Texas Education Agency
Standard Application System (SAS)

2018–2019 Technology Lending

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Program authority:	General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85th Texas Legislature; Texas Education Code Section 32.301	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	
Contact information:	Kathy Ferguson: techlending@tea.texas.gov; (512) 463-9087	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #		Amendment #
Manor ISD	**227-907**		
Vendor ID #	ESC Region #		
1746003097	**13**		

Mailing address	City	State	ZIP Code
10335 US Highway 290E	**Manor**	**TX**	**78653-4686**

Primary Contact

First name	M.I.	Last name	Title
Gary	**Lee**	**Frye**	**District Grant Writer**
Telephone #	Email address		FAX #
806-787-6137	**gary.frye@manorisd.net**		**512-278-4017**

Secondary Contact

First name	M.I.	Last name	Title
Brian		**Yearwood**	**Assistant Superintendent**
Telephone #	Email address		FAX #
	brian.yearwood@manorisd.net		**512-278-4017**

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
Royce		**Avery**	**Superintendent**
Telephone #	Email address		FAX #
512-278-4000	**royce.avery@manorisd.net**		**512-278-4017**

Signature (blue ink preferred) — Date signed **02/01/2018**

Only the legally responsible party may sign this application.

Schedule #1—General Information

County-district number or vendor ID: **227-907**	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: **227-907**	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: **227-907**	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 #5—Program Executive Summary	
County-district number or vendor ID: **227-907**	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.

Communication platforms: Manor High School, Manor Middle School, Decker Middle School, Bluebonnet Trail Elementary School, Manor Elementary School, Pioneer Crossing Elementary School, Decker Elementary School: *General platforms*: Manor Alternative Program (MAP), Manor Excel Academy (MEA): *SpE GP's*: Manor New Tech High and Middle Schools, Blake Manor Elementary, Lagos Elementary, Oak Meadows Elementary, Presidential Meadows Elementary, Shadowglen Elementary, Decker Middle 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.

Manor ISD's (MISD) overall program concept was to provide targeted efforts for our most at-risk students to give them the technology based tools that would allow them to be able to leverage access to provide better educational outcomes. We will be using iPad-type platform for the main devise. This is because this platform is compatible with current software that student will need access on their respective campuses. Also, this platform provides a lower cost system to download the additional application (app) to make accessing the Internet a benefit to increase each student's academic progress. We will use MiFi systems for the Internet connection because it allows for lower cost and gives MISD technology department a better way to monitor usage to conform to the Child Protection Act. We will have one specific communication production app that will be include on part of the platforms (see below) and then the standard software that allow students to use the devices. Some of these programs will come from MISD standard district licenses. The platforms will have covers, insurance, and a general maintenance agreement. This will assure that MISD is able to effectively support the platforms for the life of this grant and beyond.

Special education students in Life Skills and other related functional areas are one of our focus. Hasselbring & Glaser (2000) in their seminal journal publication - Use of Computer Technology to Help Students with Special Needs – provides the model for what MISD is doing with these targeted students. Many of these students have great communication needs. This need can be overcome with a communication-board but the size of most of these make not transportable to all locations. The Proloquo2Go is an app that allows symbol-supported communication app to promote language development and grow communication skills, from beginning to advanced communicators (https://www.facebook.com/proloquo2go/). Proloquo2Go is the only AAC (Augmentative and Alternative Communication) app that combines unique features, such as research-based vocabulary levels, (activity) templates to support motor-planning, ExpressivePower to express yourself and full bilingual support. Proloquo2Go does this with minimal customization effort. Proloquo2Go is designed to ensure growth of communication skills and to promote language development. It covers all users, from beginning to advanced users, while catering for a wide range of fine-motor, visual and cognitive skills. Proloquo2Go has been used successfully with individuals with the following diagnoses: autism, cerebral palsy, Down syndrome, developmental disabilities, apraxia, stroke, traumatic brain injury and others. Because the app can be placed on iPad-type devises, providing these students with technology that has Internet connections, the additional ability to download other education apps, and portability this group[of students can have technology that allows them to communicate - the most basic production need - not just at school but in their everyday life. Research supports the use of this platform and with these students - Brumbaugh, 2015; Coulon, 2015; Darling-Hammond, 2014; Edyburn, 2009; Grinager, 2006; Israel, 2014; O'Malley, 2014; Room 241 Team, 2013; Quick, 2014. Technology can be the great equalizer in a classroom with diverse learners. Whereas teachers can find it difficult to differentiate instruction for 30+ students in one class, all with different needs and abilities, "assistive technology" (devices and software to assist students with disabilities) can often help teachers personalize lessons and skills enhancement to each child. Children with learning disabilities often have better technology skills than their teachers and are drawn to computers and other gadgets, so using them in the classroom makes perfect sense. For children with physical disabilities, technology can give access to learning opportunities previously closed to them. E-readers help students turn book pages without applying dexterity, and voice adaptive software can help students answer questions without needing to write. Computers are engaging and more advanced than the typical modified lesson allows. The widely-used teacher education textbook Educating Exceptional Children has a special section in each chapter focused on assistive technology explaining how it is used with exceptionalities ranging from giftedness to autism. The use of this platform with the communication app more than meets the needs of the students and the research base provides how we can best meet these students' needs. The other special education students will have the platforms to use at school and home to extend their abilities to receive differentiated instruction, extend classroom learning, reinforce skills obtained in regular class instruction, and provide these students with ways to work at their house. These general special

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: **227-907**	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.

education students are on every campus at MISD.

