Texas Education Agency
Standard Application System (SAS)

<table>
<tr><td colspan="2">2018–2019 Technology Lending</td><td></td></tr>
<tr><td>Program authority:</td><td>General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85th Texas Legislature; Texas Education Code Section 32.301</td><td>FOR TEA USE ONLY
Write NOGA ID here:</td></tr>
<tr><td>Grant Period:</td><td>May 1, 2018, to August 31, 2019</td><td rowspan="4">Place date stamp here.

RECEIVED TEXAS EDUCATION AGENCY
2018 FEB -5 AM 10: 41
DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION</td></tr>
<tr><td>Application deadline:</td><td>5:00 p.m. Central Time, February 6, 2018</td></tr>
<tr><td>Submittal information:</td><td>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</td></tr>
<tr><td>Contact information:</td><td>Kathy Ferguson: techlending@tea.texas.gov;
(512) 463-9087</td></tr>
</table>

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #		Amendment #
Belton Independent School District	014903		

Vendor ID #	ESC Region #	
	12	

Mailing address		City	State	ZIP Code
PO Box 269		Belton	TX	76513

Primary Contact

First name	M.I.	Last name	Title
Deanna		Lovesmith	Assistant Superintendent, Curriculum & Instruction

Telephone #	Email address	FAX #
254-215-2026	Deanna.Lovesmith@bisd.net	254-215-2027

Secondary Contact

First name	M.I.	Last name	Title
Donna		Bownds	Coordinator of Digital Learning

Telephone #	Email address	FAX #
254-2152069	Donna.Bownds@bisd.net	254-215-2027

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
Susan		Kincannon	Superintendent

Telephone #	Email address	FAX #
254-215-2002	Susan.Kincannon@bisd.net	254-215-2001

Signature (blue ink preferred): *Susan Kincannon*   Date signed: 2/2/18

Only the legally responsible party may sign this application.

Schedule #1—General Information	
County-district number or vendor ID: 014903	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: 014903	Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1	LEA Technology Plan Template	If an LEA does not have a 2016–2017 Technology Plan on file with TEA, it must show evidence of a current local technology plan on participating campuses by completing the LEA Technology Plan Template.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
x	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
x	I certify my acceptance of and compliance with the program guidelines for this grant.
x	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
x	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 014903	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: 014903	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 <u>TEA Grant Opportunities</u> 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 <u>Administering a Grant</u> 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: 014903	Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary	
County-district number or vendor ID: 014903	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.

Miller Heights Elementary and Tarver Elementary

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.

Belton ISD's mission is to prepare student to excel in tomorrow's world. With this mission, Belton ISD embarked on a 1:1 initiative seven years ago at two campuses. Over time, the District has expanded the initiative to provide over six thousand students with a personal device to use from 6th grade through high school.

While Belton ISD (BISD) considers itself a leader in integrating technology into instruction and providing 1:1 technology for its students, insufficient funding has forced the District to focus on its secondary campuses and provide limited and older iPads to elementary students. This grant will provide all fourth and fifth grade students at Miller Heights and Tarver Elementary with Chromebooks which will allow access to technology at school and at home. Miller Heights and Tarver campuses have a high percentage of low socioeconomic (SES) students who will also have the opportunity to check out wireless WiFi Hotspot devices to allow for internet access at home. The combination of devices and internet access will be leveraged with curricular resources in writing, reading, math and science which are areas of great need for the campuses as evidenced by state assessment data.

Students will have increased access to STEMscopes, STAR Enterprise software, fiction and non-fiction texts, Go Math, and Education Galaxy to maximize the benefits of the district purchased online resources. The increased technology access would allow students to take advantage of hands-on inquiry activities, which all specifically focus on the Texas Essential Knowledge and Skills. Students have the unique opportunity to use interactive resources to discover and explore essential science concepts in the classroom and at home. The increased access would also allow the students to access Education Galaxy which provides individualized online assessments, practice, and instruction for reading, writing, math and science. Finally, the devices will provide access to math curricular resources in GoMath.

