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 22 AM 9:00 DOCUMENT CONTROL CENTER
Contact information:	Kathy Ferguson: techlending@tea.texas.gov; (512) 463-9087	

Schedule #1 – General Information

Part 1: Applicant Information

Organization name	County-District #		Amendment #
Celeste ISD	116-902		
Vendor ID #	**ESC Region #**		
756000347	10		

Mailing address		City	State	ZIP Code
207 S. 5th Street		Celeste	TX	75423

Primary Contact

First name	M.I.	Last name	Title
Julie		Dillard	Technology Director
Telephone #	**Email address**		**FAX #**
903-568-4721	dillardj@celesteisd.org		903-568-4495

Secondary Contact

First name	M.I.	Last name	Title
Tammy		Shields	Business Manager
Telephone #	**Email address**		**FAX #**
903-568-4825	shieldst@celesteisd.org		903-568-4495

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
Julie		Dillard	Technology Director
Telephone #	Email address		FAX #
903-568-4721	dillardj@celesteisd.org		903-568-4495

Signature (blue ink preferred)

Julie Dillard

Only the legally responsible party may sign this application.

Date signed: 01/26/2018

Schedule #1—General Information	
County-district number or vendor ID: 116-902	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.**

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 116-902	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
X	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
X	I certify my acceptance of and compliance with the program guidelines for this grant.
X	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
X	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: 116-902	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

X 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: 116-902	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

#	Schedule #	Class/ Object Code	A Grand Total from Previously Approved Budget	B Amount Deleted	C Amount Added	D 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: 116-902	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.			

Schedule #5—Program Executive Summary

County-district number or vendor ID: 116-902	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.

Celeste High School
Celeste Junior High School

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.

Celeste is a small, low-income, rural community with a very small number of local businesses. The school serves as the main focal point of the community. High-speed Internet options are limited to just a few, each of which are not very affordable for low income households. Based on current library checkout numbers, on average five mobile devices and mobile Internet hotspots are checked out nightly at Celeste High School. Nightly checkout increases regularly depending on class projects. Celeste Junior High School does not currently have an option for checking out these types of devices for home use. According to PEIMS data reports, Celeste ISD is over 53% economically disadvantaged.

The continued growth and dependence on online resources for classroom learning, both during and after school hours, has driven demand for increased numbers of available mobile technology devices. Online textbooks for core classes, online foreign language and credit recovery programs, and an increased dual-credit enrollment that now extends into the 11th grade are all contributing factors to this growth. At Celeste Junior High School, students use online resources to perform many of their day to day tasks through Google online applications provided with our Google G Suite for Education subscription. A push by local administration for college readiness only looks to add to the demand for increased availability of the aforementioned mobile devices and mobile Internet hotspots. The major hurdle we have encountered for fulfilling these needs is funding the cost of purchasing additional mobile devices and mobile Internet hotspots. We have determined Google Chromebooks to be the most efficient use of funds in order to reach these numbers without sacrificing the ability to maintain access to current and future programs and online resources.

Calling on our past experiences with the TLPG, and the continuation of the programs that were founded through the funding we received, we feel our plan will eliminate the biggest hurdles we face daily with mobile device availability and the up-front costs of purchasing the mobile devices. Much of the initial setup with a technology lending program has already been instituted because of our past participation. Check out procedures, the technology lending agreement, and mobile device setup and configurations that are currently in place can easily be carried over into a new program. Modifications to these areas could easily be handled to allow for quicker achievement of other grant requirements.

Currently, we are utilizing and maintaining equipment that was purchased with funds from the 2012 and 2014 technology lending grants. With the roughly 75 mobile devices available to students, we are struggling to meet the demands for technology during the school day as well as checking devices out on a loan basis for home use. We have classes during the school day that are dependent on the devices for daily access to the digital textbooks and online programs for credit recovery, foreign language requirements and dual credit courses. In addition to the daily demand on these devices, we also find it challenging to accommodate teachers' requests for various classroom projects. Advance planning is required to ensure that devices are charged and ready for classroom use.

Being awarded the Technology Lending Program Grant in both 2012-2013 and 2014-2016, Celeste ISD has been able to extend learning beyond the walls of our school, especially to our economically disadvantaged students. The funding received during those periods served as a catalyst for several successful, indispensable programs that are still in place at Celeste ISD.