MAP because of the reason(s) that a student was assigned to this campus these students' access to their home campus is limited. However, these students still need to meet all of their promotion and/or PGP (Personal Graduation Plan) requirements. Our mission is to create a positive, restorative and structured environment that will foster the development of appropriate social behavior, academic success, and personal integrity for all students. We will strive to achieve our mission by modeling respect and responsibility and by demonstrating genuine concern for the wellbeing of our students and each other. We will promote a collaborative team effort with all Manor ISD schools to promote educational excellence. The MAP will become a destination discipline alternative education campus focused on innovative behavior reform, best practice personalized and blended instructional models, and collaborative social and emotional interventions for the students and families we serve. MISD is looking at providing these students with a platform and monitored Internet connection that will allow them to work more independently to stay on-tract with all of their courses. The providing of this system by this grant will allow us to help the students meet their ongoing academic requirements. We will provide the campus with the number of platforms that allows the upper level students with the ability to remain current. Also, the "production" of the students in meeting their academic requirements will be a factor in their returning to their home campus. We will use this as a way to provide the students with additional SEL (Social Emotional Learning) opportunities. These students will see how if they work, accomplish goals, and engage in a positive manner they achieve results that they would consider more favorable. We will be able to meet the goals of the this grant and give these student the opportunity to understand how they can engage in behavior that aid them in achieving the goals that they wish to have in their life. The demographic data for MAP for current school year is: 102 students (80% high school, 15% middle school, 5% elementary) 42% Hispanic, 20% African American; 32% female, 68% male.

MEA is a choice campus that allows a student to have their needs method in non-traditional setting. We provide an accelerated learning environment, eagerly meeting the needs of many types of students. Whether families reside in Manor ISD or come from outside the district, we offer an opportunity to break free of the traditional high school setting and overcome any barriers individual goals. MEA is a school of choice, which means students must submit an application, be interviewed by the principal with a parent, and then, receive notification of acceptance into the program before enrollment can occur. The vision of Manor Excel Academy is to inspire students to become principled lifelong learners, empowered to achieve their full potential, sustain a high quality of life and become contributing global citizens. The mission of Manor Excel Academy is to cultivate a nurturing and safe environment, providing students with an accelerated educational alternative through an individualized approach focused on 21st century skills. This grant will provide our students with the platform that will allow them to accelerate their obtaining of graduation credits. The Edgenuity software program (from local funds) will be loaded onto the platform to allow the students to obtain graduation credits from their homes. This will allow our student to greatly increase their ability to graduate in an accelerated manner. Students choose to graduate from high school early for a number of reasons. Some want to work to save money for school, others want to start college as soon as possible, others are overaged and need a non-traditional approach to achieve to graduate in more timely manner. MEA had the following demographics from the TARP report for 2016/17: 53.4% Hispanic, 34.5% African American, 10.3% White; Economically Disadvantaged 89.7%, English Language Learners 12.1%, Disciplinary Placements 16.6%, At-Risk 93.1%, Mobility rate 65.4%, Attendance Rate 75.1% (MISD 95.4%), Annual Dropout Rate 7.7% (MISD 1.0%). But even with these numbers for the Class of 2016 MEA produced 46 graduates with 6 being special education students.

MISD is using this lending grant to meet our vision of providing 'Diverse Paths to Success' which we see as allowing our district to become "Destination Manor." We are linking several other grants, local programs, compensatory educational funds to this overall mission so that the lending program can be sustained beyond any one grant. We see these funds as providing extra services to these most at-risk students. We will use are selection as one of the eight district in the governors' System of Great Schools to disseminate research about how this focus aids in the improvement of academic and SEL outcomes for these students which will provide a template for other districts in Texas thus expanding the effects of funding our proposal.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: **227-907**			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	$ 5,425	$	$ 5,425
Schedule #9	Supplies and Materials (6300)	6300	$ 93,565	$	$ 93,565
Schedule #10	Other Operating Costs (6400)	6400	$	$	$
Schedule #11	Capital Outlay (6600)	6600	$	$	$
	Total direct costs:		$ 98,990	$	$ 98,990
	1.718% indirect costs (see note):		N/A	$ 1,010	$ 1,010
Grand total of budgeted costs (add all entries in each column):			**$ 98,990**	**$ 1,010**	**$100,000**

