Texas Education Agency
Standard Application System (SAS)

2018–2019 Technology Lending

Program authority:	General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85th Texas Legislature; Texas Education Code Section 32.301	**FOR TEA USE ONLY** Write NOGA ID here:
Grant Period:	May 1, 2018, to August 31, 2019	
Application deadline:	5:00 p.m. Central Time, February 6, 2018	Place date stamp here.
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	RECEIVED TEXAS EDUCATION AGENCY 2018 FEB -5 AM 10:23 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION
Contact information:	Kathy Ferguson: techlending@tea.texas.gov; (512) 463-9087	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #		Amendment #
Marfa ISD	189901		
Vendor ID #	ESC Region #		
	Region 18		

Mailing address	City	State	ZIP Code
PO Box T	Marfa	TX	79843-

Primary Contact

First name	M.I.	Last name	Title
Oscar		Aguero	Superintendent
Telephone #	Email address		FAX #
432-729-5500 x 1001	oaguero@marfaisd.com		432-729-4310

Secondary Contact

First name	M.I.	Last name	Title
Darin		Nance	Director of Technology
Telephone #	Email address		FAX #
432-729-5500 x 1020	dnance@marfaisd.com		432-729-4310

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
Oscar		Aguero	Superintendent
Telephone #	Email address		FAX #
432-729-5500 x 1001	oaguero@marfaisd.com		432-729-4310

Signature (blue ink preferred)

Oscar N Aguero

Date signed

2/2/18

Only the legally responsible party may sign this application.

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

Schedule #1—General Information	
County-district number or vendor ID: 189901	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: 189901	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.
☑	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: 189901	Amendment # (for amendments only):
Part 3: Program-Specific Provisions and Assurances	

☑ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home
5.	The applicant understands that equipment purchased with Technology Lending Grant funds is the property of the LEA.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has a 2016–2017 LEA technology plan on file with TEA, or that it will show evidence of a current local technology plan on participating campuses by completing the Required Program-Related Attachment outlined on page 18 of the Program Guidelines.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into the LEA's technology plan.
12.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data

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Schedule #4—Request for Amendment	
County-district number or vendor ID: 189901	Amendment # (for amendments only):

Part 1: Submitting an Amendment

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

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

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

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

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

Part 2: When an Amendment Is Required

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

Part 3: Revised Budget

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

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Schedule #4—Request for Amendment (cont.)	
County-district number or vendor ID:	Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			

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Schedule #5—Program Executive Summary	
County-district number or vendor ID: 189901	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.	
Marfa Schools	
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.	

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Marfa Independent School District is located in rural west Texas and lies three hours from any major city. While one of the largest districts in land size, the student population is only 360. Most students find themselves in academic and economic need even if they are not identified as at-risk. About 70% of students are on free or reduced lunch, many are English language learners and a high percentage are served through the special education program. Despite these obstacles, Marfa ISD teachers strive daily to change minds, have a positive impact on the community, and create students who will be successful in a global economy.

Being in isolation, Marfa students lack exposure to diverse cultural experiences. While students in Dallas would be able to spend a day at the Perot Museum or Dallas Museum of Art, our students rarely leave town. Even Odessa, the closest city to Marfa, is 300 miles round-trip. Electronic platforms that connect virtually to field trips and guest speakers would allow our students to access educational opportunities that are literally beyond reach in our school district. Of all the places in Texas that deserve to be linked to the rest of the world, Marfa would benefit greatly from additional technology.

Many of our students have ties to Marfa that go back generations, however our staff turnover is regularly around 25%. Recently this trend has decreased, and the school hopes this stability continues. Steady retention of staff allows for professional development opportunities that have a positive impact on our students. For example, Marfa ISD is in its second year of implementing AVID (Advancement Via Individual Determination) schoolwide. Many of our teachers have attended summer institutes, and this trend will continue until all instructional staff have been trained. We focus on different AVID instructional strategies during the school year with the expectation that student involvement in learning and responsibility will take hold.