Demographics - Miller Heights Elementary consists of 17 classrooms in kindergarten through 5th grade. The campus serves 343 students from the surrounding neighborhoods, which include the city's housing authority. 73.6% of the total population is considered low socioeconomic based on the criteria of qualifying for free and reduced lunch prices. Tarver Elementary consists of 28 classrooms in kindergarten through 5th grade. The campus serves 602 students from the surrounding neighborhoods. 42.3% of the total population is considered low socioeconomic, based on the criteria of qualifying for free or reduced meals. The grant will provide devices and internet access to many students who would otherwise not have this opportunity and aligns with the grant program's goal of increasing technology access for all students.

Budget - The budget for this grant includes money for Chromebooks, charging carts, WiFi Hotspot devices, and professional development for the teacher to learn to integrate the new technology into their lessons. Items were chosen for their ability to meet identified student needs. There are currently 330 students in 4th and 5th grade at Miller Heights and Tarver Elementary and approximately 10% of these students report they have no internet access at home. Providing WiFi Hotspot devices for home Internet service at a ratio of 1:10 matches the identified need for home access while allowing the program to purchase Chromebooks for check-out to each 4th and 5th grade students. Cost for the devices, charging carts, professional development, and the Wifi Hotspots complete the $99,995 budget.

Needs Assessment/Management Plan - The Campus Improvement Teams (CIT), led by the campus principals, conducted the needs assessment process during grant planning. The needs assessment was reviewed by the Assistant Superintendent for Curriculum & Instruction for efficacy and feedback was given to the campus principals. The same team, with added support from two District Digital Learning Coordinators, will manage the grant. BISD has extensive experience in implementing 1:1 initiatives at five secondary campuses and the District is uniquely qualified to manage the grant activities.

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Schedule #5—Program Executive Summary (cont.)	
County-district number or vendor ID: 014903	Amendment # (for amendments only):

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

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Schedule #6—Program Budget Summary					
County-district number or vendor ID: 014903				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	$26,254	$0	$26,254
Schedule #9	Supplies and Materials (6300)	6300	$73,695	$0	$73,695
Schedule #10	Other Operating Costs (6400)	6400	$	$	$
Schedule #11	Capital Outlay (6600)	6600	$	$	$
Total direct costs:			$	$	$
Percentage% indirect costs (see note):			N/A	$	$
Grand total of budgeted costs (add all entries in each column):			**$99,949**	**$0**	**$99,949**

Administrative Cost Calculation	
Enter the total grant amount requested:	$99,897
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:	$14,992

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: 014903	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	FriEd Technology	$2,500
2	Sprint MiFi	$23,754
3		$
4		$
5		$
6		$
7		$
8		$
9		$
10		$
11		$
12		$
13		$
14		$
	a. Subtotal of professional and contracted services:	$26,254
	b. Remaining 6200—Professional and contracted services that do not require specific approval:	$
	(Sum of lines a and b) Grand total	$26,254

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

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RFA #701-18-103; SAS #274-18
2018–2019 Technology Lending

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 014903	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:	$73,695
	Grand total:	$73,695

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

Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID:	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:			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: 014903	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	330	57.95%	Miller Heights Elementary 73.60% Tarver Elementary 42.30%
Limited English proficient (LEP)	15	0.05%	Miller Heights Elementary 11 Tarver Elementary 4
Disciplinary placements	0	0.00%	Miller Heights Elementary 5 Tarver Elementary 5
Attendance rate	NA	%	
Annual dropout rate (Gr 9-12)	NA	%	

Part 2: Students To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type:	☒ Public	☐ Open-Enrollment Charter	☐ Private Nonprofit	☐ Private For Profit	☐ Public Institution

Students														
PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
					150	180								330

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Schedule #13—Needs Assessment

County-district number or vendor ID: 014903	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.