Administrative Cost Calculation

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

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

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

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

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: **227-907**	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	Insurance on the tablets	$ 5,425
2		$
3		$
4		$
5		$
6		$
7		$
8		$
9		$
10		$
11		$
12		$
13		$
14		$
a.	Subtotal of professional and contracted services:	$ 5,425
b.	Remaining 6200—Professional and contracted services that do not require specific approval:	$
	(Sum of lines a and b) Grand total	$ 5,425

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: **227-907**	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:	$ 93,565
	Grand total:	**$ 93,565**

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: **227-907**	Amendment number (for amendments only):	
Expense Item Description		**Grant Amount Budgeted**
6400	Operating costs that do not require specific approval:	$ 0
	Grand total:	$ 0

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

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

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: **227-907**		Amendment number (for amendments only):		
#	**Description and Purpose**	**Quantity**	**Unit Cost**	**Grant Amount Budgeted**
66XX—Computing Devices, capitalized				
1			$	$
2			$	$
3			$	$
4			$	$
5			$	$
6			$	$
7			$	$
8			$	$
9			$	$
10			$	$
66XX—Software, capitalized				
11			$	$
12			$	$
13			$	$
14			$	$
15			$	$
16			$	$
17			$	$
66XX—Equipment, furniture, or vehicles				
18			$	$
19			$	$
20			$	$
21			$	$
22			$	$
23			$	$
24			$	$
25			$	$
26			$	$
27			$	$
			Grand total:	$ 0

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

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

County-district number or vendor ID: **227-907**	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	6,770	76.6%	Because of the fact that all students at MISD could become students at the main focus campuses and the special education students being on all campuses we are using the general TAPR (Texas Academic Performance Report) data as a method to establish the overview of the general student population's data. The data from the specific campus data would skew the overall appearance of the data. The numbers by grade level are the estimates of the students that will receive a tablet.
Limited English proficient (LEP)	3,386	38.3%	
Disciplinary placements	259	2.6%	
Attendance rate	NA	95.4%	
Annual dropout rate (Gr 9-12)	NA	1.0%	

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
0	0	5	5	5	10	10	10	15	15	20	25	25	30	175

Schedule #13—Needs Assessment	
County-district number or vendor ID: **227-907**	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 following campuses (all campuses at MISD) will be served: *Communication platforms*: Manor High School, Manor Middle School, Decker Middle School, Bluebonnet Trail Elementary School, Manor Elementary School, Pioneer Crossing Elementary School, Decker Elementary School: *General platforms*: Manor Alternative Program (MAP), Manor Excel Academy (MEA): *SpE GP's*: Manor New Tech High and Middle Schools, Blake Manor Elementary, Lagos Elementary, Oak Meadows Elementary, Presidential Meadows Elementary, Shadowglen Elementary, Decker Middle School. The communication platform units we determined to be the highest need because these student are not able to effectively communicate with the outside world without some form of "Reader Board" and the tablet system with Internet is the most cost effective manner to provide non-school based methods for them. There are currently approximately 50 student on the seven initial campuses list first above. The lending of tablets with Internet will allow these student's parents to be able to access web-base academic, social/emotional, and general methods of reinforcing desired behaviors. This will allow these parents to be their child's First Teacher. Conway and Houtenville (2008) stated, "Parental effort is consistently associated with higher levels of achievement, and the magnitude of the effect of parental effort is substantial. We found that schools would need to increase per-pupil spending by more than $1,000 in order to achieve the same results that are gained with parental involvement." Jeynes (2005) in a Harvard Family Research Project meta-analysis of 77 studies of the effects of parental involvement supported this statement. Since our programs will be meeting specific family need, we believe that we can form a strong connection of the parents to the campus which will translate into the parents/families feeling welcomed at the campuses and therefore more involved in their child(ren)'s education. This concept will extend to all of the groups of targeted students.

The campuses of MAP & MEA were determined to be the next ranking because of the nature of these campuses needed to have a new way to allow student to obtain promotion/graduate credits. While the type of students on the campus differ, they tend to higher grade level students who with have Internet and access to MISD credit program they can work independently. State policy specifically permits proficiency-based promotion. Students are allowed to receive graduation credit for proficiency, and advancement options are left to the LEA to determine but can include dual/concurrent enrollment or grade/course advancement. The system of tablets and Internet will allow these campuses student to obtain promote/graduation credits in more timely manner. This will promote increases in these students taking ownership of their education. This will allow students to have social/emotional support while seeing hard work is rewarded. (http://www.accelerationinstitute.org/Resources/Policy/By_State/Show_Policy.aspx?StateID=51) This will allow discipline placed students to understand cause and effect to greater degree. The student who place at MEA will be able to graduate in an accelerated manner allowing them to meet their life goals and seeing how the Internet can support Life-Long Learning. The last need that the funding level could address was the general special education students' needs to have access to technology and the Internet. Since these students can be on any of the campuses of MISD we felt that this was the most effect system to provide some services to all the campuses of MISD. This also address the needs of students who have difficulty in meeting some of the 'regular' academic standards. By having tablets with Internet the needs of these students for more time, extra reinforcement, and ability to include parents at home in academic practice can be met. This will allow the overall achievement levels to be increased by having supplemental programs for our most at-risk students.