Although Marfa ISD has Met Standard in performance testing, it still ranks below the state and region in almost all subjects and grade levels. In order to improve performance, increase high school and college readiness, and prepare students for future job markets, the team has determined the following plan of action:

1. Increase meaningful instruction on the elementary campus for grades 3-6 through the regular use of chromebooks in and out of the classroom. The team believes these years are vital for the success of the campus at large as these are the ideal ages to regularly practice digital citizenship, technological literacy, and accountability. Presently elementary teachers have access to a few devices in class and a computer lab of 21 devices for the entire building. This has proven insufficient for a 21st-century school. With a 1-to-1 lending program, elementary teachers will be in charge of lending out chromebooks and wifi hotspots to their students as needed on a per night basis. By minimizing the time equipment is checked out and by requiring the computers during class the next day, the team believes this practice will help to maintain equipment and increase student accountability from an early age.
2. Increase interest in technology skills and careers by growing the technology program at the high school campus and using technology applications, including coding, across all levels and subjects. Technology students will each receive a chromebook to borrow for the year, allowing students to practice skills in and out of school. Wifi hotspots may be checked out as needed through the librarian. Currently, Marfa has only two out of 92 students taking Computer Science I and II.
3. All teachers will be trained to incorporate technology applications, such as coding, into their lessons. They will have students demonstrate skills through assigned projects during the school year to further increase interest and exposure to technology skills. The teacher training will begin in August, before students begin classes, and additional professional development will be offered by an on-site member of staff to showcase helpful tools for the classroom once a month.
4. Students and parents will be required to attend training to learn appropriate use of equipment and expectations for completing assignments. These trainings will be offered in both English and Spanish to accommodate all families. The inclusion of families to support the district vision is vital for this program's success. Students will also complete digital citizenship lessons throughout the school year.

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Schedule #6—Program Budget Summary					
County-district number or vendor ID: 189901				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	$	$	$13,148.29
Schedule #9	Supplies and Materials (6300)	6300	$	$	$27,508.00
Schedule #10	Other Operating Costs (6400)	6400	$	$	$7,211.40
Schedule #11	Capital Outlay (6600)	6600	$	$	$
		Total direct costs:	$	$	$47,519.69
		Percentage% indirect costs (see note):	N/A	$	$
		Grand total of budgeted costs (add all entries in each column):	**$**	**$**	**$**
Administrative Cost Calculation					
Enter the total grant amount requested:					$47,867.69
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:					$

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: 189901	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	6299	Kajeet Fully Kitted 4G LTE SmartSpot 900 Device (Verizon) for Residential Internet with 500 MBs per day and 2 Years of Service; includes shipping and fees.	$13,148.29
2			$
3			$
4			$
5			$
6			$
7			$
8			$
9			$
10			$
11			$
12			$
13			$
14			$
a.		**Subtotal of professional and contracted services:**	$13,148.29
b.		**Remaining 6200—Professional and contracted services that do not require specific approval:**	$
		(Sum of lines a and b) Grand total	**$13,148.29**

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: 189901		Amendment number (for amendments only):
Supplies and Materials Requiring Specific Approval		
		Grant Amount Budgeted
6399	140 Chromebook devices for 3rd-6th grades and Computer Science students. This will allow the students to have a device for home use if checked out. The cost is 140 x $169 total.	$23,660.00
6399	Google Chrome Management Console License for 140 devices. 140 x $25	$3,500.00
6399	Maxell HP 200 Headphones; for listening to digital instructional materials	$348.00
6300	Total supplies and materials that do not require specific approval:	
	Grand total:	**$27,508.00**

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: 189901		Amendment number (for amendments only):
Expense Item Description		**Grant Amount Budgeted**
6429	3 Year Insurance Policy for 140 Chromebook devices; full coverage for $200 with a $0 deductible. Covers manufacturer defect and failure. Total cost is 140 x $51.51	$7,211.40
6400	Operating costs that do not require specific approval:	
	Grand total:	**$7,211.40**

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: 189901			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:	**$**

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: 189901	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	80	65%	
Limited English proficient (LEP)	27	22%	
Disciplinary placements	2	3%	
Attendance rate	NA	93.1%	
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:	✓ 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
				19	22	26	22			Up to 35 CS Students				124