A comprehensive, systematic process was used to identify and prioritize needs. This district level grant is intended to serve both Miller Heights and Tarver Elementary schools. These campuses were selected based on socioeconomic need, as both have greater than 40% low socioeconomic student enrollment. To determine specific needs, data were reviewed by a committee consisting of the Supt., Deputy Supt., Asst. Supt. for Curriculum and Instruction (C&I), Executive Director for C&I, Campus Principals, Digital Learning Coordinators, and Director of Technology. The campus Leadership Teams reviewed the following resources to determine and prioritize needs:

- **Student Achievement Data** - Historical STAAR data from Texas Academic Performance Reports (TAPR) were reviewed. It was determined the areas of need are reading, writing, math and science. With the implementation of the 1:1 Chromebooks, the goal is to have an annual increase of 3% per subject area. Over the two years of the grant span, there will be a 6% increase per subject area.
- **Reading & Writing Level Indicators** - Teachers use several assessments to determine students' current independent reading levels at the beginning, middle and end of each school year. According to Fountas & Pinnell Benchmarking System, 45% of Miller Heights students and 27% of Tarver students are reading below grade level. Of these students, 9% from Miller Heights and 10% from Tarver are shown to have a reading proficiency of two or more grade levels below the recommended levels, with deficiencies in both fluency and comprehension. Teachers report that comprehension scores are often unsatisfactory because students do not have the necessary background knowledge or prior experiences to make connections beyond the text or to draw conclusions. Star Enterprises is also utilized to assess all students' reading levels three times per year. This computer-based program reports that of all incoming 4th and 5th graders, 58% of Miller Heights students and 28% of Tarver students are in immediate need of reading interventions due to insufficient reading skills. District Writing Common Assessment data of current 4th graders indicate that 38% of Miller Heights and 39% of Tarver students performed below passing standard. District Writing-On-Demand benchmarks indicate that 100% of Miller Heights and 79% Tarver students scored below standard.
- **Math & Science Level Indicators** - Teachers use the Star Enterprise Math assessment to determine students' current math levels at the beginning, middle and end of each school year. This computer-based program reports that of all incoming 4th and 5th graders, 36% of Miller Heights and 20% of Tarver students are in immediate need of interventions due to insufficient math calculation and math problem solving skills. District Science Common Assessment of all incoming 4th and 5th graders indicate that 46% of Miller Heights students and 16% of Tarver students scored below passing standard.
- **Campus Budget Review** - After reviewing campus technology budgets, it was determined there are insufficient funds to ensure a 1:1 digital learning environment with high quality devices that also provide access to keyboarding.
- **Technology Review** - All middle schools have reported that incoming students are lacking basic keyboarding skills because the students have used ipads rather than traditional keyboards. This impacts the students' ability to effectively and efficiently produce written narratives and expository texts. Both campuses use devices that are 6 years old in 4th/5th grades. Incoming 4th and 5th graders were surveyed to determine that 10% do not have accesses to devices or internet at home.