The current STAAR, Benchmarking methods, teacher grades, and promotion/graduate 'lacks' of MISD were used to determine the non-communication need groups. The communications student were seen as the highest priority because without this lending technology they cannot effective engage people in the real world. Even though these students are not included in tested academic MISD measure we felt that this group must be addressed to be true to our overall mission. The remaining groups of students have academic 'lacks' ranging from 1 to 4 school years behind their age-peers. The inclusion of "tech" to support extend time for them to have academic success will allow MISD to close the 10-20 measure gaps in STAAR testing result for these students when compared to the state-average performance. We will use MISD Accountability & School Success office data analysis to provide comparisons of the students who use the technology with the progress they have made in the past. This will give us a system to determine the effects in quasi-experimental design that will provide research based data to be used in the CIP/DIP (Campus/District Improvement Plan).

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: **227-907**	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.	Provide the special education life skills level and related students with tablet based communications board that has Internet connections to allow these highly at-risk students with methods to 'talk' to the world while providing their parents with a system that can be used to extend their children's out-of-school time learning abilities by reinforcing desired behaviors.	The funding of the grant will provide approximately 50 students and their families with tablet based AAC (Augmentative and Alternative Communication) production technology that will increase these students' ability to interact with the world (Grandbois, 2013). The ability to have 24/7 access to the same AAC technology has shown to increase the ability of students to communicate (Le Cren, 2016).
2.	Provide systems that allow students on two MISD campuses who are in non-traditional setting the technology that allows them to have additional access to online courses and other extensions of learning to promote ownership of own learning to create methods of developing true Life-Long Learners who understand how they can profit from increasing their academic outcomes with additional effort (Richmond, 2014)	The students at MAP & MEA will have access to tablets that have various MISD current licensed software that will allow them to obtain credits for promotion/graduation credits in an accelerated manner (WHATEDSAID, 2010). This will promote understanding for these students that hard work is rewarded and if you work more than is expected to achieve even more benefits (Norris & Soloway, 2014).
3.	Provide systems to allow other special education students with methods to extend their abilities to have classroom lesson supported by the use of online materials that supplement the learning of concepts.	The additional tablets will be loaned to various classroom teachers when they have lessons that can benefit from using a Flip Classroom design (Tucker, 2013). Also, some of these targeted students will receive tablets when it is determined that access improves their day-to-day academic outcomes (PowerSchool, 2017)
4.	Provide systems by which parents can be more of a part of their child's day-to-day learning.	The access to the tablets and the Internet with support from MISD's family involvement program (other funding) will allow the parents to understand how their support of the child's education can provide increased benefits to academic and social/emotional outcomes. The parents will be provided with system to reinforce academic lessons and understand how their example can build Life-Long Learners (Townsend, 2015)
5.	Provide systems by which families without technology in their homes can have access.	The increase access to Internet in the home allows for families to understand the value for education that access provides. When paired with additional school support the students can see the value of using the Internet for more than just playing games or being on social media. (Hill 2016)

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Schedule #14—Management Plan

County-district number or vendor ID: **227-907**	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.	Special Education Coordinator	Masters with three years of experience in working with students on the Aspergers Spectrum and disorders that involve communication. Special Education Certification and related certifications for these populations of students.
2.	Support Staff	Teacher aide and PEIMS & campus attendance High School or equivalent with ties to the community, with 2+ years related experience.
3.	Family Involvement Specialist	High school (associate's preferred) level with 3+ years related experience. Provide direct link to the families of the students to aid in making the campus a welcoming center and have the knowledge of other resources in the area to meet the non-academic needs of the families
4.	Campus staff	Fully certified instructional staff to engage the students and plan for the use of technology outside of the classroom. Fully certified administrative staff with knowledge of how to support lesson planning and staff development of the general staff of the campus.
5.	District Coordinator	Doctoral level with 20+ years of related experience, Multi-teaching and professional certifications. Provide overall management of the program and links the campus to central office.

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.	Increase Family Involvement with the campuses	1.	Provide increase outreach to the families of the targeted students on each of the campuses with tablets	05/01/2018	08/31/2019
		2.	Provide staff development related to the effective integration of parents into the overall academic programs of the campus	05/01/2018	08/31/2019
		3.	Provide 'Campus Report Card' nights where the effects of the programs at the campus are changing the way 'school' is being done	09/15/2018	08/31/2019
2.	Increase Academic skills training	1.	Weekly meetings with new teachers and bi-weekly grade level meetings	05/01/2018	08/31/2019
		2.	Monthly meetings with central office staff	05/20/2018	08/31/2019
		3.	Use the ongoing development of on-demand videos of staff development, example lessons, and Professional Learning Communities (PCL)	08/15/2018	08/31/2019
3.	Support from other MISD departments	1.	Other departments integrate services into grant	05/01/2018	08/31/2019
		2.	Accountability & School Improvement office provides evaluation of targeted students on academic and other outcomes	05/30/2018	08/31/2019
		3.	Evaluation done to determine changes related to having this grant for both formative & summative measures	05/30/2018	08/31/2019
		4.	Finding integrated into the CIP/DIP	06/15/2018	07/31/2019
		5.	Sustainability of effective programs done with CIP/DIP	06/15/2019	08/31/2019
4.	Program linked to Technology Plan	1.	Information from this program used in the update of MISD Technology Plan	05/01/2019	08/31/2019

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: **227-907**	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.