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The district improvement committee consists of teachers across elementary, junior high and high school, the counselor and administrative team. Parent, community, and business representatives are also included. After reviewing state assessments, reading assessments, teacher observations, technology inventory, and demographic data, the needs were determined as follows:

1. No computers are available to lend to students. At the elementary, there is a computer lab of 21 devices and another 4-6 devices in each classroom. The average class size at the elementary campus is 22. At the secondary campus, there is a computer lab of 13 Windows computers and 120 chromebooks on carts to share between 12 classrooms. Additionally, the Computer Science/Robotics classroom has another four computers but none for students to use on their projects outside of school. Elementary has the greatest priority as teachers have indicated a strong desire for more individualized learning and these classes have the lowest ratio of devices per student.
2. Over 70% of the district's 360 Pre-K - 12 students qualify for free/reduced meals, 17% are considered ESL and 10% are considered Special Education. These students have been identified by the committee as targets for high-quality academic programming in order to close achievement gaps.
3. Approximately 15% have indicated they have no access to the internet at home and approximately 25% have no access to a device at home according to a 2017 survey. Teachers would integrate technology into lessons more frequently if this were not an issue.
4. Although Marfa ISD has been rated as "Met Standard" for the 2016-2017 year, STAAR and EOC scores indicate Marfa falls below state and region levels by between 5-35% in most areas, particularly Math and English/Language Arts across all grade levels. Instruction in these areas needs to be increased in engaging, effective ways.
5. Currently in its second year on campus, the Computer Science program has only 2 out of 92 students enrolled from the high school. The committee has intention to implement career and technology courses that prepare students for STEM and STEAM futures.

Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 189901	Amendment # (for amendments only):

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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.	No devices available for students to take home for academic purposes, especially affecting economically disadvantaged students. Many students have indicated they have limited or no access to internet at home	Chromebooks would be available to borrow for selected grades and classes through the teacher. Wifi hotspots will be provided to students who require it.
2.	There are not enough devices available in the elementary to allow for entire classes to work at the same time in many cases, interfering with the academic learning environment and instruction; elementary classes have only a few devices at hand in the classroom	1-to-1 ratio of Chromebooks in grades 3-6
3.	STAAR and EOC assessments indicate low performance across almost all grade levels and subjects by as much as 35% compared to state averages. This especially applies to ELL and Sp. Ed. students	Increased instruction-time by flipping classes; more individualized instruction and feedback for teachers by using online resources for the classroom
4.	Lack of interest/involvement in STEM programs in the high school, including classes such as Computer Science and Robotics; students lack time and experience with the material	Students in technology classes will be provided with a Chromebook and hotspot as needed enabling more work time and interest. Collaboration with peers and mentors in and out of school will be encouraged as well to increase efficiency during the year. All students will be offered more instruction utilizing technology applications, allowing students more exposure and decreased intimidation by STEM
5.	Lack of parent/family involvement in student activities	Parent technology training and signed user agreements at start of school year will provide parents with knowledge and responsibilities needed for students to borrow devices. Parents will have greater access to their students progress through online communication

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Schedule #14—Management Plan	
County-district number or vendor ID: 189901	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.	Superintendent	The superintendent has over $300,000 dollars in small state and federal grants over the past 3 years. He will coordinate with the Region 18 ESC on edtech training opportunities. The superintendent will also attend at least two Google edtech professional development sessions.
2.	Campus Principal	All principals will be certified and attend at least two Google edtech professional development trainings. They will also participate in all local trainings pertaining to edtech implementation.
3.	Technology Director	The Technology Director has over 10 years of experience in supporting and maintaining networks, hardware, and software in public education. He feels confident the district can support and implement this grant if awarded and that there is an absolute, demonstrated need.
4.	Librarian	The librarian has served in her position for over 2 years and has dedicated software and experience in using a check-out system. Checking out devices in this manner should not be problematic.
5.	Participating Teachers	All teachers are certified and will attend at least one Google edtech professional development training. They will also show demonstrated use and projects from the grant's implementation.