Large numbers of economically disadvantaged students combined with the increasing demands of rigorous student assessments create a need for more enriched classroom instruction. By focusing on providing extended support at home and using engaging and relevant technological instructional strategies, the needs of our most at risk students will be met.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 014903	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.	Economically disadvantaged students at both campuses have limited access to internet in their homes as well as devices that can be used to access web based learning programs.	The proposed program would allow each 4th and 5th grade student to check out a Chromebook that can be used in the classroom and at home. The funds would also be used to provide wireless internet service for students who do not currently have access at home. Through these services, students will have increased exposure to learning experiences and activities to prepare them for classroom discussion and learning.
2.	Science scores on the 5th grade STAAR assessment indicate a considerable gap in conceptual understanding and achievement when compared to students across the state. Current available technology limits student access to the full StemScopes online curriculum.	A technology lending program would provide our 5th grade students a learning avenue equipped with essential scientific information and experiences. Through the use of STEMScopes, students will participate in engaging problem-based learning that emphasizes key scientific vocabulary and concepts. These learning experiences will strengthen their ability to master the rigor and depth of standards assessed on STAAR.
3.	A significant gap exists in reading levels of incoming 4th and 5th grade students in comparison with the state average. Assessment results indicate a substantial number of students are currently reading below the recommended level at their grade. The lack of reading skills negatively impacts the students' achievements in multiple academic areas.	Providing 1:1 access with Chromebooks in 4th and 5th grade will increase the frequency in which students will utilize a research-based reading program (Education Galaxy) that provides multiple genres of text within the students' optimal learning level, resulting in an accelerated rate of reading growth. Additionally, the Chromebooks will give the teachers the ability to provide reading materials that will reinforce and support classroom instruction.
4.	Writing scores on the 4th grade STAAR assessment indicate a considerable gap in achievement with students at the state level. Current technology limits ability to learn and practice effective keyboarding as well as revising and editing skills.	The technology lending program would provide 4th grade students with consistent access to a full sized keyboard and provide opportunity to develop career ready keyboarding skills. Additionally, this will allow students the full revising and editing experience necessary when crafting expository and personal narratives.
5.	Math scores on the Star Enterprise Math universal screener indicate a considerable gap in achievement with students at the state level and national level.	The technology lending program would program would provide 4th and 5th students with consistent access to high quality technology that has Flash functionality. The students would have access to GoMath lessons and leveled math interventions as well as personalized online progress monitoring. This would provide specific diagnostic data for the teachers, students and parents.

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Schedule #14—Management Plan

County-district number or vendor ID: 014903	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.	Principal	Teaching experience, Texas Principal Certificate, effective communication skills, instructional leader, and technology driven
2.	Teachers	Current Texas Elementary Teaching Certification, actively participating in monthly digital learning sessions, willingness to learn about technology, and integrate that into their curriculum, good classroom management, and sound instructional practices
3.	Digital Learning Coordinators	Classroom teaching experience, SBOE Teacher and Principal Certificates, Google Certified Teachers, Apple Certified Teachers, technology integration experts with 1:1 initiatives, professional development abilities, and ability to collaborate with and support teachers and students with technology integration.

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.	Provide students with digital devices, technology rich lessons, & digital resources	1.	Distribute Chromebooks to students	09/15/2018	05/30/2020
		2.	Provide in class support for students	09/15/2018	05/30/2020
		3.	Provide technology how-to lessons to students	09/15/2018	05/30/2020
		4.	Provide digital citizenship & responsibility lessons	10/01/2018	5/30/2020
2.	Increase number of low SES students with WiFi	1.	identify low SES students in need of Internet access	10/01/2018	10/24/2018
		2.	Distribute Wifi hotspots to students needing access	10/27/2018	05/30/2019
		3.	Offer parent educational sessions	10/23/2018	05/30/2020
3.	Increase teacher skill set so that high quality technology rich lessons are taught.	1.	Provide training on teacher inservice dates in August, October and January.	08/09/2018	02/01/2020
		2.	Provide monthly meetings.	09/01/2018	05/30/2020
		3.	Provide model lessons to teachers.	08/01/2018	05/30/2020
		4.	Provide in class support for students and teachers.	09/27/2018	05/30/2020
4.	Increase student achievement levels on all 4th grade STAAR tests	1.	Analyze BOY reading, writing, & math level data	10/01/2018	10/15/2019
		2.	Implement weekly Education Galaxy activities	10/01/2018	05/30/2020
		3.	Analyze MOY reading, writing, & math level data	01/10/2019	01/20/2020
		4.	Analyze EOY reading, writing, & math level data	06/01/2019	05/30/2020
		5.	Analyze STAAR passing rates	07/01/2019	07/05/2020
5.	Increase student achievement levels on all 5th grade STAAR tests	1.	Analyze BOY reading, science, & math level data	11/01/2018	11/07/2019
		2.	Implement weekly Education Galaxy activities	09/15/2018	05/30/2020
		3.	Analyze MOY reading, science, & math level data	06/01/2019	05/30/2020
		4.	Analyze EOY reading, science, & math level data	06/01/2019	05/30/2020
		5.	Analyze STAAR passing rates	07/01/2019	07/05/2020

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: 014903	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.