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County-district number or vendor ID: 116-902	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.

Teachers and students have come to depend on mobile technology for accessibility and convenience in our digital world, and it is imperative that Celeste ISD continue this forward progression. Teachers and students are saving documents, photos and videos in the cloud. This practice allows 24/7 access to their files, and supports 21st Century learning and helps develop skills such as collaboration, creativity, communication, critical thinking, digital citizenship, independence and engagement. With the TLPG, we have learned to be mobile, and the mobility contributes to higher levels of student success.

Since the end of the 2014-2016 TLPG, Celeste ISD has dedicated spending local and e-rate funding on upgrading equipment, infrastructure and Internet access in order to better support the increased demand for online services. Due to budget constraints we have modified our original technology lending model. We have continued to provide insurance for 25 devices at the high school and five devices at the junior high. One of the most costly aspects of the TLPG is the home Internet access service provided through mobile hotspots. We have had to decrease the number of mobile hotspots, limiting the number of students that can be served on a nightly basis.

One of the biggest challenges facing teachers today is providing curriculum through digital resources. Several years ago, Celeste ISD began adopting textbook bundles for the classroom. Generally, these bundles contain a class set of printed textbooks and an equal number of digital textbooks and resources that are included in the bundle. The success of the digital curriculum and resources hinges on equitable access to the devices and the home Internet access provided by the lending program. Teachers can become discouraged, and return to more traditional, non-digital resources such as worksheets when the appropriate resources are not available at home to complete the online assignments.

Google G Suite for Education has made a huge difference in the way that Celeste Junior High teachers teach. Google programs such as Google Classroom, Google Hangouts and many other Google Apps have been heavily integrated into the classroom. This technology has increased the depth and complexity of instruction. Observations indicate an increase in learning due to the collaboration, creativity and higher order thinking gained from this type of classroom instruction. Again, since the end of the 2014-2016 TLPG, access to online programs such as this are limited due to the number of devices available for check out.

Based on our past experiences with the TLPG and local initiatives, we have determined the cost for contracted Internet services would be $9,118. Mobile devices would cost approximately $35,715 and accessories (cases, chargers, headsets) would cost around $1500, and the cost for insuring the devices would be approximately $2,850. We expect the total cost to be in the area of $49,183. The resources that we acquire from this grant will contribute greatly towards the expansion of the Celeste ISD technology program. The teachers truly appreciate having access to the technology and devices in their classrooms, when the devices are not actively checked out to a student. Having access to the available devices provided by the TLPG, the needs of the students are still being served during the class day.

Ideally, Celeste ISD would like to expand the technology lending program into a 1:1 initiative. By increasing the number of devices available through the TLPG, we bring ourselves closer to realizing this goal. Serving economically disadvantaged students and those students without the necessary equipment is a priority. The TLPG would help eliminate the threat of students being left behind due to the absence of technology.

Schedule #6—Program Budget Summary

County-district number or vendor ID: 116-902	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	$9,118	$0	$9,118
Schedule #9	Supplies and Materials (6300)	6300	$37,215	$0	$37,215
Schedule #10	Other Operating Costs (6400)	6400	$2,850	$0	$2,850
Schedule #11	Capital Outlay (6600)	6600	$0	$0	$0
Total direct costs:			$49,183	$0	$49,183
Percentage% indirect costs (see note):			N/A	$0	$0
Grand total of budgeted costs (add all entries in each column):			**$49,183**	**$0**	**$49,183**

Administrative Cost Calculation

Enter the total grant amount requested:	$49,183
Percentage limit on administrative costs established for the program (15%):	× .15
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$7,377

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: 116-902	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	12 month residential wireless Internet access for students	$9,118
2		$
3		$
4		$
5		$
6		$
7		$
8		$
9		$
10		$
11		$
12		$
13		$
14		$
	a. **Subtotal of professional and contracted services:**	$9,118
	b. **Remaining 6200—Professional and contracted services that do not require specific approval:**	$0
	(Sum of lines a and b) Grand total	**$9,118**

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: 116-902	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:	$37,215
	Grand total:	**$37,215**

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: 116-902		Amendment number (for amendments only):
Expense Item Description		**Grant Amount Budgeted**
6400	Operating costs that do not require specific approval:	$2,850
	Grand total:	**$2,850**