MISD Accountability & School Success office will take the lead in providing data on the students who have access to the lending program. They will provide the various department heads and the campuses with data that shows the effects of the students have access to the tablets and Internet. Once information has been provided in the monthly principals meeting the various staff members will prepare information to be given to the classroom teacher. The overall objectives will be to have measure that show the effects of special education students who need the communications board increased social use of the technology out of school time and within the school setting. The parents will be given a brief survey that will be used to determine this out-of-school time use and the benefits seen by these students having access to the tablets. The teachers will be given a similar survey to determine in-school time use of the tablets. The general special education use of the tablets will be measured in terms of moving them to regular STAAR testing, completing classroom work, and general increases in academic skill sets. This will be measured by the various vendor programs assessments, the completion of assignment, and general academic classroom performance.

The measures at MAP & MEA will be in terms of work completed that results in promotion/graduation credits being obtained. We will also measure the assignments that are done using the tablets. Since this is a small population of students, their teachers will be surveyed concerning the effects that they see with the students having access to tablets at home. We will use the STAAR testing result and End of Course measures of performance. This will give MISD a way to determine if these groups of students are making accelerated progress in meeting their PGP (Personal Graduation Plan) and/or obtaining credits that will aid them in rejoining their age peers for graduation. This will allow the funding of this proposal to be a pilot for MISD to determine the cost effectiveness of having students having access to these tablets and Internet. This will be compared to the sub-groups of students who current have access to tablets to see any differences among the groups. This will provide us with an overall methods to determine the outcomes of having lending tablets for our students.

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.

MISD's Grant Office is coordinating the various state, federal, and foundation grant program to the overall concept of having an effective system to get technology with Internet access into the hands of the students and their families without current access to these items. This proposal will be used as a pilot to provide research data to show the increased benefits of all students having access to these types of technology. The results of the program will be included into the CIP/DIP yearly updates so that the effective items will have inclusion into the working plans of the campuses and district. This will provide the framework for assuring that with the district and campus report cards that the effects of having a sound system to assure that all students can access technology in their homes are a priority of MISD.

The District/Campus Technology Plan update will be used as the system that access current technology funding to help maintain and expand successful aspects of the lending program. This plan will be used in the yearly updates of the CIP/DIP. The use of these ongoing improvement planning efforts will assure that the lending of technology is considered when the various plans are developed.

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Schedule #15—Project Evaluation		
County-district number or vendor ID: **227-907**		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.	Determination of the effects of the staff development and related trainings	1.	Provide Campus and District staff with data from formative and summative assessments of the effects of lending technology
		2.	Supply ongoing effectiveness reporting
2.	Determine the academic outcomes for the students	1.	Determine the obtaining of skills by the student using MISD current systems
		2.	Use TAPR results for summative evaluation of academic gains
		3.	Use TEKS MISD's assessments for formative evaluation of academic gains
		4.	Use the Accountability & School Success office reports to provide data driven measures to determine how to improve the day-to-day use of the technology
3.	Determine the non-academic skill gain in social/emotional area	1.	Evaluate the student discipline referrals
		2.	Use the Social Emotional Learning (SEL) programs assessments
		3.	Evaluate the Family Involvement
4.	Determine the level of use of the Internet and technology in the home setting	1.	Survey the parents/students concerning the amount of time that their child(ren) used the technology at home and how much the parents worked with the child(ren) on the tablets
		2.	Track online time of use from district provided Internet

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.

Multiple types of data will be collected for the entire grant period, including data for (1) **student performance indicators** (e.g., overall student academic achievement; state assessment test results by subject, and grade level; percentage of students performing at/above grade level by subject area; attendance and promotion rates; and disciplinary referrals); and (2) **staff development and parent involvement and training indicators** (e.g., what is the impact of the staff development and parent involvement and training). The evaluation plan will both aggregate and disaggregate measures of student academic achievement, by sub-populations of students (i.e., African American, Hispanic, White, Native American, Asian/Pacific Islander, Male, Female, Special Education, Economically Disadvantaged, and Limited English Proficient).

Attendance and grade data will be collected on the district's grading program, Skyward (which also reports on failure, attendance, and other information regarding student performance in classes). Campus administrators will run these reports each grading cycle to determine failure rates by grade, teacher, subject, ethnicity and other demographic factors relevant to assuring all students are successful. In addition, the school, on a weekly basis, will review discipline data, grades, and attendance. Parents will also be empowered by being informed how to use Skyward to monitor, via a computer with Internet access and by cell phone, their student's academic progress and class attendance rates. Climate surveys will be used to assess how well instruction has improved.