This technology lending program will be closely monitored to ensure effective implementation and success through the attainment of project objectives. The current system for monitoring student achievement and evaluating the process toward goals is to review multiple data sources at monthly grade level data PLCs. These data PLCs include grade level teachers and intervention teachers, campus administrators, and instructional coaches. At these meetings, members will evaluate reading, writing, math and science assessment levels to ensure consistent and adequate gains. Students are assessed approximately each 9-weeks through district developed assessments administered in reading, writing, math and science. Collaborative discussion will occur at each meeting and will be used to measure the students' progress and implement necessary ongoing interventions.

In addition to data PLCs, monthly one-hour meetings will be conducted with the project team. These meetings will be held to discuss project implementation, allowing time for teachers and administrators to provide feedback regarding the project. The project team will consist of 4th and 5th grade team leaders, campus administration, the campus instructional coach, and the district instructional technology coordinators. The team will troubleshoot problems as they arise and make adjustments as necessary. Team leaders will be responsible for communicating all updates or necessary adjustments to the project with 4th and 5th grade classroom teachers. These meetings will allow open communication for school community members responsible for project execution and will ensure the project remains on track.

All staff will remain informed of the project's status via updates provided by the campus principals.

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.

The technology lending programs at Miller Heights and Tarver Schools will be fashioned after other successful 1:1 initiatives in the district. As part of the 2014-16 Technology Lending Program, Belton ISD's Southwest Elementary implemented the district's first 1:1 lending program at the elementary level. Belton ISD has a technology lending program at both of its high schools and three middle schools where each student checks out either an iPad or MacBook Pro for access to digital materials for the entire school year and returns it to the campus at the end of the school year. Thus, students at Miller Heights and Tarver would have access to 1:1 technology that could be taken home from 4th grade to graduation.

Lessons learned from BISD's seven years with 1:1 initiatives will be used to ensure that this lending program is successfully implemented. Currently used processes and procedures, as well as existing mobile device guidelines and student technology user agreements will be used at Miller Heights and Tarver. Grants funds will be maximized by focusing on providing student devices, WiFi hotspots, and professional development for teachers.

To ensure that all project participants are committed and will remain committed to the project's success, the planning committee has reviewed the proposed project with all classroom teachers responsible for implementation, and all staff are excited for the opportunity. Monthly Project Planning Team meetings will be conducted with the project team to measure success and continued commitment to the project. Open communication with all parties will be the key to ensuring that project goals are met and issues that may arise are quickly resolved.

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Schedule #15—Project Evaluation		
County-district number or vendor ID: 014903		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.	Student and parent surveys	1.	Increase residential wireless internet access for low SES students
		2.	Increase amount of time students access digital resources outside of school
2.	Teacher lesson plans and instruction	1.	Increase use of digital resources in lesson plans
		2.	Increase use of technology in classroom objectives
		3.	Increase use of web-based programs (Education Galaxy, StemScopes)
3.	Review district common assessment data in reading, writing, math, and science	1.	Increase in percent correct over previous year per assessment
		2.	Increase in passing percentage per reporting category
4.	Review annual student achievement data from STAAR and TAPR	1.	Increase percentages of 4th grade students who maintain or increase reporting category achieved on STAAR writing
		2.	Increase percentages of 4th and 5th grade students who maintain or increase reporting category achieved on STAAR reading and math.
		3.	Increase percentages of 5th grade students who maintain or increase reporting category achieved on STAAR science
5.	Education Galaxy and StemScopes program reports	1.	Increase student use of StemScopes activities after school hours
		2.	Increase number of online student activities completed in Education Galaxy at 75% or higher mastery

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.