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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#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
	Schedule #11—Capital Outlay (6600)			
	County-District Number or Vendor ID: 116-902		Amendment number (for amendments only):	
66XX—Computing Devices, capitalized				
1			$	$
2			$	$
3			$	$
4			$	$
5			$	$
6			$	$
7			$	$
8			$	$
9			$	$
10			$	$
66XX—Software, capitalized				
11			$	$
12			$	$
13			$	$
14			$	$
15			$	$
16			$	$
17			$	$
66XX—Equipment, furniture, or vehicles				
18			$	$
19			$	$
20			$	$
21			$	$
22			$	$
23			$	$
24			$	$
25			$	$
26			$	$
27			$	$
			Grand total:	$

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: 116-902	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	144	50.53%	
Limited English proficient (LEP)	6	2.1%	
Disciplinary placements	8	2.8%	
Attendance rate	NA	96.1%	
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:	X 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
							37	37	41	44	47	50	29	285

Schedule #13—Needs Assessment

County-district number or vendor ID: 116-902	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.

Celeste is a small, low-income, rural community with a very small number of local businesses. The school serves as the main focal point of the community. High-speed Internet options are limited to just a few, each of which are not very affordable for low income households. Based on current library checkout numbers, on average five mobile devices and mobile Internet hotspots are checked out nightly at Celeste High School. Nightly checkout increases regularly depending on class projects. Celeste Junior High School does not currently have an option for checking out these types of devices for home use. According to PEIMS data reports, Celeste ISD is over 53% socio-economically disadvantaged.

Celeste ISD encourages teachers to incorporate technologies into classroom lessons that will stimulate and engage learners. Students should be given educational opportunities to develop their higher-order thinking, decision-making and problem solving skills. Students can utilize local online resources such as TexQuest, Google G Suite for Education, Microsoft Office 365 and digital textbook resources to develop these critical, much needed 21st Century skills. Utilizing these resources will ensure that Celeste ISD students are being prepared to conquer the demands of our high tech world; however, for some students, this platform for learning has limitations due to their lack of equitable technology or home Internet access. The key component to these programs is accessibility. At the present time, Celeste ISD teachers and students are experiencing longer waiting periods due to the limitations of home Internet service and the availability of mobile devices.

It has been determined from a home technology/Internet use survey issued to students in grades 6-12 that approximately 22 percent of high school students had no laptop, computer, tablet or Chromebook at home and 27 percent had no home Internet service. The survey shows 42 percent of junior high school students had no laptop, computer, tablet or Chromebook at home and 31 percent had no home Internet service. The survey indicated that most students do have access to a smartphone; however, those students that only have access to the Internet through their mobile device and cellular data plan are at a disadvantage when accessing online resources provided by the district, whether it is incompatible devices or data limitations. These numbers further support the need for additional devices for the technology lending program.

In the last couple of years, the dual credit enrollment has more than doubled with the addition of 11th graders being able to take several online classes. The requests for lending equipment has increased because of the need to access Blackboard and research projects. Checkout requests are also routinely high for the online foreign language program, Rosetta Stone. In an attempt to better prepare our high school students for career and college readiness, the CTE teachers have incorporated career certifications through online programs such as food safety and industry, Microsoft, and OSHA just to name a few. Recently, we have also seen an increase in student requests for lending equipment to prepare for college entrance tests by taking advantage of online programs for the SAT and ACT. Finally, lending equipment is necessary for students enrolled in Pearson GradPoint for credit recovery, and under special circumstances such as being home bound, many of these students request the lending equipment for an extended period of time. Accommodating specific circumstances such as this takes the lending equipment out of daily circulation for other students.

From our past experiences, providing digital equity to our students has had the greatest positive impact on technological advancement at Celeste ISD. Students request to checkout technology daily and have become very dependent on the lending equipment. Expanding this program by increasing the number of devices and providing more home Internet services will further strengthen the progression into the digital age. The most influential piece of the TLPG was having the ability to observe the progress of students and teachers when technology was placed into the hands of those whose potential to learn, create and grow had been cut short due to the lack of technology.

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Schedule #13 — Needs Assessment (cont.)