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.	Teacher training on technology integration	1.	Staff meeting on device management and protocol	08/17/2018	08/17/2018
		2.	Prof. Dev. over technology applications to use in the classroom over multiple grades and subjects	08/27/2018	05/31/2019
		3.			
		4.			
		5.			
2.	Student training on technology usage and responsibility	1.	Staff reviews with students the acceptable use policy and user agreements	09/04/2018	09/07/2018
		2.	Students sign user agreements	09/04/2018	09/07/2018
		3.	Students complete digital citizenship course	09/10/2018	09/14/2018
		4.			
		5.			
3.	Parent training on student technology usage and responsibility	1.	Parents workshops conducted by staff	09/04/2018	09/07/2018
		2.	Parents sign user agreements	09/04/2018	09/07/2018
		3.			
		4.			
		5.			
4.	Student products created through technology applications to demonstrate skills	1.	Student projects	09/14/2018	05/31/2019
		2.	Student Showcase team and individual products to parents and community	05/20/2019	05/24/2019
		3.	Student products shared on school website	09/14/2018	05/31/2019
		4.			

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 189901	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.

Teachers will meet every three to four weeks for a minimum of 30 minutes to discuss school-wide learning activities. The campus grant coordinator is the principal of each campus with the superintendent serving as the district coordinator. Every two weeks the campus coordinator will meet with the district coordinator and review status of the project. The coordinators will observe teachers on a regular basis to ensure teaching with the technology is taking place and there are minimal problems with implementation. The technology director will meet with coordinators regularly and will be available within minutes during classroom instructional time so problems can be solved as quickly as possible. A mentor teacher will be available to other teachers in assist in implementation and organization of technology use in and out of the classroom.

The grant coordinators with interact with teachers and students to collect data on the project. This information will be used to continually monitor goals. Report cards and attendance records will be reviewed each six weeks and added to the collected data to maximize improvement on student educational experiences.

The coordinators will also be observing student projects as well as processes taking place in the classrooms. Written documentation of the observations will be maintained and reviewed with the appropriate staff. This process will allow immediate feedback from the grant coordinators to the technology director, teachers and 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.

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Marfa ISD has aging equipment and limited funds to put towards technology purchases due to the low student enrollment and appraisal value discrepancies between county and state.

There have been fundraising efforts through the community and the Marfa Education Foundation to provide means to purchase technology for the district. This funding would be used to supplement areas of need in our current technology implementation. It would also be used for applications and professional development to assist in the efficacy of our program to expand technology skills and achievement across the primary and secondary campuses. We hope to apply these kinds of funds to allow for the continuation of this program past the lifetime of the grant.

The principal of each campus will be responsible for ensuring the staff remain committed to the project's success by providing timely feedback and assistance to teachers on a regular basis. Professional development will be key to keep teachers and students interested in learning 21st-century skills. Incentives such as lunch and gift certificates (which can be donated by local businesses) will be provided to teachers in order to maximize participation during lunchtime and hours outside of school.

Schedule #15—Project Evaluation			
County-district number or vendor ID: 189901		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.	Teacher feedback	1.	Online surveys will note improvements in behavior and participation
		2.	Online surveys will indicate perceived student achievement has increased
		3.	Fewer interventions required by spring, before testing
2.	Student grade reports and test scores	1.	Grades will improve each six weeks
		2.	Fewer failing grades given
		3.	Increased STAAR/EOC scores over previous year
3.	Administrator classroom evaluations	1.	Students will be actively engaged in instruction
		2.	Instructional time will be gained with computer use outside of class
		3.	Fewer discipline issues reported to principal
4.	Teacher lesson plans	1.	Administrator will evaluate lesson plans for evidence of tech integration
		2.	
		3.	
5.	Student surveys	1.	Students will indicate increased interest in technology applications
		2.	Students will indicate increased ability in tech integration
		3.	Students will indicate more time spent on learning outside of school
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.			