Formative evaluation will be ongoing in order to quickly identify problems and seek effective solutions for the duration of the grant. The project team will develop these formative assessments, such as teacher and students surveys, as well as review the results during project team meetings. Feedback will be gathered throughout the implementation process from teachers, students, and parents to ensure needed adjustments are made that foster the project's success. Strengths and weaknesses of the project will be determined through the analysis of collected feedback, as well as student achievement data, so that improvements will be ongoing. All aspects of the project will be reviewed during the monthly project meetings to ensure the program is a success.

With the assistance of the campus technology paraprofessional, the campus principal will monitor work orders and project needs and directly communicate with the District Digital Learning Coordinators so that appropriate and focused staff development can be provided for teachers throughout the grant period. Teachers and the District Digital Learning Coordinators will also collaborate on planning lessons to instruct students on how to properly navigate their device and provide strategies for avoiding common problems.

District level assessment data and annual STAAR results in reading, writing, math, and science will be analyzed to determine the status of the program and the fulfilment of the objectives, as stated in the proposal. The achievement scores for project students will be compared with the achievement scores of students prior to the project initiation as well as state averages.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 014903	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.

Miller Heights and Tarver Elementary do not currently have a technology lending program. Fourth and fifth grade classes have access to class sets of six year old iPads that cannot be updated to the current iOS which limits accessibility to up-to-date digital resources. Upon grant award, the existing iPads in fourth and fifth grades will be redistributed to other grade levels and replaced with Chromebooks.

Belton ISD has technology lending programs at both high schools and the three middle schools where each student checks out either an iPad or Macbook Pro for access to digital materials for the entire school year and returns it to the campus at the end of the school year. Implementation of a technology lending program at Miller Heights and Tarver Elementary would allow their students to have access to 1:1 technology from 4th grade through graduation. The use of IMA funding to ensure devices at the secondary level are refreshed in a timely manner allows the district to utilize up-to-date digital resources to benefit our students. Unfortunately the use of these funds for that purpose limits the district's ability to provide up-to-date devices for elementary students. Campus budgets are insufficient for providing technology lending devices.

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 014903	Amendment # (for amendments only):

TEA Program Requirement 1: Describe how the technology lending program aligns with the existing mission and goals for the LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

BISD has a strong commitment to providing technology-rich learning for all students, as demonstrated through 1:1 initiatives at all secondary campuses, as well as a technology lending grant 1:1 initiative that has continued at Southwest Elementary School. The District's devotion to technology rich classrooms is evidenced by the technology refresh cycle for teacher devices and secondary student 1:1 devices. The District Improvement Plan provides for professional development for new and returning teachers focused on digital integration and the creation and implementation of digital citizenship lessons in order to prepare students to live, learn, and lead in our global economy (District Goal 2, Strategy 7, Items 4, 7, and 9).

The campus administrators have also made student access to technology a priority by allocating a portion of the campus budget and local grant funds for the purchase of iPads and applications. The Campus Improvement Committees have determined that technology would remain a part of the Campus Improvement Plan by setting the goal of teachers collaborating in the development of rigorous, relevant, and engaging lessons that leverage technology for higher levels of student achievement and professional development opportunities to increase teacher ability to seamlessly integrate digital resources (MHES: Goal 1, Strategy 7, Items 2 and 3 & Goal 2, Strategy 1, Items 6 and 7 and Tarver: Goal 1, Strategy 8, Items 1, 2, and 3 & Goal 2, Strategy 3, Item 1). The grant would allow Miller Heights and Tarver to continue the pursuit of 21st Century Learning for all students by providing 1:1 access for 4th and 5th grade students which will prepare them for the 1:1 environment at the secondary level.