The overall responsibility for implementing the project's evaluation plan for qualitative and quantitative data collection methods, at the campus level, is the responsibility of the Campus Principal, designated grant staff, Accountability & School Success office staff, and the District Assessment team.. The Campus Principal will ensure that qualitative and quantitative data is collected for the school. Data collection methods will include project records, student records, test results, and survey results – including but not limited to: student and faculty climate surveys conducted annually; student achievement and test scores reported and evaluated by grading period, semester, and annually; numbers of parents, community members, students and faculty participating in project activities reported annually; and student surveys and evaluation of work-based learning experiences reported by semester. Within this system we have develop formative evaluation system that will determine if there are and problems with the delivery of service and Pearson has systems to correct these problems in the delivery of services.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: **227-907**	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.

Current MISD has a very limited system at the high school where students have access to iPad-type tablets. About half of these platforms were purchased several years ago and are at the end of their effective life cycle. There are 850 total (about 425 newer). These tablets went to Early College High School and New Tech High School students. These students are some of MISD's 'better' students (though many do have at-risk needs). MISD does have acceptable use, lending policy procedures, and overall design for teachers to effectively use these tablets. The funding of this grant will provide a system by which a new set of targeted students use this form of lent technology. With approximately 9,000 students the overall lending programs will reach about 11% of the students. Having another population of students that are much more at-risk will allow MISD to determine the boarder effects of having access to technology that can be loaned to the students.

The Grants Office is building the purchase of additional technology into other grants where allowable. This is providing non-traditional technology resources to MISD's campuses. Decker Elementary received a School Restructuring grant where the CIP is being used to purchase approximately $25,000 of technology (more maybe obtained with teacher classroom purchases where each teacher has $1,000 to purchase any items that they can show will improve their students' academic outcomes). In a preK planning grant all of the MISD preK classrooms received one tablet that was to be used as a center. In two CTE (Career and Technology Education) grants two tablet carts have been purchased. This shows the ongoing efforts beyond the normal technology budget to obtain additional technology.

MISD has done the initial paperwork to access NASA retired computers which we are looking into using these desktops in a 21st Century Community Learning Center grant (scheduled to be released end of March). We will develop an afterschool program that shows student how to service computers and take 'old' machines, daisy-chain hard-drives, combined memory card, etc. to produce a system that can use 'freeware' to create a working computer. We are planning to 'give' these computers to our school foundation so that they can place them in the homes of families without current access to computer technology. We will then show the families how if they have smart-phones Internet services can be hot-spotted. We will provide them with basic understanding of how their phone bills could go up with the do not have unlimited data plans. We will also approach area Internet providers to see what 'lower cost' ongoing systems of connection to the Internet that they can provide to these families.

The combination of our planned program and the current lending system will allow MISD families to have increased access to technology at their home. Another grant/locally funded system of bringing Internet into neighborhoods where the families do not have access is the Reading On the Go Bus. It is a mobile library but also a hot-spot that bring 20 tablets that can be used by the families that come to the bus. This system will be in its second year and because of the business sponsorships already obtained and the favorable community support, we believe that the MISD related foundation will be able to raise additional funds that might make technology something that is loan-able.

All of these items are being linked to the CIP/DIP which gives us the last link to another funding source - tax base. When we are able to show the effects of the lending program we may be able to obtaining board support to use local funds to increase the tablets with Internet that are available. These efforts show the unique systems that MISD is developing that can be linked the goals of this grant.

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: **227-907**	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.

   MISD technology plan is currently being updated with this grant, other grant programs, and the overall goals that have been developed with MISD newly adopted strategic plan that was developed beyond the standard DIP to provide an overall multi-year mission/vision that goes beyond any leadership team or school board so there is a long-term concept for what we can become. The currently adopted technology plan (within the guidelines for this grant) does have general lending system that will be used to drive the basic system used in this grant. The funding of this grant will allow the most at-risk students to receive tablets and Internet in a manner that will provide unique data points to allow MISD to determine the cost effectiveness of providing lending technology to our students and by extension their families. The funding of this grant will be used as a pilot program to see the effects of having access to sub-group of students who do not normally receive this type of materials. We will use the strategic plan to develop a fully integrated technology plan that, if this program shows success, will be included. This overarching goal will allow technology to be something that is shown to improve learning and not just "way cool" toys that only entertain the students. Our students will see how technology can make the goal of them becoming Life-Long Learners a reality.

Manor Independent School District Strategic Plan 2017-2022

Our Motto (What We Deliver)
Diverse Paths to Success
Destination Manor

Our Mission (What We Do)
"Manor ISD will ensure the social, emotional and academic development of every student through innovative opportunities."