County-district number or vendor ID: 116-902	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.	Verizon Mobile WiFi Hotspots for home Internet access	10 mobile hotspots will be purchased for the junior high campus and 10 additional hotspots for the high school campus giving the junior high campus a total of 10 hotspots and the high school will have 23
2.	Mobile devices	Purchase Chromebooks for technology lending program.
3.	Insurance and accessories for protection of devices	Purchase insurance for the Chromebooks. Purchase safety accessories to cover and protect lending equipment.
4.	Identify students needing technology lending devices.	Identify through PEIMS data, surveys and teacher observations those special needs, socio-economically disadvantaged, at-risk and learning disabled students needing access to technology. These students would be given priority over other students for access to lending technology provided by the grant.
5.	Provide professional development to teachers and provide communication and awareness to parents and care-givers using local funds	Provide professional development, using local funding, to inform teachers and parents/care-givers of the technology lending equipment, policies and procedures of the TLPG. New technology purchased with grant funds would present new training opportunites for all participants.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #14—Management Plan

County-district number or vendor ID: 116-902	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	The Celeste ISD Technology Director has had over 4 years of prior experience as a grant coordinator for the Rural Technology Grant and over 4 years experience as grant manager for the previous TLPGs
2.	Technician	Celeste ISD Technician assisted in the implementation of both the Rural Technology Grant and the Technology Lending Program Grant.
3.	Teachers	Staff members will train and work closely with the students and parents to ensure that the lending technology is being properly maintained. They will also help to identify and monitor the students with the greatest need for the technology.
4.	District Librarian	Prior experience with the maintenance of lending technology.
5.	Assistant Librarians/Tech	Assist with maintenance, checkout/return and protocol associated with the lending equipment.

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.	Obtain data & statistics to determine and prioritize students	1.	Initial Review of PEIMS data	05/04/2018	05/08/2018
		2.	Conduct Home Internet Survey	08/27/2018	08/31/2018
		3.	Teacher Staff Development to discuss program	08/15/2018	08/15/2018
		4.	Teacher observation of student needs	08/20/2018	08/31/2019
		5.	2nd Review of PEIMS data post summer submission	08/01/2018	08/03/2018
2.	Purchase lending equipment, software and insurance	1.	Purchase mobile devices	05/01/2018	05/31/2018
		2.	Purchase Internet hotspots	08/01/2018	08/07/2018
		3.	Purchase insurance	08/01/2018	08/27/2018
		4.		XX/XX/XXXX	XX/XX/XXXX
		5.		XX/XX/XXXX	XX/XX/XXXX
3.	Professional development for teachers & inform parents of the TLPG	1.	Provide training for teachers and staff	08/15/2018	08/22/2018
		2.	Advertise the TLPG in print & social media	05/01/2018	08/31/2018
		3.	Inform parents of TLPG at meet the teacher night	08/16/2018	08/16/2018
		4.	Student training for participating students	08/27/2018	08/27/2018
		5.	Train librarians and campus coordinators	08/13/2018	08/17/2018
4.	Inventory lending equipment and begin checkout procedure	1.	Inventory and barcode label lending equiment	06/01/2018	08/07/2018
		2.	Checkout lending equipment	08/27/2018	08/31/2019
		3.	Obtain parent/student signed lending agreement	08/20/2018	08/24/2018
		4.		XX/XX/XXXX	XX/XX/XXXX
		5.		XX/XX/XXXX	XX/XX/XXXX
5.	Begin running reports and collecting data	1.	Library circulation reports	08/27/2018	08/31/2019
		2.	Lightspeed Internet Usage reports	08/27/2018	08/31/2019
		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: 116-902	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.

From past experiences with the TLPG, we can attest to the importance of teacher involvement with the lending program. Planning ahead and communication are critical components in the TLPG. We have learned that close monitoring and observations by the teacher and the library assistant who is responsible for checking out the equipment to students is vital. Teachers communicate their technology needs by working with the library assistant to reserve technology and to plan ahead for specific requirements. A partnership is formed between the principal, teachers, librarian and the students. Next, the parent or care-giver must join the partnership and support the technology lending guidelines. Parents must do their part to monitor students at home and respect that the devices are intended for student school use. Parents will be informed about the lending program through PTO meetings, social media posts and the school website. There will be a feedback form posted on the webpage for suggestions, input and ways to improve the program. The students served by the grant will be required to share projects and completed assignments using Google Drive or Microsoft Office 365 or completion of credit recovery courses. Online surveys will be used to continually evaluate the program, and to help to identify ways to improve. Principals, technology director, technician, librarians and teachers will meet each during each nine week period to discuss the program strengths and weaknesses and then modify accordingly.