The mission of Belton IDS is "to provide an education that challenges all of our students to excel." Digital resources and devices provide students the opportunity to collaborate with their peers inside the classroom and around the world. Digital access to curricular resources such as STEMScopes, GoMath, Education Galaxy, STAR Enterprise, and ebooks (available through the library system) outside the school day will allow families to assist and motivate students to excel in their schoolwork. Digital learning and access to research and information available on the Internet enhances teacher lessons and helps to prepare our students for the ever increasing digital world they will be entering as adults.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 014903	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.

Grant funds will help mitigate access issues for economically disadvantaged students at Miller Heights and Tarver Elementaries and their families. Currently Internet access for these students is available through the Belton Wireless Project, a partnership between the City of Belton and Belton ISD that provides free Internet access at local businesses and community resources. By providing 33 WiFi hotspots for check-out by 4th and 5th grade economically disadvantaged students, the district will be able to enhance the efforts of the Belton Wireless Project by providing broadband connectivity into student homes outside the school day. Another ancillary benefit of the grant is the wireless access to siblings and neighbors of the Miller Heights and Tarver students who already have a technology lending device from one of our secondary schools.

1. Issuing Chromebooks and WiFi Hotspots with unlimited data that is filtered through district resources for student protection. Students in 4th or 5th grade who are identified as economically disadvantaged will be eligible to apply for a WiFi Hotspot. The device will include a connection back to the District's network to ensure content filtering and will provide unlimited data access for 18 months (2 9-month school years). Students have already been surveyed about connectivity at home. Identified students and guardians will be invited to a meeting about the availability of mobile WiFi device for in-home use. The district has already made arrangements with Sprint to identify the best solution for residential access and to determine how to establish a link for content filtering.

2. Educating parents on the benefit of providing broadband access at home and student Internet safety. Parents will learn about what is needed for the service in their home. The goal is for parents to understand how to access and use the MiFi devices, as well as the importance of managing student screen time. At the end of the grant we will explore ways to continue Internet access for these families with low cost options such as *Connect2Compete*, a national nonprofit outreach campaign.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 014903	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.

Classrooms at Miller Heights and Tarver Elementaries are currently integrating 6 year old IPads into instruction by utilizing web based programs and software such as Education Galaxy, GoMath and StemScopes. Students work both independently and collaboratively to produce products that demonstrate learning. Access to some of these resources is limited by the iPad's inability to run Flash, which is why Chromebooks were chosen for this grant. These school communities have set a goal of providing rich experiences for disadvantaged students through the use of graphics, videos, photographs, live streaming, and virtual tours. The lending grant would allow teachers to increase and improve this effort by giving every student access to these experience both in and out of the classroom. Teacher lesson plans will be open to opportunity for students to create work digitally and share their products with students across the globe. Teachers will also have the ability to construct exploration activities for students to complete at home to increase student preparedness for classroom and global learning. This lending grant will also align with current district priorities of integrating technology application standards by providing additional avenues for learners to master student expectations. Through the 1:1 initiative, students will have constant opportunities to enhance their technology skills and become adept at navigating systems and applications to elevate and strengthen their learning experiences.

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.

The overarching goal of the lending program is to increase students success and achievement. Current trends in our data indicate that the campuses have an overall need to increase reading, writing, math, and science levels of students. The lending grant would be used primarily in these four areas to produce maximum benefits for students in 4th and 5th grades on both campuses.

4th/5th Reading & Writing - The main component of the lending program in ELAR classrooms will be Education Galaxy and Google Suite applications. Education Galaxy is currently used in all classrooms to enrich instruction and bridge academic performance gaps. Students will be able to access their accounts and continue their learning from home. Students will also have access to more literature to read at home with Epic Library. With Chromebooks, students will also have the ability to compose full writing compositions from drafting to final products. Their access to a full size keyboard will improve their typing skills and better prepare them for secondary school education.