Core Values (What We Believe)
Respect   Student Success   Integrity   Responsibility   Accountability   Support

5 Year Goals (What We Will Achieve)

Student Success	People	Service	Innovation	Resources
Be the district of choice in this Texas Region based on student success	*Be a "great place to work" where employees find purpose, do worthwhile work, and make a difference*	*Serve internal and external customers in partnership to support the highest levels of student success*	*Engage students in a variety of individualized and flexible learning opportunities inside and outside the classroom*	*Allocate resources with a relentless focus on efficiency and effectiveness based on priorities of student success*
▼ All students exit Manor ISD educational programs ready to be successful in college or career	▼ High performing teachers and staff are recruited, retained and provided with opportunities to develop and grow	▼ Strong partnerships among parents, school and district personnel and the community provide seamless support of student learning	▼ Students experience unique, personalized learning opportunities to ensure a successful future	▼ Curriculum resources are research-based, effective and implemented with fidelity to produce the best outcomes for students
▼ A culture of learning provides an environment that meets the individual needs of each student	▼ Leaders, teachers and staff are owners in maximizing student success	▼ Communication is two-way, continuous, transparent and includes a variety of methods to meet the information needs of all stakeholders	▼ Extra-curricular activities maintain a focus on the whole child and maximize each student's development	▼ District Departments demonstrate stewardship of funds, resources and efficient processes to positively impact student achievement

Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: **227-907**	Amendment # (for amendments only):

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

The system that we are using for the general connection of the tablets to the Internet can be used on buses without additional hardwiring. This will allow the longer routes without students that ride to the end a way to provide hotspots. On the routes where students ride to the end of the bus route we will ask them to have their system active so that other students of the bus can access the Internet. We will provide families with fliers that explain what is being done with the mobile hotspots and that all MISD politics apply to the use of these hotspots in terms of acceptable use of the school connections. This system of using the hotspots will allow for the most cost effective system to have access on longer bus routes.

The Reading On the Go Bus is a mobile hotspot and when it comes into the area we will have another system to allow families to connect to the Internet along with checking out books. We will ask the students who live in apartments the other students who live in the same building. We will then determine is the structure is such that the student's with the hotspot signal can be accessed by other students. We will release the passwords to these additional students without direct access to the hotspot so that more students may access the Internet if they have persona access to technology. We do not have a current estimate of the student that would have technology but not Internet connection.

We are discussing with community centers if they would be will to have student/families use their Internet services. The system we will use will the one that the foundation and other program have develop community partners.

MISD chose this system instead of hardwiring hotspot into the buses because these mobile hotspots could provide greater night access to the Internet because the buses are returned to central location that does not have living areas near it. We felt that this was the most effective use of the limited resources.

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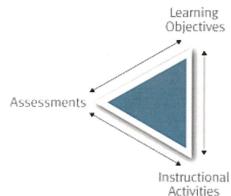**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: **227-907**	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 MISD Technology Plan and the CIP/DIP along with the strategic plan all support the use of technology to enhance the academic instruction of student across all content areas along with being an area of study. We are using other grants to develop CTE Videography courses so that student can learn how use these skills in develop the Project Based Learning (PBL) portfolios. These skills will also aid the students in developing the skills sets in presentation that employers are seeking. This allows other CTE Business courses to benefit from having student having an understanding of how to 'make' professional quality presentations on various platforms. Assessments should reveal how well students have learned what we want them to learn while instruction ensures that they learn it. For this to occur, assessments, learning objectives, and instructional strategies need to be closely aligned so that they reinforce one another. To ensure that these three components of courses are aligned these three questions need to be answered: 1) Learning objectives: What do I want students to know how to do when they leave this course? 2) Assessments: What kinds of tasks will reveal whether students have achieved the learning objectives I have identified? 3) Instructional strategies: What kinds of activities in and out of class will reinforce my learning objectives and prepare students for assessments? MISD campuses will use these three guiding questions to effectively 'use' the lent technology. The use of technology at the two high schools and now with the two non-traditional campuses and with the special populations will provide us with additional data points to determine the effectiveness of students having access to lending technology. Since our current plans state that technology will be used to enhance academic outcomes we will be able to use the data from this grant in a pilot form to determine the effectiveness for our students having this access.

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.

How would one use technology to extend the ability to teach effective. For example, when given the 1st grade TEKS standard: *1.6A The student is expected to: classify and sort regular and irregular two-dimensional shapes based on attributes using informal geometric language*, it would not make sense for a teacher to lecture on the differences between regular and irregular two-dimensional shapes. First grade students are not likely to retain information from a demonstration on an overhead projector describing the differences between regular and irregular two-dimensional shapes. It would be much more effective to provide the students with actual hands-on experience sorting the shapes and classifying the differences on their own, with teacher guidance. Once the students have hands-on experience with these spaces a projected program can be use to introduce other shapes and how by changing some aspects of the computer program new and different shapes can be developed. Then the teacher can use the book publisher's supplemental materials to show other aspects of how to classify objects having the class and/or sub-groups of the class come up with other factors to sort the images. This will reinforce the students understanding of the concept by which items can be sorted.