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.

Celeste High School has an existing technology lending program thanks in large part to the past TLPGs. As a matter of fact, equipment including iPads and laptops initially purchased with the first TLPG are still being checked out daily and serving our students and teachers. The laptops purchased in the second TLPG are insured and are still being checked out nightly for student use. The mobile hotspots and laptops bags are still being used. Last summer, three credit recovery students earned high school credit with devices from this program. Needless to say, the TLPG is still serving our students and making a positive difference in their lives. It has inspired us to fight for local funding to insure devices and continue providing Internet access. As we stated earlier, being one of the most expensive components, we have had to decrease the number of hotspots, and some of the students have had their checkout requests denied due to the decrease. They simply have to wait their turn. Fortunately, teachers support this program so much, that they adjust due dates to accommodate those students.

In an effort to maximize effectiveness of grant funds, because of the successful programs that we have observed with the Google G Suite for Education, we expect to purchase 50 Chromebooks for the junior high and 100 for the high school. The laptops purchased with the first TLPG are beginning to show signs of overall wear and tear as well as substantially decreased battery life. Adding the Chromebooks along with these devices will help us get more technology into the hands of those students who need it most. Chromebooks will give students the benefit of smaller devices and longer battery life. They are more cost effective and will help to boost personal learning.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 116-902	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.	MS Office 365 Apps/Google Groups & Google Classroom for the student	1.	Students will use MS Office 365 Apps/Google Groups & Google Classroom to message, comment and collaborate with teachers and project manager.
		2.	Students will use MS Office 365 Apps/Google Groups & Google Classroom to post completed assignments.
		3.	Students will use MS Office 365 Apps/Google Groups & Google Classroom to showcase projects in which the lending grant was used to create.
2.	MS Office 365 Apps and SharePoint/Google Groups & Google Classroom for the teachers, librarian and project manager	1.	Teachers will use MS Office 365 Apps and SharePoint/Google Groups & Google Classroom for feedback and discussions
		2.	Teachers will evaluate digital textbook use by utilizing online textbook resources
		3.	Teachers will use MS Office 365 Apps and SharePoint/Google Groups & Google Classroom for ongoing teacher collaboration.
3.	Ongoing teacher/librarian involvement and observation	1.	Teachers must actively monitor students and give feedback
		2.	Teachers will create and integrate technology enhanced and student driven lessons that will promote communication and critical thinking skills
		3.	Library circulation statistic reports and student sign-up sheets will provide evidence in numbers of student need for the lending equipment
4.	Students will personalize learning and strive to become self-directed learners	1.	Students will show evidence of expanding boundaries beyond the classroom to become creative, collaborative and reflective learners
		2.	Students will learn to utilize digital resources to connect with specialists, experts and audiences outside the school walls
		3.	Students will learn to use global communication skills
5.	Students will utilize resources to become creators	1.	Students will use digital resources to make something new
		2.	Students being actively engaged in their learning will increase the depth and complexity of their education
		3.	Students with physical and learning disabilities will be supported with assistive technology and apps that will enhance their learning experience

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.

The evaluation of the TLPG will be a systematic and ongoing process. Data will be collected through library circulation reports. Statistics and circulation reports for the lending program will be generated weekly. Reports will assist us with identifying individual student need for technology equipment by assessing the number of checkouts per student. Misuse of the technology equipment can also be determined by reporting on overdue/damaged equipment. Correlations can be made by running progress reports in the online courseware in which students are requesting the lending materials for home use with these programs. Online courseware completion reports for at-risk students along with daily attendance reports can also provide data. Participating campuses and teachers will work in partnership and strive to provide feedback and make improvements when needed. The Celeste ISD technician will use Lightspeed to routinely check and monitor student Internet activity and to ensure CIPA compliance. The project coordinator and special education/Title I teachers will use classroom monitoring and close observation of students with physical and learning disabilities. Assistive technology will be routinely evaluated to provide the best apps and programs for students with special needs to ensure optimal productivity is being achieved through the lending program.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 116-902	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.

Being awarded the Technology Lending Program Grant in both 2012-2013 and 2014-2016, Celeste ISD has been able to extend learning beyond the walls of our school, especially to our economically disadvantaged students. The funding received during those periods served as catalyst for several successful, indispensable programs that are still in place at Celeste ISD.