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Campus coordinators and mentor teachers will work with the superintendent to review challenges and successes of this grant program. The superintendent will visit with the students and teachers on a monthly basis during the first semester to guarantee student success. Reports over the quantitative data and qualitative, including student and teacher feedback, the number of students being served, academic data, achievement results and attendance, will be constructed by the technology director and reviewed by the administrative team each month. The team will identify rank feedback from students and staff and determine and method of improvement.

Formal surveys will be used to gather staff and student feedback to go over during monthly meetings. Reports and data will be pulled from the home internet wireless access devices that the students take home. This data will be discussed during monthly meetings to correct any misuse of devices if found.

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The elementary grades currently have either 6 iPad 2's or 4 Chromebooks per classroom. The iPads were purchased six years ago using the 2012-2013 TEA Technology Lending Program Grant, and have become too slow to use. The district is hoping to phase out the iPads entirely and replace them with Chromebooks for each student.

Junior high and high school technology students currently have no options to take a device off campus. The high school has a computer lab of 13 Windows desktops that are eight years old. The Robotics lab has four desktop computers.

Marfa ISD has used IMA (Instructional Materials Allotment) funds when possible to purchase Chromebooks at the secondary level. In 2012-2013 the district received the TEA Technology Lending Grant and purchased 50 iPads for the 9th and 10th grade classes. Those devices are now 6 years old and have been moved to the elementary for use. The high school campus periodically purchases Chromebooks with money from grants and donations when possible. The Chromebooks range in age from 1 year to 5 years old.

In 2012 the elementary campus had 4 Windows desktops per room. The campus now uses either iPad 2's from the 2012-2013 TEA Technology Lending Grant or Chromebooks. There is also a computer lab where teachers can schedule class time and a computer lab dedicated for students to practice reading intervention. The computers in these labs were replaced over the last 2 years with Google Chromebook desktops.

Both IMA funds and general funds have been used in the past to purchase technology devices though the district is still catching up trying to implement a 1:1 student to device ratio.

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Marfa ISD focuses on the below three goals for academics.

1. Create a high-quality academic learning environment
2. Meet or exceed state and federal accountability measures
3. Create a curriculum that closes the gap and improves achievement for all students.

District administrators and teachers believe that these goals can be accomplished by first increasing instructional time by utilizing the hours students spend at home with meaningful and engaging assignments that can be accessed online. The second change would be for teachers to be able to assess, provide feedback and offer instruction to students on a more individualized basis. The intent is to do so through online means of progress-monitoring, communication and instruction pacing. This can be specifically designed to meet the needs of English language learners and special education students. In addition, the team believes software and online resources can be utilized to increase engagement, targeting at-risk students who are less likely to be engaged otherwise.

The district is also focused on offering programs that prepare students for the 21st-century job market through STEM coursework and cross-curricular strategies in all grade levels. By increasing interest and enrollment in the Technology program, the district hopes to further bridge the gap for English language learners, special needs, and low socioeconomic students.

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All wifi hotspots will be inventoried and barcoded through the technology department. High school technology students who have completed the prerequisite training and agreement will be given internet access as needed. Twenty-five total hotspot devices will be purchased. Each hotspot provides CIPA as well as educational filtering and can be used by only one student at a time. Reports can be pulled on device usage to verify student adherence to the acceptable use policy.

JH/HS technology students will check out hotspots directly from the HS library. The standard period for a Computer Science student to borrow a hotspot would be one week before returning it to the library. Nine total hotspots will be available for students on the secondary campus.

Students on the elementary campus will be identified by their teachers as having a need for internet access outside of school. Each elementary classroom teacher will manage the check-out and check-in of wifi hotspots for his or her students. The elementary teachers will determine an appropriate time period for the student's use. Each teacher will have access to 4 wifi hotspots. This would be about 20% of each classroom which aligns with our Brightbytes survey data on how many students lack home internet access.

The process will be supervised by the parent for both campuses, and will only be available after both the student and parent have attended appropriate use training and signed the Acceptable Use Policy.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 189901	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.