4th & 5th Math & Science - The Belton ISD Curriculum Scope and Sequence includes StemScopes for 4th and 5th grade science. StemScopes provides teacher with extensive resources aligned with state standards and allows for vertically aligned instruction which better prepares students for the rigor and depth of 5th grade science expectations. The lending program would allow students to bring home digital resources that enhance relevant science experiences through videos, informational texts, experiments, and interactive activities that build background knowledge. The teachers will have the ability to assign high interest, nonfiction articles at the students' independent reading levels to be completed at home. Many of these articles will have embedded photographs and videos to build schema for students who access which will strengthen comprehension and application. Articles will have accompanying questions that promote critical thinking and align with state standards. All students will receive engaging hands-on, targeted instruction which will promote student curiosity and increase achievement. Teachers will use generated formative and summative assessments for progress monitoring to effectively identify students needing additional support and to guide future instructional planning .

GoMath is also a component of the BISD Math Scope and Sequence for all grade levels. The lending program would allow students to watch tutorials and reinforce skills at home. This would allow parents to feel more involved in their students' mathematical learning. Teachers will be provided with ongoing results form formative and summative assessments to effectively monitor student understanding and intervene immediately. This would accompany engaging hands on classroom instruction.

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

Infrastructure: The District currently provides 1Gbps dedicated fiber WAN connection via leased lit fiber and 2Gbps shared internet connections (1Gbps to primary data center, 1Gbps to high school) to all schools. District has network servers in place at the primary data center managing district information, student applications, file sharing, and file storage. Classrooms are provided with 100Mbps switched Ethernet connections to every workstation, one wireless access point in each classroom capable of wireless LAN connectivity for all mobile devices, and at least four network drops in each classroom; with fiber connections between each data frame.

Technical Support: The District provides expert technical support for a variety of products including a limited number of Chromebooks at some elementary schools and piloted at high school and middle school levels. The Instructional Technology Coordinators and Facilitators and District Technology Helpdesk personnel are expertly versed in repairing Chromebooks and Google Domain functionality and troubleshooting. The District Technology staff maintains ongoing Google Domain professional development and consistently works with Curriculum and Instruction, administrators, teachers, and students to provide a functional and learning-ready Google Domain.

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

Outline of program administration:
1. Pre-Launch Activities- Chromebooks and WiFi Hotspot devices will be ordered and inventoried into Destiny Resource Manager. Inventory tags will be placed on all devices. Age-appropriate Chromebook apps will loaded through the Google Domain.
2. Deployment of Devices- In September students will be issued Chromebooks through their homeroom classes. They will go to the library to check out the Chromebook after the Mobile Device Student Pledge has been signed and returned by the parent. Chromebook serial numbers and associated student ID will be recorded in Destiny. At the end of the school year devices and WiFi Hotspots will be checked in through the Destiny system for the summer months. Based on economic need and the wireless access survey, WiFi devices will be deployed through the same check in and check out procedures. A WiFi User Agreement must be signed and returned as well. WiFi Hotspots will be connected back to the District's network to ensure web content filtering. This data link will be coordinated with Sprint by the Director of Technology. The same check out procedures will be used during the 2019-2020 school year. The Librarian will oversee the check in and check out process with help from the Campus Tech.
3. Maintenance of Devices- A team consisting of certified technicians and a campus technology paraprofessional will ensure the Chromebooks remain in proper working order. Any broken devices will be repaired by district technicians at district expense, as the district is choosing to self-insure the devices.
4. Network Issues- The IT Infrastructure technician will ensure the proper working condition of the network and monitor bandwidth issues. He will resolve issues with Time Warner Cable or Sprint for WiFi devices. There is a wireless access point in every room with adequate access for the devices.

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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 technology lending equipment will be inventoried and tagged using the Destiny Resource Manager software. Each piece of equipment will be associated with the ID of the person checking it out and will be inspected upon turn in of the device. The District self-insures technology lending devices at all of our secondary schools and will self-insure and accept responsibility for maintenance and repair on all grant devices.

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