies include 1) continue to develop and implement aligned TEKS based curriculum, integrating technology and other instructional materials as appropriate, 2) provide opportunities for student learning that extend beyond the school day or calendar year, 3) provide intervention for students needing Reading support with IStation, content mastery, small reading groups, StudyIsland, lab classes, and one-on-one reading, 4) provide intervention for students needing Math support through individualized and small group instruction (content mastery, IXL, Think Through Math, and StudyIsland, and 5) provide career education in computer technology, industrial arts, and agricultural science.

The *TLP* is critical to supporting the specific instructional strategies listed above, as well as other district strategies. The *TLP* will allow the district to purchase enough new, updated, and compatible laptops to ensure every student in grades 3-12 has access to technology and online curriculum before, during, and after the regular school day. Studies show that student learning is enhanced as students are exposed to technology and certain online resources as early as possible. This is especially true for those economically disadvantaged and LEP students. The district's intent on serving our students through expanded technology exposure and use is evidenced by the district's vision, mission, and goal III, and by the specific improvement strategies listed above. The district would be required to plan for a much longer implementation period to meet these needs without the help of this *TLP* grant. This grant request and plan is limited to the purchase of laptops, with the district prepared to meet the other funding requirements that support the *TLP* from local funding sources.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 122901	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.

Instruction practices at the primary and secondary levels are increasingly using online resources as either replacements for printed textbook materials, or as supplementary instruction to improve reading and math student performance. Students are routinely given assignments on IXL, IStation, StudyIsland, Learning.com, Reasoning Minds, Science Starters, Rosetta Stone, or other online programs. Many of these assignments are completed in class, but there are occasions where the assignments must be completed at home. Students who do not have home access to computer and/or the internet must make special arrangements with their instructors, frequently requiring instructors to offer lengthy after-school tutorial sessions. The TLP would allow the district to efficiently facilitate student access to technology resources and complete assignments at home by increasing the number of laptops available to students. This expanded opportunity would also directly support the instructional efforts for our LEP and ESL students, as well as the online state testing of these students.

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.

IXL, IStation, StudyIsland, Learning.com, Reasoning Minds, Science Starters, Rosetta Stone, and other online programs are supplementing instruction for grade levels K-12, with several of these resources overlapping multiple grade levels. Online textbook resources are increasing as new textbook adoption cycles are met, and more textbook suppliers are only offering online supplementary materials. FDISD has identified and targeted student performance needs in reading and math (specifically), but there have been some siginificant benefits seen in science at both the primary and secondary grades (FDISD has achieved performance distinctions in science for several years). Teachers are routinely using online technology to improve student understanding and performance, with daily lesson plans and project assignments requiring online access.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 122901	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.

A robust technology infrastructure for teacher and student-use is very important at FDISD. The district has put in place a strong technology infrastructure throughout the single-campus that includes a local area network with Cat 5 wiring, hubs, switches and routers. The 100MBs Internet Service is delivered by the local Internet provider. The entire campus including the library, common areas, classrooms and offices are Internet-ready through wired connections and numerous wireless access points (WiFi). This technology infrastructure gives the students the flexibility to use their laptops anywhere on campus to access the Internet and a wide array of online information as well as the digital curriculum that has been adopted by FDISD. Not only is technology in place, but a support system as well. The students will receive infrastructure and technical support from the FDISD Technology Director. The technology director is responsible for providing students with daily assistance on how to use, operate, and troubleshoot the laptop. The technology director will also support the students' laptops with routine maintenance and software updates to ensure successful implementation of the lending program. In addition to supporting students' use of laptops, the technology director is also responsible for maintenance and support of the Internet and local area network, which includes wiring, switches, hubs and routers. This includes basic making software upgrades to the infrastructure, basic troubleshooting, replacing old and obsolete equipment, and planning for future upgrades and network expansion. The district actively pursues E-Rate eligible projects in an effort to keep the network as up to date as possible.

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

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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 Program grant will be administered using non-grant funds. The District Technology Director will oversee the implementation of the grant. The District Technology Director will be responsible for purchasing laptops and accessories and insuring the equipment. He will also be responsible for accounting for all equipment, installing software, and organizing the 9-12 roll out and the 3-8 roll out.

9-12th grade laptops will be purchased as soon as possible after the grant award and will be distributed to students during a "Laptop Orientation." The Technology Director will lead the mandatory "Laptop Orientation" for parents and students for all students in grades 3-12. Parents and students must sign the Laptop Computer Protection plan and a Student Pledge documents before the laptop can be issued.

9-12th grade students will retain their laptop each year while they are enrolled at FDHS. The Technology Director will collect student laptops at the end of the year for maintenance, cleaning, and software installation. Laptops are intended for use at school each day and for students to take home. In addition to teacher expectations for laptop use, school messages, announcements, calendars and schedules may be accessed using the laptop. Students will bring their laptops to all classes, unless specifically instructed not to do so by their teacher.

However, grade 3-8 students will have to check in and check out their laptop on a daily basis. Our surveys indicated that a very small percentage of students (less than 1%) have parents who do not wish for the student to bring their laptops home after school hours for various reasons. These parents must personally visit with the administration and completed the necessary paperwork. These students visit the library each morning prior to the beginning of school and check out their laptop and return the laptop at the end of the day. Also, according to research done by talking with other schools who have the 1:1 initiative, a very small percentage of students (less than .05%) will have broken their issued laptop more than one time. If it is deemed that these students are being irresponsible with the equipment, they will be required to check in and check out the equipment on a daily basis. However, in all of these cases, the check in and check out is done by the Technology Director and the classroom teachers.

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 Fort Davis ISD Board Policy (CMD Legal) the District conducts an annual physical inventory of all currently adopted instructional materials that have been requisitioned by and delivered to the District. 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. *19 TAC 66.107(a).* The accounting of the technology lending equipment will be entered into the FDISD's centralized asset management that typically accounts for all equipment in the district. Once the equipment is ordered and received, the FDHS Technology Director 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. The district believes that this is an efficient and effective way to keep track of when equipment need to be replaced, fixed, or maintained. In addition, it can be extremely valuable in case of an emergency. Using TLP funds, FDISD will purchase insurance for all laptops. The insurance will be through the Texas Association of School Boards (TASB). Since a 52.4% of the students are economically disadvantaged, FDISD will insure all students' laptops. FDISD also understands that grant funds cannot be used to replace lost, stolen or damaged equipment. Laptops are also inspected for damage and other defects every six weeks grading period, with the inspection date and results recorded on a district form. The campus secretaries have access to those forms for verification purposes. Damaged, or lost, equipment is recorded, with repair/replacement bills sent to the parents of the student responsible for the device.

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