Most teachers across the district utilize computers in the classroom for various academic activities including writing, peer-editing, research, educational exercises and simulations--most of which provide instant feedback or can be viewed and commented on by the teacher as they work. Many teachers use educational videos to introduce vocabulary and concepts during class. Students and parents may access grades as well as communicate directly with teachers through various platforms. They can also access assignments, notes and class announcements through online platforms. Teaching staff would like to expand the number of online resources the district utilizes in the classroom in all subjects as well as increase the amount of time spent on computer literacy, digital citizenship and programming skills. Computer time could also be used as a student incentive for good behavior and quality work from students.

TEA Program Requirement 4: Describe how the applicant is using digital instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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Currently, computers are used in class in the elementary for Math practice on such platforms as IXL and Prodigy. Online lab simulations and practice, found at PHET.org and ScienceGeek.net are regularly used in science classes. For reading skills, students use iStation as well as FastForWord. Vocabulary is regularly introduced through educational videos such as those found on BrainPop and EdPuzzle. Students can also work on their own to read and respond to news articles via Scholastic News as well as do research and create presentations using Google resources for all subjects. Digital sources like Google Classroom are utilized for class assignment organization and communication.

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Marfa ISD utilized eRate funding to update it's wireless access points in 2016-2017. Campuses were upgraded from Cisco Aironet wireless B/G access points to Meraki MR34 wireless AC access points. After receiving the 2012-2013 TEA Technology Lending Grant and purchasing 50 iPad 2's, the district had issues with device density and slowness in parts of buildings. After replacing the access points the district has had no wireless issues on either campus.

Network infrastructure is composed of Cisco 100 Mb switches with gigabit fiber backbones that connect campuses and outlying buildings. No issues have arisen with the current switches outside of normal use. The district is currently in the process of replacing these older Cisco switches with gigabit Meraki switches as eRate funding becomes available.

Marfa ISD purchases a 100 Mb fiber internet connection from Region 18 and rarely maxes out this bandwidth. We currently utilize between 40-60 Mb average daily bandwidth use.

Technology support is currently handled by one employee that handles the duties of desktop support, network support, and the Director of Technology duties. The individual feels confident he would be able to support the increased amount of devices if the grant funds are issued.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 189901	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.

All equipment will be inventoried and configured through the technology department. After parents and students complete appropriate use training and sign agreements, the student will be assigned a Chromebook. This lending process would work similarly to student textbooks where materials can be expected to be brought to class daily and taken home or stored safely each day. Each student in grades 3-6 will have access to a Chromebook in class which they will be allowed to take home. Computer Science students will be assigned a specific Chromebook in a 1:1 format which they will keep throughout the year.

Elementary teachers will oversee the student check-out process for their students directly after the devices have been assigned to a classroom. Teachers can help to maintain the condition of equipment and will communicate regularly with parents over assignments and expectations. Internet usage through the borrowed hotspots can also be monitored as well.

For Computer Science students, the Chromebooks will be checked out at the beginning of the year and periodically assessed for condition by the Computer Science teacher and mentor teacher. Wifi hotspots will be checked out through the library for secondary students identified as having priority need. If available, hotspots may also be loaned to other students and families who have attended training and signed the agreement.

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.

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Insurance will be provided for all 140 chromebooks for a three year span. They will have full coverage for up to $200 per device with a $0 deductible. The insurance will cover liquid submersion, cracked screen, accidental damage, vandalism and theft, fire and flood, earthquake and natural disaster, tornado and hurricane, and most importantly mechanical failure and manufacturer defects. This increases the cost per device but the team feels it is important as many of the students benefiting from this grant come from rural poverty and this will be the first device they have been able to take off campus.

If damage occurs the device will be returned to the technology department where a claim will be filed and fulfilled. When the device is fixed it will be returned to the teacher or program where it was originally inventoried.

Chromebooks will be accounted for and inventoried by the technology department. Elementary devices will be issued to the 3rd through 6th grade teachers where they will be able to individually manage their check-in and check-outs to students. The JH/HS students will receive a 1:1 Chromebook checked out directly from the technology department. Wifi hotspots will be managed by the HS library for the 9 HS access points while the 16 on the elementary campus will be accounted for by the teacher after they are inventoried by the technology department.

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