In 6th grade TEKS *G(4)(D) Logical argument and constructions. The student uses the process skills with deductive reasoning to understand geometric relationships.* The goal is for the student is to compare geometric relationships between Euclidean and spherical geometries, including parallel lines and the sum of the angles in a triangle. The access to technology allows the teacher to provide projections of multi-shapes and the students can see how changing the 'rules' governing the forming of the shapes changes what is seen. The teacher can then use these changes to bring the 1st grade sorting example to the students in different light - e.g. showing the students how what they learned in 1st grade allows them now to determine more complex geometric relationships. This, if the curriculum is vertically aligned, show the cumulative nature of learning math skills. This will allow the students to have a better understanding of the overall goal of learning math - to solve real world problems. The access to the technology will allow the teacher to use the supplement digital instructional materials to reinforce the classroom learning and give all the students additional support for their obtaining of these math skills.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: **227-907**	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.

The Technology Director is updating MISD's technology plan to align to the expanded use of technology in the initial instruction of concepts in the classroom. The lending grant will allow these efforts to be support by providing the students with additional reinforcers of the day-to-day lessons while providing additional remedial and accelerated instruction from the use of the digital supplemental materials provided by the text book publishers. While some of the building at MISD have band-width issues the update technology plan is developing a system to increase this so that all of the campuses at MISD will be able to support full classroom one-to-one online access.

The use of hotspot that is independent of the tablet will allow systems to be done that extend the current wireless access in classrooms where needed. The CIP/DIP with the Technology Plan have been used to submit grants that will increase staff development related to technology instruction. This will allow the understand of the teaching staff to be increase and allow them to make more effective use of the technology that can be accessed in their classroom.

MISD has experienced high growth opening a new set of buildings, remodeling current classrooms, and developing as a part of the strategic plan the infrastructure needs related to technology with eye to the growth in the area. We have worked with Samsung and Applied Materials - both have manufacturing centers within MISD attendance zone - to develop several program that use CTE certifications and Associate's degree/High School diploma system to allow technology to take a clearer role in the education of all students. This grant will allow sub-groups of students who would not normally receive this extra technology to have it lent to them. The pilot nature of this program will provide MISD with data to determine the effectiveness of look at technology as a tool that can be used to overcome student's individual needs. Like the tablet becoming communication boards that the students can take everywhere with them, we are looking at having a new 'mind-set' on who could benefit from technology.

Another visual to put our goal into context comes from this example: Think of a school district that to promote an "esprit de corps" among the students requires everyone was to clap their hands together when fellow students earned an award. Nothing that is hard, nothing that every student cannot do, nothing that does show how all students support everyone successes. Then Johnny enrolls in the school and he is missing an arm! Clapping his hands together is impossible. But a wise administrator tells Johnny "Just use the one hand you have to clap by hitting your leg." Because it is the sound and support of fellow students not two hands hitting one another that is the goal. We look are looking at using technology as a method to overcome our students lacks. If a student cannot effective communicate because he does not have the ability to speak - they can use the AAC system to have the tablet speck for them. If the student does not understand a math fact they can use the wide-range of online math tutoring programs to have their teacher's lesson reinforced. If the student is 2-grade levels ahead of the class they can use the technology to find TEKS related lesson that let them build even more knowledge.

Our focus for this grant is on special sub-groups that tend to be overlooked. Since MISD mission is to be a Destination District (Destination Manor) for central Texas we are developing Diverse Paths to Success that will allow all students to success at the level that abilities and our support will take them.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: **227-907**	Amendment # (for amendments only):

TEA Program Requirement 6: Describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will oversee the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The campus administration will request additional technology based on the MAP & MEA campus needs, the special education life skill students needs, and the needs of other special education students. The system of checking out the tablets will be done with the system developed for New Tech High School and the Early College High School current programs. This system provides the parents and students with the policies and procedures related to have access to the technology. The special education staff will make the initial requests for the students that need the AAC app and after MAP & MEA student needs are met provide additional request for other special education students at any of the campuses of MISD. The technology department with the insurance program has a system in place to fix damage tablets and missing tablets are handled in the same manner as a missing text book. At the end of each school year the tablets will be turned in to the campus and update, repairs, cleaning, etc. will be done. The student that are using the tablets as their way to communicate will be fast-tracked so that this can be done within two class periods and they will be given these tablets over the summer. Teachers/administrators will be able to request that other students be able to use the tablet over the summer and we will attempt to fill these requests within two business days. The staff member on the campus (if done) who checks out books to students will keep the records of the students who have the tablets. This will allow a current administrative system to be leverage to lower the overall cost of the lending program. The systems will be updated yearly as a part of the CIP yearly update. The information from the campus CIPs will be used to update the DIP and yearly update of the Technology Plan. The evaluation of the initial program will be use to determine the ongoing local and grant resources that will be use to sustain and expand the lending program.

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.

The individual unit price allows MISD to track the tablets as a supply for district accounting procedures. Each of the tablets will have indentifying tag that is tractable. The technology department staff further limit the programs that can be installed of the tablets and add a district Internet tracking system that provides the location of the tablet when it login to the Internet. The district is purchasing insurance on the tablets with grant funds which provides a method to repair and/or replace tablets. The system developed for the two high school campuses are being extended to these tablets.

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