Celeste High School has an existing technology lending program thanks in large part to the past TLPGs. As a matter of fact, equipment including iPads and laptops initially purchased with the first TLPG are still being checked out daily and serving our students and teachers. The 25 laptops purchased in the second TLPG are insured and are still being checked out nightly for student use. Thirteen mobile hotspots and laptops bags are still being used. Needless to say, the TLPG is still serving our students and making a positive difference in their lives. It has inspired us to fight for local funding to insure devices and continue providing Internet access. As we stated earlier, being one of the most expensive components, we have had to decrease the number of hotspots from twenty to thirteen, and some of the students have had their check out requests denied due to the decrease. They simply have to wait their turn. Fortunately, teachers support this program so much, that they adjust due dates to accommodate those students.

Celeste Junior High School has been utilizing the 25 laptops purchased with funds from the 2014-2016 TLPG on a daily basis. Currently, due to budget constraints, we have been forced to eliminate the availability of hotspots, and we have continued to provide insurance for five computers with local funding. Teachers and students have come to depend on the TLPG for accessibility and convenience in our digital world, and it is imperative that Celeste ISD continue this forward progression. With Google G Suite for Education, the junior high campus is embracing technology. Students have grown accustom to saving items to the cloud which supports 21st Century learning and helps develop skills such as collaboration, creativity, communication, critical thinking, digital citizenship, independence and engagement. With the TLPG, we have learned to be mobile, and the mobility contributes to higher levels of student success.

Also implemented at the junior high during the 2012-2013 TLPG was the purchase of eight Kindle Readers. This program continues to be very popular with our special needs and Title I students. With the Whispersync feature, students can integrate the audio with the text as they follow along giving all students regardless of their educational need the opportunity to read popular titles.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 116-902	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.

As stated in the Celeste ISD technology plan, students will be provided with the skills through the integration of technology into teaching, learning and living in a technology-based environment. Students must learn to manage large quantities of information on demand that is safe, relevant and meaningful which will increase academic performance across the curriculum. All students should have an equal opportunity to access digital resources to enhance their learning experience. The TLPG simply levels the playing field for our students, and it ensures that no students are at a disadvantage from lack of resources. Accessibility to mobile devices and the Internet allows students greater levels of interest, inquiry, analysis, collaboration and creativity. Utilization of online programs such as Microsoft Office 365 Apps, Google G Suite for Education and TexQuest resources will allow students to have a robust digital platform that will support higher levels of learning. Implementation of an expanded technology lending program will help ensure these goals are met by providing anywhere, anytime access to these resources.

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

County-district number or vendor ID: 116-902	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.

Verizon mobile hotspots have proven to be very beneficial for providing internet access to student residences, on buses and for students that are out of school for extra-curricular events and home bound students. The hotspots are checked out with the student laptop. The hotspots have helped students keep forward progress in classes by giving them reliable Internet access on long bus rides to athletic events, FFA events and UIL competitions. Students participating in athletics, agricultural related stock shows, or leadership and career development events where they are missing several days of school often rely on these mobile hotspots to watch live and recorded classroom lessons. Obviously, the main purpose of the TLPG is serving those students without residential Internet access. Countless students have used the mobile hotspots for credit recovery, classroom projects, dual-credit and online courseware. This level of success has been achieved by having the ability to level the playing field for all students, ensuring that no students have been left behind due to lack of technology. Expansion of this program would further strengthen this success rate.

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

County-district number or vendor ID: 116-902	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 current curriculum/instruction at Celeste High School relies heavily on our mobile Internet access and devices. Students require daily online access to programs such as Pearson GradPoint, TexQuest, Rosetta Stone, Blackboard and e-textbooks for dual-credit college courses, McGraw-Hill connectED and Pearson Realize digital textbooks and resources. With only a limited number of print textbooks, the need for home access to these programs becomes a necessity for students to complete assignments, create projects and study for exams. High school students must currently sign-up, and many are waitlisted, for devices necessary for completing assignments at home. The limits in access to equitable technology at home can be discouraging for teachers that wish to assign homework requiring these resources. In some situations, class instruction time is sacrificed to allow students to complete these type of assignments.

Celeste Junior High School uses Google apps and Google Classroom for the majority of their instruction and assignments. Over the past several years, teachers at the junior high have come to embrace technology through Google G Suite for Education. Teachers and students have become self-sufficient instructors and learners with the buy-in of cloud storage and web-based apps. The convenience of 24/7 access to documents, spreadsheets, slides, images and videos has transformed teaching and learning styles. This transformation has led to junior high students being more adequately prepared for an ever-changing 21st Century environment.

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.

Celeste High School, grades 9, 10, 11 and 12, are utilizing Microsoft Office 365 alongside Google apps for classroom communication and collaboration as well as cloud based storage. TexQuest gives students the opportunity to utilize online databases and full-text eBooks to enhance learning in science, history, ELA and math. Gale databases such as Literary Sources, Greenr and Science in Context give students access to academic journals, periodicals, images and videos to enrich their foundation curriculum. These databases combined with existing Google and Microsoft accounts allow easy organization and management by allowing direct uploads of quality, data-rich information to their cloud storage. One significant advantage of the lending program is serving our at-risk students that were in danger of dropping out of school. These students have relied heavily on the GradPoint Online Courseware to graduate.

Celeste Junior High, grades 6, 7, and 8, depend on the Internet for science, math, ELA and history. Being 100% digital, the science curriculum, STEMscopes, uses resources such as digital simulations, hands-on investigations, interactive videos and text-to-speech features that individualize the learning environment for students. Obviously, mobile devices and Internet are necessary components of this curriculum. Khan Academy has revolutionized teaching in the math and science classroom. Teachers incorporate this resource into many aspects of instruction for remediation as well as enrichment. The online program, Edgeniuty Pathblazer, provided through the Texas Success Initiative, serves as a reading intervention tool to address each student's individual need in reading, whether they are below, at, or above level.

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

County-district number or vendor ID: 116-902	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.

Since the end of the 2014-2016 TLPG, Celeste ISD has dedicated spending local and e-rate funding on upgrading equipment, infrastructure and Internet access in order to better support the increased demand for online services. Wireless access points have been added and upgraded to accommodate more devices throughout the campus buildings. The Google management console used in conjunction with the Chromebook devices allows flexibility and scalability by reducing the amount of time and manpower that is required to install applications or troubleshoot issues. Many day to day tasks that used to require hands-on attention to each device can now be performed from a single computer and be deployed to all the devices. People's Telephone Company currently provides 200 mbps of bandwidth via fiber optic cable. The district technician and assistant technician are available to troubleshoot and inspect devices on a daily basis. Our current Lightspeed Systems Web Filter appliance allows us to closely monitor and run detailed Internet activity reports for our students, as well as providing CIPA compliant web filtering for district owned devices that are checked out.

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

County-district number or vendor ID: 116-902	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.

Once the devices are in place at each campus, the devices will be barcoded and added to the library database system for checkout. In order to begin checking out technology equipment (mobile devices and wireless hotspots) students and a parent/caregiver must read, sign and agree to the terms of the Celeste ISD Technology Lending Agreement. The technology lending equipment will be loaned to students for educational purposes for up to two consecutive nights unless otherwise noted. The equipment may not be defaced or destroyed in any way. The equipment will be returned to the school promptly on the due date. Teachers will coordinate with librarian to reserve campus facilities such as laptops, Chromebooks or technology research labs. The lending technology can be made available on an as needed basis. Librarians with the help of classroom teachers, will assess student need, obtain teacher verification and checkout equipment. Using PEIMS data and classroom teacher observations, students identified as economically disadvantaged or with learning disabilities will take priority in cases of competing need.

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.

Preparing the Internet mobile hotspots to meet CIPA compliance guidelines can also be challenging. Through experience, we have learned that pairing the laptops directly to the hotspot was the best way to ensure that the Internet was being filtered properly, and that no other device could connect to the hotspot. Using this method to filter, forced us to checkout both devices simultaneously. Pre-planning and organization are two aspects that are critical to the success of the TLPG.

All purchased equipment that is to be loaned will be barcoded, insured and added to the local Destiny automated library system. Devices that are checked out by students will be thoroughly inspected for damage upon being checked back in. If damage is noticed, a claim will be filed through the device's insurance policy and sent for repair. Routine inventories will be conducted throughout the school year, and an official inventory will be conducted to account for all equipment periodically and at the end of the year. Equipment will be checked in and re-imaged during summer maintenance